



SCRUTINY BOARD (CHILDREN'S SERVICES)

Meeting to be held in Civic Hall, Leeds, LS1 1UR on
Thursday, 25th February, 2016 at 9.45 am

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

MEMBERSHIP

Councillors

S Bentley (Chair)	Weetwood;
N Dawson	Morley South;
C Dobson	Killingbeck and Seacroft;
J Elliott	Morley South;
C Gruen	Bramley and Stanningley;
A Lamb	Wetherby;
P Latty	Guiseley and Rawdon;
A Ogilvie	Beeston and Holbeck;
K Renshaw	Ardsley and Robin Hood;
B Urry	Roundhay;
F Venner	Kirkstall;

Co-opted Members (Voting)

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

Co-opted Members (Non-Voting)

Ms C Foote	- Teacher Representative
Ms K Jan	- Teacher Representative
Mrs S Hutchinson	- Early Years Representative
Ms T Kayani	- Young Lives Leeds
Ms C Bewsher	- Looked After Children and Care Leavers

Agenda compiled by:
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A G E N D A

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			<p>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</p> <p>To consider any appeals in accordance with Procedure Rule 25* of the Access to Information 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.</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 - 21 JANUARY 2016</p> <p>To confirm as a correct record, the minutes of the meeting held on 21 January 2016.</p>	1 - 4
7			<p>UNIVERSAL YOUTH ACTIVITY FUND</p> <p>To receive the report from the Assistant Chief Executive (Citizens and Communities) which provides a summary of progress regarding the Youth Activity Fund with a focus on the progress made since the endorsement of the Scrutiny Board's proposals from 18th December 2014.</p>	5 - 36

Item No	Ward/Equal Opportunities	Item Not Open		Page No
8			<p>SCRUTINY INQUIRY - PREPARING FOR THE FUTURE, SUPPORTING SPECIAL EDUCATIONAL NEEDS AND DISABLED YOUNG PEOPLE - HEALTH</p> <p>To receive the report from the Head of Scrutiny and Member Development to support discussion and debate with Health Representatives with regard to transition pathways for young people through the commissioning and delivery of health services.</p>	37 - 40
9			<p>SCRUTINY INQUIRY - PREPARING FOR THE FUTURE, SUPPORTING SPECIAL EDUCATIONAL NEEDS AND DISABLED YOUNG PEOPLE - LEEDS CITY COLLEGE</p> <p>To receive the report from the Head of Scrutiny and Member Development and the appended report from Leeds City College to support discussion and debate about the education and life skills support provided at Leeds City College.</p>	41 - 46
10			<p>BEST CITY FOR LEARNING - DRAFT STRATEGY</p> <p>To receive the report of the Director of Childrens Services on the Draft Best City for Learning Strategy which outlines the four year plan for improving learning in Leeds from 2016-2020.</p>	47 - 70
11			<p>WORK SCHEDULE</p> <p>To receive a report of the Head of Scrutiny and Member Development which details the draft work programme for the municipal year.</p>	71 - 84
12			<p>DATE AND TIME OF NEXT MEETING</p> <p>Thursday, 10 March 2016 at 9.45am (pre-meeting for all Board Members at 9.15am)</p>	

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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 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'S SERVICES)

THURSDAY, 21ST JANUARY, 2016

PRESENT: Councillor S Bentley in the Chair

Councillors N Dawson, C Dobson, J Elliott,
C Gruen, A Lamb, P Latty, A Ogilvie,
K Renshaw, B Urry and F Venner

CO-OPTED MEMBERS (VOTING)

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

CO-OPTED MEMBERS (NON-VOTING)

Ms C Foote – Teacher Representative
Ms C Bewsher – Looked After Children and Care Leavers

57 Late Items

There were no late items.

58 Declaration of Disclosable Pecuniary Interests

There were no disclosable pecuniary interests declared to the meeting.

59 Apologies for Absence and Notification of Substitutes

Apologies for absence were submitted Co-opted Members, Ms J Hazelgrave, Mrs S Hutchinson and Ms K Jan.

60 Minutes - 17 December 2015

RESOLVED – That the minutes of the meeting held on 17 December 2015 be approved as a correct record.

61 Scrutiny Inquiry (Session 3) - Preparing for the Future, Supporting Special Educational Needs and Disabled Young People

The Head of Complex Needs Service and Head of Learning Improvement submitted a joint report as part of the Board's Inquiry into 'Preparing for the Future, Supporting Special Educational Needs and Disabled Young People'.

The following were in attendance:

- Councillor Lucinda Yeadon, Executive Board Member (Children and Families)
- Councillor Jane Dowson, Deputy Executive Member (Children and Families)

Draft minutes to be approved at the meeting
to be held on Thursday, 25th February, 2016

- Nigel Richardson, Director of Children's Services
- Barbara Newton, Head of Complex Needs Service
- Andrew Eastwood, Head of Learning Improvement
- Maxine Naismith, Head of Service, Adult Social Care
- Barry Jones, Area Lead (Complex Needs)
- Sally Lowe, Partnership Manager 14-19.

The key areas of discussion were:

- The need to improve tracking of the destinations of individuals with SEND aged 25 and above to reflect on the success of the pathways supported and quality of service. The Board was advised that the Children and Families Act reforms came into being in September 2014, the need for data development had been acknowledged and a scoping exercise was underway. It was suggested that the Board be provided with an update on this.
- Tracking information monitored by the Transitions Team. The Board requested a copy of the tracking data.
- Concern regarding the robustness of NEET data due to categorisation issues and the need to develop effective solutions regarding this.
- The role of schools in supporting SEND young people with information advice and guidance.
- Concern regarding the impact of the 2016/17 budget on the level of support provided by the Connexions service to SEND young people.
- Future commissioning and the role of SILCs and colleges in relation to developing pathways to meet aspirations.
- Confirmation regarding funding arrangements. The Board was advised that the placement value was £10k for a young person with an EHCP and £4k for a young person without an EHCP. Additional learning support funding was also available where criteria was met.
- The importance of a varied curriculum to support all young people's needs.
- Post 16 funding for 600 guided learning hours and the provision of 5 day support in SILC and other settings.
- Employment pathways and the need to promote the support available to employers regarding the recruitment of young people with SEND and the challenges with transport.
- Supported internships. The Board requested an update on the supported internship pilot.
- The importance of work experience for SEND young people for development.
- The role of the Specialist Transitions Advisors and SENCOs in relation to specialist information, guidance and planning.
- Concern about consistency in the conversion of statements to EHCPs.
- The partnership arrangements within the Transitions Team, funding arrangements and the range of support available.

RESOLVED – That the issues raised as part of the Board's Inquiry, be noted.

(Councillor K Renshaw left the meeting at 11.55am, Mr A Graham at 12.00 noon and Ms C Bewsher at 12.05pm, during the consideration of this item.)

62 Work Schedule

The Head of Scrutiny and Member Development submitted a report which invited Members to consider the Board's work schedule for the remainder of the 2015/16 municipal year.

The Board briefly discussed arrangements for the February meeting as follows:

- Greater focus on transition from paediatrics to adult health. It was suggested that representatives from health services be invited to attend the meeting.
- Also, a suggestion that representatives from Leeds City College be invited to discuss issues in relation to pathways and tracking.
- An update that the February meeting includes an item on Universal Activity Funding, particularly focussing on delegation of responsibility and how resources were being spent.

RESOLVED – That subject to the above comments, the work schedule be approved.

(Councillor C Gruen left the meeting at 12.25pm and Councillor A Ogilvie at 12.30pm, during the consideration of this item.)

63 Date and Time of Next Meeting

Thursday, 25 February 2016 at 9.45am (pre-meeting for all Board Members at 9.15am)

(The meeting concluded at 12.32pm)

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Report author: Rory Barke
Tel: (0113) 2474191

Report of the Assistant Chief Executive (Citizens and Communities)

Report to Scrutiny Board (Children’s Services)

Date: 25th February 2016

Subject: Youth Activity Funding

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

The Scrutiny Board (Children and Families) considered a report on the Youth Activity Fund (YAF) and its application through the new Community Committees at its meeting on the 18th December 2014. At that time the Board endorsed a number of proposals, specifically:

- To ensure that youth panels are fully functioning and that there is increased representation of young people in decision-making, the 2.8 staff from the Youth Offer Team within Children’s Services, responsible for engaging with children and young people, are integrated into the Communities Team with the Citizens & Communities Directorate.
- To establish a cross directorate steering group to oversee the work.
- That the sub-delegation scheme be amended to delegate responsibility for the Youth Activity Fund from the Director of Children’s Services to the Assistant Chief Executive, Citizens & Communities. That a service level agreement is produced to clarify roles and responsibilities between staff in Children’s Services and those in Citizens & Communities with regard to the provision youth activities and youth services.
- To establish and agree a timetable with members for commissioning and explore the potential for joint commissioning across the city (single application, contract and monitoring form) to manage multiple applications. Introduce a simplified grant process for grants under £500.
- That the business model for the provision of targeted youth services be reviewed to see if greater flexibility can be introduced to accommodate the ambitions of Community Committees in the provision of local youth services.

This report returns to those proposals and the original questions that members raised concerning the Youth Activity Fund and provides new performance information and details as to progress on the proposals.

In summary, much has been achieved with a growing number of activities being funded, more children and young people participating and a greater sense of local activities being funded to meet locally determined need. There has been positive engagement of children and young people in the decision making processes and qualitative assessments of the activities, by young people through 'mystery shopping' participation, have been overwhelmingly positive.

Nevertheless, there are improvements that can still be made and this report sets out where there are still difficulties and challenges. Youth Panels have not been a success across the city as a means of engaging children and young people in the decision making processes; there are criticisms of the monitoring required through the Breeze Culture Network; good practice is not being shared across teams as well as it might; the funding application process needs examination to see where it can be improved.

Recommendations

That the Scrutiny Board (Children's Services):

- a) Note and discuss the information supplied in this report and appendices
- b) Recommend that the cross directorate steering group referred to in the report (para. 18) is convened by the new Chief Officer Communities to further improve and develop Community Committees funding and support of youth activities through:
 - A critical examination and dissemination of best practice with regard to the engagement of children and young people in the decision making processes of Community Committees on youth activity funding;
 - A review of the monitoring requirements of activity providers through the Breeze Culture Network and the insistence on Breeze cards; and
 - Simplifying the process and bringing the applications for Youth Activity Funding and Community Committee Wellbeing funding together.

Purpose of this report

1. To provide Scrutiny Board (Children's & Families) with a summary of progress regarding the Youth Activity Fund with a focus, in particular, on the progress made since the endorsement of the Scrutiny Board's proposals from 18th December 2014.

Background information

2. In May 2013 the delivery of the Youth Activity Fund for children and young people was delegated to Area Committees (now Community Committees). The task was to promote, commission and evaluate local opportunities for children and young people aged 8-17 years in line with the needs and priorities of the area with support from Children's Services. "Activity" is defined as play, sports, arts and cultural opportunities.
3. The budget for 2013/14 was £250,000, increased to £500,000 for 2014/15 and £500,000 again for 2015/16. Each Community Committee has an allocation based on population of young people, creating a variation of budget and a fair allocation to each committee. The delegated budget is 'ring fenced' to be spent on youth activities and to include the involvement of children and young people in the decision making process and shaping the needs of community activity.

Main issues

4. The Scrutiny Board report on Youth Activity Funding in December 2014 was based around a number of questions, first raised by the Board in October 2014. The Scrutiny Board endorsed a set of proposals at the time and this report returns to those same questions and proposals and invites the Boards comments.

Is the Youth Activities Fund successful in providing a localised offer of a range of services, influenced by children and young people?

5. The Community Committees have commissioned a varied programme of activities for all ages across the city. Each committee took into consideration feedback from children and young people, although the depth and quality of this conversation varied widely. The activities offer a range of play, sports, arts, cultural and youth activities, dependent on the views of children and young people in the areas and sometimes on the availability of providers.
6. In terms of outputs:
 - In 2013/14, **126 projects were funded and 9,166** children and young people participated. In 2014/15 **147 projects were funded and 18,705 children and young people participated** (see appendix 1 for a full breakdown of how the money was spent by Community Committee).
 - In 2015/16, **197 projects have been approved** - monitoring on numbers of children and young people is not yet available (see appendix 1 for progress across the Community Committees).
7. The Scrutiny Board at its meeting on 18th December 2014 was concerned to see that children and young people were involved in the process of decision making about the use of the Youth Activity Fund and supported the integration of the Children's Services Youth Offer Team with the Communities Team to improve the

support for local engagement with children and young people. The Board made the following proposal:

Proposal:

To ensure that youth panels are fully functioning and that there is increased representation of young people in decision-making, the 2.8 staff from the Youth Offer Team within Children's Services, responsible for engaging with children and young people, are integrated into the Communities Team with the Citizens & Communities Directorate.

8. The Youth Offer Team has successfully been integrated into the Communities Team providing the support required to help develop the voice and influence of children and young people in the decisions concerning the funding of youth activities by Community Committees. However, the functioning and appropriateness of Youth Panels as the means by which children and young people can exercise influence and represent their local areas has been patchy. In most cases the membership of Youth Panels is low and/or attendance sporadic and whilst the contributions from those participating have been valuable they could not be viewed as representative.
9. In response, the Community Committees have developed other means of securing the views and influence of children and young people, each area developing engagement opportunities that work for them and most often building on activity that is already established, e.g. through school councils, at Breeze events and through other existing youth forums. Some Community Committees have worked successfully with their school clusters and collaborated on engagement activity others have sponsored workshop events with young people.
10. An example of good practice: INW and ONW hold an annual consultation event with young people across all schools in the area bringing them together for a day. This includes exploring young people's views of their area (good and bad), a questions and answer session with local elected members led by young people and setting priorities for activity in their area through the youth activities fund. Another example: Outer South carry out consultation at their Summer Breeze events to inform and set priorities for the youth activities fund the following year. The Outer South local clusters and youth service work with their youth matters and cluster council groups to consult on applications for the YAF.
11. A full evaluation is currently being undertaken by the Advanced Youth Service Practitioner to identify best practice and to support work with the school clusters.

Is the delivery and quality of the service offer consistently good across the localities and how is this performance monitored, reported and good practice shared?

12. As outlined in the report made to the Board in December 2014 the delivery model is based on a level of consultation and understanding of the views of children and young people in the area. An open application is placed on the Breeze Culture Network (BCN) for providers, who may wish to deliver activities. Applications are then submitted by activity providers. These applications are presented for discussion by Communities Team officers to local elected members through a variety of mechanisms, including:

- Children & Young People’s Sub Groups;
 - Full Community Committee meetings;
 - Working groups of Members.
13. Approved projects are notified and issued with a Project Delivery Statement and Funding Agreement. Organisations are required to register with the Breeze Cultural Network and demonstrate they have the appropriate policies and procedures in place, by doing so, the authority can be more confident regarding the well-being and safeguarding of children and young people.
 14. It is a requirement that all projects are promoted on the Breeze Culture Network (BCN), that all monitoring data must be logged online through Breeze and that those participating in activities are logged through their Breeze card. This has come under widespread criticism, particularly from smaller providers who have found the processes associated with Breeze placing too great an administrative burden on them. There have been difficulties with the Breeze monitoring software that have added to the frustrations articulated by activity providers but even with software glitches ironed out many providers say the process is off putting and onerous. Indeed several organisations have decided not to apply for YAF funding because of the difficulties they have experienced in the past.
 15. Accountability for the allocation of activity funds sits with the Community Committees supported by the Communities Team who co-ordinate the commissioning/grant application process.
 16. Appendix 1 identifies the quantitative data being collected and the distribution of activities across the areas. Qualitative data measures have been taken through a programme of peer inspections - ‘mystery shopper’ visits. The peer inspection report from last October demonstrates overwhelmingly that children and young people rate highly and value the activities inspected. The full report is provided as appendix 2.
 17. In December 2014, the Board made the following proposal:
Proposal:
Establish a cross directorate steering group to oversee the work associated with the Youth Activity Fund.
 18. A steering group was established and terms of reference agreed (see appendix 3) but the work of the group has stalled and it is proposed that it re-groups under the newly appointed Chief Officer Communities, Shaid Mahmood, and focuses on these three key areas for development:
 - A critical examination and dissemination of best practice with regard to the **engagement** of children and young people in the decision making processes of Community Committees on youth activity funding;
 - A review of the **monitoring requirements** of activity providers through the Breeze Culture Network and the insistence on Breeze cards; and
 - Simplifying the process and bringing the **applications** for Youth Activity Funding and Community Committee Wellbeing funding together.

Is the localised determination of Youth Activities Fund improving service?

19. There is now a wider programme of activities available with more activities and more participants. Whilst there are criticisms over the effectiveness of Youth Panels and improvements are required in places with regard to the engagement of children and young people, nevertheless, it is clear that the programmes of activity are indeed locally determined and sensitive to the needs of the locality. The appendices demonstrate the range of activities, the spending and the perceived quality of the local provision.
20. Being more local means that Community Committees, particularly where they have a sub-group with YAF responsibilities, can work with other agencies to strengthen the positive activity to prevent anti social behaviour and tackle other social issues, encouraging youths to take pride in their area. Relevant sub-groups have ensured that children and young people play a role in influencing the Youth Activity Fund, that the funding is targeted locally and, if necessary, meet informally with activity providers to clarify issues thereby helping in the assessment of applications and in making quicker decisions. The role of the Community Committee Children's Champions has been central to the improvements reported on the local determination of the YAF and continues to play an important role in reporting to their Community Committee, linking with Children's Services and relevant Executive Board members.
21. At the Scrutiny Board's meeting in December 2014 it was reported that there was some confusion concerning roles and responsibilities between Children's Services staff and the staff in the Communities Team. As a consequence, the Board endorsed the following proposal:

Proposal:

That the sub-delegation scheme be amended to delegate responsibility for the Youth Activity Fund from the Director of Children's Services to the Assistant Chief Executive, Citizens & Communities. That a service level agreement is produced to clarify roles and responsibilities between staff in Children's Services and those in Citizens & Communities with regard to the provision youth activities and youth services.

22. It can be reported that the sub-delegation scheme has been amended as proposed.
23. With the integration of the Youth Offer Team in to the Communities Team and with the sub-delegation scheme now amended it was felt unnecessary to produce a service level agreement between Children's Services and Citizens and Communities.

Is the localised determination of Youth Activities Fund saving money?

24. All applications are assessed by ward members and relevant Community Committee sub-groups for value for money. In a number of cases, the Communities Team have been able to negotiate project costs down and increase the number of projects the Community Committees have been able to fund. The monies allocated are detailed in Appendix 1. There is evidence that Community Committees have used the YAF to jointly fund activities with school clusters, the Housing Advisory Panels and others.

25. It is noteworthy that many of the Community Committees have augmented the spending on youth activities through use of their Wellbeing funds. Appendix 4 sets out the spending profile by Community Committees on youth activities and shows that over the last two years £234,543 has been spent using the Wellbeing Fund on top of the YAF allocation. Smaller groups in particular, have reported that they find the YAF application and monitoring processes onerous (see para.14 above) and have, instead, applied for funding from the Community Committees WBF where the application and decision making processes are quicker and easier. Whilst wanting to ensure that children and young people maintain an influence over spending on youth activities it is time to simplify the process and bring the applications for Youth Activity Funding and Community Committee Wellbeing funding together, as proposed in para.18 and the recommendations of this report.

26. In December 2014, the Scrutiny Board made the following proposal:

Proposal:

To establish and agree a timetable with members for commissioning and explore the potential for joint commissioning across the city (single application, contract and monitoring form) to manage multiple applications. Introduce a simplified grant process for grants under £500.

27. Standardised paperwork and administration of applications has been introduced. Each area has its own slightly bespoke arrangements and decision making processes in place and it is felt that a centralised system could lose the value of local discussion, ownership and brokerage. Nevertheless, it is worth exploring what further efficiencies can be achieved and that is why it is proposed that the steering group re-groups to tackle the issues set out in paragraph 18 above.

Clarity on whether the Youth Activities Fund can be used to commission more targeted youth services?

28. There was a lack of clarity around spending Youth Activities Fund on 'Targeted Youth Work' by youth workers employed by Children's Services when the Scrutiny Board considered YAF in December 2014 and the Board sought flexibility over YAF spend according to local need. It proposed:

Proposal:

That the business model for the provision of targeted youth services be reviewed to see if greater flexibility can be introduced to accommodate the ambitions of Community Committees in the provision of local youth services.

29. Whilst the YAF is designed primarily for the funding of universal youth activities the proposed flexibility has been introduced successfully and Community Committees have funded more targeted provision where this has been determined to be necessary by the committee.

Corporate Considerations

Consultation and Engagement

30. Young people's engagement is demonstrated throughout the process and is referenced in response to the questions raised. Children and young people have been involved in the decision making process of when, where and what type of activity will benefit their community. They are also involved in the evaluation of all Activity fund applications and making recommendations to Community Committees. Combined with Community Committee member's knowledge and experience of their localities this results' in an effective way of securing successful programmes of activities for children and young people.

Equality and Diversity / Cohesion and Integration

31. Funding and delivery is proportionate across the city. Each Community Committee considers the equality implications of decisions and considers the delivery of events and activity to ensure a broad variety of activity across the community supporting equality, diversity, community cohesion and integration.

Council policies and City Priorities

32. The delivery of the youth activity fund supports the Children and Young Peoples Plan with a particular focus on children and young people having fun growing up and who are active citizens who feel they have voice and influence.

Resources and value for money

33. The Youth Activity Fund budget for 2015/16 is £500,000 for the Community Committees. Community Committee allocations are based on populations of children and young people age 8-17 years across the city. Details of spend is set out in the appendices.

Legal Implications, Access to Information and Call In

34. There are no legal implications arising from this report.

Risk Management

35. There are no significant risk management issues arising from this report.

Reccommendations

36. That the Scrutiny Board (Children's Services):
- c) Note and discuss the information supplied in this report and appendices
 - d) Recommend that the cross directorate steering group referred to in the report (para. 18) is convened by the new Chief Officer Communities to further improve and develop Community Committees funding and support of youth activities through:

- A critical examination and dissemination of best practice with regard to the engagement of children and young people in the decision making processes of Community Committees on youth activity funding;
- A review of the monitoring requirements of activity providers through the Breeze Culture Network and the insistence on Breeze cards; and
- Simplifying the process and bringing the applications for Youth Activity Funding and Community Committee Wellbeing funding together.

Background documents¹

37 None

Appendices

1. 2014/15 and 2015/16 performance data
2. Summer Peer Inspections of Youth Activity Fund Activities 2015
3. Youth Activity Fund Steering Group Terms of Reference
4. Youth activity spending profile 2014/15 and 2015/16

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.

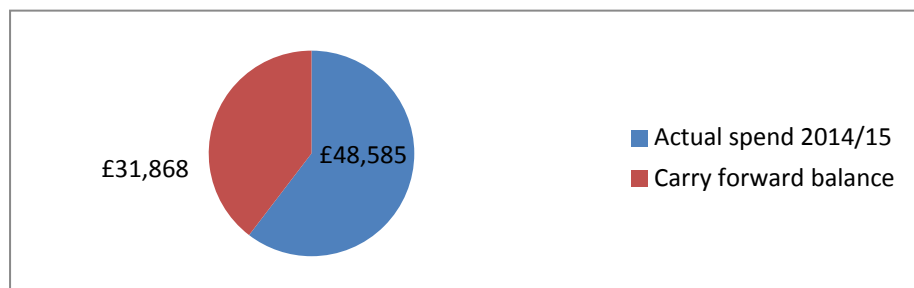
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APPENDIX 1

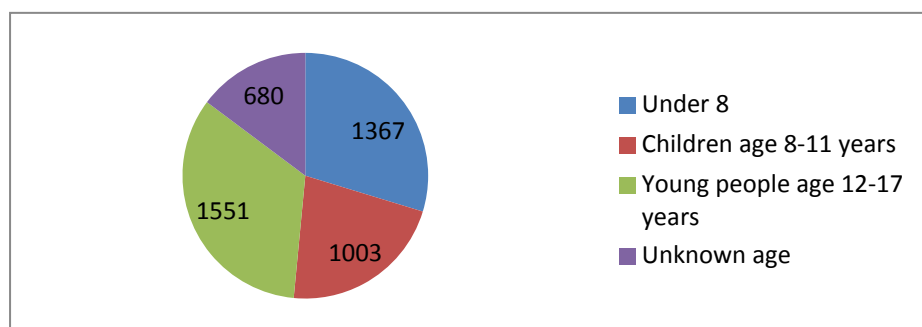
Youth Activity Fund spend on Play, Sports, Arts and Cultural activity and the participation of children and young people in the decision making for the funding delivery and spend. Information by Community Committee Areas for 2014/15 and 2015/16.

OUTER SOUTH

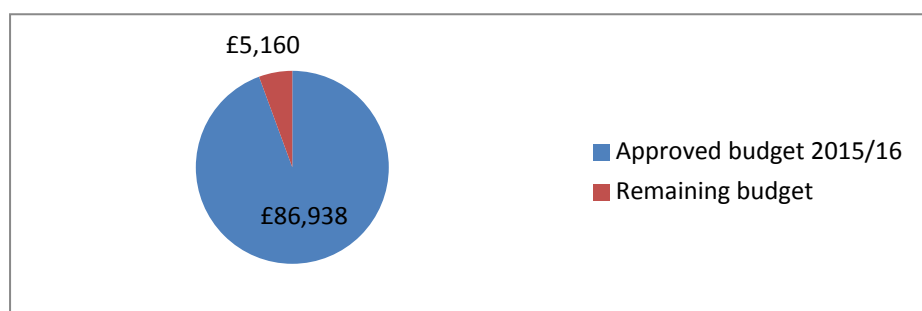
Budget allocation 14/15 was £80453. The carry forward balance includes committed funds for delivery in 2015/16 shown below.



16 projects were delivered with 4601 children and young people attending the activities provided. The age of the children attending shown below.



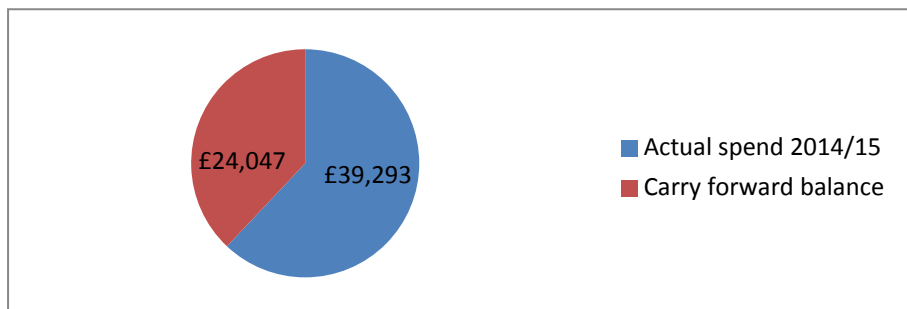
Budget Allocation 15/16 is £92098 including 14/15 carry forward, delivering 17 projects.



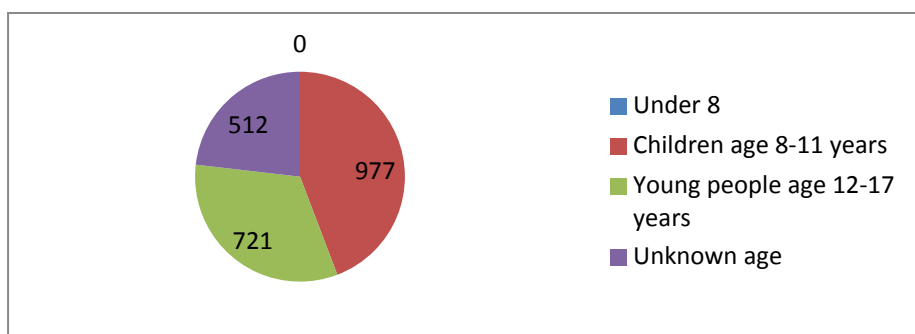
Representation of young people in decision making; Outer South Community Committee work closely with the local clusters and youth service to ensure children and young people participate in the decision making of the youth activity fund across outer south. The Children and Families Sub group ensure young people's views are considered at all levels of decision making for the YAF.

INNER SOUTH

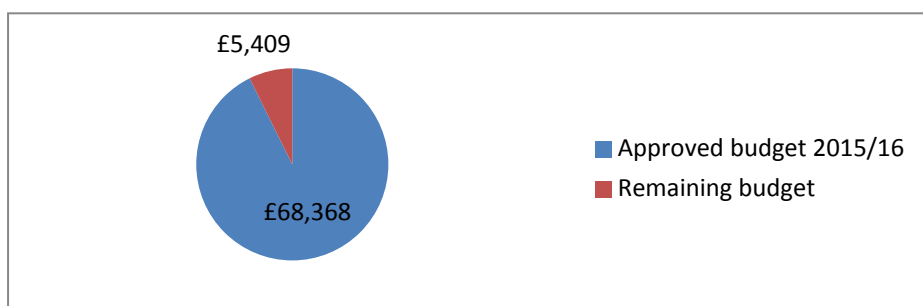
Budget allocation for 2014/15 was £63340. The carry forward balance includes committed funds for delivery in 2015/16 shown below.



12 projects were delivered with 2210 children and young people attending the activities provided. The age of the children attending is below.



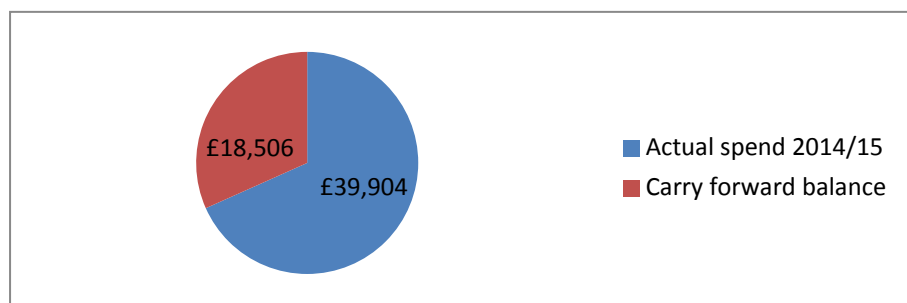
Budget Allocation 15/16 is £73777 including 14/15 carry forward, delivering 14 projects.



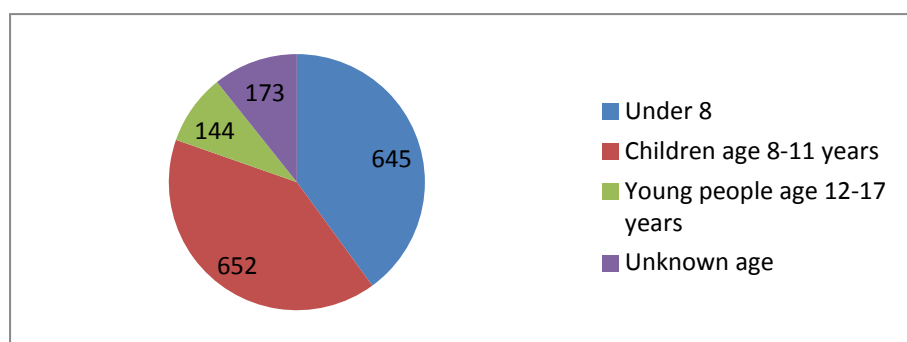
Representation of young people in decision making; During 2015, 49 children and young people have participated with the spend of YAF. A youth panel of 8 young people regularly met to support the Community Committee making recommendations from the funding applications. The panel met 5 times up to the summer and was promoted through local organisations. This was followed by consultation at Hunslet Primary school, New Bewerley Primary School and South Leeds Academy with 41 children reviewing and setting priorities.

OUTER WEST

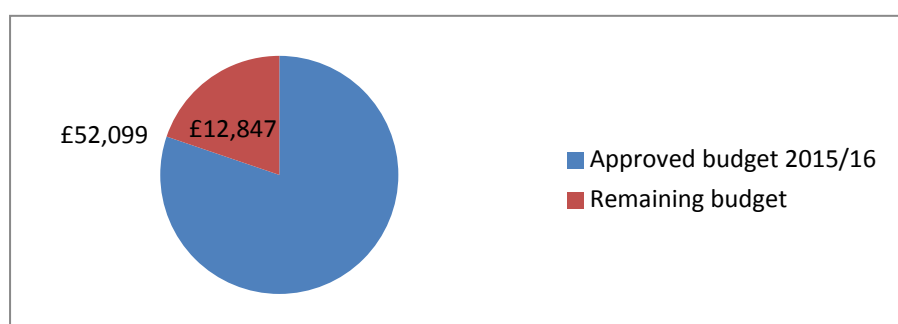
Budget allocation for 2014/15 was £58410. The carry forward balance includes committed funds for delivery in 2015/16 shown below.



6 projects were delivered with 1614 children and young people attending the activities provided. The age of the children attending is below.



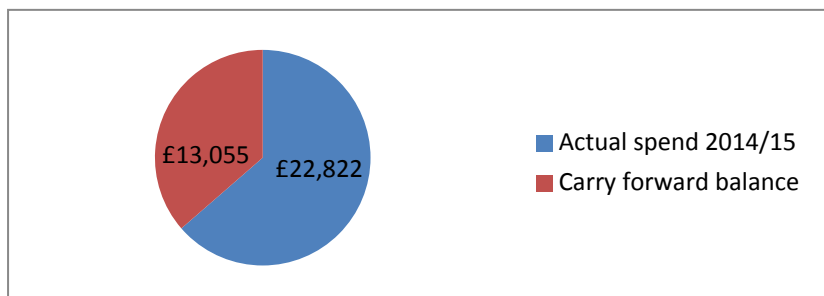
Budget Allocation for 15/16 is £64946 including 14/15 carry forward, delivering 13 projects.



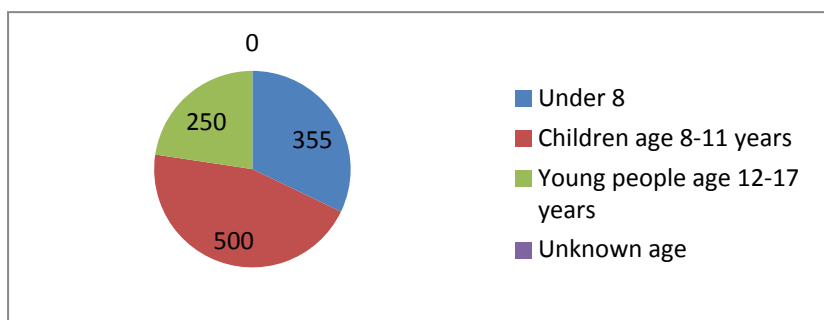
Representation of young people in decision making; During 2015, 13 children and young people engaged with decision making on the spend of YAF. A youth panel of 5 young people regularly met to support the Community Committee making recommendations from the funding applications. The panel met 5 times up to the summer followed by consultation at Farnley Academy with 8 children reviewing and setting priorities.

INNER WEST

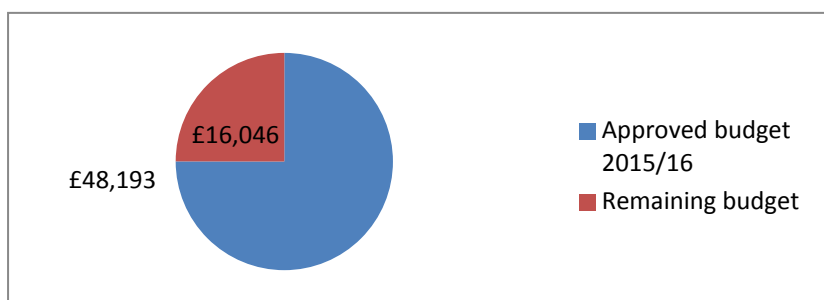
Budget allocation for 2014/15 was £35877. The carry forward balance includes committed funds for delivery in 2015/16 shown below.



12 projects were delivered with 1105 children and young people attending the activities provided. The age of the children attending is below.



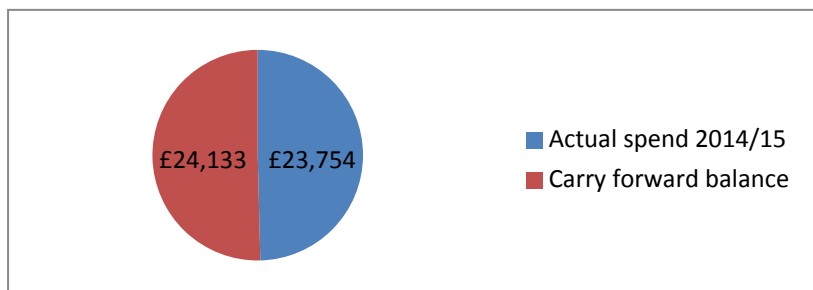
Budget Allocation for 2015/16 is £64239 including 14/15 carry forward delivering 11 projects.



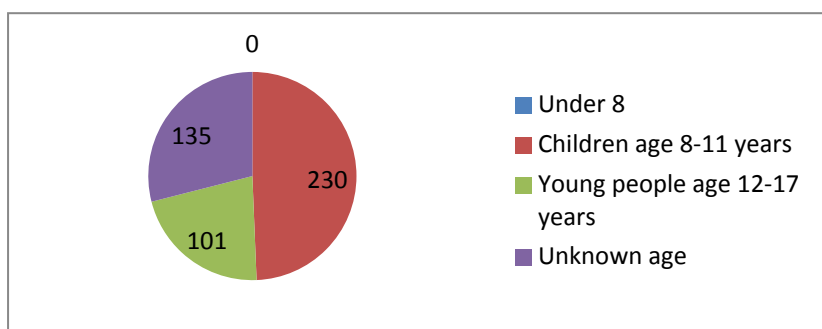
Representation of young people in decision making; During 2015 children and young people engaged with decision making on the spend of YAF through partnership groups with BARCA, Youth Service and YMCA. 10 young people met in October for an away day at the Lazer Centre focusing on the area and spend for YAF. The young people will meet all together on a regular basis.

INNER NORTH WEST

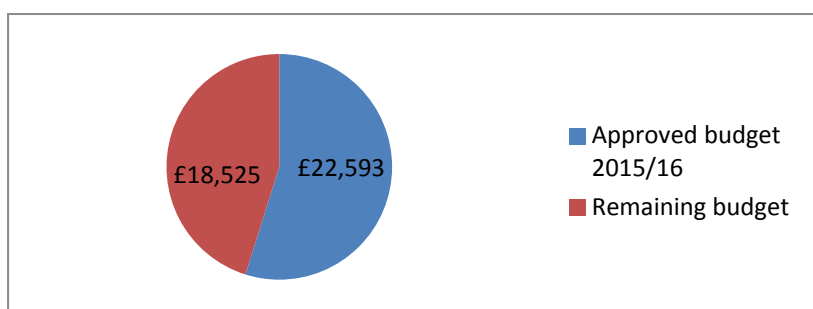
Budget allocation for 2014/15 was £47887. The carry forward balance includes committed funds for delivery in 2015/16 shown below.



13 projects were delivered with 466 children and young attending the activities provided. The age of the children attending is below.



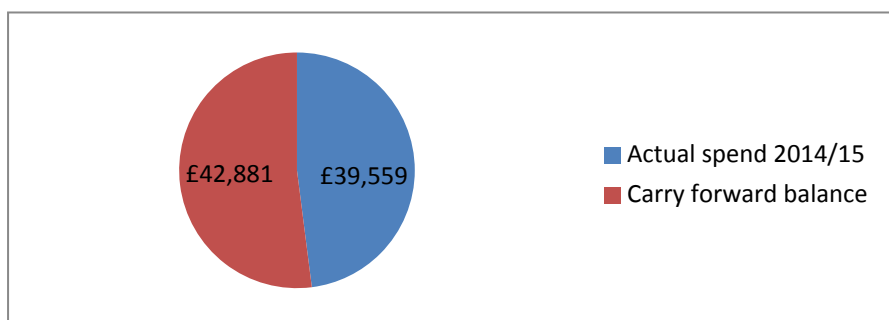
Budget Allocation for 2015/16 is £41119 including 14/15 carry forward, delivering 13 projects.



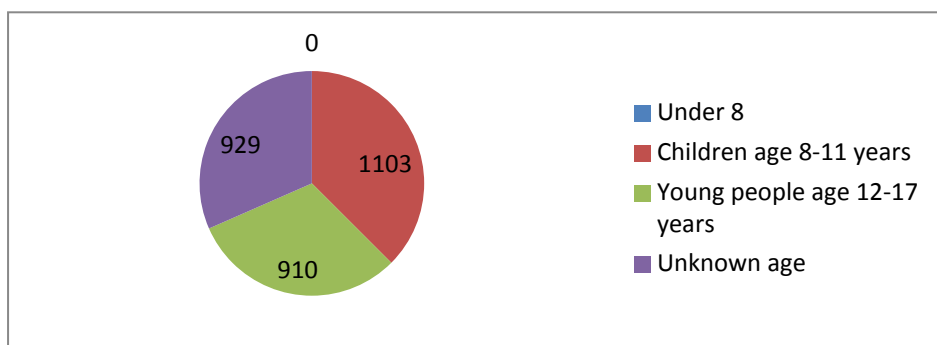
Representation of young people in decision making; Working with partners an Inner North West a consultation day took place on the 15th January 2016 with attendance of children and young people from 13 primary schools totalling 55 children. The children took part in workshops regarding; YAF, participation and meeting with local councillors. During 2015 a youth panel of for young people was trialled for the participation of children and young people. This approach was not suitable for the area and attendance was poor therefore the consultation day working with partners has proved successful and will continue in the future.

OUTER EAST

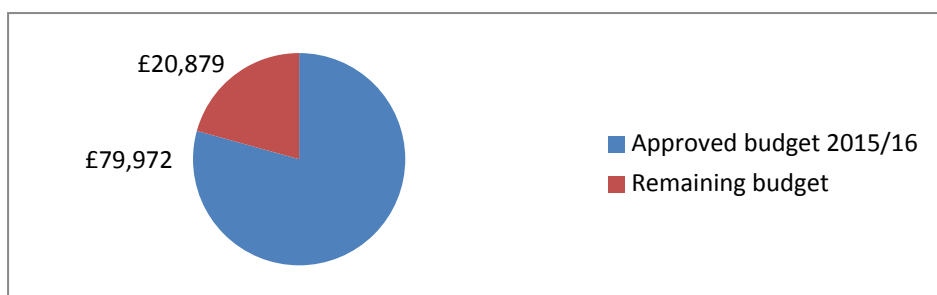
Budget allocation for 2014/15 was £82440. The carry forward balance includes committed funds for delivery in 2015/16 shown below.



19 projects were delivered with 2942 children and young attending the activities provided. The age of the children attending is below.



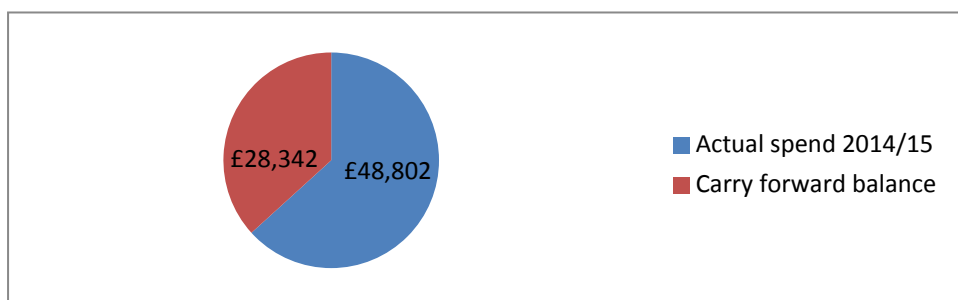
Budget Allocation for 2015/16 is £100851 including 14/15 carry forward, delivering 25 projects.



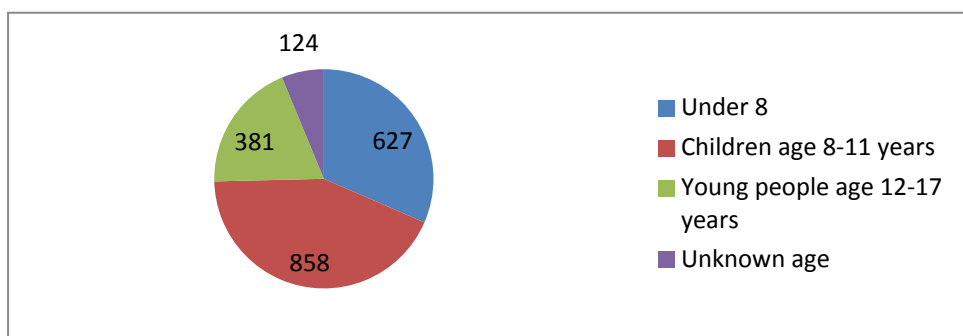
Representation of young people in decision making; During 2015, 39 children and young people engaged with decision making on the spend of YAF. A youth panel of 9 young people regularly met to support the Community Committee making recommendations from the funding applications. The panel met 5 times up to the summer followed by consultation at Ninelands Primary School and Strawberry Fields Primary School with 30 children reviewing and setting priorities.

OUTER NORTH WEST

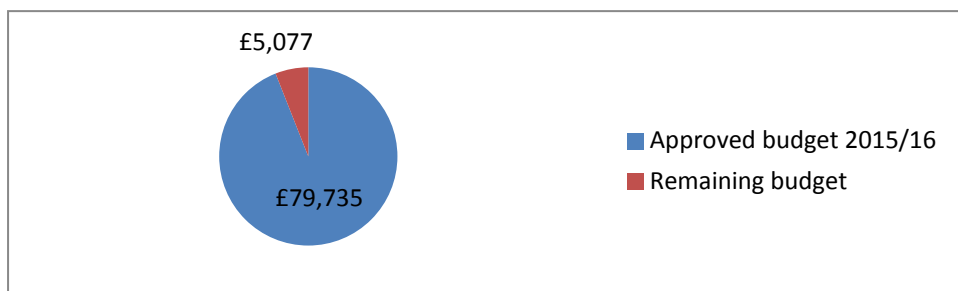
Budget allocation for 2014/15 was £77144. The carry forward balance includes committed funds for delivery in 2015/16 shown below.



19 projects were delivered with 1990 children and young people taking part in the activities provided. The age of the children attending is below.



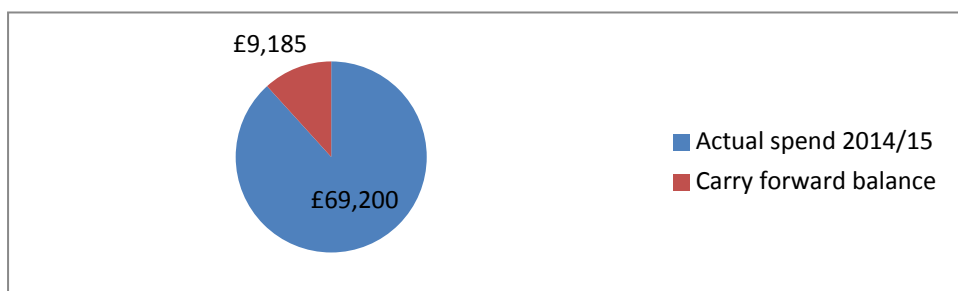
Budget Allocation for 2015/16 is £84812 including 14/15 carry forward, delivering 29 projects.



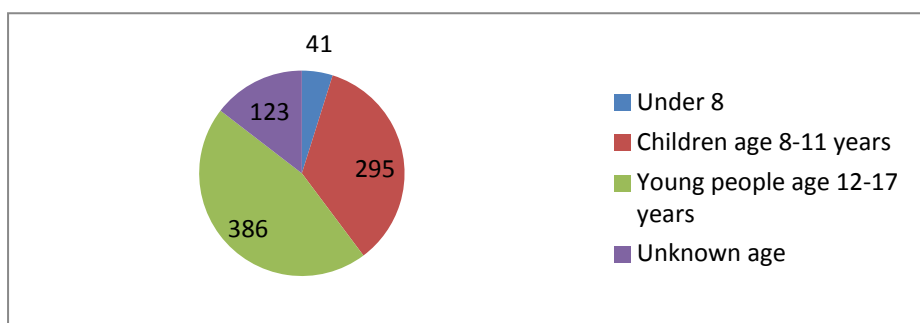
Representation of young people in decision making; During 2015, 68 children and young people engaged with decision making on the spend of YAF. A youth panel of 8 young people regularly met to support the Community Committee making recommendations from the funding applications. The panel met 5 times up to the summer. A consultation event took place at Trinity University with partners, clusters and schools where 17 schools took part and 60 children and young people attended. The next consultation day is planned for the 29th January 2016.

INNER EAST

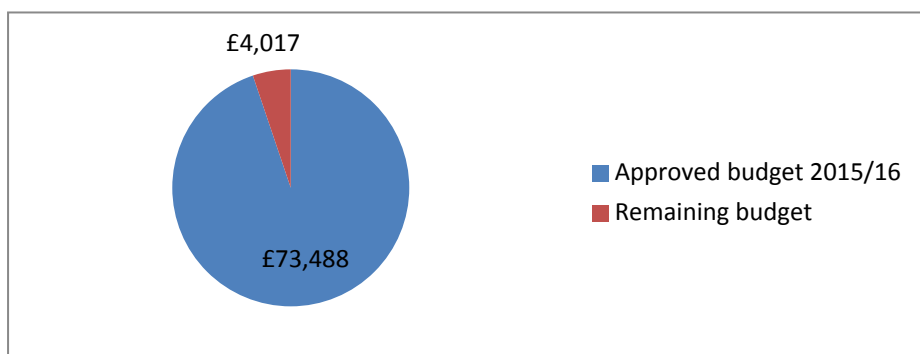
Budget allocation for 2014/15 was £78385. The carry forward balance includes committed funds for delivery in 2015/16 shown below.



26 projects were delivered with 845 children and young people taking part in activities provided.



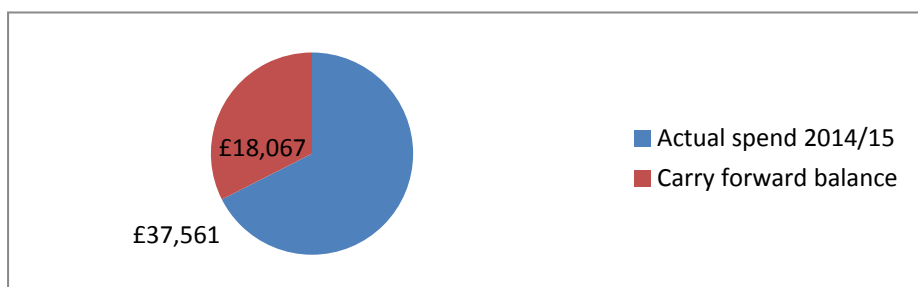
Budget Allocation for 2015/16 is £77505 including 14/15 carry forward, delivering 27 projects.



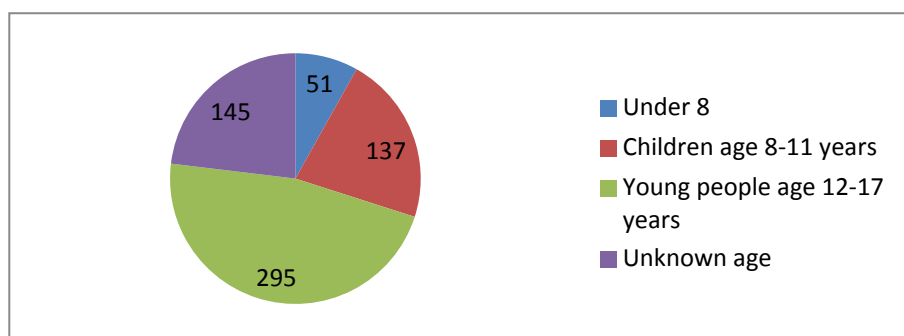
Representation of young people in decision making; During 2015 a youth panel of 7 young people regularly met to support the Community Committee making recommendations from the funding applications. The panel met 5 times up to the summer these were promoted through local partner organisations. This was followed by exploration with partners to broader consultation and participation of children and young people in the decision making across the geographical area.

INNER NORTH EAST

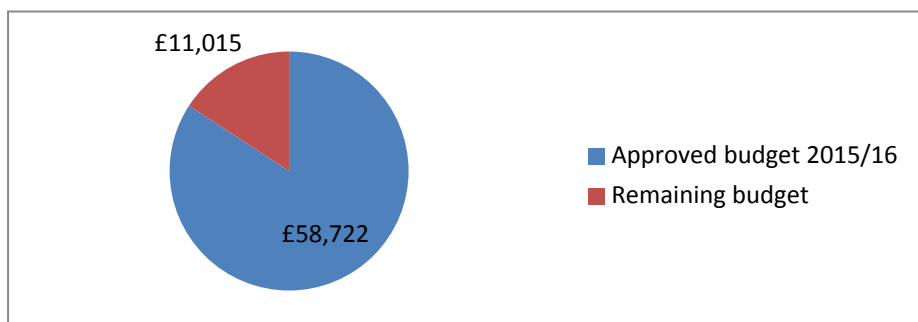
Budget allocation for 2014/15 was £55628. The carry forward balance includes committed funds for delivery in 2015/16 shown below.



15 projects were delivered with 628 children and young people taking part in the activities provided. The age of the children attending is below.



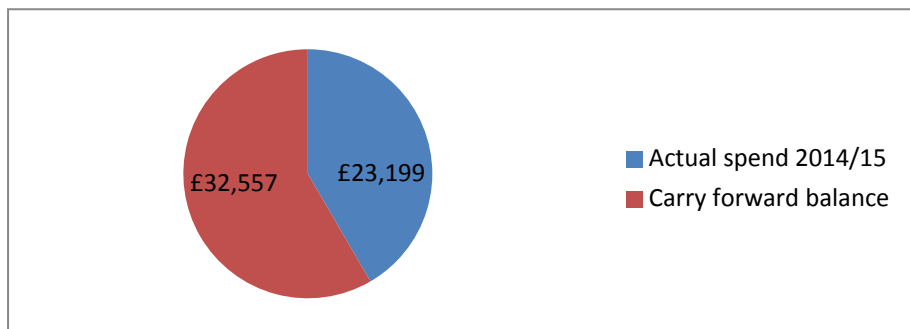
Budget Allocation for 2015/16 is £69737 including 14/15 carry forward, delivering 20 projects.



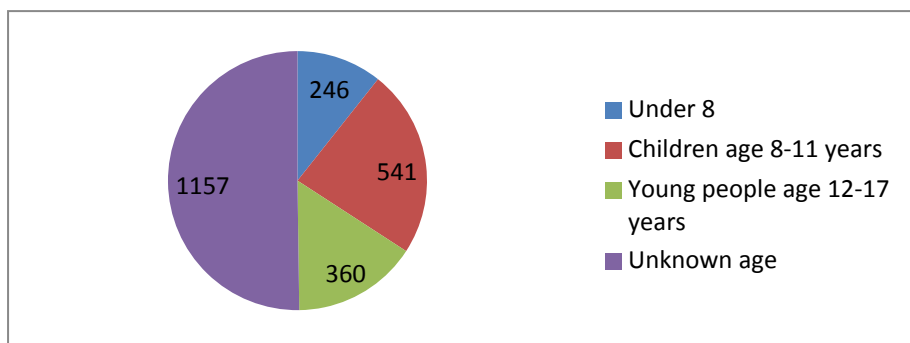
Representation of young people in decision making; During 2015 Youth Panels were trialled and membership was low. Further exploration of engagement with partners and clusters is being explored to ensure the most appropriate engagement with young people takes place in the area.

OUTER NORTH EAST

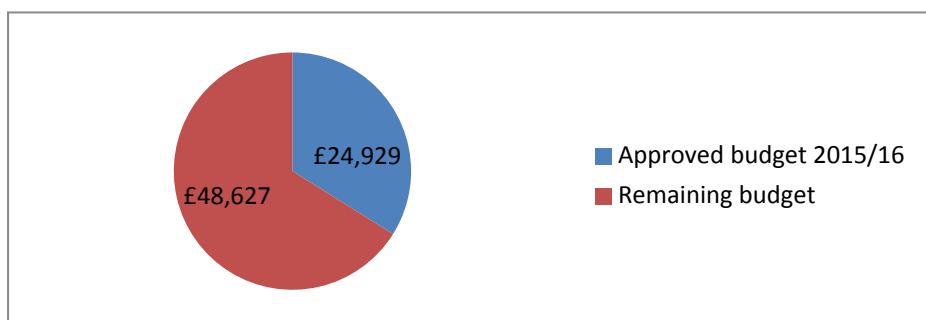
Budget allocation for 2014/15 was £55756. The carry forward balance includes committed funds for delivery in 2015/16 shown below.



9 projects were delivered with 2304 children and young people attending the activities provided. The age of the children attending is below.



Budget allocation for 2015/16 is £73557 including 14/15 carry forward, delivering 15 projects.



Representation of young people in decision making; During 2015 Youth Panels were trialled and membership was low. Further exploration of engagement with partners and clusters is being explored to ensure the most appropriate engagement with young people takes place in the area.

Communities Team – Summer Peer Inspections of Youth Activity Fund Activities 2015

Background

During the summer of 2015 a group of young people were supported by the Youth Offer Communities Team to carry out peer inspections of Youth Activity Fund (YAF) projects across the city. This work was a continuation of the area youth panels delivered across the city during 2015. Members of the youth panels created a Peer Inspection Framework that could be utilised to quality assure funded Youth Activity Projects over the summer. Young people also felt that it would be of benefit to consult young people taking part in the activities to gain a true reflection of their feelings towards the activities they were taking part in. Therefore a 'Mystery Shopper' questionnaire was used alongside the Peer Inspection framework.

Delivery

During the course of the summer a team of 8 young people undertook peer inspections they were age 9-17 years, a mixture of male and female and were from across the City. In total 12 full days were spent on Peer Inspections, visiting a total of 24 activities across the city during the summer, ensuring that activities from Community Committee funding streams were visited citywide.

Benefits

By introducing peer inspections and mystery shopping for the YAF projects the providers, funders and young people all benefited from the process.

The peer inspection team experienced a range of projects across the city giving an opportunity to see what had been funded across the city and share these experiences with their peers hopefully leading to new ideas for future funded projects being brought back to their areas. This process also brought the activities to life, and enabled young people to see what the activities looked like; the benefits to young people and the enthusiasm that the staff brought that could not be put into an application form. Young people completed a level 1 Leeds Youth Award for their peer inspection work carried out. Providers discussed any problems or issues with LCC officers and these were raised with the relevant Communities Teams who funded the project to help resolve.

LCC officers supporting the young people could raise concerns with Communities Teams if providers were unable to meet the contracts for the activity.

Findings

The young people inspected 24 activities with 1655 different children and young people taking part and 117 staff supporting the young people.

71 children and young people took part as mystery shoppers and had a say about each project that was inspected.

Providers were able to demonstrate their ability to deliver projects for children and young people in the community and young people participating in the activities expressed their views of the projects.

Communities Teams were informed of visits and kept up to date of progress or any delivery issues and providers were signposted to the relevant colleagues for support or changes to their delivery.

All children taking part in the mystery shopping scored the provision high with mostly 10/10 and very few negative comments.

General themes

- Activity providers throughout the inspections commented on needing more notice of successful applications to ensure sufficient publicity and promotion and to prevent low numbers of children attending.
- There was a concern raised over male inspectors visiting female only activities and a request for female only inspectors. This will be a consideration future planning.
- To ensure time for planning inspections and young people to plan their summer providers need to ensure their provision is advertised on Breeze well in advance of the summer holidays.
- The Youth Offer Communities Team need to improve clarity of roles and responsibilities – who is doing peer inspections and what areas are they covering e.g. contract compliance and quality assurance.

Next Steps

The Peer Inspection group will continue to meet on a monthly basis and will inspect provision throughout the year especially during the school holidays in all areas of the city. A report will be produced in April 2016 from inspections taking place from October 2015 to March 2016.

Area	East North East							
Peer Inspection	Butterfly Bonanza @ Roundhay Park 11th August	RJC Dance Chapletown 28th July	Mutli sports @ Scotthall Leisure Centre 29th July	Richmond Hill Community Centre Play Scheme - Community Unity 28th July	Chapel FM 31st July	Ice Pops - DJ & Film Making 31st July	Multi Sports - Fearnville Leisure Centre 5th August	Zest for Life Fun day 6th August
Consent forms confirmed onsite	Consent forms are not onsite but all parents are present.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Staff aware of risk assessments, responsibility and seen	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
First Aid kit and named 1st Aider	Yes	Yes	Yes	Yes	Yes	Kit on site but no valid first aider	Yes	Yes
Correct age group for YAF	Yes	Yes	Yes	Ages 5-10 yrs participating part funded through Play Enabling Grant for 5-13yrs.	Yes	yes	Yes	Yes (children under 8 in the building being supported by childrens centre staff)
No of CYP	4	10	21	31	30	6	38	54
No of staff	2	3	1	13	5	4	3	4
encouraging and engaging staff	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Accessible for disabled children to attend	The activity is suitable for all abilities and the building is fully accessible.	The activity and building are accessible for all abilities.	The building and activities are fully accessible and they can adapt activities to individual needs.	It is accessible for all	The space is totally accessible and the activities are open to all.	The main space is totally accessibe and the activty is open to all	All activities coulbe be adapted so everyone gets a chance	Everyone can be included regardless of ability and building has disabled access ramps
Advertised on Breeze	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
are children enjoying the activity	Yes	Yes	Yes	Yes	Yes	Yes	yes	Yes
Feedback	The posters were very small in the window and no signage on the door. This would have helped raise the profile.	Every person is from a different school, all really engaged, looks fun and exciting and staff are very encouraging.	It seemed under control, looked great fun, everyone was taking part and a fun tutor.	Every child was happy and doing their own thing.	None	None	None	None

Mystery Shopping	Butterfly Bonanza @ Roundhay Park 11th August	RJC Dance Chapletown 28th July	Mutli sports @ Scotthall Leisure Centre 29th July	Richmond Hill Community Centre Play Scheme - Community Unity 28th July	Chapel FM 31st July	Ice Pops - DJ & Film Making 31st July	Multi Sports - Fearnville Leisure Centre 5th August	Zest for Life Fun day 6th August
No of CYP mystery shopping	2	3	2	4	4	3 *	4	3
Was the activity easy to sign up to?	2/2 Yes	3/3 Yes	2/2 Yes	4/4 Yes	4/4 Yes	3/3 Yes	3/4 Yes 1/4 No	3/3 Yes
Was the activity what you expected?	2/2 Yes	2/3 Yes 1/3 No	1/2 Yes 1/2 Yes	3/4 No 1/4 Yes	1/4 Yes 3/4 No	3/3 Yes	3/4 Yes 1/4 No	3/3 Yes
was the activity fun?	2/2 Yes	3/3 Yes	2/2 Yes	4/4 Yes	4/4 Yes	3/3 Yes	4/4 Yes	3/3 Yes
do you feel safe at the activity?	2/2 Yes	3/3 Yes	2/2 Yes	4/4 Yes	4/4 Yes	3/3 Yes	3/4 Yes 1/4 No	3/3 Yes
do you have a say in what happeded today?	1/2 Yes 1/2 No	3/3 Yes	2/2 Yes	3/4 Yes 1/4 No	4/4 Yes	3/3 Yes	4/4 Yes	3/3 Yes
would you choose to take part again?	2/2 Yes	3/3 Yes	2/2 Yes	4/4 Yes	4/4 Yes	3/3 Yes	4/4 Yes	3/3 Yes
would you recommend this activity to a friend?	2/2 Yes	3/3 Yes	2/2 Yes	4/4 Yes	4/4 Yes	3/3 Yes	4/4 Yes	3/3 Yes
would you choose to fund this project again?	2/2 Yes	3/3 Yes	2/2 Yes	4/4 Yes	4/4 Yes	3/3 Yes	4/4 Yes	3/3 Yes
Score the project out of 10	10	10	10	10	10	10	7/10 8/10 8/10 10/10	6/10 8/10 8/10
CYP feedback	None	They are really good at teaching young people. A boys groups and a girls group would be better.	It was really fun and good exercise I really enjoyed it. It was really fun and I would do it again.	Children said it wasn't what they were expecting it was better. It was awesome.	I didn't get to play the instrument I really wanted. It was very good fun/I've had an amazing time and will keep it going/ Great job.	Its fun and enjoyable * children were supported by activity staff in filling out questionnaires	The game rules was a bad point	It's a good place for children / It was good

Area	South							
Peer Inspection	Football and multisports Pop Up Club - Cross Flatts Park 31st July 2015	Pop up Sports Morley Leisure Centre 11th August	The Works Skatepark 14th August	Mini Breeze @ Middleton Park 5th August	Pop up sports @ South Leeds Youth Hub 4th August	Getaway Girls -Bling it up Workshop 4th August	Stitch up Summer 6th August	Getaway Girls - DJ Workshop 6th August
Consent forms confirmed onsite	Yes	Yes	Yes	Breeze data on site	Yes	Yes		Yes
Staff aware of risk assessments, responsibility and seen	Yes	Yes	Yes	Yes	Yes	Yes		Yes
First Aid kit and named 1st Aider	Yes	Yes	Yes	Abulance used onsite	Yes	Yes		Yes
Correct age group for YAF	Yes	Yes	Yes	Yes	Yes	Yes		Yes
No of CYP	22	21	5	1025	3	11		7
No of staff	4	3	1	23	3	2		2
Encouraging and engaging staff	Yes	Yes	Yes	Yes	Yes	arrived 20 minutes into session and informed session had changed to sports but a couple of young people running late so waiting for them - unable to comment on staff being encouraging and engaging		Yes
Accessible for disabled children to attend	Specific sessions are provided for CYP with disabilities but sessions can be adapted for those with mild disabilities.	The centre was chosen for its accessibility and all staff are training to work with children with disabilities	The provision can support all abilities and free skate is encouraged	They work in partnership with agencies that work with children with additional needs.	Activities can be adapted for children with disabilities to suit the children.	Anyone can be included regardless of ability		Everyone can be included regardless of ability and the space is fully accessible
Advertised on Breeze	Yes	Yes	Yes	Yes	Yes	Yes		Yes
Are children enjoying the activity	Yes	Yes	Yes	Yes	Yes	unable to comment		Yes
Feedback	It was identified that children left early on a Friday for prayer at the Mosque therefore an alternative day was to be looked at.	Young people seem to be really enjoying it and have a choice in what they do.	None	None	None	Some people were on their phones, young people looked bored. Group were taking the micky out of a girl because of her shoes	No young people in attending. Staff told inspectors they found out about funding very late and were unable to promote effectively. Staff mentioned that this was the second of their sessions and there had been 1 young person at the first one and they didn't think there would be any for the rest of the sessions. Activity staff were advised to speak to area officer to inform of situation with an option of postponing the activity to a later time to allow the publicity to be undertaken.	None

	Football and multisports Pop Up Club - Cross Flatts Park 31st July 2015	Pop up Sports Morley Leisure Centre 11th August	The Works Skatepark 14th August	Mini Breeze @ Middleton Park 5th August	Pop up sports @ South Leeds Youth Hub 4th August	Getaway Girls -Bling it up Workshop 4th August	Stitch up Summer 6th August	Getaway Girls - DJ Workshop 6th August
Mystery Shopping								
No of CYP mystery shopping	5	3	2	4	3	3		1
Was the activity easy to sign up to?	5/5 Yes	3/3 Yes	2/2 Yes	3/4 yes 1/4 no	3/3 Yes	3/3 Yes		Yes
Was the activity what you expected?	4/5 Yes	3/3 Yes	2/2 Yes	3/4 yes 1/4 no	2/3 yes 1/3 no	3/3 Yes		Yes
was the activity fun?	5/5 Yes	3/3 Yes	2/2 Yes	4/4 yes	3/3 Yes	3/3 Yes		Yes
do you feel safe at the activity?	5/5 Yes	3/3 Yes	2/2 Yes	4/4 yes	3/3 Yes	3/3 Yes		Yes
do you have a say in what happened today?	3/5 Yes 2/5 No	3/3 Yes	2/2 Yes	4/4 yes	3/3 Yes	3/3 Yes		Yes
would you choose to take part again?	5/5 Yes	3/3 Yes	2/2 Yes	4/4 yes	3/3 Yes	3/3 Yes		Yes
would you recommend this activity to a friend?	5/5 Yes	3/3 Yes	2/2 Yes	4/4 yes	3/3 Yes	3/3 Yes		Yes
would you choose to fund this project again?	5/5 Yes	3/3 Yes	2/2 Yes	4/4 yes	3/3 Yes	3/3 Yes		Yes
Score the project out of 10	10	10	10	10	10	10		10
CYP feedback	All good. Brilliant	It was one of the best things and the coaches were good/ It was the fun-ist thing ever/ They are good coaches.	The rain stopped some from coming/some people got in the way/ It had been a good experience/ to get more people to come that we know.	Too many people/queue too long (3 comments)/it's good.	Play more football/ have more choice of activities	None		Do the activity that has been said we were doing / When speaking to the staff it was confirmed that the 7 young people taking part would be taking part in the other activities on offer for the rest of the summer here.

West North West								
Area								
Peer Inspection	Mighty Chefs @ Brownlee Stone 14th August	Drama @ Brownlee Stone 4th August	Drama @ Brownlee Stone 17th August	SK8 Otley Skate Park 29th July	Lego Workshop @ Ralph Thorsby 28th July	Mini Breeze @ Bramley Park 28th July	Lazer Centre 31st July	Bug Box Building 29th July
Consent forms confirmed onsite	Yes	Yes	Yes	Yes	Yes	Breeze data on site	Yes	Yes
Staff aware of risk assessments, responsibility and seen	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
First Aid kit and named 1st Aider	Yes	Yes	Yes	Yes	Yes	Ambulance provided on site.	Yes	Yes
Correct age group for YAF	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No. Most of the children were under 8.
No of CYP	12	4	6	10	32	273	15	15
No of staff	3	2	2	3	2	27	4	1
encouraging and engaging staff	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Accessible for disabled children to attend	The activity is suitable for all abilities and the building is fully accessible with toilets.	The activity is open to everyone and the building is accessible.	The activity is open to everyone and the building is accessible.	They have a special needs co-ordinator to provide extra support for children with additional needs.	The activity is suitable for all abilities and it includes group challenges.	They follow the equal opps policy and work in partnership with agencies that work with young people with additional needs.	The activities were suitable for disabled children. Children with additional needs were taking part.	The centre is accessible for disabled children.
Advertised on Breeze	Yes	Yes	Yes	Yes	Staff were unsure where advertised	Yes	Yes	Yes
are children enjoying the activity	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Feedback	None	It looks very exciting and I would like to come here, great fun I would attend it. It would keep you busy and seems like a good activity.	None	None	Children were engaged.	A variety of fun activities for children.	Staff were unsure who was responsible for young people's behaviour at lunch time.	All children were having fun but some were a bit young.

Mystery Shopping	Mighty Chefs @ Brownlee Stone 14th August	Drama @ Brownlee Stone 4th August	Drama @ Brownlee Stone 17th August	SK8 Otley Skate Park 29th July	Lego Workshop @ Ralph Thorsby 28th July	Mini Breeze @ Bramley Park 28th July	Lazer Centre 31st July	Bug Box Building 29th July
No of CYP mystery shopping	3	3	1	3	4	5	4	2
Was the activity easy to sign up to?	3/3 Yes	3/3 Yes	Yes	3/3 Yes	4/4 Yes	5/5 Yes	4/4 Yes	2/2 Yes
Was the activity what you expected?	3/3 Yes	1/3no 2/3 Yes	Yes	3/3 Yes	4/4 Yes	5/5 Yes	4/4 Yes	1/2 Yes 1/2 No
was the activity fun?	3/3 Yes	3/3 Yes	Yes	3/3 Yes	4/4 Yes	5/5 Yes	4/4 Yes	2/2 Yes
do you feel safe at the activity?	3/3 Yes	3/3 Yes	Yes	3/3 Yes	4/4 Yes	5/5 Yes	4/4 Yes	2/2 Yes
do you have a say in what happeded today?	1/3 Yes 2/3 No	3/3 Yes	Yes	2/3 Yes 1/3 No	4/4 Yes	4/5 Yes 1/5 No	3/4 Yes 1/4 No	2/2 Yes
would you choose to take part again?	3/3 Yes	3/3 Yes	Yes	3/3 Yes	4/4 Yes	5/5 Yes	4/4 Yes	2/2 Yes
would you recommend this activity to a friend?	3/3 Yes	3/3 Yes	Yes	3/3 Yes	4/4 Yes	5/5 Yes	4/4 Yes	2/2 Yes
would you choose to fund this project again?	3/3 Yes	3/3 Yes	Yes	3/3 Yes	4/4 Yes	5/5 Yes	4/4 Yes	2/2 Yes
Score the project out of 10	10	10	10	10	10	8/10. 9/10. 10/10.	10	10
CYP feedback	None	Very fun however maybe don't always fully plan it and maybe see how it turns out.	There are a few giddy people/very fun great way of encouraging people to get into drama.	It was really fun and I can push and ride. This was so fun I am going to do it next year.	None	No feedback from children but some adults commented they had not seen it advertised.	A lot of swearing/need more BMX bikes (some were stolen)/It was fab, food laid on next time.	Bigger seats were needed and one young person said there were a lot of younger children than she expected. It was fun and I would definitely do it again.

YOUTH ACTIVITY FUND STEERING GROUP TERMS OF REFERENCE

Purpose:

- To ensure all provision supported through the youth activity funding stream effectively contributes to enable the Local Authority to meet its duties outlined in “The Statutory Guidance for Local Authorities on Services and Activities to Improve Young People’s Well-being” (Revised DFE 2012).

Objectives:

- To promote and raise awareness/profile of the Youth Activities Fund across the city.
- To provide support and challenge to Community Committees to ensure they are successful in providing a localised offer of a range of activities, influenced by the children and young people.
- To provide guidance and support to ensure that youth panels are fully functioning and that there is increased representation of young people in decision-making.
- To establish and agree a timetable with Community Committee members for commissioning and explore the potential for joint commissioning across the city.
- To review the Youth Activities Fund application process and consider how it can be simplified for providers, including a shortened process for small grants.
- To develop and strengthen the monitoring process to include the quality assurance criteria and a common evaluation form for all providers.
- To set out the outcomes expected of the activity providers and how success will be measured against the priorities defined in the Children and Young People’s Plan.
- To oversee the mapping of activity delivery and service providers to identify potential gaps in the market for the provision of activities across the city.
- Work collaboratively to support the development of partnerships, positive relationships and integrated working; ensuring there is a joined-up approach to providing local opportunities for children and young people to engage in activities.
- To scrutinize monitoring and evaluation data to assess the overall effectiveness and value for money of those projects/activities funded by this funding stream.
- To scrutinize monitoring and evaluation data to ensure there is equality of access to activity for all children and young people irrespective of ethnicity, gender, disability, sexuality, religion, etc.
- To identify ways in which the use of the Breeze Culture Network can be maximised to promote and report on the outcomes of the Youth Activity Fund.
- To provide a forum in which experiences and examples of good practice can be shared and disseminated across the city.
- To ensure that stakeholder feedback is reflected appropriately in any commissioning decisions.
- Work towards the goal of Leeds becoming a Child Friendly City.
- To use a restorative approach to problem solving and decision making.

Membership:

- Representatives of relevant stakeholder groups/forums including; Children’s Services, Breeze, Arts Development, Sport and Active Lifestyles and Area support.

Frequency of meetings:

- The group will meet on a quarterly basis.

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	Actual Spend 2014/15	Spend to Date 2015/16	Projects Approved 2015/16
Inner South	71,909	45,415	142,744
Outer South	49,190	59,409	127,442
Outer East	39,459	10,583	84,972
Inner West	33,092	30,705	95,654
Inner North West	48,548	19,607	40,083
Outer West	39,904	7,549	55,559
Outer North West	68,694	34,888	83,870
Inner North East	68,749	22,923	91,153
Inner East	72,248	53,322	84,173
Outer North East	28,699	28,119	23,931
Total	520,494	312,519	829,580
Funded via YAF	392,680	226,282	595,037
Funded via Well Being	127,814	86,237	234,543
Total	520,494	312,519	829,580
			2015/16
Annual YAF Budget:			500,000
Funding Rolled Forward			242,640
Funding Available			742,640

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Report author: Sandra Pentelow
Tel: 0113 2474792

Report of the Head of Scrutiny and Member Development

Report to Scrutiny Board (Children and Families)

Date: 25 February 2016

Subject: Preparing for the Future, Supporting Special Educational Needs and Disabled Young People – Health.

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

1.0 Purpose of this report

- 1.1 At its meeting on the 18th of June 2015, the Scrutiny Board considered potential sources of work for the 2015/16 municipal year. Following discussion with the Executive Board Member (Children and Families) and representatives from Childrens Services the Board expressed a desire to undertake an inquiry which would consider what it is like to grow up in Leeds if you are a child with special educational needs and/or a disability. Terms of reference were agreed by the Scrutiny Board on the 10th of September 2015. The Board resolved to initially scrutinise the needs of young people from year 9 onwards.
- 1.2 The inquiry has a number of focus areas including to make an assessment of and, where appropriate make recommendations on preparation for adulthood.
- 1.3 The Board has conducted a number of inquiry sessions and has also undertaken visits to SILCs, partnership and resourced schools. During the inquiry there has been reference to the health support and the partnership in place to support SEND young people into adult services. The Board resolved that a further understanding is required about the function of health services in supporting young people with their health needs whilst transitioning from children’s health services to adult health services. In addition to a greater understanding of the partnership that exists with both Local Authority Children’s Services and Adult Social Care in providing an integrated support service.

- 1.4 Health practitioners from Leeds South and East CCG, Leeds Community Healthcare NHS Trust (LCH) and Leeds Teaching Hospitals Trust (LTHT) have been invited to attend the Scrutiny Board Meeting on the 25th of February.
- 1.5 Clinical Commissioning Groups (CCGs) are largely responsible for commissioning the following services:
- community health services;
 - maternity services;
 - planned hospital care (operations, scans etc);
 - mental health services;
 - rehabilitation services;
 - urgent and emergency care, including A&E, ambulances and out-of-hours services; and
 - continuing healthcare (a package of care provided outside hospital, arranged and funded by the NHS, for people with ongoing healthcare needs).

Currently there are three CCGs in Leeds, Leeds North, Leeds South and East and Leeds West, each covering and responsible for local health services across different areas of the City. Catherine Williams, Commissioning Manager from NHS LEEDS South and East CCG is attending to discuss the relevant services commissioned.

- 1.6 LCH and LTHT are responsible for the provision of healthcare. LCH is responsible for providing a range of community healthcare services for adults and children in the Leeds area, including community nursing, health visiting, physiotherapy, community dentistry, primary care mental health, smoking cessation and sexual health services.

LTHT provides acute hospital services for the population of Leeds and surrounding areas and acts as a regional centre for a number of specialised services, including cancer services and cardiac surgery services.

The Trust delivers services across the following seven hospitals.

- Leeds General Infirmary (LGI)
- St James's University Hospital
- Seacroft Hospital
- Wharfedale Hospital
- Chapel Allerton Hospital
- Leeds Children's Hospital
- Leeds Dental Institute

Anne Stanton, Head of Nursing, Leeds Children's Hospital (LTHT) and Benita Powrie Head of Service, Integrated Children's Additional Service (LCH) are attending to support this session of the inquiry.

- 1.7 The Head of Service Complex Needs, Children's Services and representatives from Specialist Services, Adult Social Care have also been invited to attend.

2.0 Recommendations

The Scrutiny Board (Children's Services) is recommended to:

- a) Note and consider the information presented verbally to the Board on the 25 February 2016.
- b) Make recommendations as deemed appropriate.

3.0 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 author: Sandra Pentelow
Tel: 0113 2474792

Report of the Head of Scrutiny and Member Development

Report to Scrutiny Board (Children and Families)

Date: 25 February 2016

Subject: Preparing for the Future, Supporting Special Educational Needs and Disabled Young People – Leeds City College

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

1.0 Purpose of this report

- 1.1 At its meeting on the 18th of June 2015, the Scrutiny Board considered potential sources of work for the 2015/16 municipal year. Following discussion with the Executive Board Member (Children and Families) and representatives from Childrens Services the Board expressed a desire to undertake an inquiry which would consider what it is like to grow up in Leeds if you are a child with special educational needs and/or a disability. Terms of reference were agreed by the Scrutiny Board on the 10th of September 2015. The Board resolved to initially scrutinise the needs of young people from year 9 onwards.
- 1.2 The inquiry has a number of objectives including to make an assessment of and, where appropriate, make recommendations on learning and achievement from year 9 onwards, education settings and the educational pathways available to generate opportunities for Children and Young people to obtain skills for life and/or qualifications and preparation for adulthood.
- 1.3 The Board has conducted a number of inquiry meetings and has also undertaken visits to SILC, Partnership and resourced schools. During these visits and during the inquiry there has been discussion around the on-going support provided by Leeds City College to enable SEND young people to continue in their education.
- 1.4 Diane Wilson the Head of Faculty for Foundation Learning at Leeds City College has been invited to attend the Scrutiny Board Meeting on the 25th of February and has agreed to assist in the inquiry. Appended to this report is written information provided by Diane Wilson to support discussion and debate.

2.0 Recommendations

The Scrutiny Board (Children's Services) is recommended to:

- a) Note and consider the documented information provided and presented verbally to the Board on the 25 February 2016.
- b) Make recommendations as deemed appropriate.

3.0 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.

Scrutiny Inquiry (Children's Services) - Preparing for the Future, Supporting Special Educational Needs and Disabled Young People

Leeds City College – SEND

In the academic year 2015-2016 there are 162 students who have high needs enrolled to courses at Leeds City College. (appendix 1)

Transition

Transition coordinators in the High Needs team receive draft education, care and health plans from the Local Authority. These indicate Leeds City College may be an appropriate learning environment for the student and we then are required to assess if the college can provide suitable provision and support and we have 15 days to respond.

Assessments may include visiting students in their current setting such as the Special School or in the home.

Additional assessments may be required including a risk assessment and behaviour support assessment. If there are medical considerations the access adjustment coordinator will assess the student and where necessary create a personal emergency evacuation plan [PEEP].

For complex medical and care needs an assessment will be required from an outside agency. All assessments are confidential and shared only with the team members who are involved in the student's course. Assessment outcomes are uploaded on to secure College systems.

Once the transition coordinator has confirmed that we can provide the specialist and learning support needed by the student s/he calls a meeting with the relevant Head of School and other curriculum team members such as teachers and the learning support practitioners. At the meeting adjustments required for support, and learning approaches are discussed and agreed and then shared with relevant team members.

The transition coordinators work with the student on a transition programme to support transition from school into college.

During this transition phase young people who have special educational needs and disabilities can attend the SILC carousel programme where they are able to try out a number of curriculum areas to see which they like the best, and which will help them to begin develop the skills needed to be achieve when they enroll to the full-time course. Students are also encouraged to attend a range of activities including short visits, two-day taster courses which are held in July, visits to specialist resources such as the Oasis Rooms (quiet rooms for students who have autism spectrum and mental health needs). Where appropriate the student may be encouraged to take photos of the college and key staff to create a visual aid. At each visit the student will be introduced to more key support and teaching staff (as appropriate to the student).

Future developments

The transition coordinators will attend reviews for Yr9 students onwards to aid successful transition to college. They liaise closely with schools and specialist provision and have built good working relationships with SILCs, Grafton, high schools, ST Johns school for the Deaf.

The SILC carousel programme is currently being revised in preparation for an Open Day being held on the 24th March in preparation for the 2016-2017 academic year.

Appendix 1

- Academic Studies – GCSE
- Entry Level 3 - Carpentry and Joinery
- Entry Level 3 Award in Creative Media Production
- Entry Level 3 Certificate for IT Users
- Entry Level 3 Diploma for The Introduction to Vehicle Technology
- Level 1 BTEC Diploma for IT Users
- Level 1 Certificate for IT Users
- Level 1 Diploma in Caring for Children
- Level 1 Diploma in Food Industry Skills
- Level 1 Diploma in Food Industry Skills
- Level 1 Diploma in Food Industry Skills
- Level 1 Extended Certificate in Exploring the Creative Arts and Media Sectors
- Level 1 NVQ in Sport and Leisure
- Level 2 Certificate in Women's Hairdressing
- Level 2 Diploma in Professional Cookery
- Level 2 NVQ Diploma in Instructing Exercise and Fitness
- Level 2 NVQ Diploma in Instructing Exercise and Fitness
- Level 3 Access to Higher Education Diploma: Humanities and Social Sciences (Social Sciences and Social Work)
- Level 3 Business
- Level 3 Diploma in Creative Media Production (Games)
- Level 3 Diploma in IT with Business
- Level 3 Extended Diploma in Applied Science
- Level 3 Extended Diploma in Creative Media Production (Television and Film)
- Level 3 Extended Diploma in IT (Software Development)
- Life Skills
- Prince's Trust – TEAM programme
- Supported Employment
- Vine at Queenswood Education Centre

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Report of: The Director of Children's Services

Report to: Children's Services Scrutiny Board

Date: 25th February 2016

Subject: Best City for Learning Strategy



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. The Draft Best City for Learning Strategy outlines the four year plan for improving learning in Leeds from 2016-2020
2. The strategy outlines where Leeds currently is as a city, where it aims to be and how it plans to get there
3. The seven key priorities in the strategy were identified through the Big Education Debate events held throughout the city from September to November last year. Councillors, Principals, Headteachers, businesses, officers and education specialists and other stakeholders all contributed their ideas to define these priorities and further the development of learning and education in Leeds.
4. The consultation process for this document was extensive, to ensure that a wide variety of perspectives were recorded

Recommendations

5. The Scrutiny Board is recommended to:

1. Examine each of the seven priorities and comment on the vision for success in learning in Leeds
2. Acknowledge and feedback on the extensive consultation process that has led to this report
3. Comment on the strategic intent of the report and feedback any recommendations
4. Support the actions recommended for each priority
5. Note the Head of Learning Improvement is responsible for the implementation for the strategy

1 Purpose of this report

- 1.1 The purpose of the strategy is to define a clear vision of what learning in Leeds will look like by 2020 and the actions that will be taken in order to achieve this. It also describes the process that led to the formation of this strategy.

2 Background information

- 2.1 We wanted a comprehensive strategic document to guide Leeds to becoming the Best City for Learning by 2020, and so this report is a product of 8 consultation events that were held across Leeds from September to November 2015. The consultation process provided a forum for those who attended to be involved in the vision for learning in Leeds, which incorporates the people who will be delivering the strategy with the process of developing the strategy. This ensures that the expertise from all areas in learning in Leeds is gathered and developed.
- 2.2 These events were held to ensure that the voices, experiences and expertise from a diverse consortium of individuals, who all have interest or specialities in education across Leeds, were gathered. These events were held in 8 different locations, including schools and colleges, in a variety of areas from Otley to city centre. This was to ensure that as many people as possible could attend in a convenient location. All Headteachers, Principals, Chairs of Governors, Councillors and universities in Leeds were invited.
- 2.3 Over 220 people attended, with a wide range of attendees, including, but not limited to: Councillors, Headteachers, Principals, Deputy Headteachers, Chief Executives, Chairs of Governors, Governors, Directors, charity and third sector groups, businesses, universities, officers, and education specialists.
- 2.4 The questions that were asked at each event were refined throughout the process, which established a mechanism of progression. The questions that were asked at the final, largest event were devised from feedback compiled from the previous events.
- 2.5 Following on from these events, subsequent consultation meetings were held with a wide range of education partners to refine the strategic pathway that will be delivered through schools and settings.
- 2.6 In future years, the Annual Standards Report will track progress against the strategic vision.

3 Main issues

Please see below for a summary of the Best City for Learning priorities. The full document is available in the appendix.

- 3.1 **World Class Provision:** *"We need a collaborative approach that provides good quality provision to meet the needs of all Leeds children."*
- 3.2 **Great Leeds Schools:** *"In such a diverse and vibrant city we need schools to be distinct environments in which all children are proud to succeed."*

- 3.3 **High Expectations for All:** *"Creative and innovative approaches need to be used to address the gaps which prevent children from achieving their potential."*
- 3.4 **Strong Attainment:** *"We must have high standards where the majority of children achieve age-related expectations."*
- 3.5 **Inspirational Teaching and Learning:** *"Children need to experience an engaging and enriching curriculum that focuses on deeper learning."*
- 3.6 **Uplifting Leadership:** *"We need to nurture leaders through challenge and support in order to provide inspiring development opportunities within a collaborative community."*
- 3.7 **Fluid Transition:** *"We need to smooth transition across the whole learning continuum to enable children and young people to face the world."*

4 Corporate Considerations

4.1 Consultation and Engagement

- 4.1.1 Consultation and engagement took place in the form of the eight Big Education Debates held throughout the city last year. The feedback from these events was instrumental to writing the strategy. Where further information is required relating to consultation and engagement more details can be requested from the relevant services.

4.2 Equality and Diversity / Cohesion and Integration

- 4.2.2 Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best city in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.
- 4.2.3 The Best City for Learning addresses the issue of inequalities throughout the city in the 'High Expectations for all' chapter. This section reports on the performance gap between disadvantaged pupils and their peers.

4.3 Council policies and Best Council Plan

- 4.3.4 This strategy will assist in achieving outcomes and priorities as defined in The Best Council Plan 2013-2017, The Children and Young People's Plan 2015-19, The Best Start in Life Strategy, Child Friendly Leeds and the Leeds SEND Strategy 2014-17.

4.4 Resources and value for money

- 4.4.1 The level of investment in children and young people is considerable. The need to continue to improve learning and education across Leeds 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 not subject to Call In

4.6 Risk Management

4.6.1 None identified

5 Conclusions

5.1 This strategy is crucial in incorporating the expertise of educationalists and professionals throughout Leeds, to develop a city-wide strategy that is embraced and implemented by all.

5.2 In future years, the Annual Standards Report will be implemented to track progress against the Best City for Learning Strategy.

6 Recommendations

7 Examine each of the seven priorities and comment on the vision for success in learning in Leeds

8 Acknowledge and feedback on the extensive consultation process that has led to this report

9 Comment on the strategic intent of the report and feedback any recommendations

10 Support the actions recommended for each priority

11 Note the Head of Learning Improvement is responsible for the implementation for the strategy

12 Background documents¹

12.1 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.



Best City for Learning Strategy 2016-2020



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Foreword

We are incredibly proud to say that Leeds has a strong and improving picture of education, with 92% of primary schools and 80% of secondary schools rated good or outstanding by Ofsted; figures which together place us top of all local authorities in the Yorkshire and Humber Region. Having said that, we are not complacent and recognise that we still have a distance to travel before we reach where we want to be as a city. In a time of budget cuts and increasing autonomy of schools and settings, we need to ensure that we can develop and grow as a Leeds learning community. We need to ensure that, despite any circumstances or external influences; we work in partnership, build and maintain existing relationships and create new links across our growing city. This is essential, as at the heart of what we do are the city's children and young people, who will grow up to be the next generation of Leeds citizens. Whilst future economic change poses challenges, it also provides a chance for schools, businesses, colleges, universities and the third sector to work together to enthuse our young people about the wide range of opportunities that the modern economy holds.

Councillor Judith Blake, Leader of Council and Executive Member for Economy and Culture

Leeds Children's Services has a vision to become the Best City for Learning and a Child Friendly City; to do this it is vitally important that education in Leeds is providing every opportunity for our children to become the best that they can be. Children's Services is currently in its strongest position, with an Ofsted rating of Good with Outstanding Leadership in 2015. We know, however, that in a city where schools, settings and learning places are becoming increasingly autonomous, we all need to work together towards developing a strong Leeds learning community to ensure a continuum of joined up provision and support for all children and young people in Leeds. We know that we can do more and do better if we work together to ensure that all children and young people in Leeds do well in their learning, have skills for life, and have fun growing up. This document is born from a series of consultation events held across the city, and attended by educational partners throughout Leeds. We remain committed to providing a strong community of learners across Leeds by putting children at the heart of our strategic intent.

Councillor Lucinda Yeadon, Deputy Leader and Executive Board Member for Children & Families

Introduction

Leeds has an ambition to become the Best City in the UK by 2030, and to be the best place for children and young people to grow up. The vision is for all children, young people and families to have the best start in life, to be ready for learning, be both physically and emotionally safe, be healthy, be engaged in learning and be ready for work. The council wants children to enjoy growing up in Leeds and contribute to the community. To achieve this ambition, Leeds must become the Best City for Learning.

This learning strategy aims to show where Leeds currently is as a city, where it aims to be, and how it is going to get there. This document is born of the ideas and experience of stakeholders across the city, following the Leeds: The Big Education Debate events that were held in a variety of schools, colleges and settings across Leeds.

To ensure that the lives, and education, of children and young people in Leeds continues to improve, it is fundamental that the local authority continues to evolve partnerships across the city with all learning places. Children's Services wants to ensure that the outcomes for these children and young people are the best that they can be, that their future is optimistic and that they are supported throughout their learning journey. The economic success of Leeds will require its young people to be equipped with the skills and aspirations that are relevant to the modern economy. Raising levels of educational attainment is important; however, it is also crucial that all schools and settings are supported to ensure that all young people are equipped with the ability and mind-set to keep their skills up to date, to be resilient, and to prosper in the face of future economic change.

Leeds City Council will focus on improving outcomes in all areas, acknowledging that school leaders are best placed to meet the challenge of raising standards and tackling underperformance. They will direct expertise to develop structures, ways of working and expectations which support this approach. They will play a strong role to monitor, challenge, support and, where necessary, intervene to ensure effective learning is the right of all Leeds children. Children's Services know that strong development is born of effective challenge, and will continue to engage leaders in professional dialogue to drive improvement.

The role of the local authority in regards to education is something that is ever changing, however, the engagement and involvement of all schools and settings will remain a key in the drive for improvement.

Leeds: The Context

Population

Leeds is an expanding city with a current, growing population of over 761,000 people. Estimates indicate that in 2015 there are 186,196 children and young people under the age of 20 in Leeds. This population is continuing to change in size and composition and at a faster rate than the population of Leeds as a whole. This has implications for services in Leeds, including school places, early years provision and complex needs services. As a local authority, Leeds is constantly updating its services to meet these shifts in demand.

Ethnicity

In Leeds there has been an increase in the numbers of children and young people of black and minority ethnic heritage and with English as an Additional Language. The increases are presently greater in the younger age ranges. The number of children and young people with English as an additional language (EAL) increased from 13% in 2010 to 17% in 2015. Levels of EAL are higher for younger age groups than for older children.

Child Poverty & Deprivation

The city's most deprived communities show higher birth rates than the Leeds average; this is reflected in the increasing number of children living in areas of deprivation as identified in the 2015 Index of Multiple Deprivation. In Leeds, 28,000 children are in poverty, with 64% coming from a working family. The percentage of children who live in poverty in Leeds is higher than the national average, with 20.7% of all dependent children under the age of 20 in poverty, compared to 18.6% in England. Child poverty is associated with poor outcomes for children and young people and their families, not only in terms of health but also educational attainment and employment prospects.

Free School Meals (FSM)

From September 2014 all children in reception, year 1 and year 2 in schools in England started receiving free school meals. The government made this decision after a recommendation in the School Food Plan.

Pupil Premium

The pupil premium is additional funding for schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. There are approximately 32833 children and young people in Leeds who are eligible for the pupil premium funding.

World Class Provision

"We need a collaborative approach that provides good quality provision to meet the needs of all Leeds children"

Implications:

The local authority will:

Provide sufficient good learning places for all Leeds children

Work with all 0-19 education providers, to ensure every Leeds child has good quality provision.

Provide specialist provision for children who require additional support

- Specific, inclusive learning for children with Social, Emotional and Mental Health needs
- Specific, inclusive learning for children with Special Educational Needs and Disabilities

Ensure high quality alternative provision with focussed pathways for children who require non mainstream education.

Ensure that Children who are Looked After have access to the best provision to suit their need.

What will success look like?

All young people will have the opportunity to attend great local provision.

All children will be able to attend a good or outstanding school or provision.

Sufficient places within specialist provision will be able to accommodate the needs of all children with Education, Health and Care Plans.

Alternative provisions will have strong pathways to successful destinations for young people.

How Leeds is going to get there:

The strategic, multi-agency work of the Good Learning Places Board bringing together all areas of the council to plan and discuss school places across the city

Continue to develop a cross-directorate approach, working in collaboration with key officers to expand the strategic vision of provision

Engage in collaborative work with the Regional Schools Commissioner to identify areas of need

Work with schools, settings and local political representatives to create and maintain good provision across the city

Great Leeds Schools

"In such a diverse and vibrant city we need schools to be distinct environments in which all children are proud to succeed"

Implications:

The local authority will support and challenge schools through detailed knowledge of each school, using both data analysis and intelligence gathered from schools, whilst embracing innovation and collaboration opportunities.

Ensure that the local authority know each school, through designing and delivering a service package that can be individually tailored for each school, to offer bespoke support whilst ensuring school standards remain high.

Strengthen collaborative relationships between settings, schools, businesses, universities, teaching schools and the Local Authority.

Develop a targeted, traded offer that provides training, events and opportunities to develop new skills and knowledge in an ever changing landscape.

What will success look like?

When considering Ofsted judgements, Leeds schools will be first regionally and in the top quartile nationally for both the primary and secondary sectors.

Leeds acknowledged as a city where all children achieve and enjoy learning in their schools and settings.

Schools are able to recruit and retain the best teachers.

A successful, robust system of working with schools to ensure standards and training are of the highest quality.

How Leeds is going to get there:

Review and improve the Learning Improvement strategy, ensuring that all schools and settings are well informed.

Work with the Leeds Learning Partnership Strategy board to deliver top quality, targeted traded services.

Continue to foster and develop the relationship between the Local Authority and academies, maintained schools, free schools and teaching schools.

Maintain appropriate levels of challenge and offer bespoke support to vulnerable schools, taking early action to prevent problems from escalating.

High Expectations for All

"Creative and innovative approaches need to be used to address the gaps which prevent children from achieving their potential"

Implications:

Whilst it is recognised that almost all parents and carers want the best for their children, data shows that there is a gap in educational attainment for some less advantaged groups in comparison to their peers.

Therefore, Leeds will strive to ensure education in Leeds is equitable. In education, equality is used to provide the same opportunities for all, regardless of background. However equity of education acknowledges that not every child starts at the same point, so extra support is provided to ensure children who are disadvantaged have the same outcomes as their peers.

There will be variations in the type, complexity and breadth of the gap in different circumstances and instances, for all schools and settings in Leeds.

Regardless of this, the performance gap will be addressed, in all its forms, to ensure that rather than lowering standards, each child reaches a good level of attainment, regardless of predetermination.

What will success look like?

Circumstances of birth or upbringing will not impact on the educational achievement of children in Leeds.

Children from more disadvantaged backgrounds in Leeds will achieve & attain the same standard as their non-disadvantaged peers nationally.

How Leeds is going to get there:

Extra support will put in to 0-19 education providers to ensure equity of outcomes.

Leeds will continue to work in partnership with schools, settings and partner head teachers to promote and progress bespoke projects to close the gap in Leeds.

Partnership work with third sector groups, teaching schools and research partners will direct and support the needs of less advantaged individuals or groups within schools.

Maintain and develop the work that is already being done for the different groups.

Continue to monitor and record data on the performance gap to ensure focus on improvement and to target further action.

Strong Attainment

"We must have high standards where the majority of children achieve age-related expectations"

Implications:

If Leeds is to be the best city for learning then it must be expected that the majority of children, at every stage in their learning, achieve age-related expectations in accordance with nationally agreed predictions. It is known that academic achievement is often viewed as the 'social passport' to the next phase of education, apprenticeship, training or work placement. Good results give children positive choices. Leeds needs to ensure that all children and young people have as strong an opportunity as any child nationally to follow the pathways they desire.

What will success look like?

Progress and attainment at all stages of learning will be above national average, and ultimately in the first quartile of all authorities nationally.

How Leeds is going to get there:

Work with schools and settings to monitor, challenge, and support in order to raise attainment.

Create a learning culture in the city that focusses on the attainment of all children.

Use national data to set high expectations for all schools and settings.

Analyse and share relevant data to enable schools and settings to make effective comparisons.

Inspirational Teaching & Learning

"Children need to experience an engaging and enriching curriculum that focuses on deeper learning"

Implications:

Leeds will work with schools and settings to promote quality first teaching in all education settings. Using the Leeds Learning Partnership, and working alongside the teaching schools and other partners, the local authority will deliver and signpost quality professional development to strengthen the understanding of teaching that can deliver deep learning in children of all ages.

Leeds will have additional services to support and enhance learning in the arts, sports and music.

Provide a relevant Health and Wellbeing Service to ensure children and young people are safe and are equipped with the knowledge to make the best choices for life.

Safeguard children and young people; ensuring children are ready for learning, attending school, and that support is available if exclusions arise.

What will success look like?

Quality teaching will be reflected in both Ofsted judgements of schools and attainment in National Tests.

Leeds Teaching Schools will attract the brightest and the best students into their teacher training programmes.

How Leeds is going to get there:

Strengthen the offer to all schools and settings provided through the Leeds Learning Partnership, directed by the strategic board and using the best practitioners in the city to deliver quality and continuous professional development.

Work with other professional partners in the city, particularly the teaching schools, to support the development of quality first teaching.

Work with universities and research organisations to bring the most innovative and brightest into the city.

Promote ideas and systems that have proven track records in raising attainment and delivering deep learning to children.

Uplifting Leadership

"We need to nurture leaders through challenge and support in order to provide inspiring development opportunities within a collaborative community"

Implications:

The quality of education in Leeds cannot exceed the quality of its schools and settings. It is also the case that improving outcomes for children can only be delivered through Leeds schools. Great schools need excellent leaders who in turn develop strong teams that can sustain development and drive improvement for all children and young people.

If it is acknowledged that leadership is the single most critical factor in improvement at all levels across the school or setting, including governance, then strong learning communities that develop and retain good leaders must be created. The local authority will need to work as system leaders, along with the Teaching School Alliances, to develop a strong basis for succession planning and leadership recruitment in Leeds. Together, all schools must be challenged to work proactively to create tomorrow's leaders.

It will be important to define the high standards of excellence that leaders need within a self-improving school system in order to inspire confidence, raise aspirations, secure high academic standards and empower the teaching profession to continued evaluation and improvement

What will success look like?

Leadership will be evident at all levels within schools and settings, from governance through to interactions with children and young people. There will be a strong and clearly articulated set of values and a moral purpose that is focussed on providing a world class education for the pupils they serve. The leadership will develop expectations for:

- Quality learning through outstanding teaching
- High achievement and attainment
- High quality continuous professional development
- A secure climate for exemplary behaviour by pupils
- Recognised equity for all pupils
- Commitment to the children locally and city wide
- Effective partnerships with others

How Leeds is going to get there:

Work with all schools, settings, academies and Trusts to develop a clear protocol to develop strong leadership in schools

Work towards all leaders being able to fulfil the National Standards of Excellence for Headteachers (January 2015)

Ensure that leaders in Leeds know that they will be supported to build coalitions, drive reforms and embed evaluation and challenge in pursuit of a strong community of learners

Fluid Transition

"We need to smooth transition across the whole learning continuum to enable children and young people to face the world"

Implications:

Each phase will understand how they all fit into the wider journey, what has gone before, and what will come next.

The resilience of all children and young people will be developed, so that they transfer smoothly into the next stage of their learning.

Expectations, knowledge and understanding of each stage will be developed among all education providers and children & young people, to transform the learning journey from ascending steps to a fluid incline.

What will success look like?

All children and young people in Leeds will be equipped with the skills and abilities to prepare for the next phase in their learning journey.

How Leeds is going to get there:

The child or young person will be supported through each phase of the learning journey:

- Before and after birth the local authority will support parents and babies to create the conditions where stress is reduced, positive bonds and attachments can form and language and communication skills develop
- All early years settings should use the universal transition transfer record when a child moves settings
- Continue to encourage cross-phase training, development and networking opportunities
- Develop partnership models between primary and secondary schools
- Continue to work with schools and partners to develop the Post 16 infrastructure in Leeds
- Strengthen independent careers advice in schools and links to employers
- Establish partnership working designed to smooth the transition from education to employment
- Provide children with the skills and opportunities that enable them to prosper from the economic growth of Leeds

Future Landscape

There is a strong feeling that there will always be a role for the Local Authority in enabling effective school partnerships and collaborating with partners to create a strong community of learning within Leeds. Children's Services know that the role of the Local Authority must change, and that sector led, school to school support is the new landscape. It is a complex landscape, however, and if the local authority are to 'land' Leeds schools safely into this new learning environment, the wide range of collaborative activities that schools and settings will need to embrace should be acknowledged.

Implications:

If the local authority is to nurture inter-school collaborations then work will need to be done with groups of schools to address barriers to innovation, effectiveness and sustainability, to enable strong, sustainable Learning Alliances across the city.

Learning Alliances will differ across the city. In some instances they may mirror the cluster of family of schools in which they are partners. They may be formed through multi-academy trusts or faith-based collaborations. They may represent an area of the city and cut across other formal partnerships, however all will have learning and the desire to improve outcomes for their children at the heart of the collaborations.

The School Improvement Team will develop a system leadership approach to hold the Learning Alliance (LA) to:

- Form clear leadership and governance structures to enhance accountability
- Help the LA's to measure the impact of collaboration on student outcomes
- Support the development of outstanding teaching and learning and facilitate sustainability of the group through peer review and evaluation

By creating conditions for effective collaboration and fostering strong inter school collaborations, the local authority can use their natural oversight of the city to carry out the role of facilitator, developing trust and collegiality within the Learning Alliance

What will success look like?

School to school support, with strong input from the teaching schools and facilitated by the local authority should:

- Develop the relationship within Learning Alliances of schools across the city
- Drive collaborations forward: taking collective responsibility for uncertainties and turbulence
- Establish common improvement agendas that include a wide range of stakeholders
- Encourage external support from credible consultants and advisors; including the Leeds Learning Partnership
- Establish professional peer review between the Learning Alliance schools to honestly discuss strengths and areas for improvement

- Create evaluative groups that use data to measure the impact of initiative and drive improvement

How Leeds is going to get there:

Review the School Improvement Strategy to move towards a system approach to improvement, putting school and learning alliances at the centre of the process.

Construct a new framework for working with schools and settings to enable a strong community of learning in which schools deliver great outcomes for children

Facilitate peer review as a supportive process focussed on using the professional expertise of school leaders to help schools reflect on their improvement journey, celebrate success and share experiences

Strengthen traded service to reflect the professional development needs of schools and settings to support improvement across the city

DRAFT

Partnership Work

Leeds City Council will continue to play a vital role in the organisation of education in the city. The aim is to help schools to raise standards in education and to help root out poor behaviour, tackle underperformance, and to improve the way in which schools are held to account.

The local authority's role in raising standards through monitoring, challenging, supporting and, where appropriate, intervention is statutory. The strategic framework recognises and highlights that even where the local authority has a major role, the responsibility for school improvement ultimately rests with schools and school leaders as autonomous and self-managing institutions. It is the responsibility of schools to make the best use of the challenge and support available to them.

The local authority will use an evidence-based approach to determine the level and nature of support required for each school. The starting point is school self-evaluation, and schools will be asked to share their self-evaluation with key officers and colleagues from the learning improvement service who will identify which schools and settings are performing well, which are underperforming, and which are vulnerable; a range of performance and qualitative data will be used to determine appropriate categorisation.

School to school support

Brokering school to school support is central to learning improvement work. The learning improvement service is building on existing models of partnership working, and strengthening, extending and formalising current arrangements. The intention of this is to improve the performance of low achieving schools and support good and improving schools to become outstanding.

Teaching Schools

Teaching schools are part of the government's drive to give schools more freedom and take increasing responsibility for school improvement at a local level. The local authority has entered into a partnership with all Leeds teaching schools in the brokering of support for vulnerable schools.

Partnerships are developing across the city, providing professional development programmes and opportunities. Partnership working with other local authorities will also be developed, particularly those with schools in similar contexts.

National and Local Leaders of Education

National Leaders of Education and Local Leaders of Education are outstanding Headteachers and principals who use their skills and experience to work alongside schools and academies in challenging circumstances. The aim is to drive forward improvements and build capacity to ensure that improved standards and outcomes can be sustained.

The Local Authority works closely with national and local leaders to provide support and development as part of system led improvement and school to school support.

Academies and Free Schools

Leeds wants all of its schools to be strong schools that focus on outstanding learning and excellent outcomes for all children and young people. All schools now have autonomy and independence and schools are no longer 'controlled' by local councils. Leeds has a number of academies, free schools, trust and Community schools. The city will actively support all schools that work within the Leeds learning community to deliver exceptional and equitable education and support the drive for Leeds to be the 'Best City for Learning'.

Leeds City Council will neither encourage nor discourage a school's move to academy status. The aim is to ensure that governing bodies have all the facts and information they need to make an informed choice whilst looking carefully at the potential benefits that a change of status could bring for their pupils. Leeds will continue to work with any governing body that becomes an academy, whilst strongly encouraging them to keep a link with their own community and the city-wide learning community and preferably by appointing a Local Authority governor as part of their articles of association.

Partner Headteachers

Partner Headteachers are a key driver in the development and promotion of school-led improvement systems. Leeds City Council will work with partner Headteachers across all phases on a part-time basis. This work is key to strengthening the partnership between the learning improvement service and schools, and helping to accelerate the rate of improvement across the city.

Standing Advisory Council for Religious Education (SACRE)

The Leeds SACRE advises the local authority on matters relating to collective worship in schools and on religious education given in accordance with the locally agreed syllabus. The SACRE monitors the effectiveness and appropriateness of the agreed syllabus, which is formally reviewed every five years. The Leeds syllabus was updated in 2015. SACRE also provides support, advice and guidance on the effective teaching of religious education.

Faith Partners

Leeds will continue to support and work with all faith partners, as sustainable partnerships can only strengthen education and maintain high standards for teaching and learning across the city.

Other partners

Building and maintaining strong partnerships is an essential strand of Leeds City Council's ambition to become the Best City in the UK. Work with existing partners will continue, and Leeds will seek to create even stronger relationships with early years' providers, schools

and their governors and higher education providers. Equally Leeds will seek to strengthen relationships with Ofsted, the Department of Education, businesses and voluntary organisations.

Plans & Priorities

Best Council Plan 2013-17

The Best City for Learning Strategy is part of the vision to make Leeds the best city in the UK and a child friendly city. It highlights the importance of the following outcomes for children and families:

Ensuring the best start in life;

- Reducing the number of looked after children;
- Improving school attendance;
- Reducing the number of young people not in education, employment or training;
- Raising educational standards; and
- Ensuring sufficiency of school places

Children and Young People's Plan 2015-19

The Best City for Learning Strategy is part of the wider framework for children, young people and families set out in the Children and Young People's Plan (CYPP). The CYPP identifies five mutually reinforcing outcomes:

- children and young people are safe from harm;
- children and young people do well at all levels of learning and have the skills for life;
- children and young people enjoy healthy lifestyles;
- children and young people have fun growing up; and
- children and young people are active citizens who feel they have voice and influence.

The CYPP also identifies three obsessions:

- to safely and appropriately reduce the number of children looked after;
- to reduce the number of children and young people not in education, employment or training; and
- Improving school attendance

The question '**what is it like to be a child or young person growing up in Leeds and how can we make it better?**' is the reference point for all thinking and practice. Leeds' shared commitment and focus is to put the child at the centre of all the local authority does, to

listen to the voices of children and young people, and to safeguard and promote their interests.

Restorative practice underpins this approach. Leeds aims to work **with** children and families as opposed to doing things **for** them or **to** them, providing high support and high challenge, and empowering children and families to take responsibility for making positive and productive decisions about their lives.

Schools as community assets

Through the CYPP, the Children and Families Trust Board and local partners have approved the following principle:

“Children’s Trust and local partners must see all local schools as community assets and have a clear role in holding those institutions - no matter what the governance arrangements - to account for the contribution they make to the wellbeing of the local population.”

The local authority recognises that schools and other learning settings are autonomous, self-governing and best placed to tackle the learning improvement agenda. However, the local authority’s role is to monitor, challenge, support and, where necessary, intervene to ensure effective partnership working takes place. This should be grounded in *restorative practice* and focused on building positive relationships to effect change.

Best Start in Life Strategy

Leeds has made a strategic commitment to focus on the earliest period in a child’s life, from pre-conception to two years old, in order to maximise every child’s potential. Analysis shows that economic investment into early years gives the greatest return, and this shift in investment will impact on key outcomes such as emotional wellbeing, improved behaviour, school readiness and educational attainment and fulfilment of potential.

Leeds is a city characterised by a wide gap between the more affluent communities and those with greater deprivation and vulnerability. In order to achieve the best start for every child, the Best Start programme focuses on ‘narrowing the gap’ through universal progressive approaches, engagement at a local level and the delivery of early help.

Child Friendly Leeds

The *Child Friendly Leeds nine point plan* outlines the support that is being provided to children and families. It focuses on strengthening social care and social work, relating directly to the welfare of children and young people. Its aim is to tackle the high numbers of children entering the care system and engage with children and families with complex and multiple problems; problems often rooted in domestic violence, parental substance misuse and parental mental health.

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Report author: S Pentelow
Tel: 24 74792

Report of the Head of Scrutiny and Member Development

Report to Scrutiny Board (Children's Services)

Date: 25 February 2016

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 The purpose of this report is to consider the Scrutiny Board's work schedule for the forthcoming municipal year.

2 Main Issues

2.1 A draft work schedule is attached as appendix 1. The work programme has been provisionally completed pending on going discussions with the Board. The work schedule will be subject to change throughout the municipal year.

2.2 When considering the draft work programme effort should be undertaken to:

- Avoid duplication by having a full appreciation of any existing forums already having oversight of, or monitoring a particular issue
- Ensure any Scrutiny undertaken has clarity and focus of purpose and will add value and can be delivered within an agreed time frame.
- Avoid pure "information items" except where that information is being received as part of a policy/scrutiny review
- Seek advice about available resources and relevant timings taking into consideration the workload across the Scrutiny Boards and the type of Scrutiny taking place
- Build in sufficient flexibility to enable the consideration of urgent matters that may arise during the year

2.3 Also attached as appendix 2 is the minutes of Executive Board for 20 January 2016

3. Recommendations

3.1 Members are asked to:

- a) Consider the draft work schedule and make amendments as appropriate.
- b) Note the Executive Board minutes

4. **Background papers**¹ - None used

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.

Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year

Schedule of meetings/visits during 2015/16			
Area of review	18 June	23 July - Full	August
Inquiries			
Annual work programme setting - Board initiated pieces of Scrutiny work (if applicable)	Consider potential areas of review	Extended work programme discussion	
Budget		Budget Update 2014/15 outturn and 2015/16 update Plan for use of £4.8m of innovation fund.	
Policy Review		Basic Need Update and sufficiency of Early Years Provision Public Request for Scrutiny	
Recommendation Tracking			
Performance Monitoring		Performance Report	
Working Groups			

*Prepared by S Pentelow

Key: SB – Scrutiny Board (Children's Services) Meeting

WG – Working Group Meeting

Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year

Schedule of meetings/visits during 2015/16			
Area of review	10 September	15 October	12 November - Full
Inquiries	Agree scope of review for ** SEND Children – what is it like growing up in Leeds?	Evidence Gathering SEND Children – what is it like growing up in Leeds? (Young People)	Evidence Gathering SEND Children – what is it like growing up in Leeds? (Young People)
Recommendation Tracking	NEET a) recommendation tracking b) supporting Care Leavers c) geographical challenges Focus on Disability and SEN- preparing for and providing a destination in EET		Private Fostering Inquiry
Policy Review	Improving School Attendance (with tracking)	Re-organisation of Children's Home Provision - Update	
Performance Monitoring			Leeds Safeguarding Children – Annual Report
Working Groups	Safeguarding in Taxi and Private Hire Licensing – joint with Adult Social Services, Public Health, NHS and Scrutiny Board		Post 16 SEN School Transport - 25 th Nov

* Prepared by S Pentelow

Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year

Schedule of meetings/visits during 2015/16			
Area of review	17 December - Full	January	February
Inquiries		Evidence Gathering SEND Children – what is it like growing up in Leeds? (Young People) – Session 3	Evidence Gathering SEND Children – what is it like growing up in Leeds? (Young People) – inc Health Focus <ul style="list-style-type: none"> • Clinical Transition/ Partnership • Further Education – Leeds City College
Budget	Initial Budget Proposals 2016/17 and Budget Update Cluster Funding Arrangements Development Update.		
Policy Review	BESD/ SILC provision consultation (scheduled for Exec Board permission to consult Nov)		Best City for Learning – Education Strategy (exec Board 9 th March)
Recommendation Tracking			
Performance Monitoring	Performance Report Targeted Youth Services		Universal Activity Funding – performance, consistency and delivery since the delegation of responsibility and budgets to Community Committees (commissioned Rory Barke)
Working Groups	Post 16 SEN School Transport - 10 th Dec Visits – SEND inquiry	Post 16 SEN School Transport – date to be confirmed Visits – SEND inquiry	SEND Inquiry – speak to parents and young people

Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year

Schedule of meetings/visits during 2015/16			
Area of review	March	April	May
Inquiries	<u>Evidence Gathering</u> SEND Children – what is it like growing up in Leeds? (Young People) SIBS	<u>Evidence Gathering</u> SEND Children – what is it like growing up in Leeds? -(Young People) (if required)	
Budget and Policy Framework			
Recommendation Tracking		Cluster Inquiry Tracking	
Performance Monitoring	Learning for Leeds - Basic Need Update and School Allocation The Learning in Leeds Annual Standards Report (exec Board 9 th March)	LSCB – update ?	
Working Groups	Post 16 SEN school transport – pre consultation – date to be agreed		

Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year

Unscheduled - required :

- Ongoing Post16 SEND working group pre – consultation and Transport Statement for final policy– Exec Board (July 2016)
- CSE working group
- Maths and English – recommendation tracking
- Youth Services – consideration following report in Feb Universal Activities Funding

For information - TaMHS and CAMHS report back to the Adult Social Services, Public Health, NHS and Scrutiny Board

Updated - February 2016

*Prepared by S Pentelow

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EXECUTIVE BOARD

WEDNESDAY, 20TH JANUARY, 2016

PRESENT: Councillor J Blake in the Chair

Councillors A Carter, D Coupar, M Dobson,
S Golton, R Lewis, J Lewis, L Mulherin,
M Rafique and L Yeadon

116 Late Items

There were no formal late items of business submitted, however, at the meeting, Board Members were presented with supplementary information providing illustrative examples of how the floods had impacted upon local businesses, together with a draft Strategic Recovery Plan for Members' consideration. (Minute No. 120 refers).

117 Declaration of Disclosable Pecuniary Interests

There were no Disclosable Pecuniary Interests declared at the meeting.

118 Minutes

RESOLVED – That the minutes of the meeting held on the 16th December 2015 be approved as a correct record.

RESOURCES AND STRATEGY

119 Electoral Review of Leeds City Council - Council Size and Electoral Forecast Information for submission to the Local Government Boundary Commission for England

The Assistant Chief Executive (Citizens and Communities) submitted a report which provided the Board with an update on the Local Government Boundary Commission for England's (LGBCE) Electoral Review of the Council's size and also of the number of Wards and Ward boundaries that the City Council has. In addition, the report presented the Council Size evidence and the Electorate Forecast information, as appended to the submitted report, for the purposes of approval by Executive Board prior to submission to the LGBCE.

Members welcomed the significant work which had been undertaken in the compilation of the comprehensive documentation. In considering this matter, the Board highlighted the crucial role played by Councillors, especially in the local Wards that they represent, and emphasised how this role would become even more integral, given the current projections of population growth across the city. A point which Members emphasised needed to be strongly conveyed to the Commission.

Alongside the submission, it was agreed by the Board that the Chief Executive write to LGBCE in order to reiterate from a Council officer perspective the critical role played by Ward Members in a city with the geographic scale and diversity of Leeds.

Draft minutes to be approved at the meeting
to be held on Wednesday, 10th February, 2016

In conclusion, the Board received an overview of the LGBCE's timeframe regarding the undertaking of the review through to the implementation of any decisions made.

RESOLVED –

- (a) That the Council Size evidence and Electorate Forecast information, as detailed in the addendum to the submitted report, be approved;
- (b) That the Chief Executive write to the LGBCE highlighting from a Council officer perspective the critical role played by Ward Members in a city with the geographic scale and diversity of Leeds.

ECONOMY AND CULTURE

120 Storm Eva - Recovery Plan

The Assistant Chief Executive (Citizens and Communities) submitted a report regarding the extent of the impact of Storm Eva in Leeds, and provided details of both the emergency response undertaken at the time and also the short-term recovery work that has followed. In addition, the report sought approval of the strategic recovery approach proposed, with specific reference to financial support, advice and guidance, community engagement, infrastructure repair and flood alleviation proposals. Finally, the report outlined the proposed approach to be taken towards a 'lessons learned' exercise regarding the effectiveness of the Council's arrangements designed to respond to, and recover from incidents of this nature.

At the meeting, Executive Board received further information which provided specific examples of how the flooding impacted upon local businesses, together with a draft Strategic Recovery Plan for Members' consideration. In addition, during the consideration of this item, a range of images illustrating the impact of the flooding across the city were shown.

In considering the submitted report, the following key points were raised:-

- The Board as a whole paid tribute to the resilience of the local residents and those in the business community who had been badly affected by the flooding. In addition, on behalf of the Council, Members placed on record their thanks to all of those communities, Council officers, volunteers, emergency services, partner organisations and armed forces who had given up their time and who made valuable contributions towards the multi-agency recovery work which had taken place to date, and which continued to take place;
- Given the co-ordinating role which continued to be played by the Council in response to the flooding, Members emphasised how these recent events had illustrated the crucial role played by Local Government in the city;
- It was noted that building upon the flood defence schemes as originally proposed, any future feasibility study would look to update and adapt such schemes in order to address the issues which came to light as a result of the recent flooding;

- It was also highlighted that the scope of any future defence strategies would need to be widened in order to consider all water courses affecting the city, and which would require a co-ordinated approach with neighbouring authorities;
- In addition to the comments made around the impact upon the city centre and those areas in close proximity to it, emphasis was also placed upon the impact that the flooding had had upon the more outlying communities;
- Emphasis was placed upon the associated work that the Council could consider in order to mitigate risk of future flooding, such as the establishment of wetlands and reviewing the flooding risk of any sites proposed for development;
- Members highlighted the need to ensure the involvement of any affected communities in the development of associated recovery and regeneration programmes, whilst also providing support to enable communities to develop their own capacity in such areas, in order to harness the community spirit which had been present throughout the response;
- Responding to an enquiry regarding the issues which had been experienced in respect of insurance, the Board received an update on the work which was being undertaken by the Council, in liaison with the Association of British Insurers on such matters;
- The Board also received an update regarding the ongoing actions being taken by the Council as part of an overarching recovery plan, noted the latest statistics in terms of affected properties and businesses, and received the current position regarding the delivery of associated grant schemes.

The Chair advised that the White Paper Motion regarding the issue of flooding, as agreed by Council on the 13th January 2016 had been submitted to Government. In addition, the Board noted that a meeting with the Secretary of State for Environment, Food and Rural Affairs attended by the Leader, the Chief Executive and Leeds MPs had been held earlier in the day. It was highlighted that the Secretary of State had confirmed that the establishment of appropriate flood defence mechanisms in Leeds was a Government priority, together with an acknowledgement that the current city centre flood defences were not adequate. However, it was noted that no commitment was made by the Secretary of State regarding additional funding to provide flood alleviation measures in Leeds. It was noted that representations had been made at the meeting that the establishment of adequate flood defences, which included the initial development of an associated feasibility study, was urgently required. Members were also informed that a further meeting would be scheduled with the Secretary of State in order to progress such matters, and it was highlighted that all-party representation at that meeting would be sought, together with support from the local business community.

RESOLVED –

- (a) That on behalf of the Executive Board, all staff, partners, local Ward Members, community representatives, volunteers and all those

affected by the floods be thanked for their efforts in supporting the recovery operation;

- (b) That the implementation of a Council Flood Emergency Management Team, which is led by the Assistant Chief Executive (Citizens and Communities) and which met for the first time on the 4th January 2016, be noted;
- (c) That it be noted that the Local Authority is working with other Councils and partners, especially Calderdale Council, West Yorkshire Police, West Yorkshire Fire and Rescue, the Environment Agency and other key partners on the recovery work at both a local and West Yorkshire level;
- (d) That the financial support and advice arrangements which have been put in place to support affected householders and businesses, be endorsed;
- (e) That the funding provided by Government to support the schemes detailed at paragraph 3.1.2 of the submitted report be noted, and that the Deputy Chief Executive be requested to keep a record of all relevant expenditure associated with responding to Storm Eva;
- (f) That the Director of City Development be required to work with the Environment Agency in order to submit a report to Executive Board as soon as possible on the city's flood alleviation developments, including plans for seeking Government support for progressing phases 2 and 3 of the Leeds Flood Alleviation Scheme;
- (g) That the Chief Executive be requested to write to the relevant Secretary of State requesting the urgent approval of £3m to allow for preparatory and design work to commence on Phase 2 of the Leeds (River Aire) Flood Alleviation Scheme, and which seeks a firm commitment from Government to support both phases 2 and 3;
- (h) That the Director of City Development be required to work with the Environment Agency in order to identify measures that could be undertaken to increase flood resilience for all communities affected Storm Eva;
- (i) That the Director of City Development be required to complete a full assessment of all impacts of Storm Eva on city infrastructure, and to develop proposals for the necessary repair and rebuild work that maybe necessary, including work required on Linton Bridge;

- (j) That the Director of City Development be requested to consider the development of a regeneration based approach towards helping Kirkstall recover from Storm Eva;
- (k) That the Director of City Development be required to make arrangements to undertake a statutory Section 19 investigation into the causes and impacts of the Storm Eva flooding event;
- (l) That the Assistant Chief Executive (Citizens and Communities) be required to oversee the development and delivery of a Storm Eva Strategic Recovery Plan, and also be requested to report back to Members on this plan, together with a further update on recovery efforts, in March 2016;
- (m) That the Assistant Chief Executive (Citizens and Communities) be required to undertake a lessons learned exercise and provide a formal report on this to the Council's Corporate Governance and Audit Committee;
- (n) That the Assistant Chief Executive (Citizens and Communities) be required to ensure that the experiences of, and impacts in Leeds are fed into the national review of flooding.

(Councillor R Lewis left the meeting at 4.05 p.m., during the consideration of this item)

DATE FOR PUBLICATION: FRIDAY, 22ND JANUARY 2016

**LAST DATE FOR CALL IN
OF ELIGIBLE DECISIONS:** 5.00P.M., FRIDAY 29TH JANUARY 2016

(Scrutiny Support will notify Directors of any items called in by 12.00noon on Monday, 1st February 2016)

Draft minutes to be approved at the meeting
to be held on Wednesday, 10th February, 2016

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