

Report of: The Director of Children & Families

Report to: Executive Board

Date: 19th April 2017

Subject: The Annual Standards Report 2015-16



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. The Annual Standards Report reflects upon progress being made over the last year towards achieving the aims and priorities outlined in the education strategy for Leeds: The Best City for Learning 2016-2020. 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, Fluid Transition, Inspirational Teaching and Learning and Uplifting Leadership.
2. The Annual Standards Report reflects 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 is a yearly reflection of our progress towards becoming the best city for learning.

Recommendations

The executive board is recommended to:

1. Note this report as it details the outcomes of Leeds children and young people in the 2015 / 2016 academic year.
2. Make recommendations against expectations for future developments in learning and ways that Leeds intends to diminish differences between key groups across the city; including those pupils with pupil premium funding, SEND or within a minority group.

3. Consider the provision of ongoing support, challenge and intervention in Leeds to ensure that progress continues to be made towards the Best City for Learning.
4. Note the Head of Learning Improvement is responsible for implementation of the 'Best City for Learning' strategic plan.

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 Education 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 in 2015. The report addresses the actions to be taken in order to fulfil each of these priorities.

- 2.2 The Annual Standards Report (see appendix 1) summarises the achievement of learners at all Key Stages throughout 2015-2016. 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. An infographic has also been produced (see appendix 2) that provides an overview of learning in Leeds.

- 2.3 If needed the measures available to the local authority to influence schools that are not progressing as well as expected, there is a process that is followed with all schools. A similar, less formal system is in place in regards to academies and free schools, to fulfil our responsibilities to Leeds children.

- Informal discussions with the school
- Formal call in letter to Headteacher and Chair of Governors
- Second call in letter, ensure the full governing body are fully aware of the concerns of the local authority
- System of formal warning letter that is shared with the Regional Schools Commissioner (Department of Education)

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 appendix 1.

- 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 2015-2016.

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

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 their age related expectations"* Key data from early years through to post 16 is examined and notable trends identified.
- 3.5 **Fluid Transition:** *"We need to smooth transition across the whole learning continuum to enable the child to face the world"* Transition across the learning spectrum is examined, from early years through to jobs and destinations.
- 3.6 **Inspirational Teaching and Learning:** *"Children need to experience an engaging and enriching curriculum that focuses on deeper learning"* The chapter addresses key issues in exclusions, Artforms, the Health and Wellbeing Service and Active Schools.
- 3.7 **Uplifting Leadership:** *"We need to nurture leaders through challenge and support in order to provide inspiring development opportunities within a collaborative community"* Issues around governor support and partnerships with Teaching School Alliances are discussed.

4 Corporate Considerations

4.1 Consultation and Engagement

- 4.1.1 None specifically for this report

4.2 Equality and Diversity / Cohesion and Integration

- 4.2.1 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.
- 4.2.2 The Annual Standards Report addresses the issue of inequalities throughout the city in the 'High 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.
- 4.2.3 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 further reduce the gap through city wide partnerships.

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

4.2.5 An equality impact screening has been undertaken for this report and is attached at appendix 3.

4.3 Council policies and Best Council Plan

4.3.1 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.

4.4 Resources and value for money

4.4.1 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.

4.5 Legal Implications, Access to Information and Call In

4.5.1 This report is subject to Call In.

4.6 Risk Management

4.6.1 None identified

5 Conclusions

5.1 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.

5.2 The Annual Standards Report will provide an important yearly update on our progress towards becoming the best city for learning.

5.3 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 appendix 1.

6 Recommendations

The executive board is recommended to:

1. Note this report as it details the outcomes of Leeds children and young people in the 2015 / 2016 academic year.
2. Make recommendations against expectations for future developments in learning and ways that Leeds intends to diminish differences between key groups across the city; including those pupils with pupil premium funding, SEND or within a minority group.

3. Consider the provision of ongoing support, challenge and intervention in Leeds to ensure that progress continues to be made towards the Best City for Learning.
4. Note the Head of Learning Improvement is responsible for implementation of the 'Best City for Learning' strategic plan.

7 Background documents¹

7.1 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.