

Every Child Matters

Leeds Children and Young People's Plan Annual Review – 2007

Summary Version 2.3 5th June

Foreword

This is the first Annual Review of the Leeds Children and Young People's Plan 2006-2009. The Review considers where we have made a difference and moved forward and highlights those areas where we still need to do more and to find new ways of working together to transform our services and further improve outcomes for children and young people.

Some of our successes from the past year have included:

- improved outcomes for children and young people of all ages: from raising breastfeeding rates, to the highest ever GCSE results, to more young people staying in learning at 16.
- engaging children and young people in taking a lead role in our work, for example through the 40,000 who took part in the Be Healthy Challenge, the award winning work of Youth on Health.
- winning awards and leading national pilots in new ways of working, such as Beacon Status for Healthy schools or the successful Budget Holding Lead Professional pathfinder.
- establishing the children's trust arrangements, developing our approach to corporate parenting.
- driving investment in local services: opening new children's centres, new schools buildings, and completing contracts for massive investment in new schools buildings, ICT, and social care facilities.

The key challenges that remain are....

- focusing our collective effort on those outcomes where we need to improve faster – particularly the progress young people make in secondary schools, reducing teenage conceptions and ensuring children and young people are safe in their schools and neighbourhoods.
- ensuring that we strengthen our children's trust arrangements to enable integrated and refocused front line services and commissioning approaches

The partnership has made great progress and we would like to thank everyone for their hard work, energy and inspiration over the last year. We know we have more to do, and this document sets out the priorities and actions for our next steps forward. But whatever the challenges, we know that we have the team in place to succeed and look forward to working together for another successful year.

Rosemary Archer
Director of Children's Services

Cllr Richard Brett
Executive Lead Member for Children's Services

Purpose, process and structure of this review:

Purpose

Our Review is based on two main elements to examine progress with our shared strategy to improve outcomes for children and young people Leeds:

- an evaluation of progress against the local targets, objectives and actions set out in the Leeds Children and Young People's Plan 2006-09;
- and a self-assessment against the national criteria set out in OfSTED Children's Services Inspection Framework.

We seek to answer the following questions in the Review:

- What are outcomes like for children and young people in Leeds? How do outcomes compare with similar areas and the national average? How quickly are outcomes improving?
- Are we narrowing the gap between vulnerable groups and communities and their peers?
- Are people who work in services that impact on children's outcomes working together effectively to support children, young people and families in the way that children and families have asked? Have we implemented our strategy well, and is it making a difference?
- How are our children's trust arrangements working to support the delivery of improved outcomes? Are our shared processes, strategies and management arrangements effective and value for money?
- What do need to do next to improve outcomes and improve the way we work together?

Process

This review process has included two main elements: *analysis*, where partners have reviewed key data, trends and benchmarks to inform assessment of outcomes and service performance, and *participation*, engaging with key stakeholders to support and challenge the review.

Participation has included:

- Children and young people: including surveys of school pupils, workshops and events including input from children in vulnerable groups.
- Parents and carers: consultation with the Every Parent Matters group
- Service staff and managers from across the partnership: this review was led and developed by a multi-agency project team, and included wider input through Outcomes Conversations, a Challenge Event and consultation through partnership boards and meetings.
- Elected members: a series of consultation events and workshops took place throughout the Spring including sessions with all Area Committees, Scrutiny Board and Member Seminars

Structure

We have structured the Review document as follows:

- **Our approach:** this section updates and restates our broad strategy, and sets out how we intend to reshape services in Leeds to better meet the needs of local children, young people and families.
- **Our priorities:** this section sets out our updated priorities, informed by the findings of this review
- **Review:** this section contains a detailed self-assessment of progress and impact against the Children and Young People’s Plan and the national inspection framework for children’s services.
- **Next steps:** this section provides a more detailed look at the priorities, objectives and action plans set out in the Children and Young People’s Plan, highlighting the key changes we plan for the next year.

Our approach

The way forward – our approach and priorities

This section sets out the distinctive approach that informs Leeds strategy for developing children’s services in the city. This builds on the approach set out last year and uses learning from implementing the plan.

Firstly, and above all else, our aim is to achieve the best **outcomes** for every child and young person in the city – to help them feel that they were ‘lucky they grew up in Leeds’. As set out in our Children and Young People’s Plan, our vision is that we want every child and young person to be

‘happy, healthy, safe and successful and free from the effects of poverty.’

Fundamental to achieving our aims is the need for building a culture of **safeguarding** in everything we do – to ensure we all work to make children and young people are safe and to promote their wellbeing. A key way for us to do this is to build **resilience**, or the confidence, knowledge and skills of individual children and young people (or of families or whole communities) to effectively manage change and challenges and to thrive. In addition **standards** are important – high expectations both for children and young people, as well as the services that work for them. Lastly, but vitally, we need to ensure that all our work is informed by.

In order to provide the best support for children, young people and their families we know that we need to change the way we work *with* them and *for* them. Our approach starts from the basis that **personalisation** should be central to the way we work, to ensure that we are properly focused on the individual ambitions, needs and circumstances of every individual child and young person. In turn, to personalise support we need effective **participation**, to ensure that our work is decided and directed alongside children, young people and families and that at each stage we agree with them what will be done next. To make this happen we will need to work in **partnership** at levels, from front line staff working together as a team for children and families, to managers and services working together to make this easier. Lastly our approach will be **preventative**, ensuring that we identify problems early and respond quickly in order to avoid problems becoming severe, and more difficult and costly to resolve.

What might this look and feel like for children, young people and their families?

We would hope that some feedback sounded something like this:

“They listened to me to understand what I wanted and what I needed and took the time to agree with me how we could work together to make things better. The person working with me was really good – they stayed in contact and checked that everything was going OK. The best thing was that they all worked with me to sort

things out and it was all a lot quicker than in the past and they came to meet me at the local Children’s Centre and started helping out right away.”

This might also look like	
Who	All children and young people, and their families or carers in Leeds. This applies from before birth to the age of 19, or to 25 for those with more complex needs.
What	A guarantee that high quality services will respond to each child or young person aspirations and support their needs through prevention or as they arise through triggers and care pathways.
When	Every day in schools, children’s centres, health services and other settings. And for those needing extra help there’ll be a quick response – immediately in emergencies – and within 7 days for all services.
Where	The central point for services will be in every community, within walking distance, in schools, health or children’s centres. From there some services, such as health visitors will attend children in their homes, and other more specialised services will be organised citywide but will be linked to local centres.
Why	We want children to feel that they were lucky to grow up in Leeds. We want to services to be high quality, responsive and trusted and to work in a way that is easiest and best for service users.
How	By agreeing with children, young people and families the services they want and need in their communities. By having clear standards and expectations for our services. By commissioning the best providers to deliver and holding them to account. By using the lead professional and clear care pathways.

Our Approach: further detail

- **Outcomes:** the five national Every Child Matters (ECM) outcomes have been adopted and adapted by Leeds. Firstly we want to be clear on our definition of outcomes – which in this document and in our wider work is defined as a *condition of well-being for a defined population*. Secondly we emphasise that the outcomes must not become new barriers to thinking or joint working – that work in one outcome can impact powerfully on another – for example play supports self-esteem, learning and health. Secondly to aid the use of the ECM outcomes we have reordered the outcomes to emphasise the importance of safeguarding and to present them in the acronym ‘SHAPE’ – we want children to be Safe, Healthy, Achieving, Positive and Economically successful
- **Personalisation:** Our approach is to provide integrated, tailored and proactive support for children and families. Traditionally the effectiveness of services has been hampered by ‘one size fits all’ services based around organisational boundaries and difficulties in engaging the hardest to reach, but most needy, families. In contrast, what we aim to provide is personalised support tailored to the needs of each child and family, provided by agencies working together and working hard and in new ways to engage with all and particularly differently with the most socially excluded. This will mean that we use individual learning plans, common assessment framework and personal

education plans to ensure that needs are met. This will require more integrated and coherence to achieve this so that children and families feel differently about the services they receive.

- **Participation:** Our approach here underpins everything we do because it is only by working with the child or young person or family and their need that we will understand the best way of making things better. This participative approach will increasingly be seen on a day-to-day basis to build on the good practice there is already in existence. This also means that there will be significant participation in service design – both at a front line level for example in a building, but also strategically too.
- **Partnerships:** Children Leeds will work to enable effective partnerships at every level of children’s services. The children’s trust arrangements provide the basis for this at a citywide and local level. Clusters around schools and children’s centres are increasingly important as a hub of development and access route to extended services, partnership with the community, and the universal offer. Within this, multi-agency teams will increasingly be developed to deliver more integrated services on a 0-19 basis that work effectively and respond to local need.
- **Prevention:** Our approach here again is based on responding to need, using early identification and effective support to prevent poor outcomes. This requires services to work to use shared assessments and triggers or thresholds to identify problems early, and to have quick and easy referrals on a continuum of need to highly effective and responsive more specialist services or targeted and intensive or acute support. This is often referred to as progressive universalism and is important because of what children and families tell us, but also because there is an increasing statutory basis to much of this approach. It continues with the thrust of the Preventative Strategy developed in Leeds in 2004, which has informed increasing co-location and co-operation between services and targeting of resources, for example through best practice from Sure Start, the West Leeds Project and other examples of multi-agency teams, extended services developments and the Seven Day Response teams,
- **Safeguarding:** This is a fundamental part of everyone’s responsibility across children’s services and way beyond, encompassing the preventative and protective responsibilities, and therefore central to achieving good outcomes. Systems, processes, cultures and communities have to support a situation where all agencies, communities and individuals respond appropriately to concerns in order to minimise risks of harm and maximise children and young people’s well being and future prospects. It is clear that children can only achieve across the five outcomes if they are safe, supported and well cared for.
- **Resilience:** We aim to help to build resilience in children, young people, their families and communities by equipping individual and communities with the knowledge, skills and capacity to better manage their lives, risks and challenges. This is important because we know that services, however good, cannot and should not manage people’s lives or assure their success. We know that some of the key building blocks of resilience are high educational attainment, social and emotional skills and the positive support of parents or other carers or adults.

- **Standards:** high standards and high expectations are vital for success. This applies both to our expectations and ambitions for children and young people, as well as our expectations for the services that work for them.

Our priorities

Our review has highlighted the need to be clearer about our priorities to ensure that across all local children’s services there is better understanding, ownership and action on the issues that count. The review has also informed analysis and debate on the key areas for improvement. The revised list of priorities refreshes and clarifies that set out in the CYPP last year and is intended to form a relatively stable set of priorities for the short and longer term. In addition and where possible the priorities have been expressed as priorities for all children and young people and for those with additional needs.

The list is set out below, grouped into two sections: the first for improving outcomes and the second for improving services.

Priorities for improving outcomes:

Every Child Matters Outcome	Priority	Long Term Priority	Short term priority
Stay Safe	1: Safeguarding	Embedding a safeguarding culture	Improving the assessment and care of children in need
	2: Safe communities	Strengthening community safety and cohesion	Reducing bullying
Be Healthy	3: Emotional Wellbeing	Promoting emotional wellbeing for all	Improving services for children, young people and families with additional mental health needs
	4: Activity and obesity	Reducing obesity	Raising activity
	5: Sexual Health	Improving sexual health for all	Reducing teenage conception
Enjoy and Achieve	6: Secondary Progress	Improving the progress made in secondary schools	Targeting underachievement
	7: Early Learning	Improving early learning	Enabling the engagement of parents and young learners in early years and primary schools
Make a positive contribution	8: Positive opportunities	Enhancing positive opportunities in and out of school	Reducing antisocial behaviour
Achieve Economic Wellbeing	9: Qualifications and skills at 19	Raising qualifications and skills levels for 19 year olds	Reducing the proportion of vulnerable groups not in education, training or employment
ALL	10: Narrowing the gap in outcomes for the most vulnerable children and young people		

Priorities for improving services:

Every Child Matters Outcome	Long term priority	Short Term Priority
Service Management	11. Extended services for every neighbourhood	Roll out of extended services in schools and children’s centres
Service Management	12. Parenting support for all	Proactive, tailored support for families facing the most severe challenges
Service Management	13. Personalised, joined up support for all	Roll out of Common Assessment Framework, Budget Holding Lead Professional and Individual learning plans

Stay Safe

Executive summary

The overall assessment for Stay Safe is **adequate**. Safeguarding outcomes are improving due to successes in key areas such as assessment and care management delivered by local partners over the past year and multi-agency partnerships are improving. However, our overall assessment remains adequate overall at present due to the need to ensure that these improvements are embedded securely and consistently across the city.

Particular successes over the past year include: improvements to key social care outcome measures; the continuing reduction in road traffic casualties and innovative work on Children Missing Education.

The key challenges that remain include: developing an effective multi-agency response to prevent and support the needs of the growing numbers of children, young people and families referred due to domestic violence, parental mental health and/or substance misuse; continuing to strengthen work on community cohesion and safety; continuing improvements in social care assessment and reviews; and lastly supporting this work through even stronger local partnerships.

Report card: progress against targets

Ref	PI Description	Leeds trend			Benchmark		Current	Target	Trend	Target	Status	
		2004	2005	2006	National	Similar					B: National	B: Similar
1	Increase the proportion of schools scored 2 or better for 'Learners adopt safe practices'	na	77.4	88.5				na				
2	Reduce admissions to hospital for accidental injury	-	-	-	na	na	-					
3	Increase re-registrations on Child Protection Register	5	4.5	9.1	13	13	11	10				
4	Increase the proportion of Reviews of Child Protection Cases that are carried out in statutory timescales	96	98	97.7	99	99	97	99				
5	Raise the % of core assessments for children carried out within 35 days	56	46	45.4	67	59	58	70				
6	Increase the stability of placements for Looked After Children	14	8.9	8.6	13	13	-	13				
7	Raise the rate of adoptions of Looked After Children	6.2	6.8	4.9	7.1	7.5	7.1					
8	Reduce the percentage of children and young people that report that they have been affected by bullying at school or in the community.	na	na	na	na	na	16	na				
9	Reduce the percentage of children and young people that report that they have been affected by discrimination at school or in the community	na	na	na	na	na	6.9	na				
10	Reduce the percentage of children and young people that think crime is a big or very big problem in their neighbourhoods	na	na	na	na	na	23	na				

Notes

'Na': not available either because the data has not been, or is not, recorded or published. '-': awaiting further data. All indicators relating to academic years include the most recent data in the 2006 column for consistency sake due to the mismatch between financial and academic years.

Review

Children and young people are safe, secure and cared for

Multi-agency safeguarding

In 2006/07 the Leeds Safeguarding Children Board (LSCB) made significant progress in the transition from the previous Area Child Protection Committee arrangements, establishing a new constitution and structures. The Board has been strengthened by the recent appointment of a Safeguarding Manager and an Independent Chair. During the year, the Board has led significant initiatives to develop safeguarding and shared learning through a research project into Sudden Infant Deaths and through Serious Case Reviews. A performance management framework, linked to the Children & Young People's Plan, has been agreed for the Board to further develop its work and to inform the progression and evaluation of interagency working to safeguard children. Immediate planning for the year will focus on establishing all the functions required of the LSCB in the 'Working Together' (DfES) guidance of 2006 and establishing baselines for the evaluation of interagency effectiveness.

The LSCB continues to contribute to ensuring that those who work with, or are in contact with children, have relevant knowledge and skills to undertake safeguarding activity in an effective manner. An extensive, and highly regarded, multi agency training programme has been maintained and is being further developed to meet the requirements of the safeguarding agenda. During 2006/07 [???] people were trained, and new courses were developed to strengthen safeguarding, e.g. on internet safety and a conferences and courses on neglect supported by the City Council sponsorship of a professorship in social work at Leeds Metropolitan University.

Corporate Parenting

The authority has established new and strengthened arrangements for corporate parenting, with enhanced roles and accountabilities for elected members, e.g. the establishment of the 'Our Looked After Children' board. This has led to an extension of the 'Corporate Carers Guarantee' for Our Looked After Children and Young People in and the establishment of a Corporate Carers Plan. The guarantee states that the views of looked-after children will be taken into account in what the Council does at all levels and a key element of the role of the Corporate Carer will be to help make sure the Council responds to their views. It also makes the commitment that the Children and Young People's Plan identifies our Looked After Children as a group for priority attention and ensures there are developments to improve the five outcomes for every looked-after child. Key elements include the implementation of 'Total Respect' and 'Blueprint' to assure the voice of Our Looked After children and young people in reviews of their own care plans.

Wider strategic planning and partnership working for looked after children takes place through the Multi-Agency Looked After Children Partnership (MALAP). During 2006/07 the MALAP revised its constitution and produced a strategic plan outlining how the Children's Trust will meet its obligations for these children and young people.

Safer recruitment

Good progress has been made in implementing the new Bichard requirements across the authority, coordinated by a multi-agency programme board. Work has included broad interagency training and revised council, school and health HR and recruitment processes. Further supporting the voluntary sector to develop better recruitment is the next challenge for the partnership.

Information sharing, integrated processes

Local partners have strong arrangements in place for the effective information sharing and early identification. Information governance is dealt with effectively through the citywide Information Sharing Group, which has developed an effective framework for quick but proper data sharing. The project to deliver ContactPoint in Leeds is judged to be 'green' for progress, assisted by recent agreements of an improved programme management framework. The Common Assessment Framework has been trialled successfully in the West Leeds Project and is now being rolled out across the city. Common thresholds are subject to consultation and will be agreed in 2007. Leeds is successfully implementing the Budget Holding Lead Professional (BHLP) pilot, including an additional BHLP project for Looked After Children.

Developing preventative services

The authority and its partners continue to develop innovative and effective preventative services for children and young people. In line with the CYPP, Education Leeds has invested in new services and partnerships for Children Missing Education. Through the work of this new team and partners the number of children on this register has been reduced from over 300 to 117 in six months. Other successful examples include; national pathfinder work with the DfES and NCB to audit the needs of parents with mental health and substance misuse problems which will be used to inform service planning and commissioning.

Improving assessment and care of Our Looked After Children or children in need

The assessment of care of children in need or in care has been improved over the last year. Key challenges raised by the authority and inspectors in the 2006 APA have been targeted for improvement and some show significant improvement.

Social care services have implemented improved performance management arrangements across the service and within local teams that have supported and informed strong improvements in performance across key areas, as detailed below, and explained in more detail in the Narrowing the Gap section below.

The number of children whose names have been placed on the Child Protection Register (CPR) has increased by around 30% in the last year, bringing Leeds closer to national average rates. This increase was expected as procedural changes have been made to re-adjust registration thresholds. Rates of re-registrations on the CPR and duration on the CPR are now rated 'very good' according to national thresholds.

This is seen as evidence of improved inter-agency understanding of, and responses to, safeguarding children, arising from a number of initiatives. All children and young people on the Children Protection Register have allocated social workers. The timeliness of reviews of children whose names have been placed upon the child protection register (98.2%, rated 'Good'), has remained much the same as in 2005/06.

The number of looked after children remains significantly higher in Leeds than in comparator authorities (Leeds 90.3; Comparator Group 67.6). The total number of looked after children had declined in recent years but the last 12 months has seen an increase of around 141 looked after children and young people. At 31st March 2007, 5.4% of our looked after children are disabled, 7.3% are unaccompanied asylum seekers.

Most outcomes for Looked After Children have improved substantially over the year and generally now compare well with similar areas and national benchmarks.

- Significant improvements have been achieved in the numbers of children adopted during 2006/07 from 4.5% to 6.9%.
- A review of children's residential care took place resulting in considerable progress in raising the standard of residential care in Leeds during the year, as measured by annual inspection reports.
- The number of looked after children with a named social worker at 92.6% of the total remain higher than for comparator authorities.
- There has been a significant improvement in the proportions of looked after children communicating their views to a statutory review from 49.7% in 2005/06 to 68.7% in 2006/07.
- Placement stability indicators show improved performance during 2006/07 and are significantly better than comparators.
- The percentage of young people leaving care who are engaged in education, training or employment at the age of 19 is better than that of comparators (the ratio is 0.73, or nearly three quarters the rate for all young people in Leeds).
- Health outcomes continue to improve year by year, but dental checks and the availability of dentists remain a problem.
- The rate of teenage conceptions are reducing amongst looked after young women, particularly those under 16.

Indicators of educational outcomes and those relating to offending for looked after children remain areas for development. In particular outcomes for looked after children that are also unaccompanied asylum seekers are generally lower than for other looked after children. These issues are priorities for action over the next year.

Case Study:

The Fostering Surgery – A quick response service for Foster Carers looking after some of Leeds most challenging children

The Fostering Surgery is a direct local response to both Foster Carer requests for a more rapid response for support in order to minimise the risk of crisis situations and placement breakdown. It is a monthly appointment based service for foster carers

who are not already receiving a direct service from the Therapeutic Social Work Team or Child and Adolescent Mental Health Services for a particular child they are caring for. Each consultation lasts for about an hour and the carer has the option of attending a maximum of three occasions per issue.

Carers discuss issues as diverse as: sexually harmful behaviour; attachment issues; soiling and smearing or aggressive behaviour. They may want advice about dealing with specific issues, reassurance that what they are doing is appropriate or signposting towards appropriate resources.

User/carers questionnaires are sent out with every consultation record and we have a high level of returns with a very good percentage of respondents indicating they would definitely come back to our service if they needed help in the future. Comments have included:

- ❖ The thing that helped me the most was the positive feedback I got when everything else seemed negative.
- ❖ Having a clinic for foster carers is an excellent idea especially as it does not involve the usual referral process.
- ❖ The consultation service offered a very high level of support that prevented breakdown of the placement.

Timeliness and quality of assessments and reviews

The last 12 months have seen significant progress in the care management of children and young people in need. The timeliness of initial and core assessments has improved substantially. Leeds' performance for initial assessments (59.9% in 05/06 and 73% in 06/07) is now considerably better than the comparator authority averages (58.6%) and exceeded our target performance. Similarly, major improvements have been made in the timeliness of core assessments (45.4% in 05/06 and 56% in 2006/07) The timeliness of reviews of Looked After Children has not improved and remains an area for development.

Developing resilience

In line with the CYPP, schools and early years settings continue to provide strong support to the safeguarding agenda and in particular in supporting a preventative approach and building resilience in children and young people and improving the ability of children and young people to keep themselves safe. OfSTED has judged nearly nine in ten local schools as 'good' or better in helping learners stay safe. This has been supported by a broad range of activities for building resilience and safeguarding over the last year. These include providing targeted PSHE & Citizenship, drugs, alcohol and sexual health awareness programmes which are part of the well-established Healthy Schools Initiative and Education Leeds Model of Intervention (Child Protection).

Wider initiatives

The provision of therapeutic services for children and families in Leeds in the child in need/child protection system is contributing significantly to the emotional and psychological well being of children and young people. The joint Health and Social Care Therapeutic Team has been established for a number of years in Leeds and is a part of the tier 4 CAMHS service. Its work emphasises building resiliency and competency in younger people, many of whom have experienced the most adverse situations. The work of Therapeutic Services embraces the concept that change is possible, and is the thread that runs through direct work with children and families and consultation and training provided to professional staff groups and carers.

Children and young people are safe in their communities

Reducing Bullying and Racial Harassment, promoting community cohesion

The partnership has made good progress in this area. A wide range of partners has collaborated to develop a shared Anti-Bullying Strategy, with children and young people playing a central role in this process (for example through ROAR: a consultation project with over 350 children and young people). DfES representatives have provided very positive feedback on this initiative. The next step is to fund and implement the strategy.

Monitoring and responding to racial harassment, as well as wider hate crime and community tension is improving and features some particular strengths. All schools continue to report racial harassment within the praised system developed in Education Leeds. The Government Office has praised the work of the Leeds Tension Monitoring Group as an example of best practice in the region. The partnership is now determined to build on these strengths and develop systems to monitor and respond to wider hate crimes. To this end the Safer Leeds partnership has secured funding for a new Community Intelligence Officer to collate and analyse both data and intelligence drawn from local staff in order to inform action and early intervention.

Work to promote community cohesion continues to improve. Notable successes include setting up multi-agency cohesion groups in areas such as East Leeds to provide support and engagement on a long-term basis. This has proved a successful model that has brought many partners together to work specifically with particular families and helped avert major incidents. Additionally partners came back to consider learning points around the pooling of resources and budgets. Particular work within children's services includes:

- leading practice associated with the Steven Lawrence Education Standard in schools and early years, which continues to be adopted by an increasing number schools and community partners;
- the development of Safer Schools Partnerships;
- a dedicated police liaison officer to improve informal responses to incidents within schools with the aim of reducing the number of children entering the criminal justice system in such circumstances.

Case study: the Stephen Lawrence Educational Standard

Introduction

The Stephen Lawrence Education Standard plays a critical role in achieving key outcomes for children and young people in Leeds. To date 69 Leeds schools have achieved the standard. The 12-point criteria for the standard range from securing race equality outcomes, to fulfilling the duties of the Race Relations (Amendment) Act 2000.

The 17 schools in the Morley family have been working to toward the Stephen Lawrence Equality standard which promotes racial equality, cultural diversity and global awareness. This was in response to reports of racial harassment.

Our approach

This is a multi agency project based around schools who have worked alongside partners including Education Leeds, the Leeds Racial Harassment project, the Police, Artforms, Morley Town Council, Morley Chamber of Commerce and Sport Against Racism. The scope of the project reaches beyond the pupils in these schools and embraces the wider community and parents.

At the start of the project all schools signed up to a collective statement:

‘Our aim is to promote and champion equality in our schools and to prepare young people to become engaged and responsible global citizens. We want our pupils to recognise the part they play within our local community in Morley and also within society in its widest sense. We have a duty to ensure that they appreciate and value the diversity of culture that lies across our city and to understand the part they play in creating an open society where everybody matters.’

The schools in the program will work together to: increase awareness of issues of race equality and cultural diversity; Embed issues of race equality and cultural diversity into the school curriculum; Enables staff, pupils and parents to be more assertive when dealing with issues of race equality.

Outcomes & impact

Multicultural values have been embedded into the curriculum which has increased vigilance and intolerance to racial harassment. Work in the community has produced a greater recognition of the value of equality and diversity.

Community safety strategies

The Safer Leeds partnership continues to make a significant impact on reducing crime and promoting community safety across the city. Analysis shows that recorded crime fell by 3.9% in 2006/07 when compared to the previous year, equivalent to 3,830 fewer offences. However the data also suggests that crimes against young people specifically have risen steadily since 2004. This trend is linked to rising levels of violent crime compounded by the fact that significant reductions in domestic burglary and vehicle theft are less likely to impact upon victimisation levels of children and young people. Links between the Safer Leeds and Children Leeds partnerships have been strengthened through shared senior representation to aid

joint strategic working and increasing front line collaboration through neighbourhood teams.

The use of prevention and diversion approaches are key threads of the city's ASB strategy and our focus on early intervention has seen an increase in referrals to diversionary activities. This approach has reduced the level of use for ABCs and ASBOs in recent years. We have introduced a review of all juvenile ASBOs at 12 months in line with Home Office guidance and as a result orders are being discharged or varied to respond to improvements in behaviour. The ASB strategy is due for review and when this takes place more explicit links will be made to the Children and Young Peoples Plan.

Whilst incidents of domestic violence recorded by the police have fallen by 5% since 2004, we continue to find meeting LAA targets challenging. A Domestic Violence Project Officer for Children & Young People has been established at Leeds Inter Agency Project (LIAP) to promote and support good practice and preventative work. LIAP have piloted the use of curriculum materials for schools on domestic violence. LIAP have also integrated good practice responses in relation to children and young people in all domestic violence training they deliver. Children's services provide effective support for this work – for example Early Years have developed a domestic violence action plan which has led to the inclusion of a domestic violence module in the Leeds Childcare Providers Quality Assurance Mark.

Accident Prevention

Local services have made strong improvements in preventing accidents. Most notably Leeds is in the top quartile of all authorities for reducing road traffic accidents for young people, reducing such accidents by over 50% since 1998. Last year Leeds Safety Rangers attended over 50 schools (including two Specialist Inclusive Learning Centres), with more than 2000 children aged 9-11 benefiting from their education and advice on a range of safety topics. To further promote improved joint working local partners are now finalising an updated Accident Prevention Strategy, with two of three key themes focusing on children and young people.

More information

More information from the review is available from our website, as set out below:

Data [URL]

Case studies [URL]

Partner strategies and service plans: [URL]

Be Healthy

Executive summary

The overall assessment for Be Healthy is **good**, due to evidence of improving outcomes, supported by outstanding participation by local and children and young people and increasingly effective partnerships between services.

Key successes include: the achievement of key targets relating to mental health services, raising activity and breastfeeding; the participation and leadership of children and young people on health matters in Leeds; and the effectiveness and Beacon Status of the Leeds Healthy Schools Programme.

Key areas for development include: addressing teenage conception rates and wider sexual health issues; improving joint work to support emotional wellbeing; and lastly raising activity and reducing obesity.

Report card: progress against targets

Ref	PI Description	Leeds trend			Benchmark		Current	Target	Status			
		2004	2005	2006	National	Similar			Trend	Target	B: National	B: Similar
11	Halt the increase in the proportion of 5-11 year olds that are obese by 2010	na	na	na	-	-	-	-				
12	Reduce infant mortality	5.41	6.1	5	5.1	-	5.4					
13	Raise the percentage of mothers initiating breastfeeding	na	44	58	-	60.5	60	54				
14	Reduce the proportion of mothers that smoke in pregnancy	na	26	34	-	17.5	19	32				
15	Raise the percentage of infants immunised against Diphtheria to 95% by 2007	93.4	92.3	91.1	-		93.1	95				
16	Raise the percentage of infants immunised against MMR to 95% by 2007	79.9	76.4	80.7	-	-	80.2	95				
17	Raise the proportion of schools that achieve the National Healthy Schools Standard	0	18.4	46	na	na	46	30				
18	Increase the proportion of 5-16 year olds that engage in 2 or more hours of high quality PE per week to 90% by 2009	63	74	83	80		83	75				
19	Reduce the percentage of young people that report drinking at least once per week	na	na	na	na	na	12.2	na				
20	Reduce the percentage of young people that report smoking at least daily	na	na	na	na	na	7.5	na				
21	Reduce the use of 'Class A' drugs by young people. [NEW]	na	na	na	na	na	na	na				
22	Reduce the diagnostic rate of new STIs among 16-19 year olds	-	-	-	-	-	-	-				
23	Reduce the under 18 conception rate to achieve the national 2010 target	47	-	-	42.6	na	-	-				
24	Reduce the average number of decayed, missing or filled teeth for 5 year olds in Leeds	na	na	na	na	na	na	na				
25	Improve the rating of Looked After Children PAF Health Indicators	75	71	73	79	76	74	75				
26	Increase in CAMHS services in Leeds	-	-	-	-	-	-	-				
27	Achieve the 13 week waiting time target for CAMHS	-	-	-	-	-	-	-				

Review

Promoting a healthy start and healthy lifestyles

Local partners have been successful over the past year in raising key infant health outcome targets in the CYPP. Firstly local partners have raised breastfeeding initiation rates, achieving the local target of a 2% increase over each of the past two years. Secondly the PCT has worked well to improve immunisation rates. Lastly there has been progress in reducing smoking during pregnancy. Infant mortality remains as an area for development as a key measure of health inequalities where Leeds continues to compare poorly to national outcomes.

Progress on raising activity and reducing obesity has been good. Both the Leeds Childhood Obesity Strategy and the School Meals Strategy have been launched and have informed a wide range of programmes and improvements building on the city's track record of innovation and expertise in this area. Highlights include: exceeding the Local Area Agreement (LAA) target for raising activity in schools, the 40,000 children and young people involved in the Leeds Be Healthy Challenge; the high uptake for daily exercise in primary schools through the daily exercise initiative (see case study below) and a wide range of training and investment to raise skills and improve menus through the work of the School Meal Strategy.

Case Study ***Daily exercise***

In Leeds the data from 2004 indicates that over 25% of our children and young people are overweight or obese. In response, as part of the Healthy Schools Programme, a Daily Exercise Programme for all primary children has been launched which includes 'Wake Up and Shake Up' - a form of daily exercise involving music and aerobic movements of the body. These sessions are short, sharp and energetic helping to stimulate the body and mind.

Nearly 90% of primary schools have now received training to carry out the programme and it is being comprehensively implemented across the city. Staff, pupils and even some parents are thoroughly enjoying being involved in the scheme and the pupils have now started to lead their own sessions and a city wide competition is currently taking place.

Further daily support is being provided to Leeds schools for the development of daily exercise in the form of the 'Take Ten' resource pack. This will add significantly to the list of activities that schools can use.

Outcomes & impact

The Healthy Schools programme is a major contributor to plans to reduce childhood obesity, emphasising the links between different kinds of health:

"Every day we challenge ourselves to do something new with skipping. We have made charts with targets. We are getting fitter". "We all discussed as a School council and decided what to do together" "School council picked a challenge from Emotional Health because we have exercise everyday and we're improving us dinners already. We have a treasure book and we put good things in our lives in it every morning. We are also going to put world cup jokes in the register. The Be Healthy! Challenge makes people happy so there is less bullying" (Pupils from East Youth On Health).

Initiatives such as the Daily Exercise programme aim to address the key issues by early and comprehensive intervention across the city. Our portfolio of approaches will be enhanced and modified as further data and evaluation becomes available through the well established Leeds health partnerships.

Teenage conception rates in Leeds continue to be an area for development because improvements in earlier years have been largely reversed during 2004 and 2005. As such the local partnership has reviewed the local strategy and has agreed changes to governance structures and commissioning arrangements. In addition young people have been very actively engaged through groups such as the Young People's Sexual Health Advisory group (Y-SHAG) to work with the NHS and other agencies in the ongoing redesign of local services, including the establishment of the 'City-Wise service' a sexual health service that is co-located with the main Connexions Access Point in the city centre, creating a virtual one-stop shop. The Youth Service continues to undertake valuable work in this area, particularly the C-Card programme for condom distribution that is in operation citywide.

Dental decay amongst children and young people in Leeds was identified as well above the English average in the CYPP needs analysis last year. Oral health services have been improved over the last year through local commissioning. At the end of 2006 almost 72% of all Leeds children and young people had attended the dentist in the past 24 months, which is well above the national average. However, in light of continuing concerns over oral health, particularly for some key vulnerable groups (such as Our Looked After Children and Asian heritage groups), the PCT is now undertaking a review of commissioning options to address this issue.

Local strategies and partnership working to reduce smoking and alcohol abuse continues to strengthen and develop new approaches. To reduce smoking partners are focussing on promoting smoke-free homes and schools, with good progress due to effective involvement by local schools. Linked to the Healthy Schools Standard, over three quarters of local schools are now wholly smoke free for both pupils and staff and this work supports pupils as advocates for smoke free homes. Local services are developing new approaches to smoking cessation, for example Leeds PCT is undertaking a pilot Smoking Cessation and Young People Project at the Cockburn College of Arts, in partnership with other local services and the school. Joint citywide working on reducing the impact of alcohol abuse has been improved through the shared development of the Alcohol Harm Reduction Strategy (AHRS) by the Safer Leeds and Healthy Leeds partnerships. This strategy brings together community safety and health issues and provides a clear framework for targeted joint working over future years.

Substance misuse services have been improved through more effective local commissioning. This stems from a needs assessment in 2005, involving young people, which has led to multi-agency commissioning to establish new Tier 2 treatment services for young people, improved access for BME communities and new Tier 3 services. Performance has improved with new providers, as recognised in the latest Government Office assessment which provided a 'Green/Amber' overall assessment. The main area for development identified in that joint review was the proportion of young people treated within five days. Local partners recognise this issue but are confident that it will be improved and are assured that these young people are well supported to access services.

Support for the health promotion of vulnerable groups is effective. The health of Looked After Children is a high priority. Latest data (05-06) show that performance

continues to improve and 92% of all health needs assessments were completed to timescale over the past year. Dental health checks are an area for development. Support for the health of disabled children is effective overall, supported by joint commissioning of services. Further improvements require further strengthening of inter-agency working, which will be undertaken over the next year with the arrival of a local coordinator and the agreement of an interagency strategy.

Case Study
The Youth Health Bus

The main objectives for the Health Bus are to create a mobile service delivery to reach those users to whom mainstream services are difficult to access. Since its launch, the services using the Health Bus have increased markedly and it is now used by a number of different organisations to enable people to access healthcare and health advice citywide. The uniqueness and quality of the service has been recognised, including winning a The Strategic Health Authority's West Yorkshire Modernisation Award in 2004

Teenagers

The Bus offers help and advice on a number of subjects including condom distribution; Chlamydia screening; emergency Contraceptive; drug awareness; stopping smoking; healthy eating and bullying.

Teenagers have indicated that they enjoy using the bus, particularly because they are treated with respect by the dedicated staff; useful information is made easily accessible and the service is confidential. Research suggests the Bus is particularly effective in attracting use by boys, who often more reluctant than girls to access mainstream clinics.

Gypsies & Travellers

Research suggests health problems amongst Gypsies and Travellers are between two and five times more common than the settled community. The Bus has become an accepted and welcome service to this minority group and the staff now includes a Mental Health Professional and the Advocate from GATE who works with the Travellers. In January 2007 the council provided a hard standing area on a Cottingley Springs site previously inaccessible to the Bus so that the service could be extended.

No Fixed Abode

The Bus also provides a pilot mobile health service for the single homeless population in Leeds, offering services which include a doctor, nurse, mental health worker and drugs worker. During the original 12 week pilot 95 homeless people visited the Bus, mostly to see the doctor. By the end of September 2006 234 homeless people had been seen and treated.

In Conclusion

The Health Bus has proved to be an effective platform in areas which can be quite challenging.

Promoting emotional and mental wellbeing

Emotional and mental well-being is an area where the support provided by local services is improving. CAMHS services have been much improved over the last year. Waiting times have improved and access to emergency support is in place. Specialist Child Adolescent and Mental Health Services (CAMHS) is now a fully comprehensive service that also delivers training, liaison and consultation to other agencies' Tier 1 services across Leeds. The full range of services is accessible to children and young people with learning difficulties.

Wider support for mental and emotional wellbeing is also improving and includes initiatives showing strong local innovation and best practice. Examples include the work of the Social and Emotional Aspects of Learning (SEAL) initiative in schools, and successful multi-agency BEST and MAST teams.

Links between services are developing. Pilot work is underway in 2007 to link CAMHS services more directly to Children Centre services and the No Child Left Behind (NCLB) programme within school partnerships. School collaboratives are working to develop improved joint provision through NCLB, supported by wider initiatives in clusters of Children's Centres and extended services around schools are continuing to develop wider services. However, partners recognise the need to continue to improve joint working and develop better referrals and care pathways in order to meet the needs of local children and young people and address the concerns of some universal services and parents.

Participation by Children and Young People

Health promotion and service development is very well supported by the energy, active involvement and leadership of local children and young people. Examples include the Youth on Health programme which won the Yorkshire and Humberside 2006 "Making a Difference" award for young people's participation in shaping service delivery; the participation of pupils through the vast majority of Leeds schools that are now engaged in Healthy Schools and the 40,000 children and young people that helped lead, develop and implement the Be Healthy Challenge in 2006.

Partnerships for Health Promotion

The health agenda in Leeds is further supported by highly effective local partnerships and services. First and foremost this is shown in the Leeds Healthy Schools Standard (LHSS) programme, which was awarded Beacon status in March 2007. During the assessment LHSS was rated as outstanding for leadership, vision and strategy; community and customer engagement and empowerment, partnerships and outcomes. The service has achieved and exceeded all its LAA targets, and has contributed to a marked increase in attainment in the schools in deprived areas where its work is focused. Wider examples of effective partnerships range from the strategic, in the joint appointment of a Director of Planning and Commissioning for children's health that is shared between the PCT and the DCS Unit in the council, to front line delivery, for example in the participation of health services in the development of 7-day response teams linked to Children's Centres and the Budget Holding Lead Professional pilot.

Improving the quality and accessibility of local services

NHS children's health services are effective overall and generally achieve national standards and targets for maternity and children's health. Waiting times and service accessibility for NHS services are acceptable. For the 2007 Healthcare Commission's Annual Health Check, Leeds Primary Care Trust is compliant against Core Standards CS2 and CS23. National health targets are met in most aspects (pre-school health surveillance, general and specialist access to all health services, rising breastfeeding rates) and exceeded in some (.e.g. Healthy Schools and universal neonatal screening).

Hospital services are a key area for development. In the Healthcare Commission Improvement Review of services for children in hospital 2006, Leeds Teaching

Hospitals Trust scored an overall 2 (fair, largely satisfactory) in every major area, except on the emergency care environment, where there are many areas for improvement against a number of key standards. This is being addressed through the new Service Level Agreement between Leeds PCT and the hospital which includes an incentivised action plan for improvement. Notwithstanding these improvements ongoing local plans to improve hospital children's and maternity services will be key to the longer term resolution of these issues.

Local health services continue to make good progress at improving care pathways and responding to the Children's and Maternity National Service Framework (NSF). The NHS Making Leeds Better (MLB) programme has made progress on the development of specific care pathways for a range of both acute and long term conditions. Leeds has undertaken multi-agency baseline assessment and planning exercises against all of the National Service Framework Standards and key actions have been identified and implemented.

The Child Health Promotion Programme (CHPP) is being implemented and Health Visiting Services are being better targeted as a progressive universal service, raising service activity in the 30% most deprived Super Output Areas. Plans are in development to shift team bases into Children's Centres.

Multi-agency provision of health services and health promotion is increasingly widespread and effective. Support for health in schools is highly effective, as set out in the section on Healthy Schools above. The work of the health team in the Youth Service is widely praised as good and best practice. Lastly provision in early years settings is also a strength, building on successes in Sure Start partnerships. All 23 phase 1 Children's Centres deliver health services to support targets around healthy outcomes including healthy eating initiatives, baby massage, pre-natal services, and new baby groups in partnership with health and early years staff. Partner health agencies have open access to community facilities, health visitors and midwives are developing locality based services with integrated child care and family support provision. The Leeds Sure Start Partnership has commissioned, in partnership with health, a number of services including counselling, speech and language therapy, dietetic services to develop early intervention and preventative practice.

More information

More information from the review is available from our website, as set out below:

Data [URL]

Case studies [URL]

Key documents [URL]

Enjoy and achieve

Executive summary

Executive summary

The overall assessment for Enjoy and Achieve is **good**. Most key outcomes continue to improve well, but challenges remain, particularly in secondary school outcomes and for more vulnerable groups of children and young people. Despite these challenges capacity to improve is good due to the range of innovative strategies in place, well supported by strong partnerships between schools and between schools and services.

Key successes include: improvements to results at Key Stage 3; successful partnership working to improve school effectiveness; and the sustained reductions in the number of schools below national minimum ‘floor’ targets at all Key Stages over recent years.

Areas for development include: improving the progress made (or ‘value added’) by learners in secondary schools; improving outcomes for vulnerable groups and Looked After Children in particular; and lastly in continuing collaborative efforts to further improve behaviour and attendance in secondary schools.

Report card: progress against targets

Ref	PI Description	Leeds trend			Benchmark		Current	Target	Status			
		2004	2005	2006	National	Similar			Trend	Target	B: National	B: Similar
28	Ensure no school in Leeds is placed in an Ofsted category of concern	na	0	2	na	na		0				
29	Increase the proportion of schools scored 2 or better by Ofsted for overall effectiveness	na	51.6	60.4	na	na		60				
30	Increase the proportion of schools scored 2 or better by Ofsted for the overall effectiveness of leadership and management	na	54.8	66.7	na	na		na				
31	Increase the proportion of 5 year olds achieving 6+ in core elements of the FSP	51	46	43	na	na		47				
32	Increase the proportion of 11 years olds achieving Level 4+ in KS2 in English in line with value added estimates	78	79	79	79	79		83				
33	Increase the proportion of 11 years olds achieving Level 4+ in KS2 in maths in line with value added estimates	75	76	76	76	77		81				
34	Increase the proportion of 14 year olds achieving Level 5+ in KS3 in English in line with value added estimates	66	70	70	73	71		72				
35	Increase the proportion of 14 year olds achieving Level 5+ in KS3 in maths in line with value added estimates	70	70	75	77	77		74				
36	Increase the proportion of 14 year olds achieving Level 5+ in KS3 in Science in line with value added estimates	62	65	69	72	71		71				
37	Increase the proportion of 14 year olds achieving Level 5+ in KS3 in ICT in line with value added estimates	61	65	68	na	na		71				
38	Increase the proportion of 16 years olds achieving 5+ A*-C or equivalent in line with value added estimates	45.4	49.7	52.2	57.5	55.7		58				
39	Increase the proportion of 16 years olds achieving 5+ A*-C or equivalent including English and maths in line with value added estimates	36.2	38.5	40.4	44.1	42.2		44				
40	Increase the proportion of 16 years olds achieving 5+ A*-G or equivalent in line with value added estimates	85.7	86.6	86.5	90.8	90.1		89				
41	Increase attendance in secondary schools to 92.3% by 2008	91.0	91.3	90.9	92.1	92.0		91.9				
42	Increase the percentage of children and young people that rate playgrounds and parks in their neighbourhood as good or better	na	na	na	na	na	53.6	na				
43	Increase the percentage of children and young people that rate opportunities for sport in their neighbourhood as good or better	na	na	na	na	na	60.6	na				
44	Increase the percentage of children and young people that rate opportunities for taking part in music, art or drama in their neighbourhood as good or better	na	na	na	na	na	59.6	na				

Notes

'Na': not available either because the data has not been, or is not, recorded or published. '-': awaiting further data. All indicators relating to academic years include the most recent data in the 2006 column for consistency sake due to the mismatch between financial and academic years.

Review

Early years

Early years provision continues to be good and improving in Leeds. Preparations to deliver the Early Years Foundation Stage curriculum and the pilot to give vulnerable children free access to education from the age of 2 are complete. The Children's Centre programme is on track and the centres provide a fully inclusive service for disabled children. Outcomes presented through the Foundation Stage Profile are not yet fully clear due to the need to embed effective assessment and moderation, but current data suggest a significant area for development in improving outcomes, particularly for children in the most deprived wards. The authority and its partners have continued to make an impact in driving up quality in the sector. Examples include improved moderation of FSP and targeted work on Communication Learning and Language in areas of disadvantage. Feedback from providers and early evidence suggests this work is improving provision.

Primary Schools

Primary schools in Leeds are good but improvement has slowed in recent years and it is now an area for improvement to raise outcomes, particularly in the most deprived areas of the city. The National Strategies team is providing effective support and has shown a clear impact on schools targeted for support. New arrangements for enhanced support have been agreed in response through the implementation of primary School Improvement Partners and through the 'Leeds Challenge' targeted programme for schools with low value added.

Secondary Schools

Secondary provision is improving but significant challenges remain, particularly at Key Stage 4. Schools and Education Leeds have worked well together to markedly improve standards over recent years, particularly at Key Stage 3 and in those schools targeted for additional support and challenge. The interventions of the National Strategies team and the well-managed implementation of School Improvement Partners have had a clear impact. Transition between primary and secondary has been improved through partnership work to identify and disseminate best practice and through intensive support to targeted cohorts by the Connexions Transition Personal Adviser team offers. As a result improvements in Key Stage 3 results have been ahead of national and benchmark trends, reaching the top quartile for improvements in English. Due to these initiatives local results are now in line with similar areas and have narrowed the gap to be close to the national averages.

Performance at Key Stage 4 has also continued to improve due to the significant and sustained effort and focus by schools and Education Leeds. The impact of this work can be clearly seen in the enhanced improvement rates of schools targeted for support and intervention as well as in the markedly reduced proportion of local schools that are below floor targets and/or in OfSTED categories of concern. Particularly successful initiatives include: the effective use of partnerships between schools and headteachers, as seen in the successful work of a local headteacher

seconded to support Intake; partnerships with wider services (see John Smeaton case study below) or in the effective implementation of personalisation and vocational curricula such as seen in Pudsey Grangefield. Overall, the proportion of students achieving 5 or more grades A*-C in particular has risen ahead of national trends. Performance on wider measures is less consistently positive, suggesting a possible over-emphasis on pupils on threshold borderlines. In part due to lower improvement in wider Key Stage 4 indicators, measures of progress or value added remain as a key area for development, particularly within some schools and pupil groups.

Championing the needs of vulnerable groups

Local partners continue to provide a wide range of targeted programmes to improve the attainment and achievement of vulnerable pupil groups. These initiatives, allied to the wider improvements in schools outlined in this section, have led to some improvements in educational outcomes for most of these groups. Particular successes include: broad improvements for Asian heritage learners across Key Stages; marked reductions in permanent exclusions for all vulnerable groups; and some improvements for some Black heritage learners at GCSE. However, significant and serious gaps in outcomes remain, and for some groups there is no clear evidence of sustained and significant overall improvement, particularly for Looked After Children, pupils eligible for Free School Meals and generally for Black heritage learners. Whilst it is important to place this within the wider context, and to recognise that these challenges are shared nationally and in similar areas across the country this remains a key challenge and a priority for improvement for Leeds.

Support for inclusion in education in Leeds is good and improving. Children's Centres provide a fully inclusive service for children with complex needs. The vast majority of pupils with Special Educational Needs (SEN) continue to be educated in mainstream schools. Specialist Inclusive Learning Centres (SILCs) generally provide good direct provision, ensure that most of their learners access some mainstream provision and also provide effective specialist support and expertise to other schools through local networks. Out of Area placements are relatively low, funding is directed to schools effectively and early through the Funding For Inclusion scheme and statementing processes are very efficient for the small minority with more complex needs. The main area for development in this provision is the Behavioural Emotional and Social Difficulties (BESD) SILC, which has recently been placed in Special Measures but a robust action plan is now in place.

The No Child Left Behind (NCLB) project is the main strategy for change in inclusion, and has been recognised as a national pathfinder for its impact on behaviour and truancy. NCLB has been effective in developing local partnerships of schools and services, Area Management Boards, to address key challenges for inclusion. This strategy, supported by increasingly effective local leadership and collaboration has had a marked impact on outcomes, performance and shared processes over the past year. Key successes include: a reduction in permanent exclusions from 166 in 2003/04 to 85 in 2005/06; improvements to provision for learners not on school rolls – with the Pupil Referral Units all rated by OfSTED as good with some judged to have outstanding features, and new quality assurance arrangements in place for alternative provision; new agreements on admissions and reintegration, with 80% of

schools now agreed to a ‘Hard to Place’ admissions protocol and Admission Panels in place in all wedges that ensure excluded pupils are reintegrated within the area.

Successful progress on attendance and truancy has continued over the past year. Key successes include: the Local Area Agreement target for unauthorised absence has been achieved a year ahead of schedule and strong evidence of impact on schools targeted for persistent attendance. The Attendance Strategy has been praised by DfES and continues to innovate, with one new project to ‘Re-engage with the Rhinos,’ a partnership with the Leeds Rugby Foundation and a second uses 1st day absence calling and text messaging to parents and carers. Early evaluation shows improvements in parental engagement, attendance and behaviour. However, overall attendance rates for the city declined in 2005/06, due in large part to declining performance in schools not targeted by the Strategy. This is a key area for development, requiring additional input from Education Leeds and wider partners.

Learning places

Work to support quality improvement in early years settings and schools is good and has continued to improve over the past year. Overall levels of schools and early years settings judged to be inadequate by OfSTED are generally in line with or better than in similar areas or the national average. The new School Improvement Policy has been effective at building capacity and directing support and intervention towards greatest need through the effective use of school partnerships, School Improvement Partners and Education Leeds teams. Advisers judge schools requiring the most support to be making at least reasonable progress. The DfES rates the School Improvement Partner (SIPs) programme as generally good and well managed, providing an effective external challenge to schools and Education Leeds. The National Strategies team is judged to be effective and well led, although there are some areas for improvement such as the use of data. These strategies are supported by an innovative and increasingly effective development agenda that seeks to drive improvement through joint ‘transformational programmes’ with schools covering e-learning, learning communities, learning places of the future, transformational leadership and personalisation.

Improvement strategies are well supported through a large, successful and well-managed programme of investment in learning facilities. Through the Private Finance Initiative, Building Schools for the Future programme (£240m) and local capital programmes we have transformed learning environments, winning national awards for quality and creativity. Phase 1 of the Children’s Centre programme is complete and 23 centres are in place in the most deprived wards. Collaboration to set up the new David Young Academy has been identified as best practice. The contract for the BSF Strategic Partner for ICT has been awarded and RM has commenced working with school staff and pupils using the £24 million ICT investment for 14 schools. A further £12m funding is available for the eight PFI secondary schools. Every pupil has an electronic learning space through the Leeds learning network in advance of the DfES target of 2008.

Learning communities

Improvement within schools and early years settings is now being well supported through successful and creative initiatives to develop parent, family and community links. Key successes include: the rollout of 52 Parent Support Advisers in place in 79 primary and high schools across the city that has been prioritised on levels of deprivation, exclusions and attendance and recognised as a model of best practice by the DfES; the progress in developing clusters of children's centres and extended services in schools that has exceeded targets and won national recognition; outreach workers in early years settings; and lastly the impact of Choice Advisors in the recent admissions round.

Play, sports and arts

Progress on the key actions to improve play set out in the CYPP has been good. A thorough audit of play provision has been completed, the Leeds Play Strategy has been agreed and a [successful??] bid for funding has been submitted to the Big Lottery. New leadership and partnership arrangements have been agreed to deliver the strategy and investment, with support from all members of the Integrated Strategic Commissioning Board. Wider improvements include: over £450,000 invested in play facilities for older children e.g. BMX tracks; the 'Magical Garden' scheme for creative play environments in Children's Centres; the significant investment and future funding secured for playing pitches.

Provision for sport for children and young people has seen excellent progress and improvement over the past year. This includes progress in all the main areas highlighted in the CYPP: investment; school and club sport and engaging vulnerable groups. Outcomes are improving, with more pupils engaging in two or more hours of sport and more achieving the Key Stage 2 swimming standard. Further indicators also show improvement, with more young people now members of sports clubs, attending leisure centres and engaging in activities. Engagement with vulnerable groups is effective through projects such as reduced costs schemes associated with the Leeds Breeze Card, the Positive Futures project for sport for those at risk of offending and reduced cost support for talented young people through local elite coaching. This improvement has been well supported by services enhanced by local partnerships – both through the PE and School Sports Club Links (PESSCL) Strategy that better links schools and local sports clubs and through School Sports Partnerships based around specialist sports colleges. Investment has further supported improvement, e.g. the opening of the £5.7 million redevelopment of the John Smeaton Leisure Centre, and progress on two new centres as part of the £30 million PFI scheme.

Arts provision for children and young people continues to grow and improve through better partnerships between services, schools and a wide range of other organisations. Leeds has developed a dynamic and coherent strategy over the last four years that ensures all children and young people have a wide range of opportunities, experience and activities with which to engage. Through this strategy over 70,000 are active carriers of Breezecard which gives them access to a wide menu of activity, children at risk of crime or offending are more rapidly being reintegrated into more sociable behaviour and those with significant limits to their opportunity; whether because of finance, race, geographic location, culture, are more easily finding activities they can engage in. Breeze On Tour (a series of large scale

events held through out the summer holidays in inner city parks) is now in its fourth year, and has so far been very successful in attracting young people from 0-19 and their families with over 45,000 attendances since its launch in 2004. Thirty-six local voluntary organisations join Leeds City council in the delivery of the events with representation from across the council. In addition to this, key successes include: the involvement of children and young people in major events and initiatives such as the Grand Theatre redesign or the Children and Young People’s Film Festival; the success of BookStart in encouraging reading, shown through the 100% of children provided with books and increases in library membership; and the growth of activities in extended services around schools. Overall arts provision is a real strength in Leeds but the partnership have further ambitions and an area for development is to work with children and young people to develop their own Cultural Strategy for the city.

[The Brownhill Primary School Case Study](#) shows how school improvement project work on leadership can lead to improved outcomes

[The John Smeaton Case Study](#) shows how through targeted multiagency projects we can significantly improve outcomes for schools and pupils in challenging circumstances.

[The NCLB Case Study](#) illustrates our approach to inclusions and radically transforming processes and outcomes. [The “LAZER” Case Study and Strengthening Families Case Study](#) illustrates our work to engage some of the most vulnerable and hard to reach groups.

More information

More information from the review is available from our website, as set out below:

Data [URL]

Case studies [URL]

Partner strategies and service plans: [URL]

Make a positive contribution

Executive summary

The overall assessment for Positive Contribution is **good**. Key outcomes are improving, supported by strong service performance and effective partnership work in participation and the development of positive activities for young people.

Particular strengths include: achieving key targets for youth offending and school behaviour; arrangements for participation; and the quality and range of initiatives to support personal and social development.

The main areas for development include: ensuring consistency and coherence in participation across the partnership; developing preventative approaches to anti-social behaviour and offending; and lastly launching the Youth Offer and integrating youth support services with Connexions.

Report card: progress against targets

Ref	PI Description	Leeds trend			Benchmark		Current	Target	Trend	Target	Status	
		2004	2005	2006	National	Similar					B: National	B: Similar
45	Increase the proportion of children and young people that report that they have a satisfactory say in their communities	na	na	na	na	na	-	na				
46	Increase the proportion of children and young people that reported that they are satisfied with the way they had a say in local children's services	na	na	na	na	na	-	na				
47	Reduce the percentage of children and young people that report that they have been affected by bullying at school or in the community.	na	na	na	na	na	16.4	na				
48	Increase the percentage of children and young people that rate opportunities for volunteering in their neighbourhood as good or better	na	na	na	na	na	35.5	na				
49	Reduce the rate of fixed terms exclusions from schools to 25 per 1000 by 2009	73.7	68.3	68	51.2	57.3		na				
50	Reduce the number of permanent exclusions from schools to 25 by 2009	166	120	85		na		100				
51	Reduce the number of first time offenders who are under 18 years of age	2076	1925	1875								

Notes

'Na': not available either because the data has not been, or is not, recorded or published. '-': awaiting further data. All indicators relating to academic years include the most recent data in the 2006 column for consistency sake due to the mismatch between financial and academic years.

Review

Participation

Arrangements for participation have made good progress over the past year and continue to be a strength. The work of the Youth Council and the Reach Out And Reconnect (ROAR, a participation group drawn from harder to reach young people) has continued to developed well. Examples from the past year include representatives from both Youth Council and ROAR collaborating on the design and operation of processes to enable the Youth Opportunity and Youth Capital Funds to be distributed and the successful Youth Council Scrutiny Report on transport.

Strategic and city wide participation is well supported at all levels. Participation within schools is very good. In December 2006, 96% of schools had an active school council, and work is continuing through the Healthy Schools Programme to support and develop school councils and raise awareness of the value of links into Leeds Youth Council and other participation groups across the city. Participation with services is also good and often excellent. This has been facilitated by the work of 'The Project' – a voluntary sector organisation that has for three years operated the Parti-cip8 initiative on behalf of Children's Services. The Project has delivered 42 programmes of work, supported over 200 volunteers, and worked in partnership with more than 30 agencies. The impact of this and wider work was shown in the Be Healthy section above and also in other areas such as the development of the Anti-Bullying Strategy.

Work to enhance participation through a single shared framework for participation across all local partners has made progress but is yet to be completed. Developments have included focussed work at both an Open Forum and at Children Leeds Partnership, securing agreement on the adoption of the national Hear By Right standard, and successful pilots of the Participation Evaluation Toolkit (PET). Completing this work is an area for development that will be addressed during 2007/08.

Local efforts to ensure vulnerable and hard to reach groups can participate and have their voice heard are improving. The proportion of Looked After Children and Young People contributing to reviews of their care has been improved. Further developments to achieve this improvement and to further progress include: joint work between Children's Social Care and voluntary sector partners to develop a service wide model drawing on the "Blueprint" approach to participation; delivery of the "Total Respect" package to enabled children and young people to train professionals in listening to the views of looked after children and young people; and the piloting of an electronic tool, in conjunction with looked after children and young people, to encourage their contribution to reviews. Arrangements for disabled children and young people are, overall, less comprehensive and embedded. As a start towards addressing this, a new post of "communication and participation worker for disabled children and young people" has been established in social care.

Positive opportunities

The Youth Service provides a good range and quality of opportunities for young people. The service exceeded its reach target in 2006/07. Satisfaction levels with the service are excellent – 985 young people took part in the first annual user survey exercise this year and a satisfaction rating of over 90% was achieved. Accreditation of achievements has been much enhanced, particularly through the use of the Duke of Edinburgh Award scheme. Involvement of youth groups in the Duke of Edinburgh Award Scheme has been pivotal to recording an overall Youth Service achievement of 644 accredited outcomes in 2006/07

The Youth Service and Social Care Services continue to provide access to positive opportunities for disabled young people. Joint work in partnership with Friends of PHAB to run weekly provision. The club's membership includes 55 disabled young people. Their highlight of the year was a residential at Herd Farm for 20 young people, 18 of whom are disabled.

The Youth Service's performance reflects strong improvement since 2004 inspection. Progress has been well monitored by the Scrutiny Board for Children's Services and progress has been judged as generally good. The next challenges for the service are to implement the Breeze Youth Offer and to successfully manage the localisation and integration of the Connexions service. Good progress has been made, and capacity is in place to deliver these changes. Leeds was selected by 4Children as one of four pilot authorities to progress the Youth Matters agenda, specifically the publication of the youth offer and the creation of an Integrated Youth Support Service. A Transition Manager for the Integrated Youth Support Service has been engaged for 2007/08. The Youth Council continues to be an important contribution to developing the youth offer.

Wider support for developing positive opportunities is very effective. The Leeds mentoring service is nationally recognised for its scale and excellent practice, and maintains over 4,000 mentoring partnerships across the city. Work takes place in the business (366 mentors), statutory and voluntary sectors as well as schools (645 peer mentors), colleges and universities. The authority runs a BME mentor group and this maintains over 280 mentors from a Black and Minority ethnic background.

Leeds is performing well and rated in the top 20 local authorities for developing extended services and opportunities on or around school sites. The September 2006 target of 35 schools was exceeded and Leeds is on track to meet targets set for 2010 ahead of schedule.

Support for volunteering remains an area for development overall, although there are promising projects in place. One such project is one where the Learning Partnerships and Leeds College of Technology work in partnership to deliver Millennium Volunteers and Xperience 9. MV Leeds projects supported 250 young people from across the city in 2006/07 to access a range of part time voluntary opportunities. Xperience 9 supported 76% of its cohort of NEET young people into EET through tailored volunteering and support packages.

Lastly, a wide range of positive opportunities are supported through provision for play, sports and arts in the city. These are discussed in the Enjoy and Achieve section above.

Personal and social development

Services to support personal and social development in Leeds are good, and include examples of excellent, leading practice. This is particularly focused around schools and early years, and the strong targeted input of partners through a range of initiatives that, taken together, are supporting significant change and development in the culture, curricula and day to day learning of staff and students in education.

The Leeds Healthy Schools Programme has achieved national Beacon Status. The programme has engaged nearly all schools in Leeds and is discussed in more detail in the Be Healthy section above.

Both the Investors in Pupils and the Stephen Lawrence Educational Standard originate in Leeds and are recognised as national best practice in developing engagement and cultural change in schools and learners. More schools have adopted these initiatives over the past year, including some in areas facing significant challenges. The latest data show that 23% of schools are accredited to the Stephen Lawrence Award scheme and 20% of children's centres have joined the Early Years Stephen Lawrence scheme. 24% of primary schools have achieved the Investors in Pupils Award. Lastly there is similar and valuable work on inclusion and social development through the Inclusion Charter mark, where 31% of schools have now achieved the standard.

As a result of these initiatives provision for personal and social development in education are good and improving. The latest data show that 84% of Leeds schools inspected by OfSTED received a rating of good or better for the judgement, "The extent to which learners make a positive contribution to the community." These improvements are valuable but further work remains, as partner evaluation continues to suggest additional work is needed to ensure consistent standards in personal and social education across the secondary sector in the city.

Youth offending

Leeds can report considerable success in preventing offending. The number of first time entrants into the youth justice system was reduced from 1940 in 2005/06 to 1875 in 2006/07. This means that the number of first time entrants is approximately 10% lower than the 2004/05 baseline position. The Youth Offending Service (YOS) directly supervised 2047 interventions with 1480 individuals during 2006/07. To build on this success Leeds YOS is currently coordinating the development of a youth crime prevention strategy on behalf of the city. Leeds YOS is also working with the Police and Education Leeds to develop Safer School Partnerships in the city. The two main areas for development are improving the proportion of young offenders reintegrated in education, training or employment and addressing the over-representation of Looked After and Black and Minority Ethnic young people in the youth justice system.

Attendance and exclusions

Local schools and partners have been successful in addressing deep rooted issues with behaviour and attendance over recent years. This has largely continued over the past year. Support for behaviour management has been improved, and the No Child Left Behind initiative has been identified as a model of good practice by DFES. As a result of improved collaboration permanent exclusions have been dramatically reduced from 166 in 2003/04 to 85 in 2005/06, including improvements for vulnerable groups and more limited positive trends in fixed term exclusions. Reintegration and alternative provision have improved with Pupil Referral Units judged to be good with some outstanding features in OfSTED inspection.

The most recent attendance data shows marked successes in interventions in targeted schools, and some progress with individuals targeted for persistent truancy. DfES feedback on the city's Attendance Strategy is very positive. However, despite this attendance overall declined slightly in secondary schools in Leeds in 2005/06 and as such remains below target and the national average. As this is a key area for improvement Education Leeds are working with schools and the DfES to further enhance local interventions.

Antisocial behaviour and Respect

Leeds has been chosen as a Respect Pilot, and children's services are part of the city's strategy, especially through the Early Years and Youth Service and the Youth Offending Service. Key strategies include prevention and diversion for those at risk of anti-social behaviour, and our focus on early intervention has seen an increase in referrals to diversionary activities. This approach has reduced the level of use of ASBOs for youths (u18) in recent years from 75 in 2004/05 to 35 in 2006/07. This has been linked to a focus on the use of (non-punitive) ABC's and diversionary methods. The use of ABC's with youths has risen from 129 in 2004/05 to 143 in 2006/07. Of these 143, 84 young people were referred to a total of 134 intervention schemes. We have also introduced a review of all juvenile ASBOs at 12 months in line with Home Office guidance and as a result orders are being discharged or varied to respond to improvements in behaviour. The ASB strategy is due for review and when this takes place more explicit links will be made to the Children and Young Peoples Plan.

The Positive Activities for Young People scheme was assessed in 2006/07 by Connexions West Yorkshire as good. These services provide effective support for disaffected young people to gain the skills, confidence and accreditation to pursue employment or further training in the sport and recreation field. PAYP was enhanced this year with the launch in May 2006 of a Sports Academy. PAYP plays an integral role within the council's anti social behaviour strategy. In 2006/07 the scheme worked intensively with 549 referrals. PAYP is operated within an Out of School Activity approach through which 2033 young people were recorded in 2006/07 as participating in positive activities.

Targeted preventative work is growing in range and effectiveness. 4Children has selected the Beeston Hill area of Leeds for one of its preventative partnership initiatives. The Early Years and Youth Services have agreed to commission

4Children to lead and manage the delivery of the full integrated offer including 0-19 children's services and support for families, integrated health and community services in the Beeston Hill area. Alongside this there have been some very good examples of community cohesion work such as collective work at South Leeds High School and the organisation of "Mini Breeze" local events during the holiday periods. Hotspots are identified through local partnerships and the tension monitoring team. The Mini Breeze events targeted key communities in 2006. This resulted in an increased attendance by BME young people from 1244 in 2005 to 1739 in 2006.

Intensive parenting support

Positive opportunities and outcomes for young people are supported by effective work with parents and carers. More general parenting work is detailed elsewhere in this document but this section evaluates more intensive support for parents of young people at risk of offending or antisocial behaviour.

There are positive signs that key initiatives for families of young people at risk of offending or poor behaviour are making an impact. The Signpost project expanded its work at the end of 2006 to impact in East as well as South Leeds. It works with up to 40 families at any one time. External evaluation highlights, amongst other achievements, evidence of a reduction in the number of offences committed by young people involved in Signpost. The Budget Holding Lead Professional Pathfinder (BHLPP) has enabled the development of five rapid response professional teams that provide swift and easy access to universal and targeted services for all children, young people and families in the 31 Super Output Areas in the lowest 3% in the city. Evaluation to date has been positive. Lastly the Youth Offending Service has secured significant funding for parenting classes and has implemented a Webster-Stratton programme.

Case study:

Case study:

More information

More information from the review is available from our website, as set out below:

Data [URL]

Case studies [URL]

Partner strategies and service plans: [URL]

Achieve economic wellbeing

Executive summary

The overall assessment for Achieve Economic Wellbeing is **good**. Outcomes overall are generally good. Outcomes are generally improving and key targets are on track to be achieved. Local partnerships are effective and capacity to improve is strong.

Key successes include: improvements to the proportion of young people in learning or work; improvements to qualification levels for 19 year olds; and lastly the growth and positive impact of vocational qualifications that have supported these improvements.

Key areas for development include: improving the proportion of 17 year olds that remain in learning or work; implementing the 14-19 Review to improve value for money and effectiveness in post-14 learning; and lastly completing and implementing the citywide Parenting and Family Support Strategy.

Report Card

Ref	PI Description	Leeds trend			Benchmark		Current	Target	Status			
		2004	2005	2006	National	Similar			Trend	Target	B: National	B: Similar
52	Reduce the percentage of year 11 leavers that are NEET status	8.6	8.2	8.2	7	na	7.6	Yellow	Red	Yellow		
53	Reduce the percentage of 16-18 years olds that are NEET	9.3	10	8.8	7.7	na	8.8	Green	Green	Yellow		
54	Reduce the proportion of 16-18 year olds in the 'unknown' category	na	8.4	7.8	-	-	8.3	Green	Green	Yellow	Green	
55	Increase the proportion of 19 year olds with Level 2 qualifications	57	60	62.9	72	67	63	Green	Green	Red	Red	
56	Increase the proportion of 19 year olds with Level 3 qualification	36	40	41.2	47	42	43	Green	Yellow	Red	Yellow	
57	Improve the proportion of schools scored 2 or better by Ofsted for the judgement 'how well learners develop skills for economic well-being'	na	55	72.9	na	na	69	Green	Green			
58	Increase the proportion of children and young people that report that they are satisfied with their neighbourhood	na	na	na	na	na	-					
59	Reduce the proportion of children under 16 yrs of age living in households where all adults are unemployed	-	-	-	-	-	-					
60	Reduce the percentage of school age children living in Local Authority housing that does not meet the set standard of decency	na	na	7.1	na	na	na					

Notes

'Na': not available either because the data has not been, or is not, recorded or published. '-': awaiting further data. All indicators relating to academic years include the most recent data in the 2006 column for consistency sake due to the mismatch between financial and academic years.

Review

Outcomes

Important outcomes are improving and there is good progress towards key targets. The local Not in Education, Employment or Training (NEET) target for 16-18 year olds was met in 2006, through the impact of focused work by Connexion and local partners to improve support and guidance for students and improved routes and pathways to learning. The number of young people in full-time education increased from 69.15% to 73.31% between 2005 and 2006. Over the same period the percentage in learning increased remained stable at just over 80%. Successful initiatives include the reengagement project that targets those most at risk of NEET, the recruitment of 148 long term and 80 medium term NEET into learning, recruiting 15 additional Personal Advisors (PAs) and a NEET co-ordinator to better develop prevention and targeting vulnerable groups. Despite this improvement NEET rates remain below national averages and NEET rates for 17 year olds have not improved so this remains as key area for improvement overall. Local partners are confident of improvement and clear plans are in place to deliver the agreed Local Public Service Agreement target of 6.6% by the end of the 2007/08 academic year

Local partners have raised educational outcomes for 19 year olds consistently since 2004. Value Added between GCSE and A/As/Advanced/GNVQ levels is good overall: 9.27 points above the national median average. The rate of improvement has been more than that seen in both benchmark authority groups and nationally. This reflects both the impact of improvements in secondary schools over recent years, and the improved range and quality of post-16 learning. Significantly, vocational qualifications are playing a crucial role. The curriculum offer for learners at KS4 is expanding every year. These courses are taken by more students year on year and the contribution these qualifications are having on performance is demonstrable; for example, the proportion of non GCSE qualifications contributing to the total points scored in Leeds has more than doubled since 2004 and now stands at 16.3%. Significantly, there is clear evidence for the impact of vocational qualifications on pupil's performance. Leeds learners generally have performed below expectations for the past three years whereas pupils with at least one non-GCSE qualification have performed closer to expectation every year. All schools in Leeds now offer at least one non-GCSE course, often through partnerships with other providers. However, and despite these improvements, qualification levels remain below similar authorities, and well below national averages. Some providers and some schools continue to face challenges in retention and progression despite improved support and quality assurance. This will be addressed by local partners through the developing plans for structural change in 14-19 provision, as discussed below.

Information, advice and guidance

Information, advice and guidance services are effective overall and have improved over the last year, in particular with successful targeted and preventative work for young people most at risk of poor outcomes. The annual survey shows that PAs in schools and colleges are providing high quality information, advice and guidance. The plans and capacity to manage the localisation of Connexions into an Integrated

Youth Support Service for Leeds are in place, making progress and have been praised by Government Office. The localisation process should deliver significant efficiency savings and scope for enhanced services. Local partners, led by Youth Service have begun join up the Youth Offer, which will lead ultimately to a city wide offer linking the core curriculum to broader learning and recreational opportunities.

Preparation is complete for the introduction of the Leeds on-line Area Prospectus from October 2007. It will include details of all programmes delivered by schools, colleges and other providers in the city. It will also include opportunities available for young people through the integrated youth offer and include extensive impartial information and advice that will support learner choice

Support for the transition of Looked After and disabled young people to adulthood, work and adult support services is good overall. Through the effective support of a dedicated transitions team, a high proportion of care leavers progress to further learning or work and a significant number progress to Higher Education. Transition planning and support for disabled young people is also good, with all young people supported by multi-agency transition planning.

The 14-19 Strategy and local partnerships

The 14-19 Strategy is good and well supported by strong and improving citywide and local partnerships. There is wide representation on citywide groups and leadership has been strengthened by partners agreeing that Education Leeds and the Learning and Skills Council should drive the future agenda. At a local level currently around three quarters of schools and a number of FE colleges are involved in 14-19 partnerships with shared management, timetabling and other supporting arrangements.

The 14-19 Strategy and partnerships are driving improvement across the agenda. Firstly there have been improvements to apprenticeships and work placements, including: a major increase in the apprenticeships programme with employers providing places for 1,400 learners; a rise in work experience placements - 8,000 Year 10 work experience placements now provided annually by 6,000 employers and support for over 300 extended work placements; lastly Leeds has developed the innovative and unique Job Guarantee scheme involving major employers who offer 14-16 year olds work placements leading to employment. This work has wide support from education and employers, supported by a new post in the Chamber of Commerce focusing on developing employer activity.

Secondly developments of learning routes and pathways are making good progress. Preparatory work for the first 5 specialised Diplomas is complete and they will be available for teaching in Leeds from September 2008. Work is underway on the development of a Leeds Curriculum Framework to ensure that Leeds is able to meet the statutory requirement to ensure that all young people can access all 14 specialised Diploma lines by 2013 and deliver the Leeds Learner Entitlement. The range and quality in provision for post-14 learners is rapidly developing, as set out in the section above. Improved shared quality assurance processes have been put in place.

Thirdly good progress is being made by local partners on shared infrastructure projects. A common application system for Post 16 courses is ready for pilot in the 2007-8 academic year and will be available to all learners from September 2008. It will simplify the application process for the learner and provide valuable management information. Good progress is now being made to develop an innovative Leeds-wide electronic Individual Learning Plan (eILP) which will be vital for delivering the city's personalisation agenda. The city has been successful in attracting funding for learning facilities through PFI, Building Schools for the Future and other sources. This investment is already supporting wider improvements to learning and coordination is improving to ensure effective linkages between Further Education, school and wider estate strategies.

Lastly the local partnership is progress the citywide review of 14+ learning in Leeds, which was carried out by Cambridge Education on behalf of the Learning and Skills Council and published in November 2006. Partners are now considering the recommendations for improvement. These refer to college mergers; new post 16 centres and vocational skills centres; significant investment in the Further Education estate; links to adult and community.

Life and work skills at all ages

Local schools and partners provide good support for developing work and life skills for all young learners. The work of a range of enterprise initiatives such as the Leeds Education Business Partnership as well as wider initiatives to develop life, communication and teamworking schools such as Healthy Schools, are having a positive impact on pupils and students. There was a significant rise in the proportion of schools judged to provide effective support for Achieving Economic Wellbeing over the past year, with nearly three quarters of schools judged to be good or better. This will be significantly enhanced in future years due to the recent success of the city in winning Local Enterprise Growth Initiative funding.

Support for families

Childcare provision in Leeds is good, supported by the Beacon Status Early Years Service and the high levels of investment and progress in the local children's centre programme. Leeds has opened and designated 25 children's centres as of May 2007 with a further 24 under construction and due for designation by March 2008. Each centre delivers parenting and family support services as part of the children's centre core offer. This includes an outreach capacity that includes leafleting and work in the home. From January to March 2007 the children's centres in Leeds supported 457 families with centre based services and outreach contacts. Preparations for the new sufficiency duty are in progress and an audit is underway.

The Child Care Strategy targets around places in Children's Centres and integrated places in school have been met. All working and training families living in areas of highest deprivation have a child care guarantee. 65% of families using Children Centre provision are in work or training. 166 schools provide out of school provision to support working families. Breakfast clubs have been successfully introduces to 92 schools with 50% of these in areas of significant relative deprivation. Targets for developing the core offer for extended services in schools have been achieved.

Information on childcare and other issues for parents and families is good, through the award winning Children's Information Service. The service has been improved over the past year, developing new documents and web services, branded as 'The Hub'. Satisfaction with the service is and usage of the website are both high, with around 2,500 unique visits per month to the site.

Support for parents and families has many positive features and is improving through investment and improved joint working over the last year. To build on this work, a Family Support and Parenting Strategy has been drafted following a mapping and audit of existing services and consultation with families.

Local partners have implemented a wide range of joint initiatives over the past twelve months to improve arrangements support for parents and families. The Common Assessment Framework is being implemented across the city. Over 300 staff has been trained with a target of 3,000 by 2008. The DfES have funded pilot work on Budget Holding Lead Professionals supporting CAF. This investigates the link between the needs of families and the available services. The Leeds pilot is viewed by DfES as ambitious and high achieving with the potential to inform and develop more responsive services. Evaluation by Newcastle University reporting in April 2008 will analyse the cost benefit from integrated teams working around families.

Alongside this, partners have invested in new services for parents and families. Many of these developments show early signs of success and have been recognised regionally and nationally for their leading practice. Key examples include: Parent Support and Choice Advisers that have been praised by DfES as national best practice; the 8 Sure Start Local programmes have been recommissioned to provide £3.5 million integrated family support "7 day response" services delivered from and around Children's Centres and schools, since April 2007; and lastly the Sure Start Parenting Academy provides a menu of parenting and family support training that is delivered through children's centres and extended schools.

Regeneration and housing

The progress and impact of regeneration and housing strategies continues to be good overall.

Leeds City Council has recently been awarded the government's Beacon Status Award for its innovative work to help people tackle debt. The initiatives include: Leeds Credit Union branches in the One Stop Centres, financial literacy packages' for young children, Leeds Money Advice Project (MAP), debt counseling in Children's Centres, a pilot debt and financial advice package, 'Money Talks', by Leeds South East Homes ALMO, Collaboration between Yorkshire Water Services and the Credit Union regarding water payment systems.

Examples of increasing investment are evidenced in the EASEL (East and South East Leeds) project. The project represents a new vision for the most deprived communities in the city; it will bring well over £1.2 billion of private investment and around £100m of public investment to the area. Planning for more than 840 new homes on eight initial sites is in place.

The Local Area Agreement, Economic Development and Enterprise Block, has secured a funding stream of £2m for activities to support workless families into employment and training, develop a business and enterprise culture and tackle financial exclusion in deprived areas.

Support is good for housing issues for children, young people and families. Progress on the Decent Housing Strategy is very positive, with 1000 new units being developed per annum. No families are currently housed in bed and breakfast accommodation. The council supports a number of voluntary sector organisations providing significant support to homeless people. There is work progressing between housing and Social Services officers to ensure Looked After Children and vulnerable children are appropriately housed.

<p>The Case Study on Developing personalised learning through the Quality assurance of 14-16 provision shows how we have improved the range and quality of off site provision.</p>

More information

More information from the review is available from our website, as set out below:

Data [URL]

Case studies [URL]

Partner strategies and service plans: [URL]

Narrowing the gap

Review

Looked After Children

Summary

Outcomes are improving but key challenges remain.

Successes

- *With the exception of offending, outcomes for looked after children remain generally good or excellent:* The number of looked after children with a named social worker at 92.6% of the total remain higher than for comparator authorities; significant improvement in the proportions of looked after children communicating their views to a statutory review from 49.7% in 2005/06 to 68.7% in 2006/07; placement stability indicators show improved performance during 2006/07 and are significantly better than comparators; the percentage of young people leaving care who are engaged in education, training or employment at the age of 19 at 0.73 is better than that of comparators; health outcomes continue to improve year by year; increased the numbers of adoptions of looked after children; the number of looked after children with a named social worker at 92.6% of the total remain higher than for comparator authorities; significant improvement in the proportions of looked after children communicating their views to a statutory review from 49.7% in 2005/06 to 68.7% in 2006/07.
- *Improved placement quality for looked after children:* Implementation of a review of children's residential care; implementation of 'payment for skills' incentivising foster carers

Areas for development

- Rising numbers of looked after children, primarily unaccompanied asylum seeking children and young people
- Registering and supporting private foster care arrangements
- The quality of children's residential care
- The timeliness of reviews of looked after children
- Education outcomes
- Reduce looked after children involved in offending
- Dental checks and the availability of dentists remain a problem
- Improving participation of looked after children in their own care reviews

Disabled children and young people

Summary

Outcomes are improving but key challenges remain.

Successes

- *Good progress in developing multi-agency planning for disabled children and young people:* instituted a Disabled Children's Interagency Group to commission and oversee the implementation of a programme of work focussed on establishing local services which meet the requirements of the National Service Framework for Disabled Children and will ensure that the obligations of the Every Disabled Child Matters Charter are fully met by March 2008; appoint its first interagency programme manager
- *The authority aspires to develop services at a strategic and individual level through the full participation of disabled children and their families:* Leeds has established the role of Parent Champion Coordinator and has over 60 Parent Support Advisors, available throughout every area in the City; developed a city wide network of parent's forums; established specialist participation workers to ensure the coherent development of local service user involvement.
- *The authority has established processes which enable access to a broad range of universal and specialist services;* Leeds has developed care pathways for disabled children that are predicated upon early identification and effective assessment; processes to ensure that children with emergent disabilities are quickly recognised have are currently established in 3 local child development health centres; an integrated needs assessment has been implemented for over 3 years which effectively provides a passport to services across all major providers; multi-agency transitions team is established; a root and branch review of current transition services and processes commenced in 2006 and is due for completion in the coming year.
- *Leeds has the resource capacity to ensure that local disabled children's needs can be fully met locally:* Early Years provision for disabled children is good; there are sufficient places within schools to ensure that all local disabled children's education needs could be met within mainstream schools; an Early Support programme has been initiated; the authority provides a broad range of residential and daytime respite care from both health and social care agencies. The authority has developed a programme to expand current provision in partnership with central government through Public Finance Initiative arrangements.

Areas for development

- Significant gaps in respite provision. In particular, emergency respite provision; home based provision and arrangements for children with complex health needs and autism.
- Improve transition processes
- Develop strategic planning and performance management for disabled children and young people in Leeds

Outcomes for children and young people from Black and Minority Ethnic communities

Summary

Outcomes overall show some improvement but continue to show significant gaps to local and national benchmarks. Relatively high levels of socio-economic deprivation remains a central issue for key groups.

Successes

- *Improvements in educational outcomes for Black and Minority Ethnic learners.* In general Asian heritage learners have mostly seen more significant and consistent improvements across age groups, with a more mixed picture across key stages for other groups.
- *Reduction in exclusions* : in line with the citywide decline, exclusion rates for Black and Minority Ethnic pupils have been reduced, e.g. with a 33% reduction in permanent exclusions for these pupils.
- *Improvements in support in schools:* this includes the increase in mentors for BME learners, the growing adoption of the nationally recognised Stephen Lawrence Education Standard and the wide range of learning support programmes such as the Windsor Fellowship, The Minority Ethnic Achievement Programme (MEAP), Black Caribbean Achievement Programme (BCAP) and Black Pupil Achievement Programme (BPAP)
- *High quality education support for the Gypsy Roma Travellers population.* This service has been widely praised for projects such as the story telling initiatives, and national strategies programmes have continued. These are working to ensure that the specific needs of this ethnic minority are being met, and that levels of attainment, and attendance increase, while levels of exclusion decrease.

Areas for development

- *Continued relatively high levels of socio-economic disadvantage:* data shows that Black and Minority Ethnic children and young people are disproportionately likely to come from low income households and live in areas of significant deprivation. for some key Black and Minority Ethnic groups, e.g. rates of Bangladeshi heritage pupils eligible for Free School Meals is over three times higher than the local average
- *Educational outcomes for some Black heritage learners:* despite some improvements overall there is less consistent evidence of significantly improvement for these young people, particularly in the important GCSE exams.

- *Attendance and exclusions:* overall Black and Minority Ethnic pupils have lower attendance and are more likely to be excluded from school. Exclusion rates have been reduced, in line with the citywide fall, but some groups remain significantly more likely to be excluded.
- *Referral rates to social services:* analysis of social care data shows a relatively high level of referral to social services for children and young people from Black and Minority Ethnic communities.
- *Oral health of Asian heritage children and young people:* recent surveys continue to show dental decay in Leeds is above the national norm, and decay amongst Bangladeshi and Pakistani heritage children is particularly poor
- *Demographic changes:* local services need to manage the new demands from new and changing populations. This includes the growth in asylum seekers in Leeds due to its status as a ‘dispersal centre’, and this particularly applies to children and young people that arrive in the UK as asylum seekers on their own. In addition the growing numbers of East European families arriving in the city pose significant new demands on local services.
- *Improved data and monitoring:* information on outcomes is still limited by wider children’s services limited data and monitoring on ethnicity, particularly in relation to health. This hampers effective planning and monitoring.

Children and Young People from Deprived Neighbourhoods

Other groups

Case study:

Case study:

Wider key actions to continue to improve outcomes and to deliver the CYPP over the next year include:

More information

More information from the review is available from our website, as set out below:

Data [URL]

Case studies [URL]

Partner strategies and service plans: [URL]

Transforming services

Executive summary

The overall assessment is that the management of local children's services is **good** and that capacity to improve is also **good**. There has been good progress over the past year and there is evidence of increasingly effective partnerships and service integration across the city.

Particular successes over the last year include: the West Leeds Project; the Budget Holding Lead Professional pilot and the establishment of the innovative Leeds model of children's trust arrangements.

The key areas for development include: ensuring consistency in managing change across the whole city;

Review

Ambition

Children Leeds has clear ambitions and has set a challenging pace for improving outcomes for children, young people and families and integrating services. In 2006 the CYPP outlined the partnership shared objectives and targets for children's services. The partnership has continued to sustain improvement across children's services, implemented new children trust arrangements and developed new and innovative practice around integrated children's services. The partnership has established a set of locally owned priorities and has multi-agency partnership delivery mechanisms in place through the Integrated Strategic Commissioning Board (ISCB), Children Leeds and related sub-groups. The council and the wider partnership have a good track record of using needs analysis, including use of GIS to target disadvantaged neighbourhoods and identify the LAA cohort of young people. Needs analysis information is used to support decisions regarding proposals for commissioning and decommissioning which inform the commissioning activity of the ISCB. ([hyperlink ISCB minutes](#))

The council is a good CPA authority and Ofsted and CSCI has stated that the council's contribution to improving outcomes for children and young people is good. The council has a good track record of effective leadership both within the council's leadership team and the wider community leadership role as evidenced by the local strategic partnership (the Leeds Initiative) and Children Leeds. During 2006 these arrangements have driven the Local Area Agreement (LAA) forward to deliver a challenging programme of targeted activity for children and young people in some of the most disadvantaged areas of the city. Both the LAA and the CYPP are linked to the council's corporate plan and the corporate planning and performance framework. ([diagram to hyperlink](#))

The partnership has effective mechanisms that put children and young people at the heart of planning and service improvement. This year the Youth Council and the ROAR partnership have worked together on a range of activities to influence future

commissioning activity and a framework has been developed for ongoing activity.
([hyperlink to scrutiny reports – transport and ASB](#))

The ambitions and priorities of the partnership have been built in an inclusive partnership with all key stakeholders including children and young people, parents and carers, service providers and staff. They have been widely disseminated through a range of events and media including city-wide and locality based Children Leeds Open Forum events, web-based and print media.

In anticipation of delivering local government White Paper requirements, Leeds has developed local models of governance and service delivery. and to drive this forward has appointed 5 locality enablers to lead the integration of services in communities. During 2006 we have piloted revised partnership based commissioning and delivery arrangements in the West of the city which have been evaluated and will now be rolled out across the city. To drive this forward 5 locality enablers are now in post and leading the integration of services in communities. Local partnership arrangements have developed a closer relationship with school clusters, working to support the participation of children, young people and parents and carers and ensure a more comprehensive understanding of local need. There are a number of multi-agency school based projects that are generating successful improvements, including:

- The John Smeaton full service school which has currently doubled last year's attainment outcomes through the alternative learning curriculum before this year's GCSE's are taken. Positive contribution outcomes have also improved through the integration of the Youth Service and the Police into PSHE.
- The pathfinder trust at Garforth is seeing pooled budgets within the cluster delivering additional training and services. The model includes the VCF, private and other public sector partners such as the police, an FE college and the PCT. There have been no exclusions this year from any school within the cluster and the post 14 offer is high quality alternative curriculum off-site which is demonstrating improved attendance and reducing behaviour problems.
- The Primrose and City of Leeds Federation School has 0-19 provision and is part of the DfES Next Practice bid to develop innovative governance arrangements. The governing body now includes FE providers and early years provision supporting joint ownership of challenges and innovative practice around post 14 provision and the integration full of early years into a school setting.

Leeds has prioritised community cohesion and has made significant investments both corporately and within different service areas. Strong foundations have been laid through partnership working and the multi-agency Equality, Diversity and Inclusion Group and the Leeds Initiative Community Cohesion Task Group. There are clear signs of improvement and examples of good practice including:

- Example of South Leeds work and community cohesion project led by Lelir Yeung led by LSP Position on BVPI 2b
- Evidence on report of racist incidents on schools
- Children and young people have been active in tackling racism particularly after the 7/7 bombings resulting in a Talking Heads style video for use in schools and other groups to address the issue of racism.

Prioritisation

The partnership priorities and approach were developed through a broad and inclusive participation programme involving staff from all agencies, parents, carers and children and young people. The review process has been similarly inclusive. The priorities focus on improving outcomes for vulnerable children and young people, as a reflection of the high level strategic priority of “Narrowing the Gap” as expressed within the Vision for Leeds.

There is rigour in ensuring that priorities are appropriately resourced. The council has agreed with its Schools Forum to retain £1m to support the No Child Left Behind agenda in supporting schools by offering alternatives to exclusion. The Resource Allocation Formula for schools targets £43.1m (9.72%) of the total allocation to offset the effects of deprivation.

Education Leeds has allocated £600k from the retained element of the Schools Development Grant to develop Transformational Leadership Projects specifically directed at secondary schools identified as failing to make adequate progress under the Contextual Value Added assessment and primary schools that are failing to achieve floor targets.

As evidence of its willingness to direct resources towards priorities the council’s Executive Board at its meeting of 24 January 2007 agreed to withdraw Neighbourhood Renewal Fund £740k from its Integrated Children’s Centres. The funding had been allocated to support workless places into employment but had not achieved its targets. With the resources freed up by this decision it agreed to allocate £500k towards activities aimed at improving school attendance, particularly looked after children.

The Council is one of the pilot authorities developing schemes to provide 7.5 hours of free nursery education for up to 750 two year old children and extension of entitlement for free nursery education for three and four year olds from 12.5 to 15 hours per week. In addition it is piloting the Budget Holding Lead Professional scheme which aims to respond more rapidly to the needs of vulnerable families.

Following concerns at the demands on front line staff in Children’s Social Care the council has instigated a review of staffing levels and caseloads/referrals. In the interim £250K has been identified to enhance staffing levels on a temporary basis.

Partners have had significant success in attracting external funding to support priority delivery areas, for example:

- Education Leeds was allocated £1.2m in 2007/08 to appoint 42 staff across 67 schools to work on the national Parent Support Adviser Pilot. A further bid for 11 additional posts (value £387k in 2007/08) has now been successful
- The council has also recently been successful in being identified as a pilot authority for the Parents as Partners in Early Learning at a value of £300k.
- The partnership has secured £15m over 3 years through the Local Enterprise Growth Initiative. A significant element will focus on youth enterprise and will fund up to 8 additional posts to act as enterprise ambassadors linked to primary and high schools in the east and south of the city who serve the most disadvantaged communities.

A further 26 Children's Centres are planned to open during 2007/08. In addition the Council continues to transform its secondary school estate through its investment in the Building Schools for the Future Programme (Value?) and its developing engagement with its Local Education Partner and its Strategic Partner for ICT. Education Leeds has been successful in attracting an additional £12.4m for ICT in the eight PFI secondary schools.

Children's Social Care has developed through PFI the re-provision of a children's Respite Resource as well as an Independent Living Project for young people as part of a wider development. The two projects are valued at £5m in PFI credits.

Inter-agency working is good at both the universal-vulnerable service level (preventative) and the complex-acute level. The preventative work is strong through the early years service, the extended schools programme and Leeds Children's Fund. The extended services agenda is at the heart of integrated working. Leeds has developed a menu of extended services which all children, young people and families are entitled to and is currently rolling out this approach through the extended services school and children's centre clusters. This work is being led by Early Years, Youth Service and Education Leeds working closely with all partners at both a city-wide and local level. Leeds has exceeded the extended schools target with 35 schools providing the full core offer and has 23 children's centres fully operational, with a further 26 planned in phase 2. Leeds has been identified by the DfES as being in the top 20 performing authorities for extended services and the clusters have brought in an additional £1.3m to support developments. Leeds was awarded Beacon status for Early Years in 2004 and Beacon status was extended at special request of the Cabinet Office in recognition of the exceptional quality of service within the city.

Capacity

Partnership working

New children's trust arrangements have been operating in Leeds since November 2006. The approach is based on a strategic commissioning model, with the Director of Children's Services Unit forming the core strategic commissioning unit working with key children's service provider services such as Education Leeds and Children and Young People's Social Care. The new arrangements and governance framework has six key elements to the model:

- The **Integrated Strategic Commissioning Board** is chaired by the Director of Children's Services with all relevant partners, as laid down in the Children Act. Its role is to commission services to meet the needs of young people, set standards for service and monitor performance, specifically the CYPP.
- The Children Leeds **Partnership** is responsible, as a subgroup of the Leeds Initiative, and provides advocacy and challenge to secure improved outcomes. A number of sub-group drive forward key CYPP priorities. The Partnership is chaired by the Lead Executive Councillor for Children's Services. At a district level, the **five Children Leeds Wedge Partnership Groups** work to integrate services locally and are developing local CYPP's which outline key priorities. They link together operational delivery with District Partnerships and Area Committees.

- **The Children Leeds Open forum** is a series of events – either city-wide or local – open to those involved in, or interested in the way that services are delivered for children and young people. It helps with communications, sharing best practice and learning across the city.
- The **Safeguarding Boards** main role is to set standards, identify best practice and investigate poor practice and complaints, for the purpose of safeguarding and promoting the welfare of children in Leeds. This year an independent chair has been appointed and a safeguarding manager to lead this critical area of work.

Leeds has developed a strategic commissioning model based on new relationships with provider services, as outlined in the Children's services Provider Strategy. In the APA 2006 Leeds was identified as having good evidence of joint commissioning arrangements between health and the local authority and during 2006 this approach has been developed further. Rather than focusing on structural change, Leeds has developed the strategic commissioning model as an approach to integrated service delivery using the tools of commissioning and appropriate new governance and accountability frameworks including the 'duty to co-operate'. This includes the alignment of existing contracts, such as Education Leeds within the Children's Trust Arrangements, and agreeing lead providers for ensuring effective partnership working and delivery in priority areas. ([hyperlink to hosting paperwork](#)). Integrated strategic commissioning takes place through the ISCB which has a constitution, commissioning plan and a framework for managing and monitoring performance. Leeds City Council is the accountable body for pooling resources and £100k is in place for joint commissioning in priority areas. The ISCB has approved a number of commissioning proposals in 2006 including pooled budgets from Early Years Services, Youth Service and the Leeds Children's Fund as part of the Joint Preventative Partnership, developments linked to the pooled arrangements for the LAA, the Connexions 2007/08 commissioning activity as part of the transition arrangements and support for integrated working relating to the roll out of e CAF.

Further areas for development include a better linking of resources to the commissioning plan and the requirement to understand the wider resource implications across the breadth of children's service providers in Leeds and integrating existing contractual arrangements with the VCF sector to reduce contract monitoring, duplications and improve consistency and continuity in funding patterns.

The LAA has a strong emphasis on developing personalised services for young people at risk of not achieving and providing bespoke support to their families, recognising that family outcomes impact on achievement outcomes. During 2006 this personalised and preventative approach has developed further with the introduction of the Budget Holding Lead Professional (BHLP) pilot in some of the most challenging areas of the city. The key to success has been the focus on swift action, better integrated local service delivery through the role of the lead professional and targeted use of resources and commission services to meet need. This innovative practice has involved training a range of practitioners who are using e-CAF to identify the needs of children and families and develop a 7 day integrated service response to meet their needs. The partnership has piloted an approach to the Common Assessment Framework (CAF) and Lead Professional role as part of the West Leeds Project, with further roll out taking place in parts of South and East

Leeds. Multi-agency CAF champions are in place across all areas of the city to roll out and embed CAF practices over the next year. Leeds' CAF is e-enabled and children's services have worked closely with the DfES to support the development of the national solution. The pilot in West Leeds has allowed for the development of a single assessment process, with systems in place for sharing information around vulnerable children and families. E-CAF allows children and young people to be tracked while the CAF is active and the pilot project is informing the re-engineering of key business processes and final implementation, which will be linked to the national solution. The CAF process has also been at the heart of inter-agency work to determine locally agreed consistent thresholds of need.

Leeds has an ICS that is fully compliant with the national standard and work is taking place to ensure phase 2 compliance is achieved. The Leeds implementation of ContactPoint is progressing well, placing strong emphasis on multi-agency integration and delivering the cultural change required to ensure people are ready for new systems and have the skills to work in new ways. The DfES have highlighted that ContactPoint progress in Leeds is ahead of DfES targets, and is above regional and national averages, as outlined in the Local Authority Readiness Assessment. Leeds has developed the Family Hub which is an information advice and guidance site for children, young people and their families. This site allows users to find key services in their area and is linked to the local young people site called Breeze which has a range of positive activities for children and young people. It is the platform for further developments linked to a wide range of information, advice and guidance and incorporates the requirements of the Youth Offer.

Leeds has progressive data sharing protocols in place across the Partnership. For example, Education Leeds' pupil database links to ICS, in addition to sharing information with systems used by the Youth Offending Service, Early Years Service, Leeds Careers and Leeds' Youth Service. Work is also taking place to automate a link to Leeds Primary Care Trust. This, and similar collaborative working, will allow partners to have a more complete record of a child or young person. These arrangements will continue to expand as part of the preparations for future integrated systems, linked to the development of ContactPoint.

The Council uses its medium term financial planning process to co-ordinate and prioritise its use of resources across children's services. The Council's current Medium Term Financial Plan which covered the period 2005/06 to 2007/08 outlined the Council's continued priorities in Education and Social Services by ensuring that government increases through the Relative Needs Formula (RNF) and the Dedicated Schools grant are passed in full to these services within a budgetary context of reduced spend in other service areas. A further three-year Medium Term Financial Plan for Children's Services is being prepared during the present financial year in the context of the Comprehensive Spending Review.

As part of its budget strategy for 2007/08 the Council has prioritised resources of £650k towards the creation of the Director of Children's Services Unit. The Director of Children's Services and her senior leadership team receive regular budget monitoring reports which cover the specific city council and Education Leeds budgets relating to children's services.

Children's services are developing a coherent resources plan in the context of the Comprehensive Spending Review and are working towards a shared approach towards asset management and capital developments during 2007.

During 2006 progress has been made to integrate workforce planning across council services and integrate training and development activity across the partnership. The approach has focused on the frontline service delivery requirements that result from multi-agency integrated working.

The Council has been working with the CWDC to progress the first draft of the Children's Workforce Strategy. Children Leeds has a workforce development team, seconded from Education Leeds, which is developing appropriate structures and roles to aid the children's workforce reform strategy through area and city-wide co-ordination, training, advice and professional development. Work has also taken place to progress the audit of the children's workforce, this includes detailed work in both social care and Education Leeds and a perception audit which took place with approximately 600 staff to identify workforce strengths and areas for development around the common core. This provides a good platform to further develop a better understanding of the children's workforce across the wide range of public, private and voluntary sectors in Leeds.

The approach to integrated developing an integrated workforce uses extended services clusters to drive forward the process of training and supporting frontline staff and their managers. Much of this work has been concentrated in the West Leeds Project. Examples of key area of progress include:

- Leeds was one of ten local authorities to pilot an integrated training programme based on the CWDC induction standard across a range of service providers. Overall 622 staff from a range of agencies have been trained as part of the integrated working programme as part of the West Leeds Project and are now implementing new ways of working. It is now being rolled out across the city.
- The West Leeds project has included leadership training and development for 150 managers across the city. It has also worked with the national college of school leadership to share best practice around multi-agency leadership focused on 7 school clusters of extended services.
- Education Leeds has rolled out a programme of enhanced child protection training across Schools and key Education Leeds staff. Over 6,500 staff have accessed the training, a significant proportion through schools. As anticipated referral have gone up as awareness has been raised and this is feeding into our work on developing thresholds and the roll out of e-CAF training.
- A new school leaders of the future programme has been developed and agreed to by the Head teacher forum. The programme will provide 300 places of which a minimum will be 50 non-teaching professionals.

There is a clear process of performance management in the partnership. The performance management arrangements are linked to the LSP and LAA arrangements ensuing there is one coherent body of performance information across the partnership. The Director of Children's Services Unit co-ordinates all performance information from within existing departments using the corporate framework and is currently developing a fully integrated performance management system as part of the new structure for children's services. The ISCB and Children

Leeds receive performance management updates on an exceptions basis with full reports every 6 months which is used to inform commissioning priorities. The performance management process is underpinned by a formal risk management process, and there are formal risk registers in place across children's services. Risk management is also built into the provider accountability frameworks.

Case study: Extended services/Children's centre

Case study: Budget Holding Lead Professional Pilot

More information

More information from the review is available from our website, as set out below:

Data [URL]

Case studies [URL]

Partner strategies and service plans: [URL]

Next Steps

The next section sets out action plans relating to each of the priorities set out above. These action plans show the contribution of all relevant local partners to achieving the CYPP priorities as updated and revised through this review.

EVERY CHILD MATTERS - CHILDREN AND YOUNG PEOPLE’S PLAN 2007/8

STAY SAFE

PRIORITY 1: Promoting safeguarding, Improving the assessment and care of children in need

Background: This is a priority for Leeds because the safety of children and young people is the single most important function of children’s services. Safeguarding is a duty for all agencies providing services to children and families and we understand that the safety of all children can only be ensured through the appropriate application of suitable interagency processes within a coordinated planning and policy framework. In particular, the effective assessment and care management of looked after children and other children in need, forms a key component of successful safeguarding. However we are aware that the strategic arrangements for safeguarding in Leeds are new and have yet to be securely established. We are also aware that improvements in current performance in essential aspects of assessment and care management processes such as assessments and reviews of children in need are required in order to ensure excellent safeguarding outcomes. When these priority objectives have been achieved, services will work more effectively at every level, reducing the numbers of children requiring the support of a child protection plan and preventing as many children entering public care for the first time. At present Leeds has a growing number of children becoming looked after for the first time and increasing numbers of children on the child protection register.

Our action plan is informed by an evaluation of existing programmes, discussion with the Leeds Safeguarding Children Board and its partner agencies and the framework of our wider children’s services strategy. The key elements of our strategy are: to work in partnership to more effectively use the resources, expertise, energy and good practice across the city and beyond, to safeguard children through effective individual centred universal and specialist services.

Outcome measures: how we will know we are making a difference?

Outcome measures	2006/7 Baseline	2007/8 Target	2008/9 Target
The numbers of children who have entered public care for the first time in the year	386	370	350
The numbers of children on the child protection register per 10,000 population	26.1	26	25
The proportion of social care field work case files subjected to external file auditing which	7.5%	6%	5%

have been graded as showing serious shortfalls in the quality of practice			
The timeliness of reviews of looked after children	38%	58%	80%
The timeliness of core assessments	56%	66%	76%
The timeliness of child protection reviews	97%	99%	100%

Action plan:

Actions (max 6)	Detail	Lead/Owner	Funding (realignment and additional?)	Performance measures: how will we know that our actions are on track?			
				Milestones (measurable outputs)	2006/7 Baseline (where are we now)	2007/8 Target	2008/9 Target
<i>Implement social care child protection plan</i>	<ul style="list-style-type: none"> Recruit 26 new front line social work posts 	John Colman Head of Service Delivery Social Care	Up to £1,000,000 from Council reserve budget	<ul style="list-style-type: none"> 50% reduction of looked after children without allocated social worker Reduce the proportion of independent case file audits rated as demonstrating serious shortfalls in the quality of social work practice. 	<ul style="list-style-type: none"> 92.6% 7.5%	<ul style="list-style-type: none"> 96.3% 6%	<ul style="list-style-type: none"> 96.3% 5%
<ul style="list-style-type: none"> <i>Implement the Social Care Service improvement Plans for Assessment timescales</i> 	<ul style="list-style-type: none"> Review business processes, with detailed assessment of best practice and problem cases Produce action plans for all teams and implement close monitoring 	Tony Griffin Head of Service Transformation Social Care John Colman Head of Service Delivery Social Care	Service budget	<ul style="list-style-type: none"> Timeliness of Core assessments for looked after children increases by 10% per year for the next 2 years Timeliness of Initial assessments increases to 90% over the next 2 years 	<ul style="list-style-type: none"> 56% 73% 	<ul style="list-style-type: none"> 65% 80% 	<ul style="list-style-type: none"> 75% 90%
<ul style="list-style-type: none"> <i>Implement the Social Care Service improvement</i> 	<ul style="list-style-type: none"> Audit review business processes and agree new 	Tony Griffin Head of Service Transformation	Service Budget Council Reserve Budget	<ul style="list-style-type: none"> The timeliness of LAC reviews improves to 80% by March 2009 	<ul style="list-style-type: none"> 38% 	<ul style="list-style-type: none"> 50% 	<ul style="list-style-type: none"> 80%

<p>Plans for Looked After Children Reviewing timescales</p>	<p>arrangements</p> <ul style="list-style-type: none"> • Produce revised guidance and support for care and review teams • Implement new ICT and information management processes to improve management information and data quality • Complete the planned restructure of IROs and support teams 	<p>Social Care</p> <p>John Colman Head of Service Delivery Social Care</p>					
<p>Improve the quality and consistency of residential care offered to looked after children</p>	<ul style="list-style-type: none"> • Implement the citywide Residential Review action plan • Implement individual residential unit plans 	<p>Liz Shingler Head of Children's Resources Social Care</p>	<p>Service Budget</p> <p>Corporate Capital Programme</p>	<ul style="list-style-type: none"> • Improve the average inspection rating for the standards of locally commissioned residential care units to be above 3 (standard met) by March 2009 	<ul style="list-style-type: none"> • 2.6 	<ul style="list-style-type: none"> • 2.8 	<ul style="list-style-type: none"> • 3.0
<p>Improve the stability of looked after children</p>	<ul style="list-style-type: none"> • Agree new methods for multi-agency early intervention and prevention • Provide support and analysis to improve the awareness and use of key data • Improve multi-agency support to 	<p>Liz Shingler Head of Children's Resources Social Care</p> <p>Stuart Cameron-Strickland QPR Manager Social Care</p>	<p>Service Budgets</p>	<ul style="list-style-type: none"> • Improve the proportion of looked after children who have been in care for 2.5 years and have been in their current placement for at least 2 years or placed for adoption • Maintain top banded performance for the proportion of looked after children who have had less than 3 placement moves in the year • Increase the proportion of 	<ul style="list-style-type: none"> • 72% • 6.7% • 6.9% 	<ul style="list-style-type: none"> • 80% • 10% • 7.5% 	<ul style="list-style-type: none"> • 85% 10% • 8%

	carers and to LAC to reduce placement breakdown and placement moves			looked after children placed for adoption			
<i>Implement the Annual Business Plan of the Safeguarding Children Board</i>		Brian Gocke Safeguarding Board Manager	Service Budgets Safeguarding Board Budgets	<ul style="list-style-type: none"> • Reduction in the numbers of children becoming looked after for the first time in the year • Reduction in the proportions of children per 10,000 population whose names have been placed upon the child protection register or who have been made subject to a safeguarding plan 	386 26.1	<ul style="list-style-type: none"> • 370 • 26 	<ul style="list-style-type: none"> • 350 • 25

PRIORITY 2: Promoting community safety and cohesion, reducing bullying

Background: This is a priority for Leeds because consultation has suggested that bullying is one of the most important issues for children and young people. The evidence also suggests that their fear of crime, as with the wider population, is out of proportion to the actual risk of becoming a victim. Leeds is a diverse city and work to promote community cohesion and tackle hate crime and discrimination will continue to be a priority over the coming year.

Outcome measures: how we will know we are making a difference?

Outcome measures	2006/7 Baseline	2007/8 Target	2008/9 Target
Reduce the proportion of children and young people that report that they have been affected by racial harassment at school.	??	tbc	tbc
Reduce the proportion of children and young people that report they have bullied in the last 12 months	??	tbc	tbc
Reduce the proportion of children and young people that have a fear of crime	??	tbc	tbc

Action plan:

Actions (max 6)	Detail	Lead/Owner	£££ (realignment and additional?)	Performance measures: how will we know that our actions are on track?			
				Milestones (measurable outputs)	2006/7 Baseline (where are we now)	2007/8 Target	2008/9 Target
<i>Finalise Anti-Bullying Strategy and engage key partners to maximise outcomes</i>	<ul style="list-style-type: none"> Audit of all current provision Consultation with parents/carers and C &YP Anti-bullying communication plan Improved behaviour database 	Jane Hall (Education Leeds)	Service Budget / Parent Partnership / Partner budgets £56, 400 <i>(Not yet agreed)</i>	<ul style="list-style-type: none"> Reduce proportion of children and young people that report they have bullied in the last 12 months Expand schools coverage of the behaviour database 	?? 70 schools	tbc tbc	tbc tbc
<i>Improve tension monitoring system by adopting a community intelligence and intervention model</i>	<ul style="list-style-type: none"> New Community Intelligence Officer post Community Contacts database Community Intervention Cell 	Andy Mills (Safer Leeds) Safer Leeds Executive	na	<ul style="list-style-type: none"> Community Intelligence Officer in post Community contacts database established 	na	na	na
<i>Develop and disseminate crime reduction literature aimed specifically at children and young people</i>	<ul style="list-style-type: none"> With support from the Youth Service Work with Leeds Children's Fund (LCF) 	Rehana Minhas (Education Leeds) Sgt Ian Poskitt (Safer Leeds/LCF)	LCF Funding	<ul style="list-style-type: none"> Number of schools using the new literature 	<i>New target</i>	tbc	tbc
<i>The updated ASB strategy will outline clear</i>	<ul style="list-style-type: none"> Family Intervention Projects (Respect 	Gillian Mayfield (Safer Leeds)	NRF Funding	<ul style="list-style-type: none"> No. of ABCs with interventions No. of referrals to family 	95	160	tbc

<p><i>plans for reducing the impact of ASB on children and young people</i></p>	<p>Agenda) <ul style="list-style-type: none"> • Emphasis on diversionary activities </p>			<p>interventions</p>	<p><i>New target</i></p>	<p>60</p>	<p>tbc</p>
<p><i>Implement the Leeds Domestic Violence Strategy and Action Plans</i></p>	<ul style="list-style-type: none"> • Drive forward use of domestic violence curriculum material in schools • Develop preventative work with children and young people 	<p>Michelle de Souza (Safer Leeds) ??? (DCS Unit)</p>	<p>Service Budgets</p>	<ul style="list-style-type: none"> • Number of schools using the curriculum material 	<p><i>New target</i></p>	<p>tbc</p>	<p>tbc</p>

BE HEALTHY**PRIORITY 3: Promoting emotional well-being for all, improving services for children, young people and families with additional mental health needs.****Background:**

One in ten children nationally experiences a mental or emotional health problem. For Leeds this means up to 19,000 children in any one year. Specialist Child & Adolescent Mental Health Services are appropriate, and have the capacity, for dealing with only a relatively small proportion of this number, and many of the other services in a child's life can be and are appropriate as well. As well it must be recognised that vulnerable groups of children will have higher than average prevalence rates.

There are many other services and settings that contribute to a child's emotional and mental well-being, mostly importantly, the home and family. The contribution of Midwifery services and Health visiting services to the health and well-being of the mother is one of the most important factors in the emotional and mental well-being of infants and young children. The Leeds Family and Parenting Support strategy will help guide the further development of these and other services to promote children and parents' emotional and mental well-being.

Children's centres, Healthy Schools, Youth Clubs and voluntary sector activities are all important places for children and young people to build their self-esteem and mental and emotional good health. Staff in these settings need appropriate early intervention and prevention skills to help them deal with these issues for users of their services. As well, schools need to provide good pastoral support and behaviour management programmes to support young people in this other crucial environment. Appropriate links to specialist CAMHS services must complement this essential aspect of schools' core function.

Outcome measures: how we will know we are making a difference?

Outcome measures	2006/7 Baseline	2007/8 Target	2008/9 Target
Achieve 13 week waiting time target for specialist CAMHS services.	x	March 08	Z
ECM questionnaire registers positive changes from c&yp on two responses to two statements. "I enjoy my life." Reduce disagree and strongly disagree responses. "How often do you feel sad?" Reduce all of the time and most of the time responses.	x	Y	Z
62.5% of High schools achieving Healthy Schools Standard.	X	Y	Z

Action plan:

Actions (max 6)	Detail	Lead/Owner	Funding (realignment and additional?)	Performance measures: how will we know that our actions are on track?			
				Milestones (measurable outputs)	2006/7 Baseline (where are we now)	2007/8 Target	2008/9 Target
Reduce CAMHS waiting times	Achieve waiting time targets and improve access to mental health services for children and young people	Leeds PCT	Existing funding	Reduce waiting times to 13 weeks for all specialist CAMHS referrals by September 2007.			
Implement a Leeds Emotional Health Strategy	Develop a Leeds Emotional Health Strategy which includes: activities on vulnerable and BME groups; multi agency training for frontline services; agree care pathways into services and; shared system for performance management.	Leeds PCT	Existing multi-agency planning and clinical staff	The strategy shall be implemented by September 2007.			
Improve Service integration	Develop better integrated service delivery through locating CAMHS provision through the community and in extended service locations, developing more localised provision	Children Leeds	Existing funding	The development of xx additional service locations by March 2008 including increased capacity at an area management level and through schools and extended service providers.	Xx community locations; Xx extended service locations Xx school	Xx community locations; ; Xx extended service locations	Xx community locations; Xx extended service locations Xx school locations

	through area management arrangements and promote positive mental and emotional well being through schools				locations	Xx school locations	
Increase levels of parenting support	Improve the support for parents and carers through a Family Support and Parenting Strategy which promotes positive parenting support programmes.	Children Leeds		The strategy will be implemented by October 2007 and xx programmes delivered by March 2008 training xx.	Xx programmes delivered training xx parents	Xx programmes delivered training xx parents	Xx programmes delivered training xx parents
Improve Information, advice and guidance	Improve the range and quality of information, advice and guidance related to mental health, including expanded delivery of health education in community settings.	Youth Services and Leeds PCT		Service plan agreed by march 2008 and xx community settings established.			

PRIORITY 4: Raising physical activity and reducing the year on year rise in childhood obesity

Background: It is a national health and ECM target to stop the year on year rise in childhood obesity by 2010. This requires action on a local and national level and involves issues as diverse as improved food labelling and restrictions on advertising to children too raising weekly physical activity levels in schools, providing health school meals and influencing children and young people's lifestyle choices.

Outcome measures:

Outcome measures	2006/7 Baseline	2007/8 Target	2008/9 Target
Establish baseline measurement of obesity rates for Reception year and Year 6 children	Not known	Set baseline	Not known
Increase Free School Meal Allowance uptake amongst eligible children & young people	70% uptake	100% uptake	Z
Breastfeeding initiation rate to rise 2% annually	x	Y	Z
	x	Y	Z

Action plan:

Actions (max 6)	Detail	Lead/Owner	Funding (realignment and additional?)	Performance measures: how will we know that our actions are on track?			
				Milestones (measurable outputs)	2006/7 Baseline (where are we now)	2007/8 Target	2008/9 Target
Progress Childhood Obesity Strategy	<p>Establish baseline measurement for Reception and Y6.</p> <p>Establish multi-agency Leeds Childhood Obesity Group, incl. Obesity Co-ordinator</p> <p>Commission publicly funded multi-disciplinary weight</p>	Leeds PCT	Realignment of mainstream PCT resources	<ul style="list-style-type: none"> Achieve robust baseline Co-ordinator in post Define current demand and predicated demand for weight mgmt services 	<ul style="list-style-type: none"> Not known N/A 	<ul style="list-style-type: none"> 100% coverage by Nov 07 In post July 07 <p>Sept 07</p>	<ul style="list-style-type: none"> Re-measure by Nov 08

	management services. Establish senior Children Leeds champion for childhood obesity.			Costed service model agreed Commission service model		Mar 08 Sept 07	April 08
PESSCL strategy	Improve sports education in schools and through other providers	Education Leeds	EL	Achieve 2 weekly hours of physical activity for every child in school		•	•
School Meals Strategy	<ul style="list-style-type: none"> Action plan includes improving catering and cooking skills, accessing more fresh ingredients, whole school food policies, and increasing uptake of school meals and free school meals. 	EL - Rosie Dennison	Government 3 year transitional funding and mainstream school funding	<ul style="list-style-type: none"> Achieve 100% uptake FSM Increase number of menus using 75% + fresh ingredients All schools implement effective whole-school food policy Increase uptake of Paid Schools Meals Improve general kitchen staff skills and knowledge	<ul style="list-style-type: none"> 70% 16% 43% of schools 35% of students 4% have catering-related qualifications	<ul style="list-style-type: none"> 100% 24% All schools Increase by 10% All staff in appropriate levels of accredited training	•
Baby Friendly Initiative	<ul style="list-style-type: none"> Improve breastfeeding practice of PCT and NHS staff 	Leeds PCT – Ian Cameron	PCT Choosing Health funding	Achieve 2% annual increase in breastfeeding initiation rates	58%	60%	62%

PRIORITY 5: Improving Sexual health and reducing Teenage Conception Rates

Background: It is a national health and ECM target to reduce rates of teenage conception and sexually transmitted infections. Local Under 18 conception rates are a key priority. Rates had reduced in the initial phases of the Teenage pregnancy strategy however in 2004 and 2005 the reduction in rates has been reversed. Multi-agency activity is being undertaken to promote sexual health and new services have been established. Impact on transmission and diagnosis rates for HIV and STIs are not known yet.

Outcome measures:

Outcome measures	2006/7 Baseline	2007/8 Target	2008/9 Target
Under 18 conception rates reduce by 55% by 2010.	49 per 1,000 for 2005	Not known	Not known
To reduce by 25% the number of newly acquired HIV infections and gonorrhoea infections by 2007. In 2002 Leeds gonorrhoea diagnosis rates at GUM was a 518 cases	249 cases	y	Z
All GUM referrals seen within 48 hours.	To come	Y	Z
	X	Y	Z

Action plan:

Actions (max 6)	Detail	Lead/Owner	Funding (realignment and additional?)	Performance measures: how will we know that our actions are on track?			
				Milestones (measurable outputs)	2006/7 Baseline (where are we now)	2007/8 Target	2008/9 Target
Teenage Pregnancy and Parenting Strategy reviewed and new services implemented across key agencies.	Work to be re-launched	Leeds PCT – DCS Unit - Sarah Sinclair	TPPS funding and mainstream funding in PCT and EL	1. Review to change governance arrangements 2. Re-establish action plan. 3. New TPPS trajectory agreed. 4. Services re-commissioned. 5. Improve data collection, monitoring and reporting	Existing action plan	1-5 New action plan and implementation	New trajectory target achieved
Sexual Health strategy and	•Young people referred to GUM	Leeds PCT –	Leeds PCT mainstream	• Achieve target	• Not known	•	• To be achieved

targets	should have an appointment within 48 hours		funding				
	<ul style="list-style-type: none"> Chlamydia screening 	Leeds PCT	PCT mainstream funding	Raise to 50% those from 15-24 sexually active population who accept Chlamydia screening	<ul style="list-style-type: none"> Not known 	<ul style="list-style-type: none"> To be agreed 	<ul style="list-style-type: none"> To be agreed
	<ul style="list-style-type: none"> Increase % of NHS-funded abortions undertaken up to 9 weeks gestation 	Leeds PCT	Same	<ul style="list-style-type: none"> Raise from baseline of 53% in 2004 	<ul style="list-style-type: none"> Not known 	<ul style="list-style-type: none"> To be agreed 	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> Expand City-Wise YP Sexual health services 	Leeds PCT	Same	<ul style="list-style-type: none"> New service, establish baseline activity and impact on STIs 	<ul style="list-style-type: none"> TBA 	<ul style="list-style-type: none"> TBA 	<ul style="list-style-type: none">

ENJOY AND ACHIEVE

PRIORITY 6: Improving the educational outcomes for 11 to 16 year olds, targeting underachievement

Background: This is a priority for Leeds because succeeding in school is vital if young people are to progress to further learning and work. We also know that attainment is vital for resilience and enhancing young people’s future life outcomes. However, at present in Leeds ‘value added’ measures of the progress made between Key Stages of learning shows that, overall, young people in local schools make relatively limited progress between the ages of 11 and 16. In addition we know that for some groups of young learners, particularly those from deprived neighbourhoods, Looked After Children and some Black and Minority Ethnic heritage students, are more likely than most to have poor outcomes. (see also review and action plan for narrowing the gap)

Our action plan is informed by an evaluation of existing programmes, discussion with schools and the framework of our wider children’s services strategy. The key elements of our strategy are: to work in partnership with schools to more effectively use the resources, expertise, energy and good practice across the city and beyond, to develop a culture of partnership with learners through developing personalisation in learning – ensuring all learners are engaged in agreeing a plan of aims and aspirations.

Outcome measures: how we will know we are making a difference?

Outcome measures*	2006/7 Baseline	2007/8 Target	2008/9 Target
% of students achieving 5 or more grades A*-C including English and Maths	40.4%	45%	48.1%
% of student achieving Level 5 at Key Stage 3 in English	70%	74%	79%
% of student achieving Level 5 at Key Stage 3 in Maths	75%	74%	78%
Increase attendance in secondary schools to 92.3% by 2008/09	90.8%	92.2%	92.3%
*all measures are now generated on the basis of contextual value added			

Action plan:

Actions	Detail	Lead/Owner	Funding	Performance measures: how will we know that our actions are on track?			
				Milestones	2006/7 Baseline	2007/8 Target	2008/9 Target
Implement targeted schools attendance plans	Fifteen schools targeted to reduce the number of pupils with persistent absence. Targets still to be agreed with the DfES.	Jane Hall Team Leader EWS		drop in persistent absentees at the end of academic year in 15 secondary schools (specific targets to be negotiated with DfES)	to be agreed with DfES	to be agreed with DfES	to be agreed with DfES
Deliver the Personalisation Programme's 4 key projects: <ul style="list-style-type: none"> • Curriculum development • Personal learning and thinking skills • Electronic individual learning plans • Coaching and advocacy 	<ul style="list-style-type: none"> • Curriculum audit in schools • Pilot developments in partners schools on skills for coaching and advocacy • Pilot roll out of electronic personal learning plan (eILP) in partner schools from September 2007 	Dorothy Smith Strategy Manager School Improvement		<p>100% of schools using eILPs with at least one pupil group by September 2008</p> <p>100% of schools using eILPs with at least one pupil group by September 2008</p> <p>Pilot the secondary SEAL programme in 5 schools</p> <p>Promote the SEAL programme to other secondary schools</p>		100%	100%
Shift inclusion resources to locality based, multi agency settings	<ul style="list-style-type: none"> • Area Management Boards to establish locality based approach to maintaining educational stability • Education inclusion services to be realigned to localities 	<p>Carol Jordan Strategy Manager Integrated Children's Services</p> <p>Bob Stott Project Director No Child Left Behind</p>		<ul style="list-style-type: none"> • Attendance rates • Number of permanent exclusions • Fixed term exclusion rates 	90.8% 84 68.1	92.2% 70 39	92.3% 40 25

<p>Implement Achievement for All programme</p>	<ul style="list-style-type: none"> • Involves all Leeds Schools targeting an improvement in key stage 2- 4 CVA • Raising standards in core subjects and improving point score • Develop learning from good practice examples 	<p>Brian Tuffin Principal Secondary School Improvement Adviser</p>		<ul style="list-style-type: none"> • % of schools under Key Stage 3 Floor Target 	<ul style="list-style-type: none"> • 9 	<ul style="list-style-type: none"> • 5 	<ul style="list-style-type: none"> • 0
<p>Enhance opportunities for learning outside of school</p>	<ul style="list-style-type: none"> • Continue to Develop learning programmes to raise accredited outcomes in Youth Service provision • Continue to develop the core offer • Continue to develop Extended Services study support provision 	<p>John Paxton, Head of Integrated Youth Support Service</p>		<ul style="list-style-type: none"> • No. of accredited learning outcomes in Youth Service provision • A third of Primary schools, half of secondary schools, all Pupil Referral Units and all Specialist Inclusive Learning Centres accessing the core offer by September 2008 	<p>60 accredited programm es</p>		

PRIORITY 7: Improving early learning, enabling the engagement of parents and young learners in early years and primary schools

Background: This is a priority for Leeds because the engagement and involvement of parents and young learners is closely correlated with high levels of attainment and achievement and through that equal access to life chances. There is also evidence that parental engagement in the education of young children leads to further engagement in their own learning.

The activities recognise the crucial impact of Early Years settings; the contribution of social and emotional aspects of learning in the early prevention of gaps in achievement between vulnerable children and others; and the importance of driving up primary standards to build on Early Years work and lay the foundations for the transition to key stages 3 and 4.

Outcome measures: how we will know we are making a difference?

Outcome measures	2006/7 Baseline	2007/8 Target	2008/9 Target
Raise standards to above floor target in English and mathematics in the Leeds Challenge schools	English: 30 schools Maths: 46 schools		All schools above floor targets by July 2008
Increase the proportion of 5 year olds achieving 6+ in core elements of the Foundation Stage Profile	47	50	To be agreed
All Early Years providers offering 15 hours of free education		100%	100%
The number of parents re-engaging with their own learning who are able to access parenting support, training, volunteering or job placement opportunities as a result of their child receiving free entitlement from the age of two			

Action plan:

Actions	Detail	Lead/Owner	Funding	Performance measures: how will we know that our actions are on track?			
				Milestones	2006/7 Baseline	2007/8 Target	2008/9 Target
Deliver phase 2 of children's centre programme; undertake planning and partnership development for phase 3		Early Years & Education Leeds		25 Phase 2 centres designated by March 2008 Location of phase 3 centres identified and agreed by May 2008	24 (pre phase 2)		
Deliver the Leeds Challenge project with partner schools	Establish a steering group for the Leeds Challenge schools Agree targets for the Leeds Challenge schools	Education Leeds		Raise standards to above floor target in English and mathematics in the Leeds Challenge schools by July 2008			100% of Leeds Challenge Schools meet targets
Implement the Parents as Partners in Early Learning pilot	<ul style="list-style-type: none"> • Training and support for staff • Events for parents at partners 	EarlyYears/ Education Leeds		Number of parents engaged in their child's learning Project confirmed May 2007 Progress report			

				December 2007			
Implement the pilot project to give vulnerable children free access to early education from the age of 2; extend the free offer for 2 to 4 year olds	Identify location of 750 pilot places in relatively deprived communities Menu of opportunities for parental involvement Deliver and monitor the pilot Disseminate findings of the pilot	Early Years/Education Leeds		Pilot runs for one year April 2007 onwards			Dissemination of pilot findings
Plan, deliver and monitor the Social and Emotional Aspects of Learning Programme in targeted primary and secondary schools		Education Leeds		Schools receiving targeted support have a faster rate of progress than non-targeted schools	Annual evaluation shows faster progress	Annual evaluation shows faster progress	Annual evaluation shows faster progress
Transition programme	Implement the agreed good practice for transition	Education Leeds & Connexions		Agreed transition practice implemented	Programme in place and operating		

	between primary and high school Connexions Transition Personal Advisers continue to support targeted cohorts						
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PRIORITY 8: Promoting positive opportunities in and out of school, reducing anti social behaviour

Background: Leeds has been working for several years on ways of integrating services in order to increase and communicate the range of “something to do, somewhere to go and someone to talk to” available for young people. The enactment of Youth Matters has provided a catalyst for progressing a more strategic and robust approach to young people’s services within the broader Children Leeds arrangements. The opportunity is being taken to progress youth participation and youth volunteering as key facets of the planned Integrated Youth Support Service.

Our action plan seeks to complete major strategic developments whilst at the same time setting some clear targets by which impact can be measured. The desired end result is a combination of children and young people feeling valued, contributing to society, taking advantage of opportunities, and being less likely to engage in anti social behaviour.

Outcome measures: how we will know we are making a difference?

Outcome measures	2006/7 Baseline	2007/8 Target	2008/9 Target
Number of young people participating in PAYP and associated activities	2,033	2,200	2,400
Number of children and young people holding a Breeze Card	76,000	85,000	95,000
Number of Youth Service Reach contacts	15,515	16,864	Not set
Number of first time entrants into Youth Justice system	1,993	1,953	1,877

Action plan:

Actions	Detail	Lead/Owner	Funding (realignment and additional?)	Performance measures: how will we know that our actions are on track?			
				Milestones (measurable outputs)	2006/7 Baseline (where are we now)	2007/8 Target	2008/9 Target
<i>Further develop a participation framework</i>	<ul style="list-style-type: none"> - Adopt Hear By Right - Roll out use of Participation Evaluation Toolkit 	Deborah Howe Departmental Manager, West Yorkshire Youth Association	Input from national Youth Agency Inputs and resources as required from partner agencies	<ul style="list-style-type: none"> • Hear By Right training days for ROAR and Youth Council • Hear By Right training days for adult groups including Integrated Strategic Commissioning Board • Hear By Right Action Plan by March 2008 with 21 priorities agreed between children, young people and adults • PET training days during 2007/08 	<ul style="list-style-type: none"> • N/A • N/A • N/A • N/A 	<ul style="list-style-type: none"> • 4 days • 3 days • N/A • 10 	<ul style="list-style-type: none"> • Not set • Not set • N/A • Not set
<i>Increase impact of ROAR and Leeds Youth Council</i>	<ul style="list-style-type: none"> • Involve high schools in LYC • Maximise use of Youth Opportunity Fund and Youth Capital Fund • Further develop young people's scrutiny role 	John Paxton Head of Youth Service	Resource inputs from partner agencies £495,926 YOF and £428,937 YCF	<ul style="list-style-type: none"> • Number of schools with LYC representation • Number of YOF/YCF applications considered by LYC/ROAR • Scrutiny enquiries involving young people 	<ul style="list-style-type: none"> • 26 • 35 • 2 	<ul style="list-style-type: none"> • 33 • 50 • 4 	<ul style="list-style-type: none"> • 39 • 50 • 4

ACTIONS	DETAIL	LEAD/OWNER	£££	Performance measures: how will we know that our actions are on track?			
				Milestones	2006/07 Baseline	2007/08 Target	2008/09 Target
<i>Integrate services across the 0-19 range</i>	<ul style="list-style-type: none"> Establish a strategy Pilot a local integrated initiative Develop play provision across the full age range 	Sally Threlfall Chief Officer for Early Years and Youth Services	Partner Agencies inputs as required In kind input from 4Children Big Lottery Fund bids for play	<ul style="list-style-type: none"> Strategy agreed by March 2008 Beeston Hill pilot operational by Dec 2007 Importance of play and of young people's involvement embedded 	<ul style="list-style-type: none"> N/A N/A N/A 	<ul style="list-style-type: none"> N/A N/A N/A 	<ul style="list-style-type: none"> N/A N/A N/A
<i>Respond to Youth Matters requirements</i>	<ul style="list-style-type: none"> Establish an Integrated Youth Support Service Publish a youth offer Develop approach to Targeted Youth Support Develop youth volunteering opportunities 	John Paxton Head of Youth Service		<ul style="list-style-type: none"> First Phase of IYSS established by April 2008 Leeds Breeze Youth Promise published by October 2007 TYS Strategy agreed by March 2008 Coordination of youth volunteering embedded in IYSS from April 2008 	<ul style="list-style-type: none"> N/A N/A N/A N/A 	<ul style="list-style-type: none"> N/A N/A N/A N/A 	<ul style="list-style-type: none"> N/A N/A N/A N/A

ACTIONS	DETAIL	LEAD/OWNER	£££	Performance measures: how will we know that our actions are on track?
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				Milestones	2006/07 Baseline	2007/08 Target	2008/09 Target
<i>Increase accreditation outcomes for young people</i>	<ul style="list-style-type: none"> • Further develop use of Duke of Edinburgh Award Scheme • Improve scope for accreditation as part of core Youth Service work 	Maz Asghar Senior Youth Officer	Required resources committed by Youth Service	<ul style="list-style-type: none"> • Increase number of young people engaging in Duke of Edinburgh Award Scheme • Increased number of Youth Service accredited outcomes 	<ul style="list-style-type: none"> • 2,879 • 2,189 	<ul style="list-style-type: none"> • 3,150 • 3,036 	<ul style="list-style-type: none"> • 3,250 • 3,036
<i>Further develop youth crime prevention</i>	<ul style="list-style-type: none"> • Establish a strategy • Further develop inter agency initiatives • Develop youth volunteering opportunities 	Jim Hopkinson Head of Youth Offending Service	NRF bid for £50,000 Children's Fund £400,000 Youth Justice Board and Respect Task Force grants Partner agency inputs	<ul style="list-style-type: none"> • Strategy agreed by March 2008 • Operation of inter agency projects 	<ul style="list-style-type: none"> • N/A • 14 	<ul style="list-style-type: none"> • N/A • 20 	<ul style="list-style-type: none"> • N/A • Not set

ACHIEVE ECONOMIC WELLBEING:

PRIORITY 9: Improving qualifications and skills for 16- 19 year olds, reducing the proportion of vulnerable young people not in education, training or employment (NEET)

Background: This is a priority for Leeds because reducing the number of young people NEET and equipping young people with the skills for success in work and adult are central to their life chances and economic well being. This also helps to ensure that Leeds has the highly skilled workforce it needs to compete in the global economy. Support for parents and families and business and employment development are central to this agenda. (cross reference to readiness to learn priority)

Driving forward the highly complex agenda for change requires extensive consultation and partnership working to agree and implement a city wide framework and infrastructure for post 14 learning. The actions reflect the priority given to the effective implementation of the recently completed review of post 14 learning, the importance of seeing capital investment in the context of personalisation and curriculum development, the need for targeted preventative work with groups vulnerable to NEET, and the provision of support for parents and families.

Outcome measures: how we will know we are making a difference?

Outcome measures	2006/7 Baseline	2007/8 Target	2008/9 Target
93% of young people aged 16 achieve level 1 qualifications and 59% level 2 qualifications by the end of the 2007/08 academic year	<ul style="list-style-type: none"> • 86.5% • 52.2% 	<ul style="list-style-type: none"> • 89% • 56.5% 	<ul style="list-style-type: none"> • 93% • 59.5% (SALTS target, 59% LPSA2)
67% of young people aged 19 achieve level 2 qualifications and 47% level 3 qualifications by the end of the 2007/08 academic year	<ul style="list-style-type: none"> • 63% • 41% 	<ul style="list-style-type: none"> • 64% • 45% 	<ul style="list-style-type: none"> • 67% • 47%
6.6% of year 11 leavers and 8% of 16-18 year olds not in education, employment or training by the end of the 2007/08 academic year	<ul style="list-style-type: none"> • 8.2% • 8.8% 	<ul style="list-style-type: none"> • 7.1% • 8.4% 	<ul style="list-style-type: none"> • 6.6% • 8.0%

Action plan:

Actions	Detail	Lead/Owner	Funding	Performance measures: how will we know that our actions are on track?			
				Milestones	2006/7 Baseline	2007/8 Target	2008/9 Target
Evaluate effectiveness of a range of parenting support activities to inform future commissioning and service planning	<p>Agree consistent methodology</p> <p>Evaluate key programmes e.g. Parent Support Advisers, SPICE, FASTT, Traveller Family Support</p> <p>Input results into commissioning cycle for 2008/11</p>	<p>Jody Sheppard Children's Fund</p> <p>Early Years</p> <p>Education Leeds</p>		<p>Evaluation successfully completed</p> <p>Results included in commissioning cycle</p> <p>Implement a Family and Parenting Strategy that embeds a parenting support and advice guarantee for all families</p>			
Support the roll out of the local enterprise growth initiative	Appointment of LEGI ambassadors	Education Leeds, Neighbourhood & Housing		Meet targets and milestones detailed in the LEGI bid			
Develop and consult with partners on a city wide model for delivering 14-19 provision	<p>Options papers</p> <p>Further Local, regional and national consultation with all stakeholders</p>	Education Leeds & Learning & Skills Council for the 14-19 partners		City wide curriculum framework in place by September 2008			Framework in place

	Refined options papers						
Develop and implement a strategy for the 14-19 estate that is supportive of the citywide 14-19 strategy and that maximises investment and partnership opportunities	Local, regional and national consultation with all stakeholders Analysis of links between investment plans for secondary estate and FE	Education Leeds & Learning & Skills Council for the 14-19 partners		Capital Investment plan agreed by partners by April 2008			Plan agreed
Deliver the Electronic Individual Learning Plan Project	Pilot of Eilps in partner schools Autumn 2007	Education Leeds & partner schools		Pilot of Eilps in partner schools Autumn 2007			100% of schools using Eilps with at least one group by September 2008
Facilitate and lead the delivery of the personalisation and curriculum activities in the Leeds 14 – 19 action plan	Implementation of on line Area prospectus Piloting common application system Preparation for	14-19 partnership		Pilot providers offer specialised diploma by Sept 2008 On line Area prospectus available from October 2007 Pilot of common		On line Area prospect's in place October 2007	5 specialist diplomas by September 2008 Common application system available to

	pilot of specialised diplomas			application system in 2007/08 academic year			all learners by September 2008
Develop a preventative strategy to reduce the percentage of young people not engaged in education, employment or training.	Develop a NEET preventative action plan Develop activity programmes targeted at underperforming groups	Education Leeds, Connexions, other 14-19 partners		NEET Co-ordinator in post May 2007 Partnership initiatives to move young people from NEET to EET Develop activity programmes targeted at learners with learning difficulties and disabilities, looked after children and other disengaged groups	See NEET measures	See NEET measures	See NEET measures

ALL OUTCOMES:**PRIORITY 10: Narrowing the gap**

Background: This is a priority for Leeds because succeeding in school is vital if young people are to progress to further learning and work. We also know that attainment is vital for resilience and enhancing young people future life outcomes. However, at present in Leeds ‘value added’ measures of the progress made between Key Stages of learning shows that, overall, young people in local schools make relatively limited progress between the ages of 11 and 16. In addition we know that for some groups of young learners, particularly those from deprived neighbourhoods, Looked After Children and some Black and Minority Ethnic heritage students, are more likely than most to have poor outcomes.

Our action plan is informed by an evaluation of existing programmes, discussion with schools and the framework of our wider children’s services strategy. The key elements of our strategy are: to work in partnership with schools to more effectively use the resources, expertise, energy and good practice across the city and beyond, to develop a culture of partnership with learners through developing personalisation in learning – ensuring all learners are engaged in agreeing a plan of aims and aspirations and agreeing the support and learning to achieve them.

Outcome measures: how we will know we are making a difference?

Outcome measures	2006/7 Baseline	2007/8 Target	2008/9 Target
All LAC and BME students achieve their targets in 5 or more grades A*-C <u>including English and maths?</u> (redefined?)	LAC: 3.5% BME: 33.2%	LAC: 15% BME: na	LAC: 18% BME: 41%
Attendance of LA and BME children and young people	LAC: 88.4% BME: 90.6%	LAC: na BME: na	LAC: na BME: na
Improve the rating of LA children PAF health indicators?	Good	Good	Good
Increase the stability of placements of LA children	72%	80%	85%
Increase the rate of adoptions of LA children	5.9%	7.5%	8.1%
Increase the % of under 16s Looked After for >4 years living in the same placement for > 2 years or placed in adoption	65%	67.5%	70%

Action plan: LAC

Actions (max 6)	Detail	Lead/Owner	Funding (realignment and	Performance measures: how will we know that our actions are on track?
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			additional?)	Milestones (measurable outputs)	2006/7 Baseline (where are we now)	2007/8 Target	2008/9 Target
<i>Deliver the Computers for Pupils project</i>	Provision of hardware and Internet access in the homes of 11-16 year olds on FSM in the most deprived communities in Leeds (DfES specification)	Education Leeds	Standards Fund grant: £900k 2007/8, £900k 2008/9	Procurement of the ICT by September 2007. All foster homes and children's homes have hardware and Internet access for use by the C&YP by December 2007. Roll out to all target locations January – September 2008		Home access by 50% of targeted cohorts	Home access by 100% of targeted cohorts
<i>Deliver the LAC Virtual School</i>	Establish a virtual school with dedicated leadership and support to ensure effective corporate parenthood and learning for all LAC	Education Leeds	DfES grant ??	Appoint the Virtual School head May 2007 All LAC have attainment targets November 2007	Head teacher not appointed.	Headteacher appointed and school functioning	
<i>Family Resource Centres</i>							
<i>Deliver an extended curriculum offer for vulnerable groups</i>	Deliver curriculum enrichment programmes including aim higher, study support, and 14- 19 to improve attainment with a weekly LAC programme	Education Leeds		All LAC are entered for one or more GCSE (equiv) courses in Y10 and 82% achieve at least one grade by Summer 2008.	60% of LAC pupils achieve one or more GCSEs or equivalent	90%	82%
<i>Mentoring scheme</i>	Target 10 high schools with extra mentor time for LAC of a day a week. Possible increase in number of mentors dependent on successful funding bid.	Education Leeds	Neighbour hood Renewal Fund- amount tbc				

Increase dental service provision for LAC and Gypsy, Roma and Traveller children	Improve local systems for making these arrangements and refocus performance management (+ commission extra service provision?)	LCC Social Services Leeds PCT		LAC accessing dental provision	66%	71%	76%
Agree inter-agency strategy for children with disabilities	Prioritised implementation and resource plan in line with NSF Standard 8	Disabled Children's Interagency Group		Will be in place by March 2008			

Action plan: BME

Actions (max 6)	Detail	Lead/Owner	Funding (realignment and additional?)	Performance measures: how will we know that our actions are on track?			
				Milestones (measurable outputs)	2006/7 Baseline (where are we now)	2007/8 Target	2008/9 Target
Minority Ethnic Achievement Programme, Black Caribbean Achievement Programmes and Black Pupil Achievement Programme	Deliver the BPAP, MEAP and BCAP to raise the achievement of targeted groups of black and minority ethnic pupils	Education Leeds		Targets in the Equality Action Plan are achieved	Black Caribbean, and Asian groups achieving below the city average	Targets achieved	Targets achieved
Equality impact Assessments	Undertake a programme of targeted equality impact assessments in children's services +extend to incorporate wider definitions of equality	Children Leeds and Leeds City Council		X Equality impact assessments carried out and findings implemented by April 2008			

Implement the 'Tomorrow's Teachers Today' primary school project							
Deliver the anti-bullying strategy	Focus on racial harassment monitoring and action	Education Leeds		Anti bullying strategy and monitoring systems are in place by April 2008.	Draft strategy and developing monitoring systems	NA	NA
Deliver an extended curriculum offer for vulnerable groups	Support schools to deliver personalised learning through the development of appropriate curriculum models (NS). Work within wider 14-19 partnerships in the development of a Curriculum Framework for Leeds, which delivers through learner entitlement	Education Leeds					
Mentoring scheme	Making a Difference, Junior Windsor Fellowship and BME Undergraduate mentoring services all continued	Education Leeds	Aim Higher and Rainer Trust				

Action plan: C&YP with disabilities

Actions (max 6)	Detail	Lead/Owner	Funding (realignment and	Performance measures: how will we know that our actions are on track?
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			additional?)	Milestones (measurable outputs)	2006/7 Baseline (where are we now)	2007/8 Target	2008/9 Target
<i>Develop a comprehensive Disabled Children's interagency strategy</i>							
<i>Deliver an extended curriculum offer for vulnerable groups</i>		Education Leeds					
<i>SEN officers will support schools in achieving the Inclusion Chartermark</i>	A dedicated officer will work with Leeds schools to promote their pursuit of the inclusion chartermark.	Education Leeds					

Action plan: C&YP from deprived communities

Actions (max 6)	Detail	Lead/Owner	Funding (realignment and additional?)	Performance measures: how will we know that our actions are on track?			
				Milestones (measurable outputs)	2006/7 Baseline (where are we now)	2007/8 Target	2008/9 Target
<i>Deliver the Computers for Pupils project</i>	Provision of hardware and Internet access in the homes of 11-16 year olds on FSM in the most deprived communities in Leeds (DfES specification)	Education Leeds	Standards Fund grant: £900k 2007/8, £900k 2008/9	Procurement of the ICT by September 2007. All foster homes and children's homes have hardware and Internet access for use by the C&YP by December 2007. Roll out to all target locations January – September 2008		Home access by 50% of targeted cohorts	Home access by 100% of targeted cohorts
<i>Deliver an extended</i>	Promote the development of a	Education Leeds				Program mes	

curriculum offer for vulnerable groups	more varied curriculum through the gifted and talented, stepping stones and aim higher programmes					impleme nted and pupils attending	
Deliver the SEAL programme in the targeted primary schools	Social and emotional aspects of Learning is a DfES programme to promote emotional well-being through the development of a range of skills e.g. self-awareness and motivation	Education Leeds	DfES Stands fund	Training started in October 2005 and 113 schools have attended awareness raising sessions or training.			Have 80% of primary and 10% of secondary schools operate SEAL by July 2008.
Continue to promote the investors in pupils programme	Education Leeds will continue to promote the Investors In Pupils program across Leeds primary schools/	Education Leeds		35% of primary schools have either achieved the investors in pupils standard or committed to an assessment date	20%	35%	

PRIORITY 11: Extended services for every neighbourhood, rolling out Children’s Centres and extended services around schools

Background: Our longer term priority is to work to ensure that all communities Leeds have at their heart a children’s centre or school that is the hub for all the services that local children, young people and families need and want. This is important to deliver the government’s agenda of services that are more responsive and closer to families and communities, and the government concept of ‘progressive universalism’, that is a more extended range of welfare services that provide high quality support for all, but are able to provide more support to those that need it. For local partners this priority of extended services is important to respond to the views of local people and local providers, and to enable professionals and services to be better joined up and to work closer together.

To achieve this priority, our short term focus is to work to ensure that by 2010 all areas can provide the Core Offer of extended services and that all neighbourhoods have a high quality Children’s Centre, and to learn as a city and as local partnerships how best we can achieve our longer term aim.

Outcome measures: how we will know we are making a difference?

Outcome measures	2006/7 Baseline	2007/8 Target	2008/9 Target
Parent satisfaction with local extended services	NEW MEASURE		
The proportion of primary schools providing the full extended services ‘core offer’	X	y	z
The proportion of secondary schools providing the full extended services ‘core offer’	X	y	z
The number of Children’s Centres	X	y	z

Action plan:

Actions (max 6)	Detail	Lead/Owner	Funding (realignment and additional?)	Performance measures: how will we know that our actions are on track?			
				Milestones (measurable outputs)	2006/7 Baseline (where are we now)	2007/8 Target	2008/9 Target
<i>Support clusters of schools and partners in developing extended services</i>	•	Mark Hopkins		•	•	•	•
<i>Manage the roll out of Phase Two of the Children's Centre Programme</i>	•	Anne Kearsley		•	•	•	•
<i>Develop an integrated training programme for the workforce of extended services partners</i>	• Develop, agree and implement a multi-disciplinary training package	Mark Hopkins		• Number of staff engaged in extended service training programme	• X	• Y	• Z
<i>Support the development of leadership, management and governance of extended services</i>	• Develop use of the IdeA Leadership Challenge for school clusters and NPQICL • School Leader of the Future Programme • Develop new governance models for clusters	Anne Kearsley		• Number of staff completing the School Leader of the Future programme (including non school staff) • No .of staff completing NPQICL • Number of clusters engaged in IDEA leadership project • New governance models agreed	• 0	• 0 • z • Mar 08	• 300 (50)
<i>Develop new quality improvement approaches for extended services</i>	• Evaluate current practice and impact • Develop Quality Improvement Strategy	Mark Hopkins		• Quality Improvement Strategy agreed • No. of cluster engaged in Quality Strategy		• Mar 08	
<i>Strengthen local partnership</i>	• Leadership and	Mariana Pexton		• Partnership Review complete		• Mar 08	

<p><i>working through new locality arrangements</i></p>	<p>support of DCS Locality Enablers</p> <ul style="list-style-type: none"> • Strengthen links between local council, school and children's services structures • Develop local CYPPs to provide an integrated framework for locality planning 			<p>and new partnership arrangements in place</p> <ul style="list-style-type: none"> • Local CYPPs complete in all five wedges 		<ul style="list-style-type: none"> • Mar 08 	
<p><i>Children & Maternity Hospital</i></p>	<p>Key clinical services identified for improved care pathways between hospital and community-based services to improve health care outcomes for children and young people in line with NSF standards 6 and 7</p>	<p>Leeds PCT and LTHT</p>		<p>Two reviews between PCT and LTHT during 07-08 by March 08</p>			

TRANSFORMING SERVICES:

PRIORITY 12: Personalised, joined up support for all, rolling out Common Assessment and the Budget Holding Lead Professional and Individual Learning Plans

Background: This is a priority for Leeds because we want to make sure that each individual and their family is provided with the support they need and want. To do this we need to change the way that we work to address common weaknesses with traditional public services that have too often been based around organisational boundaries and historic practice rather than the personal needs, context and preferences of the people they serve. We also want to ensure that all children, young people and their families are supported by an integrated team of professionals that work together well to meet their needs. This is a priority to reduce the frequent delay, duplication and confusion that has traditionally been encountered within public services, particularly for those families with the most needs and therefore the most number of services working with them. As a key step on this journey, our short term focus is to develop effective approaches to this integrated working through the roll out of the Common Assessment Framework and Budget Holding Lead Professional.

Our action plan is based on delivering the major changes that are needed to deliver our longer term goal. These include some of the main elements of the national Every Child Matters ‘Change for Children’ programme and some of our key local priorities. This is a priority both to ensure that they receive the tailored support they need and also to support wider efforts to develop more ‘learner led learning’ and better dialogue and communication within schools.

Outcome measures: how we will know we are making a difference?

Outcome measures	2006/7 Baseline	2007/8 Target	2008/9 Target
Number of young people with Individual Learning Plans	X	y	z
No. of children, young people and families assessed through the Common Assessment Framework	X	y	z
Proportion of children, young people and families who report that they were satisfied with the support provided through multi-agency support	NEW MEASURE		

Action plan:

Actions (max 6)	Detail	Lead/Owner	Funding (realignment and additional?)	Performance measures: how will we know that our actions are on track?			
				Milestones (measurable outputs)	2006/7 Baseline (where are we now)	2007/8 Target	2008/9 Target
<i>Continue the roll out of the Common Assessment Framework</i>	<ul style="list-style-type: none"> • Agree Multi-Agency Thresholds • Training and awareness raising • E-CAF system development 	Mary Armitage		<ul style="list-style-type: none"> • No. of staff completing training • No. of CAFs completed • phase 2 of E-CAF project completed 	<ul style="list-style-type: none"> • X • X 	<ul style="list-style-type: none"> • Y • Y • Mar 08 	<ul style="list-style-type: none"> • Z • Z
<i>Continue the Budget Holding Lead Professional (BHLPP) Pilot</i>	<ul style="list-style-type: none"> • 	Vanessa Broadbent		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • X • 12 	<ul style="list-style-type: none"> • 50% • 18 	<ul style="list-style-type: none"> • 75% • 30
<i>Implement the Looked After Children BHLPP pilot</i>	<ul style="list-style-type: none"> • 	Vanessa Broadbent		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<i>Continue the implementation of ContactPoint</i>	<ul style="list-style-type: none"> • Development of ICT and IM systems • Develop multi-agency assessment toolkit • Training and awareness raising 	John Maynard		<ul style="list-style-type: none"> • Progress assessment from DfES for delivery of ContactPoint Project • Phase 1 complete 	<ul style="list-style-type: none"> • x 	<ul style="list-style-type: none"> • y • Mar 07 	<ul style="list-style-type: none"> • z
<i>Continue to develop a citywide service directory</i>	<ul style="list-style-type: none"> • 	Ian Green		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • x 	<ul style="list-style-type: none"> • y 	<ul style="list-style-type: none"> • z

TRANSFORMING SERVICES:

PRIORITY 13: Parenting support for all, proactive tailored support for families facing the most severe challenges

Background: This is a priority for Leeds because throughout the development of the CYPP last year and throughout this review all local stakeholders have emphasised the importance of supporting parents and carers. This has been mirrored by national policy and priorities. The role of parents and carers is rightly seen as a priority because they will always be a crucial factor in determining the life chances and outcomes for children and young people. In line with our approach we need to build resilience, and ensure that families, parents and carers have the skills and capacity to manage their challenges for themselves.

Our action plan below is informed by, and linked to, the development of the local draft Family Support and Parenting Strategy that has been worked up by a wide range of local partners. This work has included a robust review of the current needs of local parents, carers and families and a detailed audit of the range and efficacy of local provision.

Outcome measures: how we will know we are making a difference?

Outcome measures	2006/7 Baseline	2007/8 Target	2008/9 Target
Proportion of parents and carers that are satisfied with parenting information, advice and guidance	x	y	z
Proportion of parents and carers that are satisfied with parenting support services	x	y	z
Proportion of parents and carers that report that support provided has helped them in their parenting or caring role.	x	y	z

Action plan:

Actions (max 6)	Detail	Lead/Owner	Funding (realignment and additional?)	Performance measures: how will we know that our actions are on track?			
				Milestones (measurable outputs)	2006/7 Baseline (where are we now)	2007/8 Target	2008/9 Target
<i>Support for parents through the Parent Support Advisers</i>	Deliver the PSA research project to meet the contractual requirements of the DfES	Education Leeds		Ensure that all schools involved in the PSA project remain engaged until March 2008	79 schools	79 schools	79
<i>Expand the existing family outreach worker team.</i>	All phase 1 and phase 2 Children's Centres	Andrew Richards	CC revenue budget				
<i>Evaluate the success of the '7 day response' teams commissioned from former L.S.S.P</i>	Monitor and evaluate the reach and effectiveness of 7 day response teams tier 08-09 commissioning round	Sally Threlfall	General sum strategy budget				
<i>Improving information to parents via family hub and 'Parent Line Plus'</i>	Providing and updating information on services for family childcare, sports, leisure and arts through the launch and development of the family hub and promotion of 'Parent Line Plus.'	Ian Green	Within Sure Start budget	Number of links from the family hub website	Family hub launched and operational	Tbc	Tbc
				Use of the family hub website	New measure	Tbc	Tbc
<i>Induction training programme offered to new staff working with families</i>	Training that embeds shared principles, common core knowledge, skills and quality	Jill Dawson					

	assurance						
<i>Establish a 'Leeds Parenting Unit'</i>	Coherent planning of parenting programmes. Monitor and evaluate impact and identify gaps and replication.	Sally Threlfall					