

Report of: The Director of Children's Services

Report to: The Executive Board

Date: 9th March 2016

Subject: The Annual Standards Report 2014-15



Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

1. This year the Annual Standards Report has been created in a new format in order to tie in with the Best City for Learning 2016-2020 strategy for Leeds. This strategy was developed from a series of education debates held in September-November 2015. The feedback from these events resulted in the definition of seven key priorities for the city which come under the headings: World Class Provision, Great Leeds Schools, High Expectations for All, Strong Attainment, Inspirational Teaching & Learning, Uplifting Leadership and Fluid Transition
2. The Annual Standards Report will reflect on these priorities over the past year, examining the current picture, where we want to go and how we will get there. In this way, the Annual Standards report will be a yearly reflection of our progress towards becoming the best city for learning.

Recommendations

The executive board is recommended to:

1. Consider the data in this report showing the outcomes of Leeds children and young people in 2014 and 2015.
2. Support the actions recommended for each priority to enable the effective delivery of the Best City for Learning strategy.

3. Make recommendations as deemed appropriate on the future provision of ongoing support, challenge and intervention in Leeds to ensure that progress continues to be made.
4. Approve and comment on our vision of where we want to be by 2020 to further improve learning across Leeds.
5. Note the Head of Learning Improvement is responsible for implementation

1 Purpose of this report

- 1.1 The purpose of this report is to show our progress towards becoming the Best City for Learning. The report does this by outlining where we are now in relation to the strategy and the actions that we will take to progress.

2 Background information

- 2.1 This report should be considered alongside the Best City for Learning strategy as the two documents are closely connected. The title of each chapter in the report is one of the seven priorities which emerged from the Big Education Debates last year. The report addresses the actions to be taken in order to fulfil each of these priorities.
- 2.2 The Annual Standards Report summarises the achievement of learners at all Key Stages throughout 2014-2015. It shows the achievements and challenges over the course of that academic year, and provides recommendations for the future. It also outlines the actions taken by the Council to fulfil its responsibilities to support, monitor, challenge and intervene as necessary.

3 Main issues

Listed below are the seven chapter titles of the report and a brief summary of the contents of each section. The full document is available in the appendix.

- 3.1 **World Class Provision:** *"We need a collaborative approach that provides good quality provision to meet the needs of all Leeds children"* This chapter covers key points on; school places, Early Years, Special Educational Needs and Disability, The Virtual School and Targeted Services.
- 3.2 **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"* Leeds Teaching Schools and Mathematics hubs are discussed as well as examples of great Leeds primary and secondary schools from 2014-2015.
- 3.3 **High Expectations for All:** *"Creative and innovative approaches need to be used to address the gaps which prevent children from achieving their potential"* The gap in performance between disadvantaged pupil groups and their peers is discussed.
- 3.4 **Strong Attainment:** *"We must have high standards where the majority of children achieve age related expectations"* Key data from early years through to post 16 is examined and notable trends identified.
- 3.5 **Inspirational Teaching and Learning:** *"Children need to experience an engaging and enriching curriculum that focuses on deeper learning"* The chapter addresses key issues in attendance, exclusions, Artforms, the Health and Wellbeing Service and Active Schools.
- 3.6 **Uplifting Leadership:** *"We need to nurture leaders through challenge and support in order to provide inspiring development opportunities within a collaborative community"* Issues around recruitment are discussed, as well as the need for sufficient high quality training opportunities.

- 3.7 **Fluid Transition:** *"We need to smooth transition across the whole learning continuum to enable children and young people to face the world"* Transition across the learning spectrum is examined, from early years through to jobs and destinations.
- 4 Progress measures across the city continue to improve, and whilst there is an upward trend for standards, attainment in Leeds needs to improve to ensure children and young people are competitors on the global stage. The Best City for Learning strategy outlines the steps that will be taken to improve learning across Leeds. This Standards Report will provide an annual update on the areas for priorities outlined in the Best City for Learning strategy.
- 4.1 For Early Years Foundation Stage (EYFS), there has been an increase in children reaching a Good Level of Development (GLD) from 51% (2013) to 62% (2015), which is below the national average of 66%. 2016 will be the last year in which assessment against the Early Years Foundation Stage at the end of the Reception year is a statutory requirement for schools.
- 4.2 Outcomes at Key Stage 1 in 2015 saw some further improvements with increased proportions of children working at level 2+ in all subjects except Maths, which remained static during this period. Improvements were seen across all subjects at level 3+. The gaps with national outcomes in writing and maths have increased since 2014, but the gap to national narrowed in reading. Phonics screening check outcomes saw no change between 2014 and 2015.
- 4.3 Attainment overall remained below national at the end of Key Stage 2. With the exception of writing at level 4+ and reading at level 5+, gaps with national have increased. Combined level 4+ attainment in reading, writing and mathematics at 78% shows a slight closing of the gap with national by 1 percentage point. Proportions of pupils making expected and better than expected progress remain above national figures for reading and writing and in line with national for mathematics. This demonstrates how children make accelerated progress across KS2. Young people in Leeds make consistently high progress from their relative starting points. In every year since 2012, the percentage of children making expected progress in reading, writing and maths has been above the national average in all three main subjects
- 4.4 The percentage of students achieving five or more GCSEs at A*-C, including English and maths rose from 51% to 55.5%. This is below the national average of 57.3%. The percentage of students achieving five or more GCSEs at A*-C, including English and maths rose from 51% to 55.5%. This is below the national average of 57.3%
- 4.5 The average points per Y13 student (APS) in Leeds fell to 651 in 2015 from 682 in 2014. This is part of a national trend as students follow fewer subjects at KS5 and the reduction of resit opportunities, however the Leeds figure is below the national figure of 701 (for state schools and the FE sector).

5 Corporate Considerations

5.1 Consultation and Engagement

5.1.1 None specifically for this report

5.2 Equality and Diversity / Cohesion and Integration

5.2.1 Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best city in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.

5.2.2 The Annual Standards Report addresses the issue of inequalities throughout the city in the 'Raising Expectations for All' chapter. This section reports on the performance gap between disadvantaged pupils and their peers. Data for different ethnic groups and Special Educational Needs and Disability is also analysed.

5.2.3 Actions outlined to close the gap include; (1) Extra support will put in to 0-19 education providers to ensure equity of outcomes, (2) 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. (3) 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. (4) Continue to monitor and record data on the performance gap to ensure focus on improvement and to target further action. (5) Maintain and develop the work that is already being done to reduce the gap.

5.2.4 The Executive Board may engage and involve interested groups and individuals (both internal and external to the council) to inform recommendations.

5.2.5 An equality impact screening has been undertaken for this report and is attached as an appendix.

5.3 Council policies and Best Council Plan

5.3.1 This report will assist in achieving outcomes and priorities as defined in The Best City for Learning 2016-2020, The Best Council Plan 2013-2017, The Children and Young People's Plan 2015-19, The Best Start in Life Strategy, Child Friendly Leeds and the Leeds SEND Strategy 2014-17.

5.4 Resources and value for money

5.4.1 The level of investment in children and young people is considerable. The need to continue to improve learning and education across Leeds means that this must remain a high priority when allocating resources.

5.5 Legal Implications, Access to Information and Call In

5.5.1 This report is subject to Call In.

5.6 Risk Management

5.6.1 None identified

6 Conclusions

- 6.1 In keeping with Leeds' ambition to have a strong economy in a compassionate city, it is important that the potential of our children and young people is maximised.
- 6.2 The Annual Standards Report will provide an important yearly update on our progress towards becoming the Best City for Learning.
- 6.3 The future plans and recommendations section at the end of the Annual Standards Report provides an overview of the actions required in order to achieve each priority. This is available in the appendix.

7 Recommendations

The executive board is recommended to:

1. Consider the data in this report showing the outcomes of Leeds children and young people in 2014 and 2015.
2. Support the actions recommended for each priority to enable the effective delivery of the Best City for Learning strategy.
3. Make recommendations as deemed appropriate on the future provision of ongoing support, challenge and intervention in Leeds to ensure that progress continues to be made.
4. Approve and comment on our vision of where we want to be by 2020 to further improve learning across Leeds.
5. Note the Head of Learning Improvement is responsible for implementation.

8 Background documents¹

- 8.1 None.

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

The Learning in Leeds Annual Standards Report 2014-2015

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Executive Summary

This year the Annual Standards report has taken on a different format in order to tie in with the new education strategy, The Best City for Learning 2016-2020. The strategy outlines the current picture of learning in Leeds, aims for the future and how these aims will be achieved. The document was informed by a number of debates held throughout the city with key stakeholders in education including head teachers, councillors, senior leaders, and third party education specialists. The feedback from these events resulted in the key priorities for the city:

World Class Provision: *"We need a collaborative approach that provides good quality provision to meet the needs of all Leeds children"*

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"*

High Expectations for All: *"Creative and innovative approaches need to be used to address the gaps which prevent children from achieving their potential"*

Strong Attainment: *"We must have high standards where the majority of children achieve age related expectations"*

Inspirational Teaching and Learning: *"Children need to experience an engaging and enriching curriculum that focuses on deeper learning"*

Uplifting Leadership: *"We need to nurture leaders through challenge and support in order to provide inspiring development opportunities within a collaborative community"*

Fluid Transition: *"We need to smooth transition across the whole learning continuum to enable the child to face the world"*

Introduction

Education in Leeds is improving; more pupils attend good primary schools in Leeds than anywhere else in Yorkshire. In terms of secondary schools, 78% of students attend good or outstanding schools. We are not complacent, however, and acknowledge that there is still much to do if we are to achieve our ambition of Leeds becoming the best city for learning.

Our aim is for Leeds to be a compassionate city with a strong economy, and we must ensure that we continue to work with schools to meet the demands that this brings. We want pupils to do well at all levels of learning and develop the necessary life skills to enter the world of work and be successful. As schools become increasingly autonomous we need to find innovative ways that we can work alongside their leaders to maintain the momentum of school improvement. Together we will be working hard to improve the recruitment, development and retention of great teachers and leaders, on raising attainment levels of our more vulnerable children, responding to the growing and changing children's population and maintaining a rich, broad and balanced curriculum that meets the needs of every Leeds child.

We will continue to create this document every year in order to track our progress against our challenge of being the best city for learning and we welcome your feedback on it.

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

Welcome to the Annual Standards Report 2014-2015. This report provides an overview of learning in Leeds over the past year; the progress made, the challenges we have experienced and our aims for the future. As many of you may know, we held a series of education debates last year. The detailed discussions that took place at these debates will be used to inform the Best City for Learning Education Strategy for Leeds 2016-2020. The Annual Standards report will clarify where we are now in relation to the strategy, where we want to be and how we will get there. In this way, the report will become a yearly reflection of our progress towards becoming the best city for learning.

As a city, Leeds is expanding. The make-up of our city is also changing; we have increasing numbers of young people, more children with complex special educational needs and disabilities (SEND), and more children with English as an Additional Language (EAL). This growing and changing population has implications for us all, especially in the context of continued economic and budget pressures. Our ongoing discussions and partnership work with schools, clusters and other partners have already resulted in some amazing creativity to meet the demands and challenges that our different communities are facing, and this important work will continue.

Nigel Richardson
Director of Children's Services

Context

Population

Leeds is an expanding city with a population of over 761,000 people. Estimates indicate that in 2015 there were 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.

Schools and Settings

In September 2015, there were 221 primary, infant and junior schools, 41 secondary and through schools, 7 special schools and 3 pupil referral units in Leeds. These figures include all state-funded schools. In September 2015 two former infant schools and two former junior schools expanded their age ranges to become primary schools. There are three secondary through schools, although one of these (Temple Learning Academy) currently only has provision open in the primary phase, with secondary provision due to open in September 2017.

Children & Young People

Leeds is an increasingly diverse city with over 20 ethnic groups amongst the school age population. 29% of children and young people in Leeds are from Black, Asian or Minority Ethnic groups. The proportion of pupils in Leeds schools who have English as an Additional Language (EAL) continues to increase. In the January 2015 school census there were 191 different languages spoken by school-age children in Leeds in addition to English.

Figures from the most recent school census show that 19% of children are eligible for Free School Meals and 16% have Special Educational Needs. Government measures of child poverty indicate that 20.7% of children in Leeds live in poverty, which compares to 18.6% nationally. 28,000 children are in poverty in the city, with 64% coming from a working family. 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.

While the impact of poverty on children can be found in all areas of the city, it is concentrated in certain areas, with 2 wards having over 40% of children in poverty. Supporting children and families to mitigate both the causes and impact of poverty is integral to all work with children and families.

World Class Provision

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

School Places

Overview

In Leeds, there are a wide range of Early Years, Primary, Secondary and Post 16 schools and settings; all of which are facing a situation where the need for places is increasing. There is also a marked rise in the number of children who experience complex needs and require diversification and modernisation of schools and settings. Leeds as a Local Authority is constantly developing the ways that they communicate and interact with schools and settings to update the services that are provided.

Where Leeds is now

The birth rate in Leeds continues to maintain a consistent level of around 10,000 births per year and has maintained this now for the past 5 years. The increase in births has ultimately resulted in pressure for school places and Leeds has responded by creating over 1,400 new reception places and increased the overall capacity in primary schools by over 10,000 places, since 2009. An additional 90 permanent reception places will be available across Leeds from September 2016, with up to a further 600 places planned or currently being consulted on for delivery between 2017 and 2019.

With the increase in primary places now moving through the primary phase, planning for additional secondary places has already begun with one expansion proposal to create additional places already completed. Between 2016 and 2023, the equivalent of 8 new high schools (over 1400 additional year 7 places) will need to be created to manage the year 7 demand being projected. This additional provision will consist of a mixture of new schools, with some of these being created through the free school programme, plus the expansion of existing schools where this is possible via building works or re-configuration of existing accommodation. The changes to sixth form provision that includes collaboration of local schools to create sixth form centres or hubs may free up accommodation to allow schools to create additional places.

The academies programme has seen 39 schools change status to academies in Leeds. Converter academies that opened in 2014/15 were: St Chad's C of E Primary and Morley Newlands Primary. Schools that became a sponsor-led academy in 2014/15: Holy Name Catholic Primary and Bruntcliffe Academy.

Supplementary schools are community based voluntary organisations, offering extra tuition out of school hours in the communities across the city. In 2014/2015, there were 17 supplementary schools in Leeds.

Where Leeds wants to be

- All young people having 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 provision will have strong pathways to successful destinations for young people.

How Leeds will get there

- Work with schools to expand good or outstanding schools to meet demographic need for school places.
- Where appropriate, work with key partners to develop new schools in areas of significant demographic pressure.
- Engage in collaborative work with the Regional Schools Commissioner to identify areas of need

Early Years Provision

Overview

There are 211 Private, Voluntary and Independent (PVI) settings, 36 children's day care settings within children's centres, 859 child-minders, and 134 Primary schools with nurseries.

The team provide advice, support and guidance to these settings to assist them to meet children's needs and build capacity. The provision covers all early years 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 10,500 leaving Reception at the end of 2015, an increase from the 10,000 children who left in 2014. In addition to an increasing birth rate and an expanding population, data analysis has indicated increasing numbers of young children experiencing complex needs, and that the complexity of these needs is growing. The numbers of children who have English as an Additional Language and those on Free School Meals is also increasing.

Where Leeds is now

Ofsted's early years annual report 2015 identifies that early years education across the country has never been stronger and that the quality of settings is improving. Ofsted outcomes for early years settings in Leeds reflect this trend; all sectors of early years providers have seen significant increases in good or better outcomes during this year.

Early Years Provision Type	Leeds September 2014	Leeds August 2015	Percentage Increase	National August 2015	Percentage above national
Childcare non-domestic premises	87%	92%	+5%	86%	+6%
Childminders	81%	87%	+6%	82%	+5%
Childcare domestic premises	80%	86%	+6%	80%	+6%

The majority of children receive early years education in childcare on non-domestic premises or with childminders; this means that the vast majority of early years children in Leeds attend a setting which is good or better (see above). Comparison with national averages also shows that early years provision in Leeds is in a strong position with figures significantly above national.

Where Leeds wants to be

Leeds City Council will maintain and improve the percentages of 'Good' settings and robustly support the vulnerable two year olds provision, to continue to improve quality and outcomes for young children.

How Leeds will get there

- Bespoke support and challenge to schools and settings will be offered, based on the Early Years and Learning improvement strategies to ensure further improvements.
- Traded training & development and early years leadership events in combination with a core offer will further improve provision.
- Encouraging settings to support each other, sharing best practice and working in collaboration with Teaching Schools

Special Educational Needs and Disability (SEND) and Social, Emotional, Mental Health (SEMH) Provision

Overview

Linked to the sustained rise in the number of births, Leeds has experienced rising demand for support for children in schools with SEND (Special Education Needs and disabilities), and Social, Emotional and Mental Health (SEMH) both in mainstream and in specialist school provision. There have been increases in the type of need and the complexity of need, and a rise in children experiencing more than one type of need. In younger years especially, there has been an increase in the proportions with speech, language and communication needs. There have also been increases in severe learning disabilities and specific learning difficulties. One impact of this is that the projected demand for places in specialist educational provision will continue to rise, potentially by a third from 2012-2016.

In Leeds the [provision for pupils with SEND](#) reflects the view that children and young people should be able to receive the provision they need at a level, and in a setting, which is appropriate to their individual needs. Most children and young people with SEND can enjoy and achieve in mainstream schools. All mainstream schools provide a core offer of support for those with SEND. Some children and young people may need extra support to help them in mainstream school, and so Leeds has Resource Provisions in mainstream schools and Specialist Inclusive Learning Centres (SILC) who have partnerships with mainstream schools. Some children and young people have very complex needs and might need a detailed assessment and a Statement or an Education Health and Care Plan (EHC Plan) to help meet their needs. There are five generic Specialist Inclusive Learning Centres (SILCs), one SILC for pupils with Social Emotional and Mental Health Needs, and one Special Secondary Free School. There are also 15 SILC Partnerships and 18 Resource Provisions.

Where Leeds is now

- Strong mainstream core offer of support for those pupils with SEND and SEMH.
- New provision as a result of the generic SILC expansions.

- The Good Learning Places Board is in place to ensure collaboration and that all new developments and expansions give regard to needs of those with SEND & SEMH.

Where Leeds wants to be

- New sites to improve the spread of provision across the city; reducing travel for many learners; and a new build and significant refurbishment of existing buildings to improve current facilities.
- The local authority is aiming to bring the current Behavioural, Emotional and Social Difficulty Specialist Inclusive Learning Centre (BESD SILC) at Elmete Wood and the Pupil Referral Units together, forming a unified, multi-site SEMH provision, under the leadership and governance of single academy trust with a record of excellence in this area of work.
- Consultation is underway on a proposal to bring the primary Social Emotional and Mental Health (SEMH) provision at West Oaks SEN Specialist School and College (North East SILC) into the new academy provision, creating a single 'through school' provision. This would create multiple sites for learners aged 4-19, under one leadership and governance.

How Leeds will get there

- Continue to analyse sufficiency and capacity and review quality of Leeds provision through the SEN Provision Working Group reporting to the SEND Strategy Group.
- The Executive Board have recently committed to invest some £45 million in these developments, allowing the development of a world-class provision.
- Establish provision for complex SEMH needs, working with an outstanding academy to completely re-design provision and radically improve the offer for this vulnerable group.

The Virtual School

Overview

The [Virtual School](#) is responsible for ensuring that all [children looked after](#) (CLA) fulfil their educational potential. The role of the Virtual School Head has been [statutory](#) for all local authorities since 2014.

Where Leeds is now

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

- Monitor the children coming into and out of care and their educational 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 and Health 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.

Where Leeds wants to be

Information about the progress looked after learners and care leavers are making at all stages of their learning journey enables the local authority to celebrate where young people are doing well and if they are not, ensure schools and services intervene quickly. Corporate parenting responsibilities are proactively understood across the council and its partnerships so that young people in care and care leavers have access to the best opportunities that Leeds has to offer in terms of learning and employment. Schools, services, social workers and carers share a deep understanding of the needs that might impact on the learning of children looked after enabling them to develop aspirational personal education plans and pathway plans that drive progress and attainment.

How Leeds will get there

- Termly data from schools and settings will be collected to predict when looked after learners are not making good progress. Schools and services will then be informed that action is required.
- The process and format of personal education and pathway plans will be quality assured, simplified and improved to ensure that all plans are of the highest quality.
- A comprehensive annual programme of training and development for schools and services will be put in place.
- Leeds City Council directorates will prioritise opportunities for children looked after and care leavers through the Corporate Parenting Board and the Care2Work programme.

Targeted Services

Overview

Targeted Services include support to clusters, intensive family support, Family Group Conferencing, Families First, Youth Offending, as well as Attendance Services. Targeted Services are predicated on the evidence that early intervention in the life of the problem secures better outcomes. Happier, healthier and safer children make better learners. Because children usually live in families, a whole family response in line with the Leeds ["Think Family – Work Family"](#) protocol is taken.

Where Leeds is now

Performance data demonstrates clear evidence that these services make a difference to the lives of children and families. Targeted Services have contributed to a range of better outcomes including reductions in children looked after, children subject to child protection plans and children in need.

Cluster services are mature, with strong identification mechanisms and comprehensive support and guidance responses demonstrating that a multitude of agencies are actively involved in providing a cluster based early help response.

All clusters have secured a share of £1.5 million additional funding from the Clinical Commissioning Groups (CCGs) to expand the reach of early intervention mental health support to schools.

Intensive family support (Multi-Systemic Therapy, The Family Intervention Service and Signpost) is now accessible via direct referrals from Targeted Service Leaders and work is ongoing to develop pathways for clusters to access Family Group Conferencing. The Families First programme can demonstrate a real contribution to better and sustainable outcomes including contributing to improved attendance and reduced crime.

Where Leeds wants to be

Most clusters are functioning at a high level and funding through schools forum has been agreed for 2016/17. Legislative changes mean that schools forum will not be able to apply the same funding mechanism in 2017/18. Agreeing the financing with schools and partners for continued cluster arrangements is an early priority to prevent planning blight and the loss of momentum. Children's Services are determined to continue to challenge and support clusters through providing high quality performance data to demonstrate the difference that they make to vulnerable children and families which will in turn lead to better attainment.

Children's Services will continue the journey of a closer alignment between children's social work services and schools and clusters, support clusters to develop restorative practices and give access to intensive family support and family group conferencing.

How Leeds will get there

Local authority partners or representatives of Targeted Services will hold conversations with all families of schools and, where appropriate, individual school governing bodies to consider the future of cluster priorities and funding arrangements.

New Arrivals

As a compassionate city with a strong economy, Leeds strives to give the best start to all children and young people, ensuring that they have a safe and happy childhood and gain the skills they need to succeed in the world of work. Over the past year an increasing number of young people have come to Leeds from overseas, some fleeing persecution and war. Leeds has been taking a multi-agency approach and working with Migration Yorkshire and many third sector organisations to ensure the needs of these new arrivals are met. The local authority has also been liaising with schools to support them with new arrivals, language barriers and essentials for each child.

Currently, Children's Services are working with the migration team to undergo a project specifically looking at the advice and support available for these children and whether any further provisions and future recommendations need to be established.

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"

As of December 2015, nationally 85% of primary schools were good or outstanding, whilst for Leeds the figure was 90%. In terms of secondary schools, the report shows that 78% of students attend good or outstanding schools in the city. This was the sixth best performance in Yorkshire and the best in West Yorkshire.

- Overall, 89% of statutory learning age settings are rated as good or better and 87% statutory learning age children attend settings which are rated as good or better.
- 19% of primary schools are rated as outstanding and these schools cater for 19% of primary phase children.
- There are no primary schools with an inadequate judgement. All primary schools that had an inadequate judgement at the end of the previous academic year have since closed and re-opened as sponsor-led academies.
- 14% of secondary schools are rated as outstanding and these schools cater for 19% of secondary phase children.
- Of the three secondary schools that were rated as inadequate by OFSTED as at 31 August 2015, two either already were, or have become academies. There is only one maintained secondary school with a current inadequate judgement.
- 4 out of 5 of FE providers are rated as good or better, none are inadequate.
- 7 out of 9 of special schools (SILCs) and PRUS are rated as good or better. Two of six SILCs and one of Pupil Referral Units are outstanding. The SILC Elmete Wood is currently inadequate.

Inspection outcomes as at 31 August 2015

Count of Grade for overall effectiveness	Outstanding	Good	Requires improvement	Inadequate	
	1	2	3	4	Grand Total
Primary	40	154	21		215
PRU	1	1	1		3
Secondary	3	21	8	3	35
SILC	2	3		1	6
Through School	1	1			2
Grand Total	47	180	30	4	261

Great Leeds Primary Schools

Leeds is delighted that the success of its schools and settings in a range of areas is recognised nationally. Of the **Times Top 500 national state schools for 2015**, 9 were Leeds primaries: Meanwood CE, Moortown, Adel, Bramhope, Morley Victoria, Wetherby St Joseph's, Collingham Lady Elizabeth Hastings, Weetwood and Tranmere Park.

During this academic year 12 primary schools and settings improved a full grade for overall effectiveness as indicated in inspection reports. Improving from 'Requiring Improvement' to 'Good' were Chapel Allerton, Clapgate, Corpus Christi, Iveson, Lady Elizabeth Hastings Thorp Arch, Oakwood, Sharp Lane, Summerfield, Thorner and Wykebeck. The schools that went from 'Good' to 'Outstanding' were Beechwood and SS Peter and Paul.

Great Leeds Secondary Schools

There was much to celebrate in Leeds secondary schools and academies during 2014/15. In addition to the improvement in achievement reported in the attainment section, the following are a few additional highlights:

- Benton Park School, Ralph Thoresby High School, Corpus Christi Catholic College, Leeds East Academy, South Leeds Academy and St Mary's Menston all moved up a grade in Ofsted inspections with St Mary's Menston achieving an outstanding judgement.
- Woodkirk Academy received national recognition for the performance of pupils from more disadvantaged backgrounds being one of only 11 across Yorkshire and Humberside and the only one in Leeds to be identified by the government for "outstanding attainment and value added progress made by this group of students".
- Following its designation as an 'outstanding school' in 2013/14, The Farnley Academy applied for and achieved National Teaching School Status in August 2015.
- As part of the drive to promote system leadership within the city, many successful Leeds schools and academies are providing invaluable support to other schools. One example of this was Cockburn School's support for Bruntcliffe School during 2014/15 resulting in a significant improvement in Year 11 student outcomes at Bruntcliffe in August 2015.

Teaching Schools and Mathematics Hubs

Teaching schools are outstanding schools that work with others to provide high-quality training and development to new and experienced school staff. They are part of the government's plan to give schools a central role in raising standards by developing a self-improving and sustainable school-led system. By the end of 2014-15 national teaching school status was effective for the following alliances in Leeds, operating to include or exclusively to work with primary schools: Yorkshire Inclusive, Schools Partnership Trust, Noctua, St Mary's Horsforth.

Mathematics hubs have been created by the Department of Education across England to support schools and colleges to achieve excellence in mathematics from early years to the post-16 sector, by accessing locally-tailored and quality support in all areas of maths teaching and learning. They partner with, and draw on, expertise from teaching school alliances, schools and colleges in the area, universities, other organisations, mathematics experts and employers. In Leeds the local authority has entered into a formal partnership with all Leeds teaching schools and mathematics hubs in the brokering of support for vulnerable schools. As at July 2015, there were currently five teaching schools in Leeds and the city was supported by three mathematics hubs based in Harrogate, Halifax and Wakefield.

Where Leeds wants to be

- Leeds wants all children and young people to have the opportunity to attend a good or outstanding school.
- When considering Ofsted judgements, Leeds' schools will be first regionally and in the top quartile nationally for both the primary and secondary sectors.
- A successful, robust system of working with schools to ensure standards and training are of the highest quality.

How Leeds will get there

- Continue to foster and develop the relationship between the local authority and academies and free schools.
- Maintain appropriate levels of challenge and offer bespoke support to vulnerable schools, taking early action to prevent problems from escalating.
- Continue to facilitate school to school partnerships including those with Teaching Schools and mathematics hubs.
- Further develop and implement the strategy for closing the gap in order to raise aspirations among disadvantaged groups and make children and young people proud to succeed.
- 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 targeted traded services.

High Expectations for All

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

Overview

Over the last decade, whilst overall attainment has risen in schools, the performance gap between pupils from more and less advantaged backgrounds in the UK has remained prevalent. The picture in Leeds reflects the national picture, with attainment gaps for children who are from less advantaged backgrounds, Black, Asian and Minority Ethnic groups, Special Educational Needs and Disabilities, Social, Emotional and Mental Health, gender gaps, and children who are looked after.

Where Leeds is now

Narrowing the gap in these learning outcomes is a key priority for Children's Services and Learning Improvement. Whilst most schools in Leeds have a gap in one form or another, the type and prevalence of the gap differs greatly across the city. In partnership with schools, partner head teachers and third sector groups, Children's Services have utilised a variety of bespoke projects and programmes to narrow the gap in Leeds.

Special Educational Needs

In Leeds primary schools there are 10,168 pupils who receive SEN related support and 515 pupils who have a statement/ Education and Health Care (EHC) plan. In secondary schools 5337 pupils receive SEN support and 498 have a statement or an Education, Health and Care plan.

In 2014-15 at KS2 the percentage of pupils achieving level 4 or above in reading, writing and maths is as follows:

	Leeds	National	Percentage point gap
SEN Support	38	43	5
EHC Plan or SEN with a statement	14	16	2

At KS4 the percentage of pupils achieving 5+ A*-C grades including mathematics and English is as follows:

	Leeds	National	Percentage point gap
SEN Support	20.2	23.5	3.3
EHC Plan or SEN with a statement	4	8.8	4.8

To help close the gap major provision developments were undertaken last year:

- Embedded planning for Special Educational Needs (SEN) provision in the 'Good Learning Places' Board to ensure all new developments give regard to those with SEND.
- Two expansions to the Generic SILCs were opened, providing 200 new specialist places, with a first year intake of 75 at the expansion sites.
- A new resourced provision for deaf and hearing impaired children at Moor Allerton Hall Primary School was opened.
- Developed the vision for SEMH provision and secured investment for developing a world-class provision.

Ethnicity

In 2015 at KS2 the percentage of pupils achieving level 4 or above in reading, writing and maths is as follows:

	Leeds	National	Percentage point gap
White	79	80	1
Mixed	79	81	2
Asian	76	82	6
Black	72	79	7
Chinese	91	89	+2

In Leeds performance improved across all groups except for Black pupils where the percentage achieving reading, writing and maths at level 4 plus fell slightly by one percentage point from the previous year. Performance across all groups is lower than the corresponding national figure except for Chinese pupils who are above the national figure by two percentage points. In Leeds the percentage of pupils achieving the standard is higher amongst Chinese, White and Mixed pupils compared to Black and Asian pupils.

At KS4 the percentage of pupils achieving 5+ A*-C grades including mathematics and English by ethnicity is as follows:

	Leeds	National	Percentage point gap
White	57.2	57	+0.2
Mixed	48.8	58.3	9.5
Asian	52.3	61.9	9.6
Black	46.7	52.6	5.9
Chinese	81.3	78.3	+3

Over the past few years, Leeds City Council has worked with schools to improve the attainment and achievement of Black, Asian and Minority Ethnic pupils, on projects such as:

Maths 4 All: Maths 4 All focuses on ensuring the maths curriculum is relevant and engaging for a diverse range of pupils as well as ensuring that English as an Additional Language strategies are used at both the planning and teaching stages.

Arooj: The Arooj programme works with 12 schools who have significant numbers of Pakistani and Bangladeshi heritage pupils.

Talk Matters: The Talk Matters programme is a multi-agency approach to supporting speech, language and communication for young people involving speech and language therapists, teaching and learning consultants, educational psychologists, teachers and teaching assistants to support schools to close the gap in attainment for pupil premium pupils who have poor language skills.

Child Poverty & Deprivation

Supporting children and families to mitigate both the causes and impact of poverty is integral to all work with children and families. 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. Schools receive pupil premium funding for each disadvantaged pupil and can use the funding flexibly, in the best interests of eligible pupils. It is used as a measure to assess the impact of poverty and deprivation across the country. There are approximately 32833 children and young people in Leeds who are eligible for the pupil premium funding.

Pupils are defined as 'disadvantaged' if they have either been eligible for free school meals (FSM) in the last six years or if they are aged 5 to 15 years of age and have been continuously looked after by the local authority for one day or more in the period 1 April 2014 to 31 March 2015, or recorded as adopted from care, or who have left care under a special guardianship or residence order.

% of pupils achieving level 4 or above in reading, writing and maths at KS2 (2015)

	Leeds	National	Percentage point gap
Disadvantaged	65	70	5
Non-disadvantaged	85	85	0

The table shows a gap of 20 percentage points between disadvantaged pupils in Leeds and non-disadvantaged pupils nationally at KS2.

% of pupils achieving 5+A*-C GCSEs (or equivalent) including English and maths GCSEs (2015)

	Leeds	National	Percentage point gap
Disadvantaged	32.2	36.7	4.5
Non-disadvantaged	67.3	64.7	+2.6

At KS4 the gap between disadvantaged pupils in Leeds and non-disadvantaged pupils nationally widens to become 35.1 percentage points.

At both key stages, non-disadvantaged pupils in Leeds perform either in line with or better than the equivalent group nationally, but the attainment of the disadvantaged group in Leeds lags behind the average for disadvantaged pupils nationally.

Current projects in Leeds to reduce the negative effects of deprivation include: Tutor Trust tutoring, Pupil & Teacher Voice (to aid better transition), Closing the Gap Conference, work with the Education Endowment Foundation (maximising the effectiveness of teaching assistants), work with clusters, and individual, bespoke school support.

Children Looked After (CLA)

The following actions are being taken to close the gap between looked after and non-looked after children. These actions impact on children who are looked after at all ages, as the gap remains a constant throughout their learning journey.

- Using progress data to develop a “Top 100” methodology to target those children who are not making good progress in their learning.
- A comprehensive training programme for schools, Children’s Social Work Service, early years, governors, Independent Reviewing Officers and other services.
- Securing pioneering academic research around the needs of children on the edge of care, looked after and after adoption that could improve literacy.
- Through the Multi-Agency Looked After Partnership Education, Training and Employment Sub-Group, ensure that a whole range of partners are prioritising the attainment and progress of children looked after and care leavers from 0–25.

Where Leeds wants to be

- Children from more disadvantaged backgrounds will achieve and attain the same standard as their non-disadvantaged peers nationally.
- To achieve equity in the outcomes of Leeds children all pupils will be raised up to the same level.
- The performance gap between SEND pupils in Leeds and SEND pupils nationally will be reduced.

How Leeds will get there

- Extra support will be 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.
- Continue to monitor and record data on the performance gap to ensure focus on improvement and to target further action.
- Maintain and develop the work that is already being done to reduce the gap.

Strong Attainment

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

Early Years

Overview

A good start in the early years has a major impact on a child's future life chances. High quality early years experiences lead to improved early learning outcomes and ensure that children make good, or rapid, progress in their learning from their starting points. The Early Years Foundation Stage framework requires all schools to complete a teacher based, best fit assessment for children reaching the end of the foundation stage, generally the Reception year in primary school. This assessment is commonly known as the Early Years Foundation Stage Profile (EYFSP).

There are two headline indicators when measuring performance in the early years: the percentage of children achieving a good level of development (GLD) and the Department for Education term the 'inequality gap in achievement' indicator.

Where Leeds is now

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 62 % in 2015. The local authority is below national GLD which is 66%. 2016 will be the last year in which assessment against the Early Years Foundation Stage at the end of the Reception year is a statutory requirement for schools.

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 two years. Leeds was ranked 152 out of 152 local authorities for the 'inequality gap' measure at the end of the Early Years Foundation Stage (EYFS) in 2013. The attainment gap has narrowed over the last two years and is now 35.7 (now ranked 116/152). The national gap indicator is 32.1. Therefore the gap has been closed faster than nationally.

Aims for the future

The aim is to improve Good Level of Development so that Leeds is at or above national levels. The inequality gap will continue to be addressed through targeted challenge and support for settings and schools.

Leeds will do this through:

- Bespoke support and challenge to schools and settings will be offered, based on analysis of Early Years data to ensure further improvements.
- Encouraging setting to setting support, sharing best practice and working in collaboration with Teaching Schools.
- Robust moderation procedures and practice.

Primary

Overview

Outcomes at Key Stage 1 in 2015 saw some further improvements with increased proportions of children working at level 2+ in all subjects except Maths, which remained static during this period. Improvements were seen across all subjects at level 3+. The gaps with national outcomes in writing and maths have increased since 2014, but the gap to national narrowed in reading. Phonics screening check outcomes saw no change between 2014 and 2015.

Attainment overall remained below national at the end of Key Stage 2. With the exception of writing at level 4+ and reading at level 5+, gaps with national have increased. Combined level 4+ attainment in reading, writing and mathematics at 78% shows a slight closing of the gap with national by 1 percentage point. Proportions of pupils making expected and better than expected progress remain above national figures for reading and writing and in line with national for mathematics. This demonstrates how children make accelerated progress across KS2. Young people in Leeds make consistently high progress from their relative starting points. In every year since 2012, the percentage of children making expected progress in reading, writing and maths has been above the national average in all three main subjects.

Where Leeds is now

Overall, across the primary range, disadvantaged pupils do not attain as well as their peers and perform less well than disadvantaged pupils nationally. This is a key area for the city to address.

There was a further reduction of the number of schools deemed below floor standard in attainment and progress in 2015: this now stands at 17 (schools are deemed to be below floor standard when less than 65% of pupils achieve L4 in reading, writing and mathematics and all subject progress rates are below national medians.)

Focused monitoring, challenge and support will continue to be directed to schools and settings proportionate to need through the core offer. The local authority brokers and facilitates work with strong educational partners and where necessary, uses its powers of intervention to ensure that rapid improvement is secured. Professional development programmes and wider opportunities are part of this, of the universal traded offer and of the growing body of expert support delivered by experienced and skilled system leaders, practitioners, advisers and consultants with a strong understanding of the Leeds context. There is strong commitment to developing this further in order to achieve the city's ambitions.

Aims for the future

- Close analysis of data must continue at all levels.
- Training and focused work will continue to part of the Leeds offer, targeted at those schools and settings where improvement is required and in order to ensure schools are supported in keeping abreast of national and local issues.
- From April 2015, partnership work with a strong, practising head teacher has been established which has raised the profile of disadvantaged pupils and facilitated specific support and development for schools, for example in evaluating and re-shaping current provision.
- Education Endowment Foundation funded opportunities targeted at supporting disadvantaged pupils have been grasped by the local authority and liaison with external partners has resulted in over 70 schools being invited to be actively

involved from September 2015 in work to raise standards in English. The local authority in its own right has also submitted successful bids to lead further work in mathematics and also in the effective deployment of teaching assistants.

- Collaborative work will be facilitated by the Learning Improvement team in order to ensure that schools and settings learn from and continue to develop best practice. Such focused work is already established in many localities (examples include: inner east family of schools development work on improving standards through the leadership of teaching and learning, growth mindset collaboration towards excellence involving schools from NEXT, ARMS and Seacroft/Manston areas, Pudsey FOS development work on learning focused schools and middle leadership development, CHESS schools focussed development in leading RQT, NQT and learning support staff) as well as citywide work.

Key Stage 4

Overview

Against all the main KS4 benchmarks, there has been a significant improvement in Leeds in 2015 compared to 2014 with the increase for Leeds being the highest in the Yorkshire and Humber region. In comparison, national standards in 2015 remained broadly similar to those achieved in 2014. Whilst Leeds remains below the national average, the gap between Leeds and national outcomes is now much smaller.

Where Leeds is now

Examples of this improvement include the following encouraging statistics:

- The percentage of students achieving five or more GCSEs at A*-C, including English and maths rose from 51% to 55.5%. This is below the national average of 57.3% and therefore places Leeds in the third quartile, with a ranking of 97 of 151 local authorities.
- The percentage of students achieving the English Baccalaureate (EBacc) rose from 22% to 24%. This is the same as the national figure and places Leeds in the second quartile, with a ranking of 69 of 149 local authorities.
- The percentage of students making expected progress in English rose from 64% to 69% (slightly below the national average of 71%). This places Leeds in the third quartile, with a ranking of 99 of 149 local authorities.
- The percentage of students making expected progress in maths rose from 62% to 65% (slightly below the national average of 67%). This places Leeds in the third quartile, with a ranking of 95 of 149 local authorities.

These successes are the result of a huge amount of work on the part of individual schools and academies supported by a range of partnerships including teaching school alliances, school to school collaborations and the Leeds Learning Partnership (the traded arm of the local authority learning improvement team). In addition, during the 2014/15 academic year, the secondary school improvement team in association with B11 Education worked closely with all maintained schools and many academies in a peer review process which provided additional challenge and support.

Whilst there is much to celebrate at Key Stage 4 in 2015, a closer scrutiny of the data indicates that the gap between the attainment and progress of disadvantaged pupils compared to their non-disadvantaged peers is too wide. There are also gaps in the attainment of some ethnic minority groups compared to national. It is also important to note the additional challenges facing secondary schools which could potentially slow down the rate of improvement. For example, current KS4 students are the first to be taught reformed GCSEs and the threshold for a grade 5 (the new good pass standard) will be higher than that for a current grade C. In addition, from summer 2016 onwards, the main indicator of success for a young person will be a new performance measure: 'Attainment 8' will measure the average grade of a student across eight subjects. School and local authority performance will be based on a related 'Progress 8' score.

Aims for the future

The aim for 2016 and beyond is for Leeds to reach, and ideally exceed the national average against all the main indicators and to further close the gap between vulnerable students and their peers. To achieve this Leeds will maintain the high level of challenge and support that exists in the secondary school system and consider ways of further developing school to school support processes, thus enhancing the role of system leaders.

The Leeds Learning Partnership will continue to focus on developing effective leadership to improve the quality of teaching and learning, to close gaps in achievement and variation within schools and to ensure the successful implementation of new curriculum and assessment models. In addition, there will be an increased focus on maths with a renewed 'Maths Strategy' in place.

The potential of the recently launched 'Making the best use of Teaching Assistants' action research project is also exciting. It is jointly delivered by the Leeds learning improvement team and the Education Endowment Foundation. The aim of this project is the start of a drive to exploit the huge potential of the 11,110 support staff working in the city, often supporting the most vulnerable young people.

Attainment 8 and Progress 8

In October 2013, the department announced that a new secondary school accountability system would be implemented from 2016. It will include two new headline measures, [Attainment 8 and Progress 8](#).

- Attainment 8 will measure the achievement of a pupil across 8 subjects including maths (double weighted), English (double weighted), three further qualifications that count in the English Baccalaureate and three further qualifications that can be GCSE qualifications.
- Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4.

Key Stage 5

Overview

The **average points per Y13 student** (APS) in Leeds fell to 651 in 2015 from 682 in 2014. This is part of a national trend as students follow fewer subjects at KS5 and the reduction of resit opportunities, however the Leeds figure is below the national figure

of 701 (for state schools and the FE sector). This places Leeds in the fourth quartile band for this indicator.

Where Leeds is now

There has also been a drop in the **average points per entry** (APE) in 2015 from 208 (2014) to 206. Points per entry is a better indicator of grade quality than points per student and will become the key performance indicator for the Department of Education. This is below national (213 England state schools and FE sector). This APE places Leeds in the fourth quartile nationally.

College provision accounts for about one fifth of the entries at KS5, the majority coming from Notre Dame Sixth Form College. The APE for Notre Dame was 205 which is below both the national and the local average. If FE colleges are removed from the calculations then the Leeds' average APE is 208 and the state funded schools' national average is 215.

Actions

Of the seven schools with an APE below 200, two are closing their post 16 provision and directing students towards Elliott Hudson Sixth Form College. Two other schools have had a change of leadership within the last year and senior leaders are confident they will make an impact.

Four other schools have had a Sixth Form Review since the start of the academic year from the LA and two more have had this as the focus of a Red Kite Review.

Discussions are continuing with several schools across the city to consider further collaboration or the provision of joint sixth forms to address quality, funding and/or sufficiency of secondary school places.

Where Leeds wants to be

- To be in the second quartile nationally or above on average points per entry
- No school or college to be Significantly Negative (SIG-) on value added for academic or vocational.
- Improvement in Level 3 participation.
- Improvement in English/Maths retakes.

How Leeds will get there

- Continued focus by the local authority on schools working as consortia or closing their sixth form in order to establish a joint school sixth form. In particular look for a Post 16 solution in the east of the city where no school is a strong provider of Post 16 education.
- Offer a free Post 16 review to all schools where neither attainment nor progress at Post 16 is strong and where no review has been carried out.
- Develop a Science, Technology, Engineering and Maths (STEM) improvement strategy for Post 16 in Leeds.

Inspirational Teaching & Learning

"Children need to experience a broad and balanced curriculum that focuses on deeper learning and enables the child to face the world"

ArtForms (Music, Arts Development, Artemis)

ArtForms is the music and arts team within Children's Services, Leeds City Council, which offers an extensive range of arts and cultural learning programmes, creative workshops and unique teaching resources.

Music

ArtForms Music provides a wide range of learning opportunities in music, both in and out of school. ArtForms Music has specific expertise in work with learners with SEND. The Leeds Music Education Partnership delivers a high quality and diverse music learning offer to children and young people in Leeds. In 2014/15, ArtForms Music and its partners taught nearly 13000 children to play an instrument in school, up from 9000 in 2013/14. A continued focus is on working with clusters of schools and the provision of bursaries and support for those otherwise unable to access the high quality offer available.

Arts Development

The Arts Development team works with artists and arts organisations to create high quality learning opportunities across all art forms, supporting schools to deliver a rich and engaging curriculum. Through the Arts Development offer, schools can access: artist led projects, staff training and development, advice and guidance, information on national initiatives and opportunities (including Artsmark and Arts Award).

Artemis and the Schoolroom

The Artemis loan collection consists of 10, 000 artefacts and 3,000 original works of art which can be used to support and enhance teaching and learning in the classroom. Portable topic boxes have been created covering the most popular topics. Children and young people have visited Artemis to select art through the 'Curate Your Own Gallery' project. The Historical Schoolroom at the Industrial Museum, Armley Mills offers living history workshops, enabling pupils to experience school as it was in the past.

Where Leeds wants to be

- Develop a sense of enjoyment, excitement and fulfilment in learning.
- Foster ever closer links with schools, clusters and settings.
- Explore and develop commercial opportunities.
- Continue to offer strategic leadership.

How Leeds will get there

- A rich, broad and balanced cultural learning offer which is inclusive and engaging.
- Design a joined up marketing strategy across Music, Arts Development and Artemis.
- Through increased trading and partnership working with schools across the region.
- Facilitating regular network meetings and developing partnership working across the cultural sectors.

The Health and Wellbeing Service

Overview

Being healthy, safe, cared for, and having a voice are fundamental prerequisites to being 'ready to learn' and achieving true potential - at any stage in life. The aim is to support schools to help their children and young people to grow healthily, safely and responsibly and to become active citizens who do their bit for society and for the environment.

Where Leeds is now

- Pupil Wellbeing: Increasing numbers of schools annually use the city's 'My Health My School Survey', with many more registered to complete it this academic year.
- Emotional Wellbeing and Mental Health (Targeted Mental Health in Schools): All schools & academies now access early intervention specialist mental health support for pupils through cluster guidance and support panels. The Leeds TaMHS model is praised by the Department of Education, Ofsted and Public Health England.
- Healthy eating: All primary schools in the city successfully implemented free meals for Infant and KS1. 2014-15 also saw the launch of new School Food Standards and statutory cooking in the curriculum. Universal Infant Free School Meals uptake was 88.7% in the first year.
- PSHE Education: Many delegates are attending the increasing range of PSHE courses such as: Drug education, PSHE Network meetings and Leading and Managing PSHE.
- Teenage Pregnancy and Parenthood team: The team worked with 95 referrals from September 2014-July 2015 and maintained school attendance for 69% of referrals. 82% of referrals moved into a post 16 destination, this includes 8% of referrals accessing university.
- Investors in Pupils: The assessment process for Investors in Pupils re-accreditation has been revised in consultation with staff and pupils in schools. Over 500 schools across 50 UK local authorities currently hold valid Investors in Pupils status including schools from Wales and Northern Ireland.
- Healthy Schools: 189 Leeds schools are using England's best online self-evaluation tool (School Health Check) as evidence in preparation for Ofsted inspections, with 91 schools having successfully self-validated and 57 schools externally being assessed.

Where Leeds wants to be

- Improve outcomes for pupils.
- Make the subsidised SLA offer to Leeds schools sustainable.
- Support the government 'Future in Mind' and 'SEMH' Strategy: to develop new emotional health curriculum resources and support all schools to have an Emotional Health Champion.

How Leeds will get there

- Continue to promote and increase uptake of My Health My School Survey, Healthy Schools and Investors in Pupils.
- Maximise income from schools beyond Leeds, particularly the revised online healthy school tools by improving business & marketing systems.

Active Schools

Overview

The "[Active Schools Programme](#)" was launched in September 2013 to introduce a city wide offer for Primary Schools to buy into using some of their Sport Premium funding. The programme has now expanded to cover the 0 – 19 age range, working closely with wide range of partners. The aim is to make a positive impact on the physical, mental and social wellbeing of children and young people through using Physical Activity, PE and Sport to help improve attendance, behaviour, attainment and close the inequalities gap.

Where Leeds is now

Highlights of this year include:

- An increased number of schools signing up – 163 to 171
- An offer to SILC's developed and in place
- 71 schools and 1200 children took part in the mini Triathlon in September
- Sky Sports for Living Event - 9 Schools with 298 Children took part in two events
- 750 children from 72 schools took part in the KS1 Participation Festival in April 2015
- U9 Football - 23 Schools brought along 276 Children
- 40 Skills to Play Clubs established and resource bags allocated to schools
- 55 Change4Life Clubs established and resource bags allocated to schools
- Skipping School - 60 Schools with 3000 children participating
- Priesthorpe identified as Lead health and wellbeing School
- 33 professional development courses delivered

Where Leeds wants to be

- By 2020, Leeds wants to become the best city in the UK for excellence in Physical Activity, PE and Sport.

How Leeds will get there

- Develop a sustainable system and skilled workforce that can, through collaboration and partnership, deliver, influence and promote high quality Physical Activity, PE and Sport
- Influence children, young people and their families to develop physically active habits for life
- Support all children and young people to lead physically active, healthy lives with a focus on participation, fun and enjoyment
- Raise achievement and attainment in and through PE and Sport

Attendance

Overview

Making sure that every child in Leeds is accessing educational opportunities and is central to the council's ambitions for children and young people across the city. Children cannot experience an engaging and enriching curriculum if they do not attend school.

Where Leeds is now

Great improvements in school attendance in Leeds have been made in recent years, with nearly 400,000 additional days of learning per year since the beginning of the last Children and Young People's Plan. In primary there was a very slight reduction in attendance against the previous year, this was largely attributable to an increase in illness. Leeds' comparative performance is unchanged from the previous year and remains above national, statistical neighbours, and core cities. At secondary there was also a slight reduction in attendance against the previous year. Leeds' comparative performance is in line with core cities but 0.3 percentage points below national and statistical neighbours. All comparators also saw small reductions from 2013/14.

In the autumn and spring terms of the 2014/15 academic year, secondary persistent absence was 7.1 per cent compared to 5.9 per cent over the same time period in the previous year. This equates to an additional 461 secondary age pupils persistently absent in the first two terms of the academic year in 2014/15 compared to 2013/14.

Where Leeds wants to be

- Continuous improvement for the overall attendance rate with particular attention given to secondary persistent absence.

How Leeds will get there

- Provide high support to pupils who have long-established patterns of poor school attendance.
- Improved data matching with Targeted and Specialist Services.
- In Leeds children in need who have poor school attendance are particularly being targeted through the Families First Programme.

Exclusions

Overview

In 2014/15 Leeds Children's Services, schools and academies continued to work together to ensure low levels of permanent exclusions in comparison with other authorities and to maintain the drive to reduce fixed term exclusions.

Where Leeds is now

Leeds has continued to observe and work towards the remit of the national Exclusions Trial launched in 2011. As part of this agenda, Leeds agreed to devolve further high needs block funding to the 5 Area Inclusion School Partnerships to support these areas to develop local protocols, tailor provision and other methods to prevent permanent and fixed term exclusion and provide an environment of inclusion in learning.

Permanent Exclusions

- In the last academic year there have been 31 upheld permanent exclusions. This compares with the previous downward trend in 13/14 which saw 14

permanent confirmed exclusions. The current national picture is one where many authorities are reporting a significant rise in exclusion numbers this academic year.

- In terms of secondary exclusions, these have been exclusions for particular single incidents or as an accumulation of previous fixed terms leading to a more serious incident and also as a result for accumulation of 45 days of fixed terms.
- There have been 5 primary permanent exclusions recorded this year. Although it has been unusual for Leeds, other authorities are reporting that they have had more primary exclusions this year.
- All children and young people that are excluded access education from the 6th day or before if possible at one of the 3 Pupil Referral Units.

Where Leeds wants to be

- In the future, Children's Services is encouraging schools and academies to seek an early help assessment for any child who has more than 3 fixed term exclusions in any term. The purpose of this is to ensure early support for the child and with the family.
- Continue to work with schools and settings to help ensure a low level of exclusions.

How Leeds will get there

- Offer schools and academies support in restorative practice as a means of enabling open discussion and training.
- Continue to work closely with clusters, Area Inclusion Partnerships, Complex and Targeted Services for specific children and their families.
- Regularly update the Leeds Education Hub with any changes to current Department of Education Guidance.
- Continue to meet and share data regularly with Area Inclusion Partnerships to review processes around exclusion.

Uplifting Leadership

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

Overview

Leeds knows that a great school needs strong leadership that can both drive up standards and deliver capacity to improve. Leadership is not just sat in the hands of the Headteacher or Principal of the school or setting, but also delivered through accountability and challenge from the governing body, through the leadership structures and into the classrooms and learning spaces.

Quality leadership is needed if Leeds is to have quality provision. Governance should act as a critical friend, holding staff to account for attainment and achievement and ensuring that statutory duties have been fulfilled in a way that enhances learning for the children and young people in their care. Schools and settings need to be using the opportunities that arise to develop leadership in all staff, to use Teaching Schools and other partners to develop the skills and traits required to drive improvement in themselves, and to inspire those around them. This will create organisations with an ethos of support and the structures in place that are required to sustain improvement.

Where Leeds is now

Leeds has a good Governor Support Service that trades in many schools across Leeds, which ensures that governing bodies are kept up to date with legislative changes and construct agendas to ensure statutory compliance. They also train and develop governors as well as review the effectiveness of governing bodies. The Teaching Schools in Leeds are coming together to form a strategic alliance around a collaborative model; whilst still in its infancy it has the ability to work with the local authority to address the needs of the city and target resources in an effective way. Leeds maintains a strong School Improvement Team and advisers continue to work with schools to support and challenge where needed and signpost opportunities to develop stronger leadership throughout the school. The Leeds Learning Partnership, the traded element of School Improvement, has a strong track record in enhancing school to school support by adding leadership development through their programmes

Where Leeds wants to be

- Schools will be able to demonstrate a compelling vision and drive the strategic leadership, empowering all pupils and staff to shine.
- School leadership will closely reflect the [National Standards of Excellence](#)
- Ofsted reports will acknowledge leadership as good or outstanding
- Schools will see increased levels of attainment and improved standings in Ofsted grades

How Leeds will get there

- Create a partnership with the Teaching School Alliances to create a planned progression of training and development opportunities that can be delivered in schools and settings.
- Further develop the traded offer to provide bespoke training around leadership and management for schools and settings
- Work with schools and settings to develop Leeds Learning Alliances that offer compatible and adaptable opportunities for partnership working
- Continue to challenge and support schools and settings, to develop a whole, city wide, outlook on improving the educational performance of all Leeds children

Fluid Transition

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

Best Start Strategy, Life Ready for Learning & Free Early Education Entitlement

Where Leeds is now

The Early Start dashboard data reported that between 2014- 2015;

- 1% increase on numbers of families received a face to face antenatal contact to 98.5%
- 3100 vulnerable 2 year olds were taking up early education places

Best Start Strategy: One of the 14 priorities set out in the [Children and Young People's Plan](#) is to support children to have the best start in life and be ready for learning. The [Leeds Best Start Plan](#) is preventative programme from conception to age 2 years which aims to ensure a good start for every baby, with early identification and targeted support for vulnerable families.

A Life Ready for Learning: This focuses on readiness to learn at all ages, closing the achievement gaps between Leeds and national performance, and closing the gaps between outcomes for vulnerable groups and the average for Leeds and for their peers nationally.

Free Early Education Entitlement for eligible two year olds (FEEE): Leeds City Council has an ambitious target to meet the educational needs of all eligible 2 year olds in Leeds. Following on from the success of Free Early Education Entitlement for three and four year olds, the Government is offering the same entitlement for two year olds who meet the [eligibility criteria](#). There has been an increase from 53% in June 2015 to 73% in November 2015. The 56 Children's Centres in Leeds operate as part of integrated Early Start teams with the Health Visitors for all families with children under 5 years old. As a result of this, every baby born in the city is registered to a Children's Centre.

Early Foundation Stage Progress Data for two year olds: In 2015, Early Years Foundation Stage Assessment data was collected for 2 year olds for the first time in Leeds. Across the cohort, 70% of children in 15 out of the 17 strands had improved a whole development band. The results show that the percentage of children making good progress increases steadily as more time is spent in an Early Years setting.

Where Leeds wants to be

- Every baby in Leeds will get the best start in life
- The educational needs for all 2 year olds in Leeds will be met
- The early years gap will be narrowed
- Families who are most vulnerable will be identified early and well supported by a highly skilled and well trained workforce, so that inter-generational cycles of neglect, abuse and violence will be broken

How Leeds will get there

- Before and after birth parents and babies will be supported to create the conditions where stress is reduced, positive bonds and attachments can form and language and communication skills develop.
- A disproportionate focus will be placed on learning and readiness for learning so the gap is narrowed and all children and young people will be able to realise their potential
- The early communication language and literacy training programme is in progress, delivered by the Early Years Foundation Improvement Team

Early Years

It is crucial to ensure smooth and effective transitions, which ensure children are happy and secure, are having their individual needs met and are able to continue their learning journey without interruption. There has been a great deal of research documenting the potential negative impact of stress and anxiety on a child's ability and disposition to learn, which has serious implications for work with the very youngest children. In Leeds transition is recognised as a process, not an event, which needs careful planning and consideration. The work of the early years improvement team has a sharp focus on supporting all early years settings to ensure that transitions are a positive experience for children and families.

- The Ofsted early years annual report 2015 highlights the need for schools to do more to support effective transitions for young children by improving the relationships with feeder settings-getting transitions right is a country wide and local challenge
- Quality improvement visits by consultants provide challenge and support to practitioners and encourage them to consider and implement best practice around transitions into, through and beyond the setting.
- Early years leadership forums are held termly and provide opportunities for early years providers and staff from schools to meet together to network, share good practice and expertise. Developing effective, respectful relationships across schools and settings is a vital part of supporting the transition process.
- Specific guidance on transitions has been produced; the "Starting and staying strong" document provides advice, guidance and case studies to support settings in developing robust effective transition processes.
- A universal transition transfer record has been developed that all early years settings are expected to use when children move settings, this is a requirement of the 3 and 4 year old FEEE funding. This document should help provide a clear and holistic picture of the child's learning and development needs, to ensure the receiving setting can smoothly continue the child's learning journey.
- Further training delivered by the early years improvement team for practitioners and leaders, highlights and supports good transition practice.
- Supporting schools to develop high quality 2 year old provision which will reduce the number of transitions for some very vulnerable children. Children taking up these places in schools can stay in the same provision from the age of 2 to 11 years.

Primary Secondary Transition

Ensuring effective transition between primary and secondary phases remains a key priority for all schools in the city. The local authority has supported schools and academies in the following ways over the past year:

- An increasing number of cross-phase training, development and networking opportunities are being offered to schools. For example cross-phase conferences in English, maths, Religious Education, art and music have taken place.
- Research and resource development to support assessment commissioned by Trinity Halifax Maths Hub.
- There are examples of groups of primary and secondary schools working together to ensure more effective transition, for example across the Cardinal Heenan Catholic Community of schools. The intention is to develop these models, ensuring that good practice is shared more widely.
- The establishment of an Education Endowment Foundation (EEF) cross-phase funded project on developing the work of Teaching Assistants.

Post 16

Through working with key partners including schools, colleges and training providers, Leeds City Council are continuing to develop approaches to review and improve the learning infrastructure to better meet the challenges facing Post 16 provision in Leeds. 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. The first University Technical College in West Yorkshire has received approval to opening in Leeds in September 2016 specialising in Advanced Manufacturing and Engineering.

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. This is linked to the improvements being made in reducing NEET and Not Known in the City as outlined below and the increased focus on Business Engagement with Schools in Section 9.

- All Post 16 provision is good or outstanding and sustainable.
- Update the "School Sixth Forms in Leeds: A Discussion Document for Post 16 Learning in Leeds 2014-2020" review progress and 2015 outcomes.
- Continue to work with schools and partners to develop the Post 16 infrastructure in Leeds.

How Leeds will get there

In order to draw all these strands together, the development of a city-wide strategy around transition as a learning continuum is part of planned focused work with local Teaching School Alliances, the local universities, the Leeds Learning Partnership and other school partners

Business Engagement and Enterprise in Schools

Overview

There is a growing emphasis on the requirement for schools to engage with businesses to enhance the curriculum: through the Ofsted Framework, accountability through Destination Measures, continuing governmental support for apprenticeship growth and Department of Education requirements of Governing Bodies.

Where Leeds is now

The engagement of businesses with schools is a key priority for the Leeds City Region Enterprise Partnership, along with increasing the number of young people engaging in STEM subjects to meet the future economy's needs.

These ambitions are also reflected in Leeds City Council's 'More Jobs, Better Jobs' ambition, which seeks to strengthen business engagement in schools and the spirit of enterprise, and also enhance careers advice and guidance for young people.

Coherence is the main challenge. There is a growing appetite amongst businesses to engage with schools and a wider willingness to engage with young people, both as part of Corporate Social Responsibility but more crucial as part of their recruitment strategies. At the same time, there is a wide range of initiatives and activities available to schools across several organisations bringing "Work Related Learning" opportunities to schools.

Where Leeds wants to be

- All schools to have clear Business Engagement and 'World of Work' strategy that is embedded across the school's wider curriculum;
- An 'easy to engage with' but intelligent and brokered process that identifies schools' requirements and matches them to businesses' interests, prioritising high schools with a high proportion of pupils from deprived areas ;
- A city wide framework to business engagement in schools that is signed up to by businesses, schools and brokerage services, offering real coherence for schools and businesses.

How Leeds will get there

- Review existing provision and identify best practice in Leeds and elsewhere and the benefits to schools and business, working closely with existing brokerage services
- Develop supporting training / resource packs for schools and businesses to enable schools to meet their statutory duties and schools and businesses to develop best practice in engaging with businesses
- Establish a partnership brokerage service to facilitate connections and promote good practice.

Not in Education, Employment or Training (NEETs)

Overview

Young People 16-18 years old who are NEET have been identified as a priority group in the Children and Young People's Plan and one of the three Leeds City Council's obsessions. There were around 70 less young people NEET in June 2015 compared to June 2014 and there have been dramatic decreases in the number of young people with a not known status by around 1,600 over the last three years.

Where Leeds is now

- At the end of August 2015 there were 1,721 (7.6 per cent) NEET young people in Leeds. This is lower than the 7.9% figure in the same period last year
- The number of young people whose status is not known is down to a record low of 2.5% in June 2015 compared to a national equivalent rate of 7.3%. Leeds has the lowest Not Known rate of the Core Cities, which range from 2.5% (Leeds) to 20.5% (Liverpool), sitting significantly below the average of 7.9%.
- The duties for Raising of the Participation Age (RPA) have now been fully implemented which means young people are to remain in education or training until their 18th birthday.

Where Leeds wants to be

- Leeds is aiming to become a NEET free city, which will improve the lives, and the future economic wellbeing of all young people.

How Leeds will get there

- To support schools to offer good quality careers advice, the council will work with business leaders, head teachers, universities and colleges, the third sector, the national Careers and Enterprise Company and the DWP, to look at strengthening independent careers advice in schools and links with employers. Leeds City Council run a Careers Education, Information, Advice and Guidance network for schools and colleges, promoting good practicing and supporting providers in meeting their statutory duties, providing them with self-assessment tools and a platform for peer to peer support.
- To successfully address NEET and achieve the ambition to become a child friendly NEET free city a range of complex inter-related issues affecting the most vulnerable must be tackled. Robust tracking data enables the local authority to understand the characteristics of those young people who are currently NEET and their barriers to engaging, thus directing supportive action swiftly to those young people in greatest need.
- Some initiatives undertaken by the council and partners across the city include: 'Moving On Teams' targeting support to groups of young people in year 11 who are not likely to take on their planned post-16 destination; Direct Mailings to young people and their parents/carers informing them of post 14 and post 16 learning, training and employment options; Leeds Annual Apprenticeship Evening and Application Workshops; Next Steps Events supporting those young people who are still without a positive post 16 destination; the development of a Leeds Guarantee supporting Children Looked After & Care leavers who are NEET to overcome barriers to engagement.

Work and Destinations

Overview

Leeds and the wider city region were hit hard by the recent recession but recovery of the local economy is now evident, with the fastest rate of private sector jobs growth of any major city in the UK. An extra 81,200 jobs were forecast across the city region between 2013 and 2020, with the greatest increases expected in professional services, health, administrative, financial, transport, storage and warehousing, retailing and construction related sectors. Over the last 3 years there have been significant reductions in youth unemployment. Job seekers will require relatively higher qualifications than in the past to access the opportunities that will arise.

Where Leeds is now

Over the past year, Leeds has focussed on working with the Education Business Partnership, schools and employers to bridge the gap between education and employment.

- A post-16 High Needs Students provider forum has been established and is exploring ways to increase the numbers of young adults with SEND accessing the world of work when they leave post-16 provision.
- A supported internship is a course offered by colleges and post-16 providers. They aim to help young people with learning difficulties and disabilities achieve paid employment by giving them the skills and experience they need through learning in the workplace.
- Leeds City Council's Children's Services restructured the staffing to support Children Looked After (CLA) and Care Leavers into further education and employment.
- The Devolved Youth Contract Programme for 16 and 17 year olds was designed to allow as many of the hardest to help young people as possible to be supported to achieve a 6-month sustained progression in Education, Employment and Training.
- Supported the first University Technical College in Leeds, a new school for 14 to 18-year-olds that will specialise in manufacturing and Engineering

Where Leeds wants to be

- Young people have knowledge and experience of the world of work to enhance their knowledge of the labour market and to secure employment
- Prepare young people for the world of work and retain the talent of young people to ensure the city's economy continues to thrive, is accessible and enjoyed by all
- All young people are in supportive education, employment or training

How Leeds will get there

- Continue to support schools in developing Careers Education, Information, Advice & Guidance
- Ensure Apprenticeships are both known about and accessible to young people
- Work closely with schools, colleges and other partners to ensure young people have high quality experiences of work, and that young people and parents/carers are aware of the opportunities available to them within the City, the City Region and beyond.
- Meet the need for high quality technical routes to employment that meet the needs of local employers to support sustained economic growth.
- Continue to work with partners to offer an extensive range of opportunities to schools and academies for young people to engage with people from businesses to enhance their employability and enterprise skills.

Recommendations

World Class Provision:

School Places

- Work with schools to expand good or outstanding schools to meet demographic need for school places
- Where appropriate, work with key partners to develop new schools in areas of significant demographic pressure
- Engage in collaborative work with the Regional Schools Commissioner to identify areas of need

Early Years

- Bespoke support and challenge to schools and settings will be offered, based on the Early Years and Learning improvement strategies to ensure further improvements
- Traded training & development and Early Years leadership events in combination with a core offer will further improve provision
- Encouraging settings to support each other, sharing best practice and working in collaboration with Teaching Schools

Special Educational Needs and Disabilities

- Continue to analyse sufficiency and capacity and review quality of provision through the SEN Provision Working Group reporting to the SEND Strategy Group
- The Executive Board have recently committed to invest some £45 million in these developments, allowing the development of a world-class provision
- Establish provision for complex SEMH needs, working with an outstanding academy to completely re-design provision and radically improve the offer for this vulnerable group

Virtual School

- Termly data from schools and settings will be collected to predict when looked after learners are not making good progress. Schools and services will then be informed that action is required.
- The process and format of personal education and pathway plans will be quality assured, simplified and improved to ensure that all plans are of the highest quality.
- A comprehensive annual programme of training and development for schools and services will be put in place.
- Leeds City Council directorates will prioritise opportunities for children looked after and care leavers through the Corporate Parenting Board and the Care2Work programme.

Targeted Services

- Local authority partners or representatives of targeted services will hold conversations with all families of schools and, where appropriate, individual school governing bodies to consider the future of cluster priorities and funding arrangements.

Great Leeds Schools

- Continue to foster and develop the relationship between the Local Authority and academies and free schools
- Maintain appropriate levels of challenge and offer bespoke support to vulnerable schools, taking early action to prevent problems from escalating
- Continue to facilitate school to school partnerships including those with Teaching Schools and mathematics hubs
- Further develop and implement the strategy for closing the gap in order to raise aspirations among disadvantaged groups and make children and young people proud to succeed
- 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 targeted traded services

High Expectations for All:

- Extra support will be 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.
- Continue to monitor and record data on the performance gap to ensure focus on improvement and to target further action.
- Maintain and develop the work that is already being done to reduce the gap.

Strong Attainment:

Early Years

- The aim is to improve Good Level of Development so that Leeds is at or above national levels. The inequality gap will continue to be addressed through targeted challenge and support for settings and schools.
- Bespoke support and challenge to schools and settings will be offered, based on analysis of Early Years data to ensure further improvements.
- Encouraging setting to setting support, sharing best practice and working in collaboration with Teaching Schools
- Robust moderation procedures and practice

Primary

- Close analysis of data must continue at all levels
- Continue training and focused work, targeted at those schools and settings where improvement is required
- Continue partnership work with strong, practising Head teachers to raise the profile of disadvantaged pupils and facilitate specific support and development for schools
- Utilise Education Endowment Foundation funded opportunities targeted at supporting disadvantaged pupils
- Collaborative work will be facilitated by the Learning Improvement team in order to ensure that schools and settings learn from and continue to develop best practice

Key Stage 4

- The aim for 2016 and beyond is for Leeds to reach, and ideally exceed the national average against all the main indicators and to further close the gap between vulnerable students and their peers. To achieve this:
- Leeds will maintain the high level of challenge and support that exists in the secondary school system and consider ways of further developing school to school support processes
- The Leeds Learning Partnership will continue to focus on developing effective leadership to improve the quality of teaching and learning, to close gaps in achievement and variation within schools and to ensure the successful implementation of new curriculum and assessment models
- Increase focus on maths with a renewed 'Maths Strategy'
- Utilise Teaching Assistants and Support Staff more effectively through the 'Making the best use of Teaching Assistants' action research project

Key Stage 5

- Continued focus by the local authority on schools working as consortia or closing their sixth form in order to establish a joint school sixth form. In particular look for a Post 16 solution in the east of the city where no school is a strong provider of Post 16 education
- Offer a free Post 16 review to all schools where neither attainment nor progress at Post 16 is strong and where no review has been carried out. These schools would include: Wetherby, Priesthorpe, and St. Mary's Menston. In addition this would extend to Notre Dame and Leeds City College
- Develop a Maths and STEM improvement strategy for Post 16 in Leeds.

Inspirational Teaching and Learning:

Artforms

- A rich, broad and balanced cultural learning offer which is inclusive and engaging
- Design a joined up marketing strategy across Music, Arts Development and Artemis
- Through increased trading and partnership working with schools across the region

- Facilitating regular network meetings and developing partnership working across the cultural sectors

Health and Wellbeing

- Continue to promote and increase uptake of My Health My School Survey, Healthy Schools and Investors in Pupils
- Maximise income from schools beyond Leeds, particularly the revised online healthy school tools by improving business & marketing systems

Active Schools

- Develop a sustainable system and skilled workforce that can, through collaboration and partnership, deliver, influence and promote high quality Physical Activity, PE and Sport
- Influence children, young people and their families to develop physically active habits for life
- Support all children and young people to lead physically active, healthy lives with a focus on participation, fun and enjoyment
- Raise achievement and attainment in and through PE and Sport

Attendance

- Provide high support to pupils who have long-established patterns of poor school attendance
- Improved data matching with Targeted and Specialist Services
- In Leeds children in need who have poor school attendance are particularly being targeted through the Families First Programme

Exclusions

- Offer schools and academies support in restorative practice as a means of enabling open discussion and training
- Continue to work closely with clusters, Area Inclusion Partnerships, Complex and Targeted Services for specific children and their families
- Regularly update the Leeds Education Hub with any changes to current DfE Guidance
- Continue to meet and share data regularly with Area Inclusion Partnerships to review processes around exclusion

Uplifting Leadership:

- Create a partnership with the Teaching School Alliances to create a planned progression of training and development opportunities that can be delivered in schools and settings.
- Further develop the traded offer to provide bespoke training around leadership and management for schools and settings
- Work with schools and settings to develop Leeds Learning Alliances that offer compatible and adaptable opportunities for partnership working
- Continue to challenge and support schools and settings, to develop a whole, city wide, outlook on improving the educational performance of all Leeds children

Fluid Transition:

- In order to draw all the strands together, the development of a city-wide strategy around transition as a learning continuum is part of planned focused work with local Teaching School Alliances, the local universities, the Leeds Learning Partnership and other school partners.

Not in Education, Employment or Training

- Strengthen independent careers advice in schools and links to employers
- Utilise robust tracking data to understand the characteristics of those young people who are currently NEET and their barriers to engaging

Business Engagement and Enterprise in Schools

- Review existing provision and identify best practice in Leeds and elsewhere and the benefits to schools and business, working closely with existing brokerage services
- Develop supporting training / resource pack for schools and businesses to enable schools to meet their statutory duties and schools and businesses to develop best practice in engaging with businesses
- Establish a partnership brokerage service to facilitate connections and promote good practice

Work and Destinations

- Continue to support schools in developing Careers Education, Information, Advice & Guidance
- Ensure Apprenticeships are both known about and accessible to young people
- Work closely with schools, colleges and other partners to ensure young people have high quality experiences of work, and that young people and parents/carers are aware of the opportunities available to them within the City, the City Region and beyond.
- Meet the need for high quality technical routes to employment that meet the needs of local employers to support sustained economic growth.
- Continue to work with partners to offer an extensive range of opportunities to schools and academies for young people to engage with people from businesses to enhance their employability and enterprise skills.

Appendix 2

Equality, Diversity, Cohesion and Integration Screening



As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: Children's Services	Service area: Learning Improvement
Lead person: Andrew Eastwood	Contact number: 0113 3783604

1. Title: The Annual Standards Report
Is this a: <input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other
If other, please specify. The document is a yearly update report on learning and education in Leeds.

2. Please provide a brief description of what you are screening
The Annual Standards Report examines and reflects on progress against our key priorities for Leeds to become the best city for learning. The report provides an overview of learning in Leeds over the past year; the progress made, the challenges we experienced and our aims for the future. The content of the report is being screened to identify any impacts on equality, diversity, cohesion or integration.

3. Relevance to equality, diversity, cohesion and integration All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser

relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?	x	
Have there been or likely to be any public concerns about the policy or proposal?		x
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		x
Could the proposal affect our workforce or employment practices?		x
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 	x	

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment. Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?** (**think about** the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

A specific chapter in the report focuses on 'high expectations for all' in relation to performance between different pupil groups and their peers. Whilst most schools in Leeds have a gap in one form or another, the type and prevalence of the gap differs greatly across the city.

Pupil groups examined include, Pupil Premium, Children Looked After, Ethnicity and Special Educational Needs and Disability (SEND). Data is analysed to compare Leeds

with national figures for the different groups and identify the gaps in performance. The chapter then goes on to explain how we want to reduce these gaps and ensure that every child reaches their full potential.

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

Over the last decade, whilst overall attainment has risen in schools, the performance gap between pupils from more and less advantaged backgrounds in the UK has remained prevalent. Reducing the performance gap will have a positive impact on raising the equity of outcomes between disadvantaged groups and their peers. 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. We want to address the performance gap in all its forms, to ensure that rather than lowering standards, each child reaches a good level of attainment, regardless of predetermination.

The chapter focuses on raising the attainment of pupils from disadvantaged backgrounds, SEND pupils and different ethnic groups, and does not favour one of these groups over another.

- **Actions**

(think about how you will promote positive impact and remove/ reduce negative impact)

- 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.
- Continue to monitor and record data on the performance gap to ensure focus on improvement and to target further action.
- Maintain and develop the work that is already being done to reduce the gap.

5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.

Date to scope and plan your impact assessment:

Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

6. Governance, ownership and approval		
Please state here who has approved the actions and outcomes of the screening		
Name	Job title	Date
Andrew Eastwood	Head of Learning Improvement	26.01.16
7. Publishing		
This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.		
Please send a copy to the Equality Team for publishing		
Date screening completed	22.01.16	
Date sent to Equality Team	27.01.16	
Date published (To be completed by the Equality Team)		