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

**EXECUTIVE BOARD: 13 June 2007**

**SUBJECT: PROVISION OF COMMUNITY LANGUAGE TEACHING IN LEEDS  
SECONDARY SCHOOLS – DEPUTATION TO COUNCIL**

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### **EXECUTIVE SUMMARY**

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

- 1** Representative of the South Asian Community Languages Support Group were granted a deputation to the Council on the 18<sup>th</sup> April 2007. The deputation was in relation to the decision of Education Leeds to mainstream the provision of community language teaching and identify as potentially redundant staff currently employed in the Community Languages Team. A copy of the deputation is attached.

#### **MAIN ISSUE**

- 2** The deputation reiterated concerns previously expressed by staff that the decision by Education Leeds to cease to provide this service would undermine the ability of schools in Leeds to maintain quality teaching provision of South Asian community languages in Leeds Schools.

#### **RECOMMENDATION**

- 3** The Executive Board is asked to note the concerns expressed in the deputation and the next steps described in the report.

Agenda Item:

Originator: Dorothy Smith  
and Pat Toner

Telephone:

## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 June 2007

### SUBJECT: PROVISION OF COMMUNITY LANGUAGE TEACHING IN LEEDS SECONDARY SCHOOLS – DEPUTATION TO COUNCIL

#### Electoral Wards Affected:

Ward Members consulted  
(referred to in report)

#### Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

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

## 1. PURPOSE OF THE REPORT

- 1.1 Representatives of the South Asian Community Languages Support Group were granted a deputation to the Council on the 18<sup>th</sup> April 2007. The deputation was in relation to the decision of Education Leeds to mainstream the provision of community language teaching and identify as potentially redundant staff currently employed in the Community Languages Team. A copy of the deputation is attached.

## 2. BACKGROUND INFORMATION

- 2.1 Education Leeds Board determined at its meeting in November 2005 that the provision of community language teaching was the responsibility of schools in Leeds where the legal responsibility for making appropriate provision lies.
- 2.2 Alternative provision which could be explored included directly employing members of staff, securing provision through an alternative provider, supplementary schools through the extended school initiative, and supply staff from agencies.
- 2.3 This increasingly meant that they were choosing not to engage staff through the

Education Leeds Community Languages (Teaching) team. The Education Leeds Board recommended that discussions take place with staff and school representatives on the long term implications of this.

- 2.4 The Community Languages (Teaching) team is a fully traded service with schools currently employing teachers.
- 2.5 Following extensive consultations Education Leeds Board received a further detailed report in November 2006 on the implications of mainstreaming this provision for the Community Languages (Teaching) Team employed by Education Leeds. It noted that an equality impact assessment had concluded that because of the commitment demonstrated by secondary schools in Leeds to make appropriate provision for community languages, there would be no adverse impact of provision if Education Leeds ceased to make provision as viable alternatives were available. This impact assessment noted that schools would be able to provide other community languages such as Arabic and Chinese, which reflect their community.
- 2.6 Three schools have already mainstreamed community languages into their modern languages department and these languages are available to all pupils. The subjects are not taught in isolation but part of a holistic atmosphere which contributes to community cohesion. Finally the impact assessment also notes that other authorities, for example Bradford, support community languages through supplementary and complementary schools. In Leeds there are a number of supplementary schools which are supported through free lettings, grants and a support worker.
- 2.7 As a result of the above Education Leeds Board concluded that it was appropriate for Education Leeds to cease to make provision for community language teaching in-house. However funding continues, through formula, to the value of £580K, to enable schools to make their own provision.

### 3. **MAIN ISSUES**

- 3.1 The deputation reiterated concerns previously expressed by staff that the decision by Education Leeds to cease to provide this service would undermine the ability of schools in Leeds to maintain quality teaching provision of South Asian community languages in Leeds Schools.

### **EDUCATION LEEDS RESPONSE**

- 3.2 The decision to cease to provide this traded service in-house was reached after extensive analysis, communication and consultation on the development of community languages provision in Leeds schools. There is objective evidence that Leeds schools are maintaining and indeed increasing the provision they make for community language teaching in general and the teaching of South Asian languages in particular. Since the Government's decision to recognise community languages as a modern foreign language in 2002, schools have increasingly exercised plurality in the provision of language teaching as evidenced by the range of provision details in 2.1 above.

### 4. **NEXT STEPS**

- 4.1 The process to consult staff and formally identify individuals as potentially facing

redundancy is now underway. Education Leeds continues to work with staff and their representatives to secure alternative to compulsory redundancy.

- 4.2 Education Leeds school improvement advisors are now routinely monitoring all the provision schools make for children of black and minority ethnic heritages including language teaching.

## 5. **IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**

- 5.1 The Education Leeds Board has ensured that an equality impact assessment has been undertaken. This assessment indicated that there would be no adverse impact on provision for children of black and minority heritage as a result of a decision to mainstream community language teaching and to cease to provide this service in-house.

## 6. **LEGAL AND RESOURCE IMPLICATIONS**

- 6.1 Decision on the deployment and use of Education Leeds staff are legally the responsibility of the Education Leeds Board.

## 7. **RECOMMENDATIONS**

- 7.1 The Executive Board is asked to note the concerns expressed in the deputation and the next steps described in the report.