



# The Annual Standards Report



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# Executive Summary:

This report provides an overview of Learning in Leeds across all Key Stages, from Early Years to Post 16, for the school year 2013-2014. It describes the processes and actions taken by Children's Services' to improve education throughout Leeds. It also details the recommendations to keep improving the quality of education in all schools and learning settings across the city. Each hyperlink leads to another layer of the report; one that provides more detail to the information provided.

## **Leeds is looking at an improving situation, but it needs to get better still**

- Overall, 77% of learning places were rated as good or better
- Over 75% of registered child-minders were rated as good or better, as are more than 80% of non-domestic childcare settings
- Four out of five of Further Education providers are rated as good or better
- Eight out of nine special schools (SILCs) and PRUS are rated as good or better. Two of the special schools are outstanding

## **Leeds continues to strive to be the best city for learning, and this report highlights the steps that are been made on that journey**

- Learning places for all Leeds children have been established
- A strong 'school to school' system is being developed
- There is a robust 'Leeds Learning Partnership' supporting learning across the city
- There are a number of Teaching Schools in Leeds, adding to the core of professional development that is available to learning places across the city
- Numerous research projects are taking place across Leeds, bringing some of the best new ideas in education directly into the classrooms

## **There is a strong awareness of the challenges that exist in the city, and these are priorities for the future**

- Leeds need to continue to raise attainment and close any gaps in standards, so all children succeed, regardless of their background
- There needs to be a strong continuum of support and education provided for those children who, for social or emotional reasons, find school difficult
- Secondary education needs to continue to be improved, so that in the future all schools are good or outstanding
- School capacity needs to be built, to ensure that even more great learning places are provided for the children in Leeds
- A world class education system needs to be built, within a world of tightening budgets

This report highlights the ways that Leeds Childrens Services are looking forward and the steps that are been taken, to be Leeds: Best City for Learning

Focusing on what's important – the children





# Introduction:

Children's Services in Leeds have undergone significant changes in recent years. We are developing effective ways of working, tailoring our service to provide the best possible care for children and young people within a world of reduced budgets. Despite this we are constantly learning and evolving. We remain committed to our agenda of working in partnership with schools to improve the achievement of all our children and young people, and making Leeds a child friendly city. This report looks at standards achieved by children and young people across Leeds from a wide variety of learning places.

Together, we will be creating this report every year, and we welcome your feedback to ensure that this report, like Children's Services, is consistently improving.



Councillor Judith Blake

Welcome to the Annual Standards Report for 2013-2014. This report will display information about last year in children's learning; the things we have celebrated, the challenges that we have experienced, and the recommendations for the future.

Leeds is a vibrant city, growing in both size and economy. It has rich and diverse communities, with a variety of socio-economic, religious and ethnic backgrounds. Leeds is a mix of different areas, neighbourhoods and communities. Each is made unique by the people who live there, and each has its challenges and strengths. Schools and learning places are characterised by the context of their surrounding area, and so they respond locally to community needs and issues. There is an exciting mix of schools across the city. This report will provide an overview of the different strengths and challenges felt by all schools and learning places in Leeds.



Nigel Richardson, Director of Children's Services



## What should you learn from this report:

How well Leeds children achieve

The quality of education provision

What we should celebrate

The challenges the learning community faces

The priorities that need to be addressed

There is a lot to celebrate!

- Attendance is the highest ever in the city
- NEET (Not in Education, Employment or Training) figures are the lowest ever at 6.4%
- Eight primary schools received pupil premium awards
- Six primary schools featured in the top 200 of primary schools in England
- As a city there are close to 87% of primary schools judged to be good or outstanding
- 72% of secondary age pupils attend a good or outstanding school or academy in Leeds.
- Between November 2013 and November 2014, 3 secondary schools and academies moved up one Ofsted grade or more to Outstanding, more than doubling the total of outstanding schools.
- All five of the generic SILCs are judged to be good or better. Two are outstanding overall and three had leadership judged to be outstanding.
- 39 secondary settings are members of the Leeds Learning Partnership, the key secondary traded offer to schools and academies in Leeds.

## There are challenges across the city

### Closing the gap

Whilst the changing population of Leeds presents challenges and a context within which performance should be viewed, this does not fully explain the extent of the gap in outcomes for vulnerable and deprived children and young people. The outcome gaps in Leeds are larger than in comparable Local Authorities.

### Budget Savings

The council's budget challenge has been considerable over the past four years; since 2010, the council has seen its levels of core funding reduced by £129m. Children's Services remain committed to working in partnership with schools to improve the attainment and achievement of all of our children and young people, and making Leeds a child friendly city. However, there will inevitably need to be some realignment of services in order to achieve the savings that need to be made.

### Types of schools are diversifying

The autonomy of the school system is increasing; nationally the number of academies is growing rapidly, with 65% of secondary schools and 18% primaries either academies or in the process of becoming academies (including free schools).

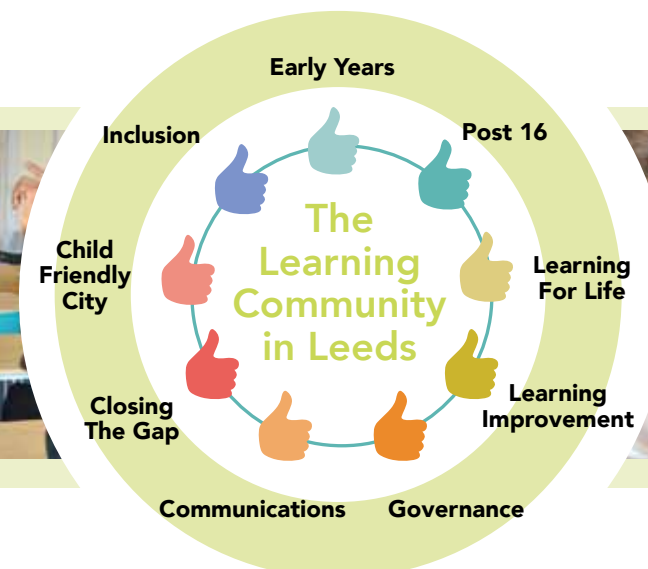
In Leeds there are 22 secondary academies including free schools (46%) and 20 primary academies including free schools (9%). Schools in Leeds are also working together through other arrangements, such as trusts, clusters and the six teaching school alliances.

### Test and exam change

The reform of exams, at GCSE and post 16 with changes to the way they are assessed and the subjects that are acceptable for league table performance has caused and is causing system wide reform for schools and colleges. What is taught and the way it is actually taught has changed significantly and further changes are being implemented.

### Population growth

The Leeds population of children and young people is growing rapidly, approximately 10,000 children entered reception this year whilst only 7000 left year 11. In addition we are seeing a higher proportion of children in the city with special educational needs and the complexity of those needs is increasing.





## Curriculum reform

In early years, primary, secondary and post 16 curriculum reform is challenging the leadership of schools and settings to ensure that staff are trained and resourced to meet the demands of the changes.

## New legislation

**Special Educational Needs and Disabilities (SEND):** New legislation is affecting the provision across the city and within individual schools and settings to ensure that every child and family is aware of the equitable offer available to them. It requires that every child with SEND has a personalised Education, Health and Care Plan.

## Workforce development, recruitment and retention

The recruitment and retention of teaching staff generally continues to be an issue for all schools. There are specific shortages in the recruitment of headteachers, some subject areas in the secondary sector, and support staff across all sectors



# There is a lot to reflect upon from 2014

## Ann Maguire

The city was shocked at the tragic death of Ann Maguire, who was murdered in her classroom in April 2014. Ann was a well-loved teacher, and her death saddened and shocked Leeds. The thoughts and prayers of the entire learning community continue to be with her family.

## Changing Governance Structures

The education system in England has changed substantially in the last couple of years, as a result of changes to legislation and policy. There has been a strong emphasis on the role of governing bodies in driving improvement in the quality of the schools they govern. The revised 2012 Constitution Regulations and statutory guidance encourage governing bodies of maintained schools to reflect on their membership and identify any gaps or weaknesses that may need to be addressed through recruitment or training, to ensure that they are fit for purpose for the demands made on them.

Over £40,000 raised for the Ann Maguire Arts Education Fund



ANN MAGUIRE  
ARTS EDUCATION  
FUND

“We remain committed to our agenda of working in partnership with schools to improve the achievement of all our children and young people”

Councillor Judith Blake



# Leeds: The Context

## Leeds

The total population of Leeds is over 761,000 and the city is rapidly expanding, with a population increase of 5.1% between 2001 and 2011. There are over 182,000 children and young people in Leeds. The latest Migration Profile indicates that over 7,000 international migrants arrived in the city in the last 12 months.

Figures from the most recent school census show that 16% of the school population have English as an additional language and 24% are from Black or minority ethnic groups. 20% of children are eligible for Free School Meals and 18% have special educational needs. Government measures of child poverty indicate that 22% of children in Leeds come from "low-income families"; this compares to 20% nationally. All these figures are increasing.

## Schools

In September 2014, there were 221 primary, infant and junior schools, 38 secondary, 6 special schools and 3 pupil referral units (PRUs) in Leeds. These figures include all state-funded schools, including academies and free schools.

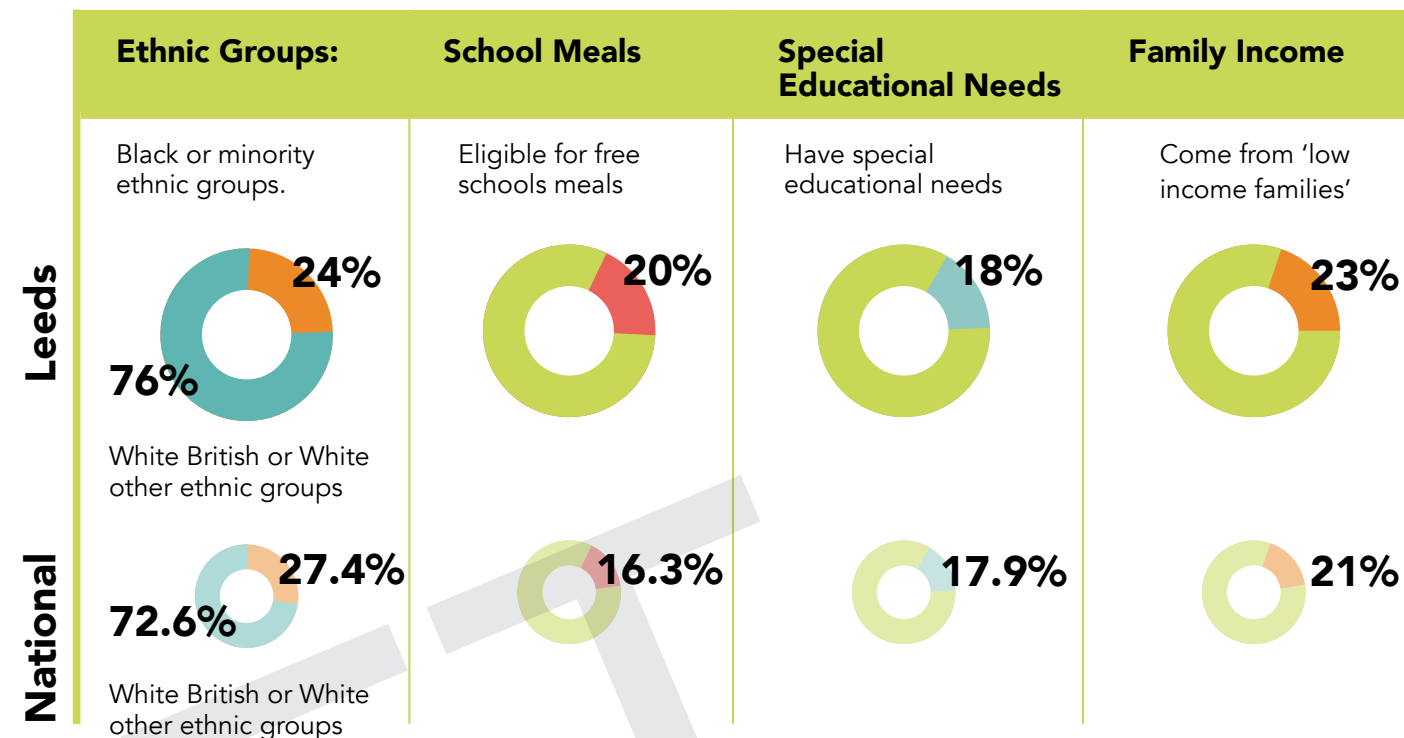
The increased pressure on schools and settings can be seen throughout the education provision in Leeds. There are a wide range of Early Years, Primary, Secondary and Post 16 schools and settings; all of whom are facing a situation where the need for school places and provision is increasing.

The increase of children who experience complex needs has required diversification and modernisation of schools and settings, and we as a Local Authority are constantly developing the ways that we communicate and interact with schools and settings, and updating the services that we provide.

The academies programme has seen 36 schools convert to academies in Leeds, with 18 from Primary and 18 from secondary. As of September 2015, a further Local Authority maintained school, Bruntcliffe, is anticipated to become an academy.

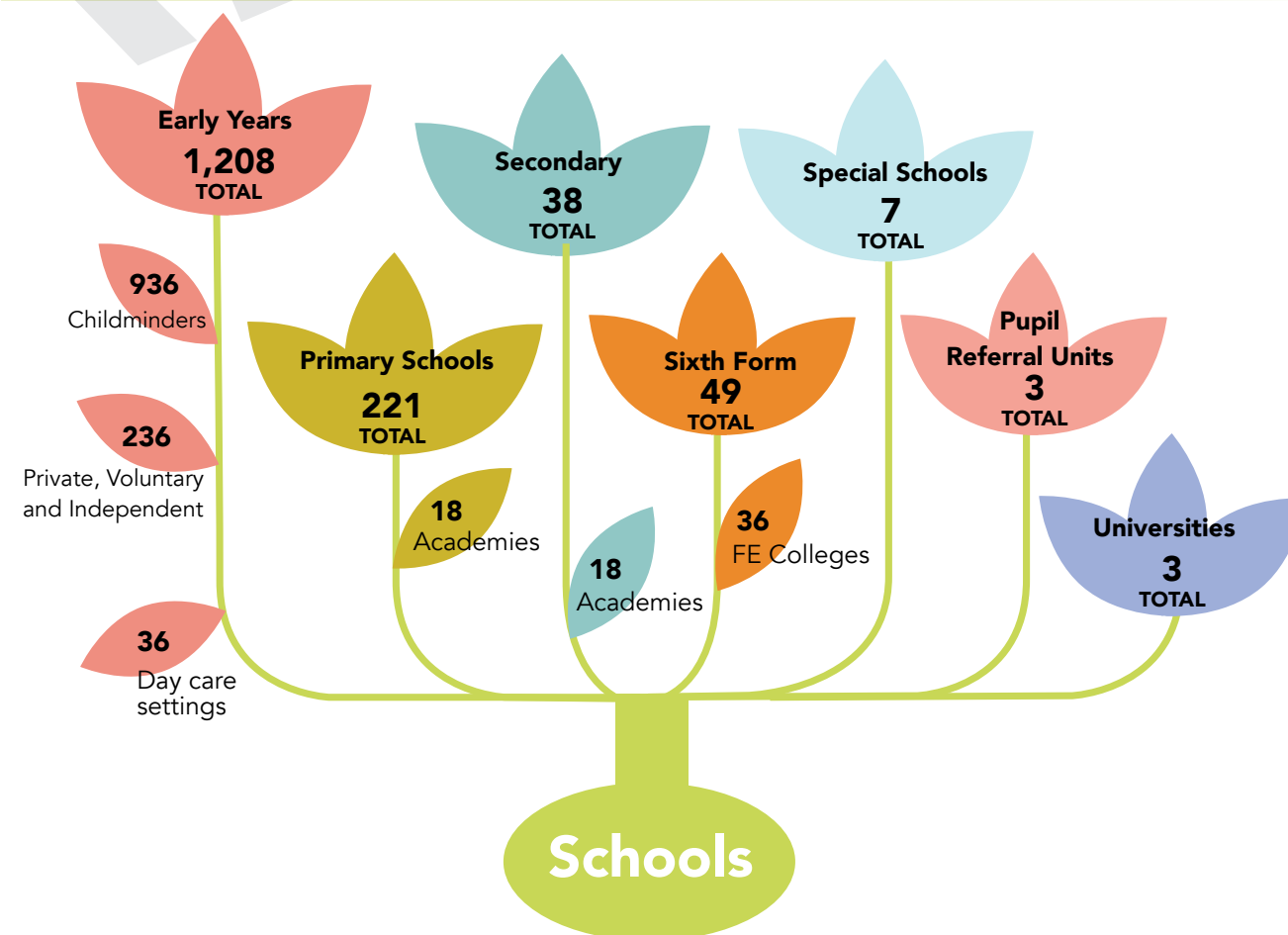
Engagement with academies is generally good and improving. We have a statutory responsibility for the safeguarding, and accountability for the outcomes of all children in Leeds, including children who attend academies.

Leeds is a diverse and fast growing city, and it is the third largest city in the UK.



An expanding city will encounter challenges when trying to place every child in a school that is local to them. For Leeds children, who are growing up in a city with a rising birth rate, a commitment has been made to ensure that all Leeds children have a good school place.

In line with this commitment, Leeds City Council have created over 1,570 school places since 2009.





The Rising Birth Rate & School Places

In January 2014, there were 113,377 pupils in Leeds. This included 68,060 pupils in primary schools, 44,259 in secondary schools and 1,031 in special schools. Nationally, between 2001 and 2012, live births rose by 23%, which correlates with the increase of 24.3% in Leeds over the same time period. Birth rates have increased in Leeds from 7,500 live births in 2001 to a high point of 10,350 in 2012. The council has responded with significant resources to deliver new primary school places to meet this demand since around 2008. Up to September 2014 a total of 1,168 additional places had been approved for delivery. For the last four years the continuing increase in births has maintained at about 10,000, so after 2016 the focus will switch to secondary school places. To meet demand, new secondary school places at least equivalent to a new eight form entry school each successive year will be required from 2016.

In 2014: The impact of this growth can be seen in admissions data.

86.1% of children were offered their first choice primary school in Leeds, compared to 87.7% nationally

88.4% of children were offered their first choice secondary school in Leeds, compared to 85.2% nationally.

95.3% of children were offered one of their first 3 preferred primary schools in Leeds, compared to 95.7% nationally

97.8% of children were offered one of their first 3 preferred secondary schools in Leeds, compared to 95.5% nationally.

Child Poverty

Analysis of Local Authority data shows that poverty is a key factor in gaps at all key stages and phases. Every child deserves a happy childhood, and that no matter their background, they should grow up to have a bright future ahead of them. Poverty impacts on health, educational achievement, longevity and job opportunities. Leeds City Council is ensuring that Leeds becomes a Child Friendly City, to improve outcomes for all children.

Current figures show that just over 1 in 5 children in Leeds are currently living in poverty.

Pupil Premium

Pupil Premium is additional funding that is given to publicly funded schools in England to raise the attainment of disadvantaged pupils. It is available to all schools. The pupil premium is paid directly to schools as it is thought that they are best placed to assess what additional provision their pupils need. Ofsted write reports on how schools' use of the funding affects the attainment of their disadvantaged pupils.

Free School Meals (FSM)

There are two types of Free School Meals- the first is provided for eligible children all the way through their education, and the second is the Universal Free School Meals for all children under 8, introduced in 2014. Free School Meals have many benefits for the child and their family- not only are they healthy, it could also save a family £420 a year per child. Families who are entitled to free school meals are in receipt of the following benefits.

Universal Free School Meals

This is a policy that was introduced in 2014 for state-funded schools to provide all children in reception, Year 1 and 2 with a meal in school.

These measures have been embraced by schools.

The Council is ensuring that Leeds becomes a Child Friendly City, to improve outcomes for all children.





# Education In Leeds

## The vision for learning

A key plan for Leeds City Council is to make Leeds the Best City by 2030. This goal is intertwined with the aim to develop Leeds into a Child Friendly City and the Best City for Children.

Children's Services vision is for all children, young people and families to have the best start in life. The local authority works in close partnership with



schools and learning settings to ensure that they are able to provide the best possible opportunities for children and young people to learn and develop across the city. Leeds City Council know that the quality of education cannot exceed the quality of those learning places, and so it is acknowledged that school leaders are best placed to meet the challenge of raising standards and tackling underperformance. We continue to direct resources and expertise to develop expectations which support this approach.

Leeds City Council play a strong coordinating and supporting role in developing school to school support across the city and in building efficient and effective relationships with other partner organisations.

The CYPP (Children and Young People's Plan) established the vision to make Leeds the best city in the UK and a child friendly city.

Throughout the service, the question 'what is it like to be a child or young person growing up in Leeds and how can we make it better?' drives all thinking and practice. The shared commitment and focus is to put the child at the centre of all Leeds City Council do, to listen to the voices of children and young people, and to safeguard and promote their interests. Within this context, schools and learning places are seen as community assets.



## Current educational outcomes for Leeds

### Quality of schools and settings

- Overall, 77% of learning places are rated as good or better and 76% of Leeds children attend settings which are rated as good or better.
- Over 75% of registered child-minders are rated as good or better, as are more than 80% of non-domestic childcare settings.
- The proportion of primary schools rated as good or better in Leeds continues to improve. 87% of primary age children attend good or outstanding primary schools. 18% of primary schools are rated as outstanding.
- The proportion of secondary and "through" schools rated as good or better in Leeds also continues to improve with 74% of our secondary school students attending schools that are good or better. 8% of secondary schools are outstanding.
- Four out of five of Further Education providers are rated as good or better.
- Eight out of nine special schools (SILCs) and PRUS are rated as good or better. Two of the six special schools are outstanding.

### Early Years Foundation Stage

- Outcomes at the end of the early years foundation stage have improved in 2014 and are closely following the trends observed nationally.
- The gap between the outcomes of the lowest 20% of achievers and the "average" in Leeds has historically been larger than national, however this year the gap has seen a significant reduction. Further reducing this gap will continue to be addressed as a priority issue in 2014-15.





## Year 1 Phonics

- The proportion of children achieving the expected standard in phonics in Year 1 continues to improve and is now in line with national figures.

## Key Stage 1 (KS1)

- Outcomes in reading have improved annually since 2010, however, this has not been at a sufficient pace to close the gap significantly between Leeds and national.
- The pattern is similar for writing, however the gap between Leeds and national is smaller.
- Outcomes in maths follow the same trend with consistent improvements but lagging behind a higher level of national performance.

## Key Stage 2 (KS2)

- The progress of children between KS1 and KS2 remains a strength in Leeds. The proportion of children making expected progress in reading has improved and remains above national. The proportion of children making better than expected progress in reading also remains well above national.
- The proportion of children making expected progress in writing has improved and remains above national. The proportion of children making better than expected progress in writing also remains well above national.
- The proportion of children making expected progress in maths remains above national. The proportion of children making better than expected progress in maths also remains well above national.
- KS2 performance has historically been in line with national. Despite continuing improvements, the gap between Leeds and national has slowly widened.
- In writing and maths, Leeds is 2 to 3 percentage points behind national for both the L4+ and L5+ benchmarks. The gap is widest in reading where Leeds is 3 percentage points behind on L4+ and 5 percentage points behind on L5+.

## GCSE (Key Stage 4)

- The changes to the calculation methodology for GCSE headline indicators have affected results both in Leeds and nationally. The percentage of students achieving 5 or more A\*-C grades (including English and maths) based on "best entry" is 55% in Leeds and 58% nationally. Based on first entry, the figures fall to 50% for Leeds and 56% nationally. Direct comparisons between this year's results and those achieved in 2013 should be treated with caution.
- Performance against the English Baccalaureate (EBACC) measure has seen continued improvement and a narrowing of the gap to national. Based on best entry 22% of students achieved the EBACC in Leeds (24% nationally), based on first entry the figures are 21% for Leeds and 24% nationally.
- Based on best entry, the percentage of students making expected (and better than expected) progress in English has seen a marked improvement, narrowing the gap to national. Based on first entry the figures have remained static for both Leeds and national.
- The proportion of students making expected and better than expected progress in maths has dipped slightly, both nationally and in Leeds.

## A Level (Key stage 5)

- There have also been significant changes to post 16 examination frameworks which have affected outcomes nationally and in Leeds. After reaching parity with national in 2013, the average points per entry indicator for state funded schools and colleges has fallen in Leeds to 205 points, while the national has fallen by a lesser degree to 210 points.





# Early Years

There are 200 Private, Voluntary and Independent settings, 36 children's day care settings, 936 child-minders, and 221 Primary schools in Leeds. The team provide advice, support and guidance to these schools and settings to assist them to meet children's needs and build capacity. The provision covers all early years' schools and settings in Leeds, for children aged 0-5 years.

Financial support is also provided through the Funding for Inclusion mechanism. The numbers of children in Early Years provision is rising, with over 10,000 leaving Reception at the end of 2014, an increase from the 9249 children who left in 2013. In addition to an increasing birth rate and an expanding population, data analysis has indicated increasing numbers of young children experiencing complex needs, and the complexity of these needs growing. The statistics show that the numbers of children who have English as an Additional Language, Special Education Needs and those on Free School Meals is increasing.

Over the past year, the Early Years Inclusion support resource, which is part of the Special Educational Needs and Inclusion service (SENIT) has been strengthened. This increase in capacity is directly in response to the increased need.

## Quality

The quality of our early years' provision and practice continues to improve, with 89% of our EY providers now judged good or better by Ofsted and 87% of our primary schools with a good or outstanding early years' judgement since the separate judgement was introduced in September 2014, an improvement from the 2013 figure of 82%.

*“The early years of learning are vitally important in a child's development, and the staff that worked in our children's centres, nurseries, and other childcare settings have a key role in ensuring that every child gets the very best start in their learning journey. Having a highly trained workforce is key if we are to achieve our aim of closing the gap in attainment between our more affluent and vulnerable children.”*

*“Staff have worked very closely with the local authority advisory team who have supported the staff team very well.”*

COUNCILLOR JUDITH BLAKE  
EXECUTIVE MEMBER FOR CHILDREN AND FAMILIES,  
LEEDS CITY COUNCIL

The Early Years Improvement team (EYIT) and Learning Improvement (LI) team are actively involved in supporting and challenging those who are not yet 'Good' and the impact of this is seen in rising quality and corroborated by HMI feedback. Where improvements are not being made at sufficient pace, there are a range of interventions and support.

Ofsted and HMI reports confirm that the LA knows its settings and schools and offers effective and appropriate advice proportionate to need.

## Outcomes

Outcomes at the end of Early Years Foundation Stage are broadly in line with national figures, with an improvement in the percentage of children reaching a Good Level of Development (GLD), from 51% in 2013 to 58% in 2014. The Local Authority is a little below national GLD which is 60%. Leeds is two percentage points above statistical neighbours and three percentage points above core cities.

The biggest challenge for Leeds in 2013 was the indicator which measured the gap in attainment between the lowest 20% of children and the average for the cohort. Priority has been given to addressing this issue over the last 12 months. In 2014, Leeds has seen a very considerable improvement against this indicator, with the gap reducing from 44.6 to 38.4. There has also been a reduction in the national gap, from 36.6 to 33.9, but Leeds improvement has been faster than national.





Children’s Centres and Early Help

Leeds City Council have an ambitious target to meet the educational needs of all eligible 2 year olds in Leeds. The latest figures show that more than 4,500 new places for 2 year olds are needed across Leeds. There are currently 57 centres, with 32 of these centres offering child care on site; around half of these are run by Leeds City Council, with the rest being commissioned through schools or voluntary sector providers.

Children’s Centres provide a wide range of activities for families in their local area. Services are universal, and provided for everyone regardless of background, as well as targeted services for those who need it the most.

A key priority is for all of our Children’s Centres is for them to meet the specific needs of their individual communities. There is ongoing work being carried out to continue to increase places to meet demand, and plans are in place to increase our activity and communication with schools.

Actions and impact

- 1. Strategic use of data and other information has been used to accurately categorise settings as well as schools. In proportion to need, leaders are given challenge and support to improve.
- 2. Leadership support through universal training and a bespoke and targeted offer
- 3. Significant work has been undertaken to understand schools, settings and cohorts better, to improve outcomes
- 4. Specific work to close the gap has had an impact. The percentage of assessed children who have not met the expected levels of development in all 17 areas has fallen from 8% last year to 3% this year.

Recommendations

- Teams will use Continuing Professional
- 1. Development (CPD) to ensure the best use of the Early Years Pupil Premium in schools and settings to close gaps
  - 2. Leeds City Council will improve the percentages of ‘Good’ settings and support the vulnerable two year olds provision, which should improve quality.
  - 3. Support and challenge to schools and settings will continue to be offered, to ensure further improvements, particularly in English, numeracy and knowledge of the world
  - 4. Through training & development and Early Years leadership events, the traded offer that is provided will increase
  - 5. Robust moderation across schools and settings will be ensured, with a renewed focus on progress within Early Years and between Early Years and KS1.
  - 6. Leeds City Council will support and challenge Early Years leaders and share and scrutinise data more effectively

“ During their time at nursery deaf children make exceptional progress because of excellent adult support and knowledge of how to teach these children.”

OFSTED 2015



# Primary

The proportion of good or outstanding primary schools and settings has significantly increased in the past 3 years, when the figure was 69%, and, using the latest data, it is now above the national average, at 87%.

Of the remaining 13%, intensive monitoring by the Local Authority, backed by HMI inspectors, shows that the vast majority are making effective action to improve. Where improvements are not being made at a sufficient pace, there are a range of interventions and support being implemented to address the key issues. Increasingly, that includes the brokering of school to school support. Ofsted and HMI reports confirm that the LA knows its schools well and offers effective and appropriate advice proportionate to the schools' needs.

## Outcomes

### Key Stage 1

2014 has seen improvements in Leeds that have exceeded the national rate of improvement and this is very pleasing news. This needs to continue if the gap with national is to be closed.

Leeds continues to do well in terms of the phonics screening test, increasing from 70% in 2013 and 74% in 2014, and it continues to be in line with national. End of Key Stage 1 results show continued improvement across the City, in line with national figures. Reading results increased from 86% in 2013 to 87% in 2014. In writing, the figures show a 3% increase to 84% in 2014, above the 1 percent rise shown by national figures. In maths, there was a 2% rise to 90% attainment against a national rise of just 1%

### Key Stage 2

Overall standards are improving at Key Stage 2 using the headline indicator of L4+ in reading, writing and maths but this continues to be a priority if Leeds are to close the gap with national. This remains 3 percentage points behind. Proportions of pupils making expected and better than expected progress are above national figures and this demonstrates how children make accelerated progress across KS2.

In reading, writing and maths combined, Leeds saw a 1% improvement in overall attainment. In reading, there has been a 1% improvement to 92%, which is above the national figure. In writing, a similar picture emerges, with 94% of children achieving expected levels. Maths shows a slight improvement on last year, rising to 91% of children making the grade, and remaining 1% above the national figure

Of the 221 Primary schools, there are currently 18 primary schools below floor standards, and Leeds City Council are prioritising this to ensure all primary school children attend good or outstanding schools. This can be seen as an improving picture, as there are seven fewer schools below the floor standards than last year.

## Closing the Gap

Learning outcomes for vulnerable groups are improving, however Leeds have made it a priority to Close the Gap between disadvantaged pupils and their peers.

The work that Children's Services have carried out on Closing the Gap includes: Maths 4 All, Arooj, Talk Matters, Leeds Swahili Homework Club, Hamara Supplementary School, Community Leeds After School Study Support, and Al Haqq Supplementary School.

Whilst closing the gap continues to be a challenge, there are many schools who have received national recognition: Weetwood Primary School, Kippax Ash Tree Primary School, St Patrick's Catholic Primary School, New Bewerley Community School and St Anthony's Catholic Primary School.



“ The local authority has provided valuable support and challenge to leaders since the last inspection, enabling an improvement in leadership and management skills. ”

“ The local authority is acutely aware of the key improvement areas ... the school's work continues to be closely monitored by the school improvement adviser. It is also providing consultant support and brokering links within the cluster with targeted schools to support the school's need to secure rapid improvement. ”



The work of Primary Learning Improvement

The key function of the School Improvement Service is to provide advice, challenge and support to all schools within Leeds. The Primary School Improvement team will continue to fulfil this function and will deliver a core offer to schools. A traded service has therefore been established to give schools the opportunity to purchase additional support and to provide high quality local training.

The team will consist of experienced advisers/consultants with a strong track record of improvement and an understanding of the Leeds’ context.

Support for Leadership and Learning

The in-house traded service for adviser/consultant support gives schools continued access to experienced advisers/consultants with a strong track record of improvement and an understanding of the Leeds’ context..

Consultant Support for Learning and Teaching

There are a range of activities, support and training which schools may purchase through the traded offer.

Special Education Needs & Disability (SEND), Primary

Leeds City Council have implemented the SEND funding reforms that came in from April 2013, and the Children and Families Act in 2014, and have reviewed them in response to feedback from schools and partners. This included the development and publication of our Local Offer by the September 2014 deadline. This has been a major shift in terms of increasing clarity about the responsibility for meeting the needs of children with SEN.

The Sensory Service continues to support the vast majority of children with visual or hearing impairment in their local mainstream schools. However, for some children there is a need for a higher level of specialist input. To provide for this a new resourced provision for children with hearing impairment at Moor Allerton Hall Primary School has been established.

In 2014, 100% of children in Leeds with a visual impairment as their main special educational need made the nationally expected progress at Key Stage 2 in both English and Maths. For children with hearing impairment the figure was 93%. Both sets of results are well above the national average for all children, which is 79%.



Actions

- 1. Strategic use of data and a wealth of other information enables us to accurately categorise schools.
- 2. The core offer to all schools is based on their specific requirements, and is flexible according to need.
- 3. Work with school leaders to challenge national figure of 4%.



Recommendations

- 1. Increased targeted communications and offers for schools, for example, Closing the Gap for disadvantaged pupils and challenge for the more able.
- 2. Renewed focus on the progress between Early Years and Year 1 in order to impact on attainment at the end of KS1.
- 3. Facilitate and develop cluster based school improvement activities and opportunities.





# 5. Secondary

Since September 2013, 20 secondary schools and academies have been inspected by Ofsted. Of these, nine retained the same grade, eight moved up at least one grade (including three to outstanding) and three schools dropped one grade or more.

Out of the schools inspected in 2013-2014, 77% gained an Ofsted 'good' or 'outstanding' judgement for quality of teaching and 77% gained an Ofsted 'good' or 'outstanding' judgement for leadership and management. The overall percentage of Ofsted judgements for Leeds' Local Authority schools that are good or better for leadership and management is 72%.

**According to Ofsted's annual report for 2013-4, 74% of pupils in Leeds attend a secondary school which is judged to be good or better, up 4 percentage points on the previous year.**

## Outcomes

In 2014, the 'best' entry outcome achieved by young people in Leeds for 5A\*-C GCSE including Maths and English was 55%; this is closer to the national average for this benchmark than was the case in 2013.

The proportion of students achieving all of the components of the English Baccalaureate (EBacc) has increased by 3% to 22%. This is a higher increase than nationally indicating that Leeds is closing the gap on this benchmark. The percentage of students making expected (three levels) of progress between Key Stage 2 and Key Stage 4 in English rose 5% in 2014 to 69%, the highest ever in Leeds and a sharper rise than was the case nationally. Whilst this is still 4% below the national figure, the gap has closed due a range of strategies implemented over the past couple of years. The percentage of students making expected progress in mathematics also rose in 2014 – from 62% to 64% - although the national figures remain 4% higher at 68%. However, the reporting of the 2014 GCSE results is confusing and open to misinterpretation. This is due to the many policy changes made at a national level over the last 12-18 months and in particular, the policy change that means that only a pupil's first entry counted in the league tables.

In reality, young people in Leeds did much better in 2014 than might be suggested by the headline figures in league tables which do not reflect the qualifications young people actually achieved. In summary, this makes it impossible to provide meaningful year on year comparisons for Leeds schools by just looking at league tables for Key Stage 4.

## Closing the Gap

Leeds has historically performed poorly in relation to national against the main headline measure of the proportion of students achieving 5+A\*-C including English and Maths GCSE. The additional issue of single/multiple entry policies and the move to a more academic curriculum means that Leeds' overall performance as measured in Department of Education and Ofsted analyses has declined compared to national. Looking at 2014 "first entry" results:

Non-disadvantaged children were 2 percentage points behind similar students nationally, while disadvantaged children were 7 percentage points behind. While the proportion of children who receive Free School Meals who are achieving 5 or more A\*-C GCSEs, including English and maths, has increased by over 15 percentage points in Leeds between 2007 and 2013, the gap between Leeds Free School Meals and national Free School Meals has grown by over 2 percentage points.

One of the biggest gaps against the 5A\*-C performance indicator was for English as an Additional Language students, with Leeds English as an Additional Language achieving 13 percentage points below similar students nationally.

*‘There has been a major focus on developing a range of programmes designed to improve the outcomes for vulnerable pupils and close the achievement gap between them and their peers.’*

*‘In recent years there was an improvement in attainment of Leeds children with hearing impairment at Key Stage 4.’*





## The work of Secondary Learning Improvement

School Improvement Advisers provide high challenge, detailed analysis, advice, support and guidance for all LA maintained schools. The frequency of their contact with the school is determined by the local authority categorisation of the school. A school, for example, which has been judged by Ofsted as requiring improvement will be entitled to four half days of adviser support. Furthermore, the SIA will also provide an accurate evaluation of school's progress to an Ofsted inspector.

School improvement advisers quality assure provision at each of their schools and set clear guidelines to senior leaders about how to improve. Concerns expressed by the SIA from their detailed knowledge of the school will lead to robust intervention from the local authority.

## Secondary Special Educational Needs and Disabilities (SEND)

A particular focus for young people in the secondary phase is improving the offer and outcomes for those with SEND post 16. Leeds City Council has worked with providers to develop their local offer and are continuing to co-ordinate this work through the establishment of a post-16 SEND provider forum which has been welcomed.

Special Educational Needs Co-ordinator (SENCO) networks across the city have been established, and these are expected to be a key mechanism to share information and develop good practice. Current SENCOs are working with Leeds City Council to facilitate these networks.

The Sensory Service saw very pleasing results over the past few years when looking at Key Stage 4 attainment figures and respective national benchmarking data. Worthy of particular note are:

- **90% of hearing impaired children in Leeds achieved 5 or more A\* - C grades at GCSE, compared with a national average of 63%.**
- **50% of hearing impaired children in Leeds achieved 5 or more A\* - C grades at GCSE including English and Maths, compared with 44% of hearing impaired children nationally.**



## Actions

1.

**PROMOTING BRITISH VALUES** has been a focus for schools in recent months following national guidance. The LA has made school leaders and governors aware of this duty through head teacher briefings and governor mail outs and governor mail outs and consequently schools are aware of their duty to promote British Values in schools and are taking active steps to ensure they can evidence this work in a range of ways

2.

**LEEDS LEARNING PARTNERSHIP** is a training traded offer to Leeds' schools which aims to develop effective leadership and high quality teaching and learning to close gaps in achievement and variation within schools. It is ensuring the successful implementation of the new curriculum and assessment models through a system led learning culture that draws on expertise within and beyond the partnership.

## Recommendations

1.

One of the aims for Leeds City Council is for the percentage of pupils gaining 5 good GCSEs including English and maths to improve from 2014 'best' outcomes (55%) and is in line with outcomes for core cities and statistical neighbours.

2.

Another priority is for the levels of progress in maths and English being at least in line with national progress at both 3 and 4 levels of progress.

3.

The Local Authority will endeavour to ensure a reduction in the number of schools and academies below floor standards; from 6 in 2014 to 4 in 2015.

4.

There is clear evidence that the gap between the achievement of disadvantaged learners and their peers has narrowed and all schools have contributed to this. Children's Services will continue to work with schools and settings in Leeds to Close the Gap that disadvantage can create.



### Key Stage 5 (Post 16) Learning in Leeds

There is a national imperative to increase the academic<sup>[1]</sup> and vocational<sup>[2]</sup> challenge in qualifications attained by young people as part of coherent programmes of study to better prepare them for progression into higher education, further learning, apprenticeships, employment and adult life.

This is aligned with a clear economic need and national/local imperatives to ensure young people receive technical, vocational and academic education that will meet the demands of the future workforce and improve their employability, thus reducing unemployment levels amongst young people. Participation in education up to the age of 18 has proven economic and social benefits for young people<sup>[3]</sup> and the Raising of the Participation Age now legally requires them to participate in learning until their 18th birthday.

Through working with key partners including schools, colleges and training providers, Leeds City Council are developing approaches to review and improve the learning infrastructure to better meet these challenges. These approaches are developing the learning opportunities that are available to young people, and increasing young people's exposure to the opportunities available within the Leeds City Region and beyond. Through working in partnership with all learning providers, alongside better business engagement, a sustainable and relevant learning infrastructure of sufficient capacity and breadth to accommodate all young people and better prepare them for work and adulthood will be created.

In partnership with the Learning Improvement function within the Council, there has been significant developments in all the Leeds LA schools where Post 16 results are significantly negative in terms of value added data. In three of the schools there has been a change in headteacher leadership during the year. In two of the schools, there are on-going discussions regarding improving Post 16 partnership working arrangements, governance and leadership. In two of the schools, there has been a change of Post 16 leadership. A school improvement adviser with oversight for Post 16 has been working directly with three of the schools. These measures will lead to improved outcomes 2014-5.

In addition, a Post 16 Leaders' network was set up by Leeds Learning Improvement in September 2013, meeting three times a year and hosting an annual conference. Post 16 Leaders from most schools and colleges in Leeds attend regularly. It provides a forum for discussion of teaching and learning and leadership and management. There is an opportunity to share good practice and provide peer support in between meetings. Regional and national speakers from Ofsted and Ofqual have been invited who have disseminated key messages and changes.

Strong links have been developed with Jo Nowacki, Senior HMI for Post 16 in NE and Y&H regions. She works closely with the Learning Improvement Adviser with oversight of Post 16. They have carried out a review of Post 16 at a Leeds school and she attends and contributes to the Post 16 network meetings.

### Outcomes

#### Attainment and progress at Key Stage 5 (Post-16) 2014

The average points per Year 13 student in Leeds decreased slightly from 696 in 2013 to 637.4. This is part of a national trend as students follow fewer subjects at KS5 and the reduction of resit opportunities from three to one. Points per entry is a better indicator of grade quality than points per student, and there has only been a very small drop in the average points per entry in 2014 from 209 (2013) to 205. However, the distribution of points is very tight. 206.11+ points would have placed Leeds in the third quartile; 209.51+ points in the second quartile and 213.68+ points in the top quartile.

Whilst the Leeds figure is below the national figure, the Post 16 team are working with schools and colleges to further improve provision in Leeds.

The percentage of students achieving 2 or more passes fell in Leeds in 2014, from 93% to 87%. However, this was also the trend nationally and with statistical neighbours. As a result, performance is in the third quartile. The percentage of students achieving 3 or more A\*- A grades dropped from 8% to 7.3%, compared to the 7.97% for statistical neighbours. This placed Leeds in the third quartile nationally for this measure.

Value Added Judgments for A level results, 6 schools' results were significantly positive, 20 did not add or lose value and 7 were significantly negative. For AS levels, 9 added significant value, 15 neither added nor lost value and 9 lost significant value. Of those schools maintained by the local authority, all those who have any significant negativity in terms of value added, all but one have intervention taking place either on a whole school scale or at Post 16 to ensure that student outcomes show rapid improvement. In FE, some lost significant value in some of Leeds colleges impacts hugely on the Local Authority overall position due to the volume of learners who attend these institutions.

**In Leeds, the gap between the percentages of Free School Meals (FSM) students and non-FSM students gaining L3 qualifications by age 19 decreased by two percentage points to 30%. This places Leeds in the third quartile nationally for this measure.**



[1] The importance of teaching: the schools white paper 2010 and A level reform; Ofqual 2013

[2] Wolf recommendations progress report; DfE; Nov. 2013

[3] Wolf recommendations progress report; DfE; Nov. 2013



## Participation and Not in Employment, Education or Training (NEET)

The percentage of young people who are NEET continues to decline in Leeds. Reducing the rate of people who are Not in Employment, Education or Training has been a key priority for Leeds City Council, and the numbers have fallen significantly- a success for all those young people who are now more secure in their futures. The percentage of NEETS in 2007 was 10%; this has fallen to 8.1% in 2011 to 6.7% in 2013 using the Department of Education measure of November-January average. The figure for 2014 has dropped to 6.3%.

The latest destination data from the Department of Education shows that of the students leaving KS5 in 2011/12, 77% of students in Leeds went on to a sustained education, employment or training destination. This is the same as the national figure. However, 53% of students in Leeds went on to a UK higher education institution; this is 3% points below the national figure of 56%.

### NEET

Those who are not in employment, education or training (NEETS) have been identified as a priority group in the Children and Young People's Plan. Our performance in reducing the number of young people who are NEET is the most powerful indicator of our overall success in educating and supporting young people. We are aiming on becoming a NEET free city, which will improve the lives, and the future economic wellbeing, of young people in Leeds



## Actions and Impact

1. Leeds City Council have, and will continue to, provide strategic leadership around the development of high quality post 16 provision, by engaging Headteacher, Governors and Elected Members in discussions about provision. This will result in high quality, economically viable provision across Leeds.
2. Through providing Learning Improvement expertise to schools and colleges in developing their teaching & learning practises such as specialist subject specific assistance and peer to peer support, we will improve the quality of teaching and learning in schools and colleges.
3. The quality and self-sufficiency in schools and colleges will be developed in order to ensure young people receive high quality schooling and an appropriate September Guarantee offer.
4. LCC have led the commissioning and management of efficient and effective Targeted Information, Advice and Guidance, which has resulted in a NEET figure below 6.5%

## Recommendations

1. To improve the percentage of young people gaining a level 2 & level 3 at 19 from 82% (Level 2) and 52% (Level 3) in 2013 and is in line with outcomes for core cities and statistical neighbours.
2. To reduce the attainment gap at 19 between those eligible for FSM's and those not from 22pp's (Level 2) and 30pp's (Level 3) and is in line with outcomes for core cities and statistical neighbours.
3. The Local Authority will endeavour to ensure all Post 16 learning provision in schools and colleges is of sufficient size and quality to be sustainable, offering choice and graded good or better by Ofsted.



# The Virtual School

All parents want the best for their children and want them to do well in school, but children who are looked after across the country are often not as successful in education as their non-looked after counterparts. Leeds City Council are not willing to accept this in a city with Leeds' ambition to become child friendly, and whilst our corporate parenting duties are a statutory function for the local authority, our Children and Young People's Plan shows our commitment to investing in the future of our young people.

The Virtual School Head (VSH) is the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes for looked after children, including those placed out-of-authority, and to ensure the gap in attainment and achievement is closing.

Statutory guidance which describes the roles and responsibilities of local Authorities, including the VSH, in promoting the educational achievement of Children Looked After (CLA) can be found here.

In Leeds, it is believed that learning is a life-long activity and not something that happens in school. Children's early experiences in learning can impact on their successful future in adult life and so the virtual school has a scope across Children Looked After from 0 to 25.

One of the key measures of success in education is the percentage of young people who achieve 5 or more GCSE (grades A\* - C and including English and Maths). The performance of Leeds CLA against this indicator is well above national CLA on the "best entry" figure for 2014 and slightly above national CLA on the "first entry" measure - but more still needs to be done to ensure that CLA leave school with the best possible opportunities for their future.

**Percentage of pupils achieving 5+A\*-C including English and maths at KS4.**

%	2011	2012	2013	2014 Best Entry	2014 First Entry
Leeds CLA	10	15	21	19	13
National CLA	14	15	15	14	12
Leeds All	54	55	57	55	50
National All	58	59	61	58	56

Some of the key activities/functions of the virtual school are to:

- Monitor the children coming into and out of care and their educational/school setting
- Collect information about progress in learning and use the data to support schools and services when children are not making progress
- Work in partnership with other services such as Learning Improvement, Educational Psychologists, Youth Offending Service, health etc to ensure the best educational outcomes for Children Looked After
- Provide training for key corporate parents for example, designated teachers and governors, social workers, foster carers and other services who contribute to the educational achievement of Children Looked After
- Ensure that all Children Looked After have a quality Personal Education Plan to help them make good progress
- Ensure that through the Personal Education Plan, and the relationship with the designated teacher in school, that the pupil premium is being spent effectively and is impacting positively on children's progress in their learning
- Be accountable to the Corporate Parenting Board for the activity of the virtual school and the allocation of the pupil premium for Children Looked After



## Recommendations

1. Consolidate and promote the "virtual school offer" across schools and services and ensure that all corporate parents understand their roles and responsibilities, as stated in the statutory guidance, through a comprehensive training programme
2. Work with Schools Forum to agree a model of allocating the pupil premium that will accelerate the progress in learning for those CLA who are not doing well and close the gap between them and their non-looked after peers
3. Develop the use of data throughout the year to make planned interventions and to evidence the impact i.e. increase the ability of the virtual school and partners to work proactively rather than reactively
4. Work with the Have a Voice Council and Care Leavers Council to ensure that young people have influence in the way that their services are developed and delivered
5. Consolidate the scope of the virtual school from age 0-25





# Attendance and Persistent Absenteeism

## Attendance

The right of children and young people to an education is enshrined in the UN Convention on the Rights of the Child, and in UK law.

Primary attendance had risen in 2013/2014 to 96.3%, which is higher than the national figures, our statistical neighbours and the core cities. Similarly, secondary attendance rose 1% to 94.7%, which is higher than the core cities, but just behind National and our statistical neighbours.

Evidence shows that excellent attendance is key for ensuring positive outcomes for children and young people. Missing lessons leaves children vulnerable to falling behind and achieving poorer outcomes at both primary and secondary level. The association between poor attendance and poor outcomes is the reason why school attendance is one of the 'obsessions' of children's services - Leeds City Council know that improving attendance can be a gateway to improving the overall life chances of children and young people.

All parents and carers have a legal responsibility to ensure that their children receive a suitable education, either by regular attendance at school or through other appropriate arrangements. Where parents and carers are not fulfilling this responsibility, the Local Authority has a statutory responsibility to uphold the rights of children and young people to education. Where necessary, this includes taking legal action against parents.

Leeds has made sustained progress in increasing attendance in learning settings but has more work to do, particularly in secondary settings.

It is recognised that poor school attendance can be both a cause and a symptom of more complex problems in the lives of children and young people. Where this is believed to be the case, individual schools and cluster based staff within Targeted Services aim to work with the family to understand the barriers to accessing education, and offer support to overcome them. The child and family may need support from a number of different agencies to meet their needs, and this support can be co-ordinated through a Common Assessment (CAF) or other holistic assessment process.

At every step of the way, the aim of Children's Services is to successfully return children to school, maximise attendance and uphold the rights of children to access their education. Where additional needs or barriers have been identified, Children's Services will always offer support, and will only consider pursuing legal action as a last resort. However, statutory action can and will be taken against parents where necessary, and there is an expectation from government that we will use the legislation available to pursue this.

There is a clear and positive direction of travel resulting from closer partnership working between attendance services, clusters and schools. The most recent Department of Education statistical release demonstrates that Leeds has achieved its best ever attendance in both primary (now top quartile nationally) and secondary (3rd quartile).

## Permanent and Fixed Term Exclusions

The Local Authority works under the statutory duties of the Education Act 2002 (amended in 2011), which was published by the Department of Education in September 2012.

## Outcomes

Six years ago, there were more than 130 permanent exclusions from Leeds schools. The Local Authority endeavoured to improve this, and through a working partnership in Exclusion Trials with schools, academies & settings, Area Inclusion Partnerships and Children's Services, there has been a significant improvement.

In the academic year 2013-2014, there has continued to be a downward trend, with 14 permanent confirmed exclusions. All of these permanent exclusions were of secondary age, with 13 male and 1 female, and none had a statement of Special Educational Needs.

The data gathered in relation to fixed terms for the academic year 13/14 also seems to show a relative downward trend.

Over 2013-2014, the Local Authority has provided:

- 6th day educational provision for a permanent exclusion at the appropriate age related pupil referral unit namely:
  - Oakwood PRU (KS2)
  - Burley Park PRU (KS3)
  - Tinshill Learning Centre (KS4).

A lead officer with responsibility for exclusion has attended all maintained schools governing body exclusion meetings. Where it has been requested by academies, a Local Authority representative has attended exclusion meetings.

A lead officer has also attended Independent Review Panels hearing to review the decision of a governing body not to reinstate a permanently excluded pupil following parental request for this review.



## Actions

1. Across 2015, attendance services worked with clusters and Headteachers to restructure the attendance service in light of budget reductions and the loss of a number of posts.
- Key service priorities are:
2. Overseeing the provision of a statutory attendance service in the area
3. Provision of legal advice and taking forward legal cases
4. Work with local schools and clusters and promote take up of the traded attendance offer
5. Provide quality supervision, support and challenge to attendance staff
6. There is a clear and positive direction of travel resulting from closer partnership working between attendance services, clusters and schools. The most recent DfE statistical release demonstrates that Leeds has achieved its best ever attendance in both primary (now top quartile nationally) and secondary (3rd quartile)
7. The Local Authority works under the statutory duties of the Education Act 2002 (amended in 2011), which was published by the Department of Education in September 2012. During 2013/2014, the Local Authority have provided schools and academies with up to date information including:
  - Letters with information and guidance from lead officers
  - Specialist one to one advice on process/ statutory guidance on both Fixed Term and Permanent Exclusions from Children's Service Exclusion Monitoring Team
  - Statutory guidance and other information added to Education Hub

## Recommendations

1. **Attendance-**  
Leeds City Council will continue to provide statutory services in relation to attendance. It has developed a traded offer for schools and clusters to provide additional non statutory support, challenge and expertise to improve attendance across all settings.
2. **Persistent Absenteeism-**  
That schools and academies are requested to send fixed term data throughout the term as these occur.





# Music, Arts and Sport

## ArtForms Music

Leeds City Council are proud that the Leeds Music Education Partnership (the music education hub for Leeds, led by ArtForms, Leeds City Council (LCC) has continued to provide leadership in the sector. The Leeds Schools Music Association provides an example of the successful partnership approach to working: supported by primary schools, by staff from ArtForms and by Leeds Music Education Partnership (LMEP) funding, 2000 children were able to perform as singers and instrumentalists at Leeds Town Hall to celebrate the grand Depart of the Tour de France. LMEP has increased its reach in 2013/14, delivering core roles in 182 of 219 primary schools and 31 of 40 secondary schools, and providing or supporting whole class learning in 147 of these.

Linking provision within clusters is a priority for ArtForms Music, and this year has seen new shared activity developed, enabling more children and young people to follow a path in music learning which links the base and apex of the progression pyramid.

Moving all aspects of the ArtForms service into a position where they are able to cover all costs through trading is challenging, especially in the Music Centres, but plans are in place to enable this to happen, and ensure the long term viability of these services for learners of all ages across the city.

## ArtForms - Arts Development

Arts Development work with Leeds schools to deliver and broker high quality art, drama, dance, written and spoken word opportunities for children and young people. This is done by projects, Continuing Professional Development (CPD) and by facilitating a range of professional city networks across different art forms. The Arts Development Team are also developing an annual Service Level Agreement which covers CPD and Staff Development (advice, guidance, support, discounted projects, signposting to national initiatives and opportunities). This is aimed specifically at primary schools.



## Key projects from 2013/14 included:

### 'Botbadges': creating Digital Badges for arts and cultural activities

**Funded by:** Nesta, Arts Council England and the Arts and Humanities Research Council

**Partners:** ArtForms Arts Development (Arts) Digital Me (Technology) and Sheffield Hallam University (Research).

The BotBadge project piloted the use of emerging digital Open Badge (OB) technology to incentivise participation and reward individual learning in the arts. Other partners include: PlayFul Leeds, First Floor - West Yorkshire Playhouse and Studio 12 - Leeds Central Library and Leeds primary and high schools.

### Grand Futures 'City Competition': a pilot project aiming to increase young people's awareness of jobs and careers in the arts and cultural sector.

**Partners:** ArtForms Arts Development, Leeds Grand Theatre, Northern Ballet, West Yorkshire Playhouse, Opera North, Leeds City College, East Street Arts, Yorkshire Dance.

Year 9 students worked on a live brief based on 'Romeo and Juliet' they were mentored through the process by professionals and attended a performance of 'Romeo and Juliet' at Leeds Grand Theatre in March 2015.

### Let's Make Books! Books created for children, by children.

**Partners:** ArtForms Arts Development, LCC Closing the Gap Team, Leeds Libraries, York University and Kids Own Publishing/We Publish.

Children, teachers and parents work alongside visual artists to create picture books. Most of the books created are in dual language. The books are published and copies available for loan through Leeds libraries. The books created in Phase 1 are now located online on the international We Publish website <http://wepublish.net.au/book-library/>



## Sport

This year saw the conception of the "Active Schools Programme", initially designed to introduce a city wide offer for the city's Primary Schools to buy into using some of their Sport Premium funding. The offer was launched in September 2013 and was extremely successful with 167 Primary schools paying £1000 to sign up for this first year. The offer included a comprehensive PD Programme, membership of Leeds Schools Sports Association and the Youth Sport Trust, 2 hours bespoke in school support, a central point of contact for guidance, advice and information, access to events and festivals, a resource around the Commonwealth Games/Tour de France/Football World Cup, relocation and provision of the Outdoor Activity Store, pilot projects such as Lend Me your Literacy, Sporting Promise and Sky Sports Games, an Annual Conference and the funding of the city's five School Games Organisers for two days a week to work on city wide programmes around Inclusion/Competitions/Leadership/OAA/Change4Life Clubs/Annual Event.



### Over 1500 teachers attended training during the year and:

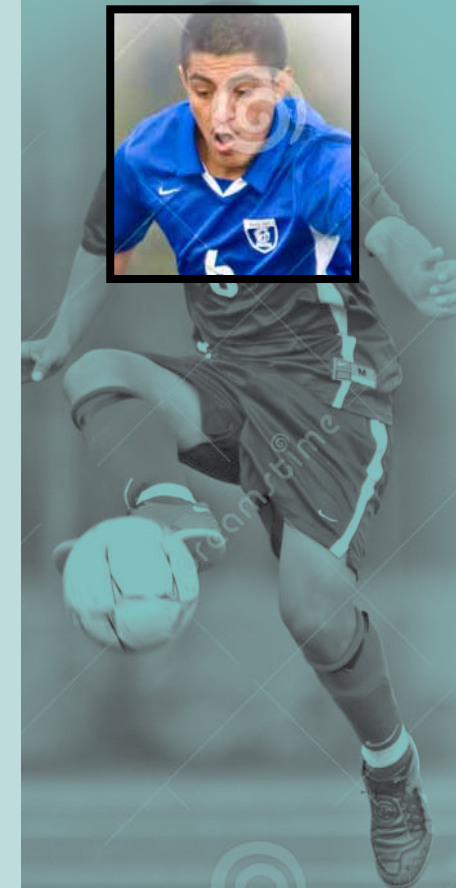
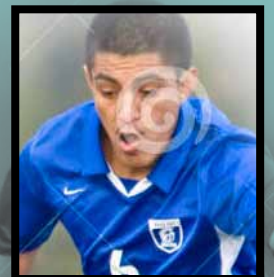
- over 15,000 children were involved in competitions/festivals/events.
- 147 schools attended Subject Leader training,
- 62 schools attended Matalan TOPS training,
- 13 schools attended Val Sabin courses,
- 22 schools attended Imoves Dance,
- 10 attended OAA training
- 34 schools took up a pilot on using Real PE to deliver the new PE National Curriculum.

### Working with our partners:

- 130 Active Schools engaged with Leeds United,
- 53 Active schools engaged with the Leeds Rugby Foundation,
- 87 Active Schools took part in Bikeability,
- 45 Active Schools participated in Cricket in the Classroom
- 21 in the Football Association Tesco Skills Programme.

52 schools were given the opportunity to be involved in the Rugby League World Cup through the 50 day countdown, as flag bearers, player escorts or guards of honour, access to match tickets, a resource pack and some player visits. The Annual Conference was attended by over 280 delegates and over 35 exhibitors with Key Note speeches from Baroness Sue Duffield of the YST and Jamie Jones Buchanan from Leeds Rhinos. Over 500 children took part in the Queens Baton Relay Event at the John Charles Centre for Sport, over 500 in the Tour de France Event at Temple Newsam, and over 250 in the Football World Cup Event.

The programme now covers the 0 – 19 age range with the Active Schools Team working closely with Early Years and Secondary colleagues along with the city's universities, FE colleges, the Sport Foundations, Sport Leeds, Coaching Companies and individual Coaches, West Yorkshire Sport, Youth Sport Trust, Association for PE, National Governing Bodies, Sport England, Health and Well Being Team, Learning Improvement Team, Sport and Active Lifestyles Team, Health and Safety Team, Youth Service, Sustainable Travel Team and Public Health.





# Recommendations

## Early Years

- Teams will use Continuing Professional Development (CPD) to ensure the best use of the Early Years Pupil Premium in schools and settings to close gaps
- Leeds City Council will improve the percentages of 'Good' settings and support the vulnerable two year olds provision, which should improve quality.
- Support and challenge to schools and settings will continue to be offered, to ensure further improvements, particularly in English, numeracy and knowledge of the world
- Through training & development and Early Years leadership events, the traded offer that is provided will increase
- Robust moderation across schools and settings will be ensured, with a renewed focus on progress within Early Years and between Early Years and KS1.
- Leeds City Council will support and challenge Early Years leaders and share and scrutinise data more effectively

## Primary

- Increased targeted communications and offers for schools, for example, Closing the Gap for disadvantaged pupils and challenge for the more able.
- Renewed focus on the progress between Early Years and Year 1 in order to impact on attainment at the end of KS1
- Facilitate and develop cluster based school improvement activities and opportunities

## Secondary

- One of the aims for Leeds City Council is for the percentage of pupils gaining 5 good GCSEs including English and maths to improve from 2014 'best' outcomes (55%) and is in line with outcomes for core cities and statistical neighbours.
- Another priority is for the levels of progress in maths and English being at least in line with national progress at both 3 and 4 levels of progress.
- The Local Authority will endeavour to ensure a reduction in the number of schools and academies below floor standards; from 6 in 2014 to 4 in 2015.
- There is clear evidence that the gap between the achievement of disadvantaged learners and their peers has narrowed and all schools have contributed to this. Children's Services will continue to work with schools and settings in Leeds to Close the Gap that disadvantage can create.

## Post 16

- To improve the percentage of young people gaining a level 2 & level 3 at 19 from 82% (Level 2) and 52% (Level 3) in 2013 and is in line with outcomes for core cities and statistical neighbours.
- To reduce the attainment gap at 19 between those eligible for FSM's and those not from 22pp's (Level 2) and 30pp's (Level 3) and is in line with outcomes for core cities and statistical neighbours.
- The Local Authority will endeavour to ensure all Post 16 learning provision in schools and colleges is of sufficient size and quality to be sustainable, offering choice and graded good or better by Ofsted.

## Virtual School

- Consolidate and promote the "virtual school offer" across schools and services and ensure that all corporate parents understand their roles and responsibilities, as stated in the statutory guidance, through a comprehensive training programme
- Work with Schools Forum to agree a model of allocating the pupil premium that will accelerate the progress in learning for those CLA who are not doing well and close the gap between them and their non-looked after peers
- Develop the use of data throughout the year to make planned interventions and to evidence the impact i.e. increase the ability of the virtual school and partners to work proactively rather than reactively
- Work with the Have a Voice Council and Care Leavers Council to ensure that young people have influence in the way that their services are developed and delivered
- Consolidate the scope of the virtual school from age 0-25

## Attendance and Persistent Absenteeism

- **Attendance-**  
Leeds City Council will continue to provide statutory services in relation to attendance. It has developed a traded offer for schools and clusters to provide additional non statutory support, challenge and expertise to improve attendance across all settings.
- **Persistent Absenteeism-**  
That schools and academies are requested to send fixed term data throughout the term as these occur.



# Future Plans

The detailed proposals to develop Leeds as the Best City for Learning must be in the context of the national education policy and legislation. Following the national elections to the UK Parliament in May 2015 further details of the national policy direction will inform the development of a detailed local strategic plan "Leeds; Best City for Learning Plan". Ensuring that children lead **'a life ready for learning'**

Based upon this analysis of learning and education in Leeds a number of priorities will feature in that plan. These priorities will include:

1. Developing good learning places; by ensuring a sufficiency of school and early years places, promoting the development of post 16 provision and ensuring more schools and settings are judged good or outstanding by Ofsted.
2. Improving secondary education provision by implementing a robust and balanced system of monitoring, support, challenge and intervention.
3. Raising the achievement of learners and focusing particularly on narrowing the gap in achievement between the pupils from low income and more affluent families.
4. Improving provision for children and young people with social, emotional and mental health issues with a particular focus on extending and developing city-wide behaviour provision.

In order to do this the LA will change the way it is working. It will do this by:

1. Further developing a school led school improvement system
2. Respond to the significant reductions to Local Authority funding
3. Develop traded services
4. Ensure strong governance across all learning places (Early years providers, schools, academies, alternative provision etc)

Relationships with schools and learning providers are essential and the LA will continue to work with schools and providers to ensure that they have access to the wealth of support that is available across partners in the city, that the link between the city's economic and social regeneration and the development of learning and skills are maximized. The LA will continue to use an outcomes based accountability framework and promote restorative practices. This will require that schools and learning setting have clarity about the support available to them from the city as well as understanding the responsibilities required of them for their entire communities.



# Acknowledgements

A warm thank you to all who contributed to this year's annual report

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