



**Agenda Item:**

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**REPORT TO SRUTINY BOARD:**

**SUBJECT: PROGRESS WITH AREA MANAGEMENT BOARDS (AMB's) ACROSS THE CITY**

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**EXECUTIVE SUMMARY**

Five Area Management Boards (AMB's) were established by Education Leeds in April 2005. Start up funding was provided in the financial years 2005/06 and 2006/07. This was to allow them to develop structures that would allow them to work with Education Leeds in considering the best approaches to improve behaviour and attendance management along with systems of inclusion within the city.

An additional £1million has been allocated by Schools Forum for the financial year 2007/08. This has been split by formula across the five AMB's. (See appendix 2) The purpose of this funding is to allow the beginning of localised delivery models to support inclusion across the city.

The purpose of this report is to outline the progress made so far with AMB's and to provide information as to their future development in the financial year 2007/08

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## REPORT TO SCRUTINY BOARD:

**SUBJECT: PROGRESS WITH AREA MANAGEMENT BOARDS (AMB's) ACROSS THE CITY**

**Electoral wards Affected: All**

**Specific Implications For:**

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in  
(Details contained in the Report)

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### 1.0 PURPOSE OF THE REPORT

- 1.1 AMB's have now been in existence for just over 2 years and have received start up finance that is outlined in the paper. They are now at the point of receiving additional funding from April 2007.
- 1.2 The purpose of this report is to highlight how start up funding has been used and proposed plans are for the current funding round.
- 1.3 Additionally the paper will give an assessment of progress made against the original aims of improving behaviour and attendance management along with systems of inclusion within the city.

### 2.0 BACKGROUND INFORMATION

- 2.1 In May 2004, seven Headteachers were nominated by their colleagues on head teacher's forum to start developing new ways of collaborative working to support the inclusion and behaviour agenda. This was the formation of the No Child Left Behind project (NCLB)
- 2.2 As a result they agreed the following key principles for change on which all future

NCLB developments have been based:

- That the vast majority of children are educated within mainstream schools
- That the system for behaviour support is predominantly wedge based
- That schools within each wedge have the responsibility for managing their children and the support available

### 2.3 **Towards collaborative working from April 2005**

Agreement was reached to move towards area ways of working, based on the City Council five cross phase administrative wedges from April 2005. Area Management Boards were established with area representatives, in the first instance from local primary and secondary schools and Specialist Inclusive Learning Centres (SILCs). Each board had a representative Education Leeds officer to ensure consistency at a citywide level.

### 2.4 **Funding to Area Management Boards**

The Schools Forum agreed delegating funds to schools from April 2005 to support collaborative working. Schools received the following funding from the headroom which they then pooled as a resource targeted through the area management boards. The initial funding allocated was:

- primary schools - £1,200
- secondary schools - £4,000
- SILCs - £2,000

This funding added up to an average of around £90,000 per wedge dependent on numbers of schools in each area.

This amount has been increased in line with inflation across the subsequent two financial years.

### 2.5 **Development of Area Management Board structures**

- Three of the AMB's took the approach of appointing Project Directors, The North West in June 2005, the West and South in April 2006.
- The North East appointed consultants to review need across the area and then moved to second a secondary and primary headteacher on a part time basis to provide management capacity.
- The East has adopted a different model with a more immediate focus on Extended Service Clusters as its delivery model. Two thirds of all start up funding has been vired directly to these clusters with one third retained to provide central management capacity.

### 2.6 **Leeds Area Management Boards**

#### **Terms of Reference & Performance Management arrangements**

Before approving the additional £1 million to AMB's for the financial year 2007/08 Schools Forum requested a paper on the proposed uses of that money which was provided for the October 2006 Schools Forum meeting.

At this meeting it became apparent there needed to be more work done in exactly defining the terms of reference along with Governance and Performance Management arrangements of the AMB's.

A further paper giving detail of the exact composition of AMB membership along with the inclusion of Governors appointed by Governors Forum as AMB members was prepared and presented to the January 2007 Schools Forum meeting. (see appendix 1) The paper was approved by both the Schools Forum and Governors Forum in January 2007.

- 2.7 **Membership of Area Management Boards**  
The terms of reference paper confirmed the membership of AMB's. (see appendix 1)
- 2.8 **AMB lines of accountability**  
These are defined in Appendix 1 but can be summarised as:
- 2.81 The AMB is accountable to all schools within the wedge and their Governing Bodies.
- 2.82 Annual targets will be set and agreed at the beginning of each financial year focussed on raising attainment, improved levels of attendance, reduced truancy rates and reduced numbers of exclusions.
- 2.83 Accountability will be monitored through a termly report to:
- all schools and their Governing Bodies in the wedge
  - AMB Chairs Group
  - Education Leeds Executive via NCLB Project Director
- They will also be accountable through performance management reporting to the following groups:
- No Child Left Behind Project Group
  - No Child left Behind Steering Group
- 3.0 **IMPACT OF AMB DEVELOPMENTS**
- 3.1 **Exclusions**
- Permanent exclusions have reduced from 166 in the academic year 2004/05 to 85 in the academic year 2005/06.
  - The figure for confirmed permanent exclusions in the current academic year 2006/07 is 66.
- 3.2 **Financial adjustments following exclusion**
- Following consultation with all schools agreement has been reached that an additional financial adjustment of £4,500 will apply to any pupil excluded after 1 April 2007. This was formally approved by Schools Forum in January 2007.
  - To enhance the rate of re-inclusion for permanently excluded pupils a school admitting will receive an additional £6,000.
- 3.3 **Re-inclusion panels**  
As of May 2007 all AMB's will have established re-inclusion panels that will meet to consider all cases brought forward by the Pupil Planning Team. This is much more efficient than the pupil planning team approaching individual schools.
- 3.4 **In Year Fair Access Protocols**  
These are in draft form and have been discussed at AMB's, Leeds High School Secondary Heads and the Admissions Forum. They replace the original Hard to Place Protocols that had been piloted across the city. Agreement on In Year Fair Access Protocols will need to be reached by summer 2007 so as to allow them to be fully operational for September 2007.

### **3.5 Reconfiguration of Education Leeds services**

3.51 Education Welfare Service has significantly reconfigured their service offer to meet the localised needs identified. Service offers are now being made at AMB or Extended Services Cluster level to allow resource to be most effectively deployed.

3.52 The Psychology and Assessment Service is also reviewing the configuration of its service offer for September 2007.

### **3.6 Links with Children Leeds**

3.61 AMB's were established before the significance of the move to an Integrated Children's Service had fully impacted. Significant developments in Extended Service Clusters have also emerged since the inception of AMB's

3.62 It was always envisaged that as Children's Services evolved we would review how the two would operate in future. In the West and East the AMB is already running joint meetings with the relevant Children Leeds area. Similar plans are being developed in the NE and are being considered in other areas. A symmetry is developing between AMB structures those of Children Leeds that will need to be formalised over the next academic year.

## **4.0 AREAS FOR FUTURE DEVELOPMENT**

### **4.1 Increasing the localised delivery of services**

Prior consultation with schools and key stakeholders has agreed that future funding models will shift maximum resources to schools and locality provision. Alongside this the agreed principle of early intervention within a localised delivery model.

### **4.2 Monitoring and accountability**

With the increasing resources allocated to AMB's it is imperative that we effectively monitor what impact they are having. Key Performance Indicators will be established with each AMB are focussed on the outcomes of children and young people.

### **4.3 Combining strategies**

AMB's are interfacing with rapid developments in Children's Services. It is therefore very important that we cement cohesion across key strategies including Specialist Inclusive Learning Centres (SILCS), Extended Services, Common Assessment Framework (CAF), 14-19 Strategy and Personalisation. To achieve this we are moving to a single Integrated Children's Services Strategy that will encompass the Inclusion Strategy, NCLB Strategy and SILC Strategy.

### **4.4 Local diversity and city wide consistency**

As we deliver our strategies we are confident that innovative solutions to local issues will be found rather than a one size fits all model for the city. Nevertheless we must also ensure that the monitoring and accountability systems for AMB's ensure that there is equality of opportunity and a consistent high standard of service available to parents, carers children and young people.

## **5.0 CONCLUSIONS**

5.1 AMB's are now at a point where they are formally constituted. They are equipped

to make a real impact on the localised delivery of integrated children's services. Critical to these developments is the necessity to carefully monitor and evaluate their progress in terms of improved outcomes for young people.

## **6.0 RECOMMENDATIONS**

6.1 To note the contents of this report.

6.2 To receive further reports over the year that allow Scrutiny Board to evaluate the impact of AMB's both in terms of:

- outcomes for children and young people
- the development of cohesive accountability structures across AMB's and Children's Services in each area