



SCRUTINY BOARD (CHILDREN AND FAMILIES)

Meeting to be held in Civic Hall, Leeds, LS1 1UR on
Thursday, 24th April, 2014 at 9.45 am

(A pre-meeting will take place for ALL Members of the Board at 9.15 a.m.)

MEMBERSHIP

Councillors

- J Akhtar - Hyde Park and Woodhouse;
- J Chapman (Chair) - Weetwood;
- J Elliott - Morley South;
- C Gruen - Bramley and Stanningley;
- A Lamb - Wetherby;
- P Latty - Guiseley and Rawdon;
- K Mitchell - Temple Newsam;
- M Rafique - Chapel Allerton;
- K Renshaw - Ardsley and Robin Hood;
- A Sobel - Moortown;
- B Urry - Roundhay;

Co-opted Members (Voting)

- Mr E A Britten - Church Representative (Catholic)
- Mr A Graham - Church Representative (Church of England)
- Ms A Craven - Parent Governor Representative (Primary)
- Ms J Ward - Parent Governor Representative (Secondary)

Co-opted Members (Non-Voting)

- Ms C Foote - Teacher Representative
- Ms K Jan - Teacher Representative
- Ms S Hutchinson - Early Years Representative
- Ms J Morris-Boam - Young Lives Leeds (0-13 age group)
- Ms T Kayani - Young Lives Leeds (13-19 age group)

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Produced on Recycled Paper

A G E N D A

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			<p>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</p> <p>To consider any appeals in accordance with Procedure Rule 25* of the Access to Information Procedure Rules (in the event of an Appeal the press and public will be excluded).</p> <p>(* In accordance with Procedure Rule 25, notice of an appeal must be received in writing by the Head of Governance Services at least 24 hours before the meeting).</p>	
2			<p>EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC</p> <p>1 To highlight reports or appendices which officers have identified as containing exempt information, and where officers consider that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, for the reasons outlined in the report.</p> <p>2 To consider whether or not to accept the officers recommendation in respect of the above information.</p> <p>3 If so, to formally pass the following resolution:-</p> <p>RESOLVED – That the press and public be excluded from the meeting during consideration of the following parts of the agenda designated as containing exempt information on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present there would be disclosure to them of exempt information, as follows:</p> <p>No exempt items have been identified on this agenda.</p>	

Item No	Ward/Equal Opportunities	Item Not Open		Page No
3			<p>LATE ITEMS</p> <p>To identify items which have been admitted to the agenda by the Chair for consideration.</p> <p>(The special circumstances shall be specified in the minutes.)</p>	
4			<p>DECLARATION OF DISCLOSABLE PECUNIARY INTERESTS</p> <p>To disclose or draw attention to any disclosable pecuniary interests for the purposes of Section 31 of the Localism Act 2011 and paragraphs 13-16 of the Members' Code of Conduct.</p>	
5			<p>APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTES</p> <p>To receive any apologies for absence and notification of substitutes.</p>	
6			<p>MINUTES - 13 FEBRUARY 2014</p> <p>To confirm as a correct record, the minutes of the meeting held on 13 February 2014.</p>	7 - 12
7			<p>REPORT BACK TO THE SCRUTINY BOARD ON PROGRESS AGAINST THE RECOMMENDATIONS IDENTIFIED IN THE SCRUTINY COMMITTEE REPORT ON THE CHILDREN'S TRUST BOARD</p> <p>To consider the report of the Director of Children's Services which provides an update on progress against the recommendations identified in the Scrutiny Boards Report on the Children's Trust Board since March 2013.</p>	13 - 22
8			<p>FREE SCHOOL MEALS</p> <p>To consider the report of the Director of Children's Services.</p> <p>(Report to follow)</p>	

Item No	Ward/Equal Opportunities	Item Not Open		Page No
9			<p>AN UPDATE ON PROGRESS FOLLOWING THE SCRUTINY INQUIRY INTO RAISING ATTAINMENT IN MATHS AND ENGLISH</p> <p>To consider the report of the Director of Children's Services which sets out the progress made in relation to the recommendations of the Children and Families Scrutiny Board inquiry into Raising Attainment in Maths and English.</p>	23 - 72
10			<p>ANNUAL STANDARDS REPORT (EARLY YEARS FOUNDATION STAGE, PRIMARY & SECONDARY SCHOOLS)</p> <p>To consider the report of the Head of Scrutiny and Member Development which refers to the Annual Standards Report (Early Years Foundation Stage, Primary & Secondary Schools) presented to Executive Board 14 February 2014.</p>	73 - 180
11			<p>WORK SCHEDULE</p> <p>To consider a report from the Head of Scrutiny and Member Development presenting the Executive Board minutes for 5 March and 2 April 2014.</p>	181 - 216

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			<p>THIRD PARTY RECORDING</p> <p>Recording of this meeting is allowed to enable those not present to see or hear the proceedings either as they take place (or later) and to enable the reporting of those proceedings. A copy of the recording protocol is available from the contacts named on the front of this agenda.</p> <p>Use of Recordings by Third Parties– code of practice</p> <ul style="list-style-type: none"> a) Any published recording should be accompanied by a statement of when and where the recording was made, the context of the discussion that took place, and a clear identification of the main speakers and their role or title. b) Those making recordings must not edit the recording in a way that could lead to misinterpretation or misrepresentation of the proceedings or comments made by attendees. In particular there should be no internal editing of published extracts; recordings may start at any point and end at any point but the material between those points must be complete. 	

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SCRUTINY BOARD (CHILDREN AND FAMILIES)

THURSDAY, 13TH FEBRUARY, 2014

PRESENT: Councillor J Chapman in the Chair

Councillors J Akhtar, J Elliott, C Gruen,
J Hardy, M Harland, A Lamb, P Latty,
M Rafique, K Renshaw and A Sobel

CO-OPTED MEMBERS (VOTING)

Mr E A Britten – Church Representative (Catholic)
Mr A Graham – Church Representative (Church of England)
Ms A Craven – Parent Governor Representative (Primary)
Ms J Ward – Parent Governor Representative (Secondary)

CO-OPTED MEMBERS (NON-VOTING)

Ms S Hutchinson – Early Years Representative

67 Late Items

In accordance with her powers under Section 100B(4)(b) of the Local Government Act 1972, the Chair agreed to accept the following late information:

- Agenda item 10, supplementary information in relation to appendix 2 of the report into improving school attendance. (Minute No. 75 refers)

The above information was not available at the time of agenda despatch, but was subsequently made available on the Council's website.

68 Declaration of Disclosable Pecuniary Interests

There were no declarations of disclosable pecuniary interests.

69 Apologies for Absence and Notification of Substitutes

Apologies for absence were submitted by Councillors B Urry and K Mitchell and Co-opted Members T Kayani – Young Lives Leeds (13-19 age group), J Morris-Boam – Young Lives Leeds (0 -13 age group) and C Foote – Teacher Representative. Councillor B Urry was substituted by Councillor J Hardy. Councillor K Mitchell was substituted by Councillor M Harland.

70 Appointment of Co-opted Member

The Scrutiny Board (Children and Families) agreed the appointment of the JCC nomination Kauser Jan (Bankside Primary School Teacher) as a Teacher Representative Co-opted Member (non-voting).

71 Minutes - 12 December 2013

In relation to minute no. 61, it was suggested that the linkages between clusters and Area Committees form a strand of investigation at the next cluster visits on 13 March 2014.

RESOLVED – That the minutes of the meeting held on 12 December 2013 be approved as a correct record.

72 Update on Children's Services Improvement Action Plan

The Director of Children's Services submitted a report providing an update on the 'Nine Point' plan which was developed after consultation with children and young people, staff and other stakeholders.

The following representatives were in attendance and responded to Members' queries and comments:

- Councillor Judith Blake, Executive Board Member (Children's Services)
- Nigel Richardson, Director of Children's Services
- Steve Walker, Deputy Director of Children's Services, Safeguarding, Specialist and Targeted Services

The key areas of discussion were:

- The involvement of children and young people in influencing front line working.
- The numbers of children becoming looked after and leaving care and the number of children in external residential placements.
- The behaviour of parents and how this is influencing the number of children under the age of 1 coming into care.
- Keeping families together and respecting cultural differences, kinship care and better engagement with the wider family.
- Attracting and retaining experienced social workers.
- Leaving care and the creation of a specific team to work with children age 13+ to prepare them for leaving care and adulthood.
- Pioneering work done in New Zealand and the work being done with Leeds to work with communities and understand cultural differences and the meaning of 'family' in different communities.
- Ofsted, raising of the bar with regard to assessment for children's homes and what it is like for a young person living in that setting.
- Family group conferencing and restorative practice. Training staff to work restoratively and then spreading that through schools and children's centres.

RESOLVED –

The Scrutiny Board (Children and Families):

- a) Considered and noted the report

Draft minutes to be approved at the meeting
to be held on Thursday, 24 April, 2014

- b) Ofsted framework briefing to be sent to the Scrutiny Board.

73 Frameworki Implementation

The Director of Children's Services submitted a report which provided an update on the implementation of the Children's Services Social Work system Frameworki

The following representatives were in attendance and responded to Members' queries and comments:

- Councillor Judith Blake, Executive Board Member (Children's Services)
- Nigel Richardson, Director of Children's Services
- Steve Walker, Deputy Director of Children's Services, Safeguarding, Specialist and Targeted Services.

The key areas of discussion were:

- Data transfer and cleansing.
- The concentration of resources to ensure the full implementation of reporting in Frameworki, which means utilising IT support from across the council including Adult Social Care.
- The need to ensure that social workers are in a better position than they were when utilising ESCR.

RESOLVED – That the update on the current position and future developments be noted.

74 Recommendation Tracking - External Placements

The Head of Scrutiny and Member Development submitted a report which set out the progress made with regard to recommendations arising from the External Placements Scrutiny Inquiry.

The following information was appended to the report:

- Recommendation tracking flowchart and classification
- Review of External Placements Inquiry (February 2014)

The following representatives were in attendance and responded to Members' queries and comments:

- Councillor Judith Blake, Executive Board Member (Children's Services)
- Nigel Richardson, Director of Children's Services
- Steve Walker, Deputy Director of Children's Services, Safeguarding, Specialist and Targeted Services.

The key areas of discussion were:

- Foster carer payment structure. From April 2014 will be matching Fostering network rates.
- The increase in foster carers in 2013.
- The initiatives in place to focus on targeting areas where the number of looked after children are not in decline.
- Support for special guardians that is available and how this has improved over the past 2 years.
- The cultural change of ensuring that doors and phone lines are always open for professionals who have concern about the care of a child.

RESOLVED –

The Scrutiny Board (Children and Families):

- a) Agreed that recommendation 7 and 9 are achieved and no longer require monitoring. Tracking of this inquiry is now complete.

75 Recommendation Tracking - Improving School Attendance

The Head of Scrutiny and Member Development submitted a report which set out the progress made with regard to recommendations arising from the Improving School Attendance Scrutiny Inquiry.

The following information was appended to the report:

- Recommendation tracking flowchart and classification
- Review of Improving School Attendance (February 2014)

The following representatives were in attendance and responded to Members' queries and comments:

- Nigel Richardson, Director of Children's Services
- Jancis Andrew, Area Head of Targeted Services (West North West)

The key areas of discussion were:

- Recommendation 6, and the requirement for a culture change in the way medical appointments are made for children of school age. Nigel Richardson to ensure this is on the agenda with the Integrated Commissioning Executive and will undertake more investigative work to understand the extent of the problem. It was highlighted that there is a clear need to engage with health practitioners and progress this further.
- Recommendation 2, that further School Governors should have a designated responsibility for attendance. Also Elected Member Area Leads for Children can also ensure that attendance is always on the agenda.

- Medical needs teaching service – concern was expressed that there is no intervention until a child misses 15 days education a year which is a significant amount of education missed.

RESOLVED –

The Scrutiny Board (Children and Families):

- Agreed that recommendations 7 and 8 are complete and therefore no longer require monitoring;
- Noted that satisfactory progress for recommendations 2, 6 11 and 12 is being made and that significant further action is required for recommendations 2 and 6.
- Requested that children’s services investigates the threshold for intervention by the medical needs teaching service and if there is scope to reduce the time period of missed education.

76 Work Schedule

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

The draft Scrutiny Board (Children and Families) work schedule for 2013/2014 and Executive Board minutes 18 December 2013 and 22 January 2014 was appended to the report.

Sandra Pentelow, Principal Scrutiny Adviser, presented the report and responded to Members’ queries and comments.

RESOLVED – That the contents of the report and appendices be noted.

77 Date and Time of Next Meeting

Thursday, 13th March 2014 at 9.30am in the cluster areas. (No pre meeting)

The next public meeting of the Scrutiny Board will be Thursday, 24 April 2014 at 9.45am in the Civic Hall. (Pre meeting for Board Members at 9.15am)

(The meeting concluded at 11:55am)

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Report of The Children's Trust Board

Report to Children and Families Scrutiny Board

Date: 24/04/14

Subject: Report back to the Scrutiny Board on progress against the recommendations identified in the Scrutiny Committee Report on the Children's Trust Board.



Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

The Children's Trust Board has sought to extend its membership in line with the recommendations of the Scrutiny Committee, and is continuing to review the effectiveness and purpose of its sub-groups, boards, partnerships and forums.

The Children's Trust Board has improved Cluster performance, accountability and governance arrangements across the city and is enhancing the monitoring of the performance of clusters.

The Children's Trust Board continues to monitor and report on child poverty in the city through the Child Poverty Strategy and the work of the Child Poverty Outcomes Group.

Recommendations

That Scrutiny Board discuss the response of the Children's Trust Board to the recommendations arising from the Scrutiny session in March 2013, and identify areas where further information or reports are required.

1 Purpose of this report

- 1.1 To report back to the Scrutiny Board on progress against the recommendations identified in the Scrutiny Committee Report on the Children's Trust Board.

2 Background information

- 2.1 In March 2013 The Scrutiny Board received a report on the history and development of the Children's Trust Board (CTB) and the subsidiary groups, committees, partnerships, boards and forums which support the CTB. Members were also presented with information to assist them in assessing strengths and areas for development for the CTB in respect of the three key questions agreed for the Scrutiny reviews of Strategic Partnership Boards.

- 2.2 What contribution the Partnership Board is making to tackle poverty and inequality, and the progress being made against this?

How successfully the Board's partnership arrangements are working?

To what extent are significant benefits being seen from partnership working? How has partnership working ensured increased pace of change to address the issue in hand?

- 2.3 The final report of the Scrutiny Board made 5 recommendations. Progress against each of these recommendations is summarised in section 3 below.

3 Main issues

- 3.1 ***Recommendation 1 – That the CTB further extends membership of the board to incorporate representation from Adult Social Services and private/voluntary sector Early Years Services.***

- 3.2 Early years engagement is being established through the revised Early Years Board which is part of the Learning Leeds framework for tackling the Council priority of raising educational outcomes. Adult Social Care representation at the CTB has been established.

- 3.3 ***Recommendation 2 – That the CTB undertake to regularly review the effectiveness and purpose of its sub-groups, boards, partnerships and forums to ensure that they are operationally effective, fit for purpose and contribute to producing significant benefits and outcomes for the children and young people of Leeds.***

- 3.4 The Children's Trust Board is currently discussing various changes to the strategies for delivering the Children and Young People's Plan. These include the establishment of a Best Start in Life group to deliver against the strategic commitment to focus on the earliest period in a child's life, from preconception to aged 2 years, in order to maximise the potential of every child. Analysis shows that economic investment into the early years gives the greatest return and impacts on key outcomes such as emotional well being, improved behaviour, school readiness and educational achievement.

- 3.5 Alongside this initiative there is a refreshed approach to integrated commissioning to minimise the affects of poverty, and support positive transitions for children and destinations for young people to adulthood across education, skills and health. A focus on prompt and targeted interventions, to prevent issues and problems becoming acute, chronic and costly to the child, young person, the family and the wider community is provided by the Early Help initiative.
- 3.6 Although research shows that the most impact can be made during a child's early years, early help is not just for very young children as problems may emerge at any point throughout childhood and adolescence. Early help may be provided through an increase in the levels of universal services, or services provided or commissioned in clusters; this includes family support provided by schools and third sector services.
- 3.7 Raising educational outcomes, particularly narrowing the gap for vulnerable groups is central to the work of the revised groups that make up the Learning Leeds partnership.
- 3.8 As soon as work on the key initiatives needed to help to continue to deliver the CYPP in the face of challenges such as population growth, welfare reform and child poverty is finalised the CTB and Children's Services Directorate will complete the review of the various boards and forums.
- 3.9 ***Recommendation 3 – That the CTB undertake to improve Cluster performance, accountability and governance arrangements across the city in order to provide the best possible support for children and young people in the city.***
- 3.10 A report to the CTB on 5 September 2013 set out the framework for refreshing cluster performance, accountability and governance arrangements. In support of this the report proposed the setting up of a Review and Support Sub-group of Schools Forum to take an overview of how funding to clusters is spent along with a revised governance timetable. This group has now been established with agreed terms of reference and has started meeting on a regular basis.
- 3.11 ***Recommendation 4 – That the CTB ensure value for money by monitoring the performance of clusters in order to identify if the investment in this methodology is making a difference and effectively meeting the needs of children and young people in the City.***
- 3.12 The CTB has the strategic responsibility to ensure that the work of clusters makes an effective contribution to delivering on the priorities in the children and young people's plan. The CTB receives regular information about progress on all the CYPP priorities which is supported by regularly produced dash boards which support discussion around the performance of clusters

Alongside this, as identified above, Schools Forum has recently established a Review and Support sub-group which has a key role in ensuring that funding is spent in an appropriate and timely manner which benefits the children and young people living in each cluster. In support of this, the sub-group's role is to receive

and review cluster business plans including information about surpluses and deficits and to approve the release of schools forum funding to clusters.

3.13 ***Recommendation 5- That the CTB reports back to the Scrutiny Board (Children and Families) in 2013/14 on the mechanisms for monitoring and reporting child poverty in the city. This report should also identify how the impact of initiatives put into place to reduce child poverty is measured.***

3.14 The original Leeds Child Poverty Strategy 2011-14, developed as a response to the Child Poverty Act 2010, identified 6 priorities. In the light of national guidance from the Child Poverty Unit the six priorities in the original strategy have evolved into the current approach of tackling child poverty via 5 “blocks” or priorities:

Best start in life. The current focus of this block includes: good level of development in the foundation stage; narrowing the gap at foundation stage; Early Start pathways and services; Children’s Centre services, including debt and personal advice; Infant mental health and Infant Mortality; Obesity; Family Nurse Partnerships; pathways for those at risk of becoming looked after and at risk from substance misuse.

Housing. The current focus of this block includes reducing the number of children and families in temporary accommodation; avoiding children becoming looked after where housing is a major factor; putting the interests and safety of children at the heart of housing practice.

Neighbourhoods. The current focus of this block includes substance misuse programmes, including work with high impact alcohol users, training and support around domestic violence; assistance for Foodbank developments; Free School Meal initiatives.

Employment & Adult Skills. The current focus of this block includes: free school meal take up; partnerships with Jobcentres and businesses; work experience programmes.

Financial Inclusion. The current focus of this block includes: free school meal take up; affordable banking; debt and financial advice; welfare benefits advice; fuel poverty.

3.15 The Child Poverty Outcomes Group is a sub group of the Children’s Trust Board. The original terms of reference for the group agreed as part of the development of the 2011-14 strategy focus on the following areas: developing a child poverty strategy and action plan; identifying key indicators and monitoring progress against priorities and targets. As it is a statutory strategy Leeds City Council Executive Board approval is also required for the Child Poverty Strategy.

3.16 Minimising the affects of child poverty is central to the outcomes, priorities and indicators set out in the Children and Young People’s Plan 2011-15. Tackling poverty is also an outcome and objective in the Best Council Plan.

Citizens@Leeds: Developing a new approach to poverty and deprivation

- 3.17 The Council recently adopted a new approach to tackling poverty and deprivation through the Citizens@Leeds agenda. This dovetails with the child poverty agenda. Four key propositions have been developed as the building blocks for a city-wide response to tackling poverty and deprivation.
- The need to **provide accessible and integrated services**;
 - The need to **help people out of financial hardship**;
 - The need to **help people into work**; and
 - The need to be **responsive to the needs of local communities**.
- 3.18 **Accessible and Integrated Services** - Members agreed to introduce the concept of community hubs across the city that reach our citizens and provide the right mix of council and partner services each community needs in the most efficient manner. This will involve a more integrated approach to service delivery and maximise the use of the assets and service points that exist across the city e.g. joint service centres, one stop centres, housing management offices, libraries, children's centres etc. The new service will look to develop seamless delivery taking account of an individual's or family's wider needs at the first point of contact wherever possible. The community hubs will support the delivery of pop-up (e.g. in supermarkets and GP surgeries) and mobile provision to ensure that we can reach all priority communities across the city. We will also develop more on-line provision to enable those that wish to self-serve to be able to do so. This will free up time of our customer services officers to advise those most in need or those requiring more detailed or intense support. Members agreed that the first three community hubs would be developed in Harehills, Armley and Middleton.
- 3.19 **Tackling Financial Hardship** - Members agreed proposals to tackle financial hardship by redesigning the delivery of financial support schemes to provide an integrated system of benefits advice and personal service. Pathways of support are now being developed to help people achieve affordable renting, affordable fuel, financial inclusion, digital inclusion, live healthy lives and improve employability. Members also agreed further proposals to tackle high cost lenders and support the credit union to deliver its aim of becoming more accessible and competitive with high cost lenders.
- 3.20 **Helping people into work** - By using the Citizens@Leeds approach to provide easy access for citizens to training and employment advice and opportunities across the city; use the community hubs to improve, tailor and deliver training and employment advice services; use the integration of customer service officers and other front-of-house staff to offer advice, guidance and signposting to employment support services and skills programmes; target our employment activity at those most in need and those furthest from the labour market, and; use the council's position as a major employer to target jobs and opportunities to those most in need as well as influencing other employers in the city to do the same.
- 3.21 **Responsive to the needs of local communities** – This fourth proposition has a wider focus than deprivation and poverty but will have a significant impact and helps in the delivery of the first three propositions. It seeks to strengthen local democratic engagement and increase community engagement and involvement in

local decision making. The changes will see the development of Community Committees to replace the existing Area Committee arrangements. Built into these developments is the need for all services to think more locally; for more decision-making and budgets to be locally provided; and for the work and decisions of local members through the Community Committees to have improved recognition so that local people are more aware of actions, decisions and funding provided for local communities.

Citizens@Leeds, Children's Services and the Child Poverty Strategy

- 3.22 The Citizens@Leeds agenda is wide ranging and will impact on children and young people and their families and communities in all kinds of ways. However, it also includes a number of specific proposals that explicitly and directly relate to children and young people, for example,

Advice for those at risk of becoming NEET

- 3.23 In developing the community hub concept we will build on existing good work with local secondary schools to identify what additional support could be provided through the hub approach to provide employment and skills advice and support for young people at risk of becoming NEET.

Financial and personal support for care leavers

- 3.24 There are on average around 10-12 new care leavers each month and it is proposed to deliver a package of financial and personal support that helps care leavers move from care to independence. The intention is to provide support around managing a tenancy, financial inclusion, benefits advice and support, jobs and skills advice, education opportunities and healthy living options. Funding for an additional Welfare Rights worker has already been approved to work exclusively with Care Leavers to provide a central point for the identification of the package of support required by the care leaver.

Employment and Skills Advice for Care Leavers

- 3.25 As stated above, care packages will be delivered to support care leavers move from care to independence, which will include advice and support around employment and skills. The success of this work will rely heavily on meeting the aspirations of the care leaver and creating a relationship where the care leaver is motivated to engage and contribute.

Integrated face to face provision of a range of Council Services

- 3.26 The provision of integrated and accessible Community Hubs will be critical to the new service of providing a 'whole system' approach to tackling poverty and deprivation across the city. This will involve a more integrated approach to service delivery and maximise the use of the assets and service points that exist across the city such as children's centres and one stop centres. The community hubs will support the delivery of pop-up and mobile provision to ensure that we can reach all priority communities across the city, including children and young people. The

Citizens@Leeds approach will therefore provide a clear focus on a single customer experience, irrespective of the service accessed, the member of staff dealing with the issue, or the location(s) being used to access the service.

Integrating the financial support, advice and personal support to deliver the 6 anti poverty strands

- 3.27 A key objective of Citizens@Leeds will be to facilitate delivery of local solutions that integrate benefits, advice and personal support to provide pathways out of financial hardship. We need to change the way we provide financial support, advice and personal support so that we provide support solutions that reflect the issues affecting our citizens now and for the foreseeable future. The overall aim of this approach will be to integrate financial support, advice and personal support to deliver pathways to the six anti-poverty strands – affordable renting; affordable fuel; financial inclusion; digital inclusion; healthy lives; and improved employability. This approach will be delivered locally via Citizens@Leeds community resource hubs in partnership with public sector services, advice agencies and third sector organisations.

Levels of child poverty in Leeds, the impact of initiatives & the refresh of the Child Poverty strategy

- 3.28 The latest available figures (HM Revenue and Customs, 2011) show that in Leeds approximately 22% (34,535) of all children experience child poverty (defined as households earning less than 60% of median income). Three wards have over 40% of children living in poverty - **Hyde Park and Woodhouse (45%); Burmantofts and Richmond Hill (43%) and Gipton & Harehills (40%)**. It should be noted that these figures do not reflect the impact of austerity budgets, particularly the current programme of welfare reforms. Research published by the Joseph Rowntree Foundation (January 2014) shows the number of households living on incomes below the level needed to afford an adequate standard of living has increased by a fifth (900,000) in three years. Income adequacy is measured by the Minimum Income Standard, which is what the public think we all need for a minimum socially acceptable standard of living in the UK. Families with children are the most likely to be living below an adequate standard, especially lone parents.
- 3.29 However, child poverty is not just about the numbers below particular levels of income. Educational outcomes are a case in point. Overall outcomes at the end of the Foundation Stage are in line with national levels of development, but there is a significant gap between the levels of development observed in our lowest achieving pupils and the average for Leeds. On the good level of development (GLD) indicator at the end of the Foundation Stage, performance in Leeds is above or in line with all core cities and above or in line with eight out of our ten statistical neighbour authorities. In Leeds schools 51% of children reached a good level of development. 52% of children nationally reached this level and 48% of children did so in statistical neighbour authorities and core cities. However, the gap between the lowest 20% of the cohort and the whole cohort remains significantly wide at 44.6%, compared to 36.6% nationally and 39.0% for statistical neighbours.
- 3.30 To give another example: the performance of pupils eligible for Free School Meals

(FSM) against the benchmark of 5 or more GCSEs at grades A*-C including English and mathematics is 35% compared to 67% for non FSM. This gap of 32% compares to a national gap of 25% nationally.

- 3.31 Two refreshed initiatives for the next year of the plan are the Best Start in Life and Narrowing the Gap programmes. These aim to address some of the key obstacles to making further progress on the child poverty agenda by maximising the potential of every child. Particularly through shifting some investment and resources to a focus on children from pre conception to their 2nd birthday.
- 3.32 Analysis shows that investment here gives the greatest return, impacting on key outcomes such as emotional well being, improved behaviour, school readiness, and educational achievement. This will run in parallel to renewed initiatives to narrow education gaps that materialise later in a child's life, and often combine with relative poor outcomes upto the age of 2 to lay the foundations for multiple poor outcomes. This will involve a range of universal and targeted services tackling issues such as domestic violence, substance misuse and mental health, and working with clusters of partners at local level to deliver early help.
- 3.33 The Child Poverty Outcomes Group and the Children's Trust Board are currently working on how best to take the child poverty strategy forward in the light of major, complex challenges such as welfare reform, changes to Council budgets, population growth, the role of lead members for Children's services and Area Committees, links to the Citizens@Leeds agenda, proposals to refresh the approach to narrowing the gap in key health and educational outcomes, work on youth hubs, the city wide programme for More Jobs- Better Jobs

4 Corporate Considerations

Consultation and Engagement

- 4.1 No issues arising directly from this report.

Equality and Diversity / Cohesion and Integration

- 4.2 The Council's revised approach to Equality, Diversity, Cohesion and Integration impact assessments includes consideration of measures to tackle poverty. All major decisions are accompanied by impact assessments.

Council policies and City Priorities

- 4.3 The Children's Trust Board oversees the delivery and development of the Children and Young People's Plan. One of the sub groups of the Children's Trust Board is the Child Poverty Outcomes Group. The original terms of reference for the group agreed as part of the development of the 2011-14 strategy focus on the following areas: developing a child poverty strategy and action plan; identifying key indicators and monitoring progress against priorities and targets. As it is a statutory strategy Leeds City Council Executive Board approval is also required for the Child Poverty Strategy.
- 4.4 The current CYPP covers the period 2011-15. An annual refresh of the CYPP is agreed by the Children's Trust Board. In the Spring of 2015 a new plan will be

developed and the final agreed proposed plan will need to be approved by full Council.

- 4.5 The CYPP is central to the delivery of the Best Council Plan. The latest refresh of the Best Council Plan from a children's services perspective includes outcomes and priorities for child friendly city, narrowing the educational outcomes gaps, improving the supply of school places, best start in life, tackling poverty and the 3 obsessions.

Resources and value for money

- 4.4 No issues arising directly from this report

Legal Implications, Access to Information and Call In

- 4.5 None.

Risk Management

- 4.6 No issues arising directly from this report

5 Conclusions

- 5.1 The Children's Trust Board has sought to extend its membership in line with the recommendations of the Scrutiny Committee, and is continuing to review the effectiveness and purpose of its sub-groups, boards, partnerships and forums.
- 5.2 The Children's Trust Board has improved Cluster performance, accountability and governance arrangements across the city and is enhancing the monitoring of the performance of clusters.
- 5.3 The Children's Trust Board continues to monitor and report on child poverty in the city through the Child Poverty Strategy and the work of the Child Poverty Outcomes Group.

6 Recommendations

- 6.1 That Scrutiny Board discuss the response of the Children's Trust Board to the recommendations arising from the Scrutiny session in March 2013, and identify areas where further information or reports are required.

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Report of Director of Children’s Services

Report to Scrutiny Board (Children and Families)

Date: 24th April 2014

Subject: An update on progress following the Scrutiny Inquiry into Raising Attainment in Maths and English

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Summary of main issues

1. Between December 2012 and May 2013, the Children and Families Scrutiny Board conducted an inquiry into raising attainment in maths and English as it was evident there are a number of barriers preventing a significant number of children and young people in Leeds from achieving mathematics and English qualifications.
2. The Board conducted its inquiry over five sessions during which written and oral evidence was presented and discussed. The inquiry heard from a range of key stakeholders involved in supporting young people in this area including council services and schools leaders (including those from Teaching School Alliances).
3. This led to the production of a Scrutiny Inquiry Report in September 2013 containing 9 recommendations and a subsequent response from Children’s Services in December 2013.
4. The recommendations included a request for an update on progress in April 2014

Recommendations

5. The Board are requested to note and comment on the progress in raising attainment in Maths and English.

1 Purpose of this report

- 1.1 This report provides a progress update in relation to the recommendations of the Children and Families Scrutiny Board inquiry into Raising Attainment in Maths and English

2 Background information

- 2.1 In June 2012, the Scrutiny Board was presented with an overview of The Leeds Education Challenge, a city-wide campaign to accelerate improvement in learning outcomes for 180,000 children and young people. The presentation highlighted that whilst general attainment is close to national averages, improvement rates are slow. Comparative data also highlighted that Leeds' position when compared to 151 other authorities was particularly low for GCSE attainment at 5 A*-C, which included English and maths. As a result, the Board resolved to undertake an inquiry into raising attainment in maths and English as it was evident there are a number of barriers preventing children and young people in Leeds from achieving maths and English qualifications.
- 2.2 The purpose of the inquiry was to make an assessment of and, where appropriate, make recommendations on the following areas:
- The approach of educational establishments to teaching maths and English
 - Leadership, strategies and systems for improvement
 - Teaching methods, skills and capacity
 - Targeted maths and English support for children and young people, monitoring progress, tracking improvement and target setting
 - Assisting parents and carers to support children and young people in maths and English education
- 2.3 During the course of the five sessions the inquiry received a range of written and oral evidence from range of key stakeholders involved in supporting young people in this area including council services and schools leaders (including those from Teaching School Alliances)
- 2.4 This led to the production of a Scrutiny Inquiry Report in September 2013 containing 9 recommendations and a subsequent response from Children's Services in December 2013.
- 2.5 The Scrutiny Inquiry Report also requested an update on progress in April 2014

3 Main issues

A progress update to each of the recommendations of the Board is set out below.

3.1 **Recommendation 1 – That the Director of Children’s Services in collaboration with Cluster Partnerships undertakes detailed analysis of schools who are achieving in challenging circumstances to identify the source(s) and reasons for their success which may then assist other schools in similar challenging circumstances. The Director is requested to provide a progress report to the Scrutiny Board at the April 2014 meeting.**

3.1.1 In the autumn term 2013, as part of the annual school review cycle, all LA maintained schools and some academies had an in depth scrutiny of the standards achieved in 2013. This provided an up to date picture of schools in challenging circumstances that had achieved significant success with their young people. We subsequently identified a few of these to be the focus of more in-depth case studies. These schools were:

- A group of primary schools that are part of an EMA Hub project – namely the main hubs schools of Bankside Primary School (Harehills), Beecroft PS (Kirkstall), St. Bartholomew’s PS (Armley) and St Peter’s PS working with a number of partner schools. The majority of the schools are now judged as good or better by Ofsted. **(See Appendix 1a, Case Study 7)**
- Cockburn high School. This school is currently judged as good by Ofsted and is aiming to be outstanding. Levels of pupil progress are very high and the value added score is the highest in the city. **(See Appendix 1a, Case Study 4)**
- The Farnley Academy. This school was judged by Ofsted to be inadequate in 2011 but, as a result of a rapid increase in student achievement over the past three years and a relentless focus on improving the quality of teaching and learning, was recently judged as outstanding by Ofsted. **(See Appendix 1a, Case Studies 3a and 3b)**
- The Inner East cluster of 13 primary schools. These schools have made significant progress in terms of pupil outcomes. **(See Appendix 1a, Case Study 8)**

3.1.2 The successes achieved by all the above schools are due in large part to their success in closing the gap between vulnerable learners and their peers.

3.1.3 The second stage of our approach to addressing this recommendation is to ensure that these successes are shared more widely in a number of ways:

- Secondary headteachers and academy principals in Leeds have agreed to adopt a new approach to their cycle of meetings during the year and from March 2014 onwards are now basing their meeting in schools and academies across the city. At each meeting, one school or academy will be invited to share their good practice with the wider group. In March 2014, The Farnley Academy gave a well-received presentation to this group and at subsequent meetings in the

summer term, Cockburn High School and The Rodillian Academy will host similar sessions.

- It is intended that some of the programmes linked to the work of the Closing the Gap team (such as the primary EMA Hub school programme) will be rolled out to more schools. In addition, the successes of the primary schools identified above will be shared more widely through the various networking opportunities that exist, for example the deputy headteachers', maths and literacy subject leaders' networks.
- There are a number of headteachers of schools in challenging circumstances who are National or Local Leaders of Education. We are ensuring that these colleagues are deployed effectively to support other similar schools. Examples here include NLEs from Rodillian (supporting John Smeaton Academy), Swinnow Primary School (previously supporting Hillcrest) and Morley Victoria (supporting Burley St. Matthias). In addition, Specialist Leaders of Education (SLEs) based in schools in challenging circumstances are increasingly being deployed to support colleagues in other schools (e.g. SLEs from Cockburn High School have supported City of Leeds School). [See also Recommendation 7 and Appendix 5]

3.2 **Recommendation 2 – That the Director of Children’s Services undertakes an investigation and detailed analysis to identify the underlying issues that create barriers to achievement in Maths and English for vulnerable children in Leeds. The Director is requested to provide a progress report to the Scrutiny Board at the April 2014 meeting.**

3.2.1 We have taken a three-fold approach to addressing this recommendation. Firstly the Learning Improvement and Children’s Performance teams have undertaken a ‘deep dive’ of 2013 data to ensure that there is an up-to-date picture of the current achievement levels in maths and English for vulnerable learners at all key stages (Early Years Foundation Stage profile and Key Stages 1,2 and 4). Secondly, research has taken place to clearly identify the underlying issues that create barriers to achievement in Maths and English for vulnerable children in Leeds. We have then identified some key actions going forward which are intended to address the issues. It is also important to state that the term ‘vulnerable children’ can be applied to many different cohorts of children - for the purposes of this analysis, the vulnerable groups whose outcomes in Maths and English have been studied in detail are children in receipt of free school meals, looked after children, children with a statement of SEN and children with English as an additional language. The following paragraphs sum up the main findings – more detail can be found in **Appendix 2 (2a, 2b and 2c)**.

3.2.2 Data tabled in **Appendix 2a** suggests that the vulnerable group who most underachieve in Maths and English at all key stages are those who are in receipt of free school meals. This gap is wider in Leeds than the gap seen nationally. At key stage 4, there is a sub-cohort of white boys in receipt of free school meals whose attainment in the two subjects is significantly below that of every other FSM cohort except for Gypsy Roma boys.

- 3.2.3 There is a gap between the achievement of children in Leeds for English and Maths who are looked after and those who are not. However, this gap is not hugely different from the disparity seen nationally. The outcomes for pupils with English as an additional language are lower than for those whose first language is English but the gap is not as large as that for pupils in receipt of FSM suggesting that social deprivation is a bigger barrier to achievement than not having English as a first language. Pupils with SEN performed well compared to pupils with SEN nationally, but those who are School Action did not.
- 3.2.4 Research into why vulnerable children in Leeds underachieve compared to their peers nationally suggests the following reasons may be significant. Firstly, there are a number of families in Leeds who experience multiple disadvantage and this adversely affects the outcomes for their children in school. There are eight Leeds' schools where the number of children in receipt of free school meals is over 50%. Of these schools, six are judged to be inadequate or requiring improvement and seven of them have academy status. Absence and persistent absence appear to be key issues in Leeds with the data indicating a worse picture in Leeds than at a national level, with vulnerable children more likely to be absent from school. Historically low attainment at primary level in Leeds is a trend that has continued into secondary level which then makes it harder for the gap to be closed between vulnerable cohorts and those who are not at Key Stage 4. Budgetary pressures in education in Leeds, as at national level, will also have had a greater impact on the achievement of vulnerable children in Leeds. These are detailed at greater length in **Appendix 2b**.
- 3.2.5 Many barriers to achievement lie “outside the school gates.” An important strand of the refreshed learning strategy for Leeds is to continue to explore the relationship between “in school” and “beyond school” factors. This is an extremely complex area which relates to the impact, history and development of the wider social, economic and cultural context of the school. Not all of these areas will be open to influence by schools or the local authority. However, it is important that the Leeds strategy includes a focus on understanding the full scope and potential of work with cluster partners, parents, families, and communities to unlock areas where action will impact on educational outcomes as well as on the wider health and well-being of the community. Nor is it simply about what is in and out of school. Some of the most complex areas are where in and out of school factors meet. For example, how and to what extent classroom practice and interaction relates to wider factors. All of these areas require further work and a detailed examination of what impacts on particular schools, and what is likely to work in particular areas.
- 3.2.6 Due to the size of the free school meal pupil cohort and the extent of the attainment gap between that cohort and the non-FSM cohort, we have ensured that LA school improvement priorities have continued to focus on this. At both primary and secondary level, school improvement adviser visits and reports focus specifically on the achievement of vulnerable pupils. At primary level, training sessions on the effective use of data reinforce the importance of scrutinising the data for vulnerable groups and identifying appropriate actions as a result. At secondary level, the effective use of pupil premium has formed part of subject network meetings throughout Year 3 of the Leeds Learning Partnership (LLP) and this will continue in Year 4. In addition, we have added the option for schools to buy into an LLP

'Advanced Membership' which is dedicated to closing the gap. Primary EAL projects have focussed on developing literacy so that those pupils are secondary ready. A number of future actions have been identified which include ensuring that there is an even closer correlation between the data analysis of schools with large numbers of vulnerable pupils and the support and/or intervention required. In addition, we intend to visit other local authorities where there has been real success in closing the gaps and using more widely the expertise of schools in Leeds that are also making headway in this regard. Other recommendations are detailed in **Appendix 2c**.

3.3 Recommendation 3 – That the Director of Children’s Services scrutinises the early entry policies for maths and English GCSE examinations for secondary schools in Leeds to ensure that policies are not counterproductive to pupil attainment. The Director is requested to provide a progress report to the Scrutiny Board at the April 2014 meeting.

- 3.3.1 Since the scrutiny board inquiry and subsequent recommendations, the DfE announcement in November 2013 stipulated that GCSEs would become linear with assessment at the end of the course. November entries are no longer possible as early entry points.
- 3.3.2 November 2013 was the final opportunity for schools to use November as an early entry point and the final time that the 20% for speaking and listening skills contributed towards the English GCSE grade. This earlier result, no matter if the pupil is entered again in June, will count for official statistics, even if the pupil produces an improved grade.
- 3.3.3 Ofsted has revised its subsidiary guidance to say: “For inspections after the publication of the 2014 results where pupils’ GCSE grades have changed as a result of examination entries, inspectors will take account of all available information” (paragraph 41 of Ofsted subsidiary guidance January 2014). This means that they will consider internal data provided by the school during inspection on the best a pupil has achieved in order to make a judgement.
- 3.3.4 In the most recent Carr Manor inspection (February 2014), the Ofsted report states: ‘The school enters a small number of students early for GCSE examinations in English and mathematics. This is used to identify specific weaknesses in what they know and can do. This forms the basis for focused support to improve their grades further. Early entry does not hold students back; quite the opposite, in fact’.
- 3.3.5 Since the DfE announcement we have been working closely with a number of schools to monitor the impact of this policy change and encouraging all secondary settings to respond to requests for information. In mathematics, of the 24 secondary setting respondents, 18 entered pupils in November 2013. These schools have a range of Ofsted judgements from grades 1 to 4. Three of these schools entered the full cohort. Of these three, the results show a range of below, at and exceeding expected three levels of progress (LP). These three schools had prepared pupils extensively for the November examination. Late withdrawal was considered too disruptive to pupil learning. The other 15 settings entered specific cohorts. Those settings who entered specific cohorts gave the following reasons: pupils who were at

risk of non or reduced attendance by the June examination; pupils who were ready to achieve A/A*; pupils who had just missed an A or C grade in the end of year 10 exams; low ability pupils who had been prepared for the exam and any late change would have disrupted their learning; pupils who attend off-site provision, pupils identified who could secure the C grade on the Foundation paper and then take the Higher paper in June after specific teaching. Results from all schools evidence a range of outcomes ranging from below, achieving and exceeding 3LP. At this stage, there is no discernible pattern of under or over achievement according to entry policy.

- 3.3.6 In English, of the 26 respondents, 18 entered pupils for the November 2013 exam. 6 of those entered the whole cohort and 12 entered specific cohorts. The fact that November 2013 was the final opportunity to include the 20% allocation for speaking and listening was the main reason for entry. Settings for both full and specific cohort entries offered the same range of reasons as mathematics for entry policies. 11 of the 18 settings felt that the entry had been a success. One school had a wider moderation issue which has impacted on overall grades despite receiving outstanding moderator feedback four months earlier. 7 of the respondents had seen A/A* reductions but were adamant this was due to grade boundary and assessment changes rather than a misjudged entry policy. Some schools had continued to enter in November to enable English departments to assess current grades and predictions accurately and intervene effectively because of fluctuating grade boundaries. Some settings used/use the early entry option because of the restricted timescales of their pupils. For example for some pupils in the Hospital School and secure settings it is the only opportunity to sit the exam. Some schools achieved good or better rates of progress and well above national average for A* to C grades. As in mathematics, there is no discernible pattern to outcomes and it is difficult to establish a control group against fluctuating boundaries.
- 3.3.7 As a comparison, an outstanding teaching school in a neighbouring authority entered the full cohort stating that pupils have such a good level of oral articulacy that it would be a disservice not to give them this final opportunity for this to be recognised. This school produced its 3rd best ever results from the November entry with 40% of pupils achieving 4LP and 88% A*-C grades. This school also cited a reduction in expected A/A* grades.
- 3.3.8 In conclusion, the most powerful reason for early entry is to enable precise and targeted intervention based on the detailed exam results data. Schools that do this effectively enable pupils to achieve and exceed expected achievement/attainment. Schools where capacity or practice is limited and this is not done effectively will produce poor achievement/attainment as a result of the early entry policy.
- 3.3.9 The school improvement service monitors and evaluates the progress of these schools according to the Learning Improvement Strategy. Close scrutiny and evaluation of progress towards targets in achievement and attainment forms part of regular monitoring visits. Following the summer 2014 examination results, we will be undertaking a detailed analysis of all the available data to ascertain the full impact of this significant change in policy.

- 3.4 **Recommendation 4 – That the Director of Children’s Services investigates the viability of collaborating with schools in the design and implementation of city wide standardised reporting format for feeder schools to provide consistent high quality information to secondary schools to aid the transition process. The Director is requested to provide a progress report to the Scrutiny Board at the April 2014 meeting.**
- 3.4.1 Since the start of this scrutiny inquiry, there has been a key policy change that makes this recommendation considerably more difficult to achieve in the short term.
- 3.4.2 In Summer 2013 the government unexpectedly announced the end of National Curriculum Levels from September 2014 following a recommendation from the expert group on National Curriculum Review. The DfE has a stated policy of autonomy for schools so that they have the freedom to develop their own means of assessing pupils’ progress towards end of key stage expectations. Levels had given a common tool to communicate between schools and other stakeholders at both a local and national level. If a number of different assessment systems now emerge this may lead to difficulties in comparability and common understanding. Schools therefore need to work in collaboration to ensure a consistent approach to assessment so that high quality information is available at any transition point.
- 3.4.3 The National Association of Headteachers (NAHT) set up an independent commission on testing and assessment following the DfE’s decision to remove levels without replacement. The first report from the commission, published February 2014, gives clear advice and guidance to support schools in determining new assessment arrangements in relation to the curriculum and pupils’ learning. A member of the commission, Tim Sherriff, has been invited to share the commission’s initial findings with Leeds schools on the 8th May 2014. In addition a working party has been developed by school leaders for school leaders to look at how best to collaborate and find a way forward, the first meeting took place on 2nd April 2014.
- 3.4.4 The outcomes of the above will then inform future decisions about possible citywide standardised reporting formats to be used in the primary/secondary transition process.
- 3.5 **Recommendation 5 – That the Director of Children’s Services facilitates dialogue and action at the appropriate level/forum to reinforce the importance of providing accurate and realistic pupil information to secondary schools throughout the whole transition process. The Director is requested to advise the Scrutiny Board of the proposed process for facilitating dialogue in the Director’s response.**
- 3.5.1 There are current issues around lack of trust in the accuracy of pupil information passed on to secondary schools (including attainment levels achieved in national assessed SATs). We believe that the way forward to address these issues is to encourage and facilitate more joint working across the primary and secondary phase. The following commentary highlights some of the ways in which this recommendation is being addressed, either through the facilitation of new ways of working or by identifying and sharing good practice that already exists in this area. This should of

course be viewed within the context of what is stated above in relation to recommendation 4 – i.e. the future removal of levels

- 3.5.2 We have facilitated some cross-phase moderation of pupils' work to develop a deeper understanding of pupil levels to ensure assessments are accurate and points for improvement are accurately identified. One of the Children Services primary consultants has undertaken a specific piece of cross-phase work (involving pupils in year 5 to 8 in Leeds primary and secondary catholic schools) to build a better understanding of different attainment levels in English across the primary and secondary sectors. **(See Appendix 1a - Case Study 1, and Appendix 1b - data)**. Another cross-phase programme is underway in the South Leeds cluster of schools involving Cockburn High School and six primary schools, the aim here being to raise attainment in literacy and numeracy, avoiding the attainment dip that can happen through the transition process **(See Appendix 1a, Case Study 2)**
- 3.5.3 In addition, there is much good practice taking place in relation to information sharing about vulnerable pupils to ensure their progress is not disrupted as they transfer from primary to secondary school. Some examples include:
- The development of cross phase programmes of work in some clusters such as the use of Numicon (where a maths teacher at high school visits feeder schools to test upcoming students in Maths in order to ensure appropriate provision in Year 7) and the use of Active Literacy Kit/ Units of Sound for literacy development across a number of primary/ high school.
 - SEN Case work for Year 6 students – detailed reports go to high school SENCOs to ensure secondary staff are aware of needs and provision required. These students are followed up in Year 7 with consultation provided to ensure their needs are being addressed, that appropriate provision is in place so that good progress continues. SEN case work also gives indicators on which students need access arrangements for examinations.
 - The use of targeted data: all students entering Year 7 with Maths and /or English below Level 2 are offered consultation and intervention. There has also been a focus on students entering year 7 with a two level discrepancy between English and Maths which leads to discussion about suitable provision/ grouping with secondary school SENCOs. Advice is also given to secondary SENCOs on suitable assessments to carry out at the beginning of Year 7 e.g. reading, phonics, spelling, writing, Maths.
- 3.5.4 More generally, there is a range of other strategies being developed to ensure greater collaboration and more consistent continuity of pupil progress across the primary/secondary transition phase. These include:
- The employment of primary-trained teachers in secondary schools - either to support 'nurture groups' or to provide intervention for students who have fallen behind / are not achieving their potential. Pupil premium funding and the 'Y7 catch up premium' are often used to employ such teachers whose experience in knowing how to support students at these levels is proving invaluable. They

can also be a valuable source of information and expertise for the secondary teachers in key pedagogical strategies such as effective differentiation.

- The opportunity for primary pupils to experience wider curriculum opportunities at secondary schools. These include the provision of master classes when more able primary students aiming for the higher levels are invited to attend 'master classes' in the secondary school with specialist maths /English teachers. Primary teachers are also increasingly being asked to support secondary colleagues to develop strategies and interventions relating to pupils assessed as being at the lower levels.
- The development of 'through schools' in Leeds e.g. Roundhay School and Carr Manor Community School. Both these schools have established themselves quickly as effective through schools, as endorsed by recent Ofsted inspections, and it is anticipated that, as the age range of the primary phases increases, the two schools will become centres of excellence for transition.
- Some primary schools send their children to secondary schools with 'a best piece' of written work which is put into the secondary exercise book, generally in English, so teachers can see what the child is capable of.

3.5.5 An additional example worth highlighting in relation to effective transition is the participation of a secondary school and three feeder primary schools in a Comenius partnership bid with Leeds Development Education Centre (Leeds DEC). They will link with schools in Berlin on the theme of migration and transition from Key Stage 2-3. Key objectives include supporting improved attainment in the core subjects of English and mathematic) for migrant heritage students and identifying what teachers need to equip them to work with multi-ethnic populations, and improve their current practice in working with migrant heritage children.

3.6 **Recommendation 6 – That the Director of Children’s Services evaluates the improvement in education provision as a result of traded service and School Improvement Service engagement and identifies which interventions and support are the most effective in driving improvement forward. The Director is requested to provide a progress report to the Scrutiny Board at the April 2014 meeting.**

3.6.1 The School Improvement Service has continued to address this recommendation proactively and has a wealth of evidence that demonstrates that educational provision is improving in Leeds. This is most evident in the outcomes of Ofsted inspections across the city. Within the context of an Ofsted framework in which the bar is continually being raised, the number of schools judged as good or better has increased significantly over the past 18 months. Just over 104,000 of Leeds pupils - 78.43%- now attend a school rated as good or outstanding. Since September 2012, all Ofsted inspection report and HMI monitoring reports should include a comment about the quality of external support, whether this is from the Local Authority (for maintained schools) or the sponsor/trust (for academies). We have collated all these comments which present a positive picture about School Improvement Service engagement with Leeds schools and the impact on raising standards and improving outcomes. The comments relate to both the core offer (of adviser monitoring and challenge) or specific traded support. Below are examples of a few comments. A spreadsheet containing a full list all these comments can be accessed on the Leeds

City Council website and a hard copy will be made available to the Scrutiny Board by the Principal Scrutiny Advisor. (background information 3).

- 'The local authority has provided effective support in the teaching of English and mathematics to support raising achievement.'
- 'The local authority knows the school's strengths and areas for development. It provides additional support and training which has helped to raise standards in writing.'
- 'The local authority provides good support for the school. This has helped the school to identify accurately its strengths and areas for development and has helped senior and subject leaders to improve teaching and achievement to date'
- 'The school is receiving outstanding support from the local authority. The amount of support offered has been well-judged and matched to the needs of the school.'

3.6.2 Overall pupil outcomes at all key stages are outlined in the annual standards review but it is worth highlighting here that, whilst Leeds still remains below national averages against some of the key benchmarks, there is a wide range of improved outcomes. In April 2011 Brighouse and Woods, widely acknowledged experts in educational provision, carried out a stock take review of the state of education in Leeds. A summary of the issues raised and the progress made is shown below:

Issue:	Too few schools are rated as good or outstanding by OFSTED.
Progress made:	The proportion of primary schools rated as good or outstanding has improved from 69% in 2011 to 82% in 2013. At secondary phase, the figure has improved from 54% to 58%. Leeds is now above the national figure for primary, but remains below at secondary phase.
Issue:	Improvement in the number of pupils gaining 5 or more A*-C GCSEs including English and math over a four year period has been slower than in other core cities and nationally.
Progress made:	Leeds has improved outcomes by 2%pts, to 57% and is now 2%pts above Core cities average, but remains below the national figure of 61%.
Issue:	Rates of improvement at Key Stage 2 are sluggish
Progress made:	Attainment rates have improved in line with those seen nationally and now stand at 74% of pupils achieving L4+ in reading, writing & maths. Rates of progress between KS1 and KS2 continue to exceed those seen nationally, with Leeds in the first or second quartile of LAs on these measures.
Issue:	Pupils eligible for free school meals often do worse in Leeds than elsewhere in all phases from the earliest years onwards
Progress made:	There are still significant attainment gaps at Key stages 2 but the percentage of FSM eligible pupils making expected progress between Key Stages 1 and 2 is above the national rate seen for these pupils. At Key Stage 4, the proportion of pupils achieving 5+A*-C including English & maths has improved at twice the rate, seen nationally, thus narrowing the gap in outcomes which now stands at 7 percentage points.
Issue:	Pupils from some BME groups do better in other cities
Progress made:	There have been some improvements for some groups but consistent improvement is yet to be achieved.

Issue:	Attendance is below the national average and lower than in other core cities, persistent absence is a particular issue
Progress made:	Attendance in the primary phase has improved from a below national position in 2011, to above national in 2012 and 2013. In the secondary phase, attendance improved at twice the national rate in 2012 and these levels of attendance were maintained in 2013. These rates remain the highest ever recorded in Leeds. In 2013, secondary persistent absence fell from 8.2% to 7.4%, equivalent to 198 fewer pupils being persistently absent. In the primary phase, persistent absenteeism has gone from being above national in 2011, to below national in 2013, based on provisional figures.
Issue:	Too many primary and secondary schools fall below or uncomfortably close to floor standards for English and maths.
Progress made:	Leeds is making progress in reducing the number of schools below floor standard. There were 16 <i>primary schools below floor standards</i> in 2012/13 compared to 34 in 2011/12 and 21 in 2010/11; 6 secondary schools below in 2012/13, compared to 6 in 2011/12 and 7 in 2010/11)

3.6.3 Evaluation of the impact of both the primary and secondary traded services is detailed and on-going. The summary below identifies the main strands of the support and its impact. Greater detailed information can be accessed on the Leeds City Council website and a hard copy will be made available to the Scrutiny Board by the Principal Scrutiny Advisor. (background information 4a and 4b).

3.6.4 Primary Schools

3.6.5 In 2012-2013, 73 schools bought a five day or more bespoke package of support, 101 schools purchased 147 ad hoc days of support and the primary team delivered in the region of 145 training events attended by approximately 4,000 delegates. Headteachers rated this service as follows:

- 85.7% stated overall effectiveness as excellent and 14.3% as good
- 80% rated the support as being excellent and 20% as being good in terms of matching the support to identified needs
- 96.9% stated that the traded service offers 'value for money.'

3.6.6 In 2013-2014, 84 schools have bought a five day (or more) bespoke package of support with 157 schools purchasing 166 days of support on a pay as you go basis. So far the team has delivered in the region of one-hundred and ninety seven training events involving approximately 5,000 delegates. Evaluation is still taking place but based on the returns so far, 75% of headteacher state overall effectiveness as excellent and 25% as good. All state that the traded service offers 'value for money' because of the outstanding way the team is prepared, has relevant/up-to-date knowledge/expertise, and effective communication skills. Specific examples of impact cited by schools include improvements in the quality of the teaching of literacy and greater consistency in calculation at a whole school level.

3.6.7 The annual Maths and Literacy Conferences in October 2013 were attended by 164 delegates across the two conferences with very positive feedback. The Maths cross-phase conference was rated overall as follows: 19% excellent, 75% good and 6% as

satisfactory. 75% of delegates at the literacy conference rated it as excellent overall, with 25% rating it as good. Overall evaluation ratings from delegates attending maths and English courses are also extremely positive - 58% rated maths training as excellent and 42% as good. English training was rated as excellent by 68% of attendees, 31% as good and 1% as satisfactory. Comments from delegates overall report that they are inspired, challenged and supported to reflect on their teaching to utilise the learning gained back in school, with staff and children to impact on outcomes.

3.6.8 **Secondary Schools:**

3.6.9 Evaluation of the secondary traded service training and development programme, the Leeds Learning Partnership (LLP) during its first 2 years has shown that delegates have rated the effectiveness of all traded CPD provision on average as either good or outstanding. Comments from delegates provide evidence of the impact the service has had in developing the leadership capacity of subject and senior leaders across the partnership.

3.6.10 Analysis of questionnaires distributed to subject leaders in Summer 2013 reported that the percentage of lessons rated good or outstanding had increased in 58% of departments. The questionnaires also indicated that as a result of partnership membership and the focus on teaching and learning, with a particular emphasis on the findings of John Hattie's 'Visible Learning' research, that awareness had been raised on the importance of feedback and strategies to improve its effectiveness for 73% of respondents.

3.6.11 Literacy modules have been created by the secondary learning improvement team and facilitated by Learning and Teaching Specialists (the school based lead practitioners who work alongside the secondary learning improvement team to plan and deliver the traded service CPD programme). These have been a key element of the LLP's network and conference programme in 2011/12, 2012/13 and 2013/14. Analysis of the Summer 2013 subject leader questionnaires evidenced that 99% of respondents had developed classroom practice to ensure opportunities for literacy were clearly planned for. In contrast 75% of respondents indicated that opportunities to exploit mathematics were clearly planned for.

3.6.12 In Summer 2012, literacy and 'mathematics across the curriculum' leader networks were established following the successful literacy conference (Summer 2012) and mathematics across the curriculum conference (Autumn 2012). Both conferences drew on both local and national expertise and best practice. In 2013/14 the mathematics across the curriculum (MAC) and literacy across the curriculum (LAC) strategic development plan was drawn up to facilitate expertise and knowledge transfer in evidencing impact and setting priorities for MAC/LAC development. This enabled MAC/LAC leaders to address staff CPD and the new curriculum through LAC/MAC activities and to ensure MAC/LAC leaders can present self-evaluation and priorities to wider stakeholders and influence outcomes. Case studies exemplify the impact of these networks.

3.6.13 In 2013/14 Case Studies were conducted to review the effectiveness of Leeds Learning Partnership membership. The benefits identified by schools of partnership membership include:

- localised networking;
- collaboration
- its responsiveness to locally identified need as well as national directives;
- the LLP's ability to attract high profile educationalists including subject HMIs to contribute to networks and conferences;
- engaging with and responding to current educational research and best practice;
- the development of the leadership skills of the Learning and Teaching Specialists that can be exploited back in their own schools.

3.6.14 In 2013/14 the Mathematics Pedagogy and Practice (MPP) programme was established as part of LLP silver membership to develop pedagogy and practice in areas of mathematics identified through Ofsted's 'mathematics made to measure report' as requiring significant improvement. MPP used materials developed by the National Centre for Excellence in Teaching Mathematics (NCETM) and drew on research evidence that identified 'lesson study' as a high impact CPD strategy to embed changes in mathematics practice. An interim evaluation of the project forwarded to NCETM evidences the initial impact of the programme. A final report will be published in Summer 2014.

[An evaluation of the impact of initiatives led by the Closing the Gap team, such as the work with EMA Hubs, can be found in Recommendation 9.]

3.7 Recommendation 7 – That the Director of Children's Services investigates how the service can be effective in raising awareness about the benefits of Teaching School Alliance membership and making more extensive use of National, Local and Specialist Leaders of Education with Headteachers and Governors. The Director is requested to provide a progress report to the Scrutiny Board at the April 2014 meeting.

3.7.1 The importance of developing effective school-to-school partnerships has been long recognised in Leeds and as a key element in ensuring effective school improvement takes place. We recognise that the role of Teaching Schools and National, Local and Specialist Leaders of Education are central to this. Over the past twelve months the Learning Improvement team has continued to ensure that schools are aware of the benefits that TSAs can bring and that N/L/SLEs are more extensively used. More specifically: Significant changes are currently underway with website development across Children's Services. The new Leeds Education Hub and traded services websites will enable schools to access a wide range of information relating to school improvement including links to the range of expertise available from Teaching School Alliances (TSAs). It is anticipated that that this will provide a real one-stop shop for a wide range of school improvement services

- The Learning Improvement team is continuing to promote the programmes available through the TSAs in a range of documentation relating to school improvement. This includes training brochures and briefing papers to school leaders. In addition, Local Authority action plans for schools currently judged as Grade 3 or 4 by Ofsted increasingly include the brokering of support from TSAs such as the deployment of SLEs and the signposting of teachers to Improving and Outstanding Teacher Programmes (ITP and OTP). In addition, representatives of TSAs will be attending a

major LA event in late April focusing on the promotion of the range of support now available to support school improvement from a variety of sources including the local authority and TSAs. Many schools are now citing clear evidence of the impact of these TSA interventions and, encouragingly, they are sometimes referenced in Ofsted/HMI reports.

- Leeds LA is recognised by the National College as an effective broker and commissioner of National and Local Leaders of Education (N/LLEs). The deployment of this group of leaders is strategic and effective. Where appropriate, N/LLE partnerships have been established with a significant number of schools judged as Requiring Improvement or Inadequate by Ofsted and/or below floor standards. The majority of N/LLEs based in Leeds schools have now been deployed to support other schools across the city (or in some cases, in neighbouring LAs). In addition, in order to meet specific needs, the LA has brokered the support of N/LLEs from outside the LA to work in Leeds. Whilst the focus of N/LLE support will vary depending on the needs of the school, a common thread running through the vast majority of deployments is a focus on schools getting to good and, ensuring that achievement in English and maths improves, particularly for the most vulnerable pupils to ensure that the achievement gap continues to narrow. The work of N/LLEs is quality assured by the LA through its on-going monitoring role with LA schools and the establishment of robust contracting, action planning and evaluation processes. There is now a significant amount of evidence that demonstrates the impact of such partnerships and **Appendix 5** summarises this in relation to previous and current N/LLE deployments in Leeds schools.
- In recent months, there has been the opportunity for N/LLEs and Teaching School Alliances to bid for funding to the National College to support N/LLE partnerships. As the LA has a comprehensive knowledge of overall standards in Leeds schools and the improvement needs of individual schools, we have been working closely with TSAs and N/LLEs to support these bids and we are delighted that a number of these have been successful. Some of the bids relate directly to a bespoke package of N/LLE support for school current judged as Requiring Improvement. Here the emphasis will be on raising standards in the core subjects of maths and English, depending on the needs of individual schools. We are particularly excited by the success of one of the other bids which is for specific funding to support six newly appointed teachers in Grade 3 schools. This will enable a 12-month programme of support to be implemented which will involve close partnership working between the six schools, N/LLEs and Local Authority officers. Getting to Good, Closing the Gap, improvement in maths and English achievement will be the key aims of these partnerships.
- SLES. The number of Specialist Leaders of Education (SLEs) has increased significantly over the past twelve months. SLEs are accredited via the National College and deployed directly from the TSAs. Initially the majority of these were secondary SLEs and ensuring that these colleagues are effectively deployed has been the key priority for our partnership working with TSAs. In the case of the Yorkshire Inclusive TSA, one of the first TSAs in Leeds, the majority of their SLEs have now been deployed effectively in other schools although the LA has been proactive in brokering the support of SLEs from other TSAs within Leeds (such as Morley) and beyond (Red Kite TSA).

- There are some examples of effective deployment of primary SLEs although we are aware that this is an area that needs to develop further. The LA has been proactive in encouraging colleagues from schools to apply for SLE status and, as such, the number of primary SLEs is increasing. A good example of this is a particular piece of work that has taken place through the Closing the Gap team in Childrens Service linked to the Quality Plus programme. This was set up to improve the quality of teaching in Arooj schools by pairing up outstanding teachers with teachers who wished to improve. From the outset, one of the objectives of the Quality Plus programme was to encourage the participating outstanding teachers to apply for SLE status thus ensuring a larger pool of expert teachers within the LA. The application process for the programme was modelled on the SLE application process used by the National College (NCTL), preparing them well for future application for SLE status. The Closing the Gap consultant worked closely with the Yorkshire Inclusive TSA to develop the skills teachers would need to be successful in their applications. At the end of the programme two Early Years teachers from Bankside applied to be SLEs and both were successful. Through the establishment of an Early Years hub of good practice (in partnership with Bankside Primary Schools these SLEs are now supporting specific schools on a termly basis with very positive feedback.
- Since the original scrutiny inquiry, the National College has been developing the National Leaders of Governance (NLG) programme across the country. In Leeds we now have one secondary and one primary NLG. Ofsted reports are now regularly recommending reviews of governance and school improvement advisers are therefore brokering such reviews from NLGs (including from outside the LA). We have also utilised their expertise to lead and contribute to Interim Executive Boards – examples here include John Smeaton Community College and the BESD SILC. The Governor Support Service in Leeds is actively encouraging chairs of governors to apply for NLG status. They are also planning to recruit local leaders of governance in partnership with the Diocese of Leeds and the National College.

3.8 Recommendation 8 – That the Director of Children’s Services investigates how Leeds City Council and the YorksITSA can utilise project funding to research Maths and English attainment in Leeds and the action required for improvement. The Director is requested to advise the Scrutiny Board about the progress of the investigation in the Director’s response.

3.8.1 At the time of writing, progress with this recommendation has been very limited. A bid from the YorksITSA through the Education Endowment Foundation to undertake research was unsuccessful but, depending on feedback, may be resubmitted. As stated in the commentary about Recommendation 7, we have worked closely with YorksITSA secure funding for N/LLEs. In addition we are developing closer links with Higher Education Institutions which we hope will lead to some research projects.

3.9 Recommendation 9 - That the Director of Children’s Services reviews the intervention strategies and projects implemented in schools and school collaboratives across the City to identify successful outcomes. Plus, also

investigates how, working collaboratively with schools, the effective processes can be expanded and embedded in the city to effectively narrow the gap in Maths and English attainment. The Director is requested to provide a progress report to the Scrutiny Board in April 2014.

- 3.9.1 In addition to what is stated above in relation to Recommendation 6, there is regular and on-going evaluation of the impact of intervention strategies and projects across the city on the outcomes for vulnerable learners. These strategies are aimed at every key stage, in recognition that there is the need to improve the outcomes for all learners (with a particular focus on closing the gap between children who are in receipt of pupil premium funding).
- 3.9.2 In response to the significant gap in outcomes between EAL pupils and non-EAL pupils in Leeds, a working party was set up with the aim of equipping all staff with the skills and strategies needed to ensure that EAL pupils' potential can be fully recognised and evidenced across all areas of learning with a particular focus on the prime areas including understanding, speaking, listening, reading, writing and number.
- 3.9.3 In the primary team, report templates record the outcomes for vulnerable groups and key issues arising from the data. These are used as a starting point for discussion with schools. Key actions and progress are reviewed on subsequent visits with activities to support school self-evaluation. Within the secondary Leeds Learning Partnership (LLP), schools work together to identify best practice and share it, developing a coherent and systematic set of interventions that empower school leaders to work collaboratively, change attitudes and raise expectations of pupils in order to improve outcomes and close the gap for the most vulnerable learners. In 2013/14 the LLP CPD programme has included specific modules and opportunities to share best practice in relation to closing the gap. This has included cascading the findings of national research across the partnership such as DfE's pupil premium toolkit, the Sutton Trust 'teaching and learning toolkit' and Ofsted's report 'The Pupil Premium: how schools are spending the funding successfully to maximise achievement'. The effectiveness of this module will be evaluated in Summer 2014.
- 3.9.4 In the Closing the Gap team, there are a number of focused interventions to facilitate schools working collaboratively. Support and challenge is offered to schools through programmes such as the Arooj collaborative, the EMA Hub programme, Quality Plus and Maths4All. **Appendix 6** contains more specific details of these programmes and there are case studies in **Appendix 1a – Numbers 5, 6 and 7**. The programmes are having an impact on improving the outcomes for the targeted vulnerable groups in the participating schools. Successful strategies that make a difference are rolled out to a wider group of schools and additional schools are also being recruited to work in this way.
- 3.9.5 Working in partnership with clusters is key to improving outcomes for vulnerable learners. In the CHESS cluster (Chapelton and Harehills), there is an example of schools focusing on improving English and mathematics. All schools within the cluster work collaboratively to ensure consistently good and better practice in relation to improving across all cluster settings, leading to accelerated progress and attainment in English and mathematics by sharing good and outstanding practice.

They have developed pedagogic ‘non-negotiables’ with a key focus on English and mathematics which are interdependent and critical in determining good and better progress to raise the attainment of all pupils and groups. This policy recognises the importance and value of effective quality first teaching to promote first language as well as enhancing additional language development.

3.9.6 Moving forward/next steps identified include work on the following programmes:

- Language Rich Project in primary schools– developing language-rich classroom environments, working in partnership with speech and language therapists in order to accelerate the progress of learners’ writing across the curriculum.
- Developing programmes in secondary schools, focused on developing oracy in order to narrow the gap for pupils in receipt of the pupil premium in English and mathematics.
- Establishing a GRT (Gypsy, Roma and Traveller) hub in primary schools working collaboratively to focus on sharing and developing effective practice in order to improve outcomes in English and mathematics.
- Further developing links between mainstream schools and supplementary schools focused on improving English and mathematics through setting up homework clubs in supplementary schools.
- In 2014/15 the secondary traded offer ‘Advanced Membership’ will include the new ‘intervention leadership package’ a programme of CPD for senior leaders and governors responsible for the effective use of pupil premium funding and mathematics and English leaders responsible for intervention within their subject areas. The programme will be facilitated by LA advisers supported by Ofsted HMIs and will strengthen schools’ capacity to strategically spend pupil premium and year 7 catch up funding to ensure maximum impact.

4 Corporate Considerations

4.1 Consultation and Engagement

4.1.1 The scrutiny process underpinning this report meant that members were able to have face-to-face consultation with both representatives of the school sector and council services. The recommendations are based on their engagement in this process.

4.2 Equality and Diversity / Cohesion and Integration

4.2.1 Some young people are statistically more likely to have lower attainment and progress levels in English and maths such as those with learning difficulties and disabilities, those from some ethnic minority backgrounds, those with EAL and poor school attenders. The purpose of all the strategic and operational activity relating to this this area of work is to reduce the inequalities that prevent young people from achieving their potential in English and maths. Closing the Gap is therefore a key element of our work in relation to many of these recommendations.

4.3 Council policies and City Priorities

4.3.1 Raising attainment in maths and English is at heart of the Children's and Young People's Plan and its core outcome relating to children and young people 'doing well at all levels of learning'. Many of the key indicators for this outcome rely on improving levels of achievement in English and mathematics.

4.4 **Resources and value for money**

4.4.1 The investment in resources to address this key issue, both at a school level and within Leeds Children's Services is essential if progress is to be sustained. Maintaining and further developing effective communication systems is a key factor here – these include headteacher briefings, other leadership networks and the further development of websites and other on-line resources. The contact that school improvement officers have with schools is extremely valuable in ensuring that lines of communication are maintained with all schools. The core offer adviser work focuses on pupil progress (particularly in English and mathematics) and identifies opportunities to share and develop good practice – all closely linked to work around the recommendations from this inquiry.

4.5 **Legal Implications, Access to Information and Call In**

4.5.1 There are no relevant legal implications to this response to the inquiry.

4.6 **Risk Management**

4.6.1 Raising the attainment and progress levels of young people in English and mathematics is vital to their future success and life chances and also to the economic and social success of the city.

5 **MATHS & ENGLISH SCRUTINY INQUIRY- CONCLUSION**

5.1 There are many examples of improving educational outcomes in Leeds. Just over 104,000 of Leeds pupils- 78.43%- now attend a school rated as good or outstanding by Ofsted. On some measures there is year on year improvement with progress in Leeds often faster than elsewhere. Making the progress seen in the light of budget reductions, the increasing diversity of the school population and the rise of different school models is arguably a notable achievement.

5.2 Significant, tough and complex challenges remain. Much greater and faster progress in English and mathematics is one these challenges. Higher standards of literacy and numeracy are one of the keys to narrowing the achievement gaps that remain in Leeds across all key stages. Gaps which particularly affect boys, those with special educational needs or disabilities, some Black Minority Ethnic groups, those eligible for free school meals and those living in deprived areas of the city.

5.3 Core skills in English and mathematics are of extremely high value to individuals and their families, employers, the local and the wider economy. This inquiry has brought a fresh perspective and challenge to the issues we face in the city.

5.4 Leeds is ambitious. It wants to be the place where progress and improvement on previous best educational outcomes is the fastest in the country at every level. It wants to be the place where groups of children and young people vulnerable to

poor outcomes do better than elsewhere in the UK. It wants to be the place that recruits, develops and retains the best teachers and head teachers.

- 5.5 Developing the workstreams discussed in this inquiry, improving and sharing our knowledge of what works, applying this in dialogues with schools across the city, continuing to learn from best national and international practice, developing an unflinching commitment to our vision across the Leeds learning community, facilitating the best school to school improvement programmes, and developing and keeping the best teachers and leaders are key to consolidating incremental progress, and building faster, transformational change across the board.
- 6 Recommendations
- 6.1 The Board are requested to note the progress against the nine recommendations, based on their findings of the original scrutiny inquiry.
- 7 Background documents¹
- 7.1 a) Ofsted Grades and LA Comment Tracker Autumn 2012 - Spring 2014 (Background information 3)
- b) School Improvement Team: Service Level Agreement (SLA) Evaluation Results from 35 Schools 2012 – 2013 and School Improvement Team: Service Level Agreement (SLA) Evaluation 2013 – 2014 (Background information 4a)
- c) Leeds Learning Partnership, Partnership Package Overview of Year 1 2011/12 and 2012/13, The impact of the Leeds Learning Partnership and Inspiring middle and senior leaders through the development of an effective Leeds-wide professional learning community. (Background information 4b)

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

An update on progress following the Scrutiny Inquiry into Raising Attainment in Maths and English (April 2014)

Appendix 1a – Case Studies 1-9

Case study 1: Leeds Community of Catholic Schools- Cardinal Heenan cluster 2 nd Year
Schools: Cardinal Heenan High School, Holy Rosary and St Anne CPS, Immaculate Heart of Mary CPS, St Urban's CPS, Holy Name CPS, St Paul's CPS, St Augustine's CPS
Issues: Reading and writing, development of the workforce- TA support programme, Literacy leadership, transition.
Target group: Support staff, Primary Literacy leaders, KS3 Literacy Leader, class teachers
Actions: <ul style="list-style-type: none"> - Priority areas identified through data, SDP priorities and success of Y1 programme - Brokerage of support and SLA set up by LA- to include work with school leaders SLA package Y1- 5 day SLA package, Y2 10 day - Reading/writing audits undertaken -provision and skills - Group priorities identified - Programme outline designed to include CDP, networking ,sharing and developing good practice and bespoke school input from a consultant
Impact: Feedback from HTs, Literacy leaders and TAs very positive. In-school monitoring evidences recommended strategies and approaches being used. Increased confidence in use of data by Literacy Leaders.
See also data for these schools: Appendix 1b

Case study 2: South Leeds cluster of Schools- Secondary and Primary Schools
Schools: Secondary-Cockburn, Primary Schools- Middleton, Middleton St Philips, Middleton St Marys, Westwood, Beeston, Hugh Gaitskell.
Issues: As a result of Cockburn's last Ofsted inspection; To Raise attainment in English and Maths- increasing links with primary feeder schools in order to raise attainment in literacy and numeracy when students start in year 7.

Target group:
Subject leaders
Actions:
School to school networks have been in place for some time, these needed to be made formal and timetabled, particularly for year 5/6. CPD and sharing good practice opportunities planned including Collating of the primary schools data Numicon training Updates on the new mathematics curriculum
Impact:
Networks are more focused and clearly timetabled, clarity of expectations and consistency of approaches being developed across the cluster. Results in Numeracy are improving across the cluster by 10% in English and 7% in mathematics.

Case study 3a:
School: The Farnley Academy : <u>English</u>
Context:
In 2011 53% of pupils gained A*-C in English. There had been 3 years of poor teaching, marking was erratic, Year 7 were not taught by specialists, there was no moderation or standardisation of work. Less able tended to underachieve. Schemes of work were loose and not underpinned by a consistent methodology. There was no quality assurance of lessons. 4 out of 6 members of staff were NQTs. There was no consistent tracking of pupils.
Actions
<ul style="list-style-type: none"> - Changed specification to WJEC board for which the HOD is an examiner. - Standardisation and moderation of controlled assessment took place regularly as a department. This meant that pupils could redo work before it was submitted. - The mark scheme for English changes every year. The school mark against the most stringent mark scheme of recent years. - Moderation takes place within department but also with two other schools. - There has been collaborative writing of schemes of work. This means that they are now in place for every class and all the teacher needs to do is to personalise it appropriately for their pupils. - The collaborative way of working is made clear to new applicants. - The tracking is centralised so that any member of staff can pick up a class. - All classes for one year are timetabled at the same time which allows for fluidity of setting. - Pedagogy is based around modelling and the use of visualisers (the pupils use these

<p>too).</p> <ul style="list-style-type: none"> - There is a drive on effective proof reading. - Green for Growth became embedded in the school as a means of responding to feedback and improving work. - SPaG has become a major focus (and is highlighted in orange in work). - There is a school wide focus on using a formality scale. - Strategic seating plans are in place (these may change according to whether it is a reading or a writing lesson for example). - There is distributed leadership within the department. - There are 3 mocks in a year and there is analysis of which questions individual pupils need support with and homeworks are individualised. - Controlled assessment and exam preparation are taught throughout the year.
<p>Impact</p> <p>83% 3 levels of progress 34% 4 levels of progress 78% 5A*-C 75% of lessons good or outstanding Pupil voice indicates high levels of confidence and engagement The Farnley Academy Ofsted judgement of Outstanding February 2014</p>
<p>Case study 3b:</p> <p>School: The Farnley Academy: Mathematics</p>
<p>Context:</p> <p>Pupil are significantly below expectations on entry (RAISE) School received Ofsted judgement of 'Notice to improve' in 2010, and 'Satisfactory' in 2011 (under legacy Ofsted frameworks) No leader of mathematics in place Poor levels of staffing in mathematics (supply teachers, NQTs, non-specialists, staff on temporary contracts) and therefore the learning experience was erratic No schemes of learning in place and therefore no consistent approach or pedagogy Persistent underperformance of pupils in mathematics in both attainment and levels of progress (A* - C at 40% in 2011) Poor learning behaviours of pupils</p>
<p>Actions</p> <ul style="list-style-type: none"> - Priority areas identified through monitoring and evaluation - Creative and tenacious approach to recruitment of high calibre specialist staff - Bespoke mathematics CPD through effective Gorse Academy Trust collaborative working - Improvement in mathematics was an intrinsic part of whole school improvement of teaching and learning, behaviour, leadership and standards - Whole school implementation of Positive Discipline (PD) which is described by the leader of mathematics as 'the cornerstone of success' and results in vastly improved behaviour for learning - Common lesson structure introduced allowing teachers to focus on pedagogical skills and pupil progress (discuss mathematical concept; pupils elicit method of

calculation; teacher models calculation and this is driven by the pupils; practise on whiteboard and pupils sharing and discussing ideas; independent problem solving and then apply knowledge to different scenarios)

- Whole school approach to pupils responding to feedback : Green for Growth
- Focus on quality first teaching through supporting consistency and pedagogical practice
- Pupils are not required to attend outside classes because the department focuses on the quality first classroom teaching. Teachers ensure pupils are on track and intervene within lessons before data capture points. As a result, no compulsory intervention takes place outside of lessons
- A fully resourced scheme of learning has been implemented which all staff use at the same time and therefore set movements are fluid
- Strategic seating plans used by the whole school ensure sophisticated personalisation
- A Free School Meals form group was established with designated specialist mathematics teacher to support.

Impact

83% 3 levels of progress
 48% 4 levels of progress
 81% 5A*-C
 95% of lessons good or outstanding
 Pupil voice indicates high levels of confidence and engagement
 Teachers are highly effective at personalising lessons because they have a clear structured framework for teaching mathematics
 The Farnley Academy Ofsted judgement of Outstanding February 2014

Case study 4 :

School:

Cockburn School - a school in challenging circumstances achieving in English and mathematics

Context:

The proportion of students eligible for pupil premium at Cockburn is 53.2% which is very significantly higher than the national average. In all year groups, the prior attainment of students at KS2 who join the school is exceptionally low and markedly below the national average.

Over the last 5 years there has been a strong consistent trend of improvement at Cockburn. In 2010 the school was rated 'Good' by Ofsted but *English and mathematics were identified as areas for improvement*. 2011 results showed that although pupils at Cockburn made good progress overall, *progress in English was significantly below national averages and progress in maths was only average*.

Increasing achievement in English and maths has been a priority for the school.

Actions

English:

- Change of exam board from AQA to WJEC resulting in tighter, more consistent teaching and increasing expertise.
- Department includes 2 examiners leading to better understood success criteria and increased staff confidence in assessing pupils.
- Focus on English only GCSE – English Lit dropped from the curriculum.
- Early entry has been used to allow for resitting.
- Increasingly robust standardisation at KS3 as well as KS4.
- Strong emphasis on a collaborative, team approach and large bank of shared resources.
- Wherever possible groups stay with the same teacher each year so no time is wasted identifying pupils' strengths and weaknesses.
- Pupils' achievement kept under constant scrutiny and pupils moved between groups as necessary.
- Development of a more creative and engaging approach including the use of microphones, cameras and apps.
- Increased quality teaching and learning time. 12 weeks prior to GCSEs Y11 pupils have an extra 50 minute English lesson in addition to the 5 x 50 minute sessions they routinely have. 'Usual' English lessons only taught in the mornings and no doubles.
- Saturday morning school delivers English and attracts around 90 pupils, many of whom are eligible for pupil premium.
- Early intervention for weak readers. Y7 pupils with a reading age below 9 are put on well matched programme delivered by 4 specialist staff within the very well-resourced Learning Support Centre. Reading volunteers and 6th form reading mentors also used.
- Use of Accelerated Reader programme used extensively across the school in Y 7-10 for the many pupils with a low reading age. The impact of intervention and reading programmes is closely monitored.
- Whole school drive to improve literacy includes 'Teaching & Learning Essentials' and 'Non-Negotiables' for all lessons, a focus on correct use of English and the quality of extended writing.
- Reading, Writing, Communication & Mathematics [RWCM] group includes representatives from all curriculum areas and meets regularly to develop, share and then disseminate good and outstanding practice.
- CPD seminar cycle regularly used to deliver literacy training e.g. extended writing which is then monitored for impact.

Mathematics:

- Maths specific training with a very strong emphasis on pedagogy and subject knowledge.
- Regular departmental meetings enabling staff to look at maths specific teaching and learning issues on a week to week basis.
- 'Teach maths right' is part of all maths teachers' performance management.
- Careful allocation of pupils to teaching groups and teaching groups to staff ensures

well managed and positive attitudes to learning.

- A team approach to scrutiny of assessment results to challenge and raise teacher aspiration across all groups.
- Strong staff collaboration in planning and sharing resources. A core of stable, long serving and experienced teachers support others new to the school.
- Where end of unit assessments show a lack of understanding, pupils are required to go to the after school 'Sum Club' for additional support.
- Increased teaching and learning time. 12 weeks prior to GCSEs Y11 pupils have an extra 50 minute maths lesson in addition to the 5 x 50 minute sessions they routinely have.

Other:

- Fortnightly joint meetings with English and maths subject leaders and the deputy head provide a good mix of challenge and support. After key assessment points achievement of pupils is compared across both departments, subject leaders are held to account and subsequently hold subject staff to account. Departments work collaboratively with each other and share good practice.
- English and maths given clear priority in school in terms of timetabling and resources.
- 'Red for Reflection' school assessment and feedback model underpins cross curricular literacy.
- Successful school wide drive to ensure high levels of quality teaching, attendance and standards of behaviour have supported improved achievement across all subjects.

Impact

- 2013 results [KS2-4 VA] show that pupils.
 - made progress in *English that was significantly higher than the national average*
 - made progress in *mathematics that was significantly higher than the national average*
 - pupils eligible for *pupil premium made progress in each of the two subjects that was significantly higher than the national average.*
 - overall progress made by pupils at Cockburn has a percentile rank of 1.
- Reading ages have improved across Y7-9.
- Lessons in English and maths show a greater proportion of good and outstanding teaching.

Case study 5: Maths 4 All

Schools: Bankside PS (lead school), Ebor Gardens (lead school), Shire Oak C of E PS, Kirkstall St Stephen's C of E PS, St Chad's C of E PS, Burley St Matthias C of E PS, Shakespeare PS, Iveson PS, Ireland Wood PS, Cookridge PS

Issues:
Gap in attainment in maths for pupils who have English as an additional language
Target group
Year 2 class teachers
Actions
<ul style="list-style-type: none"> - Training day for the whole group led by a CtG consultant and a Maths consultant as well as the two lead teachers from Bankside and Ebor gardens PS. - Lesson study – four collaborative planning and teaching sessions for each group of schools ensuring that a lesson study was carried out in each school participating in the project. Inclusion of EAL pedagogy, use of models and images and culturally inclusive approaches to planning and teaching. - Regular update meetings where individual teachers gave detailed feedback on their progress
Impact
<ul style="list-style-type: none"> - Accelerated attainment for pupils in maths, narrowing the gap in attainment between EAL and non-EAL pupils - All schools reported in their individual case studies that there has been a marked increase in pupil confidence as mathematicians. - A significant increase in confidence in teachers’ ability to consistently include strategies to support EAL learners in planning and teaching of Mathematics - The majority of participating teachers have cascaded the good practice learned to other staff in their own schools

<u>Case study 6: Arooj collaborative</u>
Schools: Bankside, Bracken Edge, Brudenell, Carr Manor, Park View Academy, Harehills, Hunslet Moor, Hovingham, Hillcrest, Iveson, Moor Allerton Hall, Pudsey Bolton Royd, Rosebank
Issues:
To raise the attainment of Pakistani and Bangladeshi heritage pupils in Leeds schools
Target group
Senior management (many aspects of the collaborative’ s work has a direct impact on teaching and learning so the target group also includes class teachers)
Actions
<ul style="list-style-type: none"> • Termly meetings with a focus on sharing good practice in teaching and learning across the collaborative • Curriculum development with a focus on increasing engagement of Pakistani and Bangladeshi heritage pupils in their learning

<ul style="list-style-type: none"> • Marking and feedback partnerships across schools to monitor and evaluate quality of marking and feedback • Writing moderation and identifying next steps across all 13 schools • Visits to each other's schools with a specific focus e.g. attainment in mathematics • Annual Arooj creative writing competition • Quality Plus programme: teachers working in partnership across schools to improve their practice to good and outstanding • Literacy subject leaders development meetings to respond to the new curriculum with a particular focus on EAL learners
<p>Impact</p> <ul style="list-style-type: none"> • The schools involved have developed a relationship of trust where good practice is willingly shared whilst at the same time schools act as critical friends to each other to ensure that professional development leads to improved outcomes for pupils. • Increased engagement of pupils, parents and the wider community in learning. • Data at L4+ demonstrate that Pakistani and Bangladeshi heritage pupils have shown above average improvement in recent years but remain below the Leeds average and below the national figures for their peer groups. However these gaps in attainment in comparison to the Leeds average and the national figures for their peer groups are being steadily narrowed.

<p>Case study 7: EMA Hubs</p>
<p>Schools: Hub schools: St Bart's, St Peter's, Beecroft & Bankside Partner schools: Allerton C of E, Moor Allerton Hall, Iveson, Hovingham, Shire Oak, Holy Rosary, Blenheim, Hunslet Moor, All Saints C of E Richmond Hill, Chapel Allerton, Burley St Matthias, Wykebeck, Christ Church Upper Armley, Parklands, Cookridge, Roundhay St John's & Sharp Lane (17)</p>
<p>Issues</p> <p>Raising attainment for vulnerable groups e.g. BME, EAL and pupil premium pupils</p>
<p>Target group</p> <p>All school staff</p>
<p>Actions</p> <ul style="list-style-type: none"> • Reciprocal visits between leadership teams of both schools to share good practice and identify areas for development. • Partner school staff spend a whole day at the hub school observing outstanding practice in teaching and learning for vulnerable pupils • Partner schools develop and submit an action plan • Hub school and LA consultant revisit the partner school twice to evaluate progress with the action plan and impact on outcomes for pupils.

Impact
<ul style="list-style-type: none"> • Good practice from outstanding Leeds schools is shared more widely across the city. • Improved outcomes in terms of Ofsted judgements: 4 schools moved from “Satisfactory” to “Good” judgement in most recent Ofsted following EMA Hub partnership work, 1 school moved out of special measures and several schools maintained their good judgements. • Evaluations from partner schools judged the support they received as 100% good or outstanding. • Action plans submitted and evidence of progress seen in review visits.

Case study 8: Inner East cluster of Schools- Primary Schools
Schools: All Saints, Richmond Hill, St Peter’s, Shakespeare, Ebor Gardens, Victoria, St Augustine’s, St Nicholas’, St Patrick’s, Wykebeck and the 3 primary academies Brownhill, Oakwood and Woodlands.
Issues
Subject and middle leadership development- including a mathematics focus
Target group
Subject leaders
Actions
School to school networks have been in place for some time – some sharpening of focus required CPD and sharing good practice opportunities planned including Subject leader preparation for OfSTED inspections Updates on the new mathematics curriculum
Impact
Networks are more focused, clarity of expectations and consistency of approaches being developed across the cluster

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SCHOOL		2011	2012	2013		2011	2012	2013
Holy Name	PHONICS		87	93				
	KS1 2+ R	93	89	97				
	W	93	85	100				
	KS1 3+ R	30	48	31	APS R	17	16.5	17.6
	W	11	7	24	W	15.7	13.7	16.8
	KS2 4+ R	96	100	100				
	W	100	77	85				
	KS2 5+ R	63	71	50	APS R	30.3	30.1	30.6
	W	22	39	57	W	28.1	26.6	27.9
Holy Rosary	PHONICS		83	47				
	KS1 2+ R		83	97				
	W	54	75	71				
	KS1 3+ R	3	13	7	APS R	14.5	14.9	15.1
	W	0	0	0	W	13.9	13.7	14
	KS2 4+ R	65	79	71				
	W	54	75	82				
	KS2 5+ R	19	36	14	APS R	25.4	27.92	25.7
	W	8	18	18	W	23.8	26.4	26.6
Immaculate Heart	PHONICS		85	80				
	KS1 2+ R	95	98	97				
	W	93	97	97				
	KS1 3+ R	28	28	48	APS R	17.2	17.1	18.1
	W	10	13	22	W	15.1	15.6	16.2
	KS2 4+ R	100	98	96				
	W	97	96	93				
	KS2 5+ R	72	84	52	APS R	31.3	31.9	29.9
	W	42	55	28	W	29.3	30.1	28.2

SCHOOL		2011	2012	2013		2011	2012	2013
St Augustine's	PHONICS		51	60				
	KS1 2+ R	90	86	90				
	W	84	82	90				
	KS1 3+ R	10	0	15 APS	R	15.4	14.8	15.8
	W	10	0	13	W	14.5	14.3	15.2
	KS2 4+ R	89	86	85				
	W	55	76	77				
	KS2 5+ R	34	48	32 APS	R	28.4	28.1	27.7
	W	2	26	15	W	24.3	26.6	26.3
	St Paul's	PHONICS		80	87			
KS1 2+ R		93	100	93				
W		90	100	93				
KS1 3+ R		30	43	43 APS	R	16.5	18.1	17.7
W		7	17	23	W	14.3	16.3	16.1
KS2 4+ R		96	97	90				
W		100	93	87				
KS2 5+ R		56	47	67 APS	R	30.1	29.6	30
W		56	37	33	W	30.4	28.8	28
St Urban's		PHONICS		83	83			
	KS1 2+ R	80	86	93				
	W	93	85	100				
	KS1 3+ R	23	21	30 APS	R	15.3	16.1	16.9
	W	13	14	13	W	14.5	14.9	15.4
	KS2 4+ R	96	100	100				
	W	100	77	85				
	KS2 5+ R	59	52	59 APS	R	30.3	30.1	30.6
	W	19	16	30	W	28.1	26.6	27.9

An update on progress following the Scrutiny Inquiry into Raising Attainment in Maths and English (April 2014)

Appendix 2 – Further information for Recommendation 2

Appendix 2a: Data on vulnerable Groups

FSM 6

In 2013 Key Stage 1 attainment was still significantly lower for those eligible for Free School Meals than for those not eligible. The gaps, however, continue to be closed in all subjects. Analysis indicates that the gaps in Leeds are wider than those seen nationally.

At Key Stage 2 there remained significant gaps in attainment between those eligible for Free School meals and those who were not. Results for pupils eligible for Free School meals have remained static in Leeds. The attainment gap between FSM eligible and their peers is wider than that nationally. However, the percentage of pupils eligible for FSM in Leeds making 2 levels of progress is higher than the national figure for FSM eligible children.

For 2013 at KS4, the percentage of pupils not in receipt of free school meals at any point in the last six years achieving 5 A*-C including English and Maths at GCSE or equivalent was 67.7% (En 72.8; Ma 77.7). For those pupils who were in receipt of free school meals at some point in the last six years the comparable figure is 36% (En 43; Ma 46.7). If we look at this in terms of progress in English from KS2 to KS4, 72% non FSM6 pupils made three levels of progress (NA 75%) compared to 48% FSM6 pupils who made three levels of progress (NA 57%). This suggests that whilst the gap between outcomes for FSM6 and non FSM6 pupils may have been established in the primary phase, the secondary phase does nothing to reduce the gap and, in fact, further widens it. The picture in Maths is similar: 76% of non FSM pupils made expected progress (NA 77%) compared to 46% FSM6 pupils (NA 54%). Not only is there a wide gap between the achievement and attainment of FSM6 and non FSM6 pupils in Leeds, it is also wider than the national gap. In 2013, FSM6 pupils constituted 33% of the total number of candidates. Clearly, addressing underachievement of the FSM6 cohort in English and Maths would considerably improve outcomes in the city as a whole. There are eighteen schools in the city where the achievement of FSM6 pupils compared to non FSM6 pupils for 5A*-C including English and Maths is over 30% and these schools are spread geographically in all parts of the city, often next to a neighbouring school where the gap is considerably lower.

Looked After Children Ever

In 2013, the percentage of Children Looked After (CLA) achieving a level 2 or above was very similar to the dramatically improved figures for 2012 in reading, writing and mathematics. Key Stage 1 attainment for CLA is now either above or close to national.

At KS2 the percentage of Children Looked After (CLA) achieving a level 4 in mathematics declined 4 percentage points in 2013 but remained 11 percentage points higher than in 2011. Also the proportion achieving the expected level of progress compared to the end of Key Stage 1 in mathematics increased by 9 percentage points. The single benchmark for English was replaced by

separate measures for reading and writing. More Children Looked After achieved the benchmark level 4 in writing compared to 2012, while fewer achieved the benchmark in reading. The percentage achieving the expected level of progress improved by 3 percentage points in writing and decreased by 3 percentage points in reading. All three measures of progress are at or above national.

There were 72 looked after children in Leeds who sat exams in 2013. This is 0.9% of the total. In 2013, Leeds children in care gained 21% 5A*-C grades including En and Maths at GCSE or equivalent compared to a national figure of 20%. The figure for non CLA in Leeds was 57%. Clearly, there is a gap between the achievement of looked after children in Leeds and those who are not looked after, but unlike the Ever 6 group above, this difference in attainment is not hugely different from the disparity seen nationally.

EAL

In 2013 at KS1, levels of attainment for pupils with English as an additional language (EAL) were lower than for those with English as a first language in Key Stage 1 compared to Leeds and national figures, with a 13 % point gap in reading in Leeds. The gap between Leeds overall and national did not change in 2013.

In 2013, levels of attainment for pupils with English as an additional language (EAL) were lower than for those with English as a first language in Key Stage 2 compared to Leeds and national figures. The percentage of pupils with EAL achieving level 4 in English and mathematics is 9 percentage points lower than for those with English as a first language.

11% of children in Leeds taking level 2 exams in 2013 are believed to have English as an additional language. These children gained 50% 5A*-C including Maths and English at GCSE or equivalent compared to the 57% achieved by their peers with English as a first language. In terms of progress of those pupils believed to have English as a first language, 64% made expected progress (NA 69%) compared to 71% with English as an additional language (NA 78%) in English. In Maths, the figures are as follows: expected progress made by pupils with a first language of English was 66% (NA 70%) compared to those pupils in Leeds with English as an additional language 63% (NA 80%). Results in Leeds are generally lower than for the national average but in English, this difference is not accentuated by the fact that some pupils do not have English as a first language. This appears to be more of an issue in Maths where the gap between those making expected progress and who have English as an additional language is wider than the one seen nationally.

Overlap of key cohorts

Obviously, there is overlap between the cohorts who are in receipt of free school meals and, for instance, have English as an additional language. Further interrogation of the exam results for 2013 shows that there are some key sub-cohorts who are underachieving, most specifically white boys in receipt of free school meals.

The overlap between vulnerable groups: results in Leeds 2013

Category	%A*-C English	% A*-C Maths
Non FSM Boys with English as a first language	66.8	78.3
Non FSM Boys English is NOT first language	60.2	75.5
FSM Boys with English as a first language	32.8	42.8
FSM Boys English is NOT first language	38.3	54.3
Non FSM Girls with English as a first language	81.7	78.6
Non FSM Girls English NOT first language	67.6	69.8
FSM Girls with English as a first language	52.7	47.2
FSM Girls English is NOT first language	50.3	57.3

	Non FSM Boys		FSM Boys		Non FSM Girls		FSM Girls	
	5A*-C Eng	5A*-C Ma	5A*-C Eng	5A*-C Ma	5A*-C Eng	5A*-C Ma	5A*-C Eng	5A*-C Ma
African	63	72.2	37.3	52.9	79.6	71.4	48.4	57.8
Bangladeshi	84.6	84.6	33.3	33.3	75	81.3	58.8	52.9
Black Caribbean	56.7	66.7	38.5	38.5	65.2	65.2	68	64
Chinese	68.4	100	83.3	83.3	100	100	100	100
Gypsy Roma	14.3	14.3	9.1	9.1	20	20	21.4	28.6
Indian	74.2	87.9	63.6	81.8	88.2	82.4	85	75
Kashmiri Pakistani	48.1	61.5	24.1	37.9	54.3	65.7	55.6	55.6
White	66.8	78.9	31.6	42.1	82	79	50.6	46.3

SEN

In 2013 at KS1 the attainment of pupils at School Action and School Action Plus improved in 2013 in all subjects.

At KS2 Attainment for SEN pupils remained lower than the national equivalent, however, as with FSM eligible children, the percentage of SEN children making expected progress was higher in Leeds than seen nationally.

In Leeds in 2013 amongst the pupils taking level 2 exams, there were 3% of pupils with a statement of SEN. Of these pupils 10% achieved 5A*-C including English and Maths at GCSE and equivalent compared to 9% nationally. There were a further 17% of pupils who have been identified as SEN without a statement. Of these pupils, 23% gained 5A*-C including English and Maths at GCSE and equivalent compared to 26% nationally. This was statistically significant in the authority RAISE online report. In particular, there was a 3% difference between local and national for the students of this cohort defined as School Action.

Conclusion

The largest vulnerable group in Leeds, and arguably the one whose underachievement is most pronounced, is the FSM6 cohort, and specifically, white boys. To make progress in raising the numbers of children in Leeds achieving A*-C in Maths and English, the barriers to learning faced by FSM6 pupils must surely be the top priority.

Appendix 2b: What are the underlying barriers to success for these children in Leeds?

As is the case nationally, there are many families in Leeds which face multiple disadvantages rather than one or two. These might include: no parent in work; poor housing; lack of parental qualifications; mental health problems; one parent has long standing illness, disability or infirmity; low family income; or the fact that a family cannot afford a number of food and clothing items. All the available research suggests that these are complicating factors which means that children experiencing multiple disadvantage are far more vulnerable to multiple poor outcomes than other children, especially in English and maths.

In Leeds, there are 8 schools where 50% or more of pupils are in receipt of free school meals. The schools are: Swallow Hill, Carr Manor, City of Leeds, David Young Community Academy, Leeds East, John Smeaton, South Leeds and The Co-operative Academy. Of these 6 are requiring improvement or inadequate. This could be because they form part of a vicious circle, in that the problems faced by those schools, and the multiple disadvantage faced by their pupils, makes it very hard to succeed. It could also be argued that these are the schools that are most in need of improvement in Leeds and that one of the major barriers for vulnerable pupils in Leeds is that they go to the least well performing schools in Leeds. Furthermore, only one of them is a local authority school, making it hard for Leeds School Improvement to intervene and support these pupils.

In Leeds, there are considerable numbers of pupils who are of ethnic origin and are in receipt of free school meals. In Leeds, overall, boys eligible for free school meals have the lowest proportion of pupils achieving 5 A*-C including English and maths, at 13%. Boys of Black Caribbean heritage have low levels of attainment, even for those not eligible for free school meals. For girls, the lowest attaining groups (with more than 10 pupils) are those of White British and Other Mixed heritage that are eligible for free school meals. Attainment is low for boys eligible for free school meals that are of Black Caribbean, Other Black, White British, Kashmiri Pakistani, Other Pakistani and Other Mixed heritage.

Absence, particularly persistent absence, is a key factor in the underachievement of vulnerable groups in Leeds. 8 per cent of pupils in Leeds secondary schools missed more than 15 per cent of school in 2012/13, slightly higher than in 2011/12 whilst persistent absence fell nationally, in statistical neighbours and core cities. Levels of persistent absence remain higher in Leeds, with the gap widening in 2012/13. In 2007, 10% of pupils in Leeds with attendance below 80% left school with no qualifications. Of pupils with less than 50% attendance in Year 11 only 1% gained 5 A*-C at GCSE including English and Maths. The figure is 6% if the attendance is below 80%.

Another issue for Leeds is the lack of progress made at primary which impacts on progress at secondary. In 2007, of the 30% of children who did not achieve the expected level of 4 at KS2, ¾ did not achieve level 5 at KS3. Three quarters of pupils that did not achieve level 2 or above in reading or writing in Key Stage 1 did not achieve a level 5 or above in Key Stage 3 English. A similar relationship is also seen for maths, with 81% of those not achieving a level 2 in Key Stage 1 not achieving a level 5 in Key Stage 3.

Research carried out by Clifton and Cook in 2012¹ argues that for deprived pupils, “around half of the achievement gap we witness at age 16 was already present when these pupils started secondary school”, and that “even if the gap in attainment did not widen at all during secondary school, a substantial gap would still exist at GCSE as a result of inequalities from earlier in life.” Given that outcomes for vulnerable groups, especially for FSM pupils, are wider at KS2 in Leeds than seen nationally, it seems fair to assume that one of the barriers to their achievement at KS4 is the gap that is established during primary.

Changes in administration and budget constraints may also have had an impact of achievement for vulnerable pupils in Leeds. Cutbacks in public expenditure, the growth of academies with significant autonomy from the local authority, and an expectation that the local authority is both a champion of the most vulnerable but no longer a direct provider of school improvement services, are seen as significant complicating factors in the Brighthouse and Woods review undertaken in Leeds in 2011. Factors complicating both the move from Education Leeds back to the City Council and subsequent perceptions of education in the city have also affected progress. Changes in expenditure have arisen largely from changes to national funding regimes for key functions and services amounting to a total of £8m per year. National Strategies teams, School Improvement Partners, City Learning Centres, the Excellence in Cities Programme, Extended services, the Healthy Schools Programme and School Development work are some of the main areas affected.

In addition as a result of the formula which requires the reduction in central education budgets of £150 per pupil for every pupil attending schools, the Leeds school improvement budgets have been reduced by £2.95m per year.

Since 2011 the academies agenda has progressed to the extent that there are now 8 primary academies in Leeds and 17 of our 37 secondary schools are academies. Budgetary provision has been cut significantly and this has been accompanied by a switch in education funding from local authorities to schools.

¹ *A Long Division: Closing the Attainment Gap in England's Secondary Schools* (Clifton, Cook, 2012) pp.20-21.

Appendix 2c:

What action is being taken to raise the achievement of vulnerable groups in Leeds?

- The Leeds Learning Partnership (LLP) has focused on strategies to support pupil premium students through the regular senior leader briefing and the pupil premium Ofsted report findings have been shared with senior leaders. In addition, these issues have been shared with subject leaders through networks and conferences.
- School senior leaders and maths and English subject leaders have been alerted to the catch up funding that is available.
- The LLP has shared examples of good intervention practice and has facilitated the sharing resources and good practice findings/case studies from one to one tuition.
- The LLP has highlighted the findings of the Sutton Trust 'Teaching and Learning Toolkit'. A key strategy which was found to have best value for money in terms of impact on outcomes of FSM students was 'feedback' – the focus of current work through the LLP.
- The Closing the Gap team have a number of projects in primary schools such as Arooj (to focus on the reading and writing skills of Bangladeshi and Pakistani pupils); Language Rich Project (working with speech therapists and targeted at SEN pupils); Maths 4 All; Quality Plus Programme (Specialist Leaders of education focusing on effective teaching for pupils with EAL and the EMA Hub programme). There are also some initiatives in the secondary phase: a Higher Level Teaching Assistant (HLTA) from Lawnswood is seconded to develop the oracy of EAL pupils and will be working with Corpus Christi and Priesthorpe; an advanced Learner of English project piloted at Roundhay will address the paucity of pupils in their first and second languages.

What other actions should be taken by schools and the Local Authority?

- Major consideration will continue to be given to improve the outcomes for pupils in receipt of free school meals, as these are a major underachieving group in Leeds. Within this group, boys underachieve considerably more than girls. Improvement could be focused on implementing strategies which support this particular group.
- To maintain the focus on attendance, one of our obsessions.
- Make even more effective use of the pupil premium & the application of best practice in support for ethnic minority groups and those eligible for free school meals.
- To further develop school to school partnerships including the further deployment of National, Local and Specialist Leaders of Education to support the attainment of vulnerable pupils.
- To continue to work with clusters to explore ways to involve parents, families and communities and provide them with information, advice and guidance.
- To continue to share national best practice with schools
- To expand the use of data sets, particularly its translation into classroom practice
- Develop a booklet of Leeds Case Studies and examples of ideas which have worked.

A summary of Pupil Premium strategies to be developed further:

Classroom teachers:

- Seating plans, suitable pairings
- Have key words on literacy mats or on the walls
- Contact SENCO re. literacy interventions necessary with particular pupils
- Ask TA to rewrite difficult texts.
- Bank of historical novels which can be lent out to pupils e.g. Boy in the Striped Pyjamas
- Do a reading age test on a text before using it.

- Use sixth former/university student to mentor PP pupil and/or buddy up PP pupil (especially if attendance is an issue, then buddy can keep notes and help PP catch up)
- Give PP pupil some responsibility.
- Spend 15 mins with PP pupil at start of lesson if attendance has been a problem.

Departmental leaders:

- Contact parents as a group
- Data checks, tracking and monitoring of FSM/PP pupils and intervention decided as a department. Ensure PP data shared widely.
- Differentiate reading resources
- Paying for revision guides, subsidising school trips, summer schools, Saturday morning schools
- Organise peer mentoring from sixth formers or university students
- Speak to English department re making reading accessible to all e.g. PAFF, EXIT models
- More focus on feedback as this has been shown to be the most effective way of boosting pupil progress.
- Look at setting of PP pupils.
- Take departmental meeting time to discuss progress made by PP pupils and draw up/amend action plans on each one.
- Liaise with member of SLT responsible for PP.
- Create department homework club.
- Invest in Accelerated Reader.
- Make use of university schemes for PP pupils e.g. Access to Leeds (lower offers for university); Routes into Languages; Linguists into Schools (MFL).

Senior Leaders

- Designate a training day to discussion and support of PP pupils.
- Have a clear PP policy.
- Set up a 'bidding' system whereby staff make a business case for funding subject to specific outcomes.
- Have PP achievement as a Performance Management Objective for all staff.
- Make sure all staff aware of who oversees PP.
- Free breakfast clubs for PP pupils.
- Organise medical checks for hearing and vision in secondary (these currently take place in primary?)
- Ensure that short physical activity is encouraged every day.
- Put in place intensive literacy support with a particular focus on vocab building.
- Look at 'Growth Mindset' theories.
- Teach skills explicitly such as problem solving, processing, note taking, prioritisation and memory skills.
- Work with primary feeder schools to develop literacy and numeracy skills (secondary teachers to work with level 6 pupils in Year 6 and primary teachers working with lower than level 3 pupils in Year 7).

Local Authority

- Visit to other authorities (e.g. Leicester) where there has been some success in closing the gap for FSM6 pupils.
- Use schools in Leeds that have been successful in closing the gap to mentor/coach other neighbouring schools with a less successful record.

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An update on progress following the Scrutiny Inquiry into Raising Attainment in Maths and English (April 2014)

Appendix 5 - Some examples of the deployment of National and Local Leaders of Education in Leeds and their impact

Primary Schools

NLEs (own school)	SCHOOL(S) SUPPORTED	DATES	IMPACT [Primary NLEs strategically support primary schools with one or more of the following: - Leadership and Management - Improving Teaching and Learning - Raising standards in maths and English]
Pauline Lawson (Bramhope)	Pudsey Tyersal (Grade 3) Pudsey Waterloo (previously Grade 3)	2012/13 2012	As expected, school received a Grade 3 (RI) judgement in March 2013 (due to historical data) but very positive subsequent HMI monitoring visit Pudsey Waterloo achieved a Grade 2 Ofsted judgement in March 2013
Richard Elstub (Morley Victoria)	Blackgates (Grade 2) Fountain (previously Grade 3) Seven Hills (previously Grade 3) Burley St Matthias (Grade 3) Chapel Allerton	Various dates during 2012/13 and 2013/14	Examples of impact: Blackgate retained its Grade 2 Ofsted judgement in July 2013 Fountain achieved a Grade 2 Ofsted judgement in November 2013 Seven Hills achieved a Grade 2 Ofsted judgement in November 2013 Burley St Matthias is not yet good but making good progress – very positive HMI visit Chapel Allerton is on track for Good – very positive HMI visit
Helen Sanderson (Meanwood)	Corpus Christi (Grade 3) Rothwell C of E (Grade 4 Special Measures)	2012/13/14	Corpus Christi making good progress – very positive HMI visit Rothwell C of E– improving and positive HMI visits. Interim HT was from Meanwood C of E

LLEs (own school)	SCHOOL(S) SUPPORTED	DATES	IMPACT [Primary LLEs strategically support primary schools with one or more of the following: - Leadership and Management - Improving Teaching and Learning - Raising standards in maths and English]
Cliff Summers (Churwell)	Summerfield (Grade 3)	2013/14	Summerfield making good progress – positive HMI visit
David Roundtree (Moortown)	Pool in Wharfedale C of E (Grade 3)	2013/14	Still a Grade 3 school but doing well with positive HMI visit
Nicholas Edensor (Fieldhead Carr)	Ryecroft	2013/14	Ryecroft making good progress – positive HMI visit Swarcliffe – making good progress- positive HMI visit
Fiona Woodhall (St Oswalds)	Bramley St. Peter's (previously Grade 3)	2012/13	Bramley St. Peter achieved a Grade 2 Ofsted judgement in March 2013
Tracey Dell (Methley)	Swillington (Grade 3)	2013/14	Swillington is making good progress and received a very positive HMI visit

Secondary and Special Schools (SILCs)

[TSA = Teaching School Alliance]

NLEs (own school)	SCHOOL(S) SUPPORTED	DATES	NATURE OF SUPPORT AND IMPACT
Diane Reynard (Yorkshire Inclusive TSA)	Temple Moor (previously Grade 3)	2012/13	Leadership support / Ofsted preparation. Temple Moor achieved a Grade 2 Ofsted judgement in March 2013.
	BESD SILC (Grade 4 Serious Weaknesses)	2012 - present	On-going support including membership of IEB and support for the monitoring of Teaching and Learning. 2 positive HMI monitoring visits.
	Royds (Grade 3)	2013/14	Undertook Executive Headteacher role following retirement of previous headteacher. Positive HMI monitoring visit in Feb 2014.
Neil Clephan (Roundhay,	Bruntcliffe (Grade 4 Serious	September 2012	NLE supporting new HT + Red Kite TSA providing support for middle leadership.

Red Kite TSA)	Weaknesses)	onwards	School judged as Grade 4 in Jan 2013 (due to historical data) but making good progress since, with positive HMI monitoring visits in May and November 2013).
Richard Sheriff (Harrogate GS, Red Kite TSA)	Ralph Thoresby (Grade 3)	2012/13	Supporting new HT– professional partner role. Also worked with LA adviser on whole school review of teaching and learning. As expected, school received a Grade 3 (RI) judgement in March 2013 (due to historical data) but extremely positive HMI monitoring visit in summer term and school on track to be Good.
Andy Goulty (Rodillian)	John Smeaton (Grade 4)	2013/14	Undertook Executive Headteacher role following resignation of previous acting headteacher. Successful conversion to academy status in January 2014. Good progress being made.
LLEs (own school)	SCHOOL(S) SUPPORTED	DATES	NATURE OF SUPPORT AND IMPACT
Cath Lennon (Brigshaw)	Priesthorpe (previously Grade 3)	2012/13	Supporting new HT from September 2012 – professional partner role Support for Ofsted preparation. Priesthorpe achieved a Grade 2 Ofsted judgement in November 2012.
Steve Jex (Horsforth)	Benton Park (Grade 3)	2012/13	Supporting new acting Co-headteachers throughout the year – partly in professional partner role but also as an executive HT supporting a vulnerable school. Various strands of school to school support. As expected, school received a Grade 3 (RI) judgement in March 2013 (due to historical data) but with a Grade 2 for L&M (and therefore no subsequent HMI monitoring visits). Significant improvement in pupil outcomes in 2013.
Rob Pritchard (St Mary's Menston)	Mount St Mary's (Grade 3)	2012/13	MSM was previously a Grade 2 school but was vulnerable to a Grade 4 judgement following 2012 results. As an Ofsted inspector, Rob supported the school during the autumn and spring terms in ensuring that the school were well prepared for Ofsted and that there was clear evidence of rapid school improvement. Mount St Mary's achieved a Grade 3 Ofsted judgement in June 2013 but with a Grade 2 for L&M (and therefore no subsequent HMI monitoring visits). Improvement in pupil outcomes in 2013.
Janet Sheriff (Otley PHGS)	Cardinal Heenan (Grade 3)		Support for the headteacher at CH in undertaking a major leadership restructure. In addition other school leaders from Otley have supported the school – e.g. for English T&L, data/tracking etc). 2 positive monitoring visits in 2013 and 2014 and significant improvement in pupil outcomes in 2013. School on track to be good.

An update on progress following the Scrutiny Inquiry into Raising Attainment in Maths and English (April 2014)

Appendix 6 – Further details re Recommendation 9

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Closing the Gap in the Early Years Foundation Stage

In response to the significant gap in outcomes between EAL pupils and non-EAL pupils in Leeds, a working party was set up to produce practical guidance to support FS staff in making accurate assessments of EAL pupils linked to the new Early Learning Goals. A second aim of the group was to equip all staff with the skills and strategies needed to ensure that EAL pupils' potential can be fully recognised and evidenced across all areas of learning with a particular focus on the prime areas including understanding, speaking, listening, reading, writing and number.

Fifteen settings worked together to produce an exemplification booklet to support accurate assessment of EAL pupils in the Early Years. The booklet has subsequently been sent to all Early Years settings and is used extensively in training and moderation sessions.

It is hoped that this will result in more favourable outcomes for EAL pupils in this academic year especially in terms of the prime areas of learning including understanding, speaking, listening, reading, writing and number.

Primary Team

Report templates include for recording the outcomes for vulnerable groups and key issues arising from the data are used as a starting point for discussion with schools as part of their core allocated time. Key actions and progress are reviewed on subsequent visits with activities to support school self-evaluation in-built. For example a school's data may indicate that outcomes for White UK girls does not compare favourably with their peers in school and/or similar groups nationally. This would be recorded on the report and discussed. It may then be included in the priority section and subsequent adviser work e.g. work scrutiny or learning conversations with pupils about their targets and next steps would take a focus on this group to analyse evidence of progress.

Leeds Learning Partnership (LLP)

Within the LLP, schools are challenged to identify best practice and share it, developing a coherent and systematic set of interventions that:

- empower school leaders to work collaboratively
- change attitudes
- raise expectations of pupils and schools

- empower parents so that learning and educational achievement are not only seen as important but is also exciting and stimulating and has relevance to pupils
- improves outcomes and closes the gap

In 2013/14 the LLP CPD programme has included specific modules and opportunities to share best practice in Closing the Gap this has included cascading the findings of national research across the partnership such as DfE's pupil premium toolkit, the Sutton Trust 'teaching and learning toolkit' and Ofsted's report 'The Pupil Premium: how schools are spending the funding successfully to maximise achievement'. The effectiveness of this module will be evaluated in Summer 2014.

In 2014/15 the secondary traded offer 'Advanced Membership' will include the new 'intervention leadership package' a programme of CPD for senior leaders and governors responsible for the effective use of pupil premium funding and mathematics and English leaders responsible for intervention within their subject areas. The programme will be facilitated by LA advisers supported by Ofsted HMIs and will strengthen schools' capacity to strategically spend pupil premium and year 7 catch up funding to ensure maximum impact. The programme will be based on research that tells us what really makes a difference and will be coupled with a new Pay As You Go CPD programme for teachers and support staff that will explore those teaching and learning strategies proven to raise attainment and accelerate progress at both a national and local level.

The Arooj Collaborative

The collaborative is a partnership between Leeds LA and a group of thirteen primary schools working to raise the attainment of Pakistani and Bangladeshi heritage pupils in Leeds. Pakistani heritage pupils are the largest ethnic minority group in Leeds, accounting for 6% of the overall school pupil population and are a key priority for the LA as attainment levels for these pupils remains below their peers both in Leeds and nationally.

The Arooj collaborative enables the LA to address the issue of under attainment of two key priority groups for Children's Services Leeds in a coherent and systematic way which empowers school leaders to work collaboratively to turn the curve and change the attitudes and expectations of pupils, their parents and schools so that learning and educational achievement are not only seen as important but have relevance to pupils in an exciting and stimulating way.

Arooj is a vibrant and active group which covers many aspects of school improvement. Meetings are held once a term and are attended by senior leadership colleagues from each school. The venue is rotated between schools and always finishes with a learning walk around the host school in the spirit of sharing good practice which is a key aspect of the collaborative. The agendas for these meetings are very much school-led and based on key priorities for Arooj schools. A head teacher and a deputy head teacher from two Arooj

schools work closely with the LA to suggest areas for development which then go out to consultation with all schools.

The Arooj Creative Writing Awards is an annual event run in partnership with Leeds School Library Service and is open to all primary schools in Leeds. It has gone from strength to strength since its inception in 2010. Arooj schools are specifically targeted for the awards with BME authors invited to launch the annual theme at an assembly in each school. Hundreds of entries are received in each of three categories: poetry, short stories and calligraphy. *Short-listed candidates are invited to a prestigious awards ceremony in Leeds Civic Hall where the winners and runners-up receive their prizes from the Lord Mayor, councillors and members of Children's Services Leadership Team.* A book of the winning entries is published annually and distributed to Arooj schools, Leeds libraries and to the winning entrants themselves.

The following key teaching approaches are required across all topics:

- Collaboration between schools by pairing schools to plan the topic together, holding regular meetings with the whole group to share ideas and expertise and setting up a web space for teachers to share planning and resources as well as an email distribution list to improve communication.
- EAL (English as an Additional Language) pedagogy is at the heart of all planning and teaching as the majority of these pupils are linguistically gifted, speaking a range of languages including English.
- A focus on independent learning skills to improve the quality of critical and creative thinking in our pupils.
- A project -based approach to learning which enables young people to actively engage with learning in English and mathematics and use a variety of forms to showcase their learning. *In 2013, pupils in years 5 and 6 participated in a maths-based enterprise topic culminating in the pupils setting up marketplace events in their own schools followed by a larger public event at Kirkgate Market, Leeds.*

Ofsted acknowledged the impact of the Arooj collaborative on pupil learning in one primary school report (Brudenell)

Each topic has been very successful, resulting in increased enjoyment and engagement in learning for pupils, increased attendance and improved behaviour, greater parental engagement and improved performance for pupils in reading, writing and mathematics. Teachers have also enjoyed the collaborative and creative nature of the topic and have seen the benefits of working more closely together as groups of teachers from across the schools to share, compare, encourage and to be encouraged.

The Quality Plus Programme

The Quality Plus programme was devised and run within the Arooj collaborative in recognition of the fact that the quality of teaching has the most significant impact on school improvement. The "plus" aspect of the programme's title refers to the central importance of EAL pedagogy to quality first teaching in Arooj schools. In most schools within the collaborative there is in-school variation in the quality of teaching with good and

outstanding practice in evidence across a range of areas such as in EYFS, Maths, Literacy, individual year groups as well as some satisfactory teaching. The School's White Paper promotes school to school support as an efficient tool for school improvement and this collaborative is an excellent vehicle for teachers to support each other to become good and outstanding teachers for EAL learners.

Outstanding teachers are created who have the ability to coach others. They also have consistent good or outstanding practice in their own teaching. The partner teacher must be open to learning from their peers and committed to developing their practice. Ten outstanding teachers have worked in partnership with ten teachers who expressed a desire to improve their teaching. Teachers were closely matched in terms of year group where possible and were provided with CPD in EAL pedagogy, Coaching and Feedback and the key elements of outstanding teaching. Following the CPD, each pair of teachers completed three or four lesson study sessions together starting with a visit to the lead teacher's school to observe an outstanding lesson. This was followed by three lesson study sessions in the partner teacher's classroom. Teachers were asked to focus on a specific aspect of teaching to improve on and to identify three targeted pupils to measure progress. Regular progress meetings were facilitated by the LA consultant where good practice was shared between all twenty participating staff.

Overall, there has been very positive feedback on the impact of this programme on pupil learning. In the majority of partnerships, the three targeted pupils made accelerated progress in their learning in the core subjects such as English and mathematics. All teachers reported an increased confidence, enthusiasm and ownership of learning amongst their pupils. The majority of teachers who participated in the programme were very positive about the experience and felt that they benefitted from taking part whether as lead or partner teachers. All felt they had learned new skills and many saw distinct improvements in their teaching. One of the proposed outcomes of the Quality Plus programme was to support and prepare outstanding teachers to apply for SLE status thus ensuring teaching staff from Arooj schools would contribute to city-wide CPD. *Two participating teachers successfully applied to become SLEs through a local teaching school and are now deployed in partnership with the LA to support other schools with a specific focus on EAL pedagogy.*

EAL Writing Improvement

Improving attainment in writing is a key area for development in Arooj schools. Groups of teachers meet regularly to moderate samples of writing from level 1 to level 5 with a particular focus on the grammatical challenges faced by EAL learners. Professional development on sentence level work was provided by the LA consultant and next steps in learning were a key focus of the moderation process. This gave teachers increased confidence in knowing how to support their pupils in making progress from one level to the next. This development work was led by a deputy head teacher in a primary school who compiled portfolios of moderated writing at each level which were distributed to all Arooj schools.

Related School Improvement Initiatives

Examples of other areas the collaborative have worked on together include: Early Years provision, Teaching and Learning Policy, Teaching of Mathematics, Dual Language Learning, Marking and Feedback, Data analysis, Reading workshops for parents in partnership with Leeds Libraries and a Spelling, Punctuation and Grammar Policy.

Spelling, Punctuation and Grammar has also been identified as an area for development.

EMA Hub Programme

This facilitates school to school support with good and outstanding leaders supporting schools where outcomes for vulnerable learners are less good.

Aims:

- To increase teacher confidence in teaching EAL learners
- To improve teacher practice in the teaching of mathematics, reading or writing
- To encourage greater collaboration between teachers within the collaborative
- To positively impact on children's attitude to learning and progress
- To facilitate the development of a team of Specialist Leaders in Education in Maths/Literacy/Early Years with an EAL focus

3 schools moved from "Satisfactory" to "Good" judgement in most recent Ofsted following EMA Hub partnership work

Maths4All

The launch of this year's Maths 4 All programme took place with seven schools participating in the programme in partnership with Bankside and Ebor Gardens. *The* schools are: Hunslet Moor, Hunslet St Joseph's, Hugh Gaitskell, Beeston St Francis of Assisi, Windmill/Low Road federation, Chapel Allerton and Wykebeck.

Bankside Foundation Stage has been recruited as a hub to provide support for other Foundation Stage settings in Leeds with a focus on language development and closing the gap in attainment for EAL pupils. The FS1 and FS2 leaders have both been awarded SLE status by NCSL and are currently providing support to the FS unit at Iveson primary. The Closing the Gap team will be identifying further targeted schools to participate in this programme.

Clusters – an example of collaborative working in the CHESS cluster

All schools within the cluster work collaboratively to ensure consistently good and better practice in relation to improving across all cluster settings, leading to accelerated progress and attainment in English and mathematics by sharing good and outstanding practice.

They have developed pedagogic ‘non-negotiables’ which can be distilled in *the seven ‘p’s (the ‘magnificent seven’)*:

- Pitch (concerned with accurately differentiated provision based on high expectation and appropriate challenge)
- Purpose (concerned with clarity of success criteria and intentions within an engaging and relevant curriculum)
- Participation (concerned with all pupils’ active involvement and ownership in learning, metacognition and assessment)
- Persistence (concerned with risk taking, ‘stickability’ and resilience to challenge)
- Pace (concerned with internal pace of the learning and teaching to maximise learning and progress)
- Place (concerned with well organised and resourced environment to facilitate high quality collaborative learning)
- Pleasure (concerned with enjoyment and engagement in learning)

There is a key focus on English and mathematics. In combination the 7 elements are interdependent and critical in determining good and better progress to raise attainment of all pupils and groups. This policy recognises the importance and value of effective quality first teaching to promote first language value as well as enhancing additional language development. There are also ‘Agreed Key Elements’ of the contract of teaching and learning.

Accurate ‘Assessment for Learning’ and precise use of assessment information to plan for appropriately differentiated next step experiences lies at the heart of the pedagogic practice and underpins all that follows. Planning is inclusive of both concept development and language development. In relation to improving English:

- Key vocabulary in the context of a sentence is introduced (written down) at the start of every teaching and learning session. It is explicitly referred back to throughout the session
- Success Steps/Criteria are used routinely to structure effective teaching and learning. These are modelled to reinforce the learning pathway.
- Children are reminded of levels of current learning and also next steps
- Questions are asked to all and answered by all throughout the lesson, ensuring high levels of active participation in the learning. Oracy is key to successful learners; confident individuals and responsible citizens. Children are encouraged to actively ‘own’ their learning.
- The quality and range of questioning (planned and in response to in lesson assessment) is key to encourage exploration of meta-thinking and routine reflection about work and thinking. Questioning should lead to extended and deepened exploration of understanding and ideas.
- Teachers are aware of the need to teach academic language explicitly and are good role models of academic language themselves.
- Grammatical accuracy is explicitly taught.

Report of the Head of Scrutiny and Member Development

Report to Scrutiny Board (Children and Families)

Date: 24th April 2014

Subject: Annual Standards Report (Early Years Foundation Stage, Primary & Secondary Schools)

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Summary of main issues

On the 14 February 2014 the Director of Children’s Services submitted the Annual Standards Report (Early Years Foundation Stage, Primary & Secondary Schools). The report summarised the achievement of learners in Leeds at all Key Stages (including Early Years Foundation Stage) in 2013. It also outlined the action taken by the Council to fulfil its responsibilities to support, monitor, challenge and intervene as necessary.

This report is now brought before the Scrutiny Board (Children and Families) for consideration.

Recommendations

1. Members are asked to:
 - Consider the information in the Executive Board Report 14 February 2014.
 - Identify if further challenge or support is required from the Scrutiny Board in terms of monitoring or inquiry.
 - Make any recommendations as deemed necessary.

1 Purpose of this report

- 1.1 This report provides the Scrutiny Board (Children and Families) with a summary of the achievement of learners in Leeds at all Key Stages (including Early Years Foundation Stage) in 2013.

2 Main Issues

- 2.1 On the 14 February 2014 the Director of Children's Services submitted the Annual Standards Report (Early Years Foundation Stage, Primary & Secondary Schools).

- 2.2 The Executive Board endorsed and support the following:-

- The progress that has been made at all key stages and the areas that need further improvement;
- The future provision of support, challenge and intervention in Leeds to ensure that progress continues to be made;
- The further development and changes of the Leeds Education Challenge programme in progressing the matter of securing improvement;
- That the recommendations from the Scrutiny Board (Children and Families) review in respect of English and mathematics are implemented.
- That a report regarding the challenge which existed in respect of the attainment gap between the lowest achievers and the average at the Early Years Foundation Stage, the actions which were currently being taken and further actions which could be taken to address such issues, be submitted to a future meeting of the Board.

- 3.1 Attached as appendix a b and c is the report of the Director of Childrens Services, the 2012-2013, Data Annex and the equality impact assessment. Ofsted school inspection summaries for individual schools were also presented to Executive Board. Whilst the summary information has not been appended to this report the Principal Scrutiny Advisor will make this information available to the Scrutiny Board electronically in advance of the meeting and also make a hard copy of the information available on the 24 April 2014. This information can also be accessed on the Council Website.

4 Recommendations

- 4.1 Members are asked to:

- Consider the information in the Executive Board Report 14 February 2014.
- Identify if further challenge or support is required from the Scrutiny Board in terms of monitoring or inquiry.
- Make any recommendations as deemed necessary

5 Background documents¹ - None

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

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Report of: The Director of Children's Services

Report to: Executive Board

Date: 14 February 2014

Subject: Annual Standards Report (Early Years Foundation Stage, Primary & Secondary Schools)



Are specific electoral Wards affected?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If relevant, name(s) of Ward(s):		
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If relevant, Access to Information Procedure Rule number:		
Appendix number:		

1. Summary of main issues

- 1.1 This report summarises the achievement of learners in Leeds at all Key Stages (including Early Years Foundation Stage) in 2013. It also outlines the action taken by the Council to fulfill its responsibilities to support, monitor, challenge and intervene as necessary. Evidence is drawn from national and local performance data, monitoring activities undertaken by council officers and Ofsted inspection reports.
- 1.2 Across all key stages of learning, standards are generally seeing year on year improvement but they are not as high as we would like them to be. Rates of improvement in the city are often strong, but gaps between Leeds and the national position remain to be closed. It is clear from national data sets that there are upward trends in Leeds in comparison to other local authorities but the pace of improvement needs to be accelerated.
- 1.3 The changing and growing population in Leeds brings particular challenges. Over recent years we have seen a significant increase in the birth rate, resulting in increasing number of learners in the primary phase; we are now starting to see these larger cohorts move into secondary schools. In addition to growth in the

overall population, we are also observing a proportionately higher increases in the number of vulnerable learners, either due to deprivation, special educational needs, because they have recently arrived from overseas or have English as an additional language. Considerable success has been achieved in improving the outcomes of children who are Looked After, and there is clear evidence that specific interventions, individual schools and individual clusters are having a positive impact on closing the achievement gaps for our vulnerable learners. The next step is to apply this good practice across the piece in order to deliver consistent, accelerated improvement in outcomes for all of our vulnerable learners.

- 1.4 The key challenge for schools, academies, early years settings and colleges in Leeds, within our ambition to be the best city through working with partners, is to raise standards and tackle under performance at all key stages with increased pace, with a special focus on narrowing the gap in outcomes for the most vulnerable groups of learners. There has been an improvement in the number of good and outstanding schools and early years settings, but there are still some that fall below the floor standards or are vulnerable in terms of inconsistent results. Where this is the case the council is taking strong action to provide the appropriate support, challenge and intervention by providing bespoke packages of support, advice and guidance alongside high quality training for school staff and governors.
- 1.5 Narrowing the gap objectives are central to the key Council plans, eg. the Best Council Plan, the Children and Young People's Plan, the Child Poverty Strategy and the Health and Well Being Strategy. The detail of the strategy for improving educational outcomes is found in the learning improvement plans. Narrowing the gap between average outcomes in the city and the outcomes experienced by vulnerable groups of children and young people is a particular focus of these strategies. The Leeds Education Challenge strategy has been the major driver of change to date. Accelerating the pace of change and improvement requires a refresh of the strategy. This is currently being worked on. Approaches to school support remain central to the improvement agenda, as will work on cluster based approaches to tackling the barriers to learning that lie outside the school gates.
- 1.6 Despite the introduction of a new and challenging assessment framework within the Early Years Foundation Stage, overall attainment at this key stage is closely in line with national performance and above or in line with many statistical neighbour authorities, however in Leeds, the attainment gap between the lowest achievers and the average is a major challenge which needs to be addressed.
- 1.7 At Key Stage 1 the percentage of children meeting the required standard of phonic decoding in Leeds was 1% above both the national figure and the statistical neighbour figure and above that for core cities. It places Leeds in the top quartile of schools nationally. The percentage of children achieving a level 2 or better in Leeds increased by 2 % for reading, 1% in mathematics but remained static in writing.
- 1.8 Results for the percentage of learners achieving level 4+ at the end of Key Stage 2 for 2013 show that there has been a 1 percentage point improvement in mathematics, a 2% point improvement in writing, whilst results in reading have remained static. The combined indicator for reading, writing and mathematics has improved by 1% point. Progress data for Leeds places the local authorities in the

top quartile nationally in reading and writing and in the second quartile for mathematics. National floor standard measures are not directly comparable with previous years as combined attainment in level 4 now includes reading, writing and mathematics in addition to 2 levels of progress in all three subjects. There are currently 19 schools below the 2013 floor standards. These schools receive substantial support and challenge from a range of partners, where appropriate, coordinated, monitored and evaluated by the local authorities.

- 1.9 In terms of overall attainment and progress at Key Stage 4 in 2013, there have been further improvements in Leeds against most benchmarks compared to 2012. The number of students gaining 5+ A*- C grade GCSEs including English and mathematics rose by 1.6% to 56.6%. However, national results improved by 1.9% so the gap here has widened marginally placing Leeds in the 4th quartile of schools nationally. The proportion of students gaining five good passes in any GCSE or equivalent subject rose by a further 2% to 86% in 2013 placing Leeds ahead of the national, core city and statistical neighbour averages and therefore in the 2nd quartile of schools. Improvements were also noted in the main progress measures in English and mathematics although Leeds is still behind national averages here, resulting in 4th quartile performance. In 2013, there were four schools and academies below the current KS4 floor standard of 40% or more pupils achieving 5 or more GCSEs at grades A*- C including English and mathematics compared to seven in 2012.
- 1.10 The overall picture at Key Stage 5 in 2013 remains largely positive with performance against all indicators in the first and second quartiles and relatively high local authorities rankings against all key indicators. Year 13 students in Leeds in 2013 achieved a higher average points score than seen nationally and there was a rise in the average points per entry. In addition, the percentage of students achieving 2 or more passes remains higher than national.
- 1.11 Attendance in Leeds primary schools fell by 0.5 percentage points in 2012/13 to 95.3%, after best ever figures in 2011/12. Attendance in Leeds primary schools is still above national and statistical neighbours. In 2012/13 secondary attendance was maintained at 93.7% for the second year in a row; this is the highest ever level for secondary attendance in Leeds
- 1.12 There was 1 permanent exclusion from a Leeds primary school in the 2012/13 academic year; the same as in the previous year. The number of permanent exclusions from Leeds secondary schools (including academies) in 2012/13 was 14 compared to 26 in the previous year.
- 1.13 Under the Ofsted framework introduced in September 2013, the proportion of good or outstanding schools has increased in Leeds since the time of the 2012 Standards Report. While there are significantly fewer schools now in an Ofsted category, the focus is to further reduce the number judged as requiring improvement and improve the number judged as good or better.
- 1.14 The key strategy that has driven the improvements to date was the Leeds Education Challenge (LEC). In both the primary and secondary sectors the role of

the eight seconded Leeds headteachers and other systems leaders such as national leaders of education, the learning improvement service and teaching schools are crucial elements in the delivery of the aims of the Leeds Education Challenge.

1.15 The dramatic improvements in the outcomes for Children Looked After achieved last year were broadly maintained, with more children making expected progress in most of the indicators than previously. This was particularly marked by the end of Key Stage 4 where 42% of Children Looked After made expected progress in English compared to only 33% nationally.

1.16 More detailed information around the data is available in appendix 1 of this report.

2. Recommendations

2.1 The Board is asked to endorse and support:

- The progress that has been made and the areas that need further improvement;
- The future provision of support, challenge and intervention in Leeds to ensure that progress continues to be made;
- Sector lead and partnership working in securing accelerated improvement;
- The recommendations from the scrutiny review of English and mathematics are implemented.

1. Purpose of this report

1.1 This report summarises the achievement of learners at all Key Stages in 2013 and the good progress in early years foundation stage and primary and secondary education in Leeds. It also outlines the action taken by the Council to fulfill its responsibilities to support, monitor, challenge and intervene as necessary. Evidence is drawn from national and local performance data monitoring activities undertaken by council officers and Ofsted inspection reports.

2. Background information

2.1 As reported last year, there have been significant changes within the field of education both nationally and locally with a shift from large centralised systems and teams to a much smaller and, by necessity, a more effective and streamlined central local authority improvement function. Despite increasing and significant budget pressures within the council there is a continued drive to develop innovative and creative in approaches to school improvement. The challenge for the local authority is twofold:

2.1.1 Firstly, to retain its core roles of; monitoring, challenging and intervening in schools where necessary. Whilst this applies to all local authority maintained schools, there is an emphasis on weaker schools where standards are too low. In addition, Her Majesty's Chief Inspector of Schools (HMCI) has made it explicit that local authorities must evaluate, monitor and challenge the effectiveness of academies. The Council will therefore continue to challenge all schools including academies

about outcomes, particularly those concerned with the success of students from poorer backgrounds, ethnic minorities or with special needs.

2.1.2 Secondly, to act as a key broker in developing support to schools to improve through the promotion of school led improvement systems. School to school support is a key element of government policy and one which the local authority is actively promoting and developing in Leeds.

2.2 The decision by Leeds City Council following extensive consultation with schools was to ensure that it has sufficient school improvement resource to continue to provide a robust model of challenge and support to all local authority maintained schools. This comprises an annual review cycle for all schools (differentiated according to need) and additional support for schools causing concern;

An increasing number of systems leaders (providing school to school support) notably:

- A small team of Leeds headteachers and partners seconded to work with the Local Authority on a part-time basis to help accelerate the rate of improvement across the city. There are currently eight such secondments: four primary headteachers (working within the 0-11 phase), two secondary headteachers (working within the 11-19 phase) and two SILC principals (cross-phase).
- A team of National and Local Leaders of Education (NLEs and LLEs), recruited by the National College yet largely deployed by Leeds local authority according to specific needs identified by the school improvement team.
- Developing partnerships with teaching schools. The main areas of partnership working here include: the deployment of NLEs and LLEs and, more recently, Specialist Leaders of Education (SLEs); leadership development programmes; and bespoke programmes to improve the quality of teaching and learning.
- The Primary Traded Service – the traded aspect of the primary school improvement service.
- The Leeds Learning Partnership – the traded aspect of the secondary school improvement service.
- Scrutiny Board which focused on attainment in English and mathematics in all phases with the outcome being a set of recommendations that will shape future working in these areas. The recommendations are based on the information shared which included to an in-depth audit and review of the impact of support, advice and training; the impact of challenge and intervention; the work of the Learning Improvement team, teaching schools and other partner. This was a valuable undertaking and the level of challenge given by the Board Members was appreciated.

2.3 Improvement Strategy

2.3.1 The Leeds Education Challenge has provided the overarching strategy through which the local authority responds strategically to the very different educational landscape and to ensure the progress made in recent years is accelerated.

Alongside this is the ambitious city-wide commitment to achieving a child friendly city (an objective of the council's Best City Plan) that underpins school improvement and builds upon the new relationships with schools and partners, the newly integrated children's service and the changes to national policy and funding. A key piece of work was the introduction and implementation of the Learning Improvement Strategy, which categorises schools and identifies the level of support required. This has developed the role of the LA in relation to challenge and intervention which has strengthened the partnership with headteachers and governors. The Leeds Education Challenge will itself, however, need to change to reflect the rapidly changing educational national and local policy and funding landscape. Future development will need to ensure that in undertaking its strategic role, the local authority is strong, strategic, supportive within the context of challenging leadership across services and schools to ensure that all children and young people in Leeds attain at the highest standards. This will need to fully address the issue of narrowing the gap to ensure that outcomes are comparable to other local authorities.

2.4. Leeds as a Child Friendly City

2.4.1 A key element of the work of the Learning Improvement team and partners is to drive up standards of achievement to ensure that the city is the best place for children to grow up. Its ambition is to support those children that have barriers to learning which sit outside the school gates by working in the context of increasingly effective cluster collaboration. Central to this work is the drive to ensure that learning in schools and settings is engaging, dynamic and inclusive, leading to accelerated rates of progress of all learners. Learner Voice is a central component of the best monitoring and evaluation practice. Restorative practice is being led and developed from within the school system to ensure that schools, learners and their families all feel that they are worked with and have a high degree of control.

3. Main issues

3.1 These can be grouped under eight main headings

- Early Years Foundation Stage (EYFS)
- Attainment and progress at Key Stage 1
- Attainment and progress at Key Stage 2
- Attainment and progress at Key Stage 4
- Attainment and progress at Key Stage 5
- Attendance in primary and secondary schools
- Exclusions from primary and secondary schools
- The Ofsted framework

3.2 Early Years Foundation Stage (EYFS) Summary

3.2.1 Overall outcomes at the end of the Foundation Stage are in line with national levels of development, but there is a significant gap between the levels of development observed in our lowest achieving pupils and the average for Leeds. Due to the new assessment framework in 2013 data from previous years is not comparable.

- 3.2.2 On the good level of development (GLD) indicator, performance in Leeds is above or in line with all core cities and above or in line with eight out of our ten statistical neighbour authorities. In Leeds schools 51% of children reached a good level of development. 52% of children nationally reached this level and 48% of children did so in statistical neighbour authorities and core cities. Leeds is ranked equal 67th of 152 local authorities for the percentage achieving a good level of development, an improvement from equal 68th in 2012.
- 3.2.3 The gap between the lowest 20% of the cohort and the whole cohort remains significantly wide at 44.6%, compared to 36.6% nationally and 39.0% for statistical neighbours. There is a correlation with the changing demographics which needs to be a key driver to the improvement strategy for early years.
- 3.3 Attainment and progress at Key Stage 1
- 3.3.1 The percentage of children meeting the required standard of phonic decoding in Leeds increased by 9% in 2013 and 70% of children achieved the required standard which was 1% above the national figure.
- 3.3.2 The percentage of children receiving a level 2 or better at the end of Key Stage 1 in Leeds increased by 2 percentage points in reading, 1 percentage point for mathematics but has remained static in writing. There have been continued improvements in the proportion of children achieving level 3 in Leeds. Although outcomes at this higher level remain below those seen nationally, the gap is closing across all three subjects.
- 3.3.3 Levels of attainment are higher for girls than boys in all subjects in Key Stage 1, especially in reading and writing. The gender attainment gap in Leeds has closed slightly in 2013 and is broadly in line with that at national level.
- 3.3.4 Key Stage 1 attainment is still significantly lower for those eligible for Free School Meals than for those not eligible. The gaps, however, continue to be closed in all subjects. Analysis indicates that the gaps in Leeds are wider than those seen nationally.
- 3.3.5 The attainment of pupils with no SEN remained broadly the same as for 2012 outcomes but there was a 1% increase in Level 2 outcomes in mathematics. Attainment of pupils at School Action and School Action Plus has improved in 2013 in all subjects.
- 3.3.6 In 2013, levels of attainment for pupils with English as an additional language (EAL) are lower than for those with English as a first language in Key Stage 1 compared to Leeds and national figures, with a 13 % point gap in reading in Leeds. The gap between Leeds overall and national has not changed in 2013.
- 3.3.7 In 2013, the percentage of Children Looked After (CLA) achieving a level 2 or above was very similar to the dramatically improved figures for 2012 in reading, writing and mathematics. Key Stage 1 attainment for CLA is now either above or close to national.
- 3.3.8 There have been some improvements amongst some historically low achieving

groups, but outcomes remain well below the Leeds average and that of their national peers for groups such as Bangladeshi, Black African, Eastern European, and Gypsy / Roma / Traveller.

3.3.9 While many young people are vulnerable because of issues such as ethnicity, English as an additional language or special educational needs, an even larger group are vulnerable due to social deprivation and the simple fact of gender. Poor outcomes of young people from low-income backgrounds, and especially those who are boys, is a long standing issue and schools are receiving significant funding through the pupil premium initiative with the specific intention of improving outcomes for this group . The LA is closely monitoring schools' impact in closing the gap for this group of young people and providing challenge where appropriate.

3.4 Attainment and progress at Key Stage 2

3.4.1 Primary schools are considered to be below the current national floor standard if below 60% of pupils achieve Level 4 in reading, writing and mathematics and if the percentage of pupils making 2 levels of progress is below the national median in all three subjects. The national medians of progress for 2013 (unvalidated) are 91% for reading, 94% for writing and 90% for mathematics. There are currently 19 Leeds schools (9%) below floor standard in 2013, compared to 6% nationally and for our statistical neighbor local authorities. These schools are –

- Beeston Primary School
- Burley St. Matthias C of E Primary School
- Clapgate Primary School
- Five Lanes Primary School
- Hillcrest Primary School
- Hollybush Primary School
- Ingram Road Primary School
- Ireland Wood Primary School
- Iveson Primary School
- Meadowfield Primary School
- Mill Field Primary School
- Moor Allerton Hall Primary School
- Raynville Primary School
- Richmond Hill Primary School
- Ryecroft Primary School
- Sharp Lane Primary School
- Summerfield Primary School
- Wetherby St.James' C of E Primary School
- Woodlesford Primary School

Of these schools one has since converted to Academy (Hillcrest Primary) and another is due to convert this year (Ryecroft Primary). There is also an additional school that was below floor standards that has since now closed and opened as an academy (Cottlingley Primary) and is no longer counted in the data.

3.4.2 The percentage of pupils in Leeds achieving level 4 in reading has dropped by 1%

to 84%. This is 1% lower than national outcomes and statistical neighbours, but in line with core cities. Writing outcomes increased by 1% to 81%, which was below that of national and statistical neighbours. Mathematics outcomes increased by 1% to 83% which is slightly below outcomes for statistical neighbours and for national but in line with core cities. The percentage of pupils achieving Level 4 in all three subjects was 73%. The proportion of pupils achieving the higher threshold of level 5 has improved by 2% in mathematics and is now 38%. Outcomes remain static in writing at 26% and fell by 3% in reading to 42%. Reading outcomes fell by 4% nationally in 2013. The attainment gaps closed slightly in reading, increased in writing and remained static in mathematics.

- 3.4.3 Pupils are expected to make a minimum of 2 levels of progress in all subjects between Key Stage 1 and Key Stage 2. The percentage of children making expected progress in Leeds is higher than national. Leeds is ranked equal 16 of all local authorities for progress in reading, equal 17/152 for writing progress, placing us in the top quartile nationally. Mathematics progress remains above 2 percentage points above national at 90% which places us equal 47 of all local authorities. This means that there is good capacity for sustained improvement once the baseline of achievement is raised.
- 3.4.4 There remain significant gaps in attainment between those eligible for Free School meals and those who are not. This reflects the national picture. Results for pupils eligible for Free School meals have remained static in Leeds. The attainment gap between FSM eligible and their peers is wider than that nationally. However, the percentage of pupils eligible for FSM in Leeds making 2 levels of progress is higher than the national figure for FSM eligible children.
- 3.4.5 Attainment for SEN pupils remains lower than the national equivalent, however, as with FSM eligible children, the percentage of SEN children making expected progress is higher in Leeds than seen nationally.
- 3.4.6 In 2013, levels of attainment for pupils with English as an additional language (EAL) are lower than for those with English as a first language in Key Stage 2 compared to Leeds and national figures. The percentage of pupils with EAL achieving level 4 in English and mathematics is 9 percentage points lower than for those with English as a first language.
- 3.4.7 The percentage of Children Looked After (CLA) achieving a level 4 in mathematics declined 4 percentage points in 2013 but remains 11 percentage points higher than in 2011. Also the proportion achieving the expected level of progress compared to the end of Key Stage 1 in mathematics increased by 9 percentage points. This year the single benchmark for English was replaced by separate measures for reading and writing. More Children Looked After achieved the benchmark level 4 in writing compared to 2012, while fewer achieved the benchmark in reading. The percentage achieving the expected level of progress improved by 3 percentage points in writing and decreased by 3 percentage points in reading. All three measures of progress are at or above national.
- 3.4.8 The general picture is that many groups have shown some improvement, but remain below the Leeds average and below the national figures for their peer groups. This is true for the Bangladeshi, Pakistani, Black African, Mixed Black Caribbean and White, and Gypsy/Roma/Traveler heritage groups.

3.5 Attainment and progress at Key Stage 4

- 3.5.1 There have been improvements against most headline indicators at KS4 in 2013. However, whilst the issues around GCSE grade boundary changes noted in 2012 were not as significant this year, a number of schools still reported significant differences between the grades achieved by students compared to what they were expecting to receive. As a result, there has been an increased number of re-remarks requested this year and data headlines are therefore subject to further changes.
- 3.5.2 In 2013, 56.6% of year 11 pupils gained five good GCSEs including English and mathematics – 1.6% higher than in 2012. Nationally results improved by 1.9% so the gap between Leeds and national figures has widened marginally.
- 3.5.3 The proportion of students gaining five good passes in any GCSE or equivalent subject rose by 2% to 86% in 2013. Leeds is therefore ahead of the national and core city averages by 3% and the statistical neighbours average by 1%.
- 3.5.4 The number achieving five passes (5A*- G) has remained static with 95% of pupils achieving this benchmark. This trend is mirrored by the national, statistical neighbour and core cities average. The gap between the Leeds figure and the national and statistical neighbour average has remained at 1% although Leeds is 1% higher than core cities. The percentage of students leaving school with no qualifications has marginally increased by 0.3% from 2012 although this is still better than in previous years.
- 3.5.5 The proportion of students achieving all of the components of the English Baccalaureate (EBacc) has increased by 5% to 19%. Whilst this is in line with the average for core cities, the Leeds figure is still behind the national average by 4% and the statistical neighbor average by 1%.
- 3.5.6 After a fall in 2012 in the percentage of students making the expected three levels of progress between Key Stage 2 and Key Stage 4 in English, performance in 2013 has improved by 3% to 65%. However, the national and statistical neighbour figure is 5% higher than Leeds and the core cities average is 3% higher.

After last year's significant 7% rise in the percentage of students making expected progress in mathematics, there has been a further 1% increase in 2013 to 67% – this is ahead of the core cities average by one per cent. However, more pupils meet this benchmark nationally and in statistical neighbouring authorities (four and three percentage points respectively). These two performance measures are now key indicators used during Ofsted inspections of schools.

- 3.5.7 In 2013, the Capped Average Point Score (for the best 8 GCSE and equivalent results) fell slightly from 342.3 to 340.6 although the three-year trend is rising. This is behind that of national and statistical neighbours by 1 and 5.1 points respectively, but ahead of the core cities average by 8 points. Whilst the Un-capped Average Point Score figure has fallen by 12.6 points in Leeds since 2012,

it is still higher than the national and core cities average by 18 and 25.1 points respectively and in line with that of the statistical neighbours.

3.5.8 The key area for further development highlighted in the above paragraphs is the need for accelerated improvement in English and mathematics both in terms of attainment and progress, as this has a significant impact on many of the key indicators. More generally, there is a clearly identified need for further improvement in levels of pupil literacy and numeracy across the curriculum. Underlying the overall local authority headlines, there is still too much variation in the performance of individual schools and academies with some regularly being placed in the top quartile of schools nationally with others consistently underperforming. As a result, improving standards in English and mathematics is a key focus of much of the school-to-school support in Leeds and of school improvement adviser monitoring and challenge. In addition, this is a key element of the Leeds Learning Partnership (the traded professional development offer to Leeds secondary schools and academies).

3.5.9 Schools below floor standards:

In 2013, four schools and academies in Leeds were below the current floor standard of 40% or more pupils achieving five or more GCSEs at grades A*-C including English and mathematics. These are –

- City of Leeds (23%),
- The Co-operative Academy (32%),
- South Leeds Academy (34%),
- Leeds East Academy (37%).

Of these four, three are academies, and one (City of Leeds) is due to convert to academy in 2014. There are an additional two secondary schools that were below floor standards (John Smeaton Community College and Swallow Hill Community College) that have now closed and opened as academies and are therefore no longer counted in the data.

3.5.10 Attainment and progress of pupil groups at Key Stage 4 (Narrowing the gap):

3.5.11 Gender gaps in Leeds are similar to those observed nationally i.e. girls perform better against most of the main attainment and progress benchmarks, as an example, the percentage of girls achieving 5 or more GCSEs at grades A*-C including English and mathematics in Leeds is 62% compared to 52% for boys – the national figures are 65 and 55.

3.5.12 The performance of pupils eligible for Free School Meals (FSM) against the benchmark of 5 or more GCSEs at grades A*-C including English and mathematics remains a concern i.e. 35% compared to 67% for non FSM. This gap of 32% compares to a national gap of 25%.

3.5.13 The gap between the attainment of pupils with SEN (without a statement) and those with no SEN against the same benchmark is wide (23% compared to 65%) although this gap is slightly closer than at national level. Similarly, the gap between SEN pupils with a statement and those with no SEN is closer than

nationally.

- 3.5.14 The data available for Children Looked After suggests that outcomes in Leeds (against the 5+ A*-C including English and mathematics measure) are slightly above national averages.
- 3.5.15 The percentage of pupils with English as an Additional Language (EAL) achieving 5+A*- C grades including English and mathematics is 50%, 7% lower than for non EAL pupils. The national difference is only 2%. The progress of EAL pupils in Leeds is broadly in line with national averages.
- 3.5.16 Ethnic Minority achievement: whilst the attainment of some pupil groups against the 5+A*- C including English and mathematics measure is above or in line with national figures, some pupil groups significantly underperformed in Leeds in 2013 – these include White British, Pakistani, Bangladeshi, Other Asian Background and Black African. The city-wide value-added (progress) indicators for most groups are broadly in line with national expectations. The lowest progress rates are for pupils from Gypsy, Roma and Traveller backgrounds although the Leeds data is stronger than at national level.
- 3.5.17 While many young people are vulnerable because of issues such as ethnicity, English as an additional language or special educational needs, an even larger group are vulnerable due to social deprivation and the simple fact of gender. Only 30.9% of the free school meal entitled cohort achieved 5+A*-C (incl E&M) compared to 63.6% of non-entitled young people. For boys entitled to FSM it was 25.8%. Poor outcomes of young people from low-income backgrounds, and especially those who are boys, is a long standing issue and schools are receiving funding through the pupil premium initiative aimed at improving outcomes for this group. The LA is closely monitoring schools' impact in closing the gap for this group of young people and providing challenge where appropriate. The value and importance of learning is a focus in our work children, families and communities, as evidenced by our obsession on attendance. This is being built on with additional targeted work to promote learning.

3.6 Attainment and progress at Key Stage 5 (Post-16)

- 3.6.1 The overall picture at Key Stage 5 has remained largely positive with performance in the first and second quartiles and relatively high local authority rankings against all key indicators.
- 3.6.2 The average points per Y13 student fell to 696 in 2013 which is likely to be due to a reduction in the number of subjects studied by students. However, this figure is still above the national figure of 691 and well above the core cities average of 665.
- 3.6.3 There was an encouraging rise in the average points per entry in 2013 from 207 to 209 – this is broadly equivalent to averaging a C grade at A-level. This is broadly in line with national, core cities and statistical neighbour averages.
- 3.6.4 The percentage of students achieving 2 or more passes fell in Leeds in 2013, from 97% to 93%. However this was the trend nationally and in core cities and statistical neighbours and Leeds remains higher than all these on this measure. As

a result, performance is the top quartile with a local authority ranking of 37/150. The percentage of students achieving 3 or more A*- A grades remained static at 8% (slightly lower than national and in core cities and statistical neighbours) resulting in 2nd quartile performance and a ranking of 70/150.

- 3.6.5 In terms of the performance of different groups of pupils at KS5, it should be noted that cohort sizes can be very small and the identification of trends therefore becomes more unreliable. However, it is worth noting that girls continue to record higher average points per student and average points per entry than boys, both in Leeds and nationally. FSM students (174) perform less well than non-FSM students.
- 3.6.6 Value Added judgments for post 16 outcomes are generated by Learning UK Plus. Aggregated analyses for providers from Leeds indicate that fail rates at A level were lower than national and at AS level marginally higher. When looking at pupil progress relative to their starting points i.e. their GCSE scores there is no significant difference between the progress made by students at A and AS Level and in all BTEC qualifications in Leeds compared with the progress of students nationally.
- 3.6.7 Fischer Family Trust produce detailed analyses of A Level value added at a subject level over the past three years. This data suggests that students taking traditional subjects such as English Language, English Language and Chemistry have achieved significantly better than average progress overall. Some of the 'newer' A-levels, such as Performance Studies and Sociology, have performed well for the last three years.

3.7 School Attendance

- 3.7.1 In the 2012/13 academic year, primary attendance was 95.4%; the second highest level recorded in Leeds. Attendance in Leeds primary schools is still above national and statistical neighbours. Leeds is now ranked equal 49th for primary attendance, a drop in rank from 2011/12. The highest ever rate was 95.8%, in the 2011/12 academic year. Illness is the most common reason for pupil absence, and in the autumn term of the 2011/12 academic year there was a substantial decrease in absence rates due to illness, both in Leeds and nationally. Figures from the Health Protection Agency show much lower levels of flu-like illness than in previous years. Similarly, the proportion of calls to NHS Direct relating to colds/flu and fever was very low during the period covered by the autumn 2011 term, compared with the previous year. Authorised absence increased by 0.4 percentage points in 2012/13, the same level of increase as seen nationally and in statistical neighbours. Levels of authorised absence in Leeds primary schools remain lower than nationally and in statistical neighbours. Leeds' rank fell slightly in 2012/13 for primary authorised absence. Unauthorised absence increased by 0.1 percentage point in 2012/13 in Leeds and the same increase also occurred nationally and in statistical neighbour authorities. However, compared to the 2010/11 academic year, the year during which we launched our Children and Young People's Plan, there were 569 fewer primary pupils who were persistently absent (pupils with an attendance rate below 85%) in 2012/13 than was the case in 2010/11.

3.7.2 In 2012/13 secondary attendance was maintained at 93.7% for the second year in a row; this is the highest ever level for secondary attendance in Leeds. Attendance remains lower in Leeds than nationally and in statistical neighbor authorities. There was also a rise in unauthorised absence in Leeds in 2012/13, but unauthorised absence fell slightly nationally and in statistical neighbours. Unauthorised absence remains significantly higher in Leeds. There were 1846 fewer persistently absent s secondary pupils in 2012/13 than in 2010/11.

3.7.3 The DfE defined threshold for a pupil to be judged as persistently absent (PA) is 15% of absence over the school year. The percentage of pupils that met this threshold in 2012/13 in Leeds primary schools was 3.5%, marginally higher than in 2011/12. Levels of persistent absence in primary schools in Leeds remained slightly lower than levels of persistent absence nationally and in statistical neighbours. 8.0% of pupils in Leeds secondary schools met the PA threshold in 2012/13, slightly higher than in 2011/12. Persistent absence fell nationally and in statistical neighbours. Levels of persistent absence therefore remain higher in Leeds, with the gap widening in 2012/13.

3.8 Exclusions

3.8.1 There was 1 permanent exclusion from a Leeds primary school in the 2012/13 academic year, the same as in the previous year. The number of permanent exclusions from Leeds secondary schools (including academies) in 2012/13 was only 14 compared to 26 in the previous year. This equates to a rate of permanent exclusion lower than the national rate. The trend of no permanent exclusions from SILCs continued in 2012/13.

3.8.2 Local analysis of fixed term exclusions from primary and secondary schools is not yet available.

3.9 The Ofsted Framework

3.9.1 Primary

By the end of December 2013, Leeds had 4 primary schools judged “Inadequate” in their most recent inspection, placing them in an Ofsted category:

- Great Preston CE Primary,
- Hillcrest Primary,
- Ryecroft Primary and
- Rothwell CE Primary was judged as requiring ‘special measures’.

Hillcrest Primary has converted to academy. Rothwell CE Primary and Ryecroft Primary are due to convert to academy in 2014. Cottingley Primary was judged inadequate in the 2011/12 year and has since become a sponsored academy. Iveson Primary School was removed from the inadequate category during the 2012/13 academic year.

During the 2012/13 academic year, there were 99 inspections of Leeds primary

schools. Of these:

- 43 schools improved on their previous grade for overall effectiveness. 28 schools stayed on the same grade for their overall effectiveness judgement.
- 16 schools went down a grade.

Overall therefore the proportion of good and outstanding primary schools increased in Leeds during 2012/13.

3.9.2 Secondary

At the end of December 2013 there were 5 secondary/special schools judged to be inadequate. These were

- South Leeds Academy,
- Bruntcliffe,
- BESD SILC
- E-ACT Leeds East Academy and
- John Smeaton.

City of Leeds School was removed from the inadequate category during the 2012/13 academic year.

From September 2012 to December 2013, there were 28 inspections of Leeds secondary schools including 5 academy inspections. Of these:

- Eight schools improved on their previous grade for overall effectiveness.
- Nine schools stayed on the same grade for their overall effectiveness judgement.
- Six schools went down a grade.

More information on Ofsted reports from 2012/3 can be found in appendix 2 of this report.

4. Corporate Considerations

4.1 Consultation and Engagement

4.1.1 None specifically for this report

4.2 Equality and Diversity / Cohesion and Integration

4.2.1 The improvements in the attainment of vulnerable groups is still a key area for improvement. An equality impact assessment has been undertaken for this report and is attached as appendix 3.

4.3 Council policies and City Priorities

4.3.1 The improvement in school performance will continue to be a priority for the council using the new models of school support outlined in this report and delivered through the Leeds Education Challenge. The impact on many minority and vulnerable groups will be an area of particular focus and has strong links with

other areas of council responsibility.

- 4.3.2 The Children and Young Peoples Plan identifies Attendance, Children Looked After and reducing the number of young people not in education, employment or training (NEET) as the three priority 'Obsessions'. The Leeds Education Challenge monitors and challenges progress in these priorities particularly through the annual cycle of school reviews.
- 4.3.3 Narrowing the gap objectives are central to the key Council plans, eg. the Best Council Plan, the Children and Young People's Plan, the Child Poverty Strategy and the Health and Well Being Strategy. The detail of the strategy for improving educational outcomes is found in the learning improvement plans. Narrowing the gap between average outcomes in the city and the outcomes experienced by vulnerable groups of children and young people is a particular focus of these strategies. The Leeds Education Challenge strategy has been the major driver of change to date. Accelerating the pace of change and improvement requires a refresh of the strategy. This is currently being worked on. Approaches to school support such as those outlined in section 4.2 and 6.3.1 of this report remain central to the improvement agenda, as will work on cluster based approaches to tackling the barriers to learning that lie outside the school gates.

4.4 Resources and value for money

- 4.4.1 The need to continue to improve early years, primary and secondary education, and the Council's need to be informed about strategy and progress, means that this must remain a high priority when allocating resources.

4.5 Legal Implications, Access to Information and Call In

- 4.5.1 This report is subject to Call In.

4.6 Risk Management

- 4.6.1 None identified

5. Conclusions

- 5.1 The increasing birth rate which has been observed over recent, along with inward migration, is now impacting on the demand for places in primary schools and will begin to impact on the secondary phase over the next few years. The proportion of students eligible for Free School meals, who have English as an additional language, and those who are from Black and minority ethnic heritages have all increased in recent years.
- 5.2 The proportion of children's centres, primary schools and special schools & PRUs which are good or outstanding is higher in Leeds, than in the rest of England; however the proportion of secondary schools rated good or outstanding is below the national average.

- 5.3 Attendance in primary schools has been on an improving trend in recent years and is slightly above the national average. Secondary attendance has also seen improvement but remains well below national levels.
- 5.4 Overall outcomes at the Early Years Foundation Stage are in line with national levels of development, but there is a significant gap between the levels of development observed in our lowest achieving pupils and the average for Leeds.
- 5.5 At Key Stage 1, the percentage of children reaching the required standard in phonics decoding is in line with national. However, despite improvements in recent years, outcomes at the end of Key Stage 1 remain well below levels observed in the rest of England overall.
- 5.6 At Key Stage 2, levels of attainment remain below national averages, but the proportion of children making expected progress between Key Stages 1 and 2 are in the top quartile of local authorities.
- 5.7 At Key Stage 4 Leeds remains well below national on most of the headline attainment indicators despite continued improvements, therefore work to continue to close the gap remains a priority. The proportion of students making expected progress is also improving, but remains well below national levels. At Key Stage 5, point score measures indicate that Leeds is performing in line with, or slightly better than national, but other benchmark indicators suggest that outcomes at the higher end of the academic range are not quite as positive.
- 5.8 The past year has been especially turbulent with the introduction of the new national curriculum, the revising of the Ofsted framework, the changing of marking for key stage 4 exams and the introduction of assessment without levels which all will impact significantly on school improvement. There is much work to do but the commitment shown by the Council to support and challenge schools and settings in Leeds is clearly having an impact in terms of the acceleration of improvement by comparison with national rates of improvement.

6. Recommendations

- 6.1 The Board is asked to endorse and support:
- The progress that has been made at all key stages and the areas that need further improvement;
 - The future provision of support, challenge and intervention in Leeds to ensure that progress continues to be made;
 - The further development and changes of the Leeds Education Challenge programme in progressing securing improvement;
 - The recommendations from the scrutiny review of English and mathematics are implemented.

7. Background documents¹

- 7.1 None

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Annual Standards Report 2012-2013 – Data Annex

Executive Summary

This annex to the Annual Standards Report provides a detailed overview of learning outcomes across the city, and context in relation to the changing nature of the school population. Key points arising from these analyses include:

- The increasing birth rate which has been observed over recent, along with inward migration, is now impacting on the demand for places in primary schools and will begin to impact on the secondary phase over the next few years.
- The proportion of students eligible for Free School meals, who have English as an additional language, and those who are from Black and minority ethnic heritages have all increased in recent years.
- The proportion of children's centres, primary schools and special schools & PRUs which are good or outstanding is higher in Leeds, than in the rest of England; however the proportion of secondary schools rated good or outstanding is below the national average.
- Attendance in primary schools has been on an improving trend in recent years and is slightly above the national average. Secondary attendance has also seen improvement but remains well below national levels.
- Overall outcomes at the Early Years Foundation Stage are in line with national levels of development, but there is a significant gap between the levels of development observed in our lowest achieving pupils and the average for Leeds.
- At Key Stage 1, the percentage of children reaching the required standard in phonics decoding is in line with national. However, despite improvements in recent years, outcomes at the end of Key Stage 1 remain well below levels observed in the rest of England overall.
- At Key Stage 2, levels of attainment remain below national averages, but the proportion of children making expected progress between Key Stages 1 and 2 are in the top quartile of Local Authorities.
- At Key Stage 4, despite continued improvements, Leeds remains well below national on most of the headline attainment indicators and is struggling to close the gap. The proportion of students making expected progress is also improving, but remains well below national levels.
- At Key Stage 5, point score measures indicate that Leeds is performing in line with, or slightly better than national, but other benchmark indicators suggest that outcomes at the higher end of the academic range are not quite as positive.
- Analyses of pupil groups indicate that significant successes have been achieved in improving the outcomes of Children Looked After by the Local Authority, but that at most Key Stages there are significant challenges around the outcomes for children who are eligible for Free School Meals. Outcomes for children who have Special Educational Needs are often well below those seen nationally. EAL children also have outcomes that are well below those seen for their peers nationally. Outcomes for children from Black and ethnic minority groups vary from year to year and from Key Stage to Key Stage, but children from Pakistani, Bangladeshi, Black African and Gypsy, Roma and Traveller backgrounds perform consistently below expected levels.

Demographics

Table 1: Numbers on roll

	Jan 2009	Jan 2010	Jan 2011	Jan 2012	Jan 2013
Reception	8096	8440	8642	8899	9249
Key Stage 1	15409	15904	16509	17068	17621
Key Stage 2	30692	30410	30360	30969	31812
Key Stage 3	23976	23614	23363	22940	22661
Key Stage 4	16577	16322	16138	15995	15677

Source: School Census

The number of pupils starting school in Leeds has risen significantly in recent years, with the number in reception increasing by over 1,150 (14.2 per cent) between January 2009 and January 2013. This is mainly due to a significant increase in the birth rate in Leeds, but has also been impacted by inward migration. The birth rate is continuing to rise, which will lead to a continued increase in demand for school places, between September 2011 and September 2012 (the Reception cohort for September 2016), there were 10,350 births in Leeds.

The increasing numbers have now fed through to Key Stage 1 and Key Stage 2, with numbers in Key Stage 2 showing an increase in the January 2012 and January 2013 School Censuses.

Numbers in Key Stage 3 and 4 have been falling in recent years, but the increases seen in primary schools will start to feed through to secondary over the next few years.

Table 2: Percentage eligible for Free School Meals (FSM)

	Jan 2009	Jan 2010	Jan 2011	Jan 2012	Jan 2013
Key Stage 1	20.7	22.3	23.1	23.2	25.0
Key Stage 2	19.6	21.3	21.7	21.4	23.2
Key Stage 3	18.5	19.8	20.2	20.1	22.2
Key Stage 4	17.8	18.3	18.6	19.1	20.8

Source: School Census

The percentage of pupils eligible for free school meals has increased for all key stages in recent years, but with larger increases seen between 2012 and 2013. Eligibility is higher in lower year groups. In Key Stage 1 the percentage eligible for free school meals has increased by 1.8 percentage points between January 2009 and January 2013 and a quarter of Key Stage 1 pupils are now eligible for free school meals.

Table 3: Percentage with English as an Additional Language (EAL)

	Jan 2009	Jan 2010	Jan 2011	Jan 2012	Jan 2013
Key Stage 1	15.5	16.2	17.4	17.4	18.2
Key Stage 2	13.8	14.8	16.4	16.4	18.1
Key Stage 3	10.2	10.6	11.6	11.6	17.0
Key Stage 4	9.2	9.9	11.0	11.0	12.9

Source: School Census

The proportion of pupils in Leeds schools who have English as an Additional Language (EAL) has also increased in recent years, by between two and three percentage points for each key stage. Levels of EAL are significantly higher in younger age groups, and the expectation is that

these higher levels of EAL will feed through to later key stages. The languages that have the largest numbers of pupils recorded as their first language are Urdu, Punjabi, Bengali and Polish.

Table 4: Percentage of Black and Minority Ethnic heritage

	Jan 2009	Jan 2010	Jan 2011	Jan 2012	Jan 2013
Key Stage 1	23.1	24.1	25.8	26.9	27.3
Key Stage 2	21.1	22.2	23.4	24.4	25.1
Key Stage 3	18.4	19.6	19.8	20.9	22.2
Key Stage 4	16.9	17.6	19.0	20.2	20.6

Source: School Census

The percentage of pupils that are of Black and Minority Ethnic (BME) heritage has increased in recent years. The percentage of BME heritage in each key stage has increased by around four percentage points. The proportion of pupils that are of BME heritage is higher in lower age groups, with over a quarter of pupils in Key Stage 1 and Key Stage 2 being of BME heritage.

As well as an overall increase in the proportion of pupils that are of BME heritage, there have been changes in numbers for particular ethnic groups. Pupils of Pakistani heritage remain the largest ethnic group in Leeds schools, making up over six per cent of the school population, numbers in this group continue to increase. The ethnic groups that have seen the largest increase in numbers are pupils of Black African and White Eastern European heritage. Black African is now the second largest BME group in Leeds schools. The number of pupils of mixed heritage has also increased by 23 per cent between January 2009 and January 2013.

Ethnic groups that have seen a decrease in pupil numbers between January 2009 and January 2013 are White British, Black Caribbean, White Irish and White Irish Traveller.

Table 5: Number and percentage of pupils by ethnic group

	January 2009		January 2013		Change	
	Number	%	Number	%	Number	%
Asian or Asian British						
Bangladeshi	958	1.1	1092	1.2	134	0.1
Indian	1683	1.9	1817	2.1	134	0.1
Kashmiri Pakistani	1533	1.8	1716	2.0	183	0.2
Kashmiri Other	107	0.1	112	0.1	5	0.0
Other Pakistani	3246	3.7	3792	4.3	544	0.6
Other Asian background	899	1.0	1276	1.5	377	0.4
Black Or Black British						
Black Caribbean	963	1.1	885	1.0	-78	-0.1
Black African	2146	2.5	3085	3.5	938	1.0
Other Black Background	527	0.6	834	1.0	307	0.3
Mixed Heritage						
Mixed Black African and White	298	0.3	476	0.5	178	0.2
Mixed Black Caribbean and White	1410	1.6	1515	1.7	104	0.1
Mixed Asian and White	726	0.8	917	1.0	191	0.2
Other Mixed Background	1107	1.3	1448	1.6	340	0.4
Chinese or Other						
Chinese	377	0.4	440	0.5	63	0.1
Other Ethnic group	893	1.0	1119	1.3	226	0.2
White						
White British	67193	77.5	63507	72.4	-3699	-5.2
White Irish	290	0.3	219	0.2	-71	-0.1
Other White Background	744	0.9	808	0.9	64	0.1
White Eastern European	468	0.5	1344	1.5	876	1.0
White Western European	161	0.2	325	0.4	164	0.2
Traveller Irish Heritage	106	0.1	80	0.1	-26	0.0
Gypsy/Roma	263	0.3	475	0.5	212	0.2

Source: School Census; Key Stage 1-4

Ofsted judgements of learning settings

Ofsted rating	Academic year 2010/11 (to 31/8/11)		Academic year 2011/12 (to 31/8/12)		Academic year 2012/13 (to 31/8/13)				
	Outstanding / Good	Satisfactory	Inadequate	Outstanding / Good	Satisfactory / Requires improvement	Inadequate	Outstanding / Good	Satisfactory / Requires improvement	Inadequate
No (%) Childminders	471 (66%)	245 (34%)	0	519 (65%)	283 (35%)	0	580 (70%)	241 (29%)	7 (1%)
No (%) Childcare non-domestic premises settings	158 (69%)	71 (31%)	0	202 (73%)	76 (27%)	0	223 (77%)	56 (19%)	10 (4%)
No (%) Children's centres)	12 (75%)	4 (25%)	0	21 (81%)	5 (19%)	0	21 (81%)	5 (19%)	0
No (%) Primary schools	150 (69%)	66 (30%)	2 (1%)	150 (69%)	66 (30%)	2 (1%)	178 (82%)	35 (16%)	5 (2%)
No (%) Secondary schools	20 (54%)	15 (41%)	2 (5%)	22 (58%)	13 (34%)	3 (8%)	22 (58%)	12 (32%)	4 (10%)
No (%) Post 16 provision	3 (75%)	1 (25%)	0	4 (80%)	1 (20%)	0	3 (60%)	2 (40%)	0
No (%) Special schools and PRUs	7 (78%)	1 (11%)	1 (11%)	7 (78%)	1 (11%)	1 (11%)	8 (89%)	0	1 (11%)

Notes:

For schools that become academies, the judgement of the predecessor school is included. The exception to this is at the end of 2010/11 Leeds West Academy had not been yet been inspected as an academy and this academy had two predecessor schools. The total count of secondary schools that had a most recent inspection result for this year is therefore 37.

Learning Outcome Dashboards

The following dashboards provide details of outcomes against headline indicators at each Key Stage and for attendance.

Charts

The chart shows annual trends for Leeds, core cities, statistical neighbours and national.

- Core cities: Birmingham; Bristol; Leeds; Liverpool; Manchester; Newcastle; Nottingham and Sheffield.
- Statistical neighbours: Darlington; North Tyneside; Stockton-on-Tees; Bolton; St Helens; Calderdale; Kirklees; Sheffield; Derby and Milton Keynes.
- National – includes all state funded schools.

Where appropriate, charts will also include estimates. Fisher Family Trust (FFT) provide a range of estimates of future performance. An FFT estimate is based on the progress made by similar pupils nationally.

Rankings

The ranking section shows where Leeds' performance is ranked nationally. If one or more LAs share the same result will be expressed with 'equal' in front of it.

Pupil group attainment

This section shows the strongest, weakest and most improved pupil groups for attainment. The data is taken from Raiseonline or Fischer Family Trust (FFT) significant groups analysis.

Pupil group progress

This section shows the strongest, weakest and most improved pupil groups for this indicator. The information is taken from FFT.

Key issues

This section is populated in discussion with the relevant head of service for the area. It will highlight the issues for this indicator.

Children's Trust – Children and Young People's Plan Report Cards Q2 2013-14

Meeting: Children's Trust Board - 9 December 2013 **Population:** Children in the Early Years age group (0-5)
Outcome 2 : Children and young people do well at all levels of learning **Priority 4:** Support children to be ready for learning
 and have the skills for life
LCC lead: Paul Brennan **CTB lead:** Ann Pemberton

Why is this a priority A good start in the early years has a major impact on a child's future life chances. It is crucial for their future success that children's early experiences build a secure foundation for learning throughout school and beyond. High quality early years experiences lead to improved early learning outcomes and ensure that children make good progress.

RAG: Good inspection performance, high quality CPD in place, but the achievement gap indicator is a concern **Direction of travel:** N/A, new framework

Amber

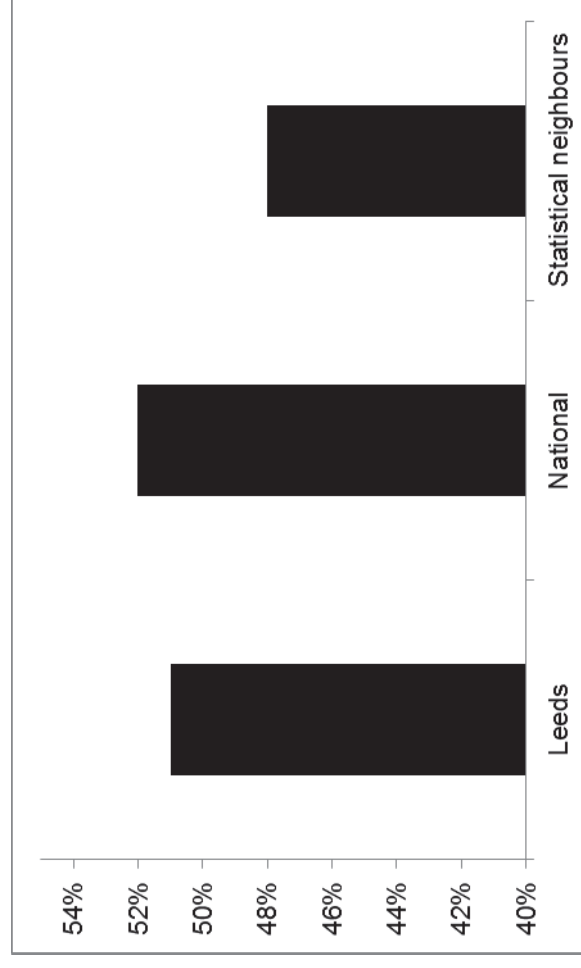
Story behind the baseline

Curve: Children reaching a 'good level of development' in the Early Years Foundation Stage Profile (EYFSP)¹

In 2013 in Leeds schools, 51% of children reached a good level of development at the end of the Early Years Foundation Stage (EYFS). 52% of children nationally reached this level and 48% of children did so in statistical neighbour authorities. A new assessment framework was introduced in 2012/13 and data from earlier years is not comparable. While overall attainment at this key stage is therefore closely in line with national performance, the gap between the lowest 20% of the cohort and the whole cohort is 44.6%, compared to 36.6% nationally and 39.0% for statistical neighbours. Leeds is the worst performing local authority nationally on this measure.

The EYFSP is assessed at the end of the first year in primary school, but much of the learning for children 0-5 is in early care and education settings. The quality of this provision has a major impact on children's readiness to learn at school. The percentage of Leeds providers judged by Ofsted to be good or better has increased over the last year; from 64% to 70% for childminders (nationally the increase was from 71% to 74%) and from 70% to 77% for nurseries and out of school settings (compared to a national improvement from 78% to 82%). This has happened in the context of increasingly challenging inspections.

Ofsted have removed from the school inspection handbook guidance on measuring children's progress in the early years, pending the publication of separate guidance. From November 2013, a judgement of 'requires improvement' replaces the current 'satisfactory' judgement for early years providers, as it has already for schools and colleges. Pre-schools and nurseries requiring improvement will have two years to get to 'good' otherwise they risk being judged 'inadequate'. If an inadequate setting is found inadequate again after re-inspection, Ofsted may take steps to cancel that setting's registration. Revised early education and childcare statutory guidance came into effect in September 2013 which affects how local authorities offer and provide support for providers to deliver free early education entitlement (FEEE). Recent announcements have also been made about increasing the number of FEEE places for eligible two year olds.



¹ Reaching the expected level in personal, social and emotional development; physical development; communication and language; maths; and literacy.

Children's Trust - Children and Young People's Plan Report Cards Q2 2013-14

<p>What do children and young people think The EYFS curriculum is play based and child focused, with children leading their learning. A workforce skilled in listening to children is a fundamental part of professional development. The Voice, Influence and Change team are seeking feedback from early care and education providers about how children are empowered in their settings, e.g., making choices about food; choosing equipment; influencing the learning environment, etc. During the 2013 CBBC event, younger children put their wishes for the city on a wish tree and drew themselves on a Leeds landscape. City centre play facilities were a common wish. A children's voice network is being re-established, to encourage providers to engage children in decision-making.</p>	<p>What we have done</p> <ul style="list-style-type: none"> The Early Years Improvement Strategy has been revised to include focused challenge and support packages for education and childcare settings. Implementation starts in November after consultation with the sector. A comprehensive EYFSP moderation plan was in place for 2013 assessment under the new framework. This has been reviewed to create an updated plan for 2014. The DfE / Department of Health integrated review for two year olds is in the second phase of local testing and a national evaluation has begun. Around 50% of areas have a local early years network in place. These are well received and are promoting stronger relationships between different types of providers e.g. schools, pre-schools, nurseries, children's centres. The re-launched early years resource at Technorth promotes effective early years practice and allows practitioners to explore resources first hand. Over 100 practitioners attended the Celebrating Early Learning in Leeds conference in June and gave outstanding feedback. A Twitter account was launched to promote national and local partnerships, training opportunities and celebrate great early years practice. It has around 200 followers. Universal EYFS training has been delivered to 1636 practitioners since January and schools have bought 400 hours of early years work. Roadshows were held during June, July and August to provide further information for providers about FEEE for two year olds.
<p>New actions</p> <ul style="list-style-type: none"> The council is introducing start-up capital grant funding to expand two year old FEEE places. Providers can apply for funding to build places worth £1000 per place for group settings, and £500 per place for childminders. The EYFS learning and development programme for 2013/14 includes a wider choice of early evening and weekend courses. There are new courses in response to Ofsted feedback and the stronger emphasis on children's learning and bookings for training are already high. Practitioners in PVI early care and education settings / out of school settings can apply for funding for a Level 3 qualification in Children and Young Person's Workforce and a Level 3 in Special Educational Needs. The latter course is promoted in response to workforce audit findings and is aimed at practitioners working with children with additional needs. A response will be submitted to the DfE's consultation on the role of local authorities in childcare and early education, which proposes refocusing on supporting settings judged as requiring improvement or inadequate. The 0-5 team have already developed a high tariff sheet identifying challenge and support packages for settings causing concern – 283 settings at present. A joint conference is planned with Kirklees council for February 2014, to allow Early Years Professionals to share resources and best practice. An Early Years Review group and Early Education Partnership group are being planned to monitor and support improvement in settings and to bring partners together to identify a strategic early years plan for the future. 	<p>Data development</p> <p>This is the first year of the new assessment framework and data should be treated as a baseline year.</p>
<p>What works locally</p> <p>Children in a good or better early care and education setting, make greater progress between years 2 and 6 in English and Maths (Effective Provision of Pre-School Education research, 2012). The quality of teaching and learning, as well as the leadership of settings, has a major impact on outcomes. A new course is being developed on system leadership in the non-maintained sector.</p>	<p>Partners with a role to play Childcare providers (childminders; private, voluntary and independent (PVI) settings; and childcare in children's centres);</p>

Children's Trust - Children and Young People's Plan Report Cards Q2 2013-14

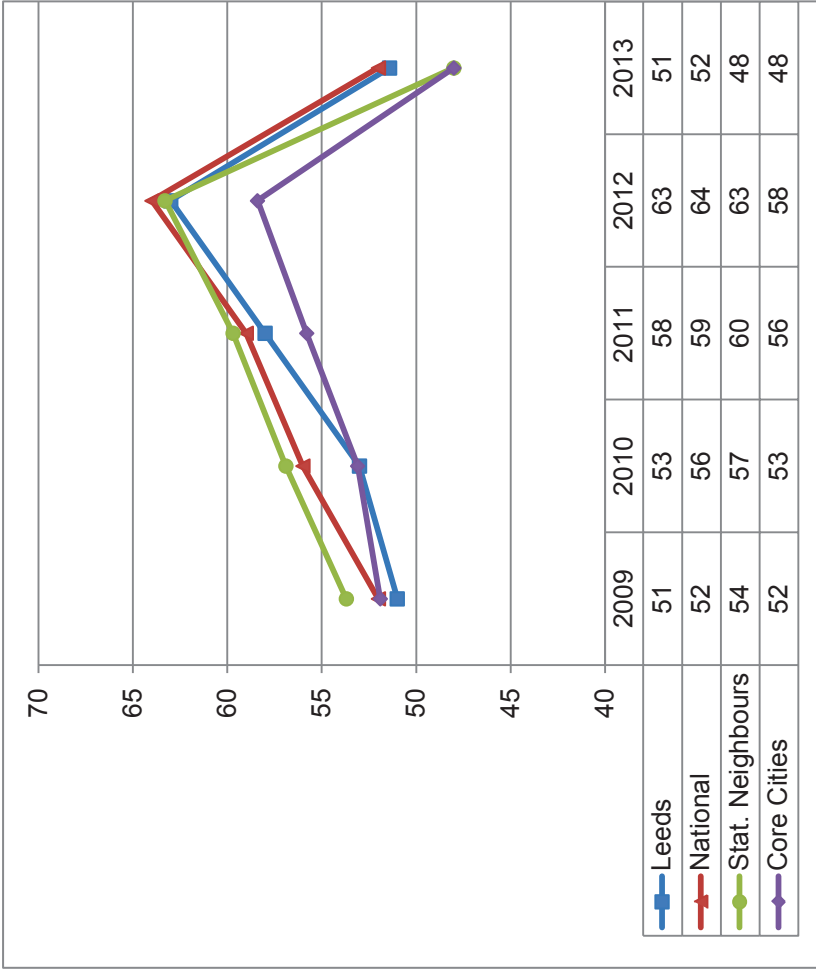
children's centres; schools; Leeds City Council services that deliver the Leeds offer to schools; Early Start teams; family support services.

Early Years Foundation Stage - Learning Outcomes Dashboards

Dashboard	Changes Since Previous Version
Percentage of pupils achieving A Good Level Of Development	Pupil group analysis updated
Low Achievers Gap	No change

2012-13, EYFS - Percentage of pupils achieving A Good Level Of Development*

England Rank	Equal 67/152
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National Quartile Position	Change from last year
2nd quartile	Not comparable

Pupil group attainment on this measure	
Strongest	Weakest
White Irish	Gypsy Roma
Autumn born & Indian	TI**/Heritage & Action Plus
Girls	School Action
W/Western European	W/E European & CLA***
Non SEN & Non FSM	Kashmiri Pakistani

Key Issues: 2012 data is not comparable to previous years due to the introduction of the revised framework. Previous years data has been included to provide a context for Leeds' performance when compared to the national, statistical neighbour and core cities average. In 2013, Leeds' performance is almost in line with the national figure (51 per cent compared to 52 per cent) and ahead of the statistical neighbour and core cities average by three percentage points.

Data Status: Final

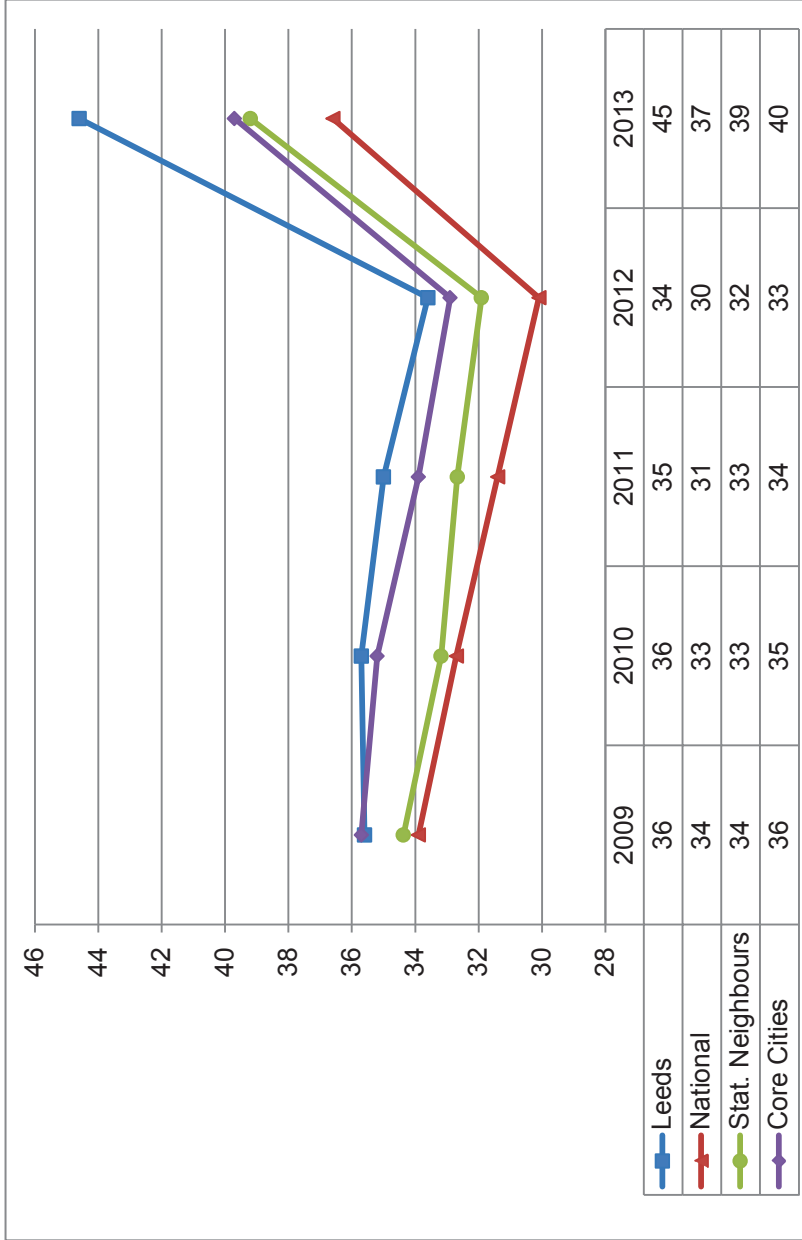
Data Source: DfE Statistical First Release SFR 43/2013; SFR 47/2013 (pupil group analysis); KEYPAS - pupil group ethnicity analysis

Data Notes: *Children are defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy. ** Traveller Irish. ***CLA for the 6 months to 31/05/2012

Please note due to the indicator definition changing 'most improved analysis' cannot be undertaken. Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)





England Rank	152/152
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Key Issues: 2012 data is not comparable to previous years due to the introduction of the revised framework. Previous years data has been included to provide a context for Leeds' performance when compared to the national, statistical neighbour and core cities average. In 2013, the achievement gap in Leeds between the lowest 20 per cent of children and the mean is 45 per cent. This performance lags behind the national, statistical neighbours and core cities average by 8, 6 and 5 percentage points respectively.

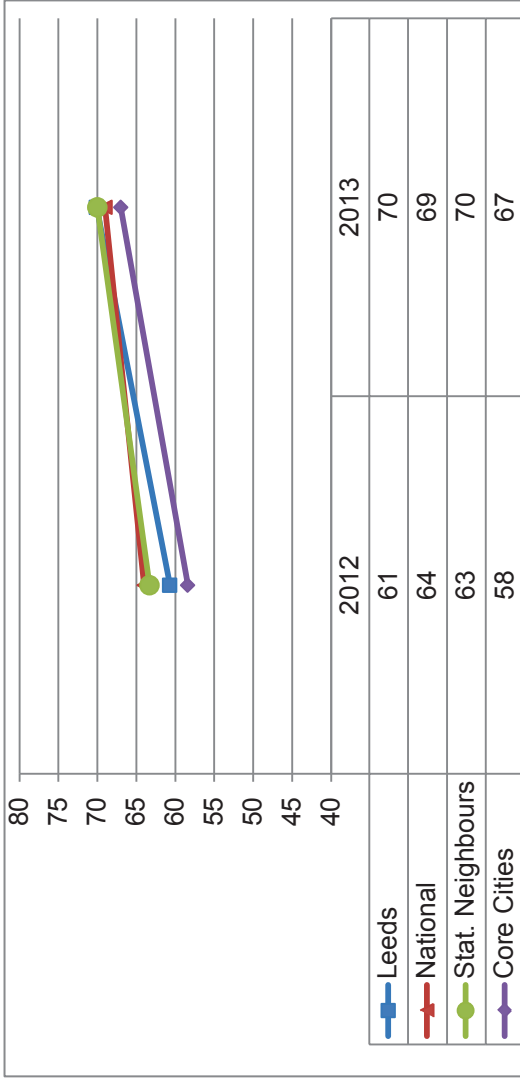
Data Status: Final
 Data Source: DfE Statistical First Release SFR 43/2013
 Data Notes: *The percentage gap in achievement between the lowest 20 per cent of achieving children in a local authority (mean score), and the score of the median.

Pupil group attainment and progress breakdown is not available for this indicator.

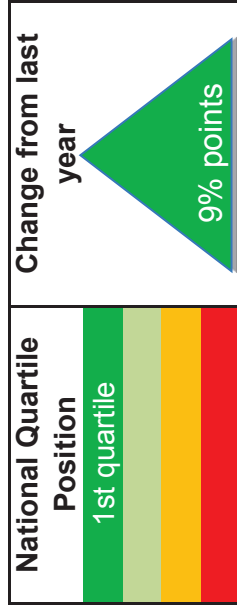
Key Stage 1 including Phonics - Learning Outcomes Dashboards

Dashboard	Changes Since Previous Version
Percentage of pupils meeting the required standard of Phonic Coding at the end of year 1	Pupil group analysis
Reading - percentage of pupils achieving level 2 or above	Pupil group analysis
Writing - percentage of pupils achieving level 2 or above	Pupil group analysis
Maths - percentage of pupils achieving level 2 or above	Pupil group analysis
Reading - percentage of pupils achieving level 3 or above	Pupil group analysis
Writing - percentage of pupils achieving level 3 or above	Pupil group analysis
Maths - percentage of pupils achieving level 3 or above	Pupil group analysis
Reading - Average Point Score	Pupil group analysis
Writing - Average Point Score	Pupil group analysis
Maths - Average Point Score	Pupil group analysis
Reading, Writing and Maths - Average Point Score	Pupil group analysis

2012-13, Key Stage 1 - Percentage of pupils meeting the required standard of Phonic Coding at the end of year 1



England Rank equal 31/148



Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Indian	SEN - Statemented	Traveller of Irish Heritage
Chinese	Gypsy/Roma	Bangladeshi
Autumn born	Traveller of Irish Heritage	Any Other Black background
Not CLA or FSM; Non SEN	CLA	Any Other Ethnic Group
Non FSM	School Action	Irish

Key Issues: The phonic coding test in only in its second year and Leeds' performance has improved by nine percentage points and the 2013 figure is ahead of the national figure by one percentage point.

Data Status: Final

Data Source: DfE Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)

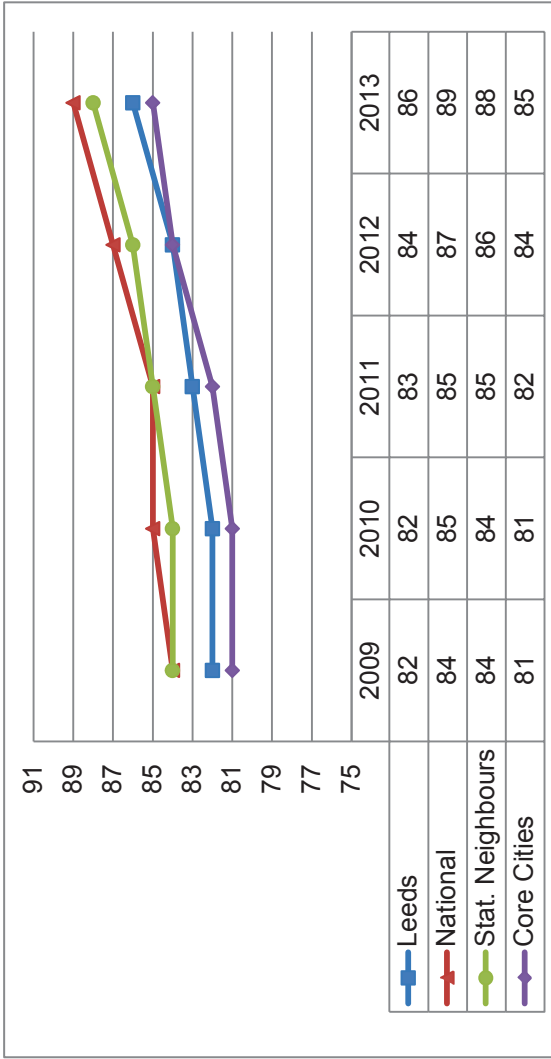
Data Notes: The phonic mark can be between 0 and 40. If a pupil's mark is at or above the threshold mark they are considered to have reached the required standard. The threshold mark was 32 in both 2011/12 and 2012/13.

Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.

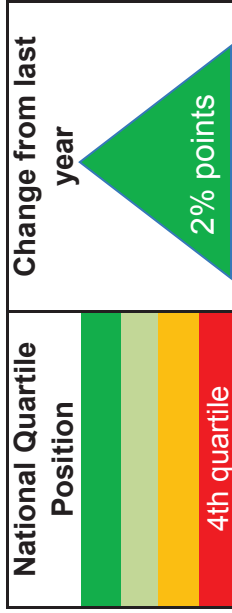
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



2012-13, KS1 - Reading - percentage of pupils achieving level 2 or above




England Rank equal 125/148



Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Indian	SEN - Statemented	Irish
Non SEN	Traveller of Irish Heritage	Any other Black Background
Not CLA or FSM	Gypsy/Roma	School Action Plus
Non FSM / autumn born	School Action plus	Chinese
Female; White & Asian	SEN - non Statemented	SEN - non Statemented; White & Black African

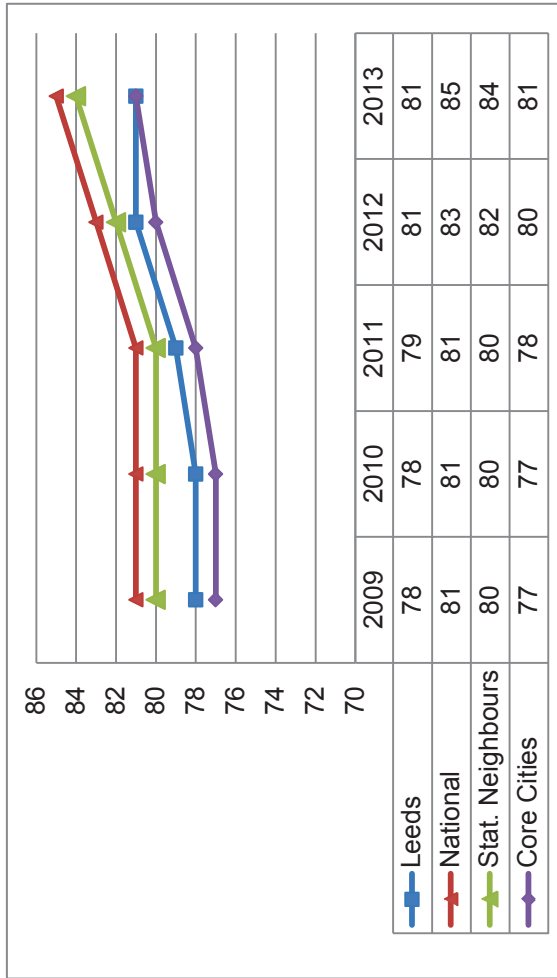
Key Issues: There has been a two percentage point increase for Leeds pupils, ahead of the core cities average by one percentage point, but behind the national and statistical neighbour by three and two percentage points respectively.

Data Status: Final
 Data Source: DfE Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)
 Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

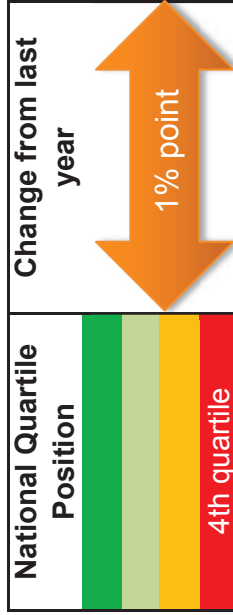


[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, KS1 - Writing - percentage of pupils achieving level 2 or above



England Rank equal 129/148



Pupil group attainment on this measure	
Strongest	Weakest
Indian	SEN - Statemented
Non SEN	Gypsy/Roma
Not CLA or FSM	Traveller of Irish Heritage
Female; non FSM	School Action & Action plus; SEN - non Statemented
Chinese; autumn born	CLA
	Any other Black background; Chinese
	Irish
	School Action Plus
	Any other W/Background; B/Caribbean; B/African
	SEN - non Statemented; White & Black African

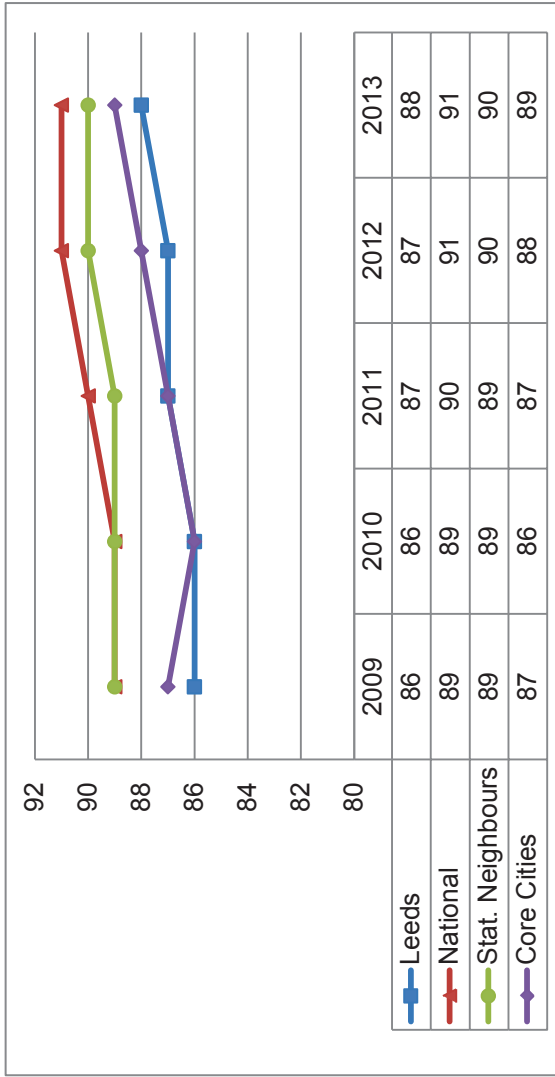
Key Issues: Performance in Leeds has remained the same as the previous year and matches that of core cities, with 81 per cent of pupils achieving the benchmark. However, the national and the statistical neighbour figures have both improved by two percentage points.



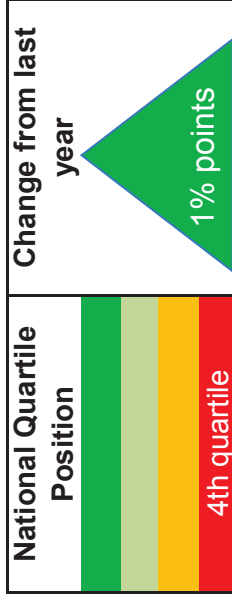
Data Status: Final
 Data Source: DfE Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)
 Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, KS1 - Maths - percentage of pupils achieving level 2 or above



England Rank equal 133/148



Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Chinese	SEN - Statemented	Traveller of Irish Heritage
Indian; non SEN	Gypsy/Roma	White & Black African
White & Asian; White & Black African	School Action plus	Chinese
Not CLA or FSM; non FSM; autumn born	Traveller of Irish Heritage	Any other Black background
Female; White British; non EAL	SEN - non Statemented	Black Caribbean; any other ethnic group

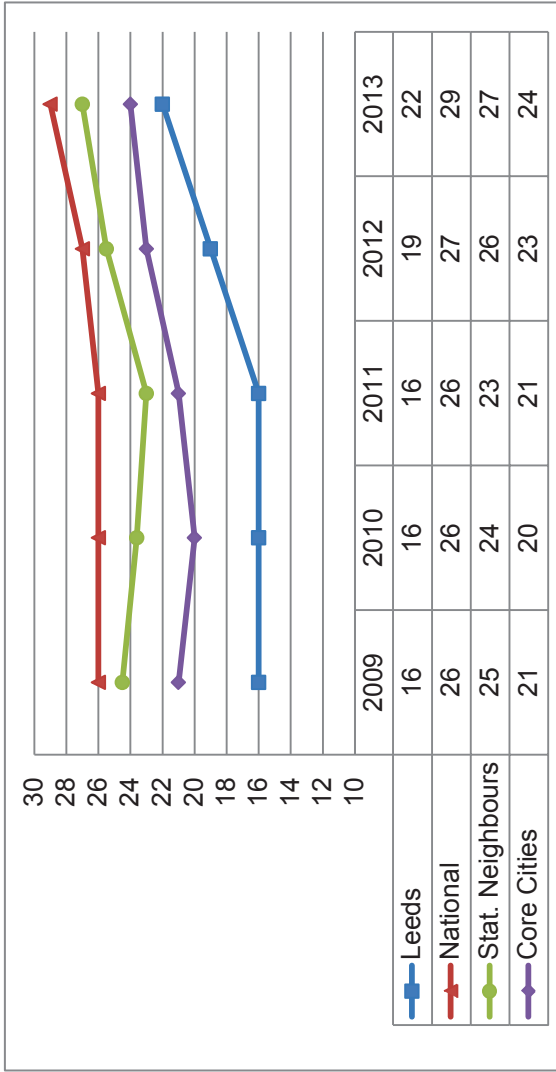
Key Issues: Performance in Leeds improved by one percentage point to 88 per cent of pupils meeting the benchmark. This bucks the national and statistical neighbour trend where the results remained the same as the previous year. However, Leeds' performance is behind the national, statistical neighbours and core cities by three, two and one percentage point/s respectively.



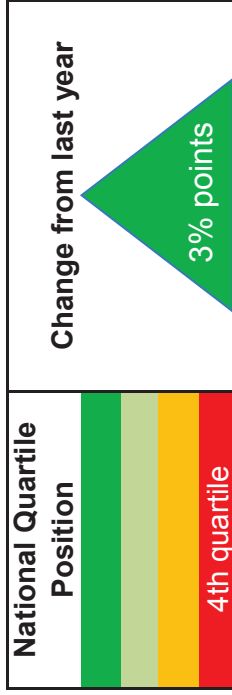
Data Status: Final
 Data Source: DfE Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)
 Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, KS1 - Reading - percentage of pupils achieving level 3 or above




England Rank	equal 135/150
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Pupil group attainment on this measure	
Strongest	Weakest
Autumn born	Traveller of Irish Heritage; Gypsy/Roma
Non FSM; not CLA or FSM; Indian	SEN - Statemented
Any other mixed background	School Action
Non SEN	CLA; SEN - non Statemented
Female; White British	School Action plus
	Male; Not CLA; EAL; W/British; B/African; summer born
	Any other: White, mixed & Black background
	Indian
	EAL; autumn born
	Bangladeshi

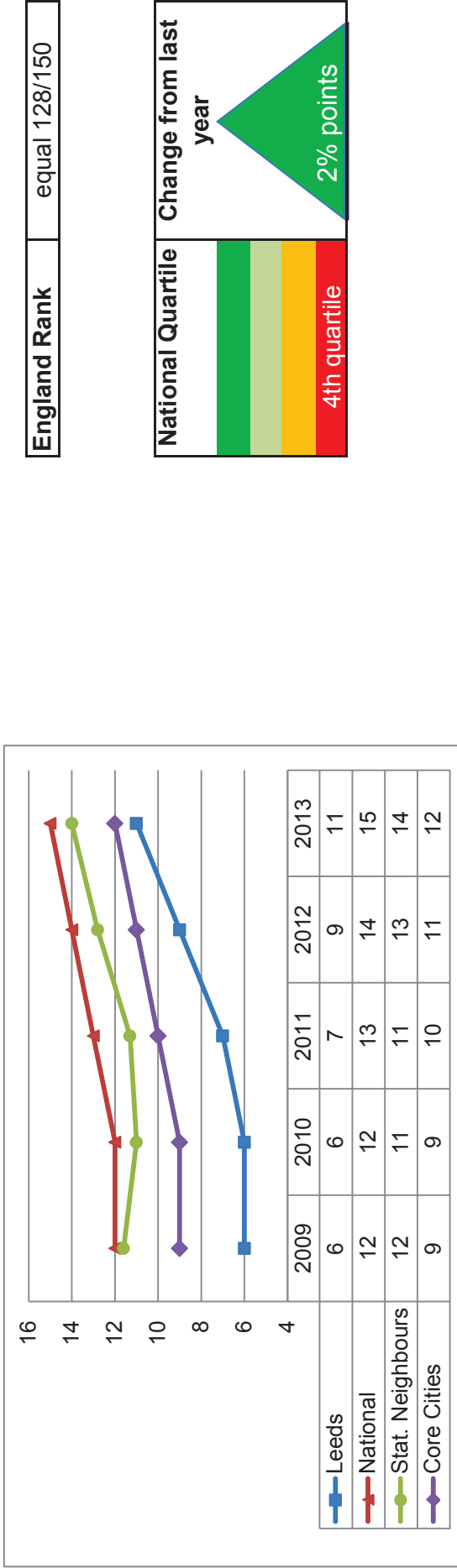
Key Issues: Leeds performance has improved by three percentage points, however performance is still below that of the national, statistical neighbours and core cities by seven, five, and two percentage points respectively.

Data Status: Final
 Data Source: DfE Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)
 Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

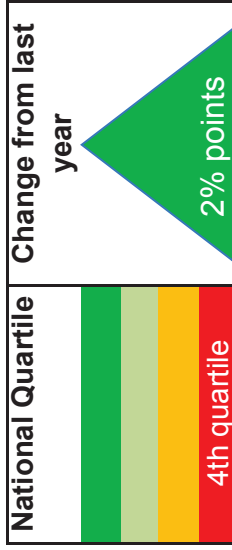


[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, KS1 - Writing - percentage of pupils achieving level 3 or above



England Rank equal 128/150



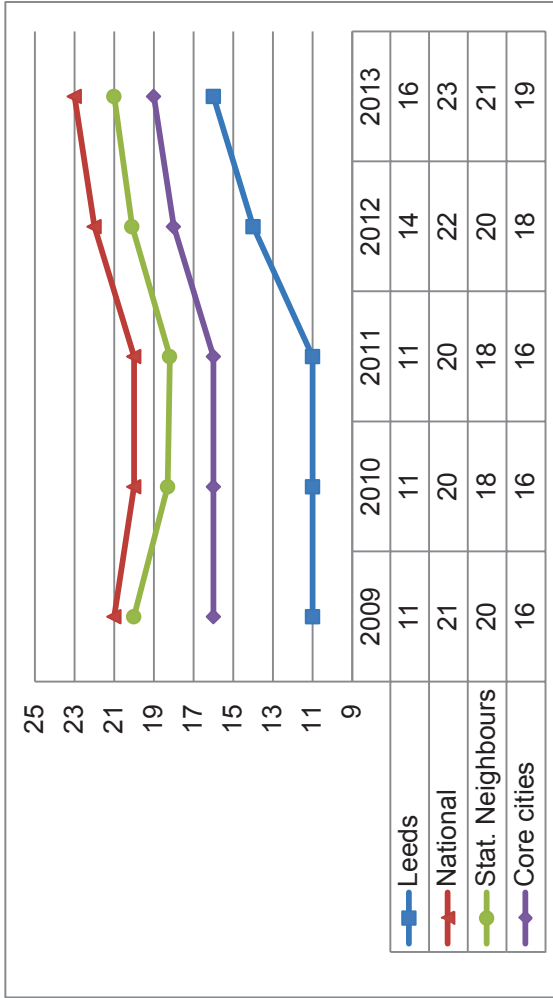
Pupil group attainment on this measure	
Strongest	Weakest
Indian; autumn born	CLA; Traveller of Irish Heritage; Gypsy/Roma
Any other mixed background	Bangladeshi
Female; non FSM; not CLA or FSM; Chinese	FSM; CLA or FSM; White & Black Caribbean
Non SEN	Irish; Pakistani; Black Caribbean
Non EAL; White British	EAL
	Most Improved (2012-2013)
	Indian
	Any other White & mixed background
	Any other Black background; autumn born
	Any other Asian background; Black African
	Female; non FSM/SEN; not CLA or FSM; EAL

Key Issues: Performance by Leeds' pupils has improved by two percentage points. Although the direction of travel for this indicator is positive, Leeds' performance is behind that of the national, statistical neighbours and core cities by four, three and one percentage point/s.

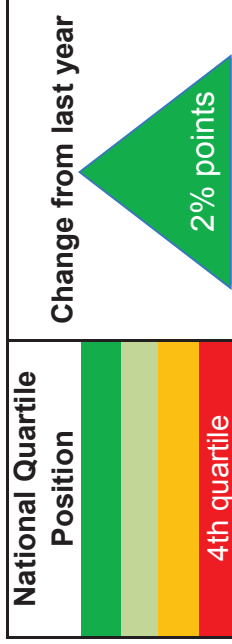
Data Status: Final
 Data Source: DfE Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)
 Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, KS1 - Maths - percentage of pupils achieving level 3 or above



England Rank	equal 143/150
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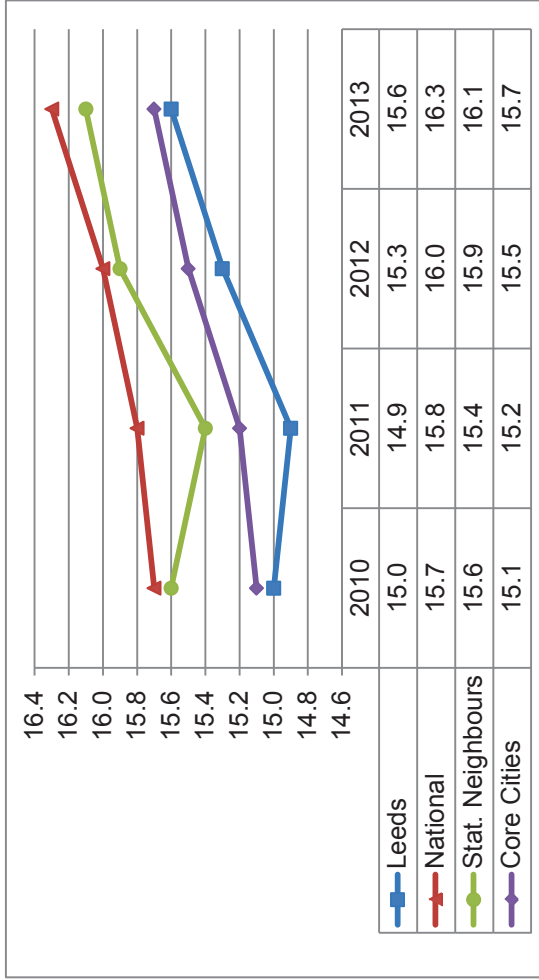
Pupil group attainment on this measure	
Strongest	Weakest
Indian	Traveller of Irish Heritage; Gypsy/Roma
Chinese; autumn born	SEN - Statemented
Non FSM; not CLA or FSM	CLA; School Action
Any other mixed background	SEN - non Statemented
Male; Mixed White & Asian; non SEN	S. Action plus; FSM; CLA or FSM; Any other B/background
	EAL; autumn born
	Most Improved (2012-2013)
	Any other mixed background
	Indian
	White & Black African
	Any other W/background; Bangladeshi; B/Caribbean
	EAL; autumn born

Key Issues: Performance in Leeds has improved by two percentage points which is greater than that of the national, statistical neighbour and core cities by one percentage point. However, of the four, Leeds has the lowest percentage of pupils achieving level 3 or above in Maths.

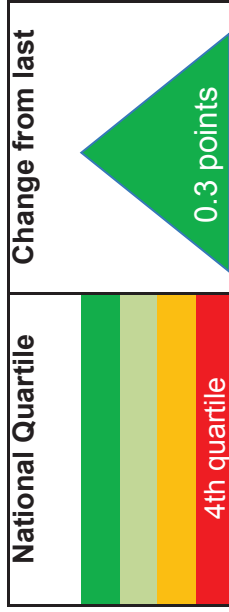
Data Status: Final
 Data Source: DfE Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)
 Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, Key Stage 1 - Average Point Score - Reading



England Rank	equal 127/152
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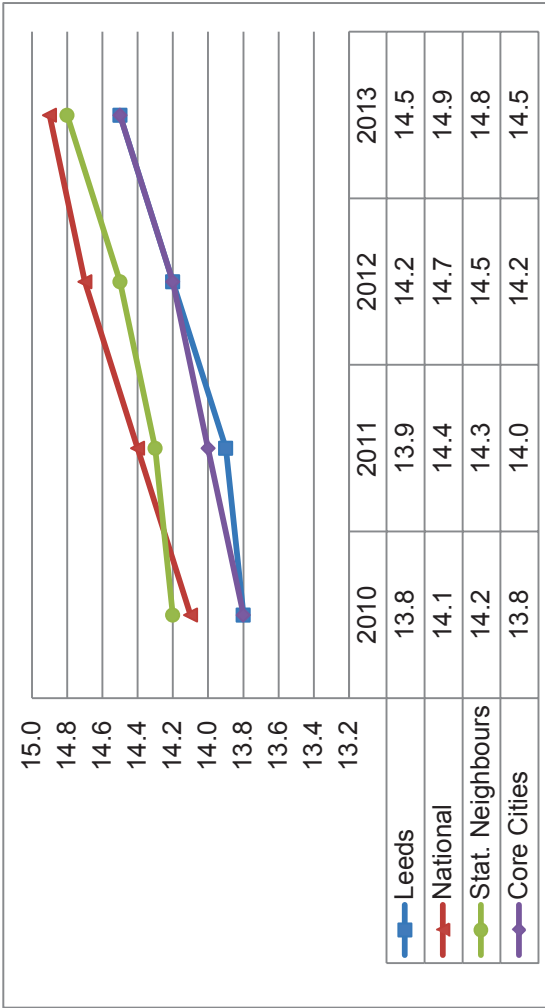
Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Indian	SEN - Statemented	Traveller of Irish Heritage
Non SEN	Gypsy/Roma	Irish
Not CLA or FSM; non FSM; autumn born	Traveller of Irish Heritage	Any other Black background
Female; White & Asian; any other mixed b/ground	School Action plus	School Action plus
British; non EAL	SEN - non Statemented	Chinese

Key Issues: Although Leeds' performance demonstrates year on year improvement since 2011, performance is still behind the national, statistical neighbours and core cities average point score by 0.7, 0.5 and 0.1 respectively.

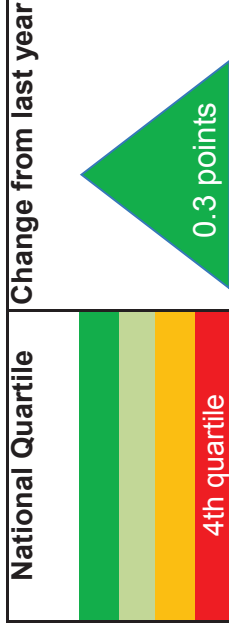
Data Status: Final
 Data Source: Def. Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)
 Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, Key Stage 1 - Average Point Score - Writing



England Rank	equal 122/152
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Indian	SEN - Statemented	Traveller of Irish Heritage
Non SEN	Gypsy/Roma	Any other Black background
Not CLA or FSM; non FSM; autumn born; female	Traveller of Irish Heritage	Chinese
Chinese	School Action plus	Irish
Any other mixed b/ground; White & Asian; W/British	SEN - non Statemented	School Action plus

Key Issues: Performance in Leeds has improved by a score of 0.3 points, to 14.5 which is matched by the core cities' figure. However, Leeds is still behind the national and statistical neighbour average point score by 0.4 and 0.3 respectively.

Data Status: Final

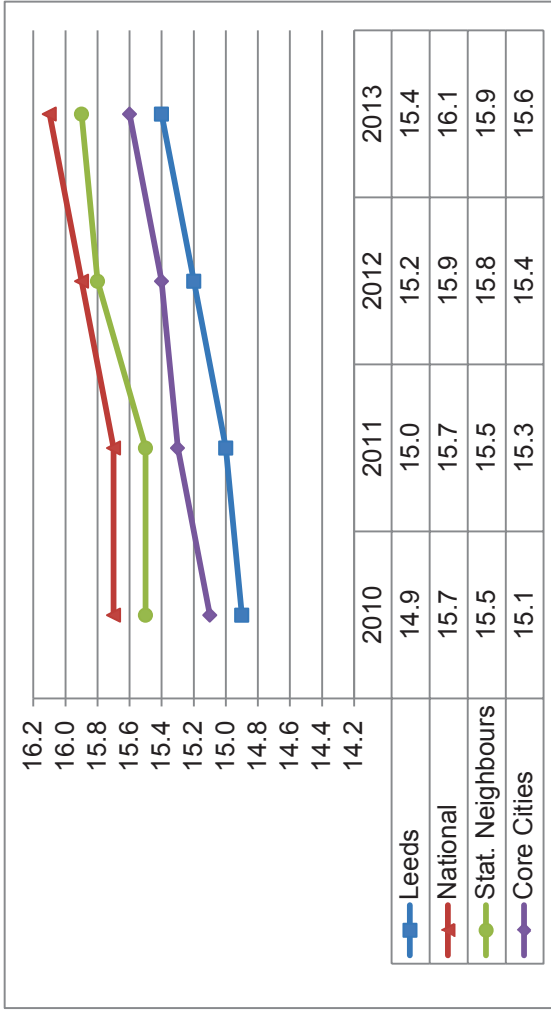
Data Source: Def. Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

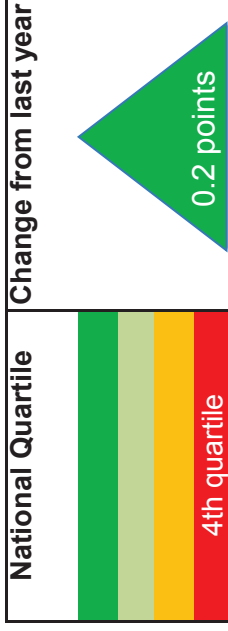
[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



2012-13, Key Stage 1 - Average Point Score - Maths



England Rank	equal 144/152
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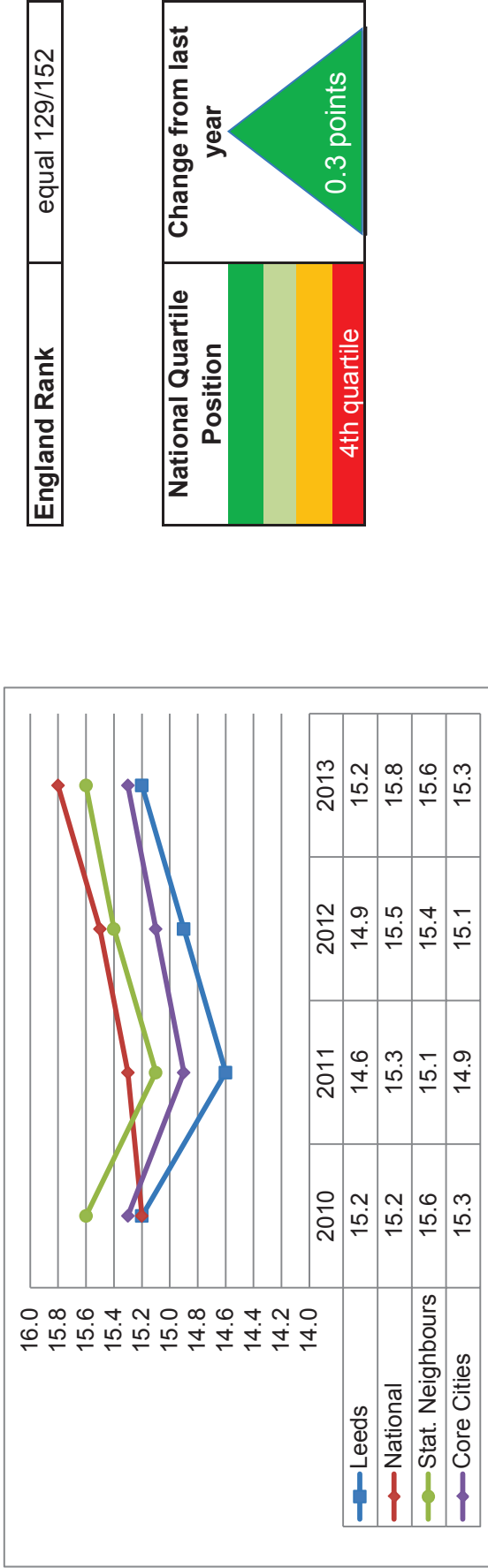
Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Chinese	SEN - Statemented	Traveller of Irish Heritage
Indian	Gypsy/Roma	Chinese
Non SEN; autumn born	Traveller of Irish Heritage	White & Black African
Not CLA or FSM; non FSM	School Action plus	Any other Black background
White & Asian	SEN - non Statemented	Indian

Key Issues: Leeds' performance has shown year on year improvements. However, the average point score is still behind that of the national, statistical neighbour and core cities average by 0.7, 0.5 and 0.2 respectively.

Data Status: Final
 Data Source: Def. Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)
 Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, Key Stage 1 - Average Point Score - Reading, Writing and Maths



Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Indian	SEN - Statemented	Traveller of Irish Heritage
Non SEN	Gypsy/Roma	Any other Black background
Not CLA or FSM; autumn born; non FSM	Traveller of Irish Heritage	Chinese
Chinese	School Action plus	Irish
White & Asian; female	SEN - non Statemented	School Action plus

Key Issues: Leeds' performance has shown improvement year on year. However, the average point score is still behind that of the national, statistical neighbour and core cities average by 0.6, 0.4 and 0.1 respectively.

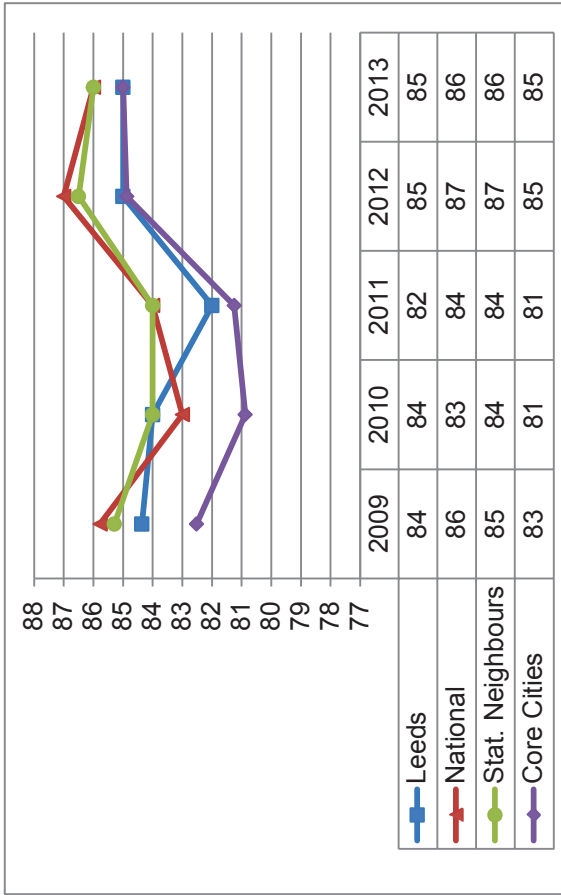
Data Status: Final
 Data Source: Def. Statistical First Release - SFR 37/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)
 Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

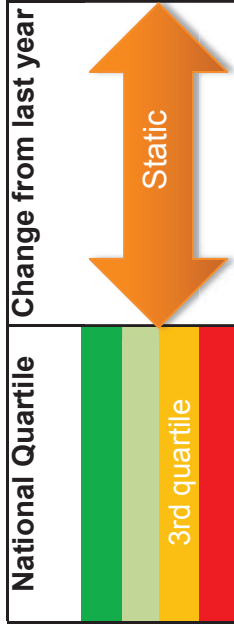
Key Stage 2 - Learning Outcomes Dashboards

Dashboard	Changes Since Previous Version
Percentage of pupils achieving level 4 or above - Reading	Validated data added
Percentage of pupils achieving level 4 or above - Writing	Validated data added
Percentage of pupils achieving level 4 or above - Maths	Validated data added
Percentage of pupils achieving level 4 or above - Reading, Writing and Maths	Validated data added
Percentage of pupils achieving level 5 or above - Reading	Validated data added
Percentage of pupils achieving level 5 or above - Writing	Validated data added
Percentage of pupils achieving level 5 or above - Maths	Validated data added
Percentage of pupils achieving level 5 or above - Reading, Writing and Maths	Validated data added
Percentage of pupils making expected progress between key stage 1 and key stage 2 - Reading	Validated data added
Percentage of pupils making expected progress between key stage 1 and key stage 2 - Writing	Validated data added
Percentage of pupils making expected progress between key stage 1 and key stage 2 - Maths	Validated data added
Key Stage 2 - Average Point Score Reading, Writing and Maths	Validated data added

2012-13, Key Stage 2 - Percentage of pupils achieving level 4 or above - Reading



England Rank	equal 97/152
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Pupil group attainment on this measure	
Strongest	Weakest
Indian	Statemented
Non SEN	Gypsy/Roma
Non FSM; Chinese	CLA
Female; Non EAL; White British; Irish	Non Statemented
Pupils On Roll throughout years 5 & 6	Traveller of Irish Heritage; any other White

Key Issues: From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately.

Performance in Leeds has remained static since 2012, however performance is below that of the national and statistical neighbour average by one percentage point, with 85% of children meeting the benchmark.

Data Status: Revised

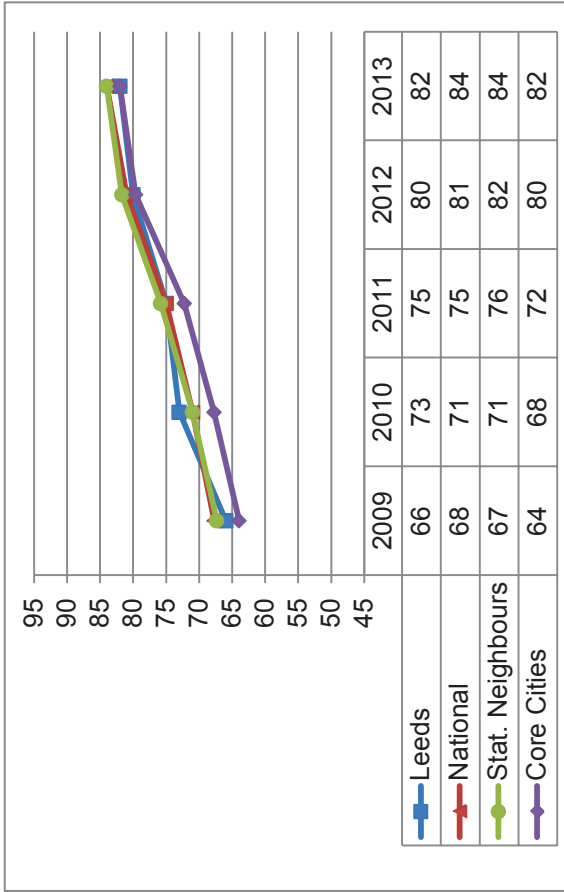
Data Source: DfE Statistical First Release - SFR 51/2013; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**



[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, Key Stage 2 - Percentage of pupils achieving level 4 or above - Writing



England Rank equal 111/152



Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Non SEN; Indian	Statemented	Not comparable
Irish	Gypsy/Roma	
Non FSM	Traveller of Irish Heritage	
Female	Non Statemented	
Non EAL; White British	CLA	

Key Issues: From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately.

Performance has improved by two percentage points in Leeds but the gap between Leeds and the national has increased by two percentage points to 84 per cent.

Data Status: Revised

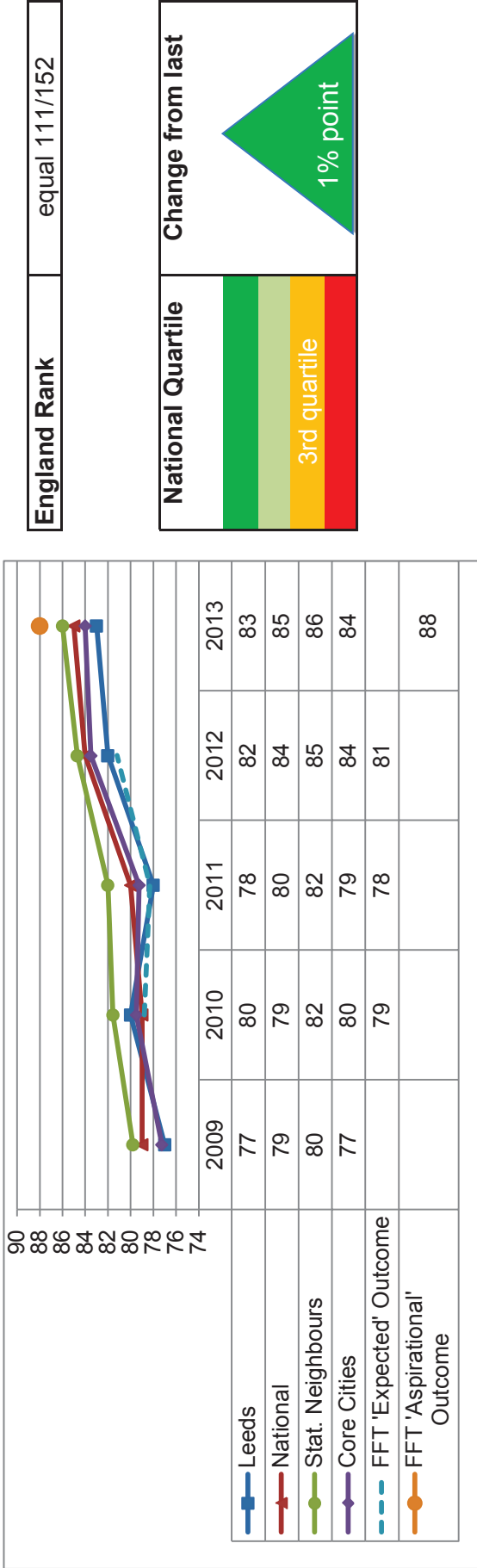
Data Source: DfE Statistical First Release - SFR 51/2013; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: From 2012 schools were no longer required to administer a writing test and submit these for external marking, therefore teacher assessments have been used. **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

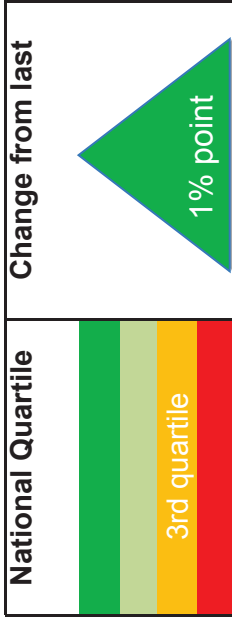


[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, Key Stage 2 - Percentage of pupils achieving level 4 or above - Maths



England Rank equal 111/152



Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Non SEN	Statemented	White & Black African
Indian	Traveller of Irish Heritage	Statemented
Chinese	Gypsy/Roma	Bangladeshi
Non FSM	CLA	Any other mixed background
Irish	Non Statemented	Non Statemented; White British

Key Issues: Performance in Leeds has improved by one percentage point to 83 per cent. The gap between Leeds and the national figure remains at two percentage points. Leeds' performance is below that of statistical neighbours and core cities average by three and one percentage points respectively.

Data Status: Revised

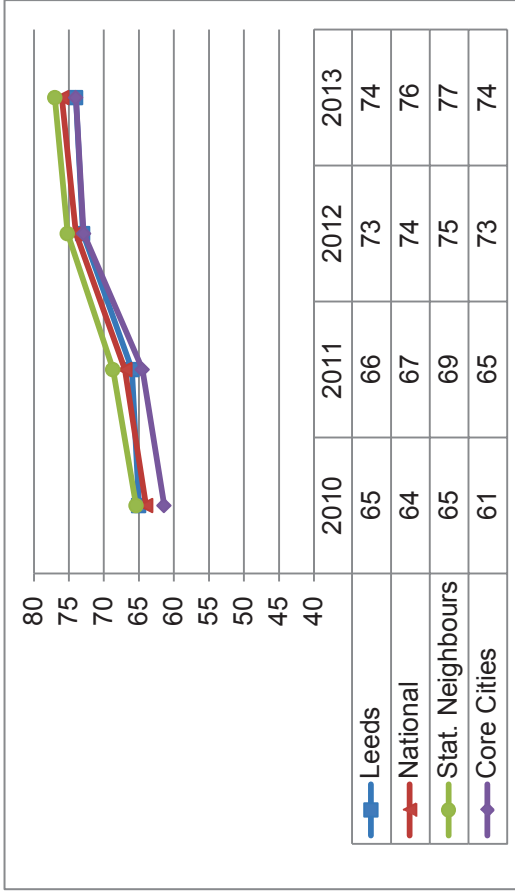
Data Source: DfE Statistical First Release - SFR 34/2013; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



2012-13, Key Stage 2 - Percentage of pupils achieving level 4 or above - Reading, Writing and Maths



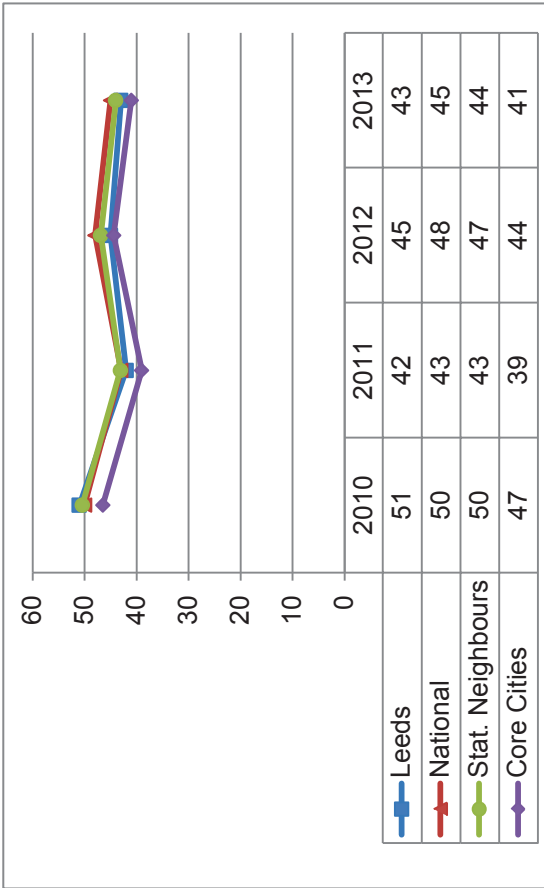
England Rank	equal 105/152
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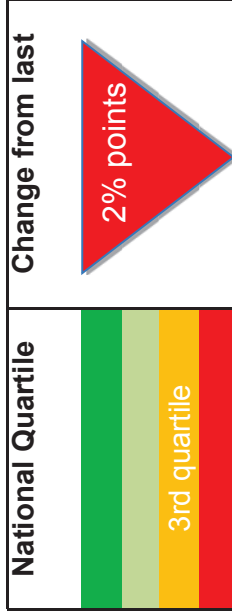
Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Non SEN; Indian	Statemented	Statemented
Non FSM; Irish	Traveller of Irish Heritage; Gypsy/Roma	Any other mixed background
Chinese	Non Statemented	
Female; non EAL; White & Asian; W/British;	CLA	
Pupils on roll throughout years 5 & 6	Any other Black background	
<p>Key Issues: From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately. This effects the attainment combined measure which includes reading, writing and maths.</p> <p>Performance in Leeds has improved by one percentage point, however the gap between Leeds and the national has increased to two percentage points and the gap between Leeds and statistical neighbours has increased to three percentage points. Leeds' performance is in Data Status: Revised</p> <p>Data Source: DfE Statistical First Release - SFR 34/2013; pupil group analysis RAISEonline LA populated (unvalidated)</p> <p>Data Notes: From 2012 schools were no longer required to administer a writing test and submit these for external marking, therefore teacher assessments have been used. For 'most improved' analysis, 2012 English and maths results have been used.</p> <p>Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.</p> <p>For a more detailed breakdown of pupil group analysis and how it compares nationally please click here</p>		



2012-13, Key Stage 2 - Percentage of pupils achieving level 5 or above - Reading



England Rank equal 87/152



Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Irish; Chinese	Traveller of Irish Heritage	Not comparable
Non FSM; non SEN	Gypsy/Roma	
White & Asian	Statemeted	
Female; W/British; Indian	Non Statemeted	
Non EAL	CLA	

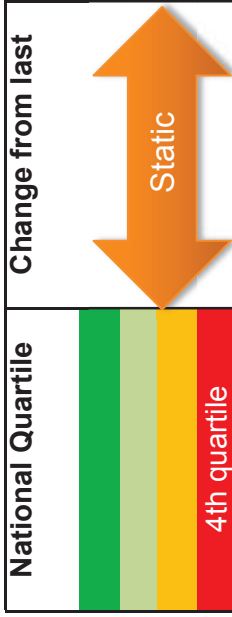
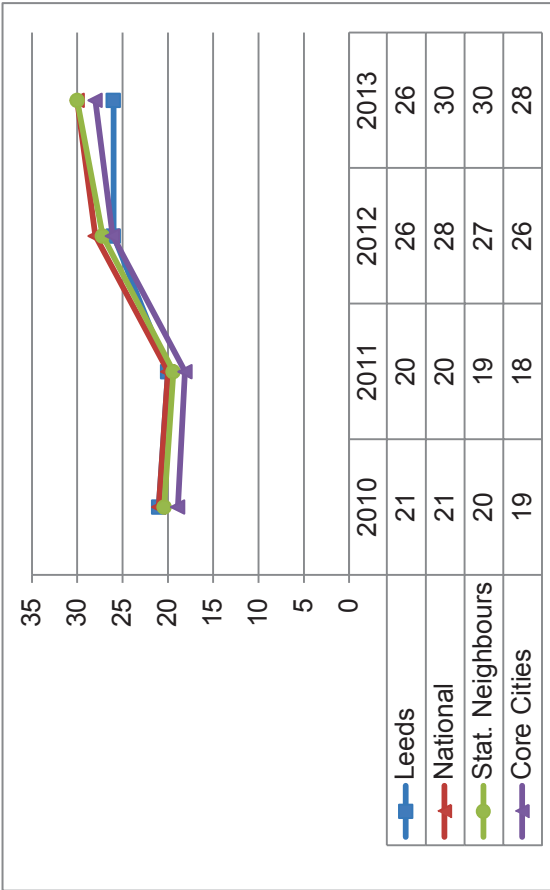
Key Issues: From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately. Performance in Leeds is down by two percentage points this year. This downward trend mirrors national, core cities and statistical neighbours performance. However the gap between Leeds' performance and the national has closed by one percentage point.

Data Status: Revised
 Data Source: DfE Statistical First Release - SFR 51/2013 LA; pupil group analysis RAISEonline LA populated (unvalidated)
 Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, Key Stage 2 - Percentage of pupils achieving level 5 or above - Writing

England Rank equal 124/152



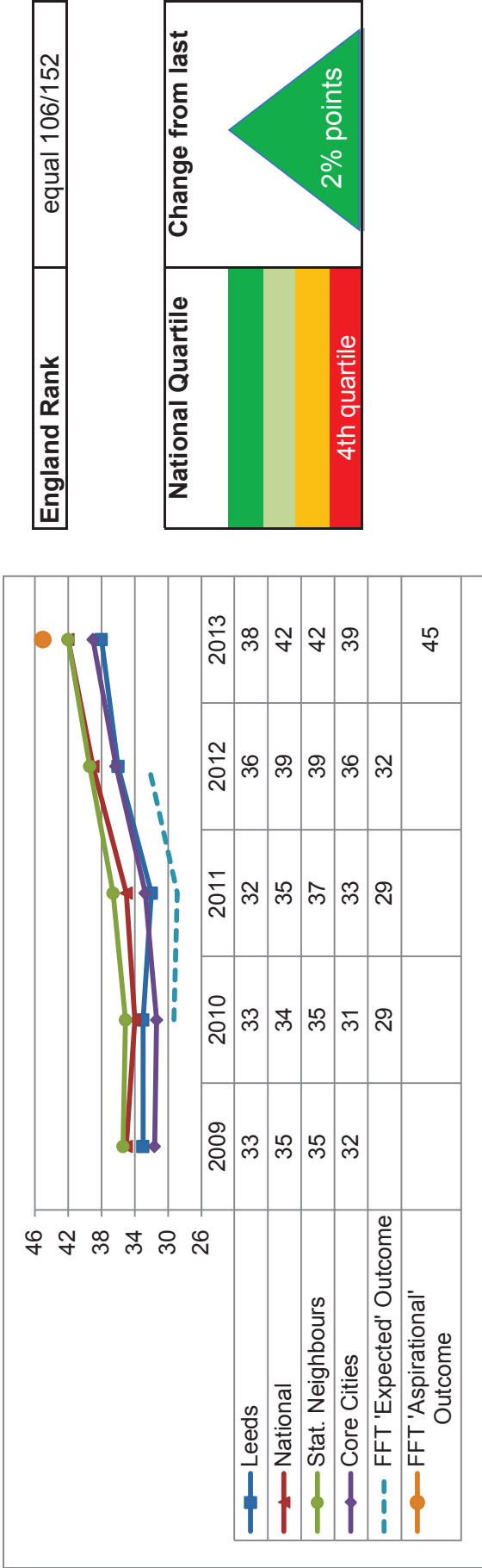
Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Irish	Gypsy/Roma	Not comparable
Chinese	CLA; non Statemented & Statemented	
Non FSM; White & Black African	FSM	
Female; non SEN	Pakistani; Black Caribbean; other Black background	
Any other mixed background	EAL; any other White background	

Key Issues: From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately. Performance in Leeds has remained the same as the previous year compared to an increase in performance by two percentage points in the national the core cities figures and an increase of three percentage points in the statistical neighbourhood figure.

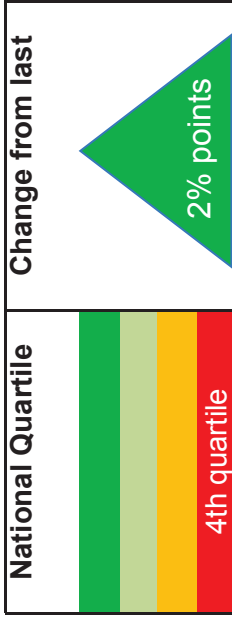
Data Status: Revised
 Data Source: DfE Statistical First Release - SFR 34/2013; pupil group analysis RAISEonline LA populated (unvalidated)
 Data Notes: From 2012 schools were no longer required to administer a writing test and submit these for external marking, therefore teacher assessments have been used. **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, Key Stage 2 - Percentage of pupils achieving level 5 or above - Maths



England Rank equal 106/152



Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Chinese	Traveller of Irish Heritage	Irish; Indian
Irish	Gypsy/Roma	Chinese
Indian	Statemented	Black Caribbean
Non FSM	CLA	Female; any other mixed background; B/African
Non SEN	Non Statemented	Non FSM/EAL; W/& B/African; Pakistani; Statemented

Key Issues: Leeds has continued to make improvements in this measure, mirroring the national, statistical neighbours and core cities trend. However, performance in Leeds remains lower than the national figure by four percentage points.

Data Status: Revised

Data Source: DfE Statistical First Release - SFR 51/2013; pupil group analysis RAISEonline LA populated (unvalidated)

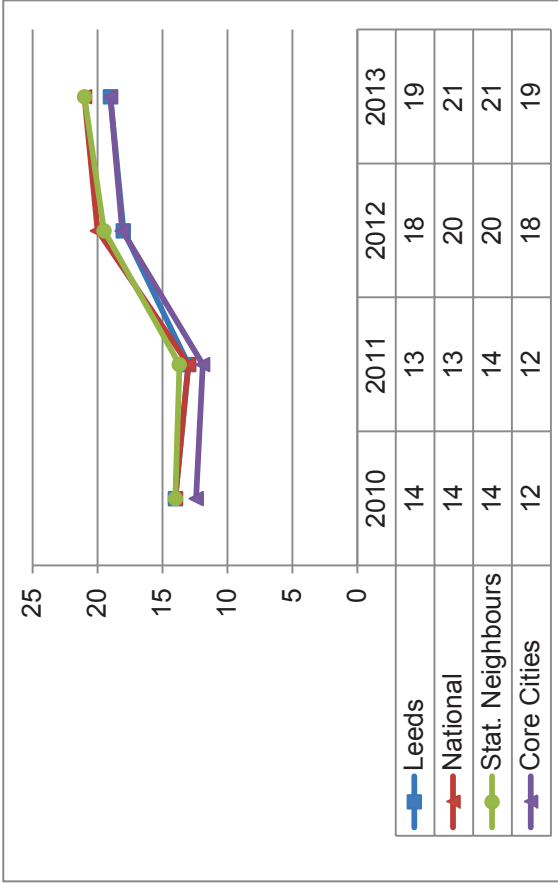
Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



2012-13, Key Stage 2 - Percentage of pupils achieving level 5 or above - Reading, Writing and Maths

England Rank	equal 99/152
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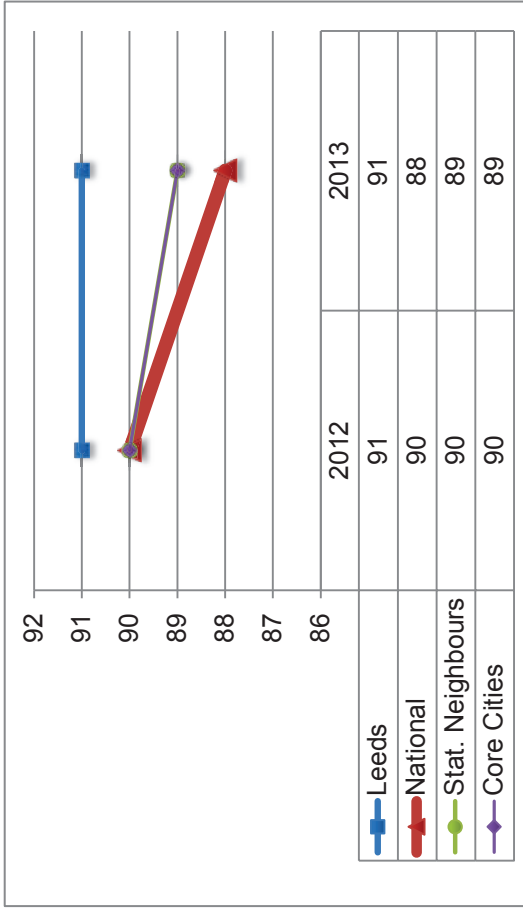
Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Chinese	Traveller of Irish Heritage; Gypsy/Roma	Any other mixed
Irish	CLA; Statemented	
Non FSM; White & Asian	Statemented	
Non SEN; Indian	Black Caribbean	
Female	FSM; Bangladeshi	

Key Issues: From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately. This effects the attainment combined measure which includes reading, writing and maths. Performance in Leeds has improved by one percentage point to 19 per cent. The gap between the Leeds and the national figure remains at two percentage points.

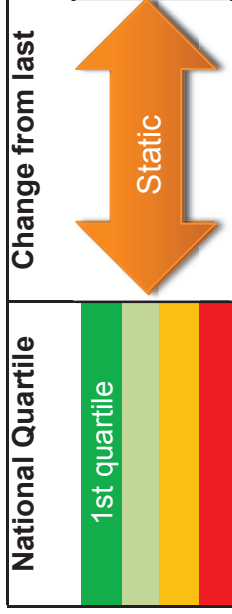
Data Status: Revised
 Data Source: DfE Statistical First Release - SFR 34/2013; pupil group analysis RAISEonline LA populated (unvalidated)
 Data Notes: For 'most improved' analysis, 2012 English and maths results have been used. **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, Key Stage 2 - Percentage of pupils making expected progress between key stage 1 and key stage 2 - Reading



England Rank equal 16/152



Pupil group attainment on this measure

Strongest	Weakest	Most Improved 2012-13
Any other Ethnic Group	Statemented	Not comparable
W/& B/African; Indian	Gypsy/Roma	
Non SEN; Bangladeshi	CLA	
Non FSM; any other Asian; Black African; Chinese	Non Statemented	
Female; not CLAEAL; POR* yrs 5 & 6; W/British; W/Asian	Traveller of Irish Heritage	

Key Issues: From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately.

Performance in Leeds has remained static since 2012 with 91 per cent of children achieving the benchmark, which is higher than the national, statistical neighbour and core cities average.

Data Status: Revised

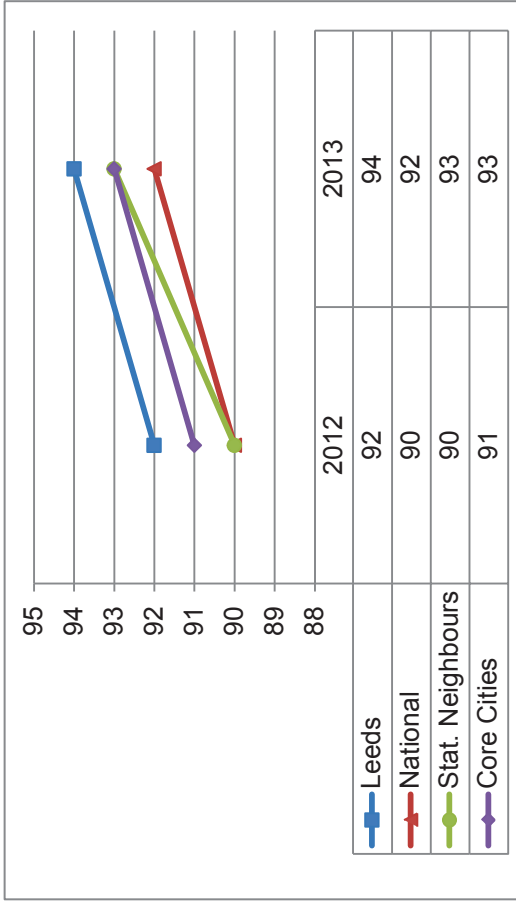
Data Source: DfE Statistical First Release - SFR 34/2013; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: POR - pupils on roll. **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

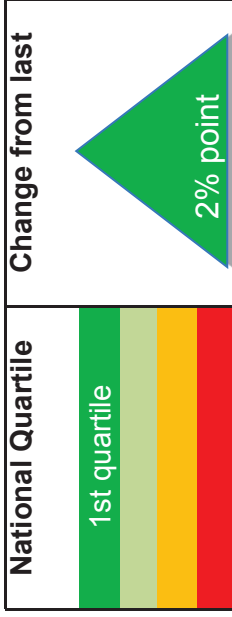


[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, Key Stage 2 - Percentage of pupils making expected progress between key stage 1 and key stage 2 - Writing



England Rank	equal 17/152
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved 2012-13
Traveller of Irish Heritage; Chinese	Statemented	Not comparable
Indian; any other Ethnic Group	Gypsy/Roma	
Bangladeshi; any other Asian background	CLA	
Non SEN; non FSM	Non Statemented	
White & Black African; White Asian; Irish	Any other Black background	

Key Issues: From 2013, reading and writing teacher assessments are no longer combined to produce an overall English level. Instead, reading and writing is being reported separately. Performance in Leeds has improved by two percentage points with 94 per cent of children achieving the benchmark, which is higher than the national, statistical neighbour and core cities average.

Data Status: Revised

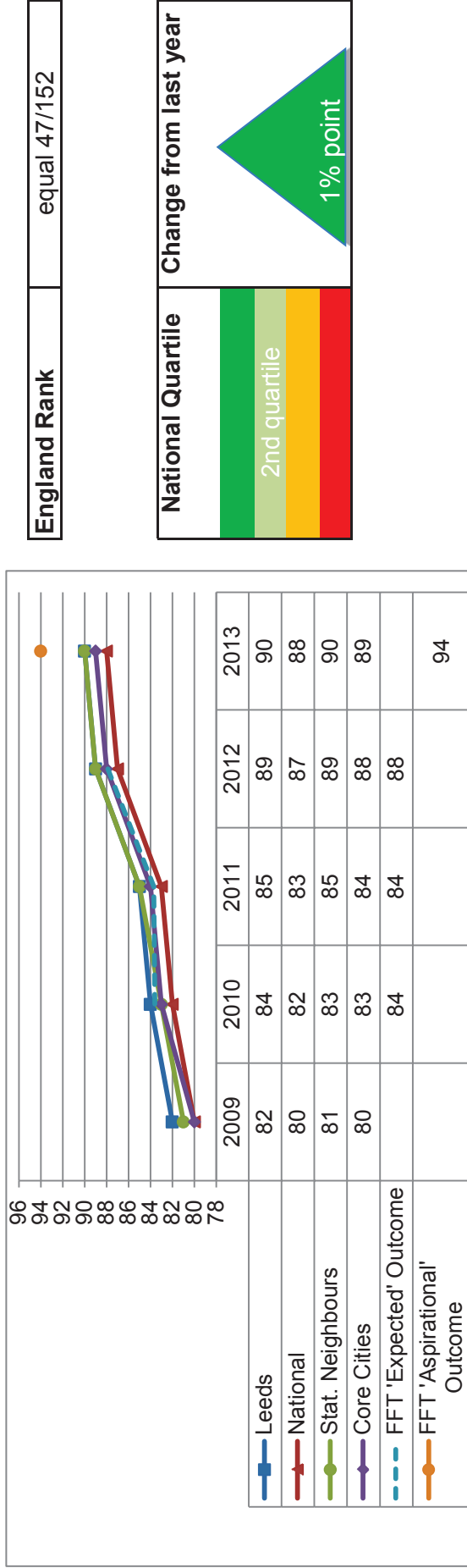
Data Source: DfE Statistical First Release - SFR 34/2013; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

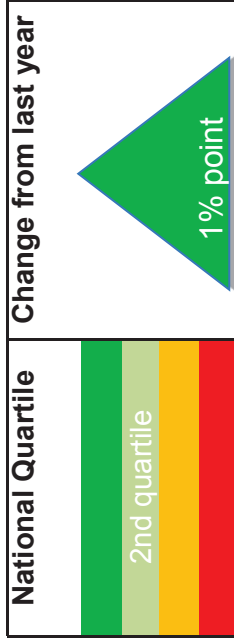


[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, Key Stage 2 - Percentage of pupils making expected progress between key stage 1 and key stage 2 - Maths



England Rank equal 47/152



Pupil group attainment on this measure		
Strongest	Weakest	Most Improved (2012-2013)
Any other Ethnic Group	Statemented	Gypsy/Roma
Indian	Any other Black background	White and Black African
Bangladeshi	CLA; non Statemented	Bangladeshi
White and Asian	White & Black African	CLA; White & Asian
Non FSM; non SEN; Chinese	Traveller of Irish Heritage	Indian; any other Asian background

Key Issues: The percentage of pupils making expected levels of progress has improved in Leeds by one percentage point and is still ahead of the national by the same. This trend is mirrored in the national, statistical neighbour and core cities average. Performance in Leeds has improved by one percentage point with 90 per cent of children achieving the benchmark, which is higher than the national and core cities average.

Data Status: Revised

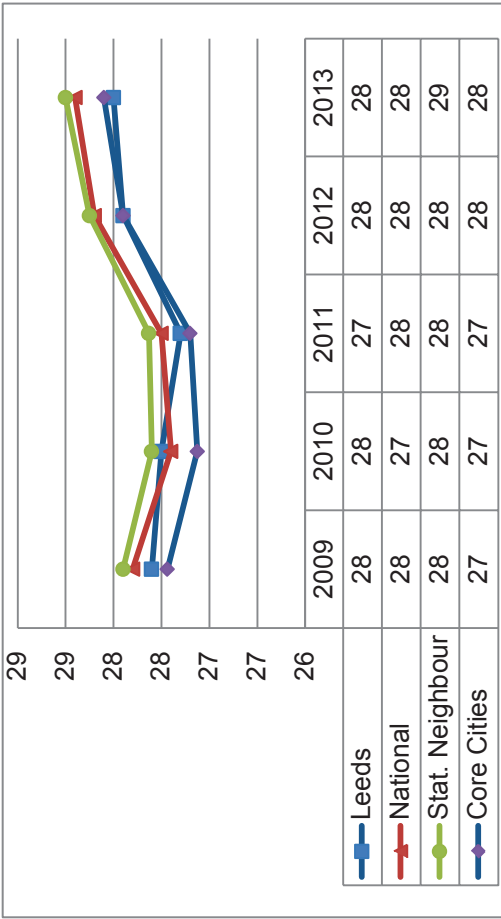
Data Source: DfE Statistical First Release - SFR 51/2013; pupil group analysis RAISEonline LA populated (unvalidated)

Data Notes: **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**



[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)

2012-13, Key Stage 2 - Average Point Score Reading, Writing and Maths



Pupil group attainment on this measure		
Strongest	Weakest	Most Improved 2012/13
Chinese	Statemnted	Indian
Irish; Indian	Gypsy/Roma	Any other mixed
Non SEN	Traveller of Irish Heritage	Chinese
Non FSM	CLA	White & Black African
White British	Non Statemnted	White British

Pupil group progress on this measure		
Strongest	Weakest	Most Improved 2012/13
Other Ethnic group	Statemnted	Statemnted
Chinese	CLA	Non Statemnted
Bangladeshi	Caribbean	CLA
Other White backgrnd	Non Statemnted	Low*; High*, on roll throughout Yrs 5&6; non SEN; Caribbean
AO* Asian Backgrmd; African	Gypsy/Roma	Non FSM

Key Issues: Average point score is not longer published in the SFR, which is why the ranking and quartile information is not available. Performance in Leeds has remained static and is in line with the national and core cities average.

Data Status: Revised

Data Source: DfE School Performance Tables

Data Notes: *Low attaining are those below Level 2 at Key Stage 1 (APS<12). Middle attaining are those at Level 2 at Key Stage 1 (12≤APS<18). High attaining are those above Level 2 at Key Stage 1 (APS≥18). **Pupil group analysis includes the strongest and weakest groups in Leeds. However, when compared to the national figures, there may be a variation.**

[For a more detailed breakdown of pupil group analysis and how it compares nationally please click here](#)



Children's Trust - Children and Young People's Plan Report Cards Q2 2013-14

Meeting: Children's Trust Board - 9 December 2013

Key Stage 4 pupils in Leeds schools (School Years 10-11)

Outcome 2 : Children and young people do well at all levels of learning and have the skills for life

Priority 3:

Improve behaviour, attendance and achievement

LCC lead: Paul Brennan

CTB lead: Martin Fleetwood and Diana Towler

Why is this a priority Achievement at 16 highlights young people's success in learning throughout compulsory education. It provides a basis for ongoing learning to 19 and beyond, supporting both learning into adulthood and entry into the workforce. This measure ensures that all schools are reaching minimum levels in ensuring an acceptable proportion of young people are reaching levels of attainment at the end of Key Stage 4 that enable progression to further and higher education.

RAG: Gap to national widened, ranked in fourth quartile **Direction of travel:** Challenges to headline measure given national policy context around early entry

Story behind the baseline

Curve: Percentage of young people achieving 5+ A*-C GCSEs or equivalent, including English and maths GCSE

Provisionally, 56.6% of pupils achieved five or more A*-C GCSEs including English and maths. This is 1.6 percentage points above last year's result, but the gap to national performance has slightly widened by 0.3 percentage points. Leeds is ranked joint 116th nationally of 151 local authorities, an improvement on a rank of 123 last year but still in the fourth quartile nationally. These headline figures hide a great deal of turbulence across the whole GCSE and exam system.

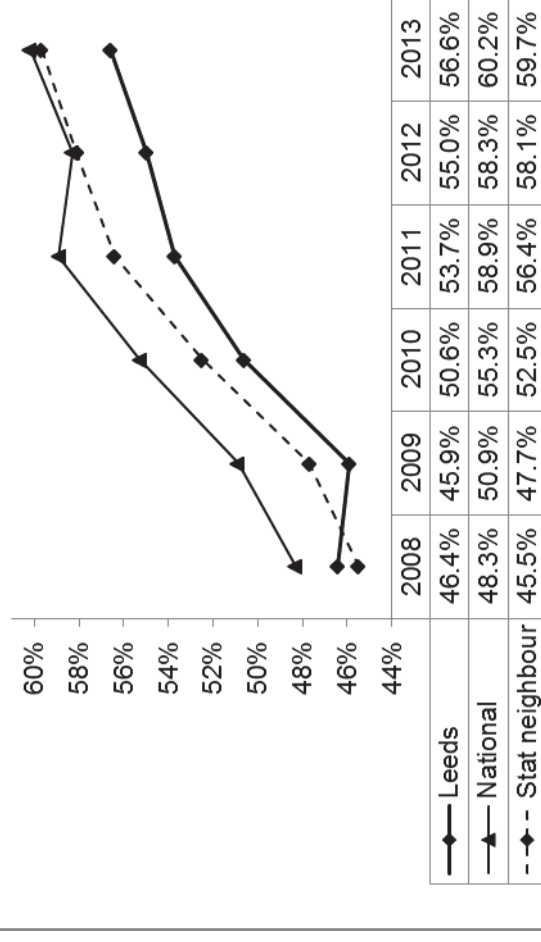
The indicator with the greatest increase since 2012 is the percentage of young people obtaining the English Baccalaureate (EBacc), showing the impact of the DfE's policy agenda over recent years. Provisionally this is an increase of five percentage points, with a corresponding national increase of seven percentage points. The 2013 Year 11 cohort chose GCSE options as the DfE was raising the profile of the EBacc, and this will have influenced the school curriculum offer.

Floor standards for secondary schools are currently set based on the percentage of students achieving 5+ A*-C GCSEs or equivalent including English and maths GCSE.

In 2012 this was set at 40% with the stated intention of on-going increases. Based on provisional results six schools are below this standard. Progress measures, which may lift some of these schools above the floor standard, are not available at this point in the year. In October the DfE announced their intention to change the floor standard that will apply from 2016, i.e., for current Year 9 pupils. This will measure pupils' progress and attainment in eight subjects, with Key Stage 2 results being used to set an expectation of what pupils should achieve at GCSE. Work is currently starting to estimate the impact of this for Leeds.

The recent national policy announcement about moving from counting a student's best GCSE grade for Ebacc subjects in the school performance tables, to counting their grade at their first attempt, will have an impact on this measure for 2014. It is very likely that this will lower the headline measure at city and school levels, and will also create an impact in post-16 provision with young people having to retake maths and English GCSE at this point.

The quarter 4 report card will contain a summary of progress and attainment for different pupil groups, once confirmed data is available.



Red ⇄

Children's Trust - Children and Young People's Plan Report Cards Q2 2013-14

What do children and young people think Around half of secondary respondents to the 2012/13 Growing up in Leeds survey agreed that their school helps them learn in the way that is best for them. Based on preliminary results, just over a third of secondary pupils thought their lessons were interesting and fun and around half thought that teaching was good in their school.

What we have done

- The Learning Improvement Strategy was revised in July 2013. This describes how the appropriate level of support and challenge is provided for secondary schools. A Secondary Review Group meets monthly to consider the progress of schools and to ensure that no school is left unsupported.
- The core offer for all schools has been maintained and includes adviser monitoring visits (the number is dependent on school category, but includes a standards review for all schools); support for headteacher and deputy headteacher appointments; support for Ofsted inspections; additional support for vulnerable schools, including schools in Ofsted categories; and the brokering of additional support from other sources. Where applicable, the level of support brokered for individual schools has been reviewed following recent Ofsted judgements and 2013 examination outcomes.
- Detailed local authority (LA) action plans have been written for vulnerable schools (in particular those with a Grade 3 or 4 Ofsted judgement). These give greater clarity to the role of the LA in monitoring progress and clearly define the support available to schools, including that which is brokered by the LA from Teaching School Alliances and other key partners.
- The 11-19 Learning Improvement team has recently undertaken a number of teaching and learning reviews in targeted schools, providing a comprehensive external view of progress in this area. The quality of teaching in maths and English has been a key focus.

What works locally

Teachers with specialist subject expertise from Leeds secondary schools deliver much of the Leeds Learning Partnership offer, through training and networks. This contributes to a school-led school improvement strategy, with seconded headteachers within the local authority contributing to ensuring good practice is shared and an appropriate level of challenge is maintained. The local authority can broker the support of national and local leaders of education, who work to strengthen the skills of senior leaders in schools.

Partners with a role to play Schools, academies and sponsors, governing bodies, DfE, further education providers, Leeds City Council services that deliver the Leeds offer to schools

New actions

- Secondary advisers will be working with schools that have been identified as being likely to be inspected to support them in preparation for this. A summary has been produced of the changes to the Ofsted inspection handbook that came into effect in September 2013. This has identified several key themes that have been given greater prominence, including: specific mention of the most able; use and effectiveness of the pupil premium; and the importance of governors knowing and understanding the school's data.
- The new inspection handbook specifies that inspectors will be looking at how well pupils apply their mathematical skills across the curriculum. A joint primary and secondary maths conference is being held this term, including Ofsted's national adviser for mathematics as the keynote speaker.
- An English and literacy conference this term will also include input from Ofsted, as the national adviser for English will speak on the implications of the new National Curriculum and cross-curricular literacy.
- A major focus of the Leeds Learning Partnership offer this year will be supporting schools to prepare for national curriculum and assessment reforms. Other key strands will include moderation and standardisation; developing extended writing; and making effective use of the pupil premium.

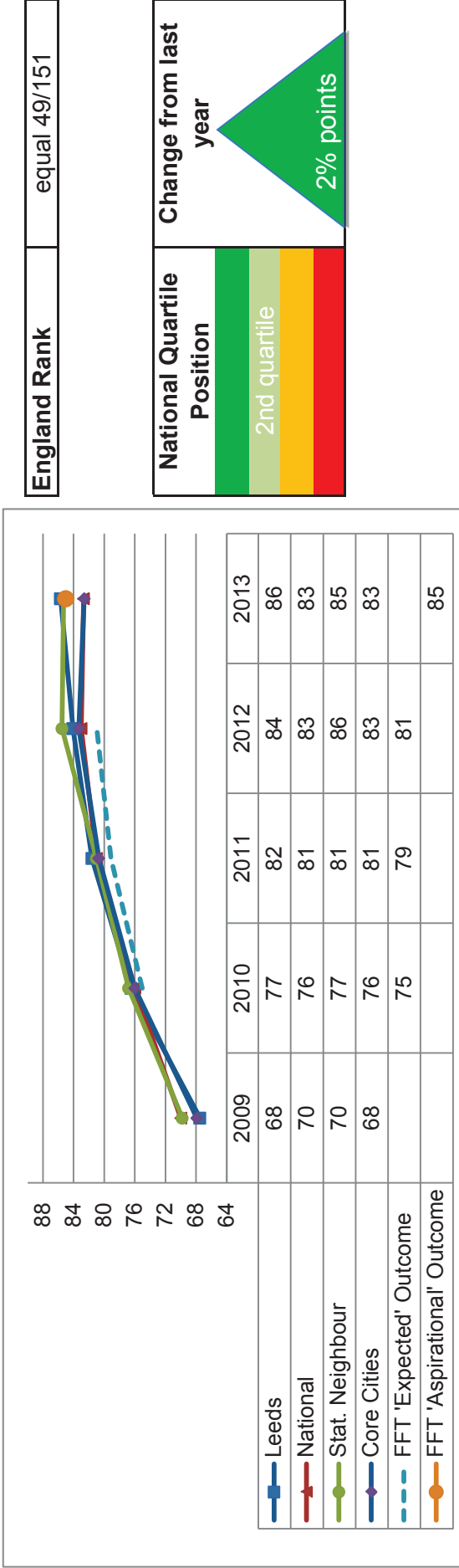
Data development

Children's Services are developing a more comprehensive data overview of all secondary settings. This will enable easier access to the main data headlines for each setting and enable a quicker response to support, challenge and intervention.

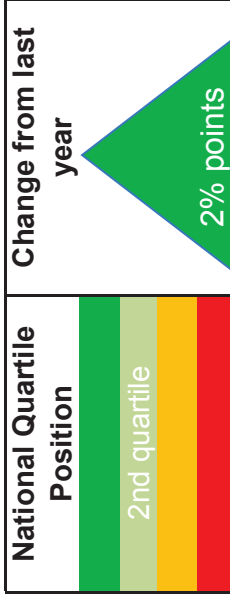
Key Stage 4 - Learning Outcomes Dashboards

Dashboard	Changes Since Previous Version
Percentage of pupils achieving 5 A*-C at GCSE	No change
Percentage of pupils achieving 5 A*-C including English and Maths at GCSE	No change
Percentage of pupils achieving 5 A*-G at GCSE	No change
Percentage of pupils achieving the English Baccalaureate	No change
Percentage of no passes at GCSE	No change
Percentage of pupils making expected progress between Key Stage 2 and 4 in English	No change
Percentage of pupils making expected progress between Key Stage 2 and 4 in Maths	No change
Capped Average Point Score Per Pupil	No change
Un-capped Average Point Score Per Pupil	No change

2012-13, Key Stage 4 - Percentage of pupils achieving 5 A*-C at GCSE



England Rank equal 49/151



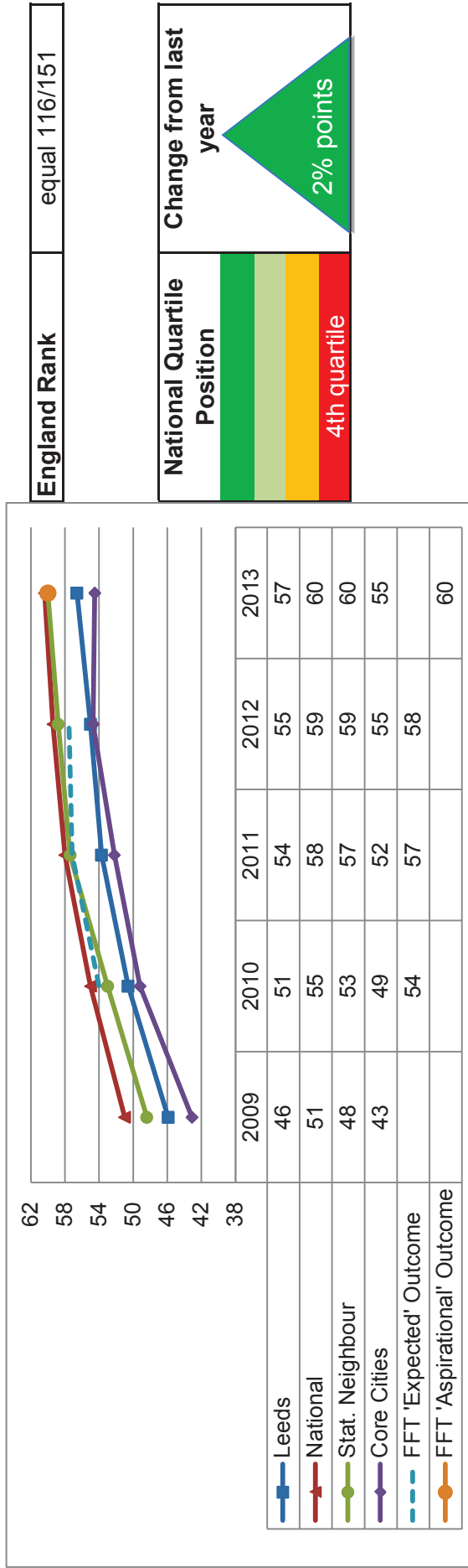
Pupil group attainment on this measure 2011-2013		
Strongest	Weakest	Most Improved
Indian	SEN Action	SEN Statement
No SEN	FSM - Yes	SEN Action Plus
FSM last 6 yrs - No	SP* OnRoll >2yrs - No	Bangladeshi
FSM - No	SEN Action Plus	Black Caribbean
Girls	SEN Statement	FSM last 6 yrs - Yes

Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved
EAL - Yes	All Pupils Upper	SEN Action Plus
Black African	FSM last 6 yrs - Yes	SEN Action
All Pupils - Low 20%	FSM - Yes	All Pupils - Low 20%
Indian	SEN Action Plus	FSM last 6 yrs - Yes
Pakistani	SP* OnRoll >2yrs - No	Bangladeshi

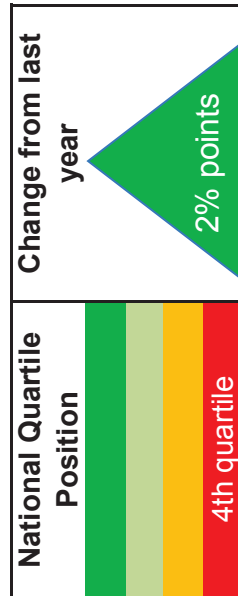
Key Issues: Performance in Leeds has continued to improve in 2013 by two percentage points and is ahead of the national and core cities average by three percentage points.

Data Status: Provisional
 Data Source: DfE Statistical First Release SFR 40/2013; pupil group analysis - Fischer Family Trust
 Data Notes: *SP denotes service pupils

2012-13, Key Stage 4 - Percentage of pupils achieving 5 A*-C including English and Maths at GCSE



England Rank equal 116/151

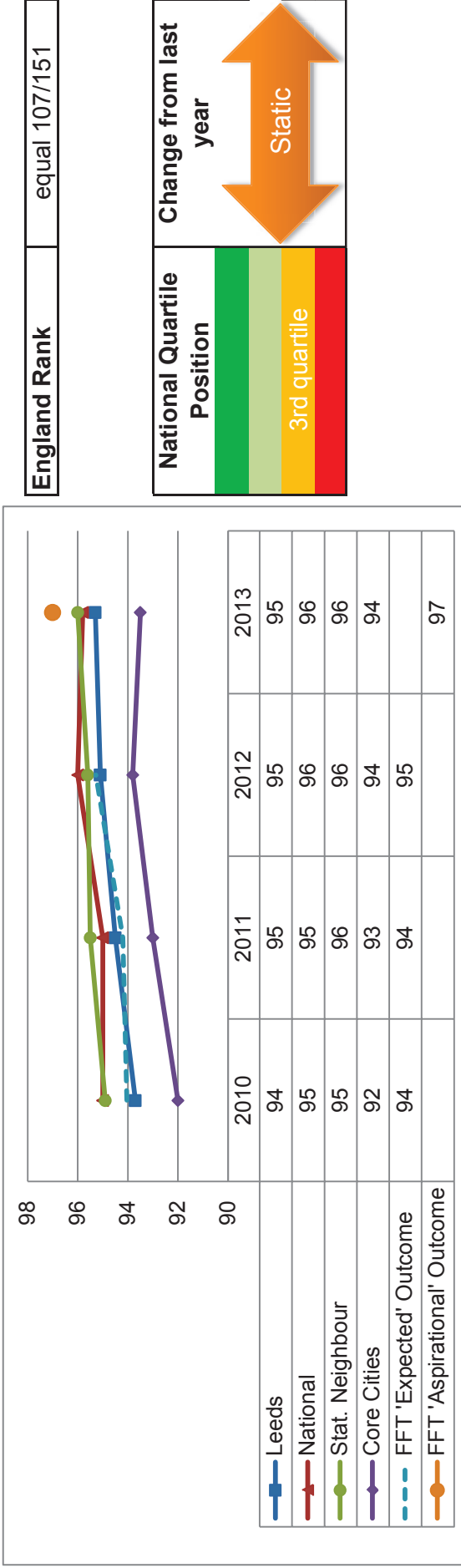


Pupil group attainment on this measure 2011-2013			Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved	Strongest	Weakest	Most Improved
Indian	SP* OnRoll >2yrs - No	Bangladeshi	Chinese	SEN Action	SEN Action
FSM last 6 yrs - No	FSM - Yes	Black Caribbean	EAL - Yes	FSM last 6 yrs - Yes	Chinese
No SEN	SEN Action	Any Other	Indian	FSM - Yes	SEN Action Plus
FSM - No	SEN Action Plus	Indian	Black African	SP* OnRoll >2yrs - No	EAL - Yes
Girls	SEN Statement	SP* OnRoll >2yrs - No	Other Asian	SEN Action Plus	Black African

Key Issues: The 2013 result of 57 per cent shows a two percentage point improvement in Leeds since last year, but three per cent fewer pupils in Leeds meet this benchmark than nationally and in statistical neighbours. However, the Leeds figure is ahead of the core cities average by two percentage points.

Data Status: Provisional
 Data Source: DfE Statistical First Release SFR 40/2013; pupil group analysis - Fischer Family Trust
 Data Notes: *SP denotes service pupils

2012-13, Key Stage 4 - Percentage of pupils achieving 5 A*-G at GCSE



England Rank equal 107/151

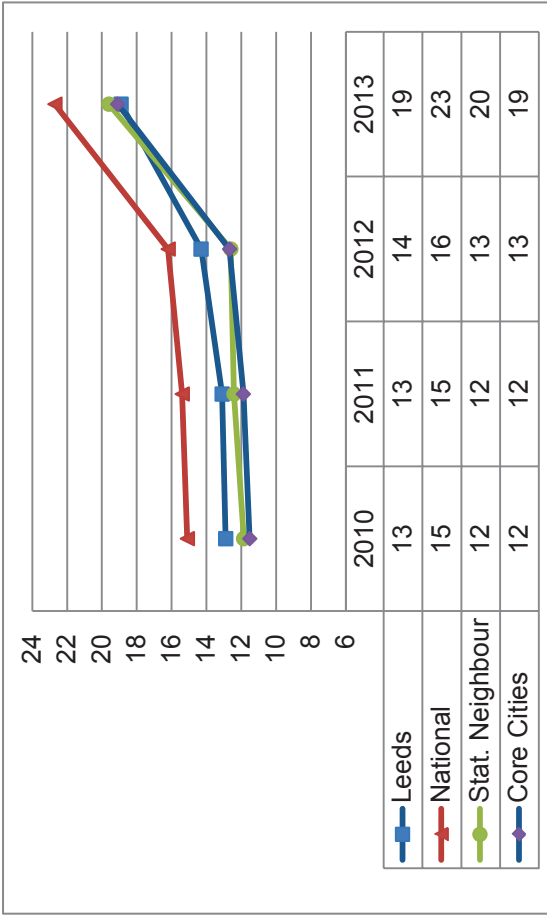
National Quartile Position
3rd quartile
Change from last year
Static

Pupil group attainment on this measure 2011-2013			
Strongest	Weakest	Most Improved	Most Improved
Indian	FSM last 6 yrs - Yes	SEN Statement	Other Asian
No SEN	FSM - Yes	Other Asian	SEN Statement
EAL - Yes	SP* OnRoll >2yrs - No	Bangladeshi	SEN Action
FSM last 6 yrs - No	SEN Action Plus	FSM last 6 yrs - Yes	FSM last 6 yrs - Yes
Pakistani	SEN Statement	FSM - Yes	FSM - Yes

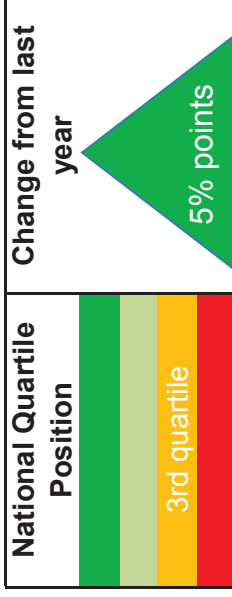
Key Issues: Performance in Leeds has remained static with 95 per cent of pupils achieving the benchmark. This trend is mirrored by the national, statistical neighbour and core cities average. The gap between the Leeds figure and the national and statistical neighbour average has remained one per cent.

Data Status: Provisional
 Data Source: DfE Statistical First Release SFR 40/2013; pupil group analysis - Fischer Family Trust
 Data Notes: *SP denotes service pupils

2012-13, Key Stage 4 - Percentage of pupils achieving the English Baccalaureate



England Rank	equal 109/151
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Pupil group attainment on this measure 2011-2013		
Strongest	Weakest	Most Improved

Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved

Key Issues: The percentage of pupils achieving the EBacc has improved by five percentage points to 19 per cent, although this is matched by the core cities average, the Leeds figure is still behind that of the national average by four percentage points and the statistical neighbour average by one.

Data Status: Provisional

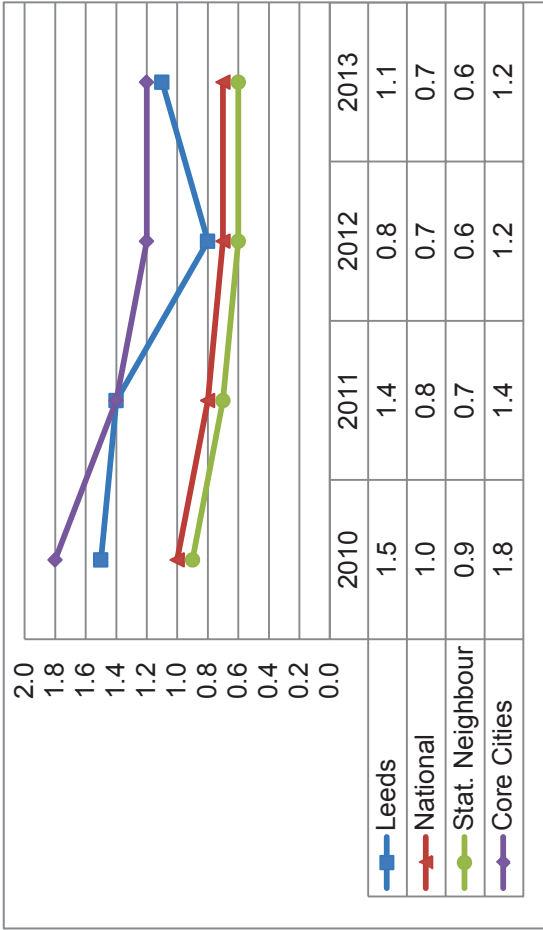
Data Source: DfE Statistical First Release SFR 40/2013

Data Notes: The EBacc, which was introduced in 2010, covers achievement in GCSE (or accredited iGCSE) English, mathematics, sciences, a language (including Latin, classical Greek or ancient Hebrew) and a humanities subject.

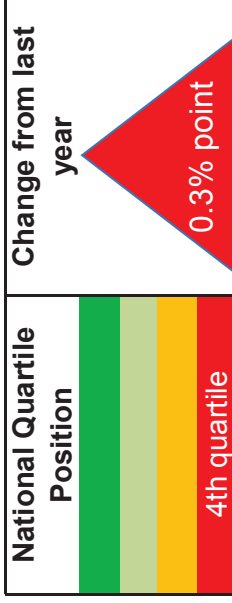


Pupil group attainment and progress will be reported once the data is made available.

2012-13, Key Stage 4 - Percentage of no passes at GCSE



England Rank	equal 126/151
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Pupil group attainment on this measure 2011-2013		
Strongest	Weakest	Most Improved

Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved

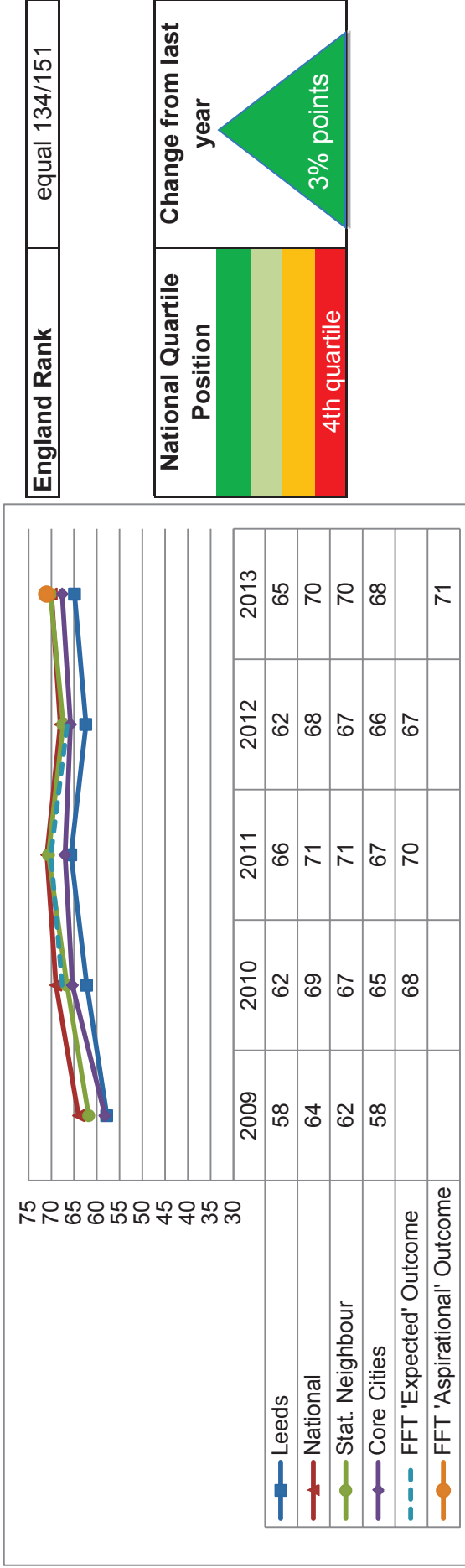
Key Issues: The percentage of pupils in Leeds not achieving any passes has marginally increased by 0.3 percentage point. This is higher than the national and statistical neighbour average by 0.4 and 0.5 percentage points where performance has remained static since last year, but slightly lower than the core cities average by 0.1 percentage points.

Data Status: Provisional
 Data Source: DfE Statistical First Release SFR 40/2013
 Data Notes: No data available for 2009.

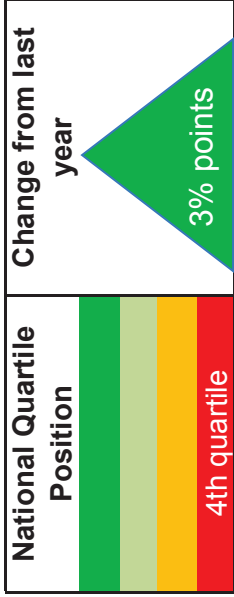


Pupil group attainment and progress will be reported once the data is made available.

2012-13 - Percentage of pupils making expected progress between Key Stage 2 and 4 in English



England Rank equal 134/151



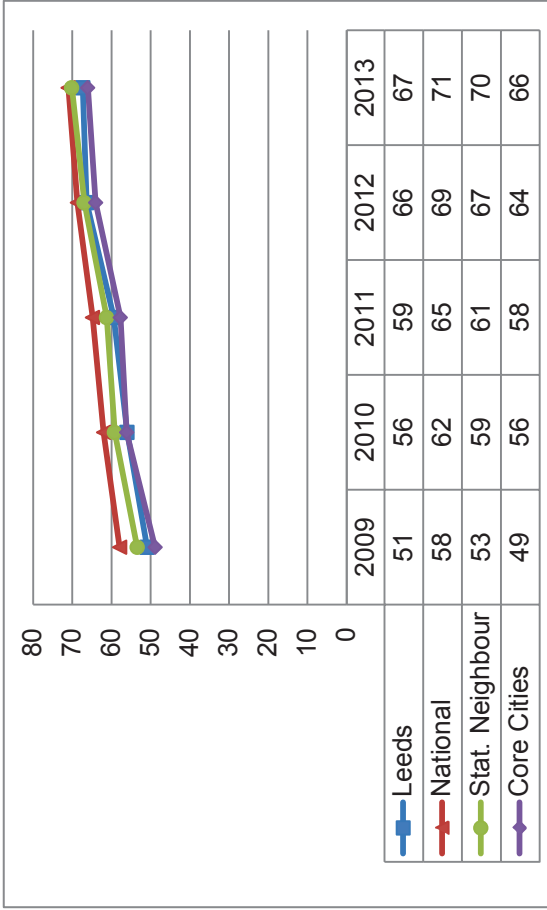
Pupil group attainment on this measure 2011-2013		Pupil group progress on this measure 2011-2013	
Strongest	Weakest	Strongest	Weakest
Indian	FSM - Yes	Chinese	FSM last 6 yrs - Yes
Black African	SP* OnRoll >2yrs - No	Indian	SEN Action
No SEN	SEN Action	Black African	FSM - Yes
FSM last 6 yrs - No	SEN Action Plus	EAL - Yes	SP* OnRoll >2yrs - No
EAL - Yes	SEN Statement	No SEN	SEN Action Plus
			All Pupils - Middle

Key Issues: Performance in Leeds has improved by three percentage points in 2013 after falling in 2012 by four percentage points. However, the national and statistical neighbour figure is ahead of Leeds by five percentage points and the core cities average by three percentage points.

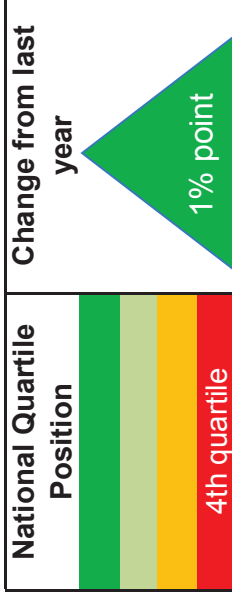


Data Status: Provisional
Data Source: DfE Statistical First Release SFR 40/2013; pupil group analysis - Fischer Family Trust
Data Notes: *SP denotes service pupils

2012-13 - Percentage of pupils making expected progress between Key Stage 2 and 4 in Maths



England Rank	equal 124/151
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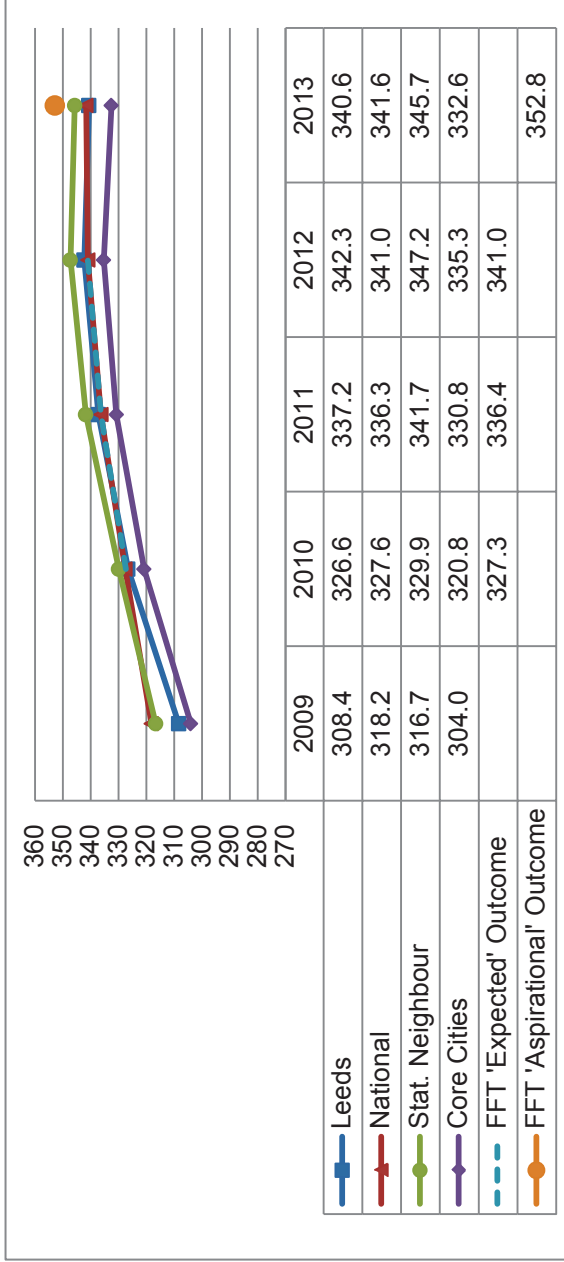
Pupil group attainment on this measure 2011-2013		
Strongest	Weakest	Most Improved
Indian	SP* OnRoll >2yrs - No	Bangladeshi
FSM last 6 yrs - No	FSM - Yes	Black Caribbean
No SEN	SEN Action	Indian
FSM - No	SEN Action Plus	SEN Action Plus
Other Asian	SEN Statement	SEN Action

Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved
Chinese	SEN Action	SEN Action
Indian	FSM last 6 yrs - Yes	SEN Action Plus
EAL - Yes	SP* OnRoll >2yrs - No	All Pupils - Middle
Black African	FSM - Yes	Black African
FSM last 6 yrs - No	SEN Action Plus	FSM - No

Key Issues: Performance in Leeds has improved by one percentage point with 67 per cent of pupils making expected progress in Maths. This is ahead of the core cities average by one per cent, however, more pupils meet this benchmark nationally and in statistical neighbouring authorities (four and three percentage points respectively).

Data Status: Provisional
 Data Source: DfE Statistical First Release SFR 40/2013; pupil group analysis - Fischer Family Trust
 Data Notes: *SP denotes service pupils

2012-13 - Key Stage 4 Capped Average* Point Score Per Pupil



England Rank equal 80/151

National Quartile Position

3rd quartile

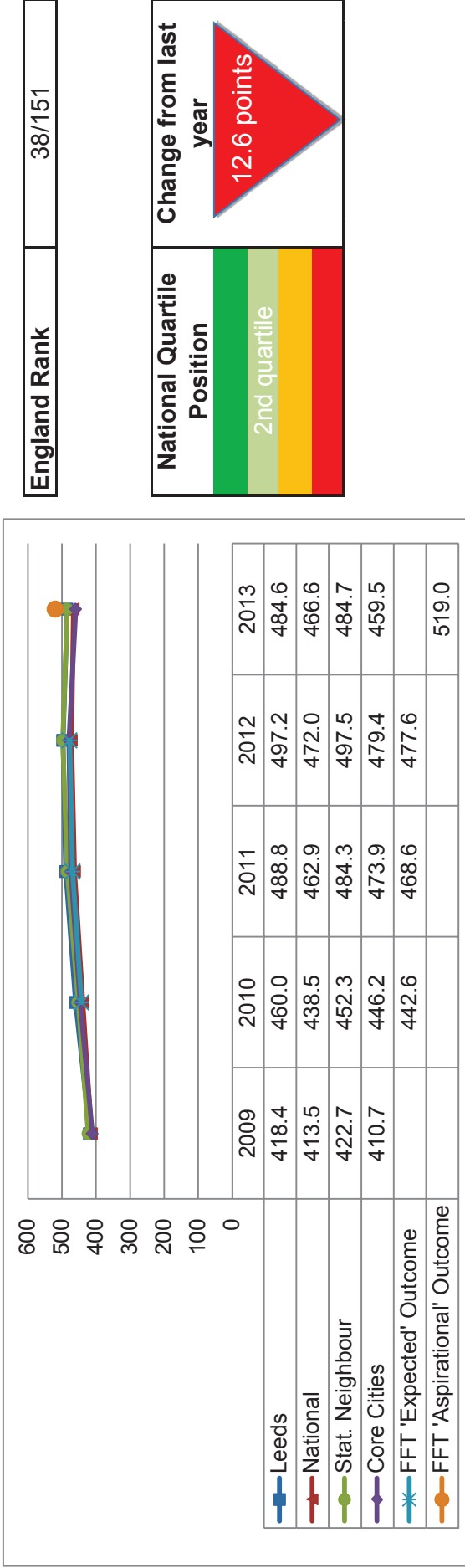
Change from last year
1.7 points

Pupil group attainment on this measure 2011-2013			Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved	Strongest	Weakest	Most Improved
Indian	SEN Action	SEN Statement	Chinese	SEN Statement	SEN Action Plus
No SEN	FSM - Yes	Bangladeshi	Indian	FSM last 6 yrs - Yes	FSM last 6 yrs - Yes
FSM last 6 yrs - No	SP** OnRoll >2yrs - No	SEN Action Plus	EAL - Yes	FSM - Yes	Bangladeshi
Girls	SEN Action Plus	FSM last 6 yrs - Yes	Black African	SP* OnRoll >2yrs - No	FSM - Yes
FSM - No	SEN Statement	FSM - Yes	Other Asian	SEN Action Plus	Other Asian

Key Issues: The Capped Average Point Score in 2013 is lower than what was achieved in 2012 by 1.7 points and the Leeds figure is behind that of the national and statistical neighbours by 1 and 5.1 points respectively, but ahead of the core cities average by eight points.

Data Status: Provisional
 Data Source: DfE Statistical First Release SFR 40/2013; pupil group analysis - Fischer Family Trust
 Data Notes: *Average capped point scores are calculated using the best 8 GCSE and equivalent results. **SP denotes service pupils.

2012-13 - Key Stage 4 Un-capped Average Point Score Per Pupil



England Rank 38/151

National Quartile Position

2nd quartile

Change from last year

12.6 points

Pupil group attainment on this measure 2011-2013			Pupil group progress on this measure 2011-2013		
Strongest	Weakest	Most Improved	Strongest	Weakest	Most Improved
Indian	SEN Action	SEN Action Plus	Chinese	FSM last 6 yrs - Yes	SEN Action Plus
No SEN	FSM - Yes	SEN Statement	Indian	SEN Statement	SEN Action
FSM last 6 yrs - No	SP* OnRoll >2yrs - No	FSM last 6 yrs - Yes	EAL - Yes	FSM - Yes	FSM - Yes
Girls	SEN Action Plus	FSM - Yes	Black African	SP* OnRoll >2yrs - No	Girls
EAL - Yes	SEN Statement	Black Caribbean	Other Asian	SEN Action Plus	All Pupils - Low 20%

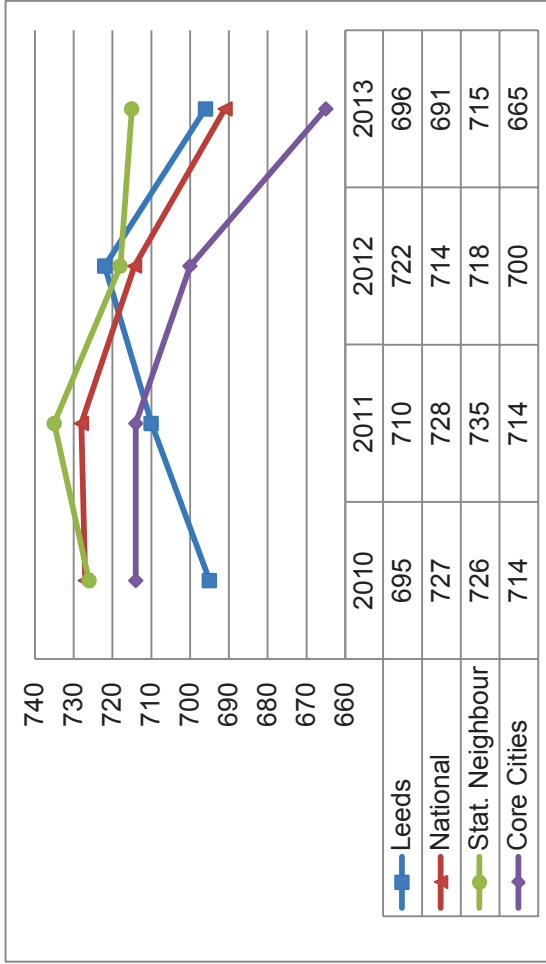
Key Issues: The Un-capped Average Point Score figure has come down by 12.6 points in Leeds since 2012, however, it is still higher than the national and core cities average by 18 and 25.1 points respectively. Performance in Leeds is in line with that of the statistical neighbours.

Data Status: Provisional
 Data Source: DfE Statistical First Release SFR 40/2013; pupil group analysis - Fischer Family Trust
 Data Notes: *SP denotes service pupils.

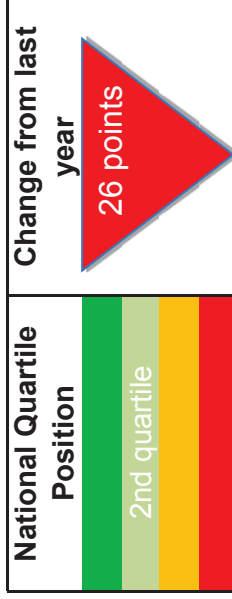
Key Stage 5 - Learning Outcomes Dashboards

Dashboard	Changes Since Previous Version
Average points per student at A level	
Average points per entry at A level	
Percentage achieving two or more passes at A Level	
Percentage achieving three or more passes at A Level	

2012-13, Key Stage 5 - Average points per student at A level



England Rank	55/150
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Pupil group attainment on this measure		
Strongest	Weakest	Most Improved

Pupil group progress on this measure		
Strongest	Weakest	Most Improved

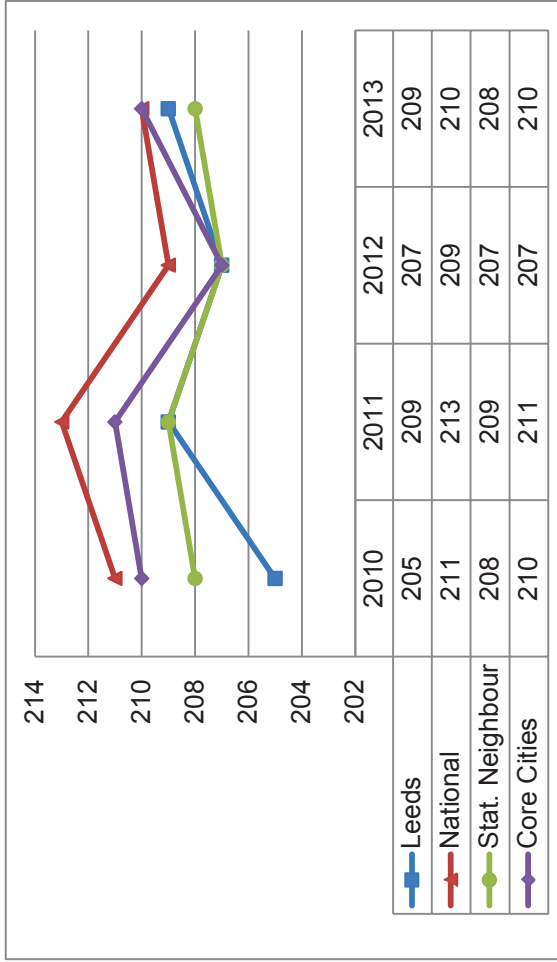
Key Issues:

Data Status: V0.1
 Data Source: SFR41_2013
 Data Notes: Data used is for GCE A level and Level 3 results of all state-funded students aged 16 to 19

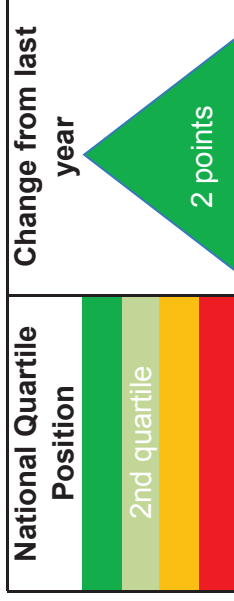
Pupil group attainment and progress will be reported once the data is made available.



2012-13, Key Stage 5 - Average points per entry at A level



England Rank	67/150
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Pupil group progress on this measure	
Strongest	Weakest

Pupil group attainment on this measure	
Strongest	Most Improved

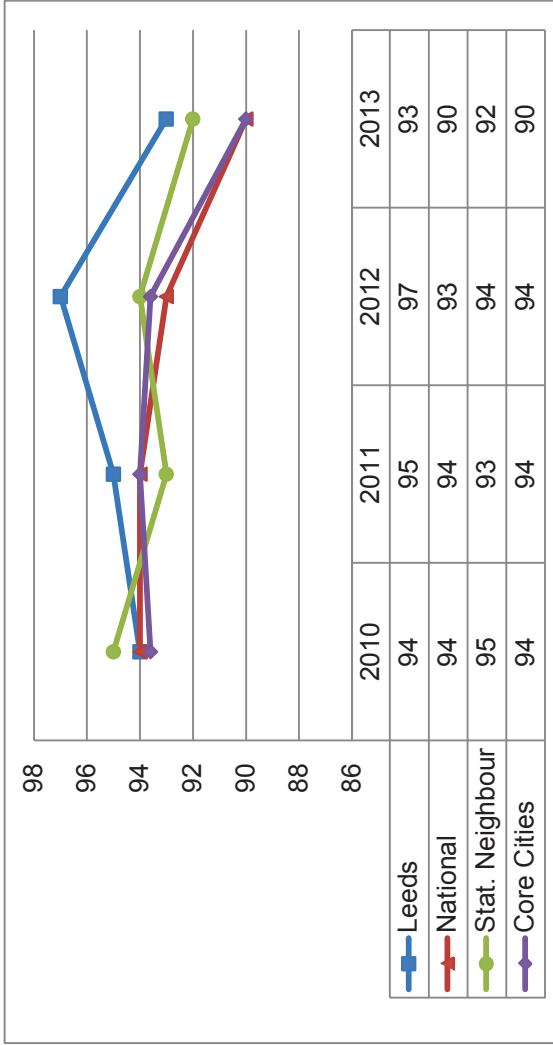
Key Issues:

Data Status: V0.1
 Data Source: SFR41_2013
 Data Notes: Data used is for GCE A level and Level 3 results of all state-funded students aged 16 to 19

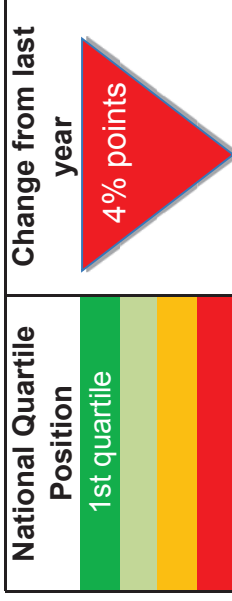
Pupil group attainment and progress will be reported once the data is made available.



2012-13, Key Stage 5 - Percentage achieving two or more passes at A Level



England Rank	equal 37/150
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Pupil group attainment on this measure		Pupil group progress on this measure	
Strongest	Weakest	Strongest	Weakest

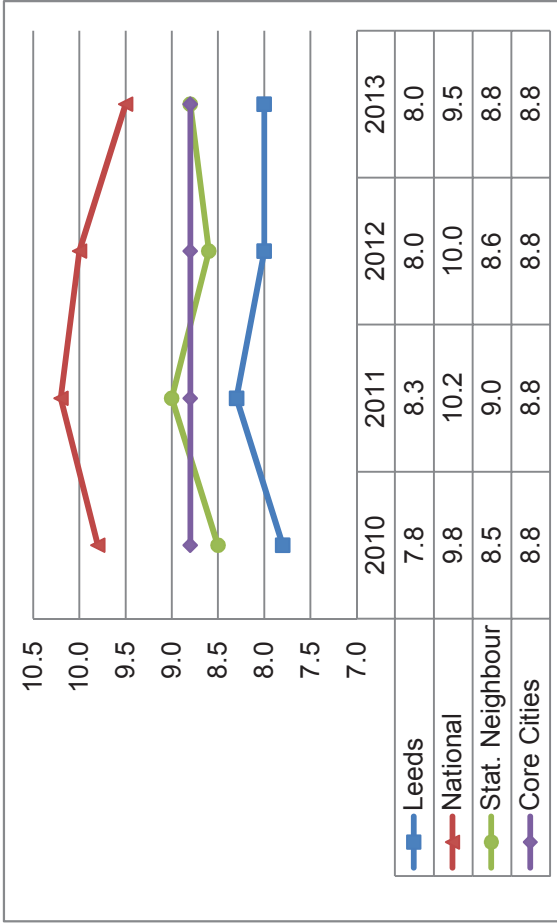
Key Issues:

Data Status: V0.1
 Data Source: SFR41_2013
 Data Notes: Data used is for GCE A level and Level 3 results of all state-funded students aged 16 to 19

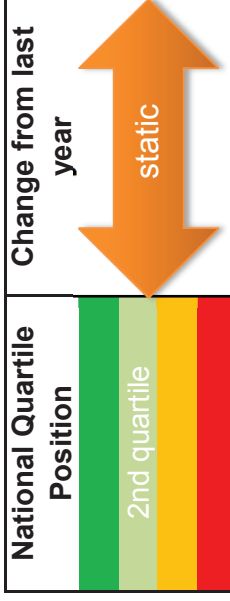
Pupil group attainment and progress will be reported once the data is made available.



2012-13, Key Stage 5 - Percentage achieving three or more A*-A passes at A Level



England Rank	equal 70/150
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Pupil group progress on this measure	
Strongest	Most Improved

Pupil group attainment on this measure	
Strongest	Most Improved

Key Issues

Data Status: V0.1
 Data Source: SFR41_2013
 Data Notes: Data used is for GCE A level and Level 3 results of all state-funded students aged 16 to 19

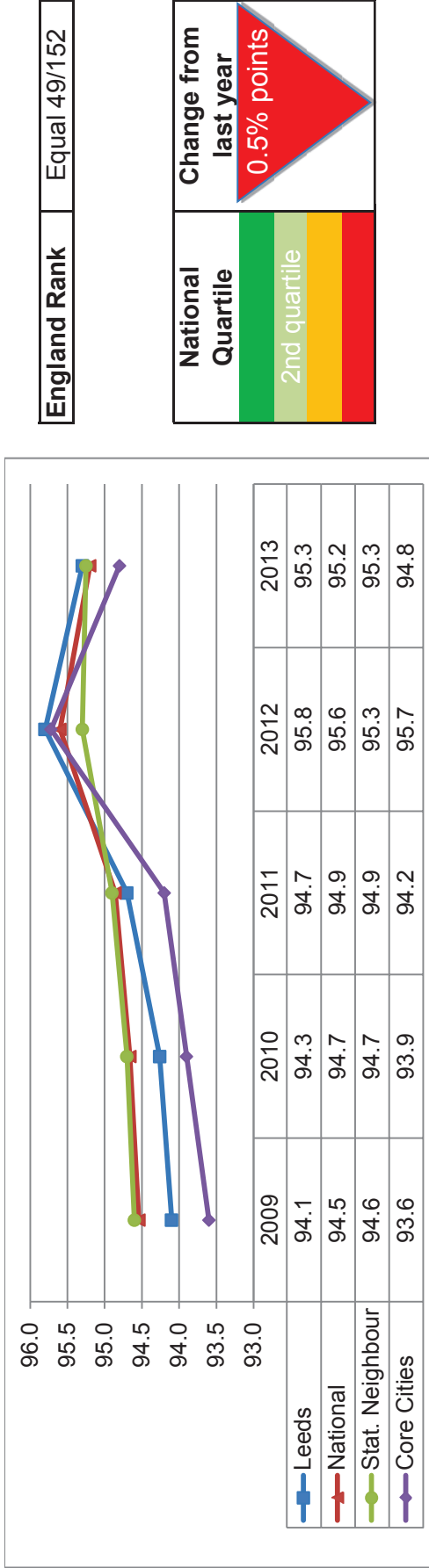
Pupil group attainment and progress will be reported once the data is made available.



Primary Attendance Half Terms 1 - 4 Dashboards

Dashboard	Changes Since Previous Version
Percentage attendance in primary schools	2013 data added
Percentage authorised absence in primary schools	2013 data added
Percentage unauthorised absence in primary schools	2013 data added
Percentage persistent absentees in primary schools	2013 data added

2012-13, Percentage attendance in primary schools



England Rank Equal 49/152



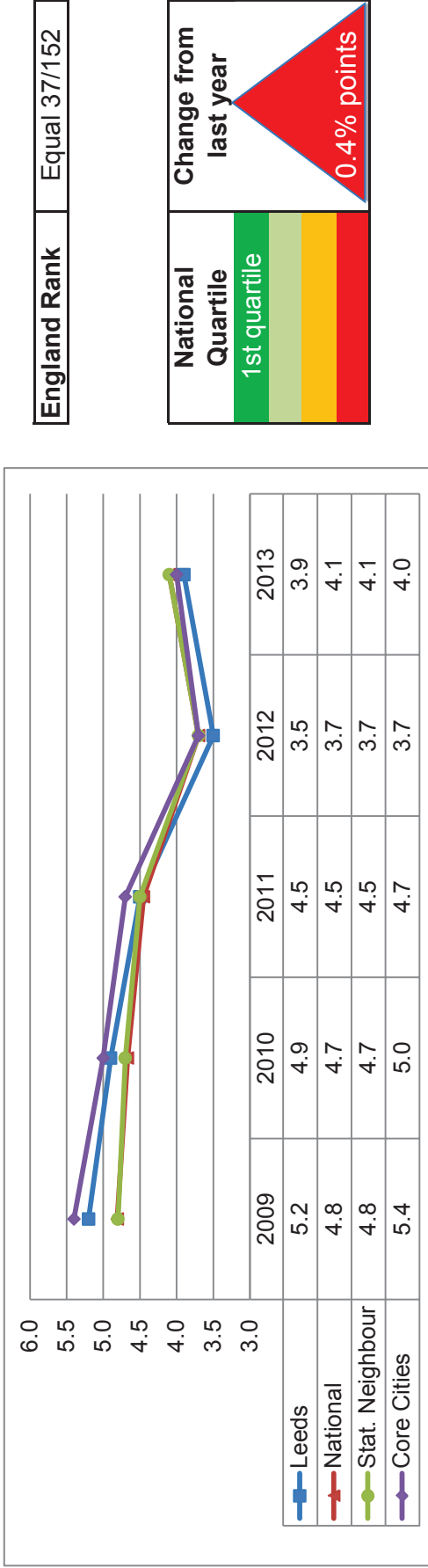
Pupil Group Attendance		
Strongest	Weakest	Most Improved
CLA	Traveller Irish Heritage	
Black African	Gypsy/Roma	
Chinese	SEN Statement	
FSM - No; White Irish	White Eastern European	
Year Group 6; Black Caribbean; Non SEN; W / British	Bangladeshi	

Key Issues: Attendance in Leeds primary schools fell by 0.5 percentage points in 2012/13, after a strong increase in 2011/12. This drop in attendance was mostly due to higher levels of illness in the autumn term compared to the previous year when there was an unprecedented low level of illness. Attendance in Leeds primary schools is still above national and core cites average.

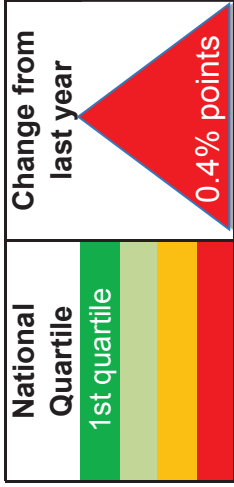
Data Status: Final
 Data Source: DfE Statistical First Release SFR 39/2013; pupil group analysis - local data, Leeds School Census
 Data Notes: Half terms 1-4

'Most Improved' analysis to be submitted at a later date.

2012-13, Percentage authorised absence in primary schools



England Rank Equal 37/152



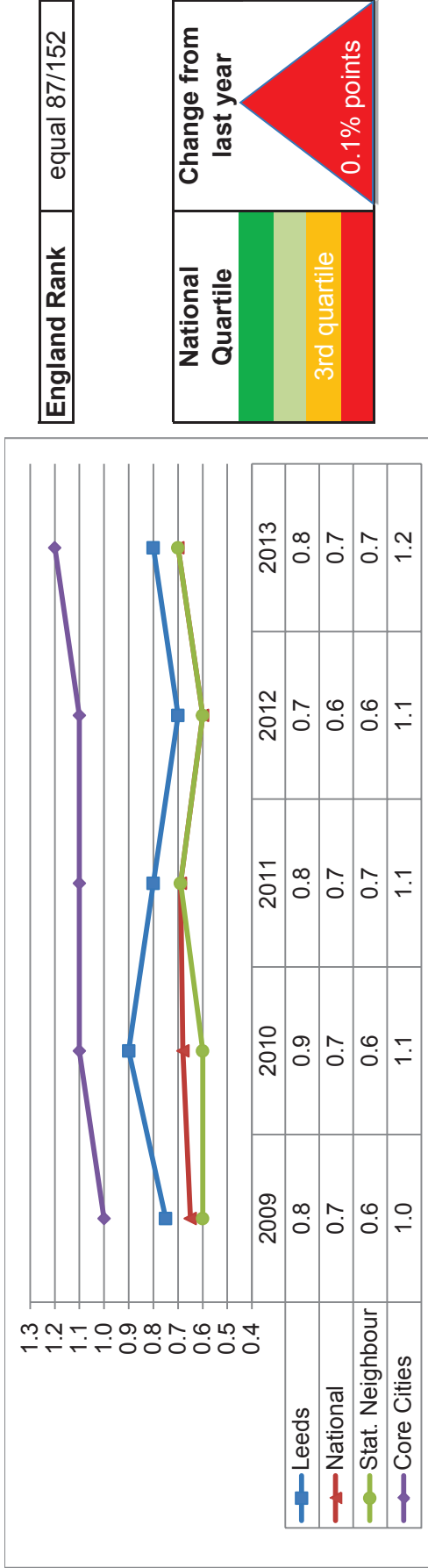
Pupil Group Authorised Absence		
Strongest	Weakest	Most Improved
Black African; CLA - Yes	Traveller Irish Heritage	
Chinese	Gypsy / Roma	
Black Caribbean	SEN Statement	
Black Other; White Irish	White Eastern European	
FSM - No	Bangladeshi	

Key Issues: Authorised absence increased in by 0.4 percentage points in 2012/13, the same level of increase as seen nationally and in statistical neighbours. Levels of authorised absence in Leeds primary schools remain lower than nationally and in statistical neighbours.

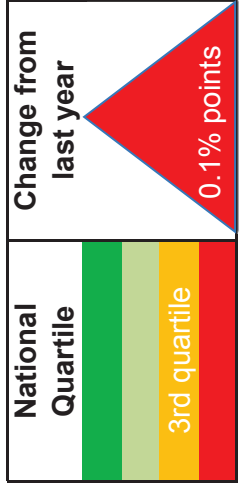
Data Status: Final
 Data Source: DfE Statistical First Release SFR 39/2013; pupil group analysis - local data, Leeds School Census
 Data Notes: Half terms 1-4

'Most Improved' analysis to be submitted at a later date.

2012-13, Percentage unauthorised absence in primary schools



England Rank equal 87/152



Pupil Group Unauthorised Absence		
Strongest	Weakest	Most Improved
CLA - Yes	Gypsy/Roma	
Chinese	Traveller of Irish Heritage	
FSM - Yes	Any other ethnic group	
Indian; Black African	White Eastern European	
White Western European	FSM - Yes	

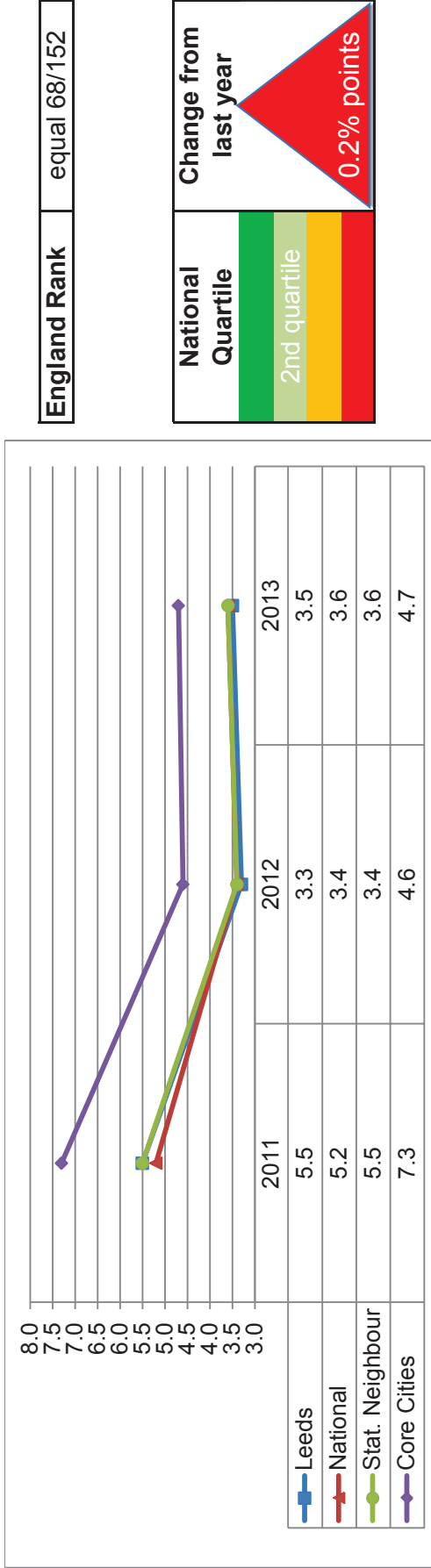
Key Issues: Unauthorised absence increased by 0.1 percentage point in 2012/13 in Leeds and the same increase also occurred nationally and in statistical neighbour authorities. Levels of unauthorised absence remain higher in Leeds than nationally and in statistical neighbours, but significantly lower than core cities.

Data Status: Final
 Data Source: DfE Statistical First Release SFR 39/2013; pupil group analysis - local data, Leeds School Census
 Data Notes: Half terms 1-4

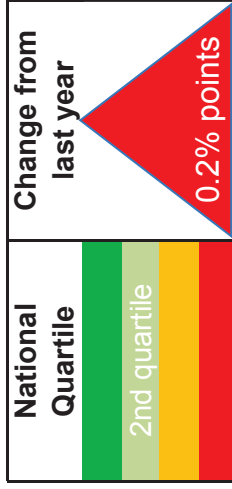


'Most Improved' analysis to be submitted at a later date.

2012-13, Percentage persistent absentees in primary schools



England Rank equal 68/152



Pupil Group Persistent Absence		
Strongest	Weakest	Most Improved
CLA - Yes	Gypsy / Roma	
Chinese	Traveller of Irish Heritage	
Black African	SEN - Statement	
FSM - No	White Eastern European	
Year Group 6	English as an additional language	

Key Issues: The DfE definition of persistent absence is a pupil with 15 per cent of absence over the school year. The percentage of pupils that met this threshold in 2012/13 in Leeds primary schools was 3.5 per cent, marginally higher than in 2011/12. Levels of persistent absence in primary schools in Leeds remained lower than levels of persistent absence nationally, in statistical neighbours and core cities.

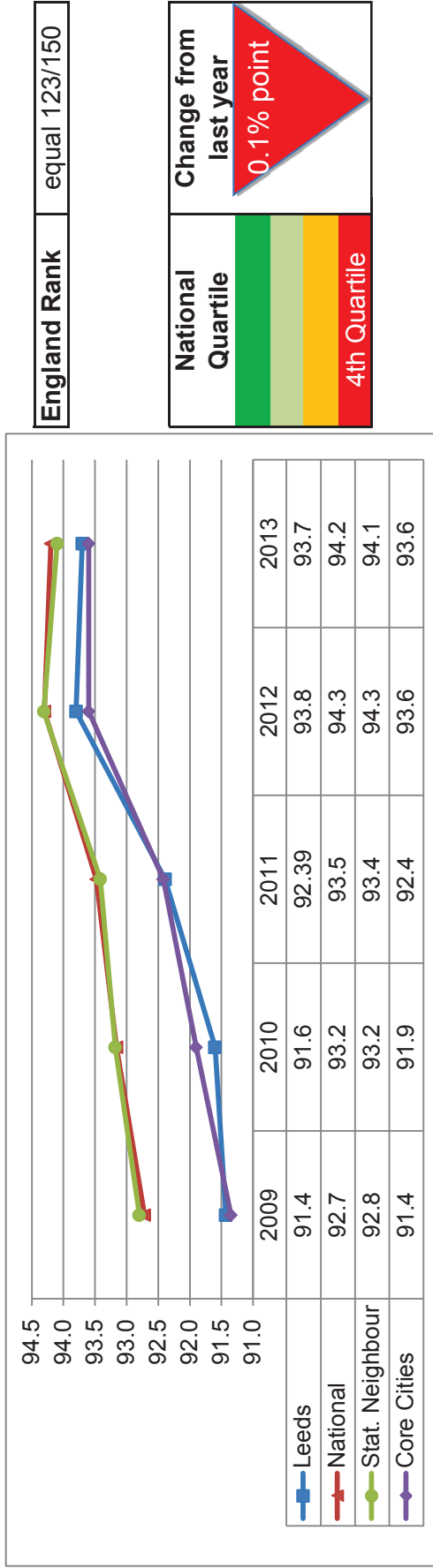
Data Status: Final
 Data Source: DfE Statistical First Release SFR 39/2013; pupil group analysis - local data, Leeds School Census
 Data Notes: Persistent Absentees are defined as having an overall absence rate of around 15 per cent or more. This equates to 46 or more sessions of absence (authorised and unauthorised) during the year.
 Half terms 1-4.

'Most Improved' analysis to be submitted at a later date.

Secondary Attendance Half Terms 1-4 Dashboards

Dashboard	Changes Since Previous Version
Percentage attendance in secondary schools	2013 data added
Percentage authorised absence in secondary schools	2013 data added
Percentage unauthorised absence in secondary schools	2013 data added
Percentage persistent absentees in secondary schools	2013 data added

2012-13, Percentage attendance in secondary schools



Pupil Group Attendance		
Strongest	Weakest	Most Improved
Chinese	Traveller of Irish Heritage	
Black African	Gypsy/Roma	
Indian	SEN - School Action Plus	
Year Group 7	FSM - Yes	
Asian Other	SEN - School Action	

Key Issues: Attendance fell in Leeds secondary schools in 2012/13 by 0.1 percentage point, the same drop was also seen nationally, and attendance in statistical neighbour authorities fell by 0.2 percentage points with attendance in core cities remaining unchanged. Attendance remains lower in Leeds than nationally and in statistical neighbour authorities.

Data Status: Final

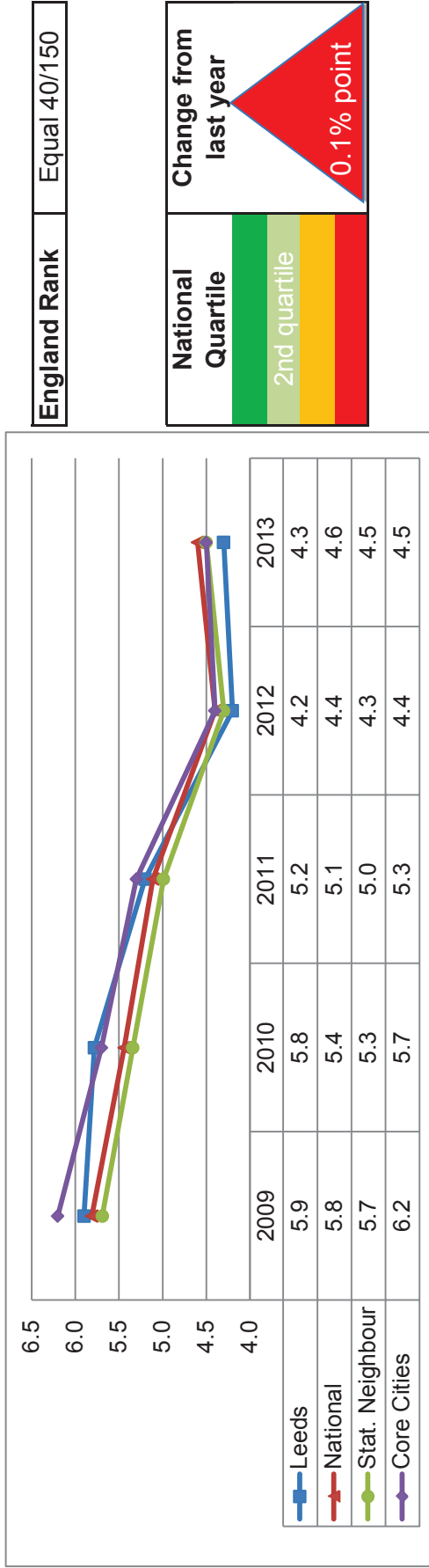
Data Source: DfE Statistical First Release SFR 39/2013; pupil group analysis - local data, Leeds School Census

Data Notes: Half terms 1-4

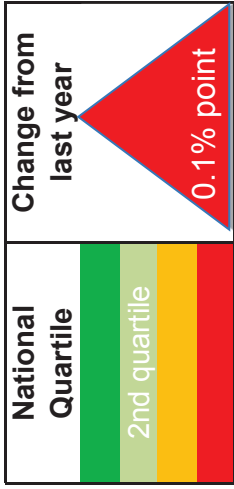
'Most Improved' analysis to be submitted at a later date.



2012-13, Percentage authorised absence in secondary schools



England Rank Equal 40/150



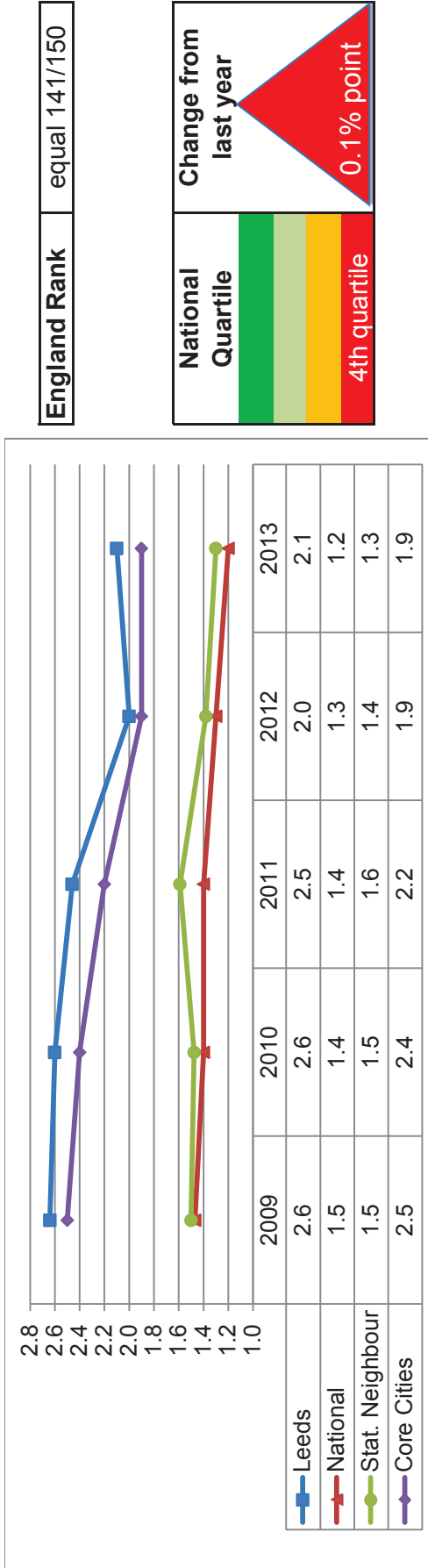
Pupil Group Authorised Absence		
Strongest	Weakest	Most Improved
Chinese	Traveller of Irish Heritage	
Black African	Gypsy/Roma	
Any other Black Background	SEN School Action Plus	
Asian Other	SEN Statement	
Black Caribbean	FSM - Yes	

Key Issues: Authorised absence increased by 0.1 percentage point and the level of authorised absence from Leeds secondary schools remains lower than national, statistical neighbours and core cities average.

Data Status: Final
 Data Source: DfE Statistical First Release SFR 39/2013; pupil group analysis - local data, Leeds School Census
 Data Notes: Half terms 1-4

'Most Improved' analysis to be submitted at a later date.

2012-13, Percentage unauthorised absence in secondary schools



Pupil Group Unauthorised Absence		
Strongest	Weakest	Most Improved
Indian / Chinese	Traveller of Irish Heritage	
Black African	Gypsy / Roma	
Year Group 7	SEN - School Action Plus	
FSM - No	FSM - Yes	
SEN - No	Any other White Background	

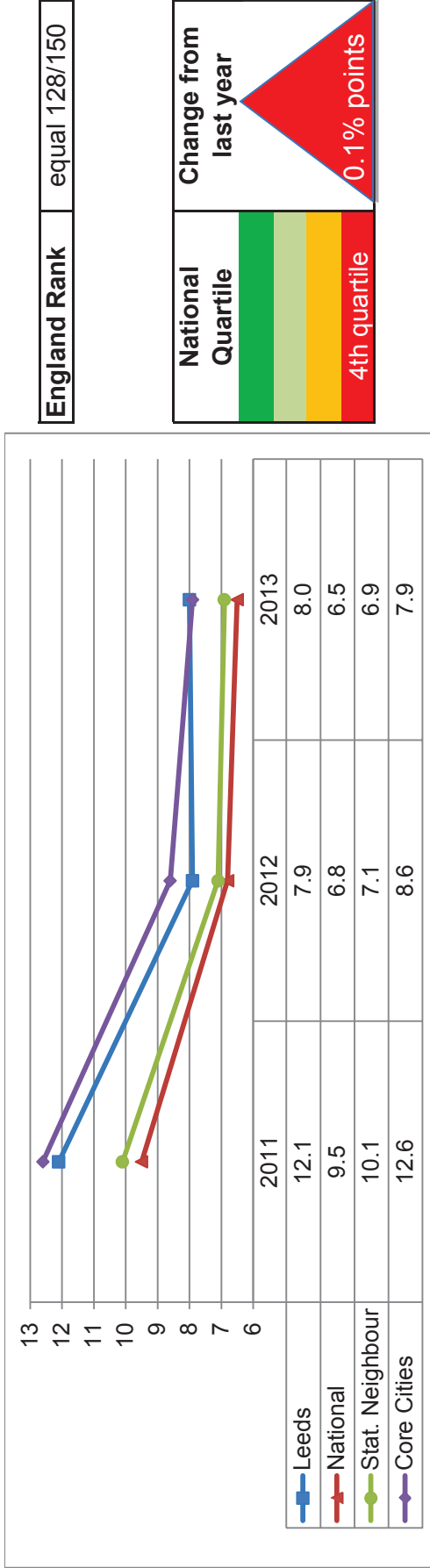
Key Issues: There was a rise in unauthorised absence in Leeds in 2012/13, but unauthorised absence fell slightly nationally and in statistical neighbours and remained constant in core cities. Unauthorised absence remains significantly higher in Leeds.

Data Status: Final
 Data Source: DfE Statistical First Release SFR 39/2013; pupil group analysis - local data, Leeds School Census
 Data Notes: Half terms 1-4

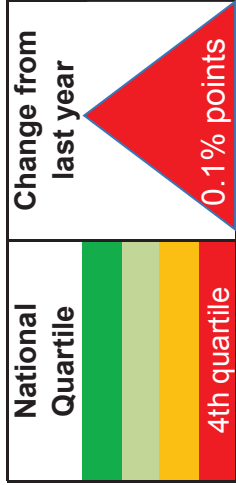


'Most Improved' analysis to be submitted at a later date.

2012-13, Percentage persistent absentees in secondary schools



England Rank equal 128/150



Pupil Group Persistent Absence		
Strongest	Weakest	Most Improved
Chinese	Traveller of Irish Heritage	
Black African	Gypsy/Roma	
Indian	SEN - School Action Plus	
Year Group 7	FSM - Yes	
Other Asian	SEN - Statemented	

Key Issues: 8.0 per cent of pupils in Leeds secondary schools missed more than 15 per cent of school in 2012/13, slightly higher than in 2011/12. Persistent absence fell nationally, in statistical neighbours and core cities. Levels of persistent absence therefore remain higher in Leeds, with the gap widening in 2012/13.

Data Status: Final
 Data Source: DfE Statistical First Release SFR39/2013; pupil group analysis - local data, Leeds School Census
 Data Notes: Persistent Absentees are defined as having an overall absence rate of around 15 per cent or more. This equates to 46 or more sessions of absence (authorised and unauthorised) during the year.
 Half terms 1-4

'Most Improved' analysis to be submitted at a later date.



Vulnerable Groups and Closing The Gap

The following pages are excerpts from the Leeds LA RAISEOnline report, produced by OFSTED / DfE. These analyses provide further details of Leeds' performance against the "Closing The Gap" agenda and on the outcomes of all main pupil groups, including vulnerable groups, at Key Stages 2 and 4. The commentary in the main standards report is informed by these detailed analyses.

Closing the Gaps at Key Stage 2

Table 3.1.1: Closing the Gaps - Free School Meals and Children Looked After (KS2.CTG)

This report aims to provide schools with an overview of the attainment and progress of pupils in either group of Children Looked After or Free School Meals in the last 6 years.

School Context

No NC year data available

Please note that the above data was sourced from the schools January 2013 census therefore the year groups displayed above refer to the academic year 2012/13.

Key Stage 1 to Key Stage 2 value added: Free School Meals* / Children Looked After

	Overall				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	7,260	100.3	0.0	100.0	7,260	100.4	0.0	100.0
CLA or FSM	2,529	99.9	0.0	99.8	2,529	99.9	0.0	99.8
Not CLA or FSM	4,731	100.5	0.0	100.0	4,731	100.6	0.0	100.1

	Reading				Writing (TA)			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	7,260	100.2	0.0	100.0	7,260	100.1	0.0	100.0
CLA or FSM	2,529	99.9	0.0	99.7	2,529	99.9	0.0	99.8
Not CLA or FSM	4,731	100.4	0.0	100.0	4,731	100.2	0.0	100.0

Percentage achieving expected progress, 2013 Mathematics, Reading and Writing (TA) Free School Meals* / Children Looked After

	Mathematics				Reading				Writing (TA)			
	School		National		School		National		School		National	
	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference
All Pupils	7,292	90	90	0	7,298	90	89	1	7,302	93	93	0
Non CLA/FSM	4,746	93	90	3	4,747	93	89	4	4,748	95	93	2
CLA/FSM	2,546	85	90	-5	2,551	86	89	-3	2,554	91	93	-2
Within School Gap		-8				-7				-4		

Closing the Gaps at Key Stage 2

Average point scores, 2013, Mathematics, Reading, Writing (TA) and English Grammar, Punctuation & Spelling by Free School Meals* / Children Looked After

	Mathematics, Reading and Writing (TA)				Mathematics			
	School		National		School		National	
	Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference
All Pupils	7,578	27.9	29.1	-1.2	7,577	28.3	29.5	-1.2
Non CLA/FSM	4,913	29.0	29.1	-0.1	4,912	29.4	29.5	-0.1
CLA/FSM	2,665	26.0	29.1	-3.1	2,665	26.2	29.5	-3.3
Within School Gap		-3.0				-3.2		

	Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	School		National		School		National		School		National	
	Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference
All Pupils	7,578	28.2	29.2	-1.0	7,576	27.1	28.3	-1.2	7,577	27.6	28.8	-1.2
Non CLA/FSM	4,913	29.2	29.2	0.0	4,912	28.1	28.3	-0.2	4,912	28.8	28.8	0.0
CLA/FSM	2,665	26.4	29.2	-2.8	2,664	25.3	28.3	-3.0	2,665	25.4	28.8	-3.4
Within School Gap		-2.8				-2.8				-3.4		

Percentage of pupils attaining or surpassing level 4 and level 5 in 2013 in Key Stage 2 for Mathematics, Reading, Writing (TA) and English Grammar Punctuation and Spelling FSM* / Children Looked After

Percentage of Key Stage 2 pupils achieving level 4 or above											
	Mathematics, Reading and Writing (TA)				Mathematics						
	School		National		School		National				
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference			
All Pupils	7,575	73	81	-8	7,577	83	88	-5			
Non CLA/FSM	4,911	81	81	0	4,912	88	88	0			
CLA/FSM	2,664	58	81	-23	2,665	72	88	-16			
Within School Gap		-23				-16					

	Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	School		National		School		National		School		National	
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All Pupils	7,578	84	89	-5	7,576	81	87	-6	7,577	71	79	-8
Non CLA/FSM	4,913	89	89	0	4,912	88	87	1	4,912	79	79	0

Closing the Gaps at Key Stage 2

CLA/FSM	2,665	74	89	-15	2,664	70	87	-17	2,665	57	79	-22
Within School Gap		-15				-18				-22		
Percentage of Key Stage 2 pupils achieving level 5 or above												
Mathematics, Reading and Writing (TA)					Mathematics							
School		National			School		National		School		National	
Cohort	%	Non CLA/FSM	Difference		Cohort	%	Non CLA/FSM	Difference				
All Pupils	7,575	19	26	-7	7,577	38	47	-9				
Non CLA/FSM	4,911	24	26	-2	4,912	47	47	0				
CLA/FSM	2,664	8	26	-18	2,665	22	47	-25				
Within School Gap		-16				-25						
Reading					Writing (TA)				English Grammar, Punctuation & Spelling			
School		National			School		National		School		National	
Cohort	%	Non CLA/FSM	Difference		Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All Pupils	7,578	42	51	-9	7,576	26	36	-10	7,577	44	53	-9
Non CLA/FSM	4,913	50	51	-1	4,912	33	36	-3	4,912	53	53	0
CLA/FSM	2,665	26	51	-25	2,664	13	36	-23	2,665	29	53	-24
Within School Gap		-24				-20				-24		

School cohort figures are compared to the national group figures for non-CLA and non-FSM.

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils. However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.

Closing the Gaps at Key Stage 2

Table 3.1.2: Closing the Gaps Trend - Free School Meals and Children Looked After (KS2.CTGT trend selection)

This section displays trend data for indicators linked to floor standards

Percentage of pupils attaining level 4 or above at Key Stage 2

	2011 - English & Mathematics				2012 - English & Mathematics				2013 - Mathematics, Reading and Writing (TA)			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All pupils	7418	73	80	-7	7405	77	84	-7	7575	73	81	-8
CLA/FSM*	2500	59	80	-21	2534	66	84	-18	2664	58	81	-23
Non CLA/FSM*	4918	80	80	0	4871	83	84	-1	4911	81	81	0
Within School Gap		-21			-17					-23		

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Percentage of pupils achieving expected progress in English at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	7165	88	85	3	7157	92	90	2	-	-	-	-
CLA/FSM*	2405	85	85	0	2457	89	90	-1	-	-	-	-
Non CLA/FSM*	4760	90	85	5	4700	94	90	4	-	-	-	-
Within School Gap		-5			-5					-		

Percentage of pupils achieving expected progress in Reading at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	-	-	-	-	7298	90	89	1
CLA/FSM*	-	-	-	-	-	-	-	-	2551	86	89	-3
Non CLA/FSM*	-	-	-	-	-	-	-	-	4747	93	89	4
Within School Gap		-				-				-7		

Closing the Gaps at Key Stage 2

Percentage of pupils achieving expected progress in Writing (TA) at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	-	-	-	-	7302	93	93	0
CLA/FSM*	-	-	-	-	-	-	-	-	2554	91	93	-2
Non CLA/FSM*	-	-	-	-	-	-	-	-	4748	95	93	2
Within School Gap	-	-	-	-	-	-	-	-		-4		

Percentage of pupils achieving expected progress in Mathematics at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	7173	85	85	0	7155	89	89	0	7292	90	90	0
CLA/FSM*	2404	78	85	-7	2455	85	89	-4	2546	85	90	-5
Non CLA/FSM*	4769	88	85	3	4700	92	89	3	4746	93	90	3
Within School Gap		-10				-7				-8		

Closing the Gaps at Key Stage 2

This section displays trend data for average point scores

Average point scores by Free School Meals* / Children Looked After*

Overall

	2011				2012 - English & Mathematics				2013 - Mathematics, Reading and Writing (TA)			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	7405	27.9	28.9	-1.0	7578	27.9	29.1	-1.2
CLA/FSM*	-	-	-	-	2534	26.2	28.9	-2.7	2665	26.0	29.1	-3.1
Non CLA/FSM*	-	-	-	-	4871	28.8	28.9	-0.1	4913	29.0	29.1	-0.1
Within School Gap		-				-2.6				-3.0		

Mathematics

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	7405	28.0	29.1	-1.1	7577	28.3	29.5	-1.2
CLA/FSM*	-	-	-	-	2534	26.1	29.1	-3.0	2665	26.2	29.5	-3.3
Non CLA/FSM*	-	-	-	-	4871	28.9	29.1	-0.2	4912	29.4	29.5	-0.1
Within School Gap		-				-2.8				-3.2		

Reading

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	7405	28.5	29.4	-0.9	7578	28.2	29.2	-1.0
CLA/FSM*	-	-	-	-	2534	26.9	29.4	-2.5	2665	26.4	29.2	-2.8
Non CLA/FSM*	-	-	-	-	4871	29.3	29.4	-0.1	4913	29.2	29.2	0.0
Within School Gap		-				-2.4				-2.8		

Closing the Gaps at Key Stage 2

Writing (JA)

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	7405	27.0	28.0	-1.0	7576	27.1	28.3	-1.2
CLA/FSM*	-	-	-	-	2534	25.3	28.0	-2.7	2664	25.3	28.3	-3.0
Non CLA/FSM*	-	-	-	-	4871	27.9	28.0	-0.1	4912	28.1	28.3	-0.2
Within School Gap		-				-2.6				-2.8		

English Grammar, Punctuation and Spelling

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	-	-	-	-	-	-	-	-	7577	27.6	28.8	-1.2
CLA/FSM*	-	-	-	-	-	-	-	-	2665	25.4	28.8	-3.4
Non CLA/FSM*	-	-	-	-	-	-	-	-	4912	28.8	28.8	0.0
Within School Gap		-				-				-3.4		

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This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils. However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years. All data in this trend report uses this new FSM categorisation.

Closing the Gaps at Key Stage 4

Table 3.2.1: Closing the Gaps - Free School Meals and Children Looked After (KS4.CTG)

This report aims to provide schools with an overview of the attainment and progress of pupils in either group of Children Looked After or Free School Meals in the last 6 years.

School Context

No NC year data available

Please note that the above data was sourced from the schools January 2013 census therefore the year groups displayed above refer to the academic year 2012/13.

Key Stage 2 to Key Stage 4 value added: CLA or FSM*

	Overall				English				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	7,523	997.9	0.0	1,000.0	7,523	998.9	0.0	1,000.0	7,523	998.9	0.0	1,000.0
Non CLA/FSM	5,074	1,008.2	0.0	1,005.8	5,074	1,000.1	0.0	1,000.6	5,074	1,000.1	0.0	1,000.6
CLA/FSM	2,449	976.5	0.0	983.2	2,449	996.5	0.0	998.5	2,449	996.5	0.0	998.2

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Percentage achieving expected progress, 2013 English and Mathematics: CLA or FSM*

	English				Mathematics			
	School		National		School		National	
	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference
All Pupils	7,638	64	74	-10	7,670	66	76	-10
Non CLA/FSM	5,134	72	74	-2	5,163	76	76	0
CLA/FSM	2,504	48	74	-26	2,507	46	76	-30
Within School Gap		-24				-30		

Closing the Gaps at Key Stage 4

Point scores, 2013, English and mathematics by CLA or FSM*

	English (EBACC) average points				Mathematics (EBACC) average points			
	School		National		School		National	
	Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference
All Pupils	7,869	37.8	40.5	-2.7	7,869	37.6	40.9	-3.3
Non CLA/FSM	5,265	40.6	40.5	0.1	5,265	40.7	40.9	-0.2
CLA/FSM	2,604	32.2	40.5	-8.3	2,604	31.3	40.9	-9.6
Within School Gap		-8.4				-9.4		

Percentage of pupils achieving 2013 threshold at Key Stage 4 by CLA or FSM*

	English Baccalaureate				Basics indicator				5 A* - C including English and mathematics				5 A* - G including English and mathematics			
	School		National		School		National		School		National		School		National	
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All Pupils	7,869	19	27	-8	7,869	57	67	-10	7,869	57	67	-10	7,869	93	95	-3
Non CLA/FSM	5,265	25	27	-2	5,265	68	67	1	5,265	67	67	0	5,265	96	95	1
CLA/FSM	2,604	7	27	-20	2,604	36	67	-31	2,604	35	67	-32	2,604	85	95	-10
Within School Gap		-18				-32				-32				-11		

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils. However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.

Closing the Gaps at Key Stage 4

Table 3.2.2: Closing the Gaps Trend - Free School Meals and Children Looked After (KS4.CTG trend selection)

This section displays trend data for indicators linked to floor standards

Percentage of pupils attaining 5 or more A*-C GCSEs (or equivalent) including English and mathematics at Key Stage 4

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff
All Pupils	8013	54	65	-11	8040	55	64	-9	7869	57	67	-10
CLA/FSM*	2366	28	65	-37	2435	32	64	-32	2604	35	67	-32
Non CLA/FSM*	5647	64	65	-1	5605	65	64	1	5265	67	67	0
Within School Gap		-36				-33				-32		

Percentage of pupils achieving expected progress in English at Key Stage 4

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff
All Pupils	7477	66	77	-11	7520	62	72	-10	7638	64	74	-10
CLA/FSM*	2109	46	77	-31	2180	45	72	-27	2504	48	74	-26
Non CLA/FSM*	5368	73	77	-4	5340	69	72	-3	5134	72	74	-2
Within School Gap		-27				-24				-24		

Percentage of pupils achieving expected progress in mathematics at Key Stage 4

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff
All Pupils	7503	59	71	-12	7522	66	73	-7	7670	66	76	-10
CLA/FSM*	2120	36	71	-35	2193	46	73	-27	2507	46	76	-30
Non CLA/FSM*	5383	69	71	-2	5329	74	73	1	5163	76	76	0
Within School Gap		-33				-28				-30		

Closing the Gaps at Key Stage 4

This section displays trend data for average point scores

Point scores English (Ebacc)

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff
All Pupils	-	-	-	-	8040	37.5	40.2	-2.7	7869	37.8	40.5	-2.7
CLA/FSM*	-	-	-	-	2435	31.7	40.2	-8.5	2604	32.2	40.5	-8.3
Non CLA/FSM*	-	-	-	-	5605	40.0	40.2	-0.2	5265	40.6	40.5	0.1
Within School Gap		-				-8.3				-8.4		

Point scores mathematics (Ebacc)

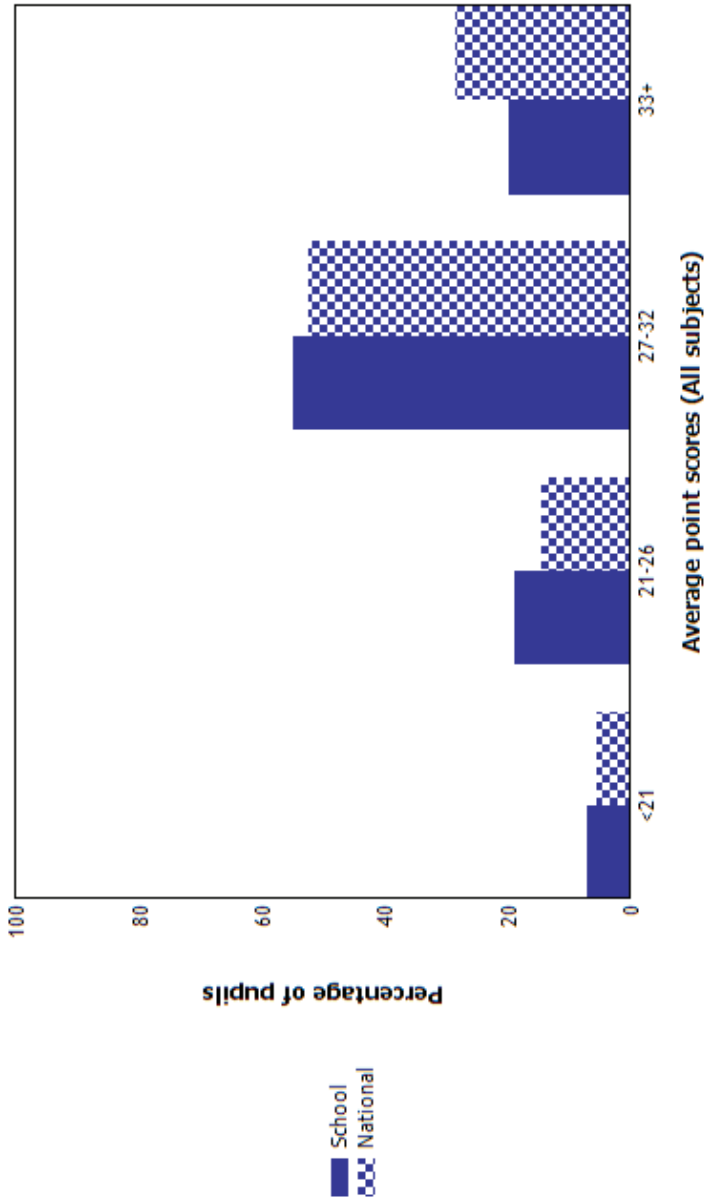
	2011				2012				2013			
	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff
All Pupils	-	-	-	-	8040	37.5	40.6	-3.1	7869	37.6	40.9	-3.3
CLA/FSM*	-	-	-	-	2435	31.0	40.6	-9.6	2604	31.3	40.9	-9.6
Non CLA/FSM*	-	-	-	-	5605	40.3	40.6	-0.3	5265	40.7	40.9	-0.2
Within School Gap		-				-9.3				-9.4		

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils.

However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.

Attainment at Key Stage 2

Chart 1.3.2 and Table 1.3.3: Attainment, Average Points Score at Key Stage 2 : Overall and by Subject by Pupil Groups - 2013 (KS2.2A)



	Mathematics, Reading and Writing (TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	School Cohort	School APS	National APS	School Cohort	School APS	National APS	School Cohort	School APS	National APS	School Cohort	School APS	National APS	School Cohort	School APS	National APS
All Pupils	7,578	27.9	28.3	7,577	28.3	28.7	7,578	28.2	28.5	7,576	27.1	27.5	7,577	27.6	28.0
Gender															
Male	3,894	27.7	28.1	3,893	28.5	28.9	3,894	27.8	28.1	3,893	26.3	26.6	3,893	26.9	27.3
Female	3,684	28.2	28.6	3,684	28.1	28.5	3,684	28.6	29.0	3,683	27.9	28.4	3,684	28.4	28.8
Free School Meals*															
FSM	2,655	26.0	26.7	2,655	26.2	27.0	2,655	26.4	26.9	2,654	25.3	25.9	2,655	25.4	26.2
Non FSM	4,923	29.0	29.1	4,922	29.4	29.5	4,923	29.2	29.2	4,922	28.0	28.2	4,922	28.8	28.8
Children Looked After															
CLA	52	23.0	24.1	52	23.2	24.5	52	23.3	24.8	52	22.3	22.8	52	22.0	23.6

Attainment at Key Stage 2

	Mathematics, Reading and Writing (TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	School		National		School		National		School		National		School		National		School		National	
	Cohort	APS	APS	APS	Cohort	APS	APS	APS	Cohort	APS	APS	APS	Cohort	APS	APS	Cohort	APS	APS	APS	APS
Not CLA	7,526	28.0	28.4	28.4	7,525	28.3	28.7	28.7	7,526	28.2	28.5	28.5	7,524	27.1	27.5	7,525	27.6	28.0	28.0	28.0
Free School Meals* or Children Looked After																				
CLA or FSM	2,665	26.0	26.7	27.0	2,665	26.2	27.0	26.9	2,665	26.4	26.9	26.9	2,664	25.3	25.9	2,665	25.4	26.2	26.2	26.2
Not CLA or FSM	4,913	29.0	29.1	29.5	4,912	29.4	29.5	29.2	4,913	29.2	29.2	29.2	4,912	28.1	28.3	4,912	28.8	28.8	28.8	28.8
Prior Attainment																				
Low	1,536	22.7	22.7	23.2	1,536	23.1	23.2	22.9	1,536	22.8	22.9	22.9	1,536	21.9	21.6	1,536	21.1	21.1	21.1	21.1
Middle	4,580	28.7	28.5	28.7	4,580	28.9	28.7	28.9	4,580	29.2	28.9	28.9	4,580	27.9	27.7	4,580	28.7	28.3	28.3	28.3
High	1,145	33.1	32.7	32.7	1,145	33.8	33.2	32.3	1,145	32.6	32.3	32.3	1,145	32.2	31.9	1,145	33.0	32.8	32.8	32.8
Non-mobile pupils																				
Pupils on roll throughout years 5 and 6	7,015	28.2	28.5	28.5	7,014	28.5	28.9	28.7	7,015	28.4	28.7	28.7	7,013	27.4	27.7	7,014	27.8	28.2	28.2	28.2
English as a First Language																				
English or believed to be English	6,307	28.3	28.5	28.5	6,307	28.6	28.8	28.7	6,307	28.6	28.7	28.7	6,306	27.4	27.7	6,307	27.9	28.0	28.0	28.0
Other than English or believed to be other	1,255	26.3	27.9	28.6	1,254	26.9	28.6	27.6	1,255	26.2	27.6	27.6	1,254	25.4	26.9	1,254	26.3	28.1	28.1	28.1
Unclassified	16	23.7	23.4	24.3	16	25.0	24.3	24.0	16	24.6	24.0	24.0	16	23.8	22.1	16	23.8	23.3	23.3	23.3
Special Educational Needs																				
No Identified SEN	6,012	29.2	29.7	30.0	6,011	29.5	30.0	29.8	6,012	29.4	29.8	29.8	6,010	28.4	29.0	6,011	29.1	29.7	29.7	29.7
SEN without a statement	1,430	23.7	24.6	25.0	1,430	24.1	25.0	24.9	1,430	23.8	24.9	24.9	1,430	22.9	23.7	1,430	22.2	22.9	22.9	22.9
School Action	917	24.2	25.2	25.4	917	24.5	25.4	25.4	917	24.3	25.4	25.4	917	23.5	24.4	917	22.6	23.5	23.5	23.5
School Action plus	513	22.9	23.7	24.2	513	23.4	24.2	23.9	513	22.9	23.9	23.9	513	21.8	22.7	513	21.5	22.1	22.1	22.1
SEN with a statement	136	17.9	18.4	19.5	136	19.0	19.5	19.4	136	19.1	19.4	19.4	136	14.5	15.5	136	18.5	18.7	18.7	18.7
Ethnicity Group																				
White																				
British	5,459	28.4	28.5	28.5	5,459	28.6	28.8	28.7	5,459	28.7	28.7	28.7	5,458	27.5	27.7	5,459	27.9	28.0	28.0	28.0
Irish	21	29.6	29.4	29.4	21	29.9	29.8	29.8	21	29.3	29.8	29.8	21	29.3	28.5	21	29.0	29.0	29.0	29.0
Traveller of Irish Heritage	6	22.8	22.9	22.9	6	23.0	23.9	23.5	6	23.0	23.5	23.5	6	22.0	21.9	6	20.0	22.0	22.0	22.0
Gypsy/Roma	41	19.5	21.2	22.0	41	20.4	22.0	21.3	41	19.6	21.3	21.3	41	18.2	20.0	41	18.2	20.1	20.1	20.1
Any other White background	205	25.8	27.7	28.5	204	26.7	28.5	27.4	205	25.5	27.4	27.4	204	24.4	26.4	204	25.0	27.2	27.2	27.2
Mixed																				
White & Black Caribbean	132	27.3	27.7	27.8	132	27.4	27.8	28.2	132	27.8	28.2	28.2	132	26.9	27.1	132	26.7	27.5	27.5	27.5
White & Black African	42	27.9	28.3	28.5	42	27.9	28.5	28.6	42	28.1	28.6	28.6	42	27.6	27.7	42	28.1	28.4	28.4	28.4

Attainment at Key Stage 2

	Mathematics, Reading and Writing (TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	School		National		School		National		School		National		School		National		School		National	
	Cohort	APS	APS	APS	Cohort	APS	APS	APS	Cohort	APS	APS	APS	Cohort	APS	APS	APS	Cohort	APS	APS	APS
White & Asian	70	28.2	29.4	29.4	70	28.7	29.9	29.9	70	28.6	29.4	29.4	70	27.2	28.5	28.5	70	27.3	29.2	29.2
Any other mixed background	132	28.1	28.8	28.8	132	28.2	29.1	29.1	132	28.3	29.0	29.0	132	27.5	28.0	28.0	132	27.9	28.8	28.8
Asian or Asian British																				
Indian	134	29.6	29.6	29.6	134	30.4	30.4	30.4	134	29.3	29.0	29.0	134	28.4	28.5	28.5	134	29.8	29.9	29.9
Pakistani	544	26.7	27.6	27.6	544	27.0	28.0	28.0	544	26.7	27.5	27.5	544	26.0	26.9	26.9	544	27.2	28.0	28.0
Bangladeshi	121	26.9	28.2	28.2	121	27.1	28.7	28.7	121	27.2	27.9	27.9	121	26.2	27.7	27.7	121	26.7	28.9	28.9
Any other Asian background	102	27.2	29.2	29.2	102	28.0	30.2	30.2	102	27.2	28.5	28.5	102	26.1	27.8	27.8	102	27.5	29.4	29.4
Black or Black British																				
Black Caribbean	74	26.2	27.2	27.2	74	26.0	27.2	27.2	74	26.8	27.6	27.6	74	26.0	26.8	26.8	74	26.1	27.4	27.4
Black African	238	26.4	28.1	28.1	238	26.7	28.5	28.5	238	26.6	28.1	28.1	238	25.8	27.2	27.2	238	26.5	28.6	28.6
Any other Black background	69	25.8	27.3	27.3	69	25.9	27.5	27.5	69	26.3	27.7	27.7	69	25.1	26.7	26.7	69	26.3	27.8	27.8
Chinese	35	30.1	31.0	31.0	35	31.5	32.6	32.6	35	29.4	29.8	29.8	35	28.0	29.1	29.1	35	29.8	30.4	30.4
Any other ethnic group	83	27.5	27.8	27.8	83	28.4	28.6	28.6	83	27.3	27.4	27.4	83	26.0	26.6	26.6	83	26.9	27.8	27.8
Unclassified - Refused	38	27.0	28.6	28.6	38	28.1	28.9	28.9	38	27.0	28.9	28.9	38	24.9	27.6	27.6	38	27.2	28.5	28.5
Unclassified - Information not obtained	32	25.5	24.1	24.1	32	26.8	24.9	24.9	32	25.5	24.7	24.7	32	25.1	23.0	23.0	32	26.0	24.0	24.0

For 2013 the combined subjects point score uses mathematics, reading and writing (TA). Details are available in the RAISEonline library.

Attainment at Key Stage 4

Table 1.4.11: Average point scores with and without qualifications equivalent to GCSE 2013 (KS4.2A)

	Cohort	Capped total point scores						Total point scores					
		with equivalent qualifications			GCSE only			with equivalent qualifications			GCSE only		
		National	School	Sig	National	School	Sig	National	School	Sig	National	School	Sig
All Pupils	7869	338.3	340.2	Sig+	277.2	251.7	Sig-	461.7	484.1	Sig+	319.1	284.9	Sig-
Gender													
Male	4057	326.5	326.0		261.5	235.8	Sig-	440.2	455.8	Sig+	297.7	263.5	Sig-
Female	3812	350.6	355.3	Sig+	293.6	268.6	Sig-	484.0	514.2	Sig+	341.3	307.7	Sig-
Free School Meals*													
FSM	2566	304.9	303.4		215.4	181.0	Sig-	404.3	419.3	Sig+	235.8	195.1	Sig-
Non FSM	5303	350.3	358.1	Sig+	299.4	285.9	Sig-	482.2	515.5	Sig+	349.0	328.4	Sig-
Children Looked After													
CLA	72	231.0	247.2		138.3	116.6		288.5	334.0		146.0	124.7	
Not CLA	7797	339.1	341.1	Sig+	278.2	252.9	Sig-	463.0	485.5	Sig+	320.4	286.4	Sig-
Free School Meals* or Children Looked After													
CLA or FSM	2604	303.9	302.8		214.4	180.6	Sig-	402.8	418.6	Sig+	234.7	194.7	Sig-
Not CLA or FSM	5265	350.9	358.7	Sig+	300.1	286.8	Sig-	483.2	516.5	Sig+	349.9	329.5	Sig-
Prior Attainment													
Low	1350	260.2	272.2	Sig+	132.9	108.1	Sig-	327.3	362.4	Sig+	136.1	109.4	Sig-
Middle	3910	334.2	338.5	Sig+	267.1	242.4	Sig-	451.2	478.3	Sig+	294.7	264.3	Sig-
High	2271	394.8	392.9		376.4	363.8	Sig-	563.4	582.6	Sig+	462.7	438.3	Sig-
Non-mobile pupils													
Pupils on roll throughout years 10 & 11	7641	343.5	343.1		282.6	254.7	Sig-	470.3	489.5	Sig+	325.9	288.7	Sig-
English as First Language													
English or believed to be English	6987	340.7	341.0		279.5	254.1	Sig-	465.2	484.6	Sig+	321.6	288.5	Sig-
Other than English or believed to be other than English	867	342.9	335.8	Sig-	280.7	234.4	Sig-	468.1	482.5	Sig+	324.2	259.5	Sig-
Unclassified	15	104.6	256.5	Sig+	67.6	103.7		120.2	328.2	Sig+	72.2	103.7	
Special Education Needs													
No Identified SEN	6323	355.8	357.9	Sig+	305.3	279.8	Sig-	492.1	515.1	Sig+	355.1	319.3	Sig-
SEN without a statement	1317	293.9	287.2	Sig-	188.3	148.1	Sig-	377.3	385.3		201.7	156.5	Sig-
School Action	856	306.3	303.5		200.4	158.5	Sig-	398.0	410.3	Sig+	215.4	167.8	Sig-

Attainment at Key Stage 4

School Action Plus	461	270.6	257.0	Sig-	165.8	128.9	Sig-	338.4	338.8	176.1	135.7	Sig-
SEN with a statement	229	172.5	156.5	Sig-	89.2	69.9	Sig-	206.0	196.1	93.3	73.5	Sig-
Ethnicity Group												
White												
British	6068	340.1	341.3	Sig-	277.8	255.1	Sig-	464.6	485.6	319.1	290.0	Sig-
Irish	25	349.6	360.8		311.7	294.8		465.8	517.1	369.7	349.7	
Traveller of Irish Heritage	5	201.3	163.8		118.3	74.2		249.2	219.9	123.8	74.2	
Gypsy/Roma	37	207.6	174.0		99.4	69.8		252.2	222.0	104.8	79.1	
Any Other White Background	144	337.1	325.4	Sig-	277.8	241.8	Sig-	457.6	475.5	324.8	274.8	Sig-
Mixed												
White and Black Caribbean	141	329.5	332.3	Sig-	258.4	235.1	Sig-	444.9	484.8	291.1	261.4	Sig-
White and Black African	19	343.5	361.0		291.1	282.7		464.1	508.1	337.4	324.4	
White and Asian	65	357.7	358.3	Sig-	312.1	276.6	Sig-	492.7	506.6	371.7	319.9	Sig-
Any other Mixed Background	98	346.7	333.9	Sig-	297.3	263.1	Sig-	473.4	477.0	349.3	300.8	Sig-
Asian or Asian British												
Indian	165	372.4	370.3	Sig-	331.5	308.6	Sig-	525.0	548.0	397.0	362.0	Sig-
Pakistani	409	341.1	334.9	Sig-	265.5	221.6	Sig-	467.7	474.4	299.6	239.1	Sig-
Bangladeshi	70	347.7	347.3	Sig-	289.9	216.1	Sig-	470.3	455.5	331.7	225.8	Sig-
Any other Asian Background	99	352.9	337.8	Sig-	302.6	238.3	Sig-	483.0	476.2	356.3	261.4	Sig-
Black or Black British												
Black Caribbean	103	327.5	330.6	Sig-	258.6	225.5	Sig-	435.4	467.1	288.6	243.1	Sig-
Black African	218	340.9	343.0	Sig-	283.0	228.0	Sig-	458.9	486.6	323.5	247.4	Sig-
Any Other Black Background	60	332.4	310.0	Sig-	264.6	199.3	Sig-	446.3	426.1	297.3	213.6	Sig-
Chinese	40	389.6	381.8		358.8	345.4		563.8	573.9	451.9	424.9	
Any Other Ethnic Group	60	343.7	352.7		286.9	277.1		467.9	506.1	335.3	320.8	
Unclassified - Refused	24	343.4	341.4		291.3	272.1		466.8	452.5	341.0	297.6	
Unclassified - Information Not Obtained	19	147.3	276.5	Sig+	106.0	142.3		178.9	367.4	118.0	142.3	

For an explanation of why APS may vary between reports, please see FAQ.

Equality, Diversity, Cohesion and Integration Screening

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions.

Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: Children's Services	Service area: Learning Skills & Universal Services
Lead person: Paul Brennan	Contact number: 01132475329

1. Title: Annual Standards Report Early Years Foundation Stage, Primary & Secondary Schools

Is this a:

Strategy / Policy

 Service / Function

 Other

If other, please specify- The report is largely a factual account of standards of educational achievement by school, pupil characteristics and phase of education. These issues are set briefly in the wider context of school improvement strategy. However, other documents and processes deal with the detail of improvement strategies, and are therefore more appropriate places for a full consideration of EDCI issues.

2. Please provide a brief description of what you are screening

See above. The Leeds Learning Improvement Strategy is being refreshed as part of the work to update the Leeds Education Challenge agenda. This current report focuses on factual descriptions of the latest levels of educational achievement and outlines of the Council's responses. It does not ask members to make decisions on specific proposals. Specific proposals will be set out in the LLIS refresh. Consideration of the LILS is the appropriate place to fully explore EDCI issues.

3. Relevance to equality, diversity, cohesion and integration

All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

The questions below have been answered from the wider standpoint of school improvement strategy. The current report under consideration is essentially a factual, descriptive update highlighting key trends, including different levels of educational achievement by different pupil groups and in different schools. These have EDCI implications which will be explored fully as part of the LLIS refresh process.

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?	X	
Have there been or likely to be any public concerns about the policy or proposal?	X	
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?	X	
Could the proposal affect our workforce or employment practices?	X	
Does the proposal involve or will it have an impact on <ul style="list-style-type: none">• Eliminating unlawful discrimination, victimisation and harassment• Advancing equality of opportunity• Fostering good relations	X	

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?** (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

See next section

- **Key findings** (think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

The relationship between relatively poor educational outcomes, poor life chances and exposure to multiple poor outcomes is well known. As are the patterns of under achievement for particular groups of children and young people, including under achievement related to gender, ethnic origin, SEN status, child poverty and children looked after. The purpose of the annual standards report is to update members on key trends.

- **Actions** (think about how you will promote positive impact and remove/ reduce negative impact)

Agreement of Leeds Learning Improvement Strategy and the strategies and actions it will contain to narrow the educational achievement gap for vulnerable groups of children and young people. The Strategy will build on the progress made by the Leeds Education Challenge and the wider strategies for improving outcomes for children and young people set out in the Children and Young People's Plan and Best Council Plan.

5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.

Date to scope and plan your impact assessment:	The initial draft of the refresh of Leeds Learning Improvement Strategy is currently being developed. Governance processes will include further work on impact assessment, particularly in relation to narrowing the gap for groups of children and young people with relatively low levels of achievement.
Date to complete your impact assessment	May 2014
Lead person for your impact assessment (Include name and job title)	Pal Brennan

6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Paul Brennan	Deputy Director Learning Skills & Universal Services	22/01/14

7. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.

If this screening relates to a **Key Delegated Decision, Executive Board, full Council** or a **Significant Operational Decision** a copy should be emailed to Corporate Governance and will be published along with the relevant report.

A copy of **all other** screening's should be sent to equalityteam@leeds.gov.uk. For record keeping purposes it will be kept on file (but not published).

Date screening completed	22/01/14
If relates to a Key Decision - date sent to Corporate Governance	Attached to Executive Board report
Any other decision – date sent to Equality Team (equalityteam@leeds.gov.uk)	NA

Report of the Head of Scrutiny and Member Development

Report to Scrutiny Board (Children and Families)

Date: 24th April 2014

Subject: Work Schedule

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

1 Purpose of this report

- 1.1 General practice of the Scrutiny Board is to consider the work schedule of the board for the remainder of the municipal year. As this is the last scheduled meeting of the current municipal year attached is the Executive Board minutes for the 5th of March and 2nd of April 2014 for information purposes.

2. Recommendations

- 2.1 Members are asked to:

a) Note the Executive Board minutes

3. **Background papers¹** - None

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

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EXECUTIVE BOARD

WEDNESDAY, 5TH MARCH, 2014

PRESENT: Councillor K Wakefield in the Chair

Councillors J Blake, A Carter, M Dobson,
S Golton, P Gruen, R Lewis, L Mulherin,
A Ogilvie and L Yeadon

190 Exempt Information - Possible Exclusion of the Press and Public

RESOLVED – That, in accordance with Regulation 4 of The Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012, 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 view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present there would be disclosure to them of exempt information so designated as follows:-

- (a) Appendix 1 to the report entitled, 'Design and Cost Report for Holbeck Urban Village and Land Assembly Proposals' referred to at Minute No. 203 is designated as exempt in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that it contains information relating to the financial or business affairs of any particular person (including the authority holding that information). It is therefore considered that the public interest in maintaining the content of the appendix as exempt outweighs the public interest in disclosing the information. Disclosing the amounts detailed within the appendix will jeopardise the Council's ability to secure the best financial outcome and releasing information could have a detrimental impact upon the financial affairs of businesses that have tenancies at the Round Foundry Media Centre and Leodis Court.
- (b) Appendices A, C, D and E to the report entitled, 'Design and Cost Report: Aire Valley Enterprise Zone - Progress and Next Steps' referred to at Minute No. 205 are designated as exempt in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that the contents of the appendices relate to the financial or business affairs of the Council, and therefore it is considered in the public interest that these appendices are designated as exempt from publication.
- (c) Appendix A to the report entitled, 'Aire Valley Park and Ride Proposals' referred to at Minute No. 206 is designated as exempt in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that the information contained within the appendix relates to the financial or business affairs of a particular person, and of the Council. This information is not publicly available

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from the statutory registers of information kept in relation to certain companies and charities. It is therefore considered that since this information was obtained through one to one negotiations for the purchase of the land/property referred to, then it is not in the public interest to disclose this information at this point in time. Also, the release of such information would or would be likely to prejudice the Council's commercial interests in relation to and undermine its attempts to acquire by agreement similar properties in the locality in that owners of other similar properties would be aware about the nature and level of consideration which may prove acceptable to the Council. It is considered that whilst there may be a public interest in disclosure, much of this information will be available from the Land Registry following completion of the purchase and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

191 Late Items

With the agreement of the Chair, an updated version of Appendix 1 to agenda item 23 entitled, 'Leeds Core Strategy: Further Pre-Hearing Changes to Policy H7: Accommodation for Gypsies, Travellers and Travelling Showpeople' had been circulated to Board Members for their consideration. (Minute No. 211 refers).

192 Declaration of Disclosable Pecuniary Interests

There were no Disclosable Pecuniary Interests declared at the meeting, however in relation to the agenda item entitled, 'Part A: Outcome of Statutory Notice on Proposals for the Expansion of Calverley Church of England Primary School; Part B: Outcome on a Proposal for the Expansion of Broadgate Primary School; and Part C: Outcome of Statutory Notice on Proposals for the Expansion of Broomfield South SILC and West Oaks SEN Specialist School and College', Councillor A Carter drew the Board's attention to his position on the Board of Governors at Calverley Church of England Primary School.

In referencing the fact that he had previously voted on related matters in his position as a school governor, Councillor Carter emphasised that he would not participate on any vote taken at the Executive Board in respect of Calverley Church of England Primary School. (Minute No. 216 refers).

193 Minutes

RESOLVED – That the minutes of the previous meeting held on 14th February 2014 be approved as a correct record.

ADULT SOCIAL CARE

194 Better Lives Lived - Leeds Local Account of Adult Social Care 2013/14

The Director of Adult Social Services submitted a report introducing the 2013/14 Local Account of Adult Social Care Services in Leeds. The report provided a summary of the main areas of achievement of Adult Social Care and indicated those areas of service identified as requiring further

development to sustain or improve performance. Additionally, the report set out the new responsibilities placed upon councils and explained the Local Account's contribution towards enhancing local accountability to the public and also as a tool to support sector led service improvement.

Members welcomed the content of the Local Account document for the period 2013/2014.

RESOLVED – That the contents of the submitted report, together with the appended Local Account for Leeds, entitled “Better Lives Lived”, be noted.

195 Developing and Empowering Resources in Communities, Adult Social Care

The Director of Adult Social Services submitted a report highlighting the involvement of Adult Social Care in a ground breaking national initiative called Developing and Empowering Resources in Communities (DERIC), which was a community interest company established in May 2012 to find new ways of funding and providing social care in the current context of decreasing resources and increasing demand.

Responding to a Member's enquiry regarding the potential around the support which could be provided to Neighbourhood Network Schemes in Leeds by DERIC, the Board noted that DERIC was a national initiative and that the allocation of funding was provided on a national basis. However, it was also noted that some of the savings generated by the scheme would be used to fund the next tranche of national investment.

In conclusion, the strength of Neighbourhood Networks and the vital role they played throughout Leeds was highlighted.

RESOLVED –

- (a) That the involvement of Leeds City Council in Developing and Empowering Resources in Communities or DERIC be endorsed.
- (b) That the continuing involvement of Adult Social Care in the governance structure of the national DERIC Board be approved, which will be subject to on-going monitoring by the Deputy Director of Adult Social Care, and subject to a six monthly review with the Executive Lead Member.
- (c) That the holding of a contingency fund created from within the current funding base of Adult Social Care be approved in order to enable Leeds City Council to guarantee the loan from DERIC to organisations in Leeds, and that it be noted that funding will be 'drawn down' rather than provided as a lump sum. Leeds City Council will, therefore, only need to ensure it holds sufficient funds to cover the amount that has been received.
- (d) That the future expansion of the use of this fund in Leeds be approved, subject to additional funding being made available from DERIC.

- (e) That approval be given for the Council to provide a guarantee to DERIC in respect of loans provided to organisations in Leeds and that the authority required to conclude the necessary agreements be delegated to the Director of Adult Social Services.

HEALTH AND WELLBEING

196 Better Care Fund: Implications for Leeds City Council

The Director of Adult Social Services submitted a report providing information on the local development of plans for the Better Care Fund (BCF), the conditions of which were released by national government on 20 December 2013. In addition, the submitted report explored the current and future implications for Leeds City Council in relation to the BCF, and highlighted the role which the BCF could play in bringing together partners to address the financial challenge facing the entire health and social care system in Leeds.

Responding to a Member's enquiry regarding the governance and scrutiny arrangements around the BCF initiative, the Board noted the tight timescales which had been involved in getting the Leeds BCF to the current position, that the matter had been considered by Scrutiny Board (Health and Wellbeing and Adult Social Care) and Members were provided with details around the further action which would be taken to keep Members briefed on related matters.

In conclusion, it was noted that a further report would be submitted to a future meeting of the Executive Board regarding the governance arrangements around the initiative and it was suggested that an event for Members be scheduled in the Autumn in respect of the wider implications for the city which would arise from the BCF initiative.

RESOLVED –

- (a) That it be noted that national Government launched the detailed guidance for the Better Care Fund on 20 December 2013, with a requirement for local authorities to develop a joint plan with the relevant CCGs; and requiring its sign off by the local Health and Wellbeing Board.
- (b) That it be noted that there are a number of potentially significant implications for Leeds City Council governance, budgeting and accounting arrangements arising from the requirements to establish a Better Care Fund, but given the tight national timescales at play, details of these are still to be worked through. It also be noted that the Deputy Director of Adult Social Care will continue to lead on the BCF on behalf of Leeds Council and will bring a further report to Executive Board in October 2014, which will advise the Board on the detail of outstanding governance, budgeting and accounting issues.
- (c) That it be noted that the first draft of the Leeds BCF was signed off by the Health and Wellbeing Board on 12 February 2014 as required by

national Government, and that a final version will be signed off and submitted by 4 April 2014.

- (d) That it be noted that this first draft was signed off by the Director of Adult Social Services, in consultation with the relevant Executive Lead Councillors, on behalf of Leeds City Council and that the final version of the BCF plan will also be signed off by the Director of Adult Social Services, in consultation with the relevant Executive Lead Councillors, on behalf of the Council.
- (e) That notwithstanding the resolutions above, the following progress on the BCF to date be noted:-
- Leeds has established 2014/15 as a shadow year of the Better Care Fund through putting in place “pump-priming” arrangements ahead of the first official BCF year in 2015/16.
 - The schemes for the BCF proposed, as per the draft submission as detailed within Appendix A to the submitted report.
 - Whilst national Government has included the Disabilities Facilities Grant within the Better Care Fund proposals, in Leeds, this will not affect the overall budget for housing as it will be passported directly back to Director of Environment and Housing (the local Housing authority) to determine expenditure.
- (f) That a further report be submitted to a future meeting of the Executive Board regarding the governance arrangements around the initiative and that further consideration be given to the potential scheduling of an event for Members in the Autumn in respect of the wider implications for the city which would arise from the BCF initiative.

LEADER OF COUNCIL'S PORTFOLIO

197 Financial Health Monitoring 2013/14 - Month 10

The Deputy Chief Executive submitted a report on the Council's projected financial position for 2013/14 after ten months of the financial year.

RESOLVED – That the projected financial position of the authority after ten months of the financial year be noted.

198 Social Inclusion Fund Consultation

Further to Minute No. 69, 4th September 2013, the Assistant Chief Executive (Citizens and Communities) submitted a report which sought approval to establish criteria for project funding by the Social Inclusion Fund and which identified examples of specific activities that may be funded by the Social Inclusion Fund.

RESOLVED –

- (a) That the funding criteria be approved and that the example projects, which were agreed with partners during a consultation workshop on 24 January 2014 and which are appended to the submitted report, be noted.

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- (b) That the Assistant Chief Executive (Citizens and Communities) be authorised to approve funding, within Financial Procedure Rules, of projects which meet the criteria for funding, as set out within the submitted report.

199 Further review of the Local Welfare Support Scheme

Further to Minute No. 97, 9th October 2013, the Assistant Chief Executive (Citizens and Communities) submitted a report providing updated details on the Local Welfare Support Scheme and which also set out how the scheme could continue to support the Citizens@Leeds approach to tackling poverty and deprivation.

Members noted and raised concerns regarding the confirmation which had been received that there would be no Government funding for such schemes from 2015/2016 onwards. In emphasising the vital support which the Leeds scheme had provided since its establishment, it was requested that a letter be sent on behalf of the Board to Government highlighting the concerns which had been raised during the meeting regarding the withdrawal of Government funding towards the Local Welfare Support Scheme from 2015/2016 onwards.

RESOLVED –

- (a) That approval be given to the current scheme continuing for 2014/2015.
- (b) That scheme funding be allocated, as set out within paragraph 3.3 of the submitted report.
- (c) That options be developed for emergency support schemes for 2015/2016, in light of the Government decision to discontinue direct scheme funding.
- (d) That a letter be sent on behalf of the Board to Government highlighting the concerns which had been raised during the meeting regarding the withdrawal of Government funding towards the Local Welfare Support Scheme from 2015/2016 onwards.

200 Best Council Plan Update 2014/2015

The Deputy Chief Executive submitted a report which provided information on the work undertaken to review the 6 Best Council Plan 2013-17 objectives and priorities to ensure that they reflected the progress made over the last year, the significant changes to the context in which the Council was working and to fully align the Authority's strategy with the 2014/15 budget. As such, the submitted report presented a revised 'Best Council Plan - Plan on a Page' for approval. Furthermore, the report also set out the next steps in developing the supporting detail.

The Chief Executive emphasised the importance of the 'Plan on a Page' document together with the clear objectives contained within it, and

highlighted the priority which would be given to the continued development of effective cross-directorate working throughout the Council.

RESOLVED –

- (a) That the updated 'Best Council Plan - Plan on a Page' which sets out the Authority's 6 strategic objectives and priorities for the next 3-4 years be approved.
- (b) That the next steps, as outlined within the submitted report, to further develop the rest of the Best Council Plan in time for the start of the 2014/15 financial year be noted.
- (c) That it be noted that the Chief Strategy and Improvement Officer will be responsible for the implementation of such next steps.

(The matters referred to within this minute were designated as being not eligible for Call In, as Executive and Decision Making Procedure Rule 5.1.2 states that the power to Call In decisions does not extend to those decisions made in accordance with the Budget and Policy Framework Procedure Rules. As the Best Council Plan forms part of the Budgetary and Policy Framework, it is therefore designated as exempt from call in)

201 Extension of Discretionary Business Rates Relief Scheme

Further to Minute No. 235, 24th April 2013, the Deputy Chief Executive and the Director of City Development submitted a joint report which sought approval to extend the guidelines for the award of discretionary rate relief to "for profit" organisations who meet the stated criteria, as now permitted under Section 69 of the Localism Act 2011.

Members welcomed the proposals detailed within the submitted report and the assistance that the extension to the scheme would provide to businesses across the city.

RESOLVED –

- (a) That the proposals to extend the guidelines for the award of discretionary relief for Business Rates from 1st April 2014 be approved.
- (b) That it be noted that the Deputy Chief Executive will be responsible for amending the guidelines for awarding discretionary relief.
- (c) That it be noted that the Chief Economic Development Officer will be responsible for implementing the scheme from 1 April 2014, as outlined within Section 3.5 of the submitted report.

DEVELOPMENT AND THE ECONOMY

202 A647 / B6154 Thornbury Barracks Junction Pinch Point Scheme

The Director of City Development submitted a report which sought approval to implement the A647/B6154 Thornbury Barracks Junction Pinch Point Scheme, at a total estimated cost of £3,433,000.

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The Board welcomed the proposals to improve the Thornbury Barracks junction and the grant funding which had been successfully secured from the Department for Transport's Local Pinch Point fund.

A Member received reassurance to the comments raised in respect of the consultation exercises which had taken place regarding this and other schemes in the area.

RESOLVED –

- (a) That the proposed works, as outlined within sections 3.1 and 3.2 of the submitted report and as indicated on drawing no. "EP-716952-MIS-05" as appended, at an estimated cost of £3,433,000 be noted and approved.
- (b) That authority be given to incur expenditure of £3,433,000 (being £2,983,000 works costs, £400,000 internal staff fee costs and £50,000 other costs, including external staff fee costs), to be funded from a Department for Transport 'Pinch Point' grant of £2,403,000, Section 106 receipts of £142,000 and the LTP Transport Policy Capital Programme of £888,000.
- (c) That approval be given for the release of £142,000 (and any accrued interest) of section 106 monies collected through the Public Transport Improvements and Developer Contributions Supplementary Planning Document.
- (d) That it be noted that the Head of Engineering Services will be responsible for implementation, according to the timescales as set out in paragraph 3.13 of the submitted report.

203 Design and Cost Report for Holbeck Urban Village Land Assembly Proposals

Further to Minute No. 180, 14th February 2014, the Director of City Development submitted a report which sought the Board's agreement to the Council potentially acquiring assets in Holbeck Urban Village in order to support regeneration objectives in the area and to help stimulate economic growth.

Members welcomed the proposals detailed within the submitted report and the regeneration opportunities which they could promote.

In noting the difficulties which had been experienced by the Council in gaining access to Holbeck Viaduct, it was requested that on behalf of the Board, the Chief Executive write to the Chief Executive of Network Rail in order to try and resolve this matter.

Following consideration of Appendix 1 to the submitted report, designated as exempt from publication under the provisions of Access to Information

Procedure Rule 10.4 (3), which was considered in private at the conclusion of the meeting, it was

RESOLVED –

- (a) That agreement be given for the Council to acquire the freehold interest in Leodis Court from the Homes and Communities Agency, in accordance with the terms set out within paragraph 5.0 of the exempt Appendix 1 to the submitted report.
- (b) That agreement be given for the Council to take assignment of the lease at the Round Foundry Media Centre, in accordance with the terms as set out within paragraph 5.0 of the exempt Appendix 1 to the submitted report.
- (c) That the Director of City Development be authorised, in conjunction with legal services and in consultation with the Executive Member for Development and the Economy and the Deputy Chief Executive, to take steps to finalise and enter in to the agreements with the Homes and Communities Agency (HCA), in order to acquire the freehold interest in Leodis Court and the lease at Round Foundry Media Centre, in accordance with the terms as set out within paragraph 5.0 of the exempt Appendix 1 to the submitted report.
- (d) That the injection of the sum identified within exempt Appendix 1 into the capital programme for the purchase of Leodis Court be approved and that authority be given to spend the monies for the purchase of Leodis Court.
- (e) That it be noted that the Chief Asset Management and Regeneration Officer will be responsible for the implementation of resolutions (a), (b) and (c) above, and that the timescales for implementation, as set out within exempt Appendix 1 to the submitted report also be noted.
- (f) That should access to the Holbeck Viaduct not be achieved, then the Chief Executive write to the Chief Executive of Network Rail regarding the difficulties which had been experienced by the Council in gaining access to the Viaduct, in order to try and resolve this matter.

(The matters referred to within this minute were designated as being exempt from Call In. A decision may be declared as being exempt from Call In if it is considered that any delay would seriously prejudice the Council's or the public interest. In this case, it is deemed that this report is exempt from call in as any delay in completing the acquisition will have an adverse impact upon the critical path of approvals of the Council and the HCA to complete the transaction and the commercial outcome that the Council achieves).

204 Leeds City Council Input to Leeds City Region Strategic Economic Plan
Further to Minute No. 165, 22nd January 2014, the Director of City Development submitted a report which set out the recommended main

proposals from Leeds City Council to be incorporated into the Leeds City Region (LCR) Strategic Economic Plan.

Members noted that the Leeds City Council submission towards the LCR Strategic Economic Plan would be considered by the Local Enterprise Partnership for inclusion within the overarching LCR Strategic Economic Plan document. In addition, the Board discussed the time period which the Strategic Economic Plan would cover.

RESOLVED –

- (a) That the main emerging priorities from Leeds, which will form the basis for Leeds City Council's submission to the Leeds City Region Strategic Economic Plan, be endorsed.
- (b) That the approach of using the Core Cities "asks" of Government, as the basis for our proposals to Government, through the Strategic Economic Plan and the City Growth Deal, for greater devolution to support economic growth be endorsed.
- (c) That the Chief Economic Development Officer be requested to co-ordinate further work to develop the proposals from Leeds for input into the Strategic Economic Plan, and also to work closely with the Leeds City Region team on the production of the Strategic Economic Plan.

(The matters referred to within this minute were designated as being exempt from Call In. A decision may be declared as being exempt from Call In if it is considered that any delay would seriously prejudice the Council's or the public interest. In this case, the exemption from Call In is due to the tight timescales for finalising the Strategic Economic Plan, specifically, the Local Enterprise Partnership Board meeting to consider the draft plan is scheduled for 17th March 2014)

205 Design & Cost Report: Aire Valley Enterprise Zone - Progress and Next Steps

The Director of City Development submitted a report providing an update on the development within the Aire Valley Enterprise Zone and which also sought approval for a series of investment packages, which will trigger, if delivered alongside the development of a new Park and Ride facility within the Aire Valley, major development on up to 3 employment sites within the zone.

Members supported the proposals detailed within the submitted report.

Following consideration of Appendices A, C, D and E to the submitted report, all designated as exempt from publication under the provisions of Access to Information Procedure Rule 10.4 (3), which were considered in private at the conclusion of the meeting, it was

RESOLVED –

- (a) That the strategy currently being adopted for the Enterprise Zone of securing investment in infrastructure to open up sites and supporting development of commercial floor space, be approved.
- (b) That the principle for the acceptance of the grant from the Government's "Building Foundations for Growth" (BFG) fund be approved, and that approval of the terms be delegated to the Director of City Development and the Deputy Chief Executive.
- (c) That it be noted that the BFG grant of £8,570,000 has been injected into the capital programme.
- (d) That the principle of entering into individual funding and investment packages, with the individual developers of Logic Leeds, Connex 45 and Temple Green be approved, and that the detailed recommendations relating to this matter, as set out within the exempt Appendix A to the submitted report, also be approved.
- (e) That the principle of prudentially borrowing the money required to fund the investment packages for Logic Leeds and Connex 45, as set out within exempt Appendix A to the submitted report, be approved.
- (f) That the principle of seeking funding from the Revolving Investment Fund for a contribution towards the cost of the investment package for Connex 45, be approved.
- (g) That the injection of funds into the capital programme in respect to the individual investment packages for Logic Leeds and Connex 45, as set out within exempt Appendix A to the submitted report, be approved.
- (h) That the Director of City Development be authorised, in consultation with the Leader, the Executive Member for Development and the Economy, the Deputy Chief Executive and the City Solicitor, to use his delegated powers to spend the BFG grant sums, as identified within exempt Appendix A to the submitted report and that authority to spend also be granted in respect of the individual investment packages as set out within exempt Appendix A.
- (i) That the Director of City Development be authorised, in consultation with the Leader, the Executive Member for Development and the Economy, the Deputy Chief Executive and the City Solicitor to use his delegated authority to enter into any and all necessary documentation, contracts and agreements required to facilitate the delivery of the individual development packages.
- (j) That the resolutions detailed above be declared exempt from the Call In process.

(The matters referred to within this minute were designated as being exempt from Call In. A decision may be declared as being exempt from Call In if it is considered that any delay would seriously prejudice the Council's or the public interest. In this case, a delay in completing all the necessary legal documentation as soon as practically possible may have an adverse impact upon the securing of the BFG grant and achieving the programme of works to enable delivery within the specified timeframe)

206 Aire Valley Park and Ride Proposals

The Director of City Development submitted a report providing an update on the progress made towards delivering a Park and Ride site in the Aire Valley within the Enterprise Zone and which also sought approval to move forward with the project.

The Board welcomed the proposals detailed within the submitted report.

Responding to a Member's enquiry regarding the potential for the early delivery of park and ride provision based at Bodington Fields, officers undertook to look into this matter further and respond accordingly to the Member in question.

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

RESOLVED –

- (a) That the principal of a 1000 space strategic Park and Ride site in the Enterprise Zone be endorsed.
- (b) That the principle of progressing the scheme in partnership with Metro via the West Yorkshire Plus Transport Fund (WY+TF) be approved.
- (c) That the provisionally agreed heads of terms agreement with Aire Valley Land Ltd to purchase a 10 acre remediated site for a 1,000 space park & ride facility be approved, subject to funding approval from the WY+TF and planning permission being granted. Also, that any further consideration of terms for the acquisition be delegated to the Director of City Development to consider and approve as appropriate, under the appropriate scheme of delegation, with the concurrence of the Executive Member for Development and the Economy and also the Deputy Chief Executive.
- (d) That the submission of a joint planning application for the 1,000 space park & ride facility in association with Aire Valley Land Ltd. be approved, subject to the WY+TF approval processes.
- (e) That it be noted that Metro will tender for a bus operator to run an exclusive service between the site and the city centre, subject to the WY+TF approval processes.

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- (f) That the following also be noted:-
- i. The stages required to implement the decision, as outlined in section 3.8 of the submitted report.
 - ii. The proposed timescales for implementation, as outlined in section 3.8 of the submitted report.
 - iii. That the Chief Officer Highways and Transportation will be responsible for the implementation of such matters.

(The matters referred to within this minute were designated as being exempt from Call In. A decision may be declared as being exempt from Call In if it is considered that any delay would seriously prejudice the Council's or the public interest. In this case, a delay in completing all the necessary legal documentation as soon as practically possible may have an adverse impact on the securing of the BFG grant and achieving the programme of works to enable delivery within the specified timeframe)

207 Local Flood Risk Management Strategy

The Director of City Development submitted a report presenting the Leeds Local Flood Risk Management Strategy and which sought approval to recommend to Council that the Leeds Local Flood Risk Management Strategy be formally adopted.

Members welcomed the comprehensive report and paid tribute to the work which continued to be undertaken by the Flood Risk Management team.

Consideration was given to the issue of building upon flood plains, with emphasis being placed upon the need to ensure that such development was prohibited wherever possible. It was noted that a report on such matters was scheduled to be submitted to a future meeting of the Board.

Emphasis was placed upon the need for the Environment Agency to maintain strong local links with the city, despite the closure of its Leeds based office.

RESOLVED –

- (a) That full Council be recommended to formally adopt the Leeds Local Flood Risk Management Strategy.
- (b) That it be noted that the Head of Engineering Services will be responsible for implementing the strategy once formally adopted.

(The matters referred to within this minute were designated as being not eligible for Call In, as Executive and Decision Making Procedure Rule 5.1.2 states that the power to Call In decisions does not extend to those decisions made in accordance with the Budget and Policy Framework Procedure Rules. As the Local Flood Risk Management Strategy forms part of the Budgetary and Policy Framework, it is therefore designated as exempt from call in)

NEIGHBOURHOODS, PLANNING AND SUPPORT SERVICES

208 Response to Deputation - "New Farnley Vision Group" concerning the consultation process for the Site Allocations Development Plan Document

The Director of City Development submitted a report setting out the Council's response to the deputation presented to the meeting of full Council on 15th January 2014 by the New Farnley Vision Group.

RESOLVED – That the contents of the submitted report be noted.

209 Police Community Safety Officers (PCSOs) - Response to Safer and Stronger Communities Scrutiny Board Review

The Director of Environment and Housing submitted a report which outlined the Environment and Housing directorate's response to the recommendations made by the Scrutiny Board (Safer and Stronger Communities) following the Scrutiny Board's review into the role and allocation of Police Community Support Officers (PCSOs) in Leeds .

The report of the Scrutiny Board (Safer and Stronger Communities) entitled, 'Review of the Role, Number and Allocation of Police Community Support Officers in Leeds' was appended to the submitted report for Board Members' consideration.

As Chair of the Scrutiny Board (Safer and Stronger Communities), Councillor Anderson provided the Board with a brief introduction to the findings and recommendations arising from the Scrutiny Board's review.

Having discussed a number of issues associated with the Scrutiny Board review, Members highlighted the vital role played by PCSOs within the community, specifically emphasising the reassuring presence that the officers provided.

RESOLVED –

- (a) That the Director of Environment and Housing be requested to bring back a workable solution on the deployment of PCSOs, following consultation with the Police, with the matter being reported back to a future meeting of the Executive Board.
- (b) That recommendations 2 and 3 of the Scrutiny Board (Safer and Stronger Communities) as detailed within the review report, be supported.

210 Leeds Core Strategy: Inspector's Main Modifications

Further to Minute No. 181, 14th February 2014, the Director of City Development submitted a report which set out the key implications for the Council arising from the schedule of Main Modifications, and which also sought formal approval to publish the modifications for the purposes of consultation.

In response to Members' enquiries, the Board received an update in respect of the work which continued to be undertaken to develop the Council's evidence base in respect of a 5 year land supply for Leeds.

RESOLVED –

- (a) That the 'Main Modifications' to the Core Strategy be approved, in order for these to be advertised, for a 6 week period of consultation.
- (b) That the revisions to the Core Strategy policies for Affordable Housing (H5) and Gypsy's and Travellers (H7) be agreed and published for the purposes of consultation, prior to the May 2014 Hearing sessions.
- (c) That approval be given to the publication of a simplified monitoring framework for the purposes of consultation, subject to agreement with the Executive Member for Neighbourhoods, Planning and Support Services.
- (d) That it be noted that the Head of Forward Planning and Implementation will be responsible for the implementation of such matters, in line with the timescales as set out within the submitted report.

(The matters referred to within this minute were designated as being exempt from Call In. A decision may be declared as being exempt from Call In if it is considered that any delay would seriously prejudice the Council's or the public interest. In this case, the inspector has identified a need for Main Modifications to the draft Core Strategy in order to resolve problems that would otherwise make the plan unsound. The Council must therefore agree the Main Modifications and carry out a further public consultation exercise on these if the process is to move forward. Therefore, this report is exempt from Call In given the need to consult on the modifications/changes for 6 weeks and in time for any representations to be considered and evidence prepared prior to the resumed Core Strategy hearing in May 2014)

211 Leeds Core Strategy: Further pre-hearing changes to Policy H7: Accommodation for Gypsies, Travellers and Travelling Showpeople

The Director of Development submitted a report which sought approval of proposed revisions to the Core Strategy Policy H7 in respect of Accommodation for Gypsies, Travellers and Travelling Showpeople, for the purposes of public consultation and also subsequent submission to the Core Strategy Inspector for discussion at the further hearing session in May 2014.

An updated version of Appendix 1 to the submitted report had been circulated to Board Members for their consideration.

RESOLVED –

- (a) That subject to the incorporation of those revisions as detailed within the updated Appendix 1 which had been submitted to Board Members for their consideration, the revised Core Strategy Policy H7 Accommodation for Gypsies, Travellers and Travelling Showpeople be approved for the purposes of: i) public consultation; and ii) subsequent

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submission to the Core Strategy Inspector for discussion at the further hearing session in May 2014.

- (b) That it be noted that the Head of Forward Planning and Implementation will be responsible for implementation of such matters in line with the timescales as set out within paragraphs 5.1 and 5.2 of the submitted report.

(The matters referred to within this minute were designated as being exempt from Call In. A decision may be declared as being exempt from Call In if it is considered that any delay would seriously prejudice the Council's or the public interest. In this case it is deemed appropriate that this matter be exempted from Call In as there is a requirement to maintain progress on the Core Strategy, given the need to conduct a 6 week consultation period prior to the further hearing session scheduled for May 2014)

212 Expansion at Cottingley Springs Site

Further to Minute No. 69, 5th September 2012, the Director of Environment and Housing submitted a report which sought approval to inject £700,000 of available affordable housing S106 funding into the capital programme for the purpose of building 12 additional pitches of accommodation at Cottingley Springs. In addition, the report also sought authority to spend £1,790,000 in order to develop 12 new pitches for the expansion of the Cottingley Springs Site, subject to the outcome of the Local Inquiry to be held by the Secretary of State into this planning application.

RESOLVED –

- (a) That £700,000 of available affordable housing S106 funding be injected into the Capital Programme.
- (b) That authority be given to spend £1,790,000 in order to develop twelve new pitches for the expansion of the Cottingley Springs Site, subject to the outcome of the Local Inquiry to be held by the Secretary of State into the planning application.
- (c) That it be noted that the Director of Environment and Housing will be responsible for the progression of this development and that it also be noted that a further report will be submitted to Executive Board following the outcome of the Local Inquiry.

213 Implementation of the Review of Housing Management Services and Next Steps

Further to Minute No. 47, 17th July 2013, the Director of Environment and Housing submitted a report providing an update on the progress made regarding the delivery of Housing Management Review outcomes. In addition, the report also sought approval to the Housing Advisory Board's proposal that the Council moves away from the Government's decent homes standard and towards the development of a Leeds Housing Standard which gives thermal efficiency more prominence.

By way of introduction to the report, the Executive Member for Neighbourhoods, Planning and Support Services highlighted the substantial savings which had been made to date following the implementation of the review. However, emphasis was placed upon the Council's priorities which centred around tenants receiving a consistently high quality service, with particular reference being made to housing repair service provision.

RESOLVED –

- (a) That the considerable progress which is being made to deliver the outcomes of the Housing Management Review be noted, together with the savings that have already been accrued or are forecasted to accrue as the implementation programme progresses.
- (b) That it be recognised that the Government's decent homes standard is no longer the sole investment driver, and that the Director of Neighbourhoods and Housing be requested to undertake work in order to develop a new housing standard for Leeds which takes account of improvement priorities for tenants, particularly around thermal efficiency.

CHILDREN'S SERVICES

214 Response to the Full Council Deputation by the Leeds Children's Mayor, Charlotte Williams: "Leeds Life Cycle"

The Director of Children's Services and the Director of City Development submitted a joint report which responded to the deputation presented to the full Council meeting of 15 January 2014, entitled 'Life Cycle of Leeds'. The deputation was presented by Charlotte Williams, the winner of the Leeds Children's Mayor competition.

Members welcomed the deputation and the number of priorities which had been raised within it. The Board highlighted the importance for children and young people to be involved in consultation processes associated with the development of cycling infrastructure. In addition, Members emphasised the benefits of the 'City Connect' scheme, but also highlighted the importance of 20mph zones within residential areas which could be used as a catalyst to further encourage young people to cycle in their neighbourhood.

RESOLVED –

- (a) That a letter be written to Charlotte on behalf of Executive Board, thanking her for highlighting her vision for improving cycling opportunities for children and young people in Leeds, whilst also offering her the Board's congratulations on being elected as Children's Lord Mayor.
- (b) That approval be given for Leeds City Council to work with key partners in order to ensure that children and young people are explicitly given the opportunity to contribute towards any consultation and development of significant new cycle paths and facilities in the city,

including the 'City Connect' project and on-going developments as part of the West Yorkshire Local Transport Plan (WYLTP) implementation.

- (c) That Charlotte be invited to meet with key members and officers involved in managing the Tour de France event as well as those who are responsible for and ensuring that there is a sustainable legacy post July 2014.
- (d) That Charlotte's wishes as outlined within her deputation, and as detailed below, be noted:-
 - (i) promoting cycling for children and young people;
 - (ii) ensuring children and young people can make safe journeys around the city;
 - (iii) considering developing further cycling paths to places like schools and leisure centres and into the city centre;
 - (iv) providing more safe 'lock up' places for bikes in schools, parks and in the centre of Leeds;
 - (v) supporting potential opportunities for raising funds through sponsorship; and
 - (vi) ensuring Charlotte's wishes are considered at all stages throughout the planning process of delivering a successful Tour de France 2014 and build them into the legacy as and when appropriate.

215 Children Looked After - update report focusing on proposals to further reduce the number of looked after children; particularly those under 5 years of age

The Director of Children's Services submitted a report presenting an analysis of outputs from the 'Turning the Curve' Outcomes Based Accountability (OBA) workshop jointly held by the Children's Trust Board and Health and Wellbeing Board in October 2013 and detailed proposals for the further development of co-ordinated, multi-agency responses aimed at to reducing the number of babies and infants becoming looked after.

Members noted the key parental factors detailed within the submitted report, consistent with both national and international research, which had been identified as common in those cases resulting in children being taken into care.

The Board highlighted the vital importance of early intervention wherever possible, and as such, emphasised the need to ensure that effective inter-directorate and inter-agency work in such matters was maximised.

Responding to a Member's enquiry, the Board received an update regarding the drug and alcohol treatment and recovery service provision, and the flexibility which was available around such provision to ensure that effectiveness of the service was maximised.

RESOLVED –

- (a) That the issues raised within the submitted report be noted and that the importance of such issues be highlighted.

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- (b) That the direction of travel, as outlined within the submitted report be supported.
- (c) That the arrangements for monitoring progress over the next year, as detailed within the submitted report, be agreed.
- (d) That it be noted that the officer responsible for progressing this matter is the Deputy Director, Safeguarding, Specialist and Targeted.

216 Part A - Outcome of Statutory Notice on Proposals for the Expansion of Calverley C of E Primary School; Part B - Outcome on a Proposal for the Expansion of Broadgate Primary School, Horsforth and Part C - Outcome of Statutory Notice on Proposals for the Expansion of Broomfield South SILC and West Oaks SEN Specialist School and College

The Director of Children's Services submitted a report on proposals brought forward to meet the Local Authority's duty to ensure sufficiency of school places. The report was divided into three parts and it sought a final decision on each of the following proposals:-

Part A - Described the outcome of a statutory notice in relation to the expansion of Calverley Church of England Primary School from September 2015, and which sought a decision on this proposal.

Part B - Summarised the outcomes arising from the consultation undertaken regarding a proposal to expand Broadgate Primary School, Horsforth, and which sought permission to publish a statutory notice in respect of such matters.

Part C - Described the outcome of statutory notices in relation to the expansion of special educational needs provision within Leeds for September 2015 and which sought a final decision on such proposals.

With regard to proposals relating to Calverley Church of England Primary School, a Member highlighted the positive impact that such proposals would have, once all issues relating to access had been resolved.

Responding to a Member's comments regarding the increasing levels of demand for school places, the Board received an update on the ongoing cross-directorate work being undertaken to address such matters throughout the city.

RESOLVED –

Part A:

- (a) That the expansion of Calverley Church of England Primary School from a capacity of 315 to 420 pupils, with an increase in the admission number from 45 to 60 with effect from September 2015, be approved.

Part B:

- (a) That the publication of a statutory notice to expand Broadgate Primary School from a capacity of 210 pupils to 420 pupils, with an increase in the admission number from 30 to 60 with effect from September 2015, be approved.

Part C:

- (a) That the expansion of Broomfield South SILC from a capacity of 200 to 250 pupils with effect from September 2015 using a site adjacent to the school, Broom Court (Broom Place, Leeds, LS10 3JP) with effect from September 2015, be approved.
- (b) That the expansion of West Oaks SEN Specialist School and College from a capacity of 200 to 350 pupils by the creation of an additional site for 150 children and young people aged 2 to 16 on the former Blenheim Centre (Crowther Place, Leeds, LS6 2ST) with effect from September 2015, be approved.

Parts A-C:

- (a) That it be noted that the Head of Service, Strategic Development and Investment is responsible for implementing such decisions by September 2015.

(Earlier in the meeting, Councillor A Carter had brought the Board's attention to his position on the Calverley Church of England Primary School Board of Governors. As he had previously voted in his capacity as school governor on matters relating to those detailed within the submitted report regarding the Primary School, Councillor Carter did not participate in any vote taken at the Executive Board meeting in relation to the school)

ENVIRONMENT

217 Design and Cost Report: Kirkstall Road Transfer Loading Station (TLS) and Household Waste Sorting Site (HWSS)

The Director of Environment and Housing submitted a report providing an update on the progress made regarding the design development and cost estimates for the refurbishment of Kirkstall Road Transfer Loading Station (TLS) and Household Waste Sorting Site (HWSS). In addition, the report detailed the intention of Environment and Housing to value engineer the scheme down from a RIBA stage D total of £4,300,000, prior to the issue of tenders. Finally, the report sought authority to spend up to £4,300,000 from existing budget provision (capital scheme no 16169) on the refurbishment.

RESOLVED –

- (a) That the RIBA stage D designs and cost estimates for the redevelopment of Kirkstall TLS and HWSS be approved.
- (b) That expenditure up to a limit of £4,300,000 from existing budget provision (capital scheme 16169) on the redevelopment of Kirkstall TLS and HWSS, be authorised.

- (c) That the further development of designs and the procurement of a contractor to carry out construction work at Kirkstall TLS and HWSS be approved.
- (d) That the following be noted:-
 - (i) The actions required to implement the resolutions (above);
 - (ii) The proposed timescales to undertake the proposed works, as detailed within paragraph 3.2.1 of the submitted report; and
 - (iii) That the Chief Officer Waste Management will be responsible for the implementation of such matters.

LEISURE AND SKILLS

218 Leeds International Piano Competition

The Director of City Development submitted a report responding to the issues raised by the deputation presented to the meeting of full Council on 15th January 2014 in respect of Leeds International Piano Competition, the spokesperson for which was Dame Fanny Waterman.

Members highlighted the significant contribution that the Leeds International Piano Competition made towards the city's cultural offer. In addition, emphasis was placed upon the competition's importance when considering the international recognition which it brought to Leeds.

RESOLVED – That it be noted that free use of the Civic Hall has been granted to the Piano Competition in 2015.

DATE OF PUBLICATION: FRIDAY, 7TH MARCH 2014

**LAST DATE FOR CALL IN
OF ELIGIBLE DECISIONS:** FRIDAY, 14TH MARCH 2014 AT 5.00 P.M.

(Scrutiny Support will notify Directors of any items called in by 12.00noon on Monday, 17th March 2014)

Draft minutes to be approved at the meeting
to be held on Wednesday, 2nd April, 2014

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EXECUTIVE BOARD

WEDNESDAY, 2ND APRIL, 2014

PRESENT: Councillor K Wakefield in the Chair

Councillors J Blake, A Carter, M Dobson,
S Golton, P Gruen, R Lewis, L Mulherin,
A Ogilvie and L Yeadon

219 Exempt Information - Possible Exclusion of the Press and Public

RESOLVED – That, in accordance with Regulation 4 of The Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012, 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 view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present there would be disclosure to them of exempt information so designated as follows:-

- (a) Appendix C to the report entitled, 'Design and Cost Report for the Leeds (River Aire) Flood Alleviation Scheme', referred to at Minute No. 225 is designated as exempt in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that it contains information relating to the financial or business affairs of any particular person (including the authority holding that information). It is therefore considered that the public interest in maintaining the content of Appendix C as exempt outweighs the public interest in disclosing the information. Appendix C is exempt as disclosing the cost estimate may affect the Council's ability to secure the best financial outcome through competition.
- (b) Appendices 1(a) and 1(b) to the report entitled 'Generating Income through Advertising', referred to at Minute No. 228 is designated as exempt in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that the information detailed within the appendices relates to the financial or business affairs of particular organisations and the Council. This information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information relates to financial offers that the Council has received in response to a published invitation to bid for the opportunities in questions it is not in the public interest to disclose this information at this point in time. Also, it is considered that the release of such information would, or would be likely to prejudice the process under which the Council is seeking to award the two licences for billboard sites and city centre 6 sheet units. It is considered that whilst there may be a public interest in disclosure, this information will be publicly available upon award of the licences and consequently the public

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interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

220 Late Items

There were no formal late items submitted, however, Board Members had been provided with colour versions of further visuals associated with agenda item 10, 'Design and Cost Report for the Proposed Improvement and Refurbishment of Kirkgate Market' (Minute No. 227 refers).

221 Declaration of Disclosable Pecuniary Interests

There were no Disclosable Pecuniary Interests made during the meeting, however, comments in respect of interests were made at later points in the meeting (Minute Nos. 226 and 229 refer respectively).

222 Minutes

RESOLVED – That the minutes of the previous meeting held on 5th March 2014 be approved as a correct record.

LEADER OF COUNCIL'S PORTFOLIO

223 Financial Health Monitoring 2013/2014: Month 11

The Deputy Chief Executive submitted a report presenting the Council's projected financial position for 2013/2014 after eleven months of the financial year. The report stated that current forecasts were that the Council's general fund budget would be underspent by £3.9million.

As part of the introduction to the report, the Deputy Chief Executive corrected a figure quoted in paragraph 2 of the 'Summary of Main Issues' section. It was also noted that the intention was not to submit a further monitoring report in respect of the Council's financial health until the June 2014 Board meeting, when the final outturn position would be presented for Members' consideration.

Members welcomed the actions being taken to ensure that the benefits from the Better Care Fund would be maximised.

In conclusion, the Chair thanked all officers concerned for their continued efforts which had led to the current financial position, after 11 months of the financial year.

RESOLVED – That the projected financial position of the authority after eleven months of the financial year be noted.

DEVELOPMENT AND THE ECONOMY

224 A6210/A657 Rodley Roundabout Improvement

The Director of City Development submitted a report detailing the total scheme costs of £3,475,000 for the Rodley Roundabout improvements initiative. In addition, the report sought authority to incur such expenditure and

also sought approval to invite tenders and to implement the proposed highway improvement works to the roundabout.

The Board welcomed the proposals to improve the A6120/A657 Rodley Roundabout, with specific reference being made to the benefit which would be gained from the provision of controlled pedestrian crossing facilities.

In highlighting the work which was also scheduled to take place to improve A65/A6012 Horsforth roundabout and also the A647/B6154 Thornbury Barracks junction, Members noted that the cumulative impact of such works would be monitored, and that every effort would be made to ensure that any disruption was minimised.

RESOLVED –

- (a) That the construction of the Council's scheme to fully signalise Rodley Roundabout with associated highway works, at an estimated cost of £3,475,000, be approved.
- (b) That approval be given to inject £3,475,000 into the City Development capital programme.
- (c) That authority be given to incur expenditure of £3,475,000 (comprising of works costs £3,202,375 and staff fee costs £272,625) funded from a Department for Transport Tranche 4 Local Pinch Point Fund Government grant of £2,432,000, a Local Transport Plan grant of £306,239, and a Private Developer section 106 receipt of £736,761.
- (d) That it be noted that the officer responsible for implementing these proposals is the Acting Head of Transport Policy and that the works would be procured through appropriate tender procedures and delivered in line with the dates identified in section 4.7 of the submitted report.
- (e) That it be noted that it is proposed to deliver the proposals contained within the submitted report with the already approved proposals for Horsforth Roundabout as a single contract.

225 Design and Cost Report for the Leeds (River Aire) Flood Alleviation Scheme

Further to Minute No. 74, 4th September 2013, the Director of City Development submitted a report providing an update on the progress of proposals to provide river flood defences for the city and provided the Board with an opportunity to agree a design freeze on the scheme. In addition, the report also sought approval to incur the necessary expenditure to implement the Leeds Flood Alleviation Scheme (LFAS) City Centre and Holbeck works.

The Board welcomed the proposals detailed within the submitted report, with reference being made to the innovative approach which had been taken towards the establishment of a flood defence system, which included the proposed development of movable weirs at Crown Point and Knostrop.

Members also welcomed the advanced flood mitigation works which began on site in Woodlesford in January 2014.

A Member highlighted the issue of home owners replacing gardens with impermeable surfaces, the potential impact that this may have in respect of local surface water levels and made enquiries into the actions being taken to monitor and address this issue. In response, officers undertook to incorporate this matter into the ongoing work which was being undertaken in respect of issues around surface water flooding, and it was noted that further information would be submitted to a future meeting of the Board.

Responding to an enquiry, the Board was provided with an update on the progress which had been made, together with the ongoing work which continued to take place in respect of the cleansing and maintenance of gullies.

The Board noted the timescales by which it was proposed the flood defence scheme for the city centre would be completed, and received assurances that there was nothing at this time to suggest that such timescales would not be met.

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

RESOLVED –

- (a) That the scheme as described within the submitted report be approved.
- (b) That the promotion of Leeds City Council unsupported borrowing of £4,540,000 from the Amber to the Green Capital Programme be approved.
- (c) That expenditure from the Capital Programme of £36,463,200 for the implementation of the Leeds Flood Alleviation Scheme works be authorised. This includes costs of £75,000 to be incurred to investigate any surface water flooding issues.
- (d) That approval be given for Leeds City Council to take responsibility for the maintenance and operation of all assets constructed as part of the Leeds (River Aire) Flood Alleviation Scheme, including the movable weirs, walls and terraces.
- (e) That authority be given to enter into a legal agreement with a third party in order to incorporate a hydropower turbine into the water course adjacent to the location of Knostrop Weir.
- (f) That the Director of City Development be authorised to negotiate and approve the detailed terms of the following:-

- (i) the acquisition of land required to facilitate the construction of the moveable weirs at Knostrop and Crown Point; and
 - (ii) the incorporation of a hydropower turbine adjacent to Knostrop Weir;
 - (iii) the licence to access property owned by the Canals & Rivers Trust and carry out works to remove a length of Knostrop Cut;
 - (iv) the acquisition of the remainder of the island at Knostrop Cut;
 - (v) any lease or other agreement required to facilitate the relocation of the Trans Pennine Trail at Knostrop Cut.
- (g) That it be noted that the Chief Officer Highways and Transportation will be responsible for the implementation of the resolutions, as detailed above.

226 Leeds City Centre Business Improvement District

Further to Minute No. 75, 4th September 2013, the Director of City Development submitted a report setting out the next steps for consideration by the Council following the completion of a detailed feasibility study regarding the potential establishment of a Leeds City Centre Business Improvement District (BID). In addition, the report presented the recommendations from the study and sought in principle support for a Leeds City Centre BID, subject to a full proposal being submitted by the private sector steering group.

Members welcomed the principle of a Leeds City Centre BID, and highlighted the vital importance of a vibrant and attractive city centre with a balanced offer of retail and leisure facilities.

Having placed emphasis upon the need to ensure that any BID threshold established did not discriminate against smaller businesses, the Board noted that the BID proposals recommended that occupiers of small premises with a rateable value below a threshold yet to be determined were exempted from a potential BID levy.

Responding to a Member's enquiry regarding those companies who may have a portfolio of several premises within a BID boundary, and whether the premises of such organisations could be aggregated for the purposes of any BID levy established, officers undertook to look further into this matter and report back to the Board accordingly.

RESOLVED –

- (a) That the principle of a Leeds City Centre BID, with the aim of improving and promoting Leeds City Centre as a leading European business location, be supported.
- (b) That agreement be given to consider the Council's support for the final bid boundary following the next phase of consultation.
- (c) That the principle of occupiers of small business units (below a certain rateable value yet to be determined) being exempted from paying additional rates be supported.

- (d) That in principle support be given for the Council to be a levy payer, subject to it being satisfied with the proposed BID boundary, business plan and levy rate.
- (e) That agreement be given to the continued partnership with the private sector in the development of a Leeds City Centre BID by approving joint funding of the next phase of work to consult further, develop a proposed BID business plan, run a campaign to encourage occupiers to vote for a BID, and hold a bid ballot in November 2014.
- (f) That approval be given to provide up to £150,000 of funding, recoverable from the BID in the event there is a 'YES' vote, to the Chamber of Commerce for the next phase of work up to the BID ballot, which is on the understanding that there will also be significant private sector contribution (if a BID is established, this funding will be repaid to the Council by the BID in its first year).
- (g) That the Chief Economic Development Officer be instructed to submit a further report to a future meeting of Executive Board (likely to be September 2014) in order to seek approval on the proposed BID business plan, and to progress to a BID ballot.
- (h) That the following be noted:-
 - i. The stages required to implement the decision, as outlined within section 4 of the submitted report;
 - ii. The proposed timescales for implementation, as outlined within section 4 of the submitted report; and
 - iii. That the Chief Economic Development Officer will be responsible for the implementation of the resolutions, as detailed above.

(During the consideration of this item, Councillor Wakefield and the Chief Executive brought the Board's attention to their respective memberships of the Leeds, York and North Yorkshire Chamber of Commerce)

227 Design and Cost report for the Proposed Improvement and Refurbishment of Kirkgate Market

Further to Minute No. 145, 18th December 2013, the Director of City Development submitted a report which sought approval of the RIBA Stage D design and cost proposals for the improvement and refurbishment of Kirkgate Market. The report also sought approval for the authority to spend £10,800,000 as the balance of the funding required to undertake the works. In addition, the report sought approval to the injection and authority to spend of £330,000 for the enhanced stall fit out of a number of identified units and the provision of financial assistance to relocating tenants. Furthermore, agreement was sought to provide the Director of City Development with the necessary authority, in consultation with the Executive Member for Development and the Economy, to take decisions that facilitate the improvement and refurbishment of Kirkgate Market. Finally, the report

provided an update on the progress in appointing a developer to undertake the redevelopment of the George Street frontage.

The Board welcomed the proposals detailed within the submitted report and highlighted the key part that the market would continue to play in the city centre's varied retail offer.

In response to a specific enquiry, officers emphasised that dialogue with traders would continue throughout the proposed refurbishment process, in order to provide them with information and reassurance wherever possible.

RESOLVED –

- (a) That the RIBA Stage D design and cost proposals for the proposed improvement and refurbishment of Kirkgate Market be approved.
- (b) That authority be given to the expenditure of £190,800 in respect of Kirkgate refurbishment feasibility costs.
- (c) That a further injection of £330,000 into the capital programme be approved for the purposes of stall refurbishment and financial assistance to relocating tenants.
- (d) That authority be given to spend £10,800,000 on the proposed improvement and refurbishment of Kirkgate Market and also £330,000 on stall refurbishment and financial assistance to relocating tenants.
- (e) That the Director of City Development, in consultation with the Executive Member for Development and the Economy, be authorised to take decisions that facilitate the works to improve and refurbish Kirkgate Market.
- (f) That the following be noted:-
 - The actions required to implement the resolutions, as detailed above;
 - The proposed timescales to progress the project as detailed in paragraph 3.2.1 of the submitted report;
 - That the Chief Economic Development Officer and the Market Manager will be responsible for the implementation of the resolutions.

228 Generating Income through Advertising

The Director of City Development submitted a report which invited the Board to award the preferred organisation with a licence, for a period of 10 years, for the purposes of operating the Council's billboard site portfolio, along with development of new sites as proposed, subject to the required planning consents being granted. In addition, the report also sought approval to progress the preferred organisation to a further stage of development in respect of installing, operating and maintaining a portfolio of 6 sheet advertising units within the city centre for a period of 15 years, subject to necessary planning consents being secured.

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Following consideration of Appendices 1(a) and 1(b) to the submitted report, designated as exempt from publication under the provisions of Access to Information Procedure Rule 10.4 (3), which was considered in private at the conclusion of the meeting, it was

RESOLVED –

- (a) That the contents of the submitted report, together with the work undertaken to realise advertising opportunities that could potentially deliver a significant increase in income to the Council, be noted.
- (b) That, as per exempt Appendix 1(a), approval be given to the preferred organisation to manage under licence the Council's billboard site portfolio.
- (c) That, as per exempt Appendix 1(b), approval be given to the progression of the named organisation to a second stage of proposal refinement/development in respect of a city centre 6 sheet initiative.
- (d) That the Director of City Development be delegated the necessary authority to agree the final award of the city centre 6 sheet initiative.
- (e) That the following be noted:-
 - the stages required to implement the resolutions (above), as outlined within paragraphs 3.3.5 and 3.4.7 of the submitted report;
 - the proposed timescales for implementation of the resolutions, as outlined within paragraphs 3.3.5 and 3.4.7 of the submitted report; and
 - that the Head of Property Services will be responsible for the implementation of such matters.

229 Affordable Housing Growth and Investment through the Affordable Homes Programme

Further to Minute No. 179, 14th February 2014, the Director of City Development and the Director of Environment and Housing submitted a joint report providing an update on the delivery of affordable housing, particularly in the context of the Homes and Communities Agency's Affordable Homes Programme (AHP). In addition, the report presented an overview of how the Council had responded to the 2015-2018 Affordable Homes Programme from the Homes and Communities (HCA) and how the Council aimed to maximise development of affordable housing units throughout the programme. Furthermore, the report sought approval to dispose of the sites listed in Appendices 1 and 2 of the submitted report to Registered Providers (RPs) for affordable housing and to confirm the identification of the sites listed at Appendix 3 for the development of affordable housing, either wholly or in-part.

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to be held on Wednesday, 14th May, 2014

Members welcomed the proposals detailed within the submitted report and the proactive approach being taken towards making sites available for investment and development. In addition, the following key points were raised during the consideration of this item:

- The importance of a mixed economy of housing provision in communities across the city;
- Emphasis was placed upon the need for the proposed provision of affordable housing to be delivered within a 5 year period as part of the Council's 5 year land supply;
- The quality standards required for any new housing provision in Leeds.

In conclusion, and responding to enquiries made during the discussion, it was agreed that reports be submitted to future Board meetings with regard to the quality standard required for new housing provision in Leeds and also in respect of the potential use of vacant sites within the EASEL area.

RESOLVED –

- (a) That the contents of the submitted report be noted.
- (b) That the sites as detailed at Appendix 1 and 2 to the submitted report be declared as surplus to the Council's requirements.
- (c) That the Director of City Development be delegated the necessary authority to dispose of those sites as listed at Appendix 1 to the submitted report on a less than best basis, subject to justification for such a transfer being evidenced by an RP via a Financial Viability Assessment of the proposed scheme being carried out by a third party.
- (d) That the Director of City Development be delegated the necessary authority to dispose of those sites as listed at Appendix 2 to the submitted report at a less than best consideration calculated at £1,000 per plot.
- (e) That the identification of those sites listed at Appendix 3 to the submitted report for medium term development for either council housing, disposal to RPs or in conjunction with a developer, be approved.
- (f) That the sites, as identified in Appendices 2 and 3 to the submitted report which are additional to those included within the Housing Investment Land Strategy, be approved.
- (g) That the necessary authority be delegated to the Director of City Development in order to identify further sites to support the delivery of affordable housing.

- (h) That in principle approval be given to the proposal for the Council to acquire privately owned land for the development of affordable housing.
- (i) That the following be noted:-
- The stages required to implement the resolutions above, as outlined within paragraphs 3.31 and 3.32 of the submitted report.
 - The proposed timescales for implementation of such matters, as outlined within paragraph 3.33 of the submitted report.
 - That the Chief Officer Asset Management and Regeneration will be responsible for the implementation of such resolutions.
- (j) That reports be submitted to future Board meetings with regard to the quality standard required for new housing provision in Leeds and also in respect of the potential use of vacant sites within the EASEL area.

(During the consideration of this item, Councillor A Carter brought the Board's attention to his position as a Director of a Housing Association)

230 Kippax Village Centre Improvements: 25-37 High Street, Kippax

The Director of City Development submitted a report providing context to, and proposing an approach towards the delivery of improvements to land and buildings at 25-37 High Street, Kippax, following discussions with Ward Members, Kippax Parish Council and Kippax Traders Association. In addition, the report also sought approval to progress the preparation of a development brief for the site and to negotiate with the owner. Furthermore, it also raised the possibility of using compulsory purchase powers to underpin the delivery of a suitable scheme.

The Board welcomed the proposals detailed within the submitted report and highlighted the vital role played by the outlying communities throughout the city.

RESOLVED –

- (a) That the principle of further development within Kippax village centre be approved.
- (b) That the preparation of a Development Brief for 25-37 High Street, Kippax, by the Director of City Development which will be presented to Executive Board for approval in the autumn and will support the procurement of a developer and outline the basis for redevelopment, be approved.
- (c) That the continuation of negotiations by the Director of City Development with the owner, be approved.
- (d) That the potential for the use of Compulsory Purchase powers in relation to 25-37 High Street, Kippax, be noted.

CHILDREN'S SERVICES

231 Determination of School Admissions Arrangements 2015

The Director of Children's submitted a report which sought approval of the Local Authority's Admissions Policy and admissions arrangements for entry in September 2015.

RESOLVED –

- (a) That the Admissions Policy for community and voluntary controlled schools for September 2015, be approved, and that it be noted that the officer responsible for the publication of the determined arrangements is the Capacity Planning and Sufficiency Lead, with the date for implementation (ie publication) being 1 May 2014.
- (b) That the Co-ordinated Scheme for admissions arrangements for entry in September 2015, be approved, and that it be noted that the officer responsible for this work is the Capacity Planning and Sufficiency Lead, with the date for implementation (ie determination of any revised policy) being 15 April 2014.

LEISURE AND SKILLS

232 Tour de France - Progress Report

Further to Minute No. 135, 18th December 2013, the Director of City Development submitted a report providing an update on the progress which had been made in respect of the planning for the Tour de France Grand Depart 2014 since the submission of the previous update report.

By way of an introduction to the report, the Executive Member for Leisure and Skills highlighted the communications exercises which had taken place with affected residents and businesses and also provided an update on the events which were scheduled to take place as part of Yorkshire's '100 Day Cultural Festival' programme.

Responding to a Member's enquiry, the Board received an update regarding the work being undertaken with a range of partners on the provision of infrastructure for the event, such as cyclists' parking, pedestrian and disabled access and also public transport.

Having briefly discussed the legacy from the event and the work being undertaken around this issue, it was noted that a report regarding legacy was scheduled to be submitted to the Board in May 2014.

In conclusion, emphasis was placed upon the importance of the all-party support for the event which continued to be provided.

RESOLVED – That the progress made in preparation for the Tour de France Grand Depart 2014, together with the proposals detailed within the submitted report, be noted.

DATE OF PUBLICATION: FRIDAY, 4TH APRIL 2014

**LAST DATE FOR CALL IN
OF ELIGIBLE DECISIONS:** FRIDAY, 11TH APRIL 2014 AT 5.00 P.M.

(Scrutiny Support will notify Directors of any items called in by 12.00noon on Monday, 14th April 2014)

Draft minutes to be approved at the meeting
to be held on Wednesday, 14th May, 2014