

*Shared vision for a strong
learning community*



Best City for
Learning Strategy
2016-2020





Contents

Foreword	3
Introduction	4
Leeds: The Context	5
1. World Class Provision	6
2. Great Leeds Schools	7
3. High Expectations for All	8
4. Strong Attainment	9
5. Inspirational Teaching and Learning	10
6. Uplifting Leadership	11
7. Fluid Transition	12
Future Landscape	13
Partnership Work	14
Plans and Priorities	16



Shared vision for a strong learning community



Foreword

We are incredibly proud to say that Leeds has a strong and improving picture of education, with over 90% of primary schools and 75% of secondary schools rated good or outstanding by Ofsted; figures which place us top of all local authorities in the Yorkshire and Humber Region. Having said that, we are not complacent and recognise that we still have a distance to travel before we reach where we want to be as a city. In a time of budget cuts and increasing autonomy of schools and settings, we need to ensure that we can develop and grow as a Leeds learning community. We need to ensure that, despite any circumstances or external influences; we work in partnership, build and maintain existing relationships and create new links across our growing city. This is essential, as at the heart of what we do are the city's children and young people, who will grow up to be the next generation of Leeds citizens. Whilst future economic change poses challenges, it also provides a chance for schools, businesses, colleges, universities and the third sector to work together to enthuse our young people about the wide range of opportunities that the modern economy holds.

Councillor Lucinda Yeadon, Deputy Leader of Leeds City Council & Executive Member for Children & Families



Nigel Richardson, Director of Children's Services



Support throughout the learning journey



Introduction

Leeds has an ambition to become the Best City in the UK by 2030, and to be the best place for children and young people to grow up. The vision is for all children, young people and families to have the best start in life, to be ready for learning, be both physically and emotionally safe, be healthy, be engaged in learning and be ready for work. The council wants children to enjoy growing up in Leeds and contribute to the community. To achieve this ambition, Leeds must become the Best City for Learning.

This learning strategy aims to show where Leeds currently is as a city, where it aims to be, and how it is going to get there. This document is born of the ideas and experience of stakeholders across the city, following the Leeds: The Big Education Debate events that were held in a variety of schools, colleges and settings across Leeds. The topics that were covered at each event were devised from the feedback and discussion from the previous event. Each stage of consultation contributed to the creation of the seven areas of focus in this strategy, reflected in seven chapters.

To ensure that the lives, and education, of children and young people in Leeds continues to improve, it is fundamental that the local authority continues to evolve partnerships across the city with all learning places. Children's Services wants to ensure that the outcomes for these children and young people are the best that they can be, that their future is optimistic and that they are supported throughout their learning journey. The economic success of Leeds will require its young people to be equipped with the skills and aspirations that are relevant to the modern economy. Raising levels of educational attainment is important; however, it is also

crucial that all schools and settings are supported to ensure that all young people are equipped with the ability and mind-set to keep their skills up to date, to be resilient, and to prosper in the face of future economic change.

Leeds City Council will focus on improving outcomes in all areas, acknowledging that school leaders are best placed to meet the challenge of raising standards and tackling under performance. They will direct expertise to develop structures, ways of working and expectations which support this approach. They will play a strong role to monitor, challenge, support and, where necessary, intervene to ensure effective learning is the right of all Leeds children. Children's Services know that strong development is born of effective challenge, and will continue to engage leaders in professional dialogue to drive improvement.

If Leeds is to be the Best City for Learning, it will need to weave together the work going on in schools, settings and within communities so that learning is the focus of all interaction with families. It is acknowledged that not all learning takes place in schools, and aspirations and expectations, developed in the home, are key drivers to learning. Working with families, support services, social care and clusters, the authority will be able to maximise the impact of learning on standards and achievement

The role of the local authority in regards to education is something that is ever changing, however, the engagement and involvement of all schools and settings will remain a key in the drive for improvement.



Leeds: The Context



POPULATION

Leeds is an expanding city with a current, growing population of over 761,000 people. Estimates indicate that in 2015 there are 186,196 children and young people under the age of 20 in Leeds. This population is continuing to change in size and composition and at a faster rate than the population of Leeds as a whole. This has implications for services in Leeds, including school places, early years provision and complex needs services. As a local authority, Leeds is constantly updating its services to meet these shifts in demand.

ETHNICITY

In Leeds there has been an increase in the numbers of children and young people of black and minority ethnic heritage and with English as an Additional Language. The increases are presently greater in the younger age ranges. The number of children and young people with English as an additional language (EAL) increased from 13% in 2010 to 17% in 2015. Levels of EAL are higher for younger age groups than for older children.

CHILD POVERTY & DEPRIVATION

The city's most deprived communities show higher birth rates than the Leeds average; this is reflected in the increasing number of children living in areas of deprivation as identified in the 2015 Index of Multiple Deprivation. In Leeds, 28,000 children are in poverty, with 64% coming from a working family. The percentage of children who live in poverty in Leeds is higher than the national average, with 20.7% of all dependent children under the age of 20 in poverty, compared to 18.6% in England. Child poverty is associated with poor outcomes for children and young people and their families, not only in terms of health but also educational attainment and employment prospects.

FREE SCHOOL MEALS (FSM)

From September 2014 all children in reception, year 1 and year 2 in schools in England started receiving free school meals. The government made this decision after a recommendation in the School Food Plan.

PUPIL PREMIUM

The pupil premium is additional funding for schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. There are approximately 32,833 children and young people in Leeds who are eligible for the pupil premium funding.

	Ethnic Groups:	EAL	Children living in poverty	School Meals	Special Educational Needs
Leeds	Black or minority ethnic groups. 29%	English as a second language 19.4% PRIMARY 13.8% SECONDARY	Come from 'low income families' 20.7%	Eligible for free schools meals 19%	Have special educational needs 16%
National	28.6%	19.4% PRIMARY 15% SECONDARY	18.6%	15.2%	15.4%





World Class Provision

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



IMPLICATIONS:

The local authority will:

- Provide sufficient good learning places for all Leeds children
- Work with all 0-19 education providers, to ensure every Leeds child has good quality provision.
- Provide specialist provision for children who require additional support
 - Specific, inclusive learning for children with Social, Emotional and Mental Health needs
 - Specific, inclusive learning for children with Special Educational Needs and Disabilities
- Ensure high quality alternative provision with focussed pathways for children who require non mainstream education.
- Ensure that Children who are Looked After have access to the best provision to suit their need.

WHAT WILL SUCCESS LOOK LIKE?

All young people will have the opportunity to attend great local provision.

All children will be able to attend a good or outstanding school or provision.

Sufficient places within specialist provision will be able to accommodate the needs of all children with Education, Health and Care Plans.

Alternative provisions will have strong pathways to successful destinations for young people.



HOW LEEDS IS GOING TO GET THERE:



- The strategic, multi-agency work of the Good Learning Places Board bringing together all areas of the council to plan and discuss school places across the city.
- Continue to develop a cross-directorate approach, working in collaboration with key officers to expand the strategic vision of provision
- Engage in collaborative work with the Regional Schools Commissioner to identify areas of need.
- Work with schools, settings and local political representatives to create and maintain good provision across the city.





Great Leeds Schools

In such a diverse and vibrant city we need schools to be distinct environments in which all children are proud to succeed



IMPLICATIONS:

The local authority will:

- Support and challenge schools through detailed knowledge of each school, using both data analysis and intelligence gathered from schools, whilst embracing innovation and collaboration opportunities.
- Ensure that the local authority know each school, through designing and delivering a service package that can be individually tailored for each school, to offer bespoke support whilst ensuring school standards remain high.
- Strengthen collaborative relationships between settings, schools, businesses, universities, teaching schools and the Local Authority.
- Develop a targeted, traded offer that provides training, events and opportunities to develop new skills and knowledge in an ever changing landscape.

WHAT WILL SUCCESS LOOK LIKE?

When considering Ofsted judgements, Leeds schools will be first regionally and in the top quartile nationally for both the primary and secondary sectors.

Leeds acknowledged as a city where all children achieve and enjoy learning in their schools and settings.

Schools are able to recruit and retain the best teachers.

A successful, robust system of working with schools to ensure standards and training are of the highest quality.



HOW LEEDS IS GOING TO GET THERE:

- Review and improve the Learning Improvement strategy, ensuring that all schools and settings are well informed.
- Work with the Leeds Learning Partnership Strategy board to deliver top quality, targeted traded services.
- Continue to foster and develop the relationship between the Local Authority and academies, maintained schools, free schools and teaching schools.
- Maintain appropriate levels of challenge and offer bespoke support to vulnerable schools, taking early action to prevent problems from escalating.





3 High Expectations for All

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



IMPLICATIONS:

- Whilst it is recognised that almost all parents and carers want the best for their children, data shows that there is a gap in educational attainment for some less advantaged groups in comparison to their peers.
- Therefore, Leeds will strive to ensure education in Leeds is equitable. In education, equality is used to provide the same opportunities for all, regardless of background. However equity of education acknowledges that not every child starts at the same point, so extra support is provided to ensure children who are disadvantaged have the same outcomes as their peers.
- There will be variations in the type, complexity and breadth of the gap in different circumstances and instances, for all schools and settings in Leeds.
- Regardless of this, the performance gap will be addressed, in all its forms, to ensure that rather than lowering standards, each child reaches a good level of attainment, regardless of predetermination.
- Leeds continues to be an inclusive city, offering relevant learning for all children

WHAT WILL SUCCESS LOOK LIKE?



HOW LEEDS IS GOING TO GET THERE:

- Extra support will put in to 0-19 education providers to ensure equity of outcomes.
- Leeds will continue to work in partnership with schools, settings and partner head teachers to promote and progress bespoke projects to close the gap in Leeds.
- Partnership work with third sector groups, teaching schools and research partners will direct and support the needs of less advantaged individuals or groups within schools.
- Maintain and develop the work that is already being done for the different groups.
- Continue to monitor and record data on the performance gap to ensure focus on improvement and to target further action.





Strong Attainment

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



IMPLICATIONS:

○ If Leeds is to be the best city for learning then it must be expected that the majority of children, at every stage in their learning, achieve age-related expectations in accordance with nationally agreed predictions. It is known that academic achievement is often viewed as the 'social passport' to the next phase of education, apprenticeship, training or work placement. Good results give children positive choices. Leeds needs to ensure that all children and young people have as strong an opportunity as any child nationally to follow the pathways they desire.

WHAT WILL SUCCESS LOOK LIKE?

Progress and attainment at all stages of learning will be above national average, and ultimately in the first quartile of all authorities nationally.



HOW LEEDS IS GOING TO GET THERE:

- Work with schools and settings to monitor, challenge, and support in order to raise attainment.
- Create a learning culture in the city that focusses on the attainment of all children.
- Use national data to set high expectations for all schools and settings.
- Analyse and share relevant data to enable schools and settings to make effective comparisons.





Inspirational Teaching & Learning

Children need to experience an engaging and enriching curriculum that focuses on deeper learning

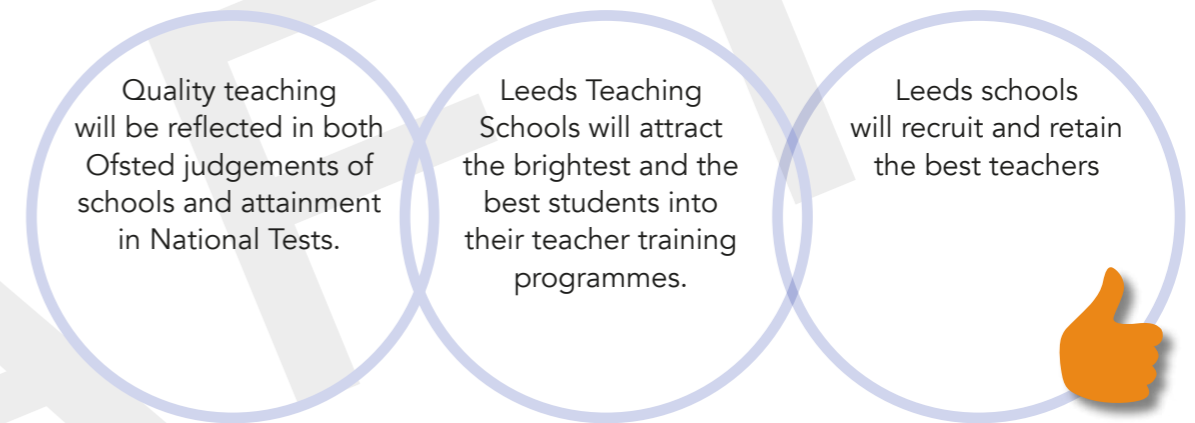


IMPLICATIONS:

Leeds will:

- Work with schools and settings to promote quality first teaching in all education settings. Using the Leeds Learning Partnership, and working alongside the teaching schools and other partners, the local authority will deliver and signpost quality professional development to strengthen the understanding of teaching that can deliver deep learning in children of all ages.
- Have additional services to support and enhance learning in the arts, sports and music.
- Provide a relevant Health and Wellbeing Service to ensure children and young people are safe and are equipped with the knowledge to make the best choices for life.
- Safeguard children and young people; ensuring children are ready for learning, attending school, and that support is available if exclusions arise.

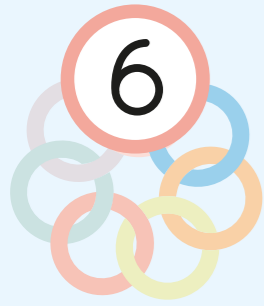
WHAT WILL SUCCESS LOOK LIKE?



HOW LEEDS IS GOING TO GET THERE:

- Strengthen the offer to all schools and settings provided through the Leeds Learning Partnership, directed by the strategic board and using the best practitioners in the city to deliver quality and continuous professional development.
- Work with other professional partners in the city, particularly the teaching schools, to support the development of quality first teaching.
- Work with universities and research organisations to bring the most innovative and brightest into the city.
- Promote ideas and systems that have proven track records in raising attainment and delivering deep learning to children.





Uplifting Leadership

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

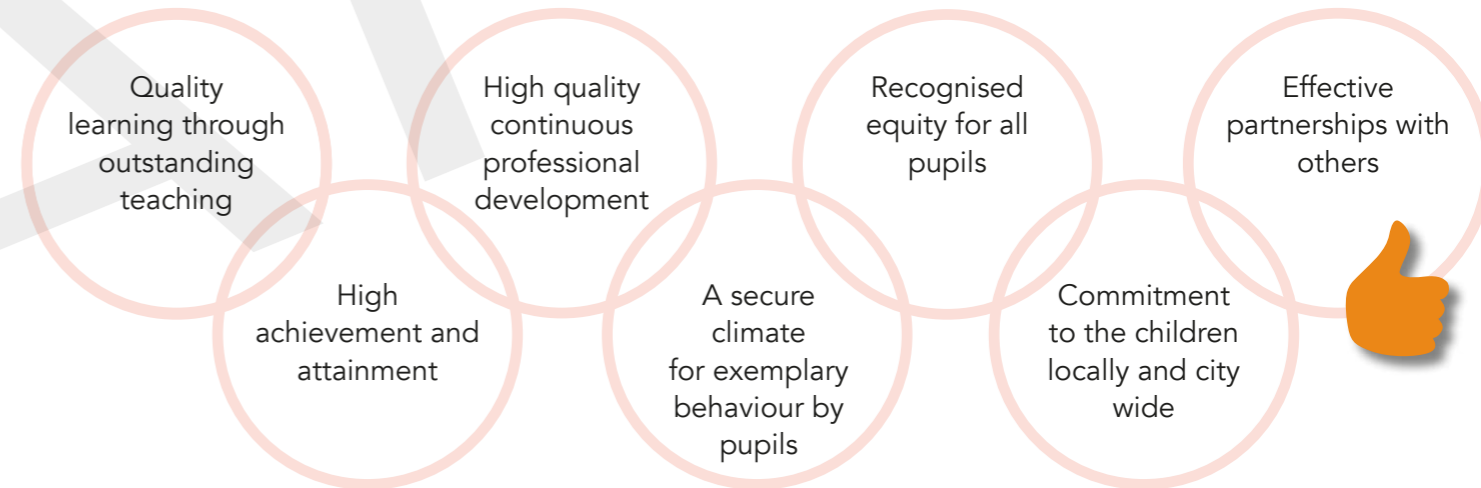


IMPLICATIONS:

- The quality of education in Leeds cannot exceed the quality of its schools and settings. It is also the case that improving outcomes for children can only be delivered through Leeds schools. Great schools need excellent leaders who in turn develop strong teams that can sustain development and drive improvement for all children and young people.
- If it is acknowledged that leadership is the single most critical factor in improvement at all levels across the school or setting, including governance, then strong learning communities that develop and retain good leaders must be created. The local authority will need to work as system leaders, along with the Teaching School Alliances, to develop a strong basis for succession planning and leadership recruitment in Leeds. Together, all schools must be challenged to work pro actively to create tomorrow's leaders.
- It will be important to define the high standards of excellence that leaders need within a self-improving school system in order to inspire confidence, raise aspirations, secure high academic standards and empower the teaching profession to continued evaluation and improvement

WHAT WILL SUCCESS LOOK LIKE?

Leadership will be evident at all levels within schools and settings, from governance through to interactions with children and young people. There will be a strong and clearly articulated set of values and a moral purpose that is focussed on providing a world class education for the pupils they serve. The leadership will develop expectations for:



HOW LEEDS IS GOING TO GET THERE:

- Work with all schools, settings, academies and Trusts to develop a clear protocol to develop strong leadership in schools
- Work towards all leaders being able to fulfil the National Standards of Excellence for Headteachers (January 2015)
- Ensure that leaders in Leeds know that they will be supported to build coalitions, drive reforms and embed evaluation and challenge in pursuit of a strong community of learners





Fluid Transition

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



IMPLICATIONS:

- Each phase will understand how they all fit into the wider journey, what has gone before, and what will come next.
- The resilience of all children and young people will be developed, so that they transfer smoothly into the next stage of their learning.
- Expectations, knowledge and understanding of each stage will be developed among all education providers and children & young people, to transform the learning journey from ascending steps to a fluid incline.

WHAT WILL SUCCESS LOOK LIKE?

All children and young people in Leeds will be equipped with the skills and abilities to prepare for the next phase in their learning journey.



HOW LEEDS IS GOING TO GET THERE:

- Before and after birth the local authority will support parents and babies to create the conditions where stress is reduced, positive bonds and attachments can form and language and communication skills develop
- All early years settings should use the universal transition transfer record when a child moves settings
- Continue to encourage cross-phase training, development and networking opportunities
- Develop partnership models between primary and secondary schools
- Continue to work with schools and partners to develop the Post 16 infrastructure in Leeds
- Strengthen independent careers advice in schools and links to employers
- Establish partnership working designed to smooth the transition from education to employment
- Provide children with the skills and opportunities that enable them to prosper from the economic growth of Leeds



Future Landscape



There is a strong feeling that there will always be a role for the Local Authority in enabling effective school partnerships and collaborating with partners to create a strong community of learning within Leeds. Children's Services know that the role of the Local Authority must change, and that sector led, school to school support is the new landscape. It is a complex landscape, however, and if the local authority are to 'land' Leeds schools safely into this new learning environment, the wide range of collaborative activities that schools and settings will need to embrace should be acknowledged.

IMPLICATIONS:

- If the local authority is to nurture inter-school collaborations then work will need to be done with groups of schools to address barriers to innovation, effectiveness and sustainability, to enable strong, sustainable Learning Alliances across the city.
- Learning Alliances will differ across the city. In some instances they may mirror the cluster of family of schools in which they are partners. They may be formed through multi-academy trusts or faith-based collaborations. They may represent an area of the city and cut across other formal partnerships, however all will have learning and the desire to improve outcomes for their children at the heart of the collaborations.
- The School Improvement Team will develop a system leadership approach to hold the Learning Alliance (LA) to:
 - Form clear leadership and governance structures to enhance accountability
 - Help the LA's to measure the impact of collaboration on student outcomes
 - Support the development of outstanding teaching and learning and facilitate sustainability of the group through peer review and evaluation
- By creating conditions for effective collaboration and fostering strong inter school collaborations, the local authority can use their natural oversight of the city to carry out the role of facilitator, developing trust and collegiality within the Learning Alliance

WHAT WILL SUCCESS LOOK LIKE?

School to school support, with strong input from the teaching schools and facilitated by the local authority should:



HOW LEEDS IS GOING TO GET THERE:

- Review the School Improvement Strategy to move towards a system approach to improvement, putting school and learning alliances at the centre of the process.
- Construct a new framework for working with schools and settings to enable a strong community of learning in which schools deliver great outcomes for children
- Facilitate peer review as a supportive process focussed on using the professional expertise of school leaders to help schools reflect on their improvement journey, celebrate success and share experiences
- Strengthen traded service to reflect the professional development needs of schools and settings to support improvement across the city





Partnership Work



Leeds City Council will continue to play a vital role in the organisation of education in the city. The aim is to help schools to raise standards in education and to help root out poor behaviour, tackle under performance, and to improve the way in which schools are held to account.

The local authority's role in raising standards through monitoring, challenging, supporting and, where appropriate, intervention is statutory. The strategic framework recognises and highlights that even where the local authority has a major role, the responsibility for school improvement ultimately rests with schools and school leaders as autonomous and self-managing institutions. It is the responsibility of schools to make the best use of the challenge and support available to them.

The local authority will use an evidence-based approach to determine the level and nature of support required for each school. The starting point is school self-evaluation, and schools will be asked to share their self-evaluation with key officers and colleagues from the learning improvement service who will identify which schools and settings are performing well, which are under performing, and which are vulnerable; a range of performance and qualitative data will be used to determine appropriate categorisation.

SCHOOL TO SCHOOL SUPPORT

Brokering school to school support is central to learning improvement work. The learning improvement service is building on existing models of partnership working, and strengthening, extending and formalising current arrangements. The intention of this is to improve the performance of low achieving schools and support good and improving schools to become outstanding.

TEACHING SCHOOLS

Teaching schools are part of the government's drive to give schools more freedom and take increasing responsibility for school improvement at a local level. The local authority has entered into a partnership with all Leeds teaching schools in the brokering of support for vulnerable schools.

Partnerships are developing across the city, providing professional development programmes and opportunities. Partnership working with other local authorities will also be developed, particularly those with schools in similar contexts.

NATIONAL AND LOCAL LEADERS OF EDUCATION

National Leaders of Education and Local Leaders of Education are good and outstanding Headteachers and principals who use their skills and experience to work alongside schools and academies in challenging circumstances. The aim is to drive forward improvements and build capacity to ensure that improved standards and outcomes can be sustained. The Local Authority works closely with national and local leaders to broker support and development as part of system led improvement and school to school support.

ACADEMIES AND FREE SCHOOLS

Leeds wants all of its schools to be strong schools that focus on outstanding learning and excellent outcomes for all children and young people. All schools now have autonomy and independence and schools are no longer 'controlled' by local councils. Leeds has a number of academies, free schools, trust and Community schools. The city will actively support all schools that work within the Leeds learning community to deliver exceptional and equitable education and support the drive for Leeds to be the 'Best City for Learning'.





Leeds City Council will neither encourage nor discourage a school's move to academy status. The aim is to ensure that governing bodies have all the facts and information they need to make an informed choice whilst looking carefully at the potential benefits that a change of status could bring for their pupils. Leeds will continue to work with any governing body that becomes an academy, whilst strongly encouraging them to keep a link with their own community and the city-wide learning community and preferably by appointing a Local Authority governor as part of their articles of association.

PARTNER HEADTEACHERS

Partner Headteachers are a key driver in the development and promotion of school- led improvement systems. Leeds City Council are working with partner Headteachers across all phases. This is key to strengthening the partnership between the learning improvement service and schools, and helping to accelerate the rate of improvement across the city.

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

The Leeds SACRE advises the local authority on matters relating to collective worship in schools and on religious education given in accordance with the locally agreed syllabus. The SACRE monitors the effectiveness and appropriateness of the agreed syllabus, which is formally reviewed every five years. The Leeds syllabus was updated in 2015. SACRE also provides support, advice and guidance on the effective teaching of religious education.

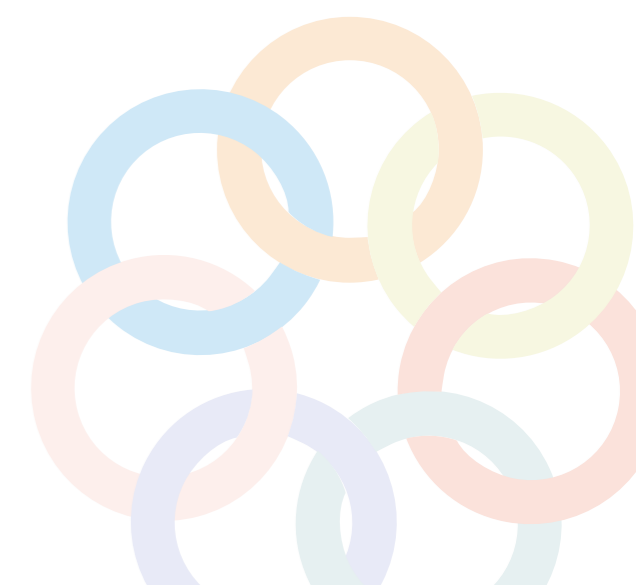
FAITH PARTNERS

Leeds will continue to support and work with all faith partners, as sustainable partnerships can only strengthen education and maintain high standards for teaching and learning across the city.

OTHER PARTNERS

Building and maintaining strong partnerships is an essential strand of Leeds City Council's ambition to become the Best City in the UK. Work with existing partners will continue, and Leeds will seek to create even stronger relationships with early years' providers, schools and their governors and higher education providers. Equally Leeds will seek to strengthen relationships with Ofsted, the Department of Education, businesses and voluntary organisations.

Shared vision for a strong learning community





Plans & Priorities



BEST COUNCIL PLAN 2013-17

The Best City for Learning Strategy is part of the vision to make Leeds the best city in the UK and a child friendly city. It highlights the importance of the following outcomes for children and families:

Ensuring the best start in life;

- Reducing the number of looked after children;
- Improving school attendance;
- Reducing the number of young people not in education, employment or training;
- Raising educational standards; and
- Ensuring sufficiency of school places

CHILDREN AND YOUNG PEOPLE'S PLAN 2015-19

The Best City for Learning Strategy is part of the wider framework for children, young people and families set out in the Children and Young People's Plan (CYPP). The CYPP identifies five mutually reinforcing outcomes:

- children and young people are safe from harm;
- children and young people do well at all levels of learning and have the skills for life;
- children and young people enjoy healthy lifestyles;
- children and young people have fun growing up; and
- children and young people are active citizens who feel they have voice and influence.

The CYPP also identifies three obsessions:

- to safely and appropriately reduce the number of children looked after;
- to reduce the number of children and young people not in education, employment or training; and
- improving school attendance

The question 'what is it like to be a child or young person growing up in Leeds and how can we make it better?' is the reference point for all thinking and practice. Leeds' shared commitment and focus is to put the child at the centre of all the local authority does, to listen to the voices of children and young people, and to safeguard and promote their interests.

Restorative practice underpins this approach. Leeds aims to work with children and families as opposed to doing things for them or to them, providing high support and high challenge, and empowering children and families to take responsibility for making positive and productive decisions about their lives.

SCHOOLS AS COMMUNITY ASSETS

Through the CYPP, the Children and Families Trust Board and local partners have approved the following principle:

“ Children's Trust and local partners must see all local schools as community assets and have a clear role in holding those institutions - no matter what the governance arrangements - to account for the contribution they make to the well being of the local population. ”

The local authority recognises that schools and other learning settings are autonomous, self-governing and best placed to tackle the learning improvement agenda. However, the local authority's role is to monitor, challenge, support and, where necessary, intervene to ensure effective partnership working takes place. This should be grounded in restorative practice and focused on building positive relationships to effect change.

BEST START IN LIFE STRATEGY

Leeds has made a strategic commitment to focus on the earliest period in a child's life, from pre-conception to two years old, in order to maximise every child's potential. Analysis shows that economic investment into early years gives the greatest return, and this shift in investment will impact on key outcomes such as emotional well being, improved behaviour, school readiness and educational attainment and fulfilment of potential.

Leeds is a city characterised by a wide gap between the more affluent communities and those with greater deprivation and vulnerability. In order to achieve the best start for every child, the Best Start programme focuses on 'narrowing the gap' through universal progressive approaches, engagement at a local level and the delivery of early help.

CHILD FRIENDLY LEEDS

The Child Friendly Leeds nine point plan outlines the support that is being provided to children and families. It focuses on strengthening social care and social work, relating directly to the welfare of children and young people. Its aim is to tackle the high numbers of children entering the care system and engage with children and families with complex and multiple problems; problems often rooted in domestic violence, parental substance misuse and parental mental health.

*Shared vision for a strong
learning community*



Best City for Learning Strategy 2016–2020

CONTACT:

With thanks to everyone who created this strategy.

For more information, input, or ideas for
partnership working, please contact:

Amelia Gunn, Amelia.Gunn@leeds.gov.uk