



SCRUTINY BOARD (CHILDREN'S SERVICES)

Meeting to be held in Civic Hall, Leeds, LS1 1UR on
Thursday, 27th April, 2017 at 9.45 am

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

MEMBERSHIP

Councillors

- J Akhtar - Hyde Park and Woodhouse;
- S Bentley (Chair) - Weetwood;
- D Cohen - Alwoodley;
- N Dawson - Morley South;
- C Dobson - Killingbeck and Seacroft;
- J Elliott - Morley South;
- C Gruen - Bramley and Stanningley;
- M Iqbal - City and Hunslet;
- J Jarosz - Pudsey;
- P Latty - Guiseley and Rawdon;
- K Renshaw - Ardsley and Robin Hood;

Co-opted Members (Voting)

- Mr E A Britten - Church Representative (Catholic)
- Mr A Graham - Church Representative (Church of England)
- Ms L Nichols - 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 C Hopkins - Young Lives Leeds
- Ms C Bewsher - Looked After Children and Care Leavers

Principal Scrutiny Advisor:
Sandra Pentelow
Tel: 24 74792

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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 - 30 MARCH 2017</p> <p>To confirm as a correct record, the minutes of the meeting held on 30 March 2017.</p>	1 - 6
7			<p>BEHAVIOUR MANAGEMENT IN EDUCATIONAL SETTINGS</p> <p>To consider the report of the Director of Children and Families which provides Scrutiny Board (Children's Services) with information to promote understanding and discussion about the behaviour of children in schools, the causes, impact and the current provision in Leeds to provide support.</p>	7 - 30

Item No	Ward/Equal Opportunities	Item Not Open		Page No
8			<p>MONITORING PERFORMANCE IN EDUCATION - ANNUAL STANDARDS REPORT 2015-16</p> <p>To receive the report of the Head of Governance and Scrutiny Support which facilitates the monitoring of educational performance in Leeds and consideration of the Annual Standards Report submitted to the Executive Board on the 19 April 2017.</p> <p>Learning Outcomes Dashboards to follow.</p>	31 - 86
9			<p>CLUSTER SUSTAINABILITY - POSITION STATEMENT</p> <p>To receive a report from the Director of Children and Families which provides an update on the work that has been undertaken to ensure the sustainability of the cluster model, and provide a position statement on the current level of continued buy in to the model (as at 24 March 2017)</p>	87 - 94
10			<p>WORK SCHEDULE</p> <p>To consider if potential work items are required during the remainder of the municipal year. Following the meeting of the 27 April 2017 no further formal meetings are scheduled.</p>	95 - 108

Item No	Ward/Equal Opportunities	Item Not Open		Page No
			<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, 30TH MARCH, 2017

PRESENT: Councillor S Bentley in the Chair

Councillors J Akhtar, D Cohen, N Dawson,
C Dobson, J Elliott, C Gruen, J Jarosz,
P Latty, D Ragan and K Renshaw

CO-OPTED MEMBERS (VOTING)

Mr E A Britten – Church Representative (Catholic)

Mrs J Ward – Parent Governor Representative (Secondary)

Ms J Hazelgrave – Parent Governor Representative (Special)

CO-OPTED MEMBERS (NON-VOTING)

Ms C Foote – Teacher Representative

Ms C Hopkins – Young Lives Leeds

Ms C Bewsher – Looked After Children and Care Leavers

65 Chair's Opening Remarks

The Chair welcomed all in attendance to the March Board meeting, particularly Councillor Jarosz to her first Board meeting since her recent appointment at Council.

66 Late Items

The following late information was submitted to the Board:

- Agenda item 7 – Report of the Director of Children's Services 'Response to Scrutiny Board Inquiry – Aspire, Empower, Accomplish – Supporting Young People with SEND in Leeds'

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

67 Declaration of Disclosable Pecuniary Interests

There were no disclosable pecuniary interests declared to the meeting.

68 Apologies for Absence and Notification of Substitutes

Apologies for absence were submitted by Councillor M Iqbal and Co-opted Members, Mrs S Hutchinson, Mr A Graham and Ms K Jan.

Notification had been received that Councillor D Ragan was substituting for Councillor M Iqbal.

69 Minutes - 23 February 2017

RESOLVED – That the minutes of the meeting held on 23 February 2017 be approved as a correct record.

70 Directors Response to Scrutiny Inquiry - Aspire, Empower, Accomplish - Supporting Young People with Special Educational Needs and Disabilities in Leeds & Joint local area SEND inspection in Leeds

The Head of Governance and Scrutiny Support submitted a report which presented the response from Children's Services in relation to the Scrutiny Board Inquiry 'Aspire, Empower, Accomplish – Supporting Young People with SEND in Leeds'.

The following were in attendance:

- Councillor Lisa Mulherin, Executive Member, Children and Families
- Councillor Jane Dowson, Deputy Executive Member, Children and Families
- Steve Walker, Director of Children's Services
- Sue Rumbold, Chief Officer, Partnership Development and Business Support
- Barbara Newton, Head of Service, Complex Needs.

The key areas of discussion were:

- Recognition of similar findings within both the Scrutiny SEND Inquiry report and the Ofsted Joint local area SEND inspection.
- The need to raise awareness about the local offer and the services that were available. It was acknowledged that some improvements were needed to the terminology used. In addition, the Board raised concern that parents were only able to access web based information.
- Concern about the lack of support for children and young people with dyslexia. It was acknowledged that more work was needed in terms of identifying children and young people with dyslexia. Concern was also expressed that parents were increasingly seeking diagnosis privately due to the lack of alternative support. The Board discussed the role of governing bodies in holding schools to account, particularly in terms of the funding available to provide support.
- The need to develop SEND learning programme for teachers as part of their continuous professional development.
- Clarification sought regarding the timescale for producing an action plan to track progress. The Board was advised that a multi-agency steering group had been established to develop a plan. It was requested that the plan be presented to a future meeting of the Scrutiny Board for consideration.
- Concern about hearing tests during primary education.
- Confirmation that school nursing was to be commissioned by Public Health. It was anticipated that due to funding cuts that the service was to be delivered on a reduced budget.

- Acknowledgement of the positive progress made in relation to children and young people with SEND in Leeds, however the gap in educational attainment and progress remained a concern.

RESOLVED –

- (a) That subject to the above comments, the Board notes the responses to the recommendations and endorses the approach being taken.
- (b) That the Board receives a further update on progress at a future meeting of the Scrutiny Board.

71 Learning for Leeds Overview

The Director of Children’s Services submitted a report which summarised the work undertaken to ensure that the statutory duty to provide learning places was being met and outlined the challenges to meet in future.

The following information was appended to the report:

- Briefing note for all elected members (1 March 2017) – Secondary 2017 allocations
- Learning Places – Dashboard report – 7 February 2017
- Finance reporting to end of period 10 – 2 February 2017.

The following were in attendance:

- Councillor Lisa Mulherin, Executive Member, Children and Families
- Councillor Jane Dowson, Deputy Executive Member, Children and Families
- Steve Walker, Director of Children’s Services
- Viv Buckland, Head of Service, Learning Systems
- Richard Amos, Partnership Team Senior Manager 14-19
- Jill Gough, Head of Programme, PPPU.

The key areas of discussion were:

- The positive work undertaken by officers in relation to the allocation of school places.
- The challenges regarding free school expansion in Roundhay, planning and development of suitable sites.
- Clarification sought in relation to the new funding deal for schools. The Board was advised that the outcome regarding the development of a national formula for school funding was not yet known. The Board was advised that LCC had responded to the initial consultation and highlighted the financial challenges faced.
- Clarification sought regarding the sufficiency of primary places for 2017/18 to meet the needs of communities across Leeds. The Board was advised that this information was not yet available, therefore this remained a concern.

- Clarification regarding future projections, utilising housing and planning information and information gathered from partners. The Board was advised that education provision was a consideration for the Site Allocations Plan for Leeds.
- Clarification sought regarding the appeal process for free schools. The Board was advised that consultation on the new admissions code was anticipated in approx. 12 months.
- Clarification sought regarding the social implications of school places not being met.
- Clarification regarding the potential impact of Brexit on the provision of school places in the short and medium term.

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

(Councillors D Cohen and K Renshaw left the meeting at 12 noon during the consideration of this item.)

72 Innovation Funding

The Head of Governance and Scrutiny Support submitted a report which presented the three year investment of initiative funding in the city's services for children and families and how this investment will be utilised.

The following were in attendance:

- Councillor Lisa Mulherin, Executive Member, Children and Families
- Steve Walker, Director of Children's Services.

The key areas of discussion were:

- Clarification regarding the proposed use of the fund, the levels of funding to be provided over the next 3 years and allocated within the Children's Services budget.
- An update on development of restorative programmes aimed at supporting vulnerable teenagers.
- The need to ensure that programmes were sustainable in the longer term.

RESOLVED –

- a) That the contents of the report be noted.
- b) That an update report be provided to the Board at a future date that identifies outcomes and impact as a result of the initiative funding investment.

73 Work Schedule

The Head of Governance Services and Scrutiny Support submitted a report which invited Members to consider the Board's work schedule for the 2016/17 municipal year.

RESOLVED – That subject to any on-going discussions and scheduling decisions, the Board's outline work schedule be approved.

(Councillor J Akhtar and Mrs C Foote left the meeting at 12.20pm during the consideration of this item.)

74 Date and Time of Next Meeting

Thursday, 27 April 2017 at 9.45am (pre-meeting for all Board Members at 9.15am)

(The meeting concluded at 12.25pm)

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Report of Director of Children and Families

Report to Scrutiny Board (Children's Services)

Date: 27 April 2017

Subject: Behaviour management in educational settings



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. This report provides Scrutiny Board (Children and Families) with information in relation to behaviour management in educational settings including:
 - The causes of difficult behaviours
 - The impact of difficult behaviour
 - Behaviour policies: positive discipline, attachment theories and restorative justice
 - Exclusions data
 - Reducing the number of exclusions in Leeds
 - Alternative provision
 - The Social, Emotional and Mental Health Pathways Panel
 - Springwell Leeds

1 Purpose of this report

To provide Scrutiny Board (Children's Services) with information to promote understanding and discussion about the causes, impact and current provision in Leeds in relation to the behaviour of children in schools.

2 Background information

- 2.1 There is no singular definition of 'difficult behaviour' as not everybody agrees on what is considered 'difficult'; rather it is situation dependent and changes depending on context. 'Behaviour' is a function of person and situation and therefore not necessarily a within-child deficit or a special educational need. In order to deal with behaviour problems in schools a multi-level view of behaviour is necessary which addresses behaviour problems through the organisational level, classroom level and individual level. Research shows some schools have more challenging behaviour than equivalent other schools; some classrooms have more challenging behaviour than others with the same students and some young people are more likely to exhibit challenging behaviour than others.
- 2.2 The SEND Code of Practice 2014 replaces the term 'behavioural, emotional and social difficulty' with 'social, emotional and mental health' need (SEMH). This change in terminology acknowledged that 'difficult behaviour' is often the result of an underlying SEMH need. The term 'presenting behaviour(s)' is used throughout this report to describe behaviours including those often defined as "difficult behaviours" and also including other behaviours related to SEMH need including anger, anxiety, phobia, low mood, stress and self-harm.

3 Main issues

3.1 The causes of difficult behaviours

- 3.1.1 The presenting behaviour of a child or young person in an education setting could have various causes or triggers. Behaviour can be caused by the contextual environment e.g. a pupil's relationships with staff and other pupils in the setting, and/or by SEMH need(s).
- 3.1.2 Behaviour may relate to difficulties in a child or young person's life, for example family breakdown, problems with friendships, or bullying. It may relate to traumatic experiences, e.g. bereavement, abuse, or violence. It could also be associated with having special educational needs (SEN), e.g. autism, or relate to a specific mental health condition, such as anorexia nervosa. Often it is a combination of factors. Research identifies how some vulnerable groups, such as those who have been removed from their birth family and placed in the care of the local authority, are at higher risk of mental ill health. The most vulnerable groups of children and young people who may be at risk of developing social emotional and/or mental health problems, and thus potentially presenting with associated behaviours in the educational setting are:

- Looked after children.
- In the justice system.

- New to the country and particularly asylum seekers.
- Living in poverty.
- Have special educational needs.
- Have experienced trauma.

3.1.3 Supportive parenting, a secure home life and a positive learning environment in schools are key protective factors in protecting the mental wellbeing of children and young people, and thereby improving their ability to cope with everyday life, feel good or okay about life most of the time and behave in a way which does not have a negative impact on themselves or others.

3.2 The impacts of difficult behaviour

3.2.1 Disruptive behaviour has been found to be the greatest cause of stress in teachers (Wilson 2002; Kyriacou 2009, Clunies-Ross, Little, and Kienhuis, 2008). It has also been found to be the primary reason for teachers leaving the profession in the first four years after entering it (Greene 2009). In a more recent study by LKMCo (2015), a survey of over 1000 teachers in England found that 27% have considered quitting teaching due to poor pupil behaviour in both primary and secondary schools.

3.2.2 Difficult behaviour, if not effectively managed, can also have serious negative impacts on the individual child or young person exhibiting the behaviour. The House of Commons Education Committee (2011) found strong evidence linking exclusion from school to academic underachievement, offending behaviour, limited ambition, homelessness and mental ill health.

3.2.3 There is also strong evidence that it has significant impact on other pupils (Farrell 2005). Gorard (2010) observed that poor behaviour can have a significant impact on both the learning and the enjoyment of other pupils in the class and cited examples of children and young people themselves who had expressed their frustration at the disruptive behaviour of their peers.

3.3 Behaviour policies: Positive Discipline, attachment theories and restorative social justice

3.3.1 Successful behaviour management is often not about a specific policy, but rather how the policy is implemented and the values behind the policy i.e. what the school is aiming to achieve and how this is communicated to pupils and parents. The relationships between the staff, pupils/students and parents within a setting are often the most important factors in influencing positive behaviour.

3.3.2 Positive Discipline approaches including the use of a hierarchical framework of clearly defined targets, rewards and sanctions for specific behaviours, which all staff and pupils are expected to follow, have in some instances been successful for many pupils (Rogers 2012; Charlie Taylor's Behaviour Checklist 2012) and have been found to contribute to a calm learning environment (Delaney 2009).

3.3.3 However growing research suggests that greater attention needs to be paid to the causes of difficult behaviour, which is a weakness of the Positive Discipline model

(Powell and Tod 2004). Some research suggests that positive discipline actually increases instances of difficult behaviour (Greene 2009), with some consensus that for the most difficult pupils Positive Discipline approaches intensify the difficult behaviours (Taylor 2010). There is also evidence to suggest that Positive Discipline approaches can have a highly negative impact on the individual pupil who is exhibiting the difficult behaviour (Skiba 2000; Yeung et al. 2009).

- 3.3.4 It has been suggested that the pupils who respond well to Positive Discipline are often those who have greater ease in managing relationships and trusting adults in the school, whereas those who do not have the resources to trust school staff do not respond as well (Delaney 2009). The increase in the use of Positive Discipline approaches in UK schools and academies has been linked to an increase in the number of fixed term exclusions.
- 3.3.5 There is consensus amongst SEN professionals that there are benefits to having a clear set of consistently applied behavioural rules, but that measures must be taken to ensure that these rules consider the SEN needs of a child or young person. Dr Jane Nelson, who developed the Positive Discipline approach, makes it clear that for Positive Discipline to be effective for children and young people with SEN, reasonable adjustments must be made.
- 3.3.6 One school in Leeds uses a 'reasonable adjustment plan' to establish the need for any special considerations around discipline at the beginning of year 7 (on entry). The plan is designed to highlight very specific instances in which special considerations may need to be applied. In the case of one autistic student, for example, staff are made aware that the student is allowed to unbutton his shirt collar as his sensory profile highlights his need to avoid anything touching his neck too securely. The plan also highlights the need to make sure other students are aware that an exception has been made and agreed in advance.
- 3.3.7 Howe's (2005) study suggests that insecure attachment impacts on between 35 and 45% of the population and there is extremely strong evidence for the impact of attachment on learning and behaviour, including from the neuro-scientific fields (Teicher et al. 2004, McCrory, De Brito, and Viding 2010).
- 3.3.8 In behavioural cases where insecure attachment is a factor, references to attachment theory as a framework for understanding and responding to disruptive behaviour are seen as more relevant (Geddes, 2006, Bebbington 2008). Approaches such as nurture groups (Bennathan, & Boxall, 2013) are seen as a primary response to this specific issue for primary school age children and there is increasing evidence for the benefits of such approaches with secondary school pupils (Colley, 2009). More broadly research suggests that it is important for school staff to embrace a relationship and attachment based perspective when responding to pupils (Nash, Schlösser, & Scarr, 2016). This also emerged in a summary paper from the Leeds Educational Psychology Service in 2014.
- 3.3.9 Restorative justice is a process involving two parties – the "harmed" and the "harmer". The process brings the two parties together so that the harmed can explain the impact of the harmer's actions. This might be some face to face, via a third party or by letter.

In a school context this is a process that is typically used to bring together two pupils who have had a disagreement – which may have developed into a fight. By bringing them together and using the following prompt questions the conversation is focused on resolving the situation rather than blame seeking.

- What happened?
- What harm has been caused?
- What needs to happen next?

This process does not exclude the harmer being punished for their behaviour. Importantly though, it looks part the immediate to resolving any underlying difficulties.

3.3.10 Children’s Services has done some work to explore whether positive discipline can sit comfortably alongside restorative practice. It is not a simple question but the conclusion is that they are not entirely incompatible. However it is dependent on the school focussing on restoring fractured relationships rather than a linear process of punishment which can lead to significant levels of fixed term exclusions.

3.3.11 In Leeds, the Children’s Workforce Development team has benefitted from the Department for Education’s Innovation Fund which has meant that we have been able to deliverer restorative practice training in a number of schools. Some of these schools have received substantial “deep dive” input – a series of three sessions over a half term.

3.3.12 The impact is that where schools chose to adopt a restorative approach, they find improvement in relationships between teachers and pupils and a subsequent reduction in exclusions. OFSTED have noted in some school reports that restorative practice has contributed to an improvement in their overall judgement.

Carr Manor Community School is an exemplar of the use of restorative practice in schools. Their most recent (2014) OFSTED report notes that:

“The introduction of restorative practices has been so successful in improving behaviour that it (leadership and management) is now truly outstanding.”

and

“Students say that behaviour has improved a lot in recent years because of the introduction of restorative practice and the use of small-group coaching.”

3.3.13 Below is a list of schools which have had recent restorative practice input:

- Allerton Grange School
- Bardsey Primary School
- Beechwood Primary School
- The Farnley Academy

- Guiseley School
- Meadowfield Primary School
- Oakwood Pupil Support Centre
- Rawdon St Peters C of E Primary School
- Richmond Hill Primary School
- St Oswald's C of E Primary School
- Westgate Primary School
- Yeadon Westfield Infant School

3.3.14 Cameron (2001) explored the precise issue of the compatibility of restorative justice and school discipline. She concluded that discourse around discipline needs to change and begin to embrace a behavioural framework in which wholesome behaviours are actively promoted and that compliance is an outcome of understanding and sense of community as opposed to an end in itself. She again highlights the need for 'delivering our educational services both at policy level and in practice, away from punishment to an approach which is clearly focused on building and sustaining positive relationships in our school communities.'

3.3.15 One school in Leeds has implemented an approach to detention for some students which involves counselling. Whilst the detention is a result of the Positive Discipline approach used in the school, a member of the pastoral staff uses the detention period to talk through, in a non-judgemental way, the specific incident(s) that lead to the detention and gently prompts the student to reflect on how he/she could have managed things better, what alternative strategies might be used in future and whether the student recognises how he/she felt at the time. This helps the school to be seen to be consistent whilst recognising that some students need more than just a sanction to help them to improve their behaviour.

3.4 Exclusions data

3.4.1 Exclusions data for Leeds

The validated data source for fixed-term exclusions is the school census, but there is a considerable lag in receiving this data. This is therefore supplemented with non-validated indicative data supplied to the local authority by schools. However when these two data sources are compared, directly-supplied school data tends to under-count the census record of fixed-term exclusions by around 25 per cent.

Table 1. No of exclusions in Leeds schools

		Primary	Secondary	SILC
2010/11	Fixed term	382	4157	685
	Permanent	X	41	0
2011/12	Fixed term	361	4243	459
	Permanent	0	27	0
2012/13	Fixed term	350	3491	301
	Permanent	X	14	0
2013/14	Fixed term	480	3743	264
	Permanent	0	9	0
2014/15	Fixed term	324	4796	464
	Permanent	0	25	0
2015/16	Fixed term	457*	3944*	X
	Permanent	6*	28*	X

**non-validated, indicative data used and therefore is likely to be undercounted by approximately 25% so should not be used for direct comparison*

X- data not currently available

Table 2. No. of exclusions in Leeds schools, Autumn term 2016/17

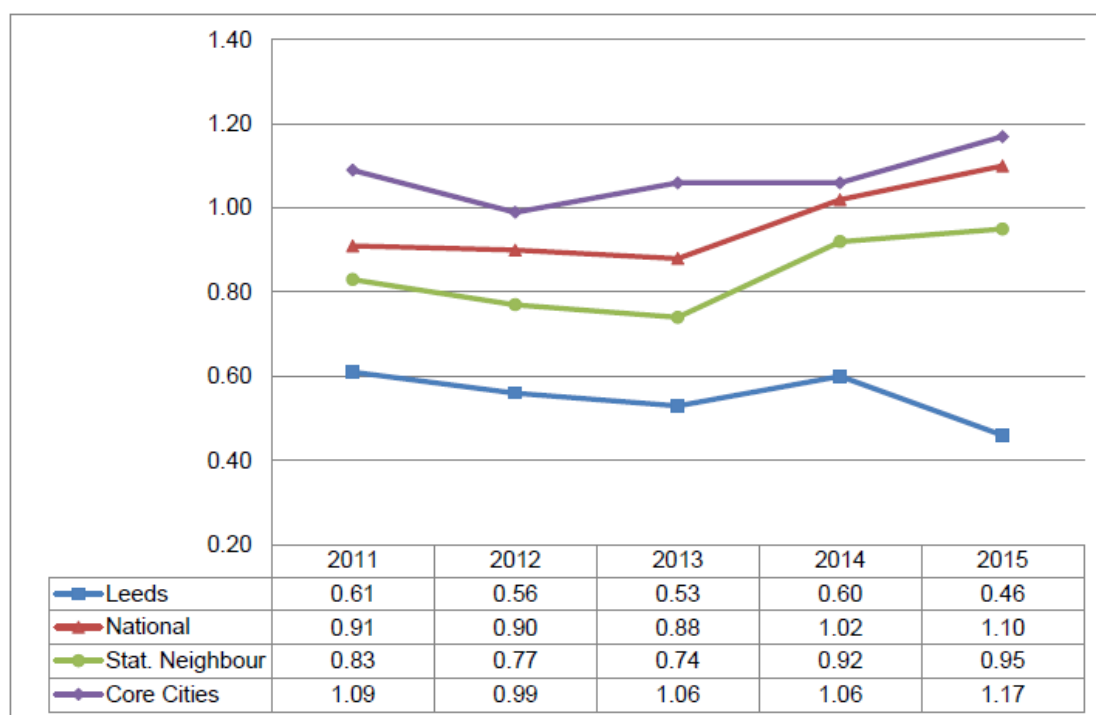
Sept - Dec 2016 number of exclusions	Primary	Secondary	SILC	Total
<i>Fixed Term</i>	124	1738	19	1881
<i>Permanent issued</i>	2*	6*	0	8

*1 of these permanent exclusions was withdrawn

3.4.2 Comparative exclusions data

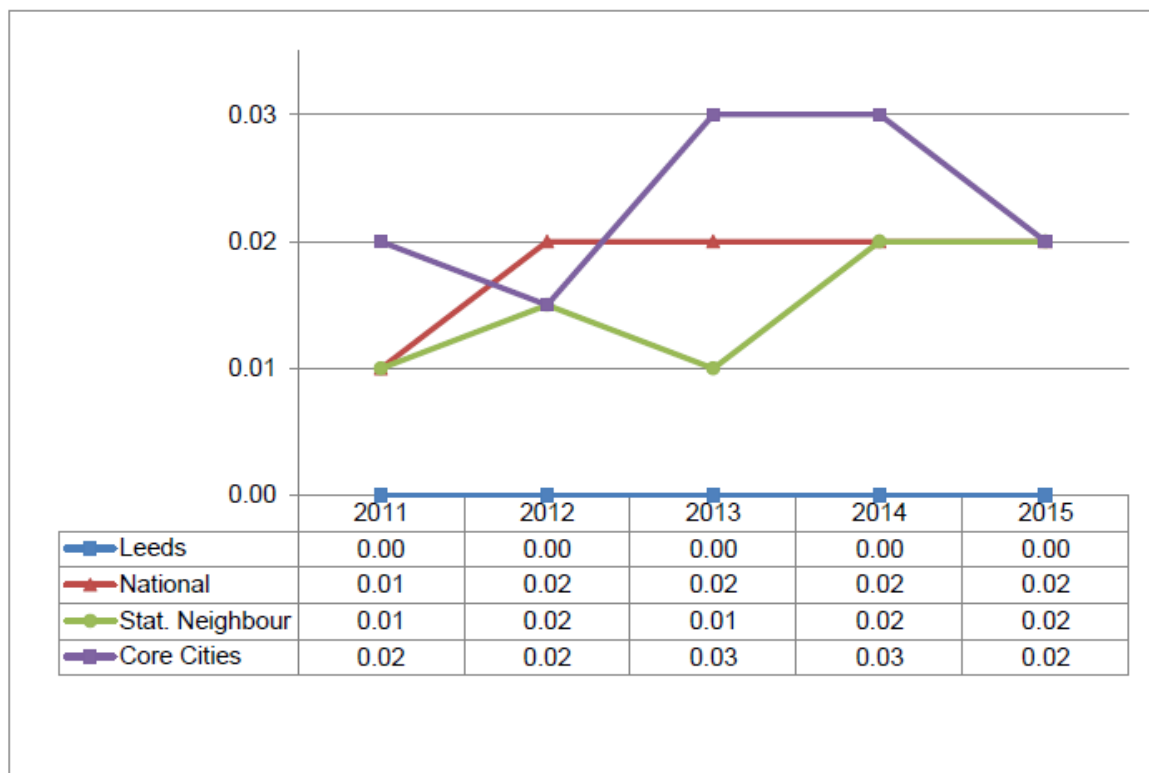
The charts below compare the number of exclusions per 100 students in Leeds schools with the national average and the number of exclusions in statistical neighbour authorities and core cities. Please note, the latest national data available from the schools census is for the academic year 2014/15.

Figure 1. 2014-15, fixed period exclusions per 100 students in primary schools



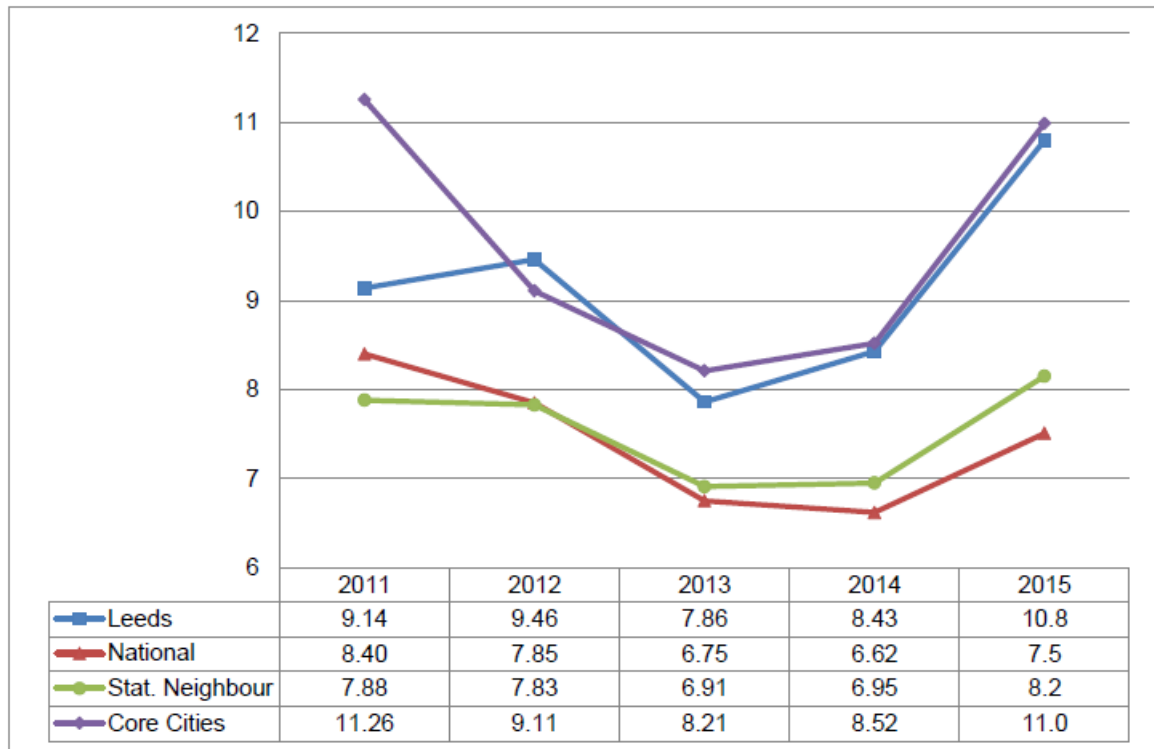
Leeds has consistently remained below the national average for fixed-term primary exclusions.

Figure 2. 2014-15, Permanent exclusions per 100 students in primary schools



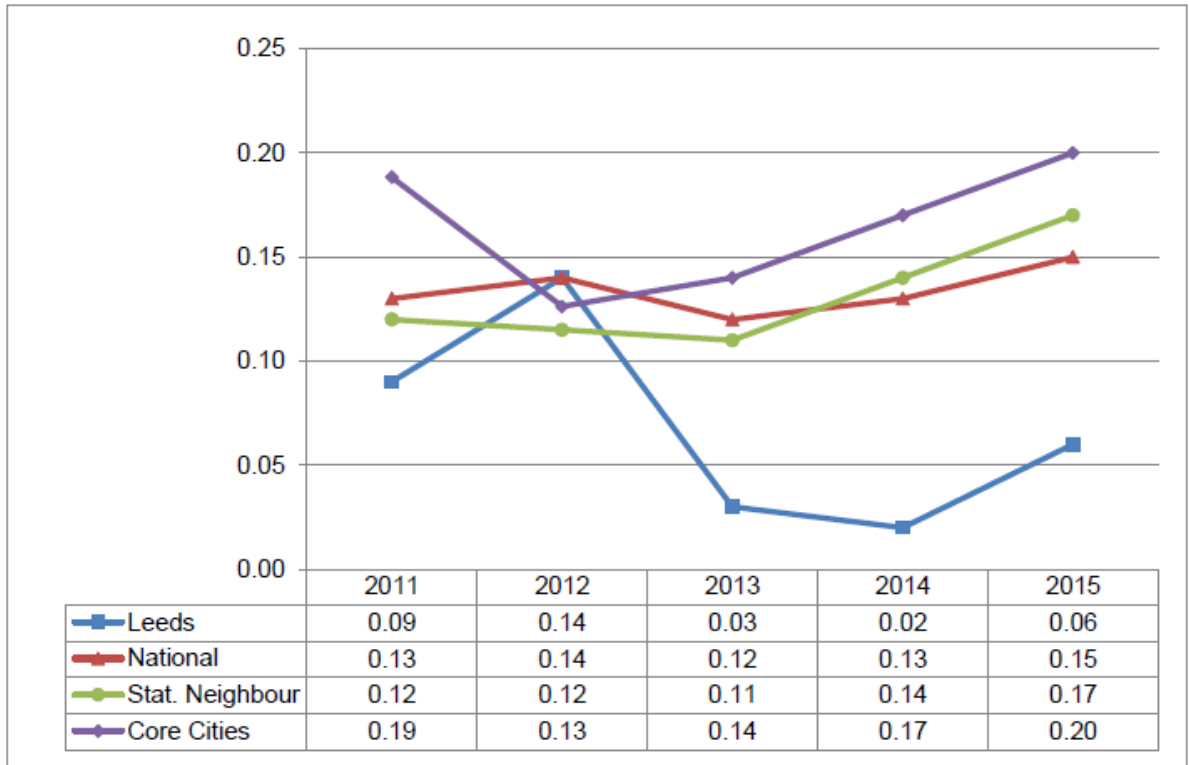
Leeds has consistently remained below the national average for permanent exclusions in primary schools. There were no permanent primary school exclusions upheld in Leeds between 2011 and 2015.

Figure 3. 2014-15, fixed period exclusions per 100 students in secondary schools



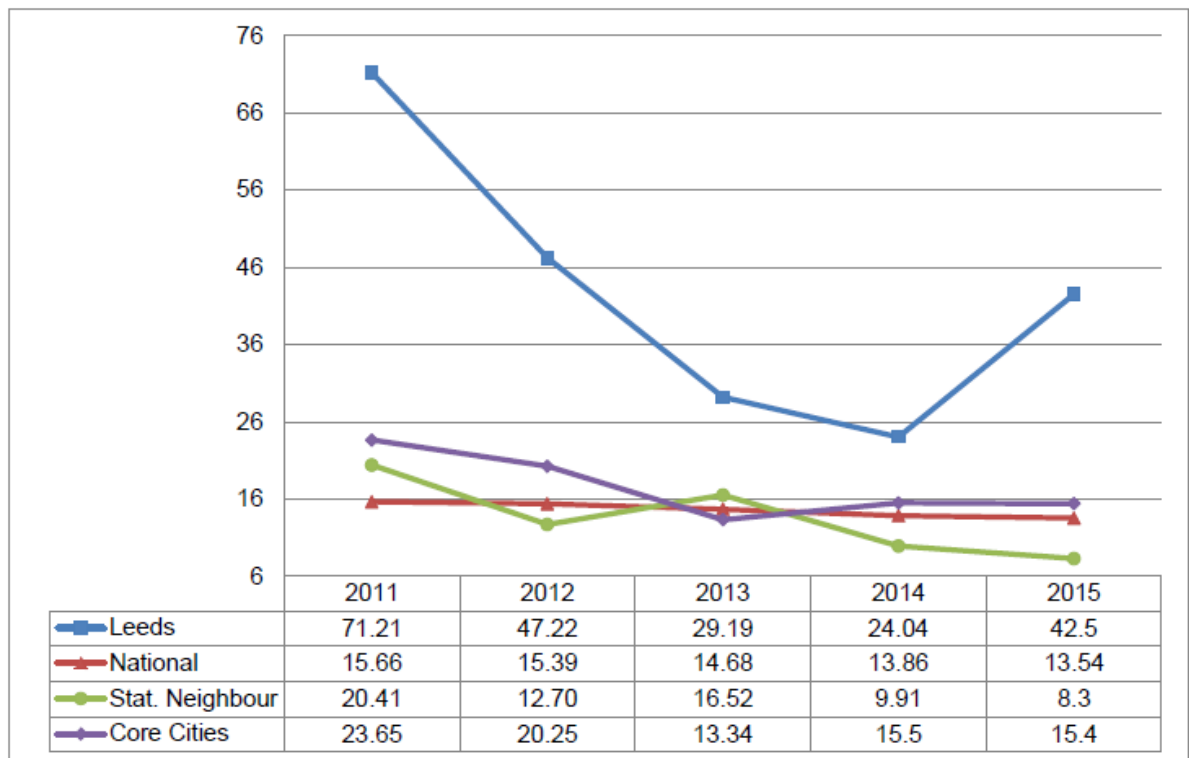
Fixed-period exclusions in secondary schools have been above the national average in Leeds since 2011. However, they remain below the average for core cities and the recent increase in numbers of fixed-period exclusions in Leeds secondary schools is consistent with the trend across the country.

Figure 4. 2014-15, permanent exclusions per 100 students in secondary schools



Leeds remains below the national average for permanent exclusions in secondary schools. In line with national trend, permanent exclusions in secondary schools are increasing, but Leeds has seen a significant reduction since 2011.

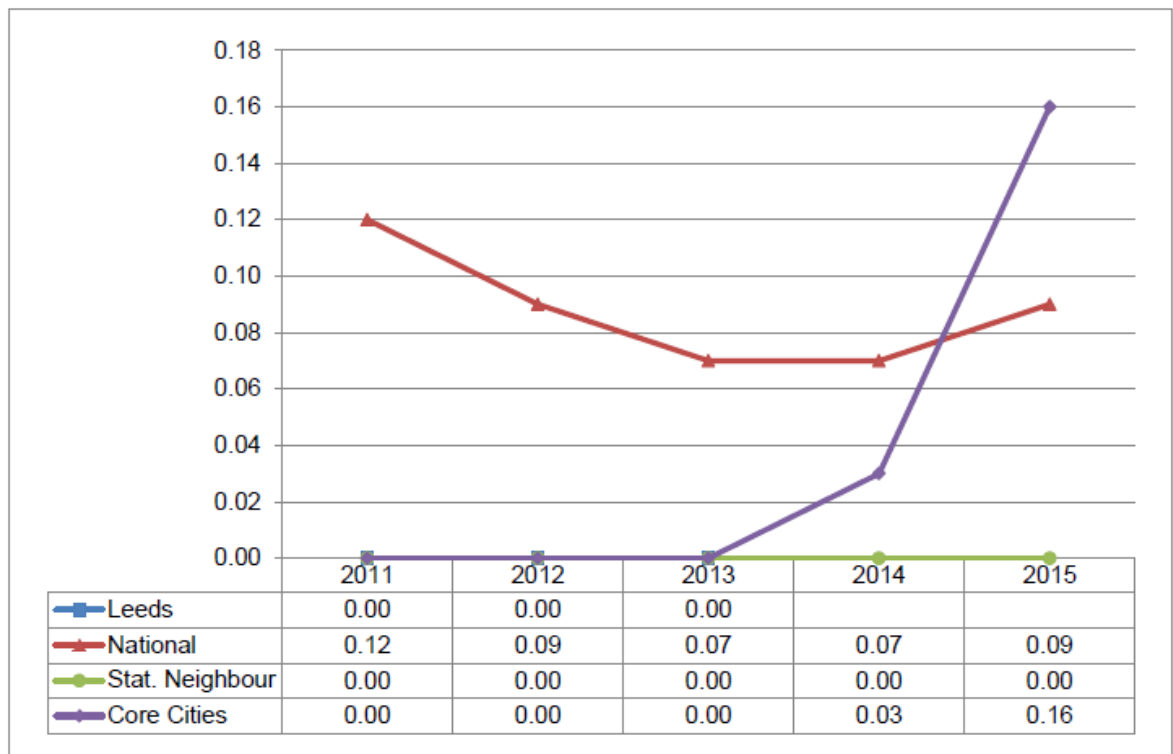
Figure 5. 2014-15, fixed period exclusions per 100 students in special schools



Fixed-period exclusions in special schools* in Leeds are higher than the national average.

* Special schools is a nationally used term and has been used for the purpose of comparing the national data. In Leeds, these schools are called Specialist Inclusive Learning Centres (SILCs).

Figure 6. 2014-15, permanent exclusions per 100 students in special schools



Between 2011 and 2013 there were no permanent exclusions in special schools* in Leeds which puts Leeds significantly below the national average.

* Special schools is a nationally used term and has been used for the purpose of comparing the national data. In Leeds, these schools are called Specialist Inclusive Learning Centres (SILCs).

Table 3. Number of school days missed due to fixed term exclusions in Leeds schools, as reported to the Local Authority for the academic year 2015/16

Fixed term exclusions	No. of pupils	No. of exclusions	Duration of exclusions (as days)
Primary	250	457	635.5
Secondary	2320	3798	21074.5
Pupil Referral Units and SILCs	43	100	161
Total	2613	4355	21871

3.5 Reducing the number of exclusions in Leeds

3.5.3 The Special Educational Needs and Inclusion Team (SENIT)

The SEN and Inclusion Team (SENIT) in the complex needs service is a multidisciplinary team of specialist teachers and inclusion workers working across early years, primary and secondary phases of education. Closing the gap, responding to data and improving outcomes for children and young people with SEND is their priority.

Their core offer comprises consultation and direct support for individual and groups of children.

- Assessment and observation
- Advice regarding interventions (what works)
- Practical approaches to teaching and learning
- Guidance on differentiation within universal provision
- Training programmes

The team helps to improve capacity of schools and settings so they are well placed to support children and young people to improve their relationships, understand their feelings and control their behaviour, therefore reducing the risk of exclusion.

3.5.4 The Educational Psychology Team

The Educational Psychology Team supports inclusion for children and young people with Special Educational Needs (SEN) through the application of psychology. We work with settings, carers, parents, children and young people aged 0 to 19 years with SEN, and with 0 to 25 years for Educational Health and Care Plan assessments.

An educational psychologist is trained to understand how children and young people:

- develop their thinking, learning and problem solving skills
- behave and their relationships with other people
- understand feelings and control their behaviours
- feel about school and what may improve their school experience

The Education Psychology Team provides:

- advice and support to those working closely with the child or young person
- a range of training and project work to schools and settings to build the capacity of staff to meet the needs of children and young people
- psychological assessments and intervention
- psychological advice for Statutory Assessments and associated statutory processes

3.5.5 Area Inclusion Partnerships (AIPs) and Alternative Provision

Area Inclusion Partnerships (AIPs) are non-statutory partnerships which bring together groups of primary and secondary schools, academies and SILCs in 5 areas of Leeds (and 6 partnerships) to promote strategies and jointly commission services which improve outcomes for vulnerable children and young people. They are mainly funded from the High Needs Block of the Dedicated Schools Grant. AIPs work towards ensuring that children and young people access 25 hours of education alongside their peers wherever possible and aim to reduce fixed term exclusions and permanent exclusions in Leeds.

3.5.6 AIPs do this by:

- building capacity in schools to promote SEMH for all children and young people
- supporting and promoting inclusive practice in schools to support children and young people with SEMH needs and related behaviours,
- ensuring the use of a multi-agency early help assessment to ensure additional needs are met appropriately and at the first opportunity,

- commissioning support for local schools working with an individual child or young person with SEMH needs and related behaviours,
- ensuring that children and young people accessing support as above make progress, and that those excluded and/or accessing alternative provision are supported with successful and timely re-inclusion in mainstream education (or, where needs are identified as being highly complex, are supported to access an EHC needs assessment and make a successful transition into specialist education).

3.6 Alternative provision

Alternative provision settings are used to support at times when a child is unable to make progress in their current education setting. The Department for Education guidance covers the use of alternative provision where:

- Local authorities arrange education for pupils who, because of exclusion, illness or other reasons would otherwise not receive suitable education
- Schools arrange/commission education for pupils on a fixed-period exclusion
- Schools arrange/commissions education for pupils to improve their behaviour off-site

3.6.1 A breakdown of existing alternative provision in AIP areas in Leeds is as follows:

Table 4. Existing alternative provisions in Leeds

Name of provision	Key stage	Current Numbers (Feb 2017)	AIP
NWAIP KS3	3	12	North West
L2L	2	3	North West
Orchard	2	7	North West
West 14	4	35	West
West 11	3	14	West
Oasis (Summerfield)	3	8	West
Oasis(St Barts Primary)	2	8	West
Oasis (Swinnow Primary)	2	8	West
ABC	1	1	West
ILS	1 & 2	35	South
Footsteps	3 & 4	16	South
Southway (inc The Works)	3 & 4	81	South
Achieve	2	8	East
Excel	4	8	East
Leap – Meadowfield Primary	1	6	East
PEP	3 & 4	12	North East

3.6.2 From Nov 16 to March 17 (West 14- Pilot May 2016), 16 quality assurance visits took place to assess the quality of alternative provision that exists across the city. The quality assurance process is part of the ongoing monitoring by each Area Inclusion Partnership of the alternative provisions that support learners using AIP funding; this is a requirement to remain part of the AIP. The process ensures that the quality of provision is of a standard expected by all schools. The quality assurance process includes an audit of delivery staff, policies and procedures.

3.6.3 Below is a summary of the key findings of the recent quality assurance visits:

3.6.4 Strengths

- Robust reintegration strategies, including the preparation of a detailed plan to succeed in mainstream
- Teaching was led by a qualified teacher in most settings
- Robust referrals in most settings (e-passport in NW)
- Excellent relationships between children and young people and staff
- Children and young people felt listened to and in most settings felt safe and happier than in school
- Reintegration is swift and successful when school staff have regularly met with the children and young people and in some cases spent an afternoon or morning in the setting with the children and young people per week
- In all but one setting the children and young people were very respectful of the visiting adults

3.6.5 Areas for development

- Policies in place specific to the provision
- Collaborative Learning Manager (computer programme which monitors attendance) to be used in all settings to ensure attendance can be easily tracked by all stakeholders
- Training to increase confidence of staff dealing with child protection.
- Schools to be more involved with children and young people when in provision and ensure regular visits
- Schools must provide academic data to enable the appropriate level of challenge in the setting
- Marking and feedback was varied; students were not responding to marking
- Involve alternative provision staff in school training (assessment, teaching and learning and curriculum developments)

3.6.6 Recommendations

- Ensure schools identify the SEN needs of children and young people (not all pupils in provision were classed as SEN support or as having an SEMH need)
- Health and safety audit required in two settings, to assess the building or staffing ratio for vulnerable learners
- Future quality assurance must be conducted with a senior leader in a school (to ensure the most current teaching and learning practices are assessed against Ofsted), along with an AIP lead, due to the varying quality on the depth of analysis from each quality team's report
- Better tracking of pupils who have reintegrated and their future success
- Develop a system across all alternative provision to measure non-academic progress
- All settings to involve the children and young people and family in the provision offered (timescale, progress, next steps etc.)
- In all settings a qualified teacher leads the learning
- Support and set up network meetings for all alternative provision managers/leaders to meet, access CPD and share effective practice.

3.6.7 As alternative provisions tend to provide short-term education to children and young people who cannot attend their usual setting (due to reasons listed in 3.7.4), children and young people do not usually undertake GCSEs in these settings. This is a concern and clearly contributes to the underachievement of vulnerable children in Leeds. Southway, which forms part of the South AIP is one exception to this and the most recent available outcomes for this provision are below:

Table 5. Outcomes for Southway

*Shaded cells indicate national comparable data	Total Cohort (26 pupils)					
	<i>Southway Cohort A (12 pupils)</i>		<i>Southway Cohort B (6 pupils)</i>		<i>Southway Cohort C (8 pupils)</i>	
% of pupils entered for 5+ GCSEs or equivalent	15.1	100	15.1	100	15.1	62.5
% of pupils achieving 5+ GCSE (A*-G) or equivalent	12.3	100	12.3	100	12.3	37.5

% of pupils achieving A*-G in English and Maths or equivalent	18.9	100	18.9	100	18.9	25.0
% of pupils achieving a pass in any qualification	57.7	100	57.7	100	57.7	100
% of pupils achieving A*-C in English and Maths GCSEs	54.8	75.0	54.8	83.3	54.8	60.0
% of pupils achieving 5+ A*-C	1.5	0	1.5	0	N/A	N/A
% of pupils achieving 5+ A*-C grades inc. English and Maths	1.0	0	1.5	0	N/A	N/A
Average GCSE and equivalent point score for pupils at end of KS4	52.0	287	52.0	177	52.0	116
Expected progress in English (% met or exceeded target grade)	54.8	75.0	54.8	83.3	54.8	50.0
Expected progress in Mathematics (% met or exceeded target grade)	42.6	83.3	42.6	83.3	42.6	37.5

The table above shows that outcomes for Southway are better than the equivalent national average in 21 out of 28 areas (75%).

3.7 The Social, Emotional and Mental Health (SEMH) Pathways Panel

- 3.7.1 Children's Services has recently established the SEMH Pathways Panel which is designed to respond to the educational needs of children and young people who have exceptional SEMH needs or have been permanently excluded from mainstream provision. The SEMH Pathways Panel will contribute to the vision of providing a continuum of outstanding SEMH provision in Leeds by providing a partnership response to the placing of children and young people in the most appropriate educational provision for their learning needs together with the appropriate family support for their parents and carers.
- 3.7.2 Membership of the SEMH Pathways Panel is formed of the Principal Educational Psychologist (Chair); the Children Missing Out on Education Lead and representatives from: the AIPs; Springwell; the Special Educational Needs Statutory Assessment and Provision team; primary and secondary schools and academies; the Elland Academy; Targeted Services; and the Youth Offending Service.
- 3.7.3 The SEMH Pathways Panel meets weekly to consider the most appropriate pathway:
- for children and young people where schools and academies are indicating that despite all previous strategies and support, the young person is not currently able to achieve and attain;
 - for any permanently excluded young person in terms of 6th day cover and next steps.
- 3.7.4 The SEMH Pathways Panel will:
- Support the local authority (LA) to meet its statutory duty to provide suitable full time educational 6th day provision for permanently excluded children and young people.
 - Determine the nature of the provision based on their particular needs – whether this is a short term placement prior to return to the Fair Access Panel (FAP) or an assessment place moving potentially to an Education, Health and Care Plan (EHCP).
 - Determine the appropriate placing in education provision for a young person from another authority who has previously been permanently excluded or who has been in specialist type provision without an EHCP.
 - Consider exceptional cases where, despite appropriate interventions having been put in place, an emergency situation has occurred and special consideration is requested for an assessment place.
- 3.7.5 Since September 2016 the SEMH Pathways Panel has considered 58 cases. Of those, 16 cases were children and young people who have been permanently excluded from their setting and 42 were cases of children and young people who have exceptional SEMH needs.

- 3.7.6 Of the 58 cases that have been considered by the SEMH Pathways Panel since September 2016, 16 were recommended for an assessment placement at Springwell Leeds.

Table 6. Cases considered by SEMH Pathways Panel, Sept 2016- present

	No. of cases considered by SEMH Pathways Panel	No. of cases subsequently recommended for assessment placement at Springwell Leeds
Permanent exclusions	16	3
Exceptional SEMH needs	42	13

3.8 Springwell Leeds

- 3.8.1 In recent years there has been a significant rise in the number of children and young people identified as needing support for universal, targeted or specialist social, emotional and mental health issues. It is estimated that 50% of all adults with mental health conditions have symptoms visible before the age of 18, stressing the importance of early intervention.
- 3.8.2 In response to the increased number of children and young people who require specialist SEMH provision, Leeds has established a strong partnership with The Wellspring Academy Trust- one of the very few outstanding providers of SEMH provision in the North of England- to create a world-class provision in Leeds. The Council has committed to an investment of £45million to establish high quality educational provision for these young people.
- 3.8.3 The creation of this new provision in Leeds involves the re-organising of existing provision and the conversion of the Specialist Inclusive Learning Centre (SILC) for young people with Behavioural, Emotional and Social Difficulties (BESD) at Elmete Wood, which was, at the time, in 'special measures', into a 4 – 19 sponsored academy for children with SEMH needs, based across four sites across Leeds. The three secondary schools, each taking 100 pupils, will be achieved through the creation of three new buildings in the north, south and east of the city to be completed by September 2018. The primary site continues to be Oakwood.

4 Conclusions

- 4.1 Difficult behaviour in the educational settings can have a range and combination of different causes which include contextual causes and social, emotional and mental health needs. The negative impacts of such behaviour can be experienced by the individual child or young person themselves, as well as teachers and other staff, and peers within the education setting.
- 4.2 Research into the effectiveness of Positive Discipline approaches is often conflicting with some arguing that is a more effective tool for behaviour management than others.
- 4.3 Data from the most recent Department for Education census shows that Leeds secondary schools have a higher than average number of fixed term exclusions. However, the numbers of fixed term exclusions in Leeds primary schools, and permanent exclusions in Leeds across all age groups are lower than the national average. The number of exclusions in primary schools is significantly lower than in secondary schools and attachment theories suggest that this is due to relationships with staff being more consistent in primary schools.
- 4.4 In Leeds, Area Inclusion Partnerships have been set up to support children and young people to remain in mainstream education and to identify areas for improvement in Leeds schools. Within the AIP areas alternative provision exists for when children and young people cannot attend their usual education setting. Recent quality assurance shows many strengths of the alternative provision in Leeds. Whilst most of the alternative provisions do not undertake GCSEs, the results for those that do are above the equivalent national average in 75% of areas.
- 4.5 The SEN and Inclusion Team also works towards reducing the number of exclusions for children and young people with Special Educational Needs and Disability (SEND) by offering direct support for individuals and settings across all phases of education.
- 4.6 The Educational Psychology Team supports inclusion by providing advice, support and training to schools and settings to build the capacity of staff to meet the needs of children and young people with Special Educational Needs.
- 4.7 The SEMH Pathways Panel has recently been established in Leeds to provide a partnership response in cases where children and young people have exceptional SEMH need or have been permanently excluded from their provision.
- 4.8 Springwell Leeds is the new world-class provision that will provide education for children with specialist SEMH need where this type of permanent provision is appropriate for the individual. By September 2018 all 4 of the Springwell sites will be open and providing education for children aged 4-19.

5 **Background documents**¹

- 5.1 [Future in Mind: Leeds](#) 2016-2020 A strategy to improve the social, emotional and mental health and wellbeing of children and young people aged 0-25 years

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

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Report of the Head of Governance and Scrutiny Support

Report to Scrutiny Board (Children’s Services)

Date: 27 April 2017

Subject: Monitoring Performance in Education - Annual Standards Report 2015-16

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 Summary of main issues

1.1 On the 19 April 2017 the Director of Children and Families will submit the Annual Standards Report 2015-16 to the Executive Board. The report summarises data and information which shows the outcomes of Leeds children and young people.

The Executive Board will be is recommended to:

- Note this report as it details the outcomes of Leeds children and young people in the 2015 / 2016 academic year.
- Make recommendations against expectations for future developments in learning and ways that Leeds intends to diminish differences between key groups across the city; including those pupils with pupil premium funding, SEND or within a minority group.
- Consider the provision of ongoing support, challenge and intervention in Leeds to ensure that progress continues to be made towards the Best City for Learning.
- Note the Head of Learning Improvement is responsible for implementation of the ‘Best City for Learning’ strategic plan.

1.2 This report is now brought before the Scrutiny Board (Children’s Services) for consideration. To further facilitate the scrutiny of educational performance in Leeds the Annual Standards Report will be supplemented by the Learning Outcomes Dashboards. These will be provided as late supplementary information.

2 Recommendations

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

- a) Consider the information in the Executive Board Report 19 April 2017.
- b) Consider the information provided in the Learning Outcomes Dashboards
- c) Identify if further challenge or support is required from the Scrutiny Board.
- d) Make any recommendations as deemed appropriate.

3 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.



Report of: The Director of Children & Families

Report to: Executive Board

Date: 19th April 2017

Subject: The Annual Standards Report 2015-16



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 checked="" type="checkbox"/> Yes	<input 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 Annual Standards Report reflects upon progress being made over the last year towards achieving the aims and priorities outlined in the education strategy for Leeds: The Best City for Learning 2016-2020. This strategy was developed from a series of education debates held in September-November 2015. The feedback from these events resulted in the definition of seven key priorities for the city which come under the headings: World Class Provision, Great Leeds Schools, High Expectations for All, Strong Attainment, Fluid Transition, Inspirational Teaching and Learning and Uplifting Leadership.
2. The Annual Standards Report reflects on these priorities over the past year, examining the current picture, where we want to go and how we will get there. In this way, the Annual Standards report is a yearly reflection of our progress towards becoming the best city for learning.

Recommendations

The executive board is recommended to:

1. Note this report as it details the outcomes of Leeds children and young people in the 2015 / 2016 academic year.
2. Make recommendations against expectations for future developments in learning and ways that Leeds intends to diminish differences between key groups across the city; including those pupils with pupil premium funding, SEND or within a minority group.

3. Consider the provision of ongoing support, challenge and intervention in Leeds to ensure that progress continues to be made towards the Best City for Learning.
4. Note the Head of Learning Improvement is responsible for implementation of the 'Best City for Learning' strategic plan.

1 Purpose of this report

- 1.1 The purpose of this report is to show our progress towards becoming the best city for learning. The report does this by outlining where we are now in relation to the strategy and the actions that we will take to progress.

2 Background information

- 2.1 This report should be considered alongside the Best City for Learning Education strategy as the two documents are closely connected. The title of each chapter in the report is one of the seven priorities which emerged from the Big Education Debates in 2015. The report addresses the actions to be taken in order to fulfil each of these priorities.

- 2.2 The Annual Standards Report (see appendix 1) summarises the achievement of learners at all Key Stages throughout 2015-2016. It shows the achievements and challenges over the course of that academic year, and provides recommendations for the future. It also outlines the actions taken by the Council to fulfil its responsibilities to support, monitor, challenge and intervene as necessary. An infographic has also been produced (see appendix 2) that provides an overview of learning in Leeds.

- 2.3 If needed the measures available to the local authority to influence schools that are not progressing as well as expected, there is a process that is followed with all schools. A similar, less formal system is in place in regards to academies and free schools, to fulfil our responsibilities to Leeds children.

- Informal discussions with the school
- Formal call in letter to Headteacher and Chair of Governors
- Second call in letter, ensure the full governing body are fully aware of the concerns of the local authority
- System of formal warning letter that is shared with the Regional Schools Commissioner (Department of Education)

3 Main issues

Listed below are the seven chapter titles of the report and a brief summary of the contents of each section. The full document is available in appendix 1.

- 3.1 **World Class Provision:** *"We need a collaborative approach that provides good quality provision to meet the needs of all Leeds children"* This chapter covers key points on; school places, Early Years, Special Educational Needs and Disability, The Virtual School and Targeted Services.

- 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"* Leeds Teaching Schools and Mathematics hubs are discussed as well as examples of great Leeds primary and secondary schools from 2015-2016.

- 3.3 **High Expectations for All:** *"Creative and innovative approaches need to be used to address the gaps which prevent children from achieving their full*

potential" The gap in performance between disadvantaged pupil groups and their peers is discussed.

- 3.4 **Strong Attainment:** *"We must have high standards where the majority of children achieve their age related expectations"* Key data from early years through to post 16 is examined and notable trends identified.
- 3.5 **Fluid Transition:** *"We need to smooth transition across the whole learning continuum to enable the child to face the world"* Transition across the learning spectrum is examined, from early years through to jobs and destinations.
- 3.6 **Inspirational Teaching and Learning:** *"Children need to experience an engaging and enriching curriculum that focuses on deeper learning"* The chapter addresses key issues in exclusions, Artforms, the Health and Wellbeing Service and Active Schools.
- 3.7 **Uplifting Leadership:** *"We need to nurture leaders through challenge and support in order to provide inspiring development opportunities within a collaborative community"* Issues around governor support and partnerships with Teaching School Alliances are discussed.

4 Corporate Considerations

4.1 Consultation and Engagement

- 4.1.1 None specifically for this report

4.2 Equality and Diversity / Cohesion and Integration

- 4.2.1 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.
- 4.2.2 The Annual Standards Report 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. Data for different ethnic groups and Special Educational Needs and Disability is also analysed.
- 4.2.3 Actions outlined to close the gap include; (1) Extra support will put in to 0-19 education providers to ensure equity of outcomes. (2) 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. (3) 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. (4) Continue to monitor and record data on the performance gap to ensure focus on improvement and to target further action. (5) Maintain and develop the work that is already being done to further reduce the gap through city wide partnerships.

4.2.4 The Executive Board may engage and involve interested groups and individuals (both internal and external to the council) to inform recommendations.

4.2.5 An equality impact screening has been undertaken for this report and is attached at appendix 3.

4.3 Council policies and Best Council Plan

4.3.1 This report will assist in achieving outcomes and priorities as defined in The Best City for Learning 2016-2020, 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 subject to Call In.

4.6 Risk Management

4.6.1 None identified

5 Conclusions

5.1 In keeping with Leeds' ambition to have a strong economy in a compassionate city, it is important that the potential of our children and young people is maximised.

5.2 The Annual Standards Report will provide an important yearly update on our progress towards becoming the best city for learning.

5.3 The future plans and recommendations section at the end of the Annual Standards Report provides an overview of the actions required in order to achieve each priority. This is available in appendix 1.

6 Recommendations

The executive board is recommended to:

1. Note this report as it details the outcomes of Leeds children and young people in the 2015 / 2016 academic year.
2. Make recommendations against expectations for future developments in learning and ways that Leeds intends to diminish differences between key groups across the city; including those pupils with pupil premium funding, SEND or within a minority group.

3. Consider the provision of ongoing support, challenge and intervention in Leeds to ensure that progress continues to be made towards the Best City for Learning.
4. Note the Head of Learning Improvement is responsible for implementation of the 'Best City for Learning' strategic plan.

7 Background documents¹

7.1 None

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

The Annual Standards Report 2015-2016



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Executive Summary:

The Annual Standards Report 2015 – 16 reflects upon progress being made over the last year towards achieving the aims and priorities outlined in the education strategy for Leeds: The Best City for Learning 2016-2020. The strategy outlines the current picture of learning in Leeds, aims for the future and how these aims will be achieved. The document was informed by a number of debates held throughout the city in September – November 2015 with key stakeholders in education including head teachers, councillors, senior leaders, and third party education specialists. The feedback from these events resulted in the key priorities for the city:



- 1 WORLD CLASS PROVISION:**
 "We need a collaborative approach that provides good quality provision to meet the needs of all Leeds children"
- 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 HIGH EXPECTATIONS FOR ALL:**
 "Creative and innovative approaches need to be used to address the gaps which prevent children from achieving their potential"
- 4 STRONG ATTAINMENT:**
 "We must have high standards where the majority of children achieve age related expectations"
- 5 INSPIRATIONAL TEACHING & LEARNING:**
 "Children need to experience an engaging and enriching curriculum that focuses on deeper learning"
- 6 UPLIFTING LEADERSHIP:**
 "We need to nurture leaders through challenge and support in order to provide inspiring development opportunities within a collaborative community"
- 7 FLUID TRANSITION:**
 "We need to smooth transition across the whole learning continuum to enable the child to face the world"





Introduction:

Over the past six years the city has seen a transformation in learning. The reputation for weak local schools, low attendance, poor progression from school into work and a high number of children in care has been steadily and systematically changed. We now have a robust culture of learning across Leeds, with schools and academies delivering strong provision with a vast majority being judged Good or Outstanding by Ofsted. Overall attendance is at its highest ever and significantly fewer children and young people find themselves without education, employment or training when they leave school. The number of children looked after has been safely reduced whilst national numbers have risen. The provision for children before they start school has also considerably improved, preparing youngsters for a life ready for learning.

These changes have been possible through a citywide commitment to children and young people in our Child Friendly City. Through collective hard work, shared priorities and investment, Leeds has continued to thrive, placing young people at the heart of the economic growth and ensuring that they will both contribute to, and benefit from, a confident and prosperous city. Outstanding leadership and robust partnerships; along with a shared restorative culture, have enabled us to develop a confident city.

We are not complacent, however, and have now begun to focus all these strengths and our capacity on raising standards and closing the gaps that exist so that all of our city's children and young people are supported to be happy, healthy, safe and successful. We have a clear strategy for improvement and we want all our learners to benefit from it

Councillor Lisa Mulherin
Executive Member for Children & Families



Welcome to the Annual Standards Report 2015 – 2016. It provides an overview of learning in Leeds over the last year, highlighting success but also being honest about the challenges that we face as we move towards our ambition of being the best city for learning by 2020.

We know that we want children and young people to flourish in our city, and so we know we must give them a secure knowledge in education, demonstrated by good grades in a range of examinations throughout the continuum of learning. Each set of results acts as a passport to the next phase of learning and provides a firm foundation on which further accomplishments can be built. That is why we will continue to focus on attainment.

To be successful in life, and to secure meaningful and fulfilling work, we know that children also need more than great outcomes. They need key skills such as resilience, confidence and self-esteem; the ability to communicate and work in a collaborative and cooperative way within a team. We know that children need to be able to make a friend and be a good friend to others, and that success in music, the arts or sports can create a more rounded and interesting character. We want children in Leeds schools, therefore to be supported to achieve.

Finally, we know that when children are in school and learning, that they are safe, secure and successful; that is why we have such a strong emphasis of attendance. By combining the three A's of Attainment, Achievement and Attendance we believe that we can give all Leeds children a strong start in life and enable them to contribute to our vibrant and compassionate city.

Steve Walker
Director of Children's Services



Context



POPULATION

Leeds has a strong economy which supports its continued growth and expansion; it has a current population in excess of 761,000 people. Recent estimates are that there are 187,724 children and young people under the age of 20 in Leeds.

This development has changed the demographics, as families now hold a greater proportion of the city as a whole, bringing with it an exciting and youthful feel, but putting pressure on school places, early years' provisions and the complex needs services.

SCHOOLS AND SETTINGS

At the start of the school year there were 221 primary age schools, 38 secondary, 3 through schools and 7 special schools in Leeds. These figures include all state-funded schools. Of the three through schools, the Temple Learning Academy currently only has provision open in the primary phase, with secondary provision due to open next year.

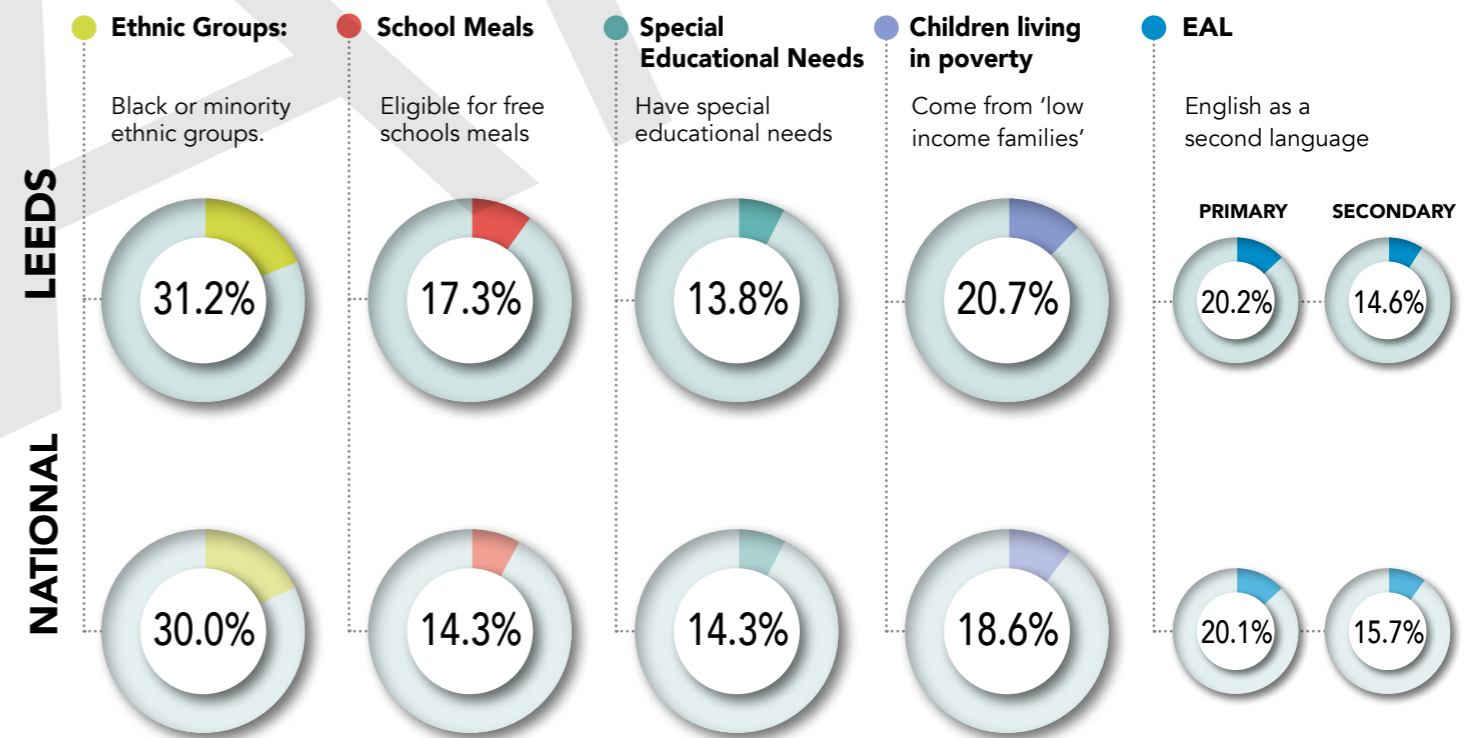
CHILDREN & YOUNG PEOPLE

The diversity within Leeds schools is growing with over 20 different ethnic groups identified and 31% of the population coming from Black, Asian or Minority Ethnic groups. The proportion of pupils in Leeds schools who have English as an Additional Language (EAL) continues to increase and in the January 2016 school census there were 196 different languages recorded as spoken by the children of city.

We now have 17.3% of Leeds children who are eligible for Free School Meals and 14% have who have Special Educational Needs. Government measures of child poverty indicate that 20.7%, or 28,000 of children in Leeds live in poverty, which is above the 18.6% we would expect nationally. Child poverty is often 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.

Whilst the impact of poverty can be found in all areas of the city, there are specific concentrations of poverty within the inner city. The city strives to mitigate both the causes and impact of poverty and is integral to all work with children and families.

PERCENTAGE OF CHILDREN FROM DEMOGRAPHIC GROUPS IN LEEDS COMPARED TO NATIONAL:



Data source: SFR 20/2016

1 World Class Provision

Page 43



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

School Places

OVERVIEW

Leeds is proud to have high quality provision across the city, from pre-school and early years' settings through to post 16. On a daily basis the vast majority of children are engaged in quality learning experiences that enable them to both achieve and attain. Leeds prides itself on being a compassionate and child friendly city and so it is just as important that children who are experiencing complex educational needs also have a richness of provision within which to thrive and learn. Leeds continues to modernise its Specialist Schools and Inclusive Learning Centres to reflect the needs of children across the city. The city has committed £45 million to develop world class provision, in partnership with the Wellspring Academy Trust, for children with Social Emotional or Mental Health (SEMH) needs. This will enable some of the most vulnerable children in Leeds to have access to both therapeutic and wellbeing services alongside state of the art learning facilities within the new buildings. Leeds has also developed the West Oaks SEND Specialist School and College by adding a brand new site at Woodhouse, adding 150 places of capacity to the capacity for children with a range of disabilities.



ACHIEVE

Children achieve 'soft' but essential skills for life, such as developing friendships, resilience or perseverance for example and cultivate a proficiency in a sport, music or the arts.



ATTAIN

Children attain grades in tests at the end of key stages. These assessments are in curriculum subjects and act as a passport through the learning journey and into work.

CHANGES OVER THE LAST YEAR

The birth rate in Leeds continues to maintain a consistent level of around 10,000 births per year and has maintained this now for the past 5 years. The increase in births has ultimately resulted in pressure for school places and Leeds has responded by creating over 1,500 new reception places and increased the overall capacity in primary schools by over 10,000 since 2009. An additional





210 permanent reception places will be available across Leeds from September 2016, with up to a further 500 places planned or currently being consulted on for delivery between 2017 and 2020.

With the increase in primary places now moving through the primary phase, planning for additional secondary places has already begun with one expansion proposal to create additional places already completed. Between 2017 and 2023, the equivalent of 8 new high schools (over 1400 additional year 7 places) will need to be created to manage the year 7 demand being projected. This additional provision will consist of a mixture of new schools, with some of these being created through the free school programme, plus the expansion of existing schools where this is possible via building works or re-configuration of existing accommodation. The changes to sixth form provision, including collaborations of local schools to create sixth form centres or hubs, may free up accommodation to allow schools to create additional places.









The academies programme has seen 51 schools change status to academies in Leeds. Converter academies that opened in the Academic Year 2015/16 were: Cockburn High School and Westerton, East Ardsley and Hill Top Primary Schools. Schools that became a sponsor-led academy in 2015/16 were: Victoria and Ebor Gardens Primary Schools.

Supplementary schools are community based voluntary organisations offering extra tuition out of school hours in the communities across the city. In 2015/2016, there were 17 supplementary schools in Leeds.

WHERE LEEDS WANT TO BE

-  All young people having the opportunity to attend great local provision
-  All children will be able to attend a good or outstanding school or academy.
-  Sufficient places within specialist provision will be able to accommodate the needs of all children with Education, Health and Care Plans.
-  Alternative provision that have strong pathways to successful destinations for young people.

HOW LEEDS WILL GET THERE

-  Leeds combines its Learning and Universal Services to ensure a strong link between the provision of school places and the learning function of those settings once established.
-  Leeds will continue to run a 'Good Learning Places Board', looking at all decisions made about school places, putting the emphasis on learning at the heart of the decision making process.
-  When looking at creating or expanding provision, Leeds will work with schools, governing bodies, local communities and ward councillors to create an accurate view of need and explore ways that the pressure can be alleviated.
-  Leeds will share demographic data freely through Outcome Based Accountability events in order to engage communities in the decision making process.
-  Leeds will, wherever possible, look to expand good or outstanding schools to meet demographic need for school places.
-  Where there is no agreement between the school community and the need to provide school places, the authority may need to compel a school to take additional children. If this does occur, the city will continue to work with the leadership in the school to ensure that learning remains a strong priority.
-  Where appropriate, Leeds will work with key partners to develop new schools in areas of significant demographic pressure.
-  Leeds will continue to engage in collaborative work with the Regional Schools Commissioner (on behalf of the DfE) and the Education Funding Agency to identify areas of pressure and secure sites for new schools to address need.



Early Years Provision

OVERVIEW

The numbers of children in early years' provision is rising, with almost 10,000 children in Reception during 2015 / 2016. In addition to an increasing birth rate and an expanding population, analysis of the children in reception indicates that the number of young children experiencing physical and learning needs is increasing, and that the complexity of these needs is growing. The numbers of children who have English as an Additional Language and those on Free School Meals is also increasing. These demographic changes have implications for the type provision and support that is required.

Research indicates that the early years of a child's life has a significant impact on their experiences and outcomes in later life. To ensure that all children have the best start possible for a successful learning journey, the Early Years Learning Improvement team provides advice, support and guidance to over 1400 early years settings in Leeds, enabling them to effectively meet children's needs and build leadership capacity. Of these settings, 202 are Private, Voluntary and Independent (PVI), 34 are children's day care within children's centres, 829 are child-minders, and 128 are Primary schools with nurseries. Financial support is also provided through the Funding for Inclusion mechanism.

CHANGES OVER THE LAST YEAR

Focused improvements within this sector have ensured that Ofsted outcomes for early years settings in Leeds reflect the national trend of consistently improving early years education. Targeted interventions and high quality collaborative work have resulted in all early years providers seeing significant increases in good or better outcomes during the last few years.

GOOD or BETTER Early Years Provision Type



Childcare non-domestic premises



Childminders

Leeds September 2015

93%

87%

Leeds September 2016

95%

94%

National September 2016

95%

89%



As of September 2016, 95% of childcare non-domestic premises and 94% of child-minders were good or better settings. Given that the majority of children receive early year's education through Childcare non-domestic or with child-minders, this means that a significant proportion of early years children attend a high quality setting. Comparison with national averages also shows that early years provision in Leeds is in a strong position with figures in line with or above national.

WHERE LEEDS WANT TO BE

In order to improve quality outcomes for young children, Learning Improvement will work with a wide variety of partners to increase the percentages of good and better settings and robustly support the provision for vulnerable two year olds.

HOW LEEDS WILL GET THERE

- Retain all Children's Centres with a universal offer and targeted support.
- Continue to work in partnership to deliver the city's Best Start strategy.
- Structured early years programmes prepare children, especially those living in poverty, to succeed in school.
- To ensure further improvements, Children's Services will provide bespoke support and challenge to schools and settings, supported by the Early Years and Learning Improvement strategies.
- To improve learning outcomes for children in poverty, Leeds will enable schools and settings to have universal access to early years' programmes that provide explicit teaching in phonics and other literacy skills.
- Early years teachers will have access to training and follow-up support to thoroughly embed new teaching strategies.
- Traded training & development, early years' leadership events and a strong core offer will provide further opportunities to improve provision across the city.
- Encouraging settings to support each other, sharing best practice, and working in collaboration with Teaching Schools.
- Develop the strategic skills of early years' leaders and managers to build capacity and drive improvement.



Special Educational Needs and Disability (SEND) and Social, Emotional, Mental Health (SEMH) Provision

OVERVIEW

Leeds has a citywide commitment to be a Child Friendly City and the Best City in the UK for all children, young people and families. As such the city is ambitious for all children and young people and wants to achieve the best outcomes for all. At present, Leeds is not fully achieving its ambitions. There is recognition that not all children with SEND have the levels of attendance and attainment that they should have and that academic progress could be stronger.

This is a challenge for all in the city. Leeds is confident that, together, it can meet the challenge and make the changes necessary to transform the lives of the children and young people with SEND. Linked to the sustained rise in the growth of the city, Leeds has experienced rising demand for support for children in schools with SEND (Special Education Needs and disabilities), including those with Social, Emotional and Mental Health (SEMH). This applies to both mainstream and specialist school provision. There have been increases in the type of need and the complexity of need, and a rise in children experiencing more than one type of need. The patterns and numbers of the primary need identified for children and young people with SEND have also changed in recent years, along with the national criteria on how SEND is recorded, which changed in 2015. Primary type of need is collected for those pupils on SEN support or with an Education Health & Care plan (EHCP).

In 2016, 27% more children were identified with a primary need than in 2015, this is due, in no small part, to changes in practice in which children previously may have been described with the general term 'school action' without having an identified primary need. The most significant increases can be seen in the number of pupils whose primary SEND need has been identified as 'Moderate Learning Disability' (an increase of 1,287 or 45%); 'Social, Emotional and



Mental Health' (687 or 31%); 'Specific Learning Difficulty' (333 or 37%); 'Speech, Language and Communication Needs' (388 or 11%); and 'Other difficulty' (244 or 43%).

In Leeds the provision for pupils with SEND reflects the view that children and young people should be able to receive the provision they need at a level, and in a setting, which is appropriate to their individual needs. Most children and young people with SEND should be able to enjoy and achieve in mainstream schools. All mainstream schools provide a core offer of support for those with SEND. Some children and young people may need extra support to help them in mainstream school, and so Leeds has Resourced Provisions in mainstream schools and Specialist Inclusive Learning Centres (SILC) who have partnerships with mainstream schools. In Leeds resourced provisions meet the following types of needs: Physical Disability, Specific Learning Difficulties, Learning Difficulties Hearing Impaired, Speech and Language, Visual Impaired, and Complex Communication.



Some children and young people have very complex needs and might need a detailed assessment and a Statement or an Education Health and Care Plan (EHC Plan) to help meet their needs. There are five generic Specialist Inclusive Learning Centres (SILCs), one SILC for pupils with Social Emotional and Mental Health Needs, and one Special Secondary Free School. There are also 15 SILC Partnerships and 18 Resourced Provisions.

CHANGES OVER THE LAST YEAR




The city has developed a strong mainstream core offer of support for those pupils with SEND and SEMH. The Good Learning Places Board is ensuring that all new developments or expansions in schools give regard to needs of those with SEND & SEMH. Executive Board has agreed a £45 million pound investment to enable the development of world-class SEMH provision in partnership with the Wellspring Trust, a successful provider of SEMH learning, rated 'Outstanding' by Ofsted, in order to deliver this new provision. The Wellspring Academy Trust will deliver across four sites in the city, with new facilities being built in local communities, reducing the need for young people with SEMH to be educated outside of the city. Through partnership with Wellspring, Leeds City Council intends to provide a continuum of outstanding SEMH provision for children and young people across all early years' settings, schools, academies and educational settings in Leeds. The city is on track to achieve the timescale of opening all the new sites by September 2018. Alternative arrangements have been made for students at interim sites whilst the building work is ongoing.

Leeds has a new 0-25 SEMH strategy called 'Future in Mind' which has been jointly developed by the local authority and NHS; an exciting partnership. The MindMate website, designed with young people, supports this strategy and has been rolled out to support young people, parents, carers and practitioners around SEMH. Part of the MindMate offer is Wellbeing Support, delivered in clusters and building on our previous successful Targeted Mental Health in Schools (TaMHS) arrangements. MindMate Wellbeing Support in clusters includes, but is not limited to, schools, families and group work support, individual counselling and professional consultation. The appropriate level of MindMate support to meet a young person's needs is discussed at the regular Guidance and Support meetings in clusters.

WHERE LEEDS WANT TO BE

-  New sites to improve the standard of provision in the city and spread of provision across the city; reducing travel for many learners; and a new build and significant refurbishment of existing buildings to improve current facilities.
-  A citywide sustained improvement in SEND pupils' attendance, achievement and attainment

HOW LEEDS WILL GET THERE

-  Continue to analyse sufficiency and capacity and review quality of Leeds' provision through the SEN Provision Working Group reporting to the SEND Strategy Group.
-  Establish provision for complex SEMH needs, working with an outstanding academy to completely re-design provision and radically improve the offer for this vulnerable group.
-  Focus the Child Friendly Leeds approach around the 'Three As' of attendance, achievement and attainment, driven from the highest level.





Targeted Services

OVERVIEW

Targeted Services includes support to clusters, schools and academies, intensive family support, Family Group Conferencing, Families First, Youth Offending and Attendance Services. Performance data demonstrates clear evidence that these services make a difference to the lives of children and families. Targeted Services have contributed to a range of better outcomes including reductions in children looked after, children subject to child protection plans and children in need.

Cluster services are developing a maturity, providing a strong platform through which social care can work with vulnerable children and their families. They offer strong identification mechanisms and comprehensive support and guidance. A multitude of agencies are actively involved in providing a cluster based early help response. All clusters have accessed a share of £1.5 million additional funding from the Clinical Commissioning Groups (CCGs) to expand the reach of early intervention mental health support to schools.

Intensive family support (Multi-Systemic Therapy, The Family Intervention Service and Signpost) is now accessible via direct referrals from Targeted Service Leaders and work is ongoing to develop pathways for clusters to access Family Group Conferencing. The Families First programme can demonstrate a real contribution to better and sustainable outcomes including contributing to improved attendance and reduced crime.

Over the last year all clusters have been actively engaged in discussions about sustaining the model once the current funding arrangements come to an end on 31 March 2017. The priority is to ensure that vulnerable children and families throughout Leeds continue to receive support early in the life of the issues identified. Children's Services have worked on a pilot basis with some clusters to enable closer alignment between children's social work services and schools and clusters. This work has now been formulated in to the Restorative Early Support Team (REST) model and with the support of Innovation Fund it is planned to roll this model out to the 6 clusters of highest need followed by a further ten in due course.

Children's Services are determined to continue to challenge and support clusters through providing high quality performance data to demonstrate the difference that they make to vulnerable children and families which will in turn lead to better attainment.

Happier, healthier and safer children make better learners...
Think Family – Work Family





The Virtual School

OVERVIEW

The Virtual School is responsible for ensuring that children looked after (CLA) and care leavers fulfil their potential at all stages of their learning journey so that they can go on to be successful in higher education, apprenticeships and employment. The scope of the Virtual School goes beyond that of statutory school age, such as administering the early years pupil premium plus and supporting graduates onto the Leeds City Council graduate scheme.

CHANGES OVER THE LAST YEAR

The city now has three Cluster Champions working in close partnership with the Virtual School. The allocation of Pupil Premium Plus is conditional on the submission of termly progress data, and is focussed on the three As, ensuring children are demonstrating an improvement in attendance, attainment and achievement. All first Personal Education Plans and first reviews approved by the Virtual School, working in close partnership with other services including Learning Improvement, Complex Needs and Educational Psychologists, Youth Offending Service and Health to ensure the best educational outcomes for Children Looked After. As a result of this focus, above the national average numbers of care leavers are going into higher education.

The team are active members of the National Association of Virtual School Heads and a participant in a national education and social care data scheme, ensuring that Leeds has access to the latest innovations and approaches, shaping policy in the city.

WHERE LEEDS WANT TO BE

Children looked after often have poor prior attainment as a result of the circumstances that require us to bring them into care. Our ambition is to ensure their progress is better than expected from the time they became looked after, which will improve levels of attainment and reduce the likelihood that care leavers are not in education, training or employment. The implementation of "Keep on Caring" requires local authorities to provide continuity of service to young people until the age of 25.

HOW LEEDS WILL GET THERE

- Prioritise learners who have the lowest levels of prior attainment at the point they come into our care
- Demonstrate the impact of the Cluster Champions and increase the numbers of clusters delivering the work
- Data from the NEXUS/NCER programme will inform support and challenge conversations with other Virtual Schools when children have to be placed out of authority
- Implement a complete review of the process and format of personal education and pathway plans to accelerate both quality of plans and impact
- Identify those factors that have supported the success of our care leavers in higher education and embed those factors into practice
- 👍 Continue to support our Looked After Children in Foster Families through the Staying Put programme so that they have a stable home life and support to complete their education

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”

To achieve the ambition of Leeds being the best city for learning, Children’s Services has worked with key partners to increase the number of good or outstanding schools and settings, which will then improve the quality of education for all Leeds children and young people. The percentage of Leeds education settings that are Ofsted rated good or better has continued on its improvement journey over the last year; as of December 2016, 90.7% of primary schools nationally were good or outstanding, whilst for Leeds the figure was 95.3%, this level of quality puts Leeds as the best performing local authority in the Yorkshire and Humber region. In terms of secondary schools, 82.6% of students attend good or outstanding schools in the city. This was the sixth best performance in the Yorkshire and Humber region.

- 👍 **Overall, 91% of statutory learning age settings are rated as good or better and 91% statutory learning age children attend settings which are rated as good or better.**
- 👍 **19% of primary schools are rated as outstanding and these schools cater for 19% of primary phase children.**
- 👍 **There is one primary school with an inadequate judgement, awaiting conversion to sponsored academy status.**
- 👍 **14% of secondary schools are rated as outstanding and these schools cater for 19% of secondary phase children.**
- 👍 **In December 2016, there was just one secondary school rated as inadequate by OFSTED. Following local authority discussions with the Regional Schools Commissioner this academy is currently undergoing a change of sponsor.**
- 👍 **3 out of the 5 specialist schools (SILCs) are rated as good or better. One SILC has an inadequate judgment and is awaiting conversion to academy status. The BESD SILC (Elmete Wood) has now closed and, together with all the former Pupil Referral Units (PRUs) has been replaced by the Wellspring Leeds Academy.**



Great Leeds Primary Schools

A new and more challenging Common Inspection Framework (CIF) was introduced in September 2015. During this academic year 7 primary schools improved a full grade for overall effectiveness as indicated in inspection reports. Improving from 'Requiring Improvement' to 'Good' were Hugh Gaitskell, Burley St Matthias, Quarry Mount, Sacred Heart, Seacroft Grange, St Matthews and Swarcliffe.

All Leeds primary schools previously judged Good who were re-inspected under the new Section 8 arrangements during this academic year retained their Good judgement.

Great Leeds Secondary Schools

Highlights in Leeds secondary schools and academies in 2015/16 include:

- Two schools previously judged as inadequate by Ofsted were removed from a category of concern: Royds School (now 'Requires Improvement' but with 'Good' leadership) and Crawshaw School ('Good' overall). Rodillian Academy retained its Good judgement with Ofsted deeming some aspects, including leadership, to be outstanding. These successes are due in part to the on-going drive to promote system leadership within the city, with many successful Leeds schools and academies providing invaluable support to other schools.

- A number of Leeds schools have received national recognition for their achievements:
- Allerton High School was awarded Leading Edge status having gained the 'Educational Outcomes Award 2015 for exceptional student progress': they were in the top 20% schools nationally for value added progress.
- The Farnley Academy and Morley Academy have both been formally designated a World Class Schools - a prestigious award, given to only a small number of schools across the country who have moved beyond outstanding. This Quality Mark was established in order to celebrate schools that have improved student progress, aspiration and achievement to such an extent that their standards rival those of the best schools internationally.
- The Farnley Academy's work to promote the international dimension across the school and throughout the curriculum has been recognised by the British Council who have awarded the Academy an 'International School Award'
- The number of secondary free schools continues to grow to meet the increasing demand for high quality school places. The Ruth Gorse Academy now has three cohorts of students, having opened in September 2014; Elliott Hudson College now has its second cohort of sixth form students having opened in September 2015; and the first University Technical College (UTC) opened in Leeds in September 2016. All these settings are offering exciting new opportunities for young people in Leeds.






Teaching Schools & Mathematics Hubs

Teaching schools are part of the government's plan to give schools a central role in raising standards by developing a self-improving and sustainable school-led system. By the end of 2016 national teaching school status was effective for the following alliances in Leeds: Yorkshire Inclusive, Schools Partnership Trust, Noctua, St Mary's Horsforth, St Anthony's Beeston, Red Kite Teaching Alliance, Wellspring Academies and Farnley.

The Department of Education created Mathematics hubs to support schools and colleges to achieve excellence in mathematics from early years to the post-16 sector, by accessing locally-tailored and quality support in all areas of maths teaching and learning. Mathematics hubs partner with, and draw on, expertise from teaching school alliances, schools and colleges in the area, universities, other organisations, mathematics experts and employers. Leeds local authority is actively involved in signposting to and brokering support from teaching schools and mathematics hubs.

WHERE LEEDS WANT TO BE

-  Leeds wants all children and young people to have the opportunity to attend a good or outstanding school.
-  In terms of Ofsted outcomes for primary schools, Leeds will maintain its position in the top quartile nationally.
-  A successful, robust system of working with schools to ensure that standards rise and that training and development are of the highest quality.

HOW LEEDS WILL GET THERE

Leeds will improve teaching practices, through extensive continuing professional development, as a key way of closing attainment gaps. The approaches most likely to improve learning outcomes for pupils are effective use of methods such as

- cooperative learning,
- classroom management and
- motivation, and
- teaching of meta-cognitive skills

Continue to support on-site training – where school based coaches visit teachers' classes, provide feedback, organise group meetings and discuss teaching strategies. These are much more effective strategies than external, one-stop courses.

Promote effective classroom management strategies. A consistent finding for interventions that improve learning outcomes across all subjects and phases is the use of identified strategies for classroom management, motivating and engaging all learners.

- Effective classroom management strategies that foster individual pupils' responsibility for learning.
- Creating physical and emotional environments that promote learning and develop a common language for discipline.

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

Strengthen partnership working with Teaching Schools and mathematics hubs to align with local priorities

Further develop and implement the strategy for diminishing the difference in order to raise aspirations and achievement of disadvantaged groups

Review the Learning Improvement strategy, ensuring that active engagement with groups of schools in learning alliances facilitates improvement

Work with the Leeds Learning Partnership Strategy boards to deliver targeted traded services.

Strengthen the relationship between the local authority and RSC to ensure strongly performing academies, free schools

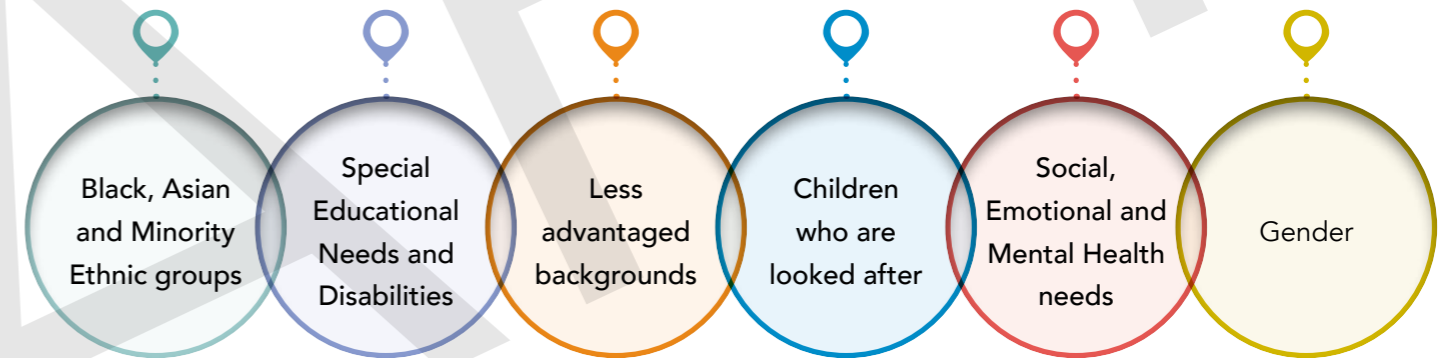
3 High Expectations for All



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

OVERVIEW

The ‘gap’ in attainment between different cohorts of children is an area that each and every school is focusing on. In Leeds, the gaps differ from class to class, school to school and area to area. Trends in data highlight the impact of demographics on attainment, particularly in terms of the following groups:



The performance gap in Leeds between children from the above groups and their peers reflects the national picture. Reducing these gaps is an ambition for Leeds and Learning Improvement are working with schools and settings to provide focused support and intervention.

Bespoke support for schools included:

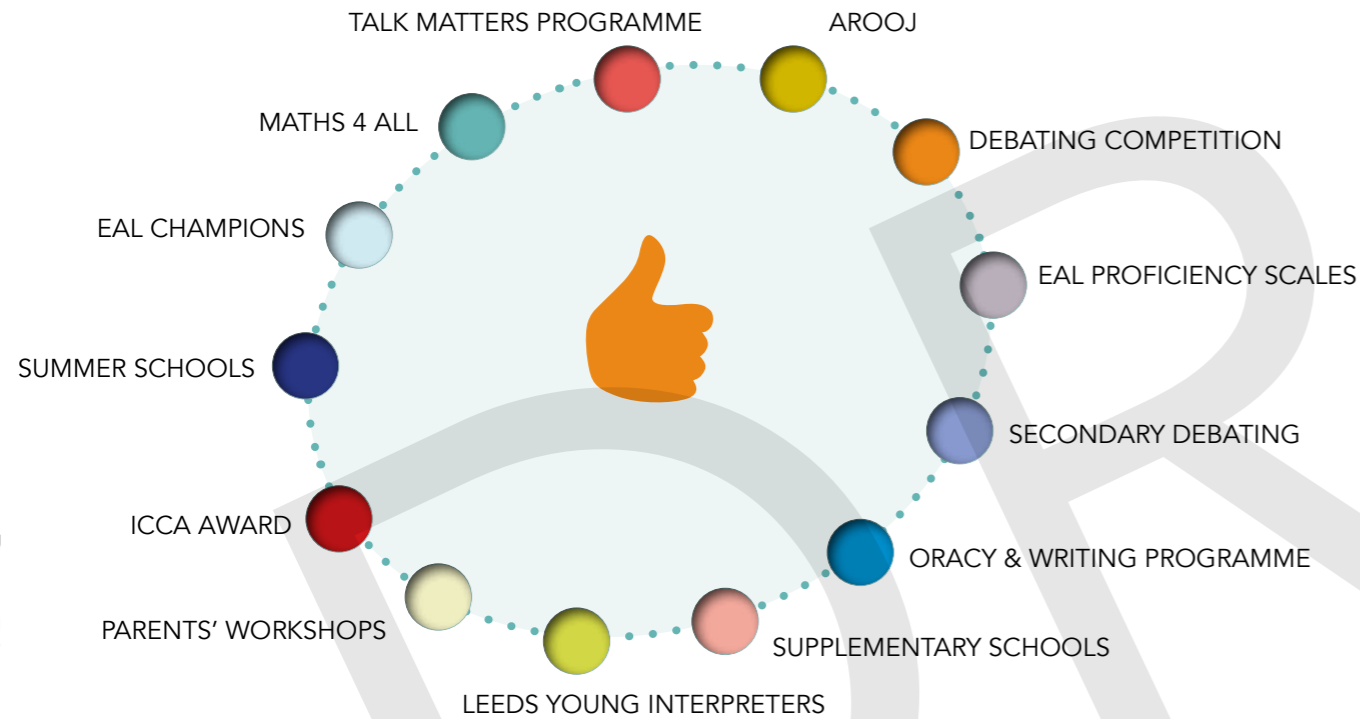
- Pupil premium support in schools with staff and Governors
- Documentation review – strategy, audit, action plan, case studies,
- Spending review – allocation, evidence, impact and strategy
- Ofsted preparation – documentation, ownership, evidence
- Intervention recommendations based on research
- Interventions evaluation
- Impact reviews

Ethnicity and English as an Additional Language (EAL)

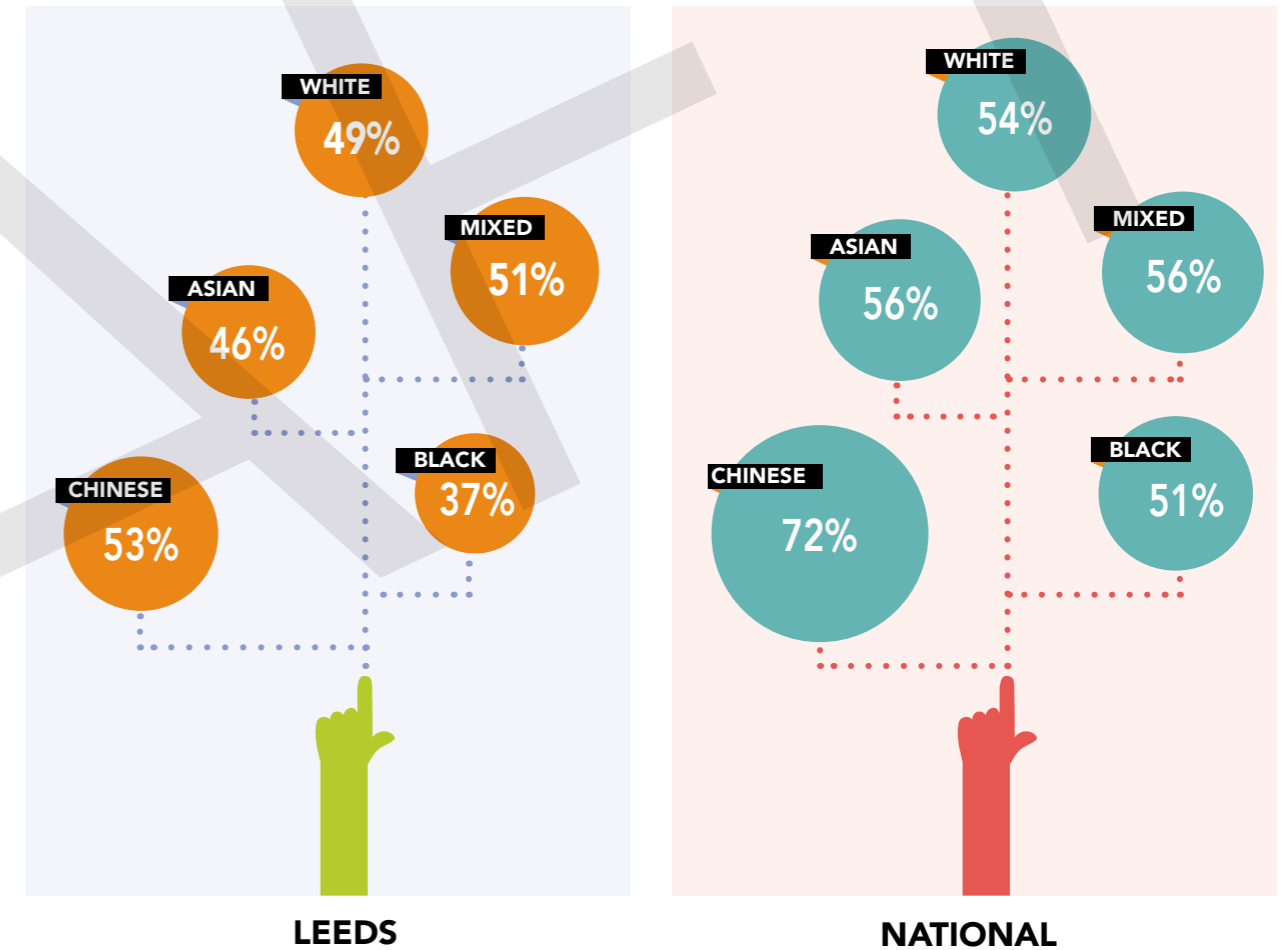


CHANGES OVER THE LAST YEAR

There are more children and young people with English as an Additional Language (EAL). The increases are presently greater in the younger age ranges. In number terms the greatest increase has been in Black African and White Eastern European. Leeds City Council has continued to work with schools, from primary through to 6th form to develop innovative programmes which are specifically focussed on raising outcomes for these pupils, including:



2015-16, KEY STAGE 2 - PERCENTAGE OF PUPILS REACHING THE EXPECTED STANDARD - READING, WRITING AND MATHS – ETHNICITY



In response to the new DfE census requirements, a suite of materials has been produced to support schools with making judgements in the EAL proficiency scales introduced by the government.

Children sitting key stage 2 tests in 2016 were the first to be taught and assessed under the new national curriculum. The expected standard has been raised and the accountability framework for schools has also changed. These changes mean that the expected standard this year is higher and not comparable with the expected standard used in previous year's statistics. It would therefore be incorrect and misleading to make direct comparisons showing changes over time.

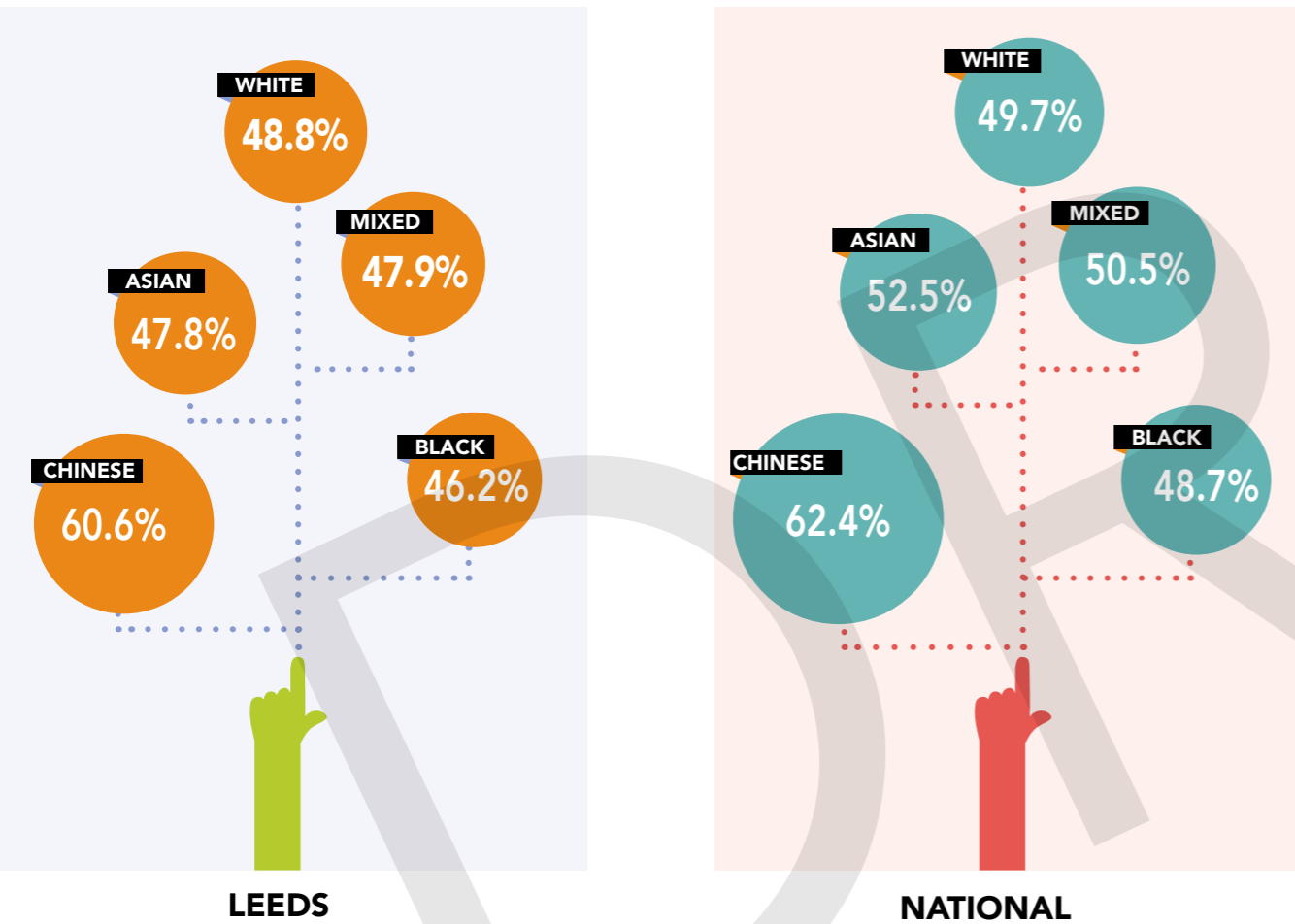
In Leeds performance across all groups is lower than the corresponding national figure, with the largest difference being between Chinese pupils. Within Leeds the percentage of pupils achieving the standard is higher amongst Chinese, White and Mixed pupils compared to Black and Asian pupils.



English as an Additional Language (EAL)

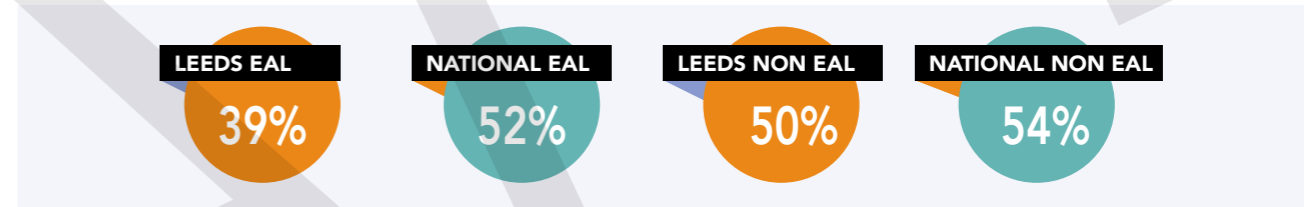
In Leeds the number of children and young people with English as an additional language (EAL) increased from 13% in 2010 to 16% in 2014. Again, levels of EAL are higher for younger age groups than for older children. The main languages spoken are Urdu, Punjabi and increasingly Polish.

2015-16, KEY STAGE 4 - AVERAGE ATTAINMENT 8 SCORE PER PUPIL – ETHNICITY



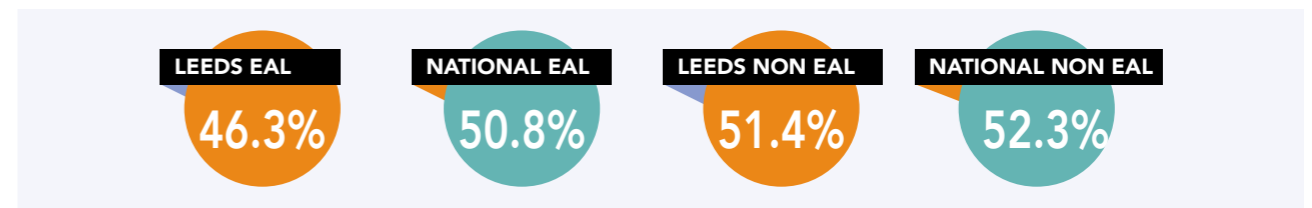
Pupils in Leeds have not performed as well as pupils nationally across all ethnic groups. The biggest gap, of 4.7, between Leeds and the national average is amongst Asian pupils.

2015-16, KEY STAGE 2 - PERCENTAGE OF PUPILS REACHING THE EXPECTED STANDARD - READING, WRITING AND MATHS – ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)



In Leeds 39 per cent of EAL pupils reached the Reading, Writing and Maths benchmark, compared to 52 per cent nationally (a gap of 13 percentage points). The gap between EAL pupils and non EAL pupils in Leeds is 11 percentage points.

2015-16, KEY STAGE 2 - PERCENTAGE OF PUPILS REACHING THE EXPECTED STANDARD - READING, WRITING AND MATHS – ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)



In 2016 the performance of Leeds pupils who are EAL is 4.5 below the national average. The gap in performance between Leeds EAL and non EAL is 5.1 and the national gap is 1.5.



Special Educational Needs (SEN)

In 2016 in Leeds primary schools there were nearly 10,000 children with SEN representing 13.7% of the school population. 9330 were SEN Support and 540 children with a statement of SEN or an Education Health and Care Plan (EHC). In secondary schools 4,754 pupils receive SEN support and 467 have an Education, Health and Care plan. Just over half (51%) of children and young people with statements or EHC Plan are educated in SILCs, with 37% solely in SILCs and a further 14% in SILC partnerships. Of the remaining half, 9% are in Resourced Provision and 40% in mainstream schools. There are a small number of children with 'Social, emotional and mental health' need (11 pupils representing 1% of the overall SEND population with a Statement or EHCP) in pupil referral units. Pupils who are categorised as having 'Severe learning difficulties', 'Profound and multiple learning difficulties' or 'Autistic spectrum disorders' have a higher proportion receiving their education in SILCs.

CHANGES OVER THE LAST YEAR

The city has embedded planning for Special Educational Needs (SEN) provision in the 'Good Learning Places' Board to ensure all new developments give regard to those with SEND, including the vision for SEMH and developing a world-class provision. The Leeds Springwell Academy has started to provide specialist SEMH provision across the city. In line with the strategic commitment to ensure that all children and young people receive the right support at the right time, an SEMH Pathways Panel has been established, to consider the cases of children and young people and advise the most appropriate educational pathway to meet their needs. The Area Inclusion Partnerships (AIP) focus has been re-aligned; the strategic AIP group is now chaired by the DCS and Senior Leaders have been seconded into the LA to support the process. This will ensure all localities address the needs of SEMH and SEND children and young people in order to improve outcomes, to reduce persistent absenteeism and to reduce fixed term exclusions.

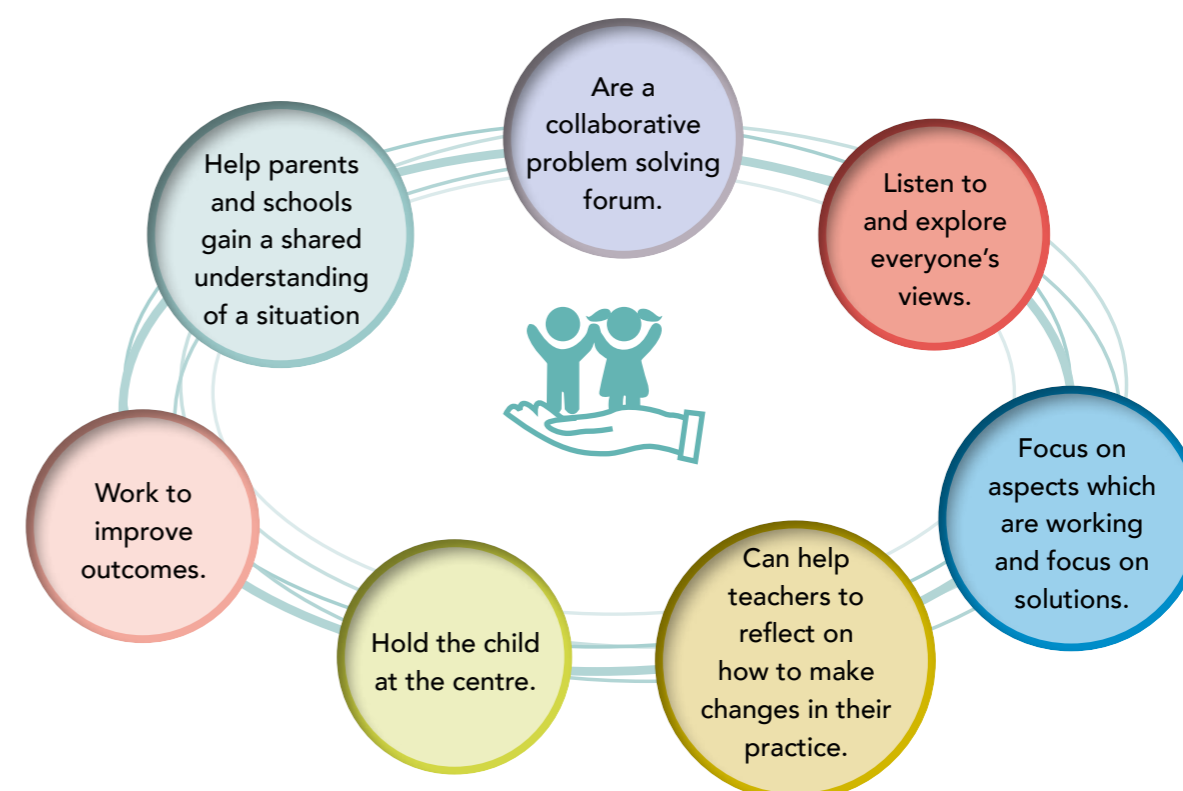
Accountability for children attending Alternative provisions has been strengthened; a quality assurance framework has been developed with the schools and it is ensuring that alternative provisions are delivering a quality learning experience. There is a strong partnership between leaders in the AIPs to support and challenge each other with regard to sustaining improvement for their vulnerable learners, to promote inclusion, raise attendance and reduce exclusions.

Monitoring arrangements of mainstream primary and secondary schools have been strengthened. Where specific concerns are raised about individual schools (including issues relating to SEND), these are discussed at the regular Primary and Secondary Review Group meetings and actions agreed. The meetings also provide opportunities to share good practice.

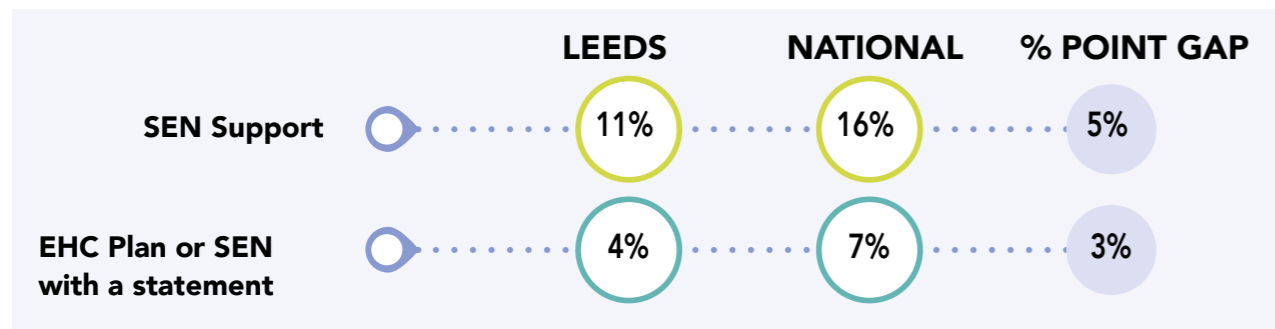
As part of the continuing LA self-evaluation and in response to changing Ofsted inspection grades for two SILCs in the last academic year, complex needs and school improvement are implementing a revised model for the support and monitoring of SILCs from September 2016 onwards. Leeds has worked with leading local schools and the wider learning community to intervene and improve provision for children with SEND – for example a local academy group is being created to improve the North West SILC.

The Leeds Learning Partnership (LLP) is a significant package of support available to all secondary schools and academies in Leeds. It is a unique, system led, school improvement service designed to stimulate professional growth and ensure future sustainability through principles of partnership, capacity building and area-based networking. The SENCO networks are a collaboration between school based practitioners (SENCOs) and local authority officers within the area. High value is placed on shared skills and expertise.

The Education Psychology team hold Cluster consultation sessions that:

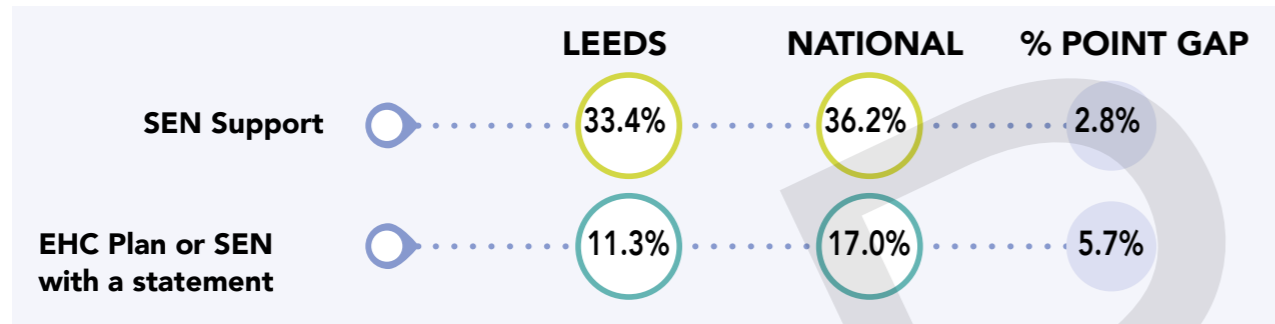


IN 2015-16 AT KEY STAGE 2 THE PERCENTAGE OF PUPILS REACHING THE EXPECTED STANDARD IN READING, WRITING AND MATHS IS AS FOLLOWS:



SEN pupils in Leeds perform less well than SEN pupils nationally across all categories with the biggest gap in performance amongst those categorised as 'SEN Support' (five percentage points).

IN 2015-16 AT KEY STAGE 4 - AVERAGE ATTAINMENT 8 SCORE - SEN PROVISION IS AS FOLLOWS:

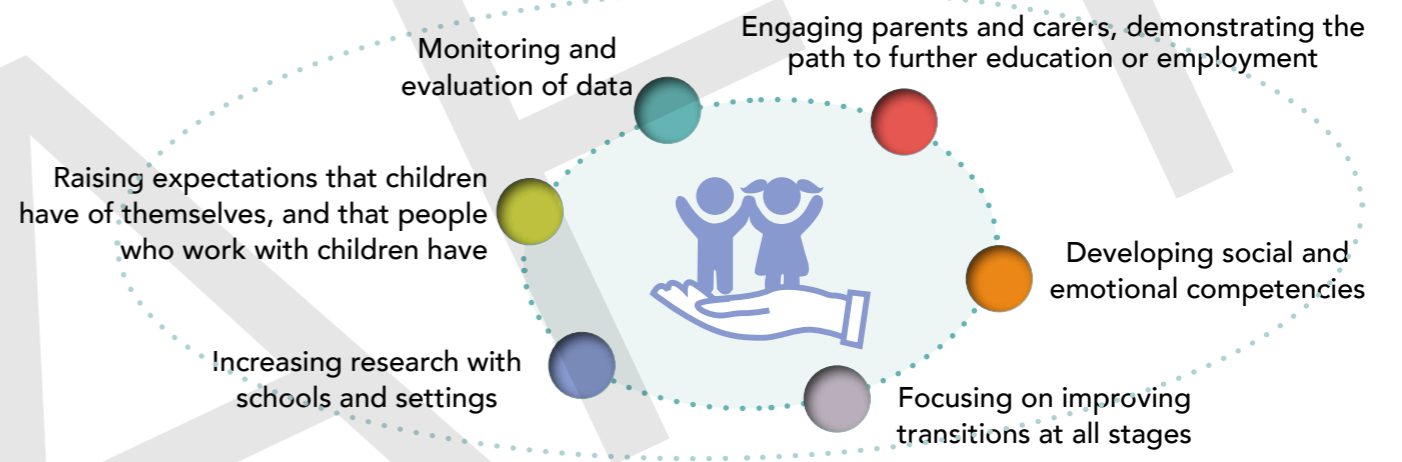


Pupils who are identified as having SEN in Leeds do not perform as well as SEN pupils nationally. In 2016 the Average Attainment 8 score for pupils in the SEN Support category was 33.4 which is 2.8 below the national average. Leeds pupils in the SEN with a Statement or EHC Plan category achieved an average score of 11.3 which is 5.7 below the national figure.

Child Poverty & Deprivation

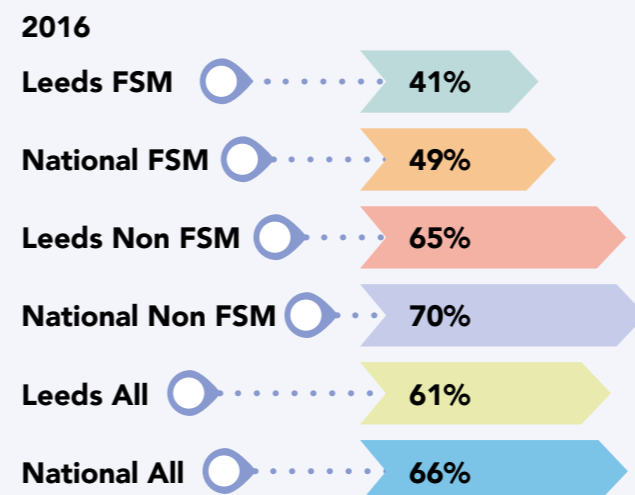
Childhood poverty is a social condition that impacts the entire lives of those who experience it. Nationally, one in four children grows up in poverty, and, for these children, the impact on the chances of education and life success is profound. In Leeds, the number of children growing up in poverty is increasing, with over 40,000 children living in areas ranked in the 10% most deprived, representing 29% of the 0-15 aged population; in 2012, this figure was 21.5%. Whilst the impact of poverty on children can be found in all areas of the city, it is concentrated in certain areas of the city, with 2 wards in the Inner East and the Inner South having over 40% of children in poverty. Almost 60% of families classified as in poverty contain at least one working parent or carer.

Child poverty is associated with poor outcomes for children and young people and for their families, not only in terms of health but also educational attainment and employment prospects. The attainment gap between children from rich and poor backgrounds is detectable from 22 months, and this widens throughout the education system. Supporting children and families to mitigate both the causes and effects of poverty is integral to all work with children and families, and Leeds is adopting a multi-agency response to support the children and families who experience poverty. All departments with Children's Services are working with schools, education settings, clusters, AIP's, universities, third sector organisations, businesses and strategic partners to focus on improving the experiences of children and young people who are effected by poverty. This includes:

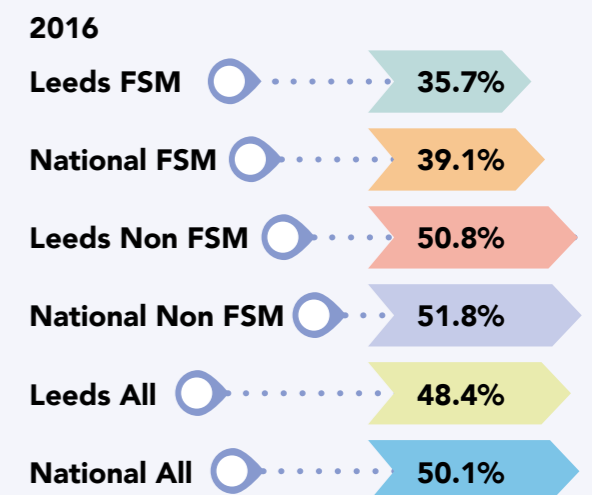


Despite the fantastic work that is being implemented across Leeds, a gap between the less advantaged and the more advantaged remains.

At Key Stage 2, the gap between Leeds children who are on Free School Meals (FSM) and pupils who are not on Free School Meals is 24 percentage points, compared to a national gap of 21 percentage points.



For Key Stage 4, the average attainment 8 Leeds gap in performance between children who have Free School Meals and children who do not have Free School Meals is 15.1 percentage points, compared with a national gap of 12.7 percentage points



Children Looked After

A looked after child is a child or young person up to their 18th birthday who is either accommodated by, or in the care of, the local authority. There are many reasons why a child becomes looked after including: the death of parents, the child has experienced or is at risk of significant harm, or the child was or is experiencing neglect. As well as the support provided by Children's Services, looked after children can access support from Independent Visitors, designated teachers in schools and looked after children's nurses. To fulfil the ambition to make Leeds the best city for children, young people and families in the UK, the lives and experiences of looked after children needs to be improved, as these children face some of the largest challenges. To provide an equal chance in life, looked after children need to receive the best education and learning support. Leeds City Council works closely with all schools and settings to improve the educational attainment of looked after children, and to reduce the gap with their peers. This gap remains a constant throughout their learning journey, and to close the gap, the following actions are being taken:

- ➔ Developing a "Top 100" methodology through progress data, to target those children who are not making good progress in their learning.
- ➔ A comprehensive training programme for all those involved with the education of looked after children, including schools, Children's Social Work Service, early years, governors, Independent Reviewing Officers and other services.
- ➔ Securing pioneering academic research around the needs of children on the edge of care, looked after and after adoption that could improve literacy.
- ➔ Ensuring that through the Multi-Agency Looked After Partnership Education, Training and Employment Sub-Group, a whole range of partners are prioritising the attainment and progress of children looked after and care leavers from 0–25.

WHERE LEEDS WANT TO BE

- Children from less advantaged backgrounds will achieve and attain the same standard as their more advantaged peers nationally
- To achieve equity in the outcomes of Leeds children all pupils will be raised up to the same level
- The performance gap between SEND pupils in Leeds and SEND pupils nationally will be reduced
- The performance gap between EAL pupils in Leeds and EAL pupils nationally will be reduced
- The city will aim to diminish differences wherever they exist.



HOW LEEDS WILL GET THERE

Classroom strategies shown to be effective for any one ethnic group or socio-economic group tend to also be effective for others; hence our strategy focuses on improving learning outcomes for all children living in poverty, including white working-class boys. If adopted effectively, the strategies should raise outcomes for all groups.

- ➔ 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.
- ➔ Promote one-to-one tutoring as this can be very effective for struggling students, particularly reluctant readers from deprived backgrounds. One-to-one tutoring using structured, phonetic programmes can be very effective
- ➔ Develop and promote a wide range of strategies to close the attainment gaps for children, especially those with English as an additional language or who are living in poverty; including
 - rigorous monitoring of progress and use of data
 - raising pupil aspirations using engagement/aspiration programmes
 - engaging parents (particularly hard-to-reach parents) and raising parental aspirations
 - developing social and emotional competencies
 - supporting school transitions
- ➔ Further develop the vulnerable Learners group across Children's Services to heighten the need for all interactions between the local authority and families to have a focus on learning
- ➔ Promote 'A Life Ready for Learning' by setting up a learning fortnight to promote preparedness for learning across the city.
- ➔ 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.
- ➔ Continue to monitor and record data on the performance gap to ensure a strong focus on improvement and to target further action.
- ➔ Maintain and develop the work that is already being done to further reduce the gap through city wide partnerships

4 Strong Attainment



“We must have high standards where the majority of children achieve age related expectations”



Early Years

OVERVIEW

Studies have shown that the first few years of a child’s life has a huge impact on their development and future progress. Leeds is ensuring that high quality early years settings are providing the best possible teaching and learning experience, whilst providing the children with a supportive, enjoyable environment. The Early Years Foundation Stage framework requires all schools to complete a teacher based, best-fit assessment for children reaching the end of the foundation stage. There are two progress indicators when measuring performance in the early years, which are the percentage of children achieving a good level of development (GLD) and the Department for Education term the ‘inequality gap in achievement’ indicator.

CHANGES OVER THE LAST YEAR

Each year, children within early year’s settings in Leeds are exceeding the achievement of the previous year, with 63% in 2016 of children achieving a Good Level of Development (GLD), in comparison to 62% in 2015. Leeds is aiming to surpass national figures, which are currently 69%.

There was the potential for the Early Years Foundation Stage Profile Assessment to be concluded this year; however this was delayed to 2018. A priority remains to close the gap between children who are disadvantaged and children who are more advantaged, a gap which has narrowed over the past few years faster than national

HOW LEEDS IS GOING TO GET THERE

- Targeted work with schools/settings where outcomes are lower than expected.
- Work with early years’ settings to target key areas of learning required to achieve a Good Level of Development.
- Encouraging setting to setting support, sharing best practice and working in collaboration with Teaching Schools.
- Bespoke support and challenge to schools and settings will be offered, based on analysis of Early Years data to ensure further improvements.
- Robust moderation procedures and practice.



Primary

OVERVIEW

2015 to 2016 was a challenging year in Key Stage 1 and Key Stage 2, with significant changes to the national curriculum and assessment, requiring teachers and pupils to adapt to the new system in time for the reforms to testing arrangements. This proved more demanding for some pupils than others, so that both nationally, and locally, the percentage of children achieving dropped. The results are expected to improve next year, however, when both children and teachers have adjusted to the changes.

The reforms to primary accountability from 2016 include:

- ➔ **New headline attainment and progress performance measures**
- ➔ **A new floor standard.**

“ We have also reformed primary assessment. This includes a new ‘expected standard’ (a higher standard than in 2015), along with new national curriculum tests in English reading and mathematics, with outcomes reported as scaled scores ranging from 80 to 120, rather than levels. There are also new interim frameworks for teacher assessment, including pre-key stage standards for pupils who have not completed the relevant programmes of study ”



(Primary school Accountability in 2016, DfE, Oct 2016)

One of the impacts of the changes is that assessment results in 2016 are not comparable with previous results, with a new national baseline for all primary schools established. Whilst the results cannot be compared to previous years, Leeds continues to compare outcomes with national, other significant statistical core cities and regional neighbours.

CHANGES OVER THE LAST YEAR

There was an improvement of nearly 3% in the percentage of children working at the expected standard in phonics in Year 1 from 2015 to 2016. However, national improvements were greater and the gap compared to national has increased.

At the end of Key Stage 1; 65.2% of children reached the new expected standard in reading, compared with 74% nationally. In writing, 54.4% compared with 65.5% nationally reached the required level. In mathematics, 64.3% reached the required level compared with 72.6% nationally. Expected standard or better in the three subjects combined was 49.2% compared with 60.3% nationally.

The 2016 Key Stage 2 assessments are the first which assess the new, more challenging national curriculum which sets high expectations for each child. As mentioned above, one of the impacts of this change is that assessment in 2016 is not comparable with results from earlier years. For this reason there is no trend data included in this report.

In 2015-2016, 47% of Key Stage 2 pupils in Leeds achieved expected standard in reading, writing and maths, compared to a national figure of 52%. These statistics mean that Leeds is ranked 126 out of 150 local authorities and is therefore in the fourth quartile of all local authorities. In comparison to statistical neighbours and the average for core cities, Leeds is below where it wants to be.

It is important to note that there is much greater variance in individual school results this year compared to previous years, with a 90 percentage point difference between the highest and lowest attaining schools

In Reading, 60% of pupils achieved the expected standard or better, compared with 65.7% nationally. For Writing, 66.5% compared with 74% nationally achieved the standard, and in mathematics 65.1% compared with 69.7% nationally. In Grammar, punctuation and spelling 68.8% of pupils reached the expected level compared with 72.4% nationally. In Leeds, four per cent of pupils achieved the higher standard.


In 2016, the assessments used to measure the progress that pupils make between key stage 1 and key stage 2 are:


- **key stage 1** results in English reading, English writing and mathematics teacher assessments, that took place in summer 2012 when the 2016 Year 6 cohort were aged 7; and
- **key stage 2** results in English reading and mathematics tests, reported as scaled scores, and the English writing teacher assessments that took place in summer 2016.


Regarding progress results, Leeds children made similar progress in comparison to national results for reading, whereas pupils made significantly more progress in maths than similar pupils nationally and significantly less progress in writing than similar pupils nationally.


Despite the challenging assessment framework, there are fewer schools this year that fall below the Department for Education's floor standard.

WHERE LEEDS WANT TO BE

- 

In the next academic year, Children's Services will do the utmost to support schools to fully adjust to the new curriculum and assessment, to achieve results that place Leeds in the second quartile of all schools
- 

It is expected that the attainment of all pupils will increase, with specific intervention and support for the most disadvantaged, so that the gap decreases
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Strong partnership work based on high challenge and support, delivered restoratively, has resulted in over 95 per cent of Leeds primary schools being judged by Ofsted to be good or better. Leeds aims to remain in the top quartile nationally and to continue to improve standards across school settings
- 

LA monitoring and Ofsted feedback suggests schools are well placed to deliver improved outcomes, and a focus next year will be increasing the collaborative activities and support through the learning alliances

HOW IS LEEDS GOING TO GET THERE

Leeds continues to believe that quality first teaching is key to any improvement and so remains the focus. Developing teaching methods (e.g. cooperative learning, phonics instruction, meta-cognitive strategies) delivers the greatest improvements in learning outcomes for children, including for groups where Leeds needs to diminish the differences in rates of attainment. These principles apply across all educational phases, from early years' settings to secondary education.

The most powerful approaches come through the use of well-specified, well-supported and well-implemented programmes and practices, incorporating extensive continuing professional development that is delivered within the school context. Early intervention is particularly effective, where preventative whole-class strategies are adopted first, followed by intervention for the small numbers of pupils who still need it. The School Improvement Team will continue to work with individual schools and Alliances to promote these methods by:

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Continue to support senior school leaders in forensic data analysis.
- 

Ensure effective deployment of central resource to diminish differences.
- 

Ensure that universal traded offers are tightly aligned with city priorities and both targeted and bespoke work is tailored to improving outcomes according to need.
- 

Further strengthen and embed partnership working with partners such as Teaching schools, Maths hubs, Education Endowment Fund, HMI, and other school leaders.
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As part of our redefined relationship with schools, a key aspect will be the development of peer support and challenge based on shared data.




Key Stage 4

OVERVIEW

It is not possible to make meaningful comparisons between the Key Stage 4 outcomes achieved in 2015 with those achieved in 2016 due to the changes in the secondary school accountability system that were implemented this year. The key change is the introduction of two new headline measures, Attainment 8 and Progress 8.


- 


Attainment 8 measures the attainment of a pupil across 8 subjects including maths (double weighted), English (double weighted if English Literature is also taken), three further qualifications that count in the English Baccalaureate and three further qualifications that can be GCSE or BTEC qualifications.
- 

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4 – again, in 8 subjects as above.

The considerable focus on English and maths remains, not only in the double weighting that the subjects have in the above measures but also in the new headline measure: the percentage of young people achieving a good pass in English and maths GCSEs (Basics)

CHANGES OVER THE LAST YEAR

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On the Progress 8 measure Leeds is at -0.06. This is just below the national average (-0.03) and places Leeds in the third quartile nationally (with a ranking of 89 out of 151 local authorities). However, performance in Leeds is considerably better than for core cities (-0.13) and statistical neighbours (-0.12).
- 

The Attainment 8 score for Leeds was 48.4 compared to 50.1 nationally. The result means Leeds is placed in the third quartile nationally, with a rank of 111 out of 151 LAs. The performance of Leeds schools on this measure is above that for schools in core cities (47.7), but below statistical neighbours (49.3). Although Attainment 8 was not officially reported in 2014/15, results were calculated in Leeds against this indicator and the rate of increase in Leeds has been 1.9 points, compared to a rate of increase of 1.5 nationally for the state-funded sector.

- ➔ EBacc entry rates in Leeds (40.8%) remain higher than national (39.8%), and Leeds is in the second quartile for entry rates with a ranking of 66 which is very encouraging given the increasing focus on this benchmark. EBacc attainment rates have fallen slightly in Leeds from 2015, from 24% to 23%, placing Leeds in the third quartile nationally for this measure, with a rank of 86.
- ➔ The percentage of young people achieving a good pass in English and maths GCSEs has increased from 58% in 2015 to 60% in 2016. This should be understood in the context of the change in methodology for this measure, however, which requires pupils to achieve an A*-C in either language or literature where previously pupils' results in English language only were considered. This change means that data for this indicator is not directly comparable to the previous year. Leeds is in the fourth quartile on this measure, with a rank of 114. Leeds is above core cities (58%) but below statistical neighbours (62%) and the national average (63%).

When the data is analysed to see where Leeds can promote improvement across our secondary schools and academies, it can be seen that there are specific gaps which can be addressed. Overall, young people in Leeds who are not disadvantaged (66%) achieve in line with non-disadvantaged pupils nationally. The attainment 8 figure is 52, or the equivalent of gaining slightly more than a C grade across eight subjects including English and Maths.


Girls also do well in terms of progress, they make progress which is better than the progress made nationally by girls in every subject except Maths. Boys in Leeds, however, make less progress than boys nationally in all subjects, and so this is an area of focus for schools.

Most ethnic groups perform well against National comparisons, however, there are two groups whose progress is below that of all pupils nationally: Both Bangladeshi and African-Caribbean pupils gain, on average, a third of a grade less in each of their subjects.


The greatest under performance in Leeds is by disadvantaged pupils; these pupils gain half a grade less per subject than other pupils with the same prior attainment nationally. Further analysis of this group identifies that disadvantaged pupils with high prior attainment make even less progress than expected. This is an area where schools and academies must focus attention to drive up standards.

These outcomes are the result of a huge amount of work on the part of individual schools and academies supported by a range of partnerships including teaching school alliances, school to school collaborations and the Leeds Learning Partnership (the traded arm of the local authority learning improvement team). In addition, during the 2015/16 academic year, the secondary learning improvement team in association with B11 Education worked closely with all maintained schools and many academies in a peer review process which provided additional challenge and support.

WHERE LEEDS WANT TO BE


 The aim for 2017 and beyond is for Leeds to reach, and ideally exceed the national average against all the main indicators and to further close the gap between vulnerable students and their peers.

HOW LEEDS WILL GET THERE

 To achieve this Leeds will maintain the high level of challenge and support that exists in the secondary school system and consider ways of further developing school to school support processes, thus enhancing the role of system leaders.

The Leeds Learning Partnership will continue to focus on developing effective leadership to improve the quality of teaching and learning, to close gaps in achievement and variation within schools and to ensure the successful implementation of new curriculum and assessment models. In addition, Leeds will maintain the focus on maths with a renewed 'Maths Strategy' in place. An additional package of support is also being developed which will focus on more able disadvantaged pupils (a group currently significantly underperforming).

A focus on building on the greater demands of the KS2 curriculum at the point of transition to ensure that pupils in secondary schools make rapid progress in KS3.

 A strand of CPD will be rolled out through the Leeds Learning Partnership to develop oral literacy so that pupils, and particularly EAL pupils, have the tools to access learning across a range of subjects and can use these successfully in linear exams.





Key Stage 5

OVERVIEW

The way of measuring attainment at KS5 changed this year with average points per entry becoming the main performance indicator using a new scale where an A grade equals 60 points and an E grade is worth 10.

The number of A level students dropped by 1.13 per cent compared to 2015 whereas applied general and tech levels students increased by 4.7 per cent and 3.7 per cent respectively.

CHANGES OVER THE LAST YEAR

The average point score per entry for Leeds schools was 28.4 which is the equivalent of a C+. The figure when colleges are included is 28.1. The combined Leeds schools' and colleges' score ranks Leeds 112th of 150 LAs and places Leeds in the third quartile nationally. As the average points per entry as a grade is not numerical it cannot be averaged for statistical neighbours and core cities. In general the Leeds' performance is in line with most core cities and statistical neighbours; of the ten statistical neighbour LAs, two equalled the national C+ grade and seven achieved the same grade as Leeds (C) and one achieved a grade B. Of the eight core cities, one authority equalled the national C+ grade, six authorities achieved the same grade as Leeds schools and colleges combined and one local authority achieved a C+ which is the same as Leeds schools.

The average points per entry for academic qualifications (3761 students) were 29.49 compared to 31.79 nationally. The applied general figure (vocational) is much more positive at 34.74 per entry compared to 34.69 nationally. There were 1605 students who took these qualifications.

Of the 33 schools and colleges in Leeds offering Post 16 academic provision, only six were significantly negative in terms of value added results.

ACTIONS

- ➔ Twelve school and colleges are accessing Post 16 support from the Learning Improvement team.
- ➔ A Post 16 leaders' network meets termly to discuss best practice. An annual conference showcases national successes.
- ➔ Discussions are continuing with several schools across the city to consider further collaboration or the provision of joint sixth forms to address quality, funding and/or sufficiency of secondary school places.

WHERE LEEDS WANT TO BE

- To be in the second quartile nationally or above on average points per entry
- No school or college to be Significantly Negative (SIG-) on value added for academic or applied general qualifications.
- Improvement in Level 3 participation.
- Improvement in English/Maths GCSE retakes.

HOW LEEDS WILL GET THERE

- ➔ Continued focus by the local authority on schools working as consortia or closing their sixth form in order to establish a joint school sixth form where a broad and appropriate curriculum offer can be developed.
- ➔ Focus on FSM young people to increase participation in Level 3 programmes, including developing an English and maths post-16 training offer predominantly aimed at colleges.
- ➔ Develop better ways of engaging businesses with schools, particularly at younger ages.
- ➔ The continuation of the Leeds Learning Partnership advanced Post 16 package offer until Easter 2017.
- ➔ Support for Notre Dame Sixth Form College which accounts for a high proportion of academic entries.
- ➔ A focus on improving retention at Post 16, ensuring that students are recruited onto courses which enable them to succeed and they don't drop out before completing them.

5 Inspirational Teaching & Learning



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“Children need to experience a broad and balanced curriculum that focuses on deeper learning and enables the child to face the world”



ArtForms (Music, Arts Development, Artemis)

“ Studying cultural education subjects, such as art and design, dance, drama and music, sparks creativity across the curriculum, encouraging young people to be inquisitive, disciplined and determined. Wherever children start in life, a high quality cultural education in every school should be a right, not a privilege. ”



(Darren Henley Music Education, a guide for Governors)

ArtForms is the music and arts team within Children’s Services, Leeds City Council, which provides an extensive range of tuition, performance opportunities, arts and cultural learning programmes, creative workshops and unique teaching resources.

Partnerships and networks, led and facilitated by ArtForms, support a collaborative city wide approach to arts and cultural learning, ensuring high quality provision that meets the needs of all children in Leeds.

www.artformsleeds.co.uk

5



Music

ArtForms Music provides a wide range of learning opportunities in schools, music centres and in City of Leeds Youth Music Groups. As lead organisation in the Leeds Music Education Partnership, ArtForms Music and its partners teach 18000 children and young people to play and sing, a figure which is rising year on year. ArtForms provides CPD for schools and specialist support for SEND.









Arts

The Arts team support schools to deliver a rich and engaging arts curriculum by providing professional development opportunities for teachers and support staff. Schools can access advice and guidance on national initiatives and opportunities (including Artsmark and Arts Award). Creative projects delivered by skilled and experienced artists support teaching and learning in all curriculum areas.

ARTEMIS AND THE SCHOOLROOM

2015/2016 saw increased engagement from schools both in and beyond the Local Authority for the Artemis loan collection, which consists of 10,000 artefacts and 3,000 original works of art which can be used to support and enhance teaching and learning in the classroom. Schools use the artworks to support cross curricular teaching and learning, including setting up their own art galleries within school. Partnership working with Leeds Museums and Galleries, ArtForms Arts Development and Leeds Learning Improvement Team has led to increased opportunities for business development. Artefact lending, CPD and visits to the Historical Schoolroom at the Industrial Museum, Armley Mills have also increased.

WHERE LEEDS WANT TO BE

-   **A rich arts and cultural learning offer for all schools**
-   **Raised achievement in and through the arts**
-   **Foster a sense of enjoyment and fulfilment in learning**
-   **Improved outcomes for care experienced children and young people**

HOW LEEDS WILL GET THERE

-  **Work across the council to develop, alongside schools, the strategy to support the city's bid for European Capitol of Culture.**
-  **Providing inclusive and engaging cultural learning opportunities which support attainment across the curriculum.**
-  **A comprehensive programme of Continued Professional Development for teachers and support staff.**
-  **Increased trading and partnership working with schools and the cultural sector.**
-  **Providing clear progression pathways for all learners.**





The Health and Wellbeing Service

Over the 2015-2016 academic year, the Health and Wellbeing Service delivered 66 training courses with 839 delegates across the courses. Student leaders have been trained in a variety of areas, including 18 School Food Ambassadors, with a further 27 school teachers trained and 21 Playground Leaders. 17 'Recycling and Waste' lessons have been arranged and delivered in 14 schools involving over 500 pupils learning more out about how to reduce, re-use, recycle and recover waste. The Health and Wellbeing service create conferences for a wide variety of topics, including 97 attendees at the MindMate Champion programme launch event, 84 attendees at the Safeguarding: Prevent, SMSC (Spiritual, Moral, Social and Cultural development) and British Values conference and finally 70 attendees at the Governors Health and Wellbeing conference

CHANGES OVER THE LAST YEAR

There were a number of changes to Personal Social and Health Education last year, including a new Primary PSHE Scheme of Work which was launched and is being used by over 130 schools. New training and resources for all schools and settings included model policies on Female Genital Mutilation, Sex and Relationship Education and Personal, Social and Health Education. Leeds continues to actively support the Healthy Schools agenda; 197 Leeds schools are using England's best online self-evaluation tool, the School Health Check, as evidence in preparation for Ofsted inspections, with 112 schools having successfully self-validated and 73 schools externally being assessed. In order to support Pupil Wellbeing; over 9,000 pupils and 100 schools completed the annual citywide 'My Health My School Survey' in 2015/16, with nearly 190 schools now registered to complete the survey in 2016/17.

The Teenage Pregnancy and Parenthood team worked with 84 referrals from September 2015-July 2016: maintaining school attendance for 63% of referrals, 81% of referrals moved into a post 16 destination. 100% of young people rated the support either excellent or very good. 174 classroom based sessions were delivered on a range of Sex and Relationship education topic areas to 1584 primary children and 1135 secondary young people. The team also promote Healthy eating with over 60 schools using the new Leeds Packed Lunch Policy Toolkit, which incorporates the Eatwell Guide. Over 50 schools have been trained on the School Food Ambassador Programme, using the new and updated toolkit. Universal Infant Free School Meals uptake was at 87.9% 2015/16.





The Health and Wellbeing Service also supports Investors in Pupils. A revised reassessment pathway combined with increased school focus this year on pupils' personal development, behaviour and welfare has seen an increase in applications for assessments to the programme. This has resulted in the annual target being met a term early

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH):





All schools & academies now access early intervention specialist mental health support for pupils through cluster guidance and support panels. All schools, academies, SILCs and Children Centres can access the MindMate Champion Programme to further develop their SEMH provision.

All SILCs have additional support from a Mental Health adviser. The service has been commissioned by the Clinical Commissioning Groups (CCGs) to write a Mental Health Curriculum (MindMate lessons) for Key stages 1-4 which is free to Leeds schools who register for the MindMate Champion Programme. This will be available from May 2017. The service has improved its training offer by redesigning SEMH course outline and content, resulting in a significant increase in attendance to courses over 2016 with the expectation of higher numbers due to addition of courses to the MindMate Champions programme

WHERE LEEDS WANT TO BE

-  Delivering high levels of achievement for children across the city
-  Improve health and wellbeing outcomes for all pupils
-  Make the currently subsidised Service Level Agreement offer to Leeds schools financially sustainable
-  The SEMH team within the Health & Wellbeing Service will respond to and support the overarching city wide Future in Mind Leeds strategy launched in February 2017

HOW LEEDS WILL GET THERE

-  Continue to maximise income from schools beyond Leeds, particularly through improving the business and marketing systems around the online School Health Check tool.
-  Continue to promote and increase the use of the My Health My School Survey, aiming to achieve the target of 10,000 children and young people across the city completing it.
-  Continue to increase the use of the Investors in Pupils programme and attract additional franchise contracts.
-  Continue to promote the completion of the MindMate Champion programme and the uptake of the MindMate primary and secondary curriculum once it's launched.

Active Schools

OVERVIEW

The Active Schools Programme provides a 0-19 city wide offer that schools and settings can buy into with their Sport Premium funding. The aim is to promote and develop, through collaboration and partnership, a sustainable system for Physical Activity, PE and School Sport that enriches the lives of all children and young people. This will be achieved through supporting schools to make a positive impact on the physical, mental and social wellbeing of children and young people through using Physical Activity, PE and School Sport to help improve attendance, behaviour, attainment and close the inequalities gap.

CHANGES OVER THE LAST YEAR

Highlights of this year include:

- 👍 A high proportion of schools signing up – 171
- 👍 An improved inclusion offer around participation of children and young people and upskilling staff in schools in place
- 👍 83 schools and 1949 children took part in the mini Triathlons in September 2015 compared to 71 schools and 1200 children the previous year.
- 👍 Big Dance Big Sing event, part of the RWC, saw 40 schools and 900 children taking part
- 👍 4,854 children and young people took part in Tennis, Sports Hall Athletics and gymnastics – an increase of 628 children and young people
- 👍 West SILC identified as Lead Inclusion School
- 👍 28 professional development courses delivered and 81 schools given 2 hours bespoke support
- 👍 12 Innovation Projects involving 69 schools established
- 👍 26 more working partnerships established
- 👍 Facilitated partnership working – Leeds United worked with 171 schools; Leeds Rhinos Foundation with 60 schools and Yorkshire County Cricket
- 👍 Supported schools to achieve School Games Award – 40 more schools than in previous year with 77 schools awarded Gold compared to 27 in the previous year



WHERE LEEDS WANT TO BE

- 📍 By 2020, Leeds wants to become the best city in the UK for excellence in Physical Activity, PE and Sport.
- 📍 Ensure that schools are spending the additional accountable grant income wisely, and that it is fulfilling its purpose of driving up standards in sport across Leeds schools.

HOW LEEDS WILL GET THERE

- ➡️ Develop a sustainable system and skilled workforce that can, through collaboration and partnership, deliver, influence and promote high quality Physical Activity, PE and Sport
- ➡️ Influence children, young people and their families to develop physically active habits for life
- ➡️ Support all children and young people to lead physically active, healthy lives with a focus on participation, fun and enjoyment
- ➡️ Raise achievement and attainment in and through PE and Sport
- ➡️ Monitor the expenditure made by schools and ensure that activities supported by the Active Schools funding is making a measurable difference.
- 👍 Support schools to fulfil the accountability of any additional funding by publishing the impact of increased activity and outcomes in learning on their websites.



Attendance

PRIMARY:

In 2016 attendance in Leeds primary schools remained static and was slightly above the national average and statistical neighbours by 0.1 percentage point.

Authorised absence in Leeds decreased by 0.1 percentage points and unauthorised absence for Leeds primary school children remained higher than the national average with a gap of 0.1 percentage point.

In 2016 the persistent absence threshold was changed from 15% to 10%, therefore historical data is not comparable with 2016 data. The percentage of pupils that met the 10% threshold in 2015/16 in Leeds primary schools was 8.7 percentage points.

The level of persistent absence in Leeds is slightly lower than the national average and statistical neighbours by 0.1 per cent point.

SECONDARY:

Attendance continues to improve in Leeds secondary schools, but remains below all comparators. Leeds is 0.3 percentage points below the national figure, and 0.4 percentage points below statistical neighbours and 0.1 percentage points below core cities.

There was a decrease of 0.3 percentage points in authorised absence in Leeds in 2015/16 and the city continues to perform above the national average by 0.4 percentage points. Unauthorised absence remained static in Leeds in 2015/16 mirroring a national trend. 13.6% of pupils in Leeds secondary schools missed more than 10 per cent of school in 2015/16. Levels of persistent absence are higher in Leeds in comparison to the national average (1.3 percentage points), statistical neighbours (1.2 percentage points) and core cities (0.1 percentage points).

Exclusions

OVERVIEW

Leeds has an ambition to ensure low levels of permanent exclusions and to maintain the drive in further reducing the number and length of fixed term exclusions. In 2015-2016, Leeds Children's Services, schools and academies continued to work together to achieve this ambition

CHANGES OVER THE LAST YEAR

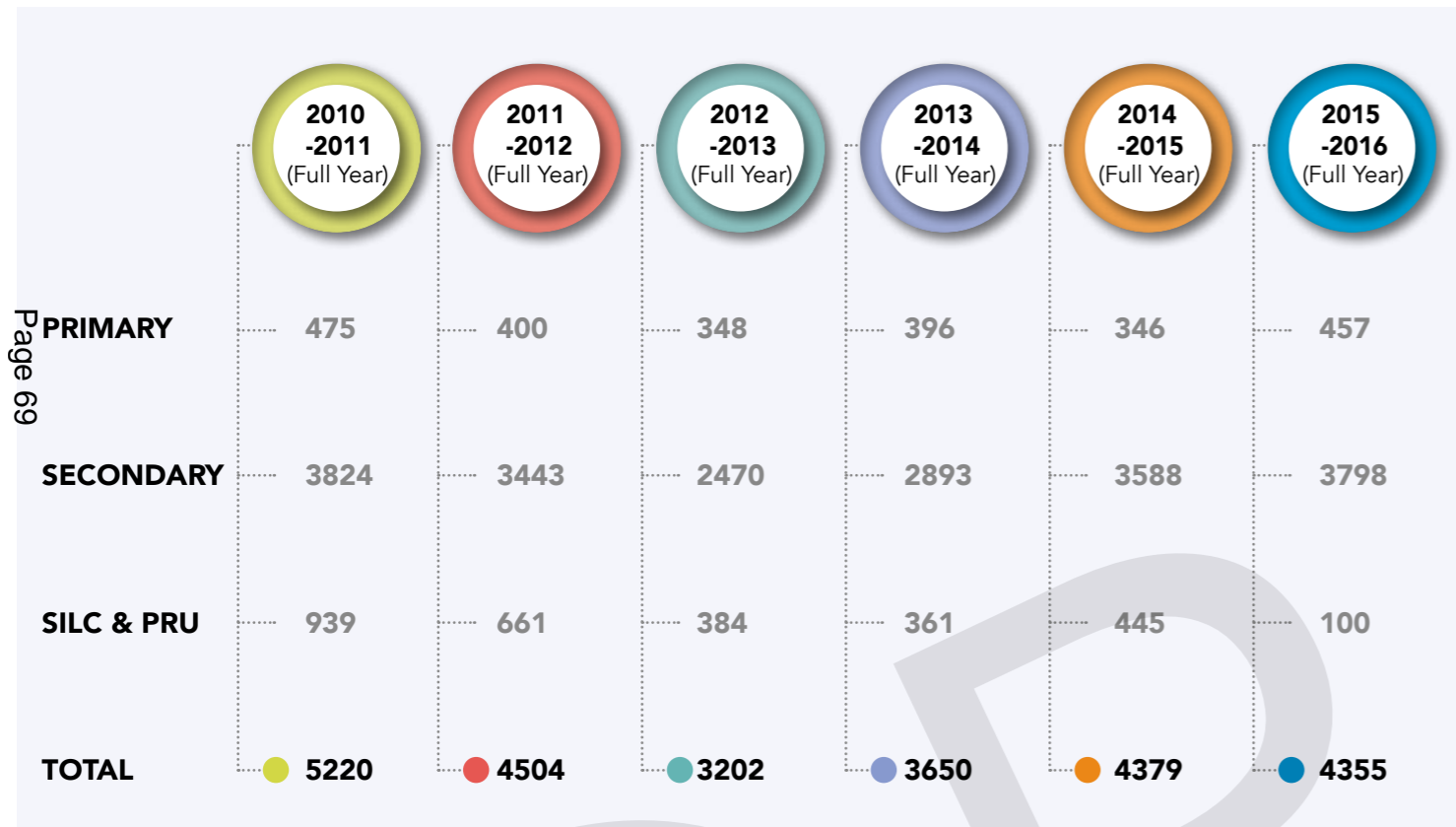
This year there has been much discussion on the Social Emotional and Mental Health (SEMH) agenda coinciding with the planned closure of the Pupil Referral Units, commissioning of Well Spring for SEMH provision and from Sept 2017 the new SEMH Pathways Panel and Future in Mind Strategy. Leeds is continuing work towards the remit of the national Exclusions Trial launched in 2011 and has continued to devolve high needs block funding to the 5 Area Inclusion School Partnerships to support inclusion, provide tailored provision, prevent permanent and fixed term exclusion, and support in schools to provide an environment of inclusion in learning.

PERMANENT EXCLUSIONS

- In 15/16 there have been 33 upheld permanent exclusions. This figure is almost the same as last year. Leeds continues to have a low level of permanent exclusion in relation to other authorities and for the size of the city.
- All children and young people that were permanently excluded in 15/16 received education from the 6th day or before if possible at one of the 3 Pupil Referral Units.

FIXED TERM EXCLUSIONS

- The number of fixed terms across all phases is 4355. Comparison with previous years can be seen below.



- There are marked differences in the level of exclusions between primary and secondary and between individual schools.
- 5 secondary schools account for 50% of all fixed term exclusions

WHERE LEEDS WANT TO BE

- Children's Services continues to encourage schools and academies to seek an early help assessment for any child who has more than 3 fixed term exclusions in any term. The purpose of this is to ensure early support for the child and with the family and run alongside the assessment of any learning need in the school.
- Continue to work with schools and settings to help ensure a low level of exclusions – making sure schools and academies know where to find support, bring Senior EP's closer to AIP lead officers and drawing on the learning opportunities from the new Alternative Provisions in the city.

HOW LEEDS WILL GET THERE

- Continue to work closely with Area Inclusion Partnerships, local Clusters, the Complex and Targeted Services for specific children and their families.
- Take a city wide view of attendance as part of the 3A's obsession, looking specifically at families with a history of low attendance and ensuring that all local authority contacts support increased attendance.
- Continue to publish regular updates on attendance against the Leeds target so that schools are aware of their figures in a local, city wide and national context.
- Continue to share data regularly with Area Inclusion Partnerships to review processes around exclusion and share data with schools, academies and their governors.
- Challenge the small number of schools and academies (5) that account for over 50% of all fixed term exclusions.
- Launch the Future in Mind strategy and learn from the multi-agency SEMH Pathways Panel.



6 Uplifting Leadership




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



OVERVIEW

“Leaders have to provide direction, create the conditions for effective peer interaction and intervene along the way when things are not working as well as they could”

 (Michael Fullen)

Quality leadership is integral to ensuring and sustaining quality provision and governance is a key component of this. Governors should act as a critical friend, holding staff to account for attainment and achievement and ensuring that statutory duties have been fulfilled in a way that enhances learning and outcomes for the children and young people in their care. Schools and settings need to be using the opportunities that arise to develop leadership in all staff, to use Teaching Schools and other partners to develop the skills and traits required to drive improvement in themselves, and to inspire those around them. This will create outward facing organisations where mutual support and challenge contribute to sustained improvement. Leadership in all staff, to use Teaching Schools and other partners to develop the skills and traits required to drive improvement in themselves, and to inspire those around them. This will create organisations with an ethos of support and the structures in place that are required to sustain improvement.








CHANGES OVER THE LAST YEAR

Leeds has an active and effective Governor Support Service that provides support across many schools and settings, ensuring that governing bodies are kept up to date with legislative changes and constructing agendas which support statutory compliance. The service also provides training and networking opportunities to support the review and development of the effectiveness of GBs.





Leeds maintains a strong Learning Improvement Team and advisers work with schools in proportion to need to support, to challenge, signpost and broker opportunities to develop stronger leadership throughout the school. As part of this approach, all schools are offered the opportunity to work as part of a learning alliance focussing on priorities and facilitated by an identified adviser.

The Leeds Learning Partnership, the traded element of secondary School Improvement, has a strong track record in enhancing school to school support by adding leadership development through their programmes.

Last year's Annual Standards Report outlined an aim to create a partnership with the Teaching School Alliances. This exciting new development can be seen with the establishment with the Yorkshire Leadership Community (YLC). This is a partnership between a group of regional teaching school alliances and Leeds and North Yorkshire LAs through which a suite of leadership programmes has been developed. Some of these are refreshed versions of existing National College programmes but there are other programmes for leaders (and potential leaders) at other stages of their careers. Currently on offer are:

-  Aspiring Leaders Programme
-  Middle Leaders Programme (NPQML)
-  Senior Leaders Programme (NPQSL)
-  Headteacher and Principals Programme (NPQH)
-  Headteacher and Deputy Headteacher Internship Programme for Women
-  Headteacher and Deputy Headteacher Internship Programme for BME leaders
-  Executive HT / CEO Programme
-  Governor Development Programme

WHERE LEEDS WANT TO BE

-  Schools will demonstrate a compelling vision which drives the strategic leadership, empowering all pupils to achieve.
-  Headteacher performance management will be of a consistently high quality across all schools, with appraisal of leaders linked closely to the four domains in the National Standards of Excellence.
-  Ofsted reports will acknowledge leadership, including governance, as good or outstanding.
-  Leaders will work increasingly in an outward facing way, supporting each other to improve leadership at all levels.

HOW LEEDS WILL GET THERE

-  Work as an active member of the West Yorkshire Strategic Partnership, a group that includes the DfE (through the Regional Schools' Commissioner), Ofsted and teaching Schools as well as large Multi Academy Trusts and Local Authorities.
-  Further develop existing partnerships with the Teaching School Alliances to create a planned progression of training and development opportunities that can be delivered in schools and settings.
-  Further develop the traded offer to provide bespoke training around leadership and management for schools and settings.
-  Continue and embed LA work with schools and settings to develop Leeds Learning Alliances that offer compatible and adaptable opportunities for partnership working.
-  Through strong alignment of Governor Services and Learning improvement, ensure that governance is consistently good or better through development opportunities and shared consistent messaging.

7 Fluid Transition



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



Best Start Strategy, Life Ready for Learning & Free Early Education Entitlement

Delivery of the Best Start Strategic Action plan is on track, building on existing good work across the city. The first ‘Baby Week’, a city wide partnership event to raise awareness of support in the earliest years was a great success.

Additional funding has been investing in developing and extending the existing evidence based parents offer, this includes:

- Extended individualised Pregnancy Birth and Beyond (PBB)
- HAPPY, an antenatal programme targeted at women with a BMI of over 25. Running in the South and West only at the moment.
- HENRY programme is developing volunteers in communities to work alongside practitioners with families who are hard to reach and engage with.

FREE EARLY EDUCATIONAL ENTITLEMENT

THE OFFER FOR TWO-YEAR OLDS

The number of two year olds taking up the offer continues to increase, with over 270 more children accessing places than last year. The funding rate will be increased from April and is presently under consultation.

EARLY YEARS NATIONAL FUNDING FORMULA (EYNFF)

This refers to the universal 15 hour entitlement for three and four year olds, and the additional 15 hours for working parents. There will be a transition towards this national formula which will be in place by 2019/20. Early Years pupil premium and Early Years Funding For Inclusion are continuing and remain separate from the EYNFF.



Primary Secondary Transition

Ensuring effective transition between primary and secondary phases remains a key priority for all schools in the city. The local authority has continued to support schools and academies in the following ways over the past year by providing an increasing number of cross-phase training, development and networking opportunities are being offered to schools. For example cross-phase conferences in English, maths, Religious Education, art and music have taken place.

Research and resource development to support assessment commissioned by Trinity Halifax Maths Hub continues and there are examples of groups of primary and secondary schools working together to ensure more effective transition, for example, across the Cardinal Heenan Catholic Community of schools. The intention is to develop these models, ensuring that good practice is shared more widely. The establishment of an Education Endowment Foundation (EEF) cross-phase funded project on developing the work of Teaching Assistants has developed with the engagement of a new cohort

Post 16

Leeds City Council are continuing to develop approaches to review and improve the learning infrastructure to better meet the challenges facing Post 16 provision in Leeds through working with key partners including schools, colleges and training providers. These approaches are developing the learning opportunities that are available to young people, and increasing young people's exposure to the opportunities available within the Leeds City Region and beyond. The first University Technical College in West Yorkshire opened in Leeds in September 2016 specialising in Advanced Manufacturing and Engineering.

Through working in partnership with all learning providers, alongside better business engagement, a sustainable and relevant learning infrastructure of sufficient capacity and breadth to accommodate all young people and better prepare them for work and adulthood will be created. This is linked to the improvements being made in reducing NEET and Not Known in the City as outlined below and the increased focus on Business Engagement with Schools.

Leeds will continue to work with schools and partners to develop the Post 16 infrastructure in Leeds and engage with schools, colleges and training providers to establish clear pathways of progression into further learning and employment.

In order to draw all these strands together, the development of a city-wide strategy around transition as a learning continuum is part of planned focused work with local Teaching School Alliances, local universities, the Leeds Learning Partnership and other school partners



Early Years

In Leeds good transition continues to be important as a process, which needs careful planning and consideration for every child but especially for the very youngest children. The work of the Early Years Improvement Team supports all early years settings to ensure smooth and effective transitions for all children, continuing their learning journey without interruption. A smooth transition results in a positive experience for children and families, with the child's individual needs met, and stress and disruption reduced.

Support for schools to develop high quality 2 year old provision which will reduce the number of transitions for some very vulnerable children. An increasing number of children are taking up these places in good quality schools and settings.

The Ofsted annual report 2016 highlights the importance of partnership work between schools and their feeder settings to support effective transitions which ensure children settle quickly and move forward smoothly with their learning and development. Quality improvement visits by consultants continue to provide challenge and support to practitioners and encourage them to consider and implement best practice around transitions into, through and beyond the setting. Early years leadership forums are held termly and provide opportunities for early years practitioners to meet together to share good practice, access CPD and share expertise. Developing effective, respectful relationships across schools and settings is a vital part of supporting the transition process.

The LA specific guidance on transitions "Starting and staying strong", provides advice, guidance and case studies to support settings in developing robust effective transition processes. A universal transition transfer record is in place, that all early years settings are expected to use when children move settings. This is a requirement of the 3 and 4 year old FEEE funding contract. This document should help provide a clear and holistic picture of the child's learning and development needs, to ensure the receiving setting can smoothly continue the child's learning journey. Training delivered by the early years improvement team for practitioners and leaders, highlights and supports good transition practice.



7

Business Engagement and Enterprise in Schools

OVERVIEW

Through emphasis in the Ofsted Framework, accountability through Destination Measures, continuing governmental support for apprenticeship growth and Department of Education requirements of Governing Bodies, it is clear that there is growing support to enhance the role of business engagement in schools and settings. Leeds City Council works with a wide variety of key partners and schools to ensure that all children have access to a diverse and engaging curriculum.




CHANGES OVER THE LAST YEAR

The engagement of businesses with schools is a key priority for the Leeds City Region Enterprise Partnership, along with increasing the number of young people engaging in STEM subjects to meet the future economy's needs. The City Region's Enterprise Adviser programme, which places business leaders in secondary schools to work alongside school leadership teams, is the key initiative in this field. The programme is being extended to all schools in the city following a pilot phase in 2015, and the Council is working with the Leeds City Region Enterprise Partnership (LEP) to ensure full engagement across our school community.

These ambitions are also reflected in Leeds City Council's 'More Jobs, Better Jobs' ambition, which seeks to reinforce the importance of business engagement in schools and the spirit of enterprise, and also enhance careers advice and guidance for young people.

Coherence is the main challenge. There is a growing appetite amongst businesses to engage with schools and a wider willingness to engage with young people, both as part of Corporate Social Responsibility but more crucial as part of their recruitment strategies. At the same time, there is a wide range of initiatives and activities available to schools across several organisations bringing "Work Related Learning" opportunities to schools.

WHERE LEEDS WANT TO BE

-  All schools to have clear Business Engagement and 'World of Work' strategy that is embedded across the school's wider curriculum.
-  All schools to engage with and benefit from the Enterprise Adviser programme.
-  All schools to have a sustained and coherent relationship with either a business engagement broker, or a range of businesses that regularly engage in school.

HOW LEEDS WILL GET THERE

-  Promote the LEP's Enterprise Adviser programme to our schools and facilitate their engagement in the programme;
-  Promote the Enterprise Adviser programme to Leeds businesses to ensure a pool of inspirational and committed business volunteers is available to our schools;
-  Regularly engage with schools to understand the impact and value of the Enterprise Adviser programme, and feed this intelligence back to the LEP to ensure it is effective.
-  Work with the LEP to create clear communications to schools as to business needs, appropriate skills, apprenticeship opportunities and changing workplace requirements to enable schools to direct a targeted 'skills for life' offer.



Not in Education, Employment or Training (NEETs)

OVERVIEW


Research shows that 16-18 year olds who are not in education, employment or training are a vulnerable group, who may face reduced life choices and experience a variety of problems. These individuals, therefore, have been identified as a priority group in the Children and Young People's Plan and one of the three Leeds City Council's obsessions. The combined NEET and Not Known in Leeds at the end of 2015 was at 6.3% (down from 8.3% at the end of 2014), below the national average of 7.3%. Not Known is particularly low at 2.2%, half the national average of 4.4%. This means resources and services are better able to target those who require support.

CHANGES OVER THE LAST YEAR


The Leeds Adjusted NEET figure for Nov 15-Jan 16 was at 6.4%, the same as in 2015. The percentage of young people whose status is not known is again at a record low of 1.9% in June 2016 compared to a national equivalent rate of 6.3%. Leeds Nov 15-Jan 16 Not Known rate is the 2nd lowest of the Core Cities, which range from 2.7% (Nottingham) to 19.7% (Liverpool). The duties for Raising of the Participation Age (RPA) have now been fully implemented which means young people are to remain in education or training until their 18th birthday.


Some initiatives undertaken by the council and partners across the city include: 'Moving On Teams' targeting support to groups of young people in year 11 who are not likely to take on their planned post-16 destination; Direct Mailings to young people and their parents/carers informing them of post 14 and post 16 learning, training and employment options; Leeds Annual Apprenticeship Evening and Application Workshops; Next Steps Events supporting those young people who are still without a positive post 16 destination; the development of a Leeds Guarantee supporting Children Looked After & Care leavers who are NEET to overcome barriers to engagement.

WHERE LEEDS WANT TO BE

 Leeds is aiming to become a NEET free city, which will improve the lives, and the future economic wellbeing, of all young people.

HOW LEEDS WILL GET THERE

 To support schools to offer good quality careers advice, the council is working with business leaders, head teachers, universities and colleges, the third sector, the national Careers and Enterprise Company and the Department Work Pensions DWP, to strengthen independent careers advice in schools and links with employers. Leeds City Council run a Careers Education, Information, Advice and Guidance network for schools and colleges, promoting good practicing and supporting providers in meeting their statutory duties, providing them with self-assessment tools and a platform for peer to peer support.

 To successfully address NEET and achieve the ambition to become a child friendly NEET free city a range of complex inter-related issues affecting the most vulnerable must be tackled. Robust tracking data enables the local authority to understand the characteristics of those young people who are currently NEET and their barriers to engaging, thus directing supportive action swiftly to those young people in greatest need.

Work and Destinations

OVERVIEW

Despite the impacts of the recession that some communities in Leeds are still experiencing, the recovery of the local economy is now evident, with the fastest rate of private sector jobs growth of any major city in the UK. An extra 81,200 jobs were forecast across the city region between 2013 and 2020, with the greatest increases expected in professional services, health, administrative, financial, transport, storage and warehousing, retailing and construction related sectors. Over the last 3 years there have been significant reductions in youth unemployment; however future jobs that arise will require relatively higher qualifications than in the past.




CHANGES OVER THE LAST YEAR

Over the past year, Leeds has focussed on working with schools and employers to smooth the transition between education and employment. The Devolved Youth Contract Programme for 16 and 17 year olds was designed to allow as many of the hardest to help young people as possible to be supported to achieve a 6-month sustained progression in Education, Employment and Training. A project to support young people at risk of becoming NEET to apply for apprenticeship opportunities has been run in Leeds schools in 2016, with over 150 students engaged. Leeds supported the first University Technical College in Leeds, a new school for 14 to 18-year-olds that opened in September 2016 and specialises in manufacturing and Engineering, and is supporting employers with a proposal for a Creative Digital UTC.

A post-16 High Needs Students provider forum has been established and is exploring ways to increase the numbers of young adults with SEND accessing the world of work when they leave post-16 provision. A supported internship is a course offered by colleges and post-16 providers. They aim to help young people with learning difficulties and disabilities achieve paid employment by giving them the skills and experience they need through learning in the workplace.

Leeds City Council's Children's Services restructured the staffing to support Children Looked After (CLA) and Care Leavers into further education and employment, with the Employment and Skills service providing expert support to work alongside Care Leavers and their key workers to advise on employment and skills development.

WHERE LEEDS WANT TO BE

-  Young people have knowledge and experience of the world of work to enhance their knowledge of the labour market and to secure employment
-  Prepare young people for the world of work and retain the talent of young people to ensure the city's economy continues to thrive, is accessible and enjoyed by all
-  All young people are in supportive education, employment or training

HOW LEEDS WILL GET THERE

-  Continue to support schools in developing Careers Education, Information, Advice & Guidance
-  Ensure Apprenticeships are both known about and accessible to young people
-  Work closely with schools, colleges and other partners to ensure young people have high quality experiences of work, and that young people and parents/carers are aware of the opportunities available to them within the City, the City Region and beyond.
-  Meet the need for high quality technical routes to employment that meet the needs of local employers to support sustained economic growth.
-  Continue to work with partners to offer an extensive range of opportunities to schools and academies for young people to engage with people from businesses to enhance their employability and enterprise skills.

Key Recommendations from the Report



1 World Class Provision:

SCHOOL PLACES

- Ensure a strong link between the provision of school places and the learning function of those settings once established.
- A 'Good Learning Places Board' will put the emphasis on learning at the heart of the decision making process.
- Leeds will share demographic data freely through Outcome Based Accountability
- Leeds will, wherever possible, look to expand good or outstanding schools.
- Where appropriate, Leeds will work with key partners to develop new schools in areas of significant demographic pressure.

EARLY YEARS

- Structured early years programmes prepare children, especially those living in poverty, to succeed in school.
- Children's Services will provide bespoke support and challenge to schools and settings.
- Leeds will enable schools and settings to have universal access to early years' programmes that provide explicit teaching in phonics and other literacy skills.
- Create early years' leadership events and a strong core offer.
- Encouraging settings to support each other, sharing best practice, and working collaboration with Teaching Schools.
- Develop the strategic skills of early years' leaders and managers to build capacity and drive improvement

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- Ensure that the investment of £45 million delivers a world-class provision
- Establish provision for complex SEMH needs, working with an outstanding academy
- Focus the Child Friendly Leeds approach around the 'Three As' of attendance, achievement and attainment, driven from the highest level.

VIRTUAL SCHOOL

- Prioritise learners who have the lowest levels of prior attainment at the point they come into our care
- Demonstrate the impact of the Cluster Champions and increase the numbers of clusters delivering the work
- Use data to support and challenge conversations with other Virtual Schools when children have to be placed out of authority
- Identify those factors that have supported the success of our care leavers in higher education and embed those factors into practice

2 Great Leeds Schools:

- Leeds will improve teaching practices, through extensive continuing professional development, as a key way of closing attainment gaps.
- Leeds will continue to support on-site training – where school based coaches visit teachers' classes, provide feedback, organise group meetings and discuss teaching strategies.
- Promote effective classroom management strategies, developing the use of identified strategies for classroom management, motivating and engaging all learners.
- Maintain appropriate levels of challenge and offer bespoke support to vulnerable schools, taking early action to prevent problems from escalating.
- Strengthen partnership working with Teaching Schools and mathematics hubs to align with local priorities
- Further develop and implement the strategy for diminishing the difference in order to raise aspirations and achievement of disadvantaged groups
- Review the Learning Improvement strategy, ensuring that active engagement with groups of schools in learning alliances facilitates improvement
- Strengthen the relationship between the local authority and RSC to ensure strongly performing academies and free schools

3 High Expectations for All:

- Provide extra support to 0-19 education providers to ensure equity of outcomes.
- Continue to work in partnership with schools, settings and partner head teachers to promote and progress bespoke projects to close the gap in Leeds.
- Use partnership work with third sector groups, teaching schools and research partners to direct and support the needs of less advantaged individuals or groups within schools.
- Monitor and record data on the performance gap to ensure focus on improvement and to target further action.
- Use city wide partnerships to further reduce the gaps so all succeed.

4 Strong Attainment:

- 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.
- Develop and promote a wide range of strategies to close the attainment gaps for children, especially those with English as an additional language or who are living in poverty.
- Further develop the vulnerable Learners group across Children's Services to heighten the need for all interactions between the local authority and families to have a focus on learning
- Promote 'A Life Ready for Learning' by setting up a learning fortnight to promote preparedness for learning across the city.

EARLY YEARS

- Targeted work with schools/settings where outcomes are lower than expected.
- Encouraging setting to setting support, sharing best practice and working in collaboration with Teaching Schools.
- Deliver bespoke support and challenge to schools and settings, based on analysis of Early Years' data to ensure further improvements.



PRIMARY

- Support senior school leaders in forensic data analysis.
- Ensure effective deployment of central resource to diminish differences.
- Ensure that universal traded offers are tightly aligned with city priorities
- Strengthen and embed partnership such as working with Teaching schools, Maths hubs, and other key partners.

SECONDARY

- Maintain the high level of challenge and support and consider ways of further developing school to school support processes.
- Focus on developing effective leadership to improve the quality of teaching and learning.
- Focus on building on the greater demands of the KS2 curriculum at the point of transition to ensure that pupils in secondary schools make rapid progress in KS3.
- Roll out training to develop oral literacy so that pupils, and particularly EAL pupils, have the tools to access learning across a range of subjects.

KEY STAGE 5

- Focus on schools working as consortia or closing their sixth form in order to establish a joint school sixth form where a broad and appropriate curriculum offer can be developed.
- Continue the Leeds Learning Partnership advanced Post 16 package offer.
- A focus on improving retention at Post 16, ensuring that students are recruited onto courses which enable them to succeed and they don't drop out before completing them.

5 Inspirational Teaching and Learning:

ARTFORMS

- Promote strong attainment and achievement.
- Develop inspirational 'Teaching and Learning'
- Create a comprehensive programme of CPD for teachers and support staff
- Promote strategic leadership in the arts
- Providing clear progression pathways for all learners

HEALTH AND WELLBEING

- Maximise income from schools beyond Leeds,.
- Promote and increase the use of the My Health My School Survey.
- Increase the use of the Investors in Pupils programme and attract additional franchise contracts.
- Promote the MindMate Champion programme.

ACTIVE SCHOOLS

- Develop a skilled workforce that can, through collaboration and partnership, deliver, influence and promote high quality Physical Activity, PE and Sport
- Support all children and young people to lead physically active, healthy lives with a focus on participation, fun and enjoyment
- Raise achievement and attainment in and through PE and Sport

EXCLUSIONS

- Work with Area Inclusion Partnerships, local Clusters, the Complex and Targeted Services for specific children and their families to reduce exclusions.
- Share data with Area Inclusion Partnerships to review processes around exclusion and share data with schools, academies and their governors.
- Launch the Future in Mind strategy and learn from the multi-agency SEMH Pathways Panel.



6 Uplifting Leadership

- Develop partnerships with the Teaching School Alliances to create a planned progression of training and development opportunities that can be delivered in schools and settings.
- Embed LA work with schools and settings to develop Leeds Learning Alliances that offer compatible and adaptable opportunities for partnership working.
- Through strong alignment of Governor Services and Learning improvement, ensure that governance is consistently good or better.

7 Fluid Transition

- Develop a city-wide strategy around transition as a learning continuum is part of planned focused work with local Teaching School Alliances, the local universities, the Leeds Learning Partnership and other school partners

NOT IN EDUCATION, EMPLOYMENT OR TRAINING

- Support schools to offer good quality careers advice,
- Successfully address NEET and achieve the ambition to become a child friendly, NEET free city.

BUSINESS ENGAGEMENT AND ENTERPRISE IN SCHOOLS

- Promote the LEP's Enterprise Adviser programme to our schools;
- Promote the Enterprise Adviser programme to Leeds businesses;
- Regularly engage with schools to understand the impact and value of the Enterprise Adviser programme.

WORK AND DESTINATIONS

- Support schools in developing Careers Education, Information, Advice & Guidance
- Ensure apprenticeships are both known about and accessible to young people
- Meet the need for high quality technical routes to employment that meet the needs of local employers to support sustained economic growth.
- Work with partners to offer an extensive range of opportunities to schools and academies for young people to engage with people from businesses to enhance their employability and enterprise skills.



The Annual Standards Report 2015-2016

CONTACT:

A warm thank you to all who contributed to this year's annual report
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Best City for Learning Strategy
2016-2020



Learning in Leeds 2015-2016



Challenges



20.7%

of children in Leeds are living in poverty



35%

of school age children have English as an additional language



10,000

primary age pupils have a special educational need



8

new high schools are needed between now and 2023

Progress/successes



10,000

additional school places created since 2009



91%

of school-age children in Leeds attend a school which is judged to be good or outstanding by Ofsted



94%

of children attend early years settings which are rated as good or outstanding by Ofsted



63%

of children in early years achieved a 'good level of development' in 2016



6.3%

of young people are NEET (or unknown) down from 8.3% last year

Future



£45

million investment has been agreed to improve SEMH learning provision



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great schools in strong learning communities

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Equality, Diversity, Cohesion and Integration Screening



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

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

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

Directorate: Children's Services	Service area: Learning Improvement
Lead person: Andrew Eastwood	Contact number: 0113 3783604

1. Title: The Annual Standards Report

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify. The document is a yearly update report on learning and education in Leeds.

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

The Annual Standards Report examines and reflects on progress against our key priorities for Leeds to become the best city for learning. The report provides an overview of learning in Leeds over the past year; the progress made, the challenges we experienced and our aims for the future. The content of the report is being screened to identify any impacts on equality, diversity, cohesion or integration.

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

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

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

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

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

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

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

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

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment. Please provide specific details for all three areas below (use the prompts for guidance).

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

A specific chapter in the report focuses on closing the gap in performance between different pupil groups and their peers. Whilst most schools in Leeds have a gap in one

form or another, the type and prevalence of the gap differs greatly across the city.

Pupil groups examined include, Pupil Premium, Children Looked After, Ethnicity and Special Educational Needs and Disability (SEND). Data is analysed to compare Leeds with national figures for the different groups and identify the gaps in performance. The chapter then goes on to explain how we want to reduce these gaps and ensure that every child reaches their full potential.

- **Key findings**

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

Over the last decade, whilst overall attainment has risen in schools, the performance gap between pupils from more and less advantaged backgrounds in the UK has remained prevalent. Reducing the performance gap will have a positive impact on raising the equity of outcomes between disadvantaged groups and their peers. 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. We want to address the performance gap in all its forms, to ensure that rather than lowering standards, each child reaches a good level of attainment, regardless of predetermination.

The chapter focuses on raising the attainment of pupils from disadvantaged backgrounds, SEND pupils and different ethnic groups, and does not favour one of these groups over another.

- **Actions**

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

- 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.
- Continue to monitor and record data on the performance gap to ensure focus on improvement and to target further action.
- Maintain and develop the work that is already being done to further reduce the gap through city wide partnerships.

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

Date to scope and plan your impact assessment:	
Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

6. Governance, ownership and approval		
Please state here who has approved the actions and outcomes of the screening		
Name	Job title	Date
Andrew Eastwood	Head of Learning Improvement	25.01.17
7. Publishing		
This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.		
Please send a copy to the Equality Team for publishing		
Date screening completed	25.01.16	
Date sent to Equality Team	25.01.16	
Date published (To be completed by the Equality Team)		

Report of the Director of Children and Families

Report to: Scrutiny Board (Children's Services)

Date: 27th April 2017

Subject: Cluster sustainability position statement



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. March 31st 2017 marks the end of the current funding arrangements for clusters. Since 2012 there has been arrangement in place whereby Schools Forum has undertaken a 1% top slice of the DSG. This has created an annual £5.2m pot which has then been distributed to clusters via a needs based formula.
2. During this time there have been between 24 and 26 clusters as over time some clusters have merged and the SILC cluster has been established.
3. The current funding arrangements will cease on 31st March 2017 and new arrangements will come into effect on April 1st in most parts of the city. The purpose of this report is to update the children and families scrutiny board on the work that has been undertaken to ensure the sustainability of the cluster model and provide a position statement on the current level of continued buy in to the model (as at 24 March 2017).

Recommendations

4. That the report contents are noted
5. That the situation is further monitored over the next 6 months with a further update report to scrutiny in October 2017.

1 Purpose of this report

- 1.1 March 31st 2017 marks the end of the current funding arrangements for clusters. Since 2012 there has been arrangement in place whereby Schools Forum has undertaken a 1% top slice of the DSG. This has created an annual £5.2m pot which has then been distributed to clusters via a needs based formula.
- 1.2 During this time there have been between 24 and 26 clusters as over time some clusters have merged and the SILC cluster has been established.
- 1.3 The current funding arrangements will cease on 31st March 2017 and new arrangements will come into effect on April 1st in most parts of the city. The purpose of this report is to update the children and families scrutiny board on the work that has been undertaken to ensure the sustainability of the cluster model and provide a position statement on the current level of continued buy in to the model (as at 24 March 2017).

2 Background information

- 2.1 The original agreement to top slice the DSG was for three years – 2013 – 2016. During this time the Education Funding Agency (EFA) introduced new regulations which required 100% of the DSG to be distributed to schools. However, in 2015 LCC applied to the EFA for a disapplication of the regulations to allow us to undertake a further top slice for the financial year 2016 – 17.
- 2.2 This was approved by the EFA on the proviso that by April 2017 there would be a 100% delegation of the DSG and that if schools wanted to continue cluster working they would work towards putting the necessary local arrangements in place.
- 2.3 The implications of this were that as we would no longer be able to undertake the top slice, the governing body of each school would need to take an individual decision to allocate some its own budget to a pooled cluster budget to be managed by one of the schools in the cluster.
- 2.4 Consequently a considerable amount of work has been focused over the last 2 years on sustaining the model by encouraging schools to buy back in at the local level.
- 2.5 Specifically the following activities have been undertaken:
 - A number of well attended city wide cluster events have been organised to raise awareness of the changes that are now imminent at which senior politicians and officers have talked about the way forward. In December 2016 the city wide event had a clear focus on life after the current arrangements end and gave an unequivocal indication of the impact of not being in a cluster which includes, no access to TSL support, no access to support and guidance meetings and no access to any third party funding invested into the cluster e.g. CCG funding for Targeted Mental health in schools (TAMHS)
 - A city wide governance workshop which has been followed up by a number of cluster based governance workshops – more than half the clusters accessed

these. N.B not all clusters required a workshop because they already had adequate and robust governance arrangements in place which have not required significant change.

- Local authority partners (LAPs) attending their clusters to talk about the funding changes and promote continued engagement. This has been an ongoing dialogue for the last two years
- Written communications with school governors about the work of the clusters and the impact of this on the children and families in their schools and importantly, the impact of this on learning. Included within this has been the presentation of key cluster data demonstrating the outcomes that have been achieved at the local level
- Targeted services leaders (TSLs) and Targeted Services Area Leads have attended both family of schools meetings and school governors meetings to talk about cluster sustainability and respond to questions arising
- All clusters have regular dialogue about cluster working at their committee meetings and planning for 1 April 2017 onwards by taking key decisions around funding, budgets etc.
- Regular communications from the Director of Children's Services about the transition to new arrangements as well as key developments in children's services which will be referred to below.

2.6 In addition to the above, during the period of the current funding arrangements the children and families scrutiny board has itself undertaken a major inquiry into clusters and their impact. The board's final report provided a sound endorsement of the model which it acknowledged as being widely regarded as 'a gift'.

2.7 Also, the report of the Ofsted inspection in 2015 highlighted on many occasions the value of this highly innovative model and the way it supports our focus on keeping children and young people in Leeds safe. This is particularly through the provision of targeted work early in the life of the problem and the role this plays in safely reducing the need for children and young people to come into care.

3 Main issues

3.1 Over the last five years the child friendly Leeds ambition to make Leeds the best city for children and young people to grow up in has been supported through a firm focus on the three obsessions of safely reducing the need for children to be in care, reducing the number of young people not in education, employment or training and improving attendance at school. The cluster model has been central to this vision and almost all clusters have shown individual improvement against these three objectives.

3.2 Going forward, clusters remain central to the vision of Child Friendly Leeds 2 with its focus on narrowing the gap between the most vulnerable children and young people and their peers, locally and nationally. In particular, the focus of the learning related obsession of improving attendance will be widened to focus on the 3 As of **attainment, achievement and attendance**.

3.3 Against this emerging backdrop clusters continue to provide the geography around which early support services can be offered. However, we know from our data that in some parts of the city change isn't happening quickly enough and that the gaps between the vulnerable and their peers are too wide and that the numbers of children coming into care need to be further reduced, albeit with a firm focus on their safety.

3.4 With this in mind, children's services has been developing the restorative early support team (RES team) model which will be funded in part through the recently received £9.6m Innovation Fund grant. Working restoratively with existing cluster teams, services and children, young people and families, RES teams will bring additional professional skill and insight to working with our most challenging children, young people and their families.

3.5 In the first instance RES teams will be developed in the 6 – 8 highest need clusters but overtime the principles of RES team working will be rolled out to all clusters across Leeds.

4 Current picture of cluster sustainability 1 April 2017 onwards

4.6 There are currently 24 clusters. 23 of these are geographically based around the city and 1 cluster, the SILC cluster operates across most of the SILCs in Leeds. The new Springwell academy has also indicated that they intend to follow the cluster model and currently employ a part-time TSL to support them in developing this work.

4.7 The information at appendix 1 shows the following:

- Clusters where all schools have indicated that they will be buying back in to the model at a local level from 1 April 2017
- Clusters where some schools have yet to decide
- Clusters that intend to cease operating but where other options are currently being considered and evaluated

This information is subject to change but is current at the time of writing this report (24 03 17).

4.8 In addition to this, Schools Finance had previously taken a report to School Forum setting out a proposed funding formula for redistributing the DSG top slice back to schools. This was agreed and schools have now been informed both of their budgets for the coming year and separately, the amount of the top slice that they will receive back into their budgets.

5 Corporate Considerations

5.1 Consultation and Engagement

5.1.3 Wide ranging consultation and engagement about the changes has taken place over the last 2 years as indicated above.

5.2 Equality and Diversity / Cohesion and Integration

5.2.1 The updated Child Friendly Leeds vision referred to above specifically focusses on the needs of the most vulnerable so as to enhance integration amongst children and young people within all social groups and equality protected characteristics.

5.3 Council policies and Best Council Plan

5.3.1 The cluster model is intrinsic to achieving the outcomes expressed in the children and young people's plan which highlights early help located in clusters as a key element of the strategy for delivering better outcomes for children and young people.

5.4 Resources and value for money

5.4.1 Cluster sustainability is key to the children's services strategy of safely reducing the need for children and young people to be in care and is therefore intrinsic to the budget strategy going forward.

5.5 Legal Implications, Access to Information and Call In

5.5.1 None

5.6 Risk Management

5.6.1 Ensuring the sustainability of the cluster model from 1 April 2017 onwards has been subject to quarterly monitoring through corporate risk register processes. The risk register identifies as far as possible all possible source of risk along with mitigation including all the activities referred to in para 2.5 above.

6 Conclusions

6.1 That the cluster model is unique within the country and that schools value the targeted early help that the model offers as it allows them to focus on teaching and learning.

6.2 That the model has enabled us to 'turn the curve' on all obsessions but that there is a need to accelerate the pace of this in some clusters and that this will be enabled through the introduction of the restorative early support team model.

6.3 That due to the work undertaken over the last two years and widely shared agreement about the value of the model, the sustainability of clusters has largely been secured going forward.

6.4 That sustainability will continue to be affected by national changes to school funding and also potentially by the shift to academisation.

6.5 That the vast majority of clusters have 100% sign up to continue working together.

6.6 That there remains some clusters where some schools have still to sign up.

6.7 That there are also some clusters where current governance arrangements are coming to end but may well be replaced in due course.

7 Recommendations

7.1 That the contents of this report are noted.

7.2 That the situation is further monitored over the next 6 months and that a further report is presented to scrutiny in October 2017.

8 Background documents¹

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.

Appendix 1 – Cluster status report as at 24 03 17

Clusters where all schools have bought back into the model from 1 April 2017

- 2gether (Chapelton & Harehills and Carr Manor and Meanwood areas)
- ACES (Armley extended services)
- Aireborough
- ARM (Alwoodley, Roundhay and Moortown)
- Bramley
- Brigshaw
- EPOS (Wetherby, Boston Spa, Thorp Arch)
- ESNW (Cookridge and Adel)
- Garforth
- Horsforth
- Inner East
- Beeston, Cottingham, Middleton
- Otley, Poole, Bramhope
- Seacroft Manston
- TNLP (Temple Newsam and Halton)

Clusters which will be continuing but where some schools have yet to decide what they will do from 1 April 2017

- **Farnley** – all LA maintained schools have signed up to continue but the academies which are part of the Ruth Gorse MAT have yet to decide
- **JESS** – Beeston and Hunslet
- **Morley** – 10 primary schools have committed to continue working together along with Blackgates from Ardsley and Tingley. 4 academies have yet to decide
- **Pudsey** – 17/18 schools have opted in with agreement from one catholic primary academy still pending
- **Rothwell** – 11/12 schools have opted in with the agreement of one secondary academy still pending

SILC cluster – various locations across the city. Three out of five of the SILCs have indicated a commitment to pool funding for a further year with two SILCs still to finalise their intentions.

Clusters who have decided to terminate their existing arrangements and looking at possible new arrangements

- **Ardsley and Tingley**

The cluster formerly comprised of 8 schools. Blackgates primary has joined the Morley cluster and we have received an indication that 4 of the remaining schools, East Ardsley Primary Westerton Primary, Hill Top Primary and Woodkirk are exploring the options for forming into a new cluster that will be called CATSS

- **Inner North West hub** – Kirkstall, Headingley, Weetwood

The schools in this cluster have decided to terminate their existing cluster arrangements. Abbey Grange and Beecroft have indicated their intention to pull out of cluster working completely. The other schools in the cluster are having discussions about how they might work collaboratively in order to enable cluster functions to continue. This will involve the development of new cluster governance arrangements.

- **Open XS** – Little London area

The schools in this cluster have decided to terminate the existing cluster arrangements. The 5 primary schools already operate within the Lantern Trust and are currently looking at how they might discharge cluster services under new governance arrangements.



Report author: S Pentelow
Tel: 24 74792

Report of the Head of Governance and Scrutiny Support

Report to Scrutiny Board (Children's Services)

Date: 27 April 2017

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 enable the Scrutiny Board to consider the minutes of Executive Board 22 March 2017 to determine if there are any areas that warrant the focus of the Scrutiny Board before the end of the municipal year . The minutes are attached as appendix 1.

2 Recommendations

2.1 Members are asked to:

- Note the Executive Board minutes and consider if further Scrutiny is required before the end of the municipal year.

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.

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EXECUTIVE BOARD

WEDNESDAY, 22ND MARCH, 2017

PRESENT: Councillor J Blake in the Chair

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

160 Retirement of Alan Gay, Deputy Chief Executive

The Board paid tribute to the Deputy Chief Executive, Alan Gay for his services to the Council, as this would be the final Board meeting in which he would be in attendance prior to his retirement. Members thanked Alan for his always professional approach and for the crucial role he has played over the years in the management of the Council's finances. In response, Alan thanked Members for the kind words received, both at today's meeting and at the Council meeting of 22nd February 2017, and also for all of the support he had received during his time with the Council.

161 Late Items

With the agreement of the Chair, a late item of business was admitted to the agenda entitled, 'European Structural and Investment Funds (ESIF) Programme 2014-2020: The Local Flexibility for Reducing Unemployment Programme'. This was due to the fact that given the timing of the funding announcement by the Department for Work and Pensions (13 March 2017), it was not possible to include this item on the agenda as published on 14 March 2017, and due to the requirement that the funding agreement is signed within 30 days of issue, it was not possible to defer this matter to the next scheduled Board meeting (19 April). (Minute No. 175 refers).

162 Declaration of Disclosable Pecuniary Interests

There were no Disclosable Pecuniary Interests declared at the meeting, however, in relation to the agenda item entitled, 'Better Lives for People with Care and Support Needs in Leeds: The Annual Local Account of Adult Social Care in Leeds 2016/17', Councillor Golton drew the Board's attention to his position as Director on the Board of the 'Aspire' organisation. (Minute No. 167 refers).

163 Minutes

RESOLVED - That the minutes of the previous meeting held on 8th February 2017 be approved as a correct record.

REGENERATION, TRANSPORT AND PLANNING

164 The Development of Mixed Residential Communities in Leeds City Centre

The Director of City Development submitted a report which provided an update on the development of city centre housing provision, highlighted the

Draft minutes to be approved at the meeting
to be held on Wednesday, 19th April, 2017

important role to be played by the city centre in providing a mixed and vibrant residential community, whilst also noting the city centre's contribution towards the delivery of the city's housing targets. In addition, the report proposed an approach which looked to encourage and help secure the development of 'Build to Rent' housing, whilst also securing resources for investment in city centre affordable housing provision.

In considering the submitted report, Members reiterated the key role played by the city centre in the provision of accommodation, the delivery of affordable housing provision and in the achievement of the city's housing targets. In addition, Members highlighted the need to continue to progress the proposals as outlined within the submitted report, and linked to this, noted the work being undertaken with Department for Communities and Local Government on such matters, whilst also highlighting how the provision of high quality affordable housing was integral to the successful development of mixed residential communities.

RESOLVED –

- (a) That the approach, as set out within the submitted report, regarding the development of mixed residential communities in the city centre and the role this plays in housing growth, be approved;
- (b) That endorsement be given to an approach which recognises that the acceptance of commuted sums from 'Build to Rent' schemes may be appropriate and justified in accordance with Core strategy Policy H5;
- (c) That the proposed investment of commuted sums for affordable housing being reinvested in schemes within the boundary identified in Appendix 1 to the submitted report, be approved, which will be via a range of measures, as identified in paragraphs 3.11 to 3.13 of the submitted report and which is in line with the strategic approach towards developing mixed communities in Leeds City Centre, also as set out within the submitted report.

165 The Making of Clifford Neighbourhood Plan

The Director of City Development submitted a report which sought approval to 'make' the Clifford Neighbourhood Plan, following the result of the community referendum which took place in January 2017. In addition, the report also sought agreement for the Chief Planning Officer, in consultation with the Executive Member for Regeneration, Transport and Planning, to 'make' future neighbourhood plans under existing delegations. Finally, the report also provided an update on the scope and scale of neighbourhood planning across the city and highlighted areas of progress and good practice.

Members welcomed the submitted Neighbourhood Plan and commended the community and all relevant parties for the significant work which had been undertaken to date in order to get the Plan to its current position.

The Board considered the varying degrees to which different areas of the city were pursuing 'neighbourhood planning', and discussed the actions being

taken by the Council to assist those geographical areas which may not have established levels of community infrastructure in place, with reassurance being provided on the local support being provided, alongside City Development, by the Communities Teams.

RESOLVED –

- (a) That approval be given to ‘make’ the Clifford Neighbourhood Plan for the Clifford Neighbourhood Area;
- (b) That approval be given for subsequent Neighbourhood Plans to be ‘made’ by the Chief Planning Officer in consultation with the Executive Member for Regeneration, Transport and Planning, pursuant to existing delegations within the Constitution.

(The Council’s Executive and Decision Making Procedure Rules state that a decision may be declared as being exempt from the Call In process if it is considered that any delay would seriously prejudice the Council’s, or the public’s interests. In line with this, the resolutions contained within this minute were exempted from the Call In process, given that, as stated within the submitted report considered by the Board, it would not be possible to ‘make’ the Plan in accordance with the statutory timeframe which requires that the Plan be ‘made’ within 8 weeks from the day after the referendum is held, that being 27 January 2017).

HEALTH, WELLBEING AND ADULTS

166 Early Intervention and Reducing Health Inequalities Annual Report

The Director of Public Health and the Director of Adult Social Services submitted a joint report which presented an update on the ‘Early Intervention and Reducing Health Inequalities’ breakthrough project in the form of an Annual Report.

Responding to Members’ enquiries, the Board received an update on the progress which had been made on the procurement of specific contracts, as had been referenced within the 2016 Annual Report.

In considering the extent and rate of the progress being made as part of the breakthrough project and the monitoring of such progress, the complexities of the health issues being addressed were highlighted, whilst reassurance was provided in respect of the progress being made, and that when future Annual Reports were submitted, they would include a range of data and case studies regarding the performance of new services which had been commissioned in this area.

Officers noted a request that future versions of the Annual Report be made more accessible to the reader.

RESOLVED –

- (a) That the information, as presented within the submitted report and the appended Annual Report, be noted;

Draft minutes to be approved at the meeting
to be held on Wednesday, 19th April, 2017

- (b) That in addition to noting the aims and outcomes from the breakthrough project, it also be noted that this collaborative project supports the ambition for Leeds to be the Best City in the UK by 2030 and contributes towards the Leeds Health and Wellbeing Strategy 2016-21 (LHWS) vision that 'Leeds will be a healthy and caring city for all ages, where people who are the poorest will improve their health the fastest';
- (c) That it be noted that the breakthrough project also supports the key deliverables in the Leeds Health and Care Plan and the West Yorkshire and Harrogate Sustainability and Transformation Plan (STP).

167 Better Lives for People with Care and Support Needs in Leeds: The Annual Local Account of Adult Social Care in Leeds 2016/17

Further to Minute No. 133, 10th February 2016, the Director of Adult Social Services submitted a report which presented the Council's 2016/17 Local Account of Adult Social Care Services in Leeds. The Local Account document, entitled, 'Creating Better Lives for People with Care and Support Needs' was appended to the submitted covering report.

Responding to a Member's enquiry, the Board received an update and further information on several specific performance indicators, as detailed within the data associated with the Local Account, together with an offer to the Member in question that further detail could be provided if required.

In addition, Members considered the format of the 2016/17 Local Account document together with the date range of the associated data. In response to comments that such data was from 2015/16, Members were advised that at the time of production, the 16/17 statistics were not available, and as such, it was suggested that consideration be given to the timing at which future Local Accounts were submitted to the Board, in order to enable the inclusion of the latest information. With regard to the format of the document, the Board was advised that the aim of the concise format was to effectively communicate the key messages from it.

RESOLVED –

- (a) That the contents of the submitted report, together with the appended 2016/17 Local Account for Leeds, entitled "Creating Better Lives for People with Care and Support Needs in Leeds", be noted;
- (b) That it also be noted that the Head of Policy, Performance and Improvement for Adult Social Care will ensure that 'Creating Better Lives for People with Care and Support Needs in Leeds' Local Account is published on the Leeds City Council website within four weeks of consideration by Executive Board.

CHILDREN AND FAMILIES

168 Future in Mind: Leeds Strategy and Progress towards completion of Leeds' new SEMH Educational Provision

Further to Minute No. 93, 18th November 2015, the Director of Children's Services submitted a report presenting a strategy entitled, 'Future in Mind: Leeds 2016-2020' which had been co-produced by partners from the Children and Families Service and Leeds Clinical Commissioning Groups and which set out a vision for the city in tackling the universal, targeted and specialist social, emotional and mental health (SEMH) needs of children and young people in Leeds aged between 0-25 years.

In considering the strategy, Members noted the comments within it regarding attainment levels. In addition, responding to a Member's specific enquiry, the Board was provided with information on the actions being taken and the initiatives in place to support young people during the transitional period that they experienced between leaving the care of Children's Services and coming under the care of Adult Social Care. The Board also received further information regarding the 'high needs budget', which formed part of the Dedicated Schools Grant.

Furthermore, Members and officers noted a request that the Board received further information in the future which evaluated the provision and application of services for children and young people with mental health needs in Leeds.

In conclusion, the ground breaking nature of the joint strategy, together within the partnership approach being taken in this area was noted and welcomed.

RESOLVED –

- (a) That the following be noted:-
 - (i) Leeds is proudly leading the way in the UK through implementing an integrated strategy to support children and young people with social, emotional and mental health (SEMH) needs;
 - (ii) That the strategy is unique in having been co-produced by partners from the Children and Families Service and Leeds Clinical Commissioning Groups;
 - (iii) That 'Future in Mind: Leeds 2016 – 2020' was launched on 7th February 2017 at an event attended by 160 professionals, colleagues and partners from across the city pledging their commitment in working together to improve the lives of some of the most vulnerable 0 – 25 year olds in Leeds.
- (b) That the progress made in creating a world-class provision for children in Leeds with specialist social, emotional and mental health (SEMH) needs, be welcomed and endorsed;
- (c) That the implementation of a robust multi-agency mechanism which has been created in order to ensure that children and young people are

appropriately placed and have the right support, be welcomed and endorsed;

- (d) That it be noted that the officer responsible for overseeing the progress and continued implementation of the multi-agency mechanism is the Head of Complex Needs Service.

169 Leeds Joint Area Inspection of Services for Children and Young People with Special Educational Needs and Disabilities (SEND)

The Director of Children's Services submitted a report providing an overview of the changes to services for children with Special Educational Needs and Disabilities (SEND) as introduced by the Children and Families Act (2014), and the joint Ofsted and Care Quality Commission (CQC) framework for inspecting local area arrangements established to implement the Act. In addition, the report noted the findings of the Leeds SEND inspection which took place in December 2016, and outlined the next steps that would be taken in order to address the areas for development that the inspectors had identified.

Responding to a Member's request, officers undertook to submit to a future meeting of the Board, details of the actions to be taken in order to address those 'areas for development', as identified within the inspection outcome letter, and as specifically highlighted during the discussion.

It was also noted that Scrutiny Board (Children's Services) was scheduled to consider the directorate response to the inspection outcome.

RESOLVED –

- (a) That the contents of the submitted report, together with the outcome of Leeds' SEND inspection, be noted;
- (b) That the proposals for the post-inspection action plan, as detailed within the submitted report, which aims to address those areas identified for development and which would be monitored by the re-configured Steering Group, which reports to the Complex Needs Partnership Board (as chaired by the Executive Member for Children and Families), be noted and approved;
- (c) That it be noted that the responsible officer for the implementation of such matters is the Head of Complex Needs.

170 Innovation in Children's Services

The Director of Children's Services submitted a report advising of Children's Services' success in negotiating a three year investment of £9.6m in the city's services for children and families, which would be used to accelerate the city's reform agenda, helping to trial and develop new approaches and also reshape and refocus existing services. In addition, the report sought the Board's endorsement of the acceptance and use of such funding, and to give the Director of Children's Services delegated responsibility for the implementation of associated actions.

Members considered the level of funding which had been received, the period over which it would be allocated, and noted the undertaking that it would be fully utilised to continue to progress the improvement of outcomes for children and young people in Leeds.

Having noted the recent publication of the All Party Parliamentary Group for Children (APPGC)'s report into Children's Social Care in England entitled, 'No Good Options' and the fact that young people from Leeds had been involved in providing evidence as part of the compilation of that report, it was requested that Executive Board Members receive a copy of the document for their information.

RESOLVED –

- (a) That the success of Children's Services in attracting funding to the city be welcomed;
- (b) That the acceptance, use and planned investment of the Innovation Funding be endorsed;
- (c) That following resolution (b) above, the responsibility for the implementation of such matters be delegated to the Director of Children's Services.

COMMUNITIES

171 Housing Revenue Account Business Plan 2017/18 to 2026/27

The Director of Environment and Housing submitted a report presenting an updated Housing Revenue Account (HRA) Business Plan, including an outline of the main priorities, an updated Financial Plan and details of some of the emerging risks to the successful delivery of the plan.

In considering the submitted report, a request was made that further comparative information detailing how Leeds performed against other Local Authorities in the provision and the delivery of Council Housing be included within related reports in the future.

Responding to a Member's request to continue to lobby Government on the options available to the Council in order to assist with the delivery of further Council housing in Leeds, the Board was assured that the Council continued to pursue such matters with Government. Members considered the options available in terms of the further lobbying of Government, with a suggestion being made that a further cross-party letter could be submitted on behalf of the Council in respect of such matters.

RESOLVED –

- (a) That the HRA Business Plan for 2017/18 to 2026/27, as appended to the covering report, be endorsed;

- (b) That the future risks to the HRA, as detailed within the submitted report, and the impact that such risks may have upon the Council's ability to deliver some of its Business Plan priorities, be noted.

ENVIRONMENT AND SUSTAINABILITY

172 The development of Middleton Park and the establishment of an Urban Bike Park

The Director of Environment and Housing submitted a report which provided an update on the development of Middleton Park undertaken since 2014, and highlighted the evolution of land use proposals for the site, with specific reference to a proposal for the development of an urban bike park.

Members welcomed the proposals detailed within the submitted report, noted the interest that the project had already generated within the local community, together with the aim of the proposals to build upon the legacy of the 2014 Tour de France Grand Depart.

RESOLVED –

- (a) That the injection of £400k of grant funding from British Cycling, as a contribution towards the costs of establishing a series of trails and cycling facilities within Middleton Park, be authorised;
- (b) That the injection of £238.5k of grant funding from Sport England, as a contribution towards the cost of enhancing and renovating the former golf club house facility in Middleton Park in order to enhance opportunities for community engagement and participation in physical activity and to support the cycle trail facility, be authorised;
- (c) That the injection of a revenue income contribution of £240.0k from Parks and Countryside, together with the transfer of existing Leeds City Council match funding from within the current capital programme of £284.0k into the scheme, be authorised;
- (d) That expenditure of £1,162.5k to deliver an Urban Bike Park in Middleton Park, be authorised;
- (e) That the conditions attached to the funding to be provided by Sport England, namely the requirement to use both professional support and building contractors that are part of a competitively tendered framework contract established by Sport England, be noted, and with this in mind, approval be given that Contract Procedure Rules 8.1, 8.2, 9.1 and 9.2 are waived in order to support these appointments to implement any necessary improvements to the building, subject to the successful receipt of planning consent;
- (f) That it be noted under Contract Procedure Rule 3.1.4, that all external landscaping works are to be undertaken and overseen by the Parks and Countryside Service. It also be noted however, that as a condition of the grant from British Cycling, the service is required to engage with

a trail construction specialist for technical elements of the development, and as such, approval be given that Contract Procedure Rules 8.1 and 8.2 are waived in order to support the direct appointment of a specialist contractor to provide this support function;

- (g) That the engagement work already taking place on site be noted, and that the necessary authority be delegated to the Director of City Development in order to agree terms with Cycle Pathways, at market consideration, for their use of the former golf club house building, with the agreement that any arrangement entered into should include a community use agreement in order to facilitate the continued use of the facility by community organisations, groups and the Local Authority in its sport development activities;
- (h) That it be noted that the Chief Officer Parks and Countryside will be responsible for the implementation of the resolutions made, and the taking of any subsequent and related decisions regarding the principles of development as contained within the report.

(The Council's Executive and Decision Making Procedure Rules state that a decision may be declared as being exempt from the Call In process if it is considered that any delay would seriously prejudice the Council's, or the public's interests. In line with this, the resolutions contained within this minute were exempted from the Call In process, to enable, as stated within the submitted report considered by the Board, acceptance of the grant offers within the time limitations as set by the grant funders. The implication of not exempting these resolutions from Call In is that, should Call In be invoked, then Leeds City Council would potentially need to forgo the opportunity to benefit from the funding offer provided from external partners and in turn lose the opportunity to develop this flagship development in Leeds. In addition, both grant offers were formally submitted at the end of February, and as such, this had been the first opportunity to bring forward such proposals to a scheduled Executive Board meeting).

ECONOMY AND CULTURE

173 The Christmas Experience at Lotherton Hall

The Director of City Development and the Director of Environment and Housing submitted a joint report providing an update on the delivery of a new initiative entitled, 'The Christmas Experience at Lotherton Hall' held during the Christmas period 2016.

Members welcomed the submitted report and commended the innovative work of all staff involved. Given the success of this initiative, it was suggested that consideration could be given to potentially holding a similar event in a different part of the city, should the demographic data obtained from those who visited the 'Christmas Experience at Lotherton Hall' support such a proposal.

RESOLVED –

- (a) That the success of the project for both income generation and joint working across Council services, be noted;
- (b) That the potential of this, and similar schemes to support the delivery of Council services in the future, be noted and that such initiatives be encouraged;
- (c) That it be noted that the surplus generated from the initiative will be used to support the activities of the services involved and the continued provision of the ‘Christmas Experience at Lotherton Hall’;
- (d) That the staff involved in the delivery of this initiative be commended for their work.

EMPLOYMENT, SKILLS AND OPPORTUNITY

174 Ofsted Inspection of Adult Learning

The Director of Children’s Services submitted a report providing information on the outcome of the recent Ofsted Inspection of the Council’s adult learning provision delivered in communities across Leeds. The report provided summary information on the Adult Learning programme, the Inspection process, the key findings and also the actions required to continue to strengthen the quality of the provision and outcomes for learners.

Members welcomed the positive outcomes from the Ofsted inspection, as detailed within the submitted report, and extended their thanks to all staff who had been involved in achieving such outcomes.

RESOLVED – That the inspection outcome for the Council’s adult learning provision, together with the actions being taken to continue to strengthen performance and quality, be noted.

175 European Structural and Investment Funds Programme 2014 - 2020: The Local Flexibility for Reducing Unemployment Programme

The Director of Children’s Services submitted a report which notified that on 13th March 2017, confirmation was received by the Council that its joint bid with the City of Bradford Metropolitan District Council (CBMDC) to deliver the European Structural and Investment Fund (ESIF) Local Flexibility to Reduce Unemployment Programme had been successful, with the Department for Work and Pensions approving in principle the award of £4.9m ESIF grant to the Skills, Training and Employment Pathways (STEP) project. In addition, the report sought authorisation to commit a maximum of £1.4m of Council match funding to deliver the Leeds element of the STEP Project, and for the Council to work in partnership with CBMDC to manage this provision.

For those reasons set out within the submitted report, and as detailed at Minute No. 161, the Chair agreed for this report to be considered as a late item of business at the meeting. Copies of the submitted report and appendix had been provided to Board Members prior to the meeting.

Members welcomed the ESIF funding which had been received. Responding to a Member's enquiry, clarification was provided to the Board in respect of the amounts of funding which had been allocated to the two delivery partners, whilst Members considered the current position in respect of Brexit and what implications this may have in terms of similar funding initiatives in the future.

RESOLVED –

- (a) That the Council, as Delivery Partner, be authorised to work with the City of Bradford Metropolitan District Council under a Service Level Agreement, to deliver the Skills, Training and Employment Pathways Project, as part of the ESIF Local Flexibility for Reducing Unemployment Programme;
- (b) That a total expenditure of up to £2.8m by the Council, inclusive of £1.4m maximum match funding to deliver the Leeds element of the STEP Project over the next three years, 2017-2020, be approved;
- (c) That the authorisation of contract awards and the proposed funding allocations to subcontractors, which would enable the delivery of this specialist provision in Leeds, be delegated to the appropriate Director with the relevant scheme of delegation, in consultation with the Executive Member for 'Employment, Skills and Opportunity';
- (d) That it be noted that the timescales for the implementation of the above resolutions will be April 2017, as determined by the Department for Work and Pensions (DWP), acting as the ESIF Managing Authority and in accordance with the Council's Corporate Procurement Rules;
- (e) That it be noted that the Head of Projects and Programmes in the Employment and Skills Service will be responsible for the implementation of the STEP Project in Leeds, which is anticipated to commence in April 2017 and be completed by December 2019.

(The Council's Executive and Decision Making Procedure Rules state that a decision may be declared as being exempt from the Call In process if it is considered that any delay would seriously prejudice the Council's, or the public's interests. In line with this, the resolutions contained within this minute were exempted from the Call In process, given that, as stated within the submitted report considered by the Board, notification of the award of funding was received from the DWP on 13 March 2017, and as such the matter could not have been submitted to an earlier Board meeting. In addition, given the requirement that the funding agreement is signed within 30 days of issue, any invoking of the Call In process could jeopardise the Council's ability to be in a position to sign a Service Level Agreement to be the delivery partner with Bradford Council, and it in turn would mean that the Council was not in a position to sign the Funding Agreement with the DWP by the required date).

RESOURCES AND STRATEGY

176 Financial Health Monitoring 2016/17 - April - January (Month 10)

The Deputy Chief Executive submitted a report setting out the Council's projected financial health position for 2016/17 after 10 months of the year.

Responding to a Member's enquiry, the Board received further information regarding the latest position in respect of Business Rates reliefs and concessions, and discussed the number of businesses in Leeds which were affected by such provisions.

Furthermore, the Board noted the revised Minimum Revenue Provision (MRP) policy as agreed by Council on 22nd February 2017. In addition, and in response to a Member's enquiry regarding the continued pressures upon the Children's Services directorate budget, Members noted that actions were ongoing in order to monitor and look to address such matters.

RESOLVED –

- (a) That the projected financial position of the authority, as detailed within the submitted report, be noted;
- (b) That a budget virement of £906.8k from Civic Enterprise Leeds to Environment and Housing as outlined within paragraph 3.1.6 of the submitted report, be approved;
- (c) That the additional funding allocations for Leeds following the Spring Budget be noted, and that it also be noted that spending proposals will be brought forward in due course.

DATE OF PUBLICATION: FRIDAY, 24TH MARCH 2017

**LAST DATE FOR CALL IN
OF ELIGIBLE DECISIONS:** 5.00 P.M. ON FRIDAY, 31ST MARCH 2017