

# The Annual Standards Report 2015-2016



Best City for Learning Strategy  
2016-2020

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# Executive Summary:

The Annual Standards Report 2015 – 16 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. 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 in September – November 2015 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:



- 1 WORLD CLASS PROVISION:**  
 “We need a collaborative approach that provides good quality provision to meet the needs of all Leeds children”
- 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”
- 3 HIGH EXPECTATIONS FOR ALL:**  
 “Creative and innovative approaches need to be used to address the gaps which prevent children from achieving their potential”
- 4 STRONG ATTAINMENT:**  
 “We must have high standards where the majority of children achieve age related expectations”
- 5 INSPIRATIONAL TEACHING & LEARNING:**  
 “Children need to experience an engaging and enriching curriculum that focuses on deeper learning”
- 6 UPLIFTING LEADERSHIP:**  
 “We need to nurture leaders through challenge and support in order to provide inspiring development opportunities within a collaborative community”
- 7 FLUID TRANSITION:**  
 “We need to smooth transition across the whole learning continuum to enable the child to face the world”







# Introduction:

Over the past six years the city has seen a transformation in learning. The reputation for weak local schools, low attendance, poor progression from school into work and a high number of children in care has been steadily and systematically changed. We now have a robust culture of learning across Leeds, with schools and academies delivering strong provision with a vast majority being judged Good or Outstanding by Ofsted. Overall attendance is at its highest ever and significantly fewer children and young people find themselves without education, employment or training when they leave school. The number of children looked after has been safely reduced whilst national numbers have risen. The provision for children before they start school has also considerably improved, preparing youngsters for a life ready for learning.

These changes have been possible through a citywide commitment to children and young people in our Child Friendly City. Through collective hard work, shared priorities and investment, Leeds has continued to thrive, placing young people at the heart of the economic growth and ensuring that they will both contribute to, and benefit from, a confident and prosperous city. Outstanding leadership and robust partnerships; along with a shared restorative culture, have enabled us to develop a confident city.

We are not complacent, however, and have now begun to focus all these strengths and our capacity on raising standards and closing the gaps that exist so that all of our city's children and young people are supported to be happy, healthy, safe and successful. We have a clear strategy for improvement and we want all our learners to benefit from it

Councillor Lisa Mulherin  
Executive Member for Children & Families



Welcome to the Annual Standards Report 2015 – 2016. It provides an overview of learning in Leeds over the last year, highlighting success but also being honest about the challenges that we face as we move towards our ambition of being the best city for learning by 2020.

We know that we want children and young people to flourish in our city, and so we know we must give them a secure knowledge in education, demonstrated by good grades in a range of examinations throughout the continuum of learning. Each set of results acts as a passport to the next phase of learning and provides a firm foundation on which further accomplishments can be built. That is why we will continue to focus on attainment.

To be successful in life, and to secure meaningful and fulfilling work, we know that children also need more than great outcomes. They need key skills such as resilience, confidence and self-esteem; the ability to communicate and work in a collaborative and cooperative way within a team. We know that children need to be able to make a friend and be a good friend to others, and that success in music, the arts or sports can create a more rounded and interesting character. We want children in Leeds schools, therefore to be supported to achieve.

Finally, we know that when children are in school and learning, that they are safe, secure and successful; that is why we have such a strong emphasis of attendance. By combining the three A's of Attainment, Achievement and Attendance we believe that we can give all Leeds children a strong start in life and enable them to contribute to our vibrant and compassionate city.

Steve Walker  
Director of Children's Services





# Context



## POPULATION

Leeds has a strong economy which supports its continued growth and expansion; it has a current population in excess of 761,000 people. Recent estimates are that there are 187,724 children and young people under the age of 20 in Leeds.

This development has changed the demographics, as families now hold a greater proportion of the city as a whole, bringing with it an exciting and youthful feel, but putting pressure on school places, early years' provisions and the complex needs services.

## SCHOOLS AND SETTINGS

At the start of the school year there were 221 primary age schools, 38 secondary, 3 through schools and 7 special schools in Leeds. These figures include all state-funded schools. Of the three through schools, the Temple Learning Academy currently only has provision open in the primary phase, with secondary provision due to open next year.

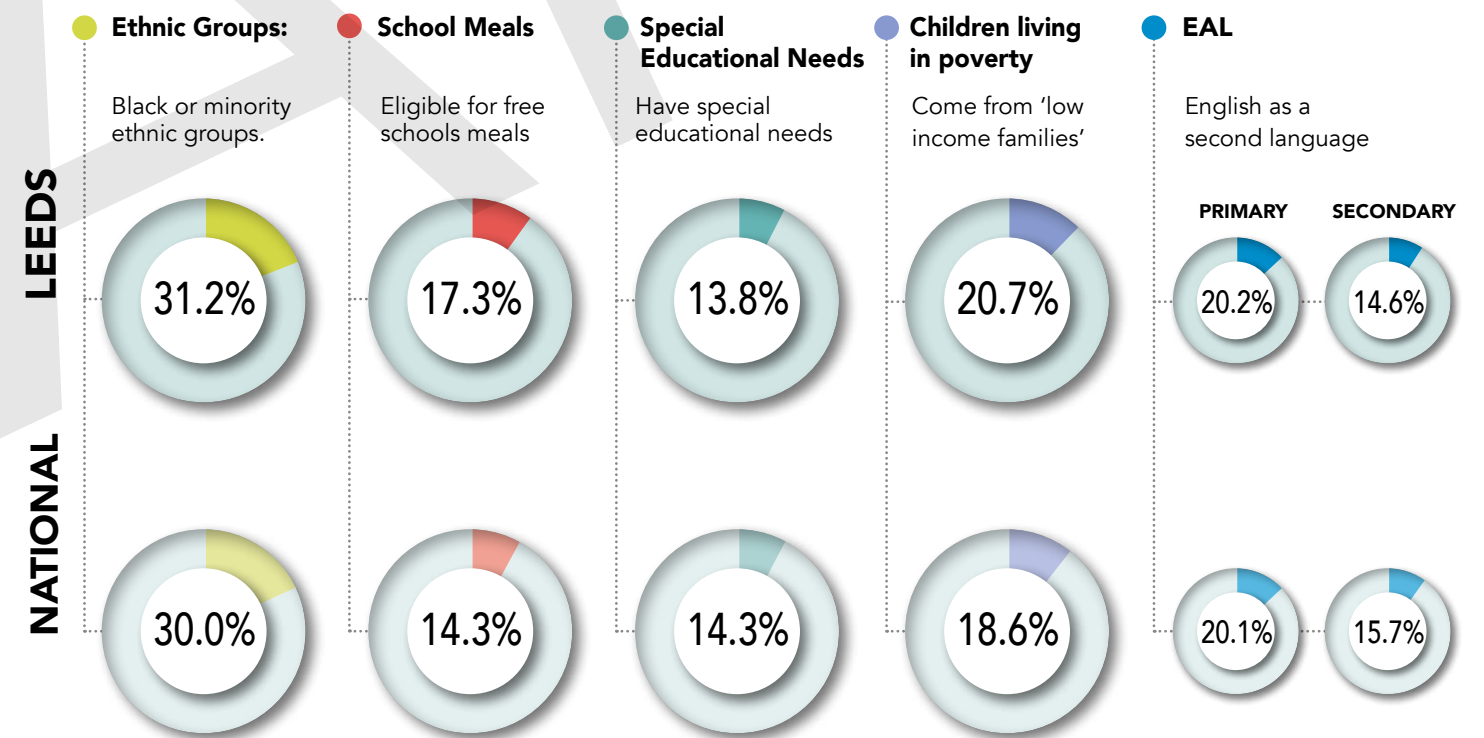
## CHILDREN & YOUNG PEOPLE

The diversity within Leeds schools is growing with over 20 different ethnic groups identified and 31% of the population coming 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 and in the January 2016 school census there were 196 different languages recorded as spoken by the children of city.

We now have 17.3% of Leeds children who are eligible for Free School Meals and 14% have who have Special Educational Needs. Government measures of child poverty indicate that 20.7%, or 28,000 of children in Leeds live in poverty, which is above the 18.6% we would expect nationally. Child poverty is often 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.

Whilst the impact of poverty can be found in all areas of the city, there are specific concentrations of poverty within the inner city. The city strives to mitigate both the causes and impact of poverty and is integral to all work with children and families.

## PERCENTAGE OF CHILDREN FROM DEMOGRAPHIC GROUPS IN LEEDS COMPARED TO NATIONAL:



Data source: SFR 20/2016



# 1 World Class Provision



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

## School Places

### OVERVIEW

Leeds is proud to have high quality provision across the city, from pre-school and early years' settings through to post 16. On a daily basis the vast majority of children are engaged in quality learning experiences that enable them to both achieve and attain. Leeds prides itself on being a compassionate and child friendly city and so it is just as important that children who are experiencing complex educational needs also have a richness of provision within which to thrive and learn. Leeds continues to modernise its Specialist Schools and Inclusive Learning Centres to reflect the needs of children across the city. The city has committed £45 million to develop world class provision, in partnership with the Wellspring Academy Trust, for children with Social Emotional or Mental Health (SEMH) needs. This will enable some of the most vulnerable children in Leeds to have access to both therapeutic and wellbeing services alongside state of the art learning facilities within the new buildings. Leeds has also developed the West Oaks SEND Specialist School and College by adding a brand new site at Woodhouse, adding 150 places of capacity to the capacity for children with a range of disabilities.



### ACHIEVE

Children achieve 'soft' but essential skills for life, such as developing friendships, resilience or perseverance for example and cultivate a proficiency in a sport, music or the arts.



### ATTAIN

Children attain grades in tests at the end of key stages. These assessments are in curriculum subjects and act as a passport through the learning journey and into work.

### CHANGES OVER THE LAST YEAR

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 1,500 new reception places and increased the overall capacity in primary schools by over 10,000 since 2009. An additional







210 permanent reception places will be available across Leeds from September 2016, with up to a further 500 places planned or currently being consulted on for delivery between 2017 and 2020.

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 2017 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, including collaborations 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 51 schools change status to academies in Leeds. Converter academies that opened in the Academic Year 2015/16 were: Cockburn High School and Westerton, East Ardsley and Hill Top Primary Schools. Schools that became a sponsor-led academy in 2015/16 were: Victoria and Ebor Gardens Primary Schools.

Supplementary schools are community based voluntary organisations offering extra tuition out of school hours in the communities across the city. In 2015/2016, there were 17 supplementary schools in Leeds.

### WHERE LEEDS WANT TO BE

-  All young people having the opportunity to attend great local provision
-  All children will be able to attend a good or outstanding school or academy.
-  Sufficient places within specialist provision will be able to accommodate the needs of all children with Education, Health and Care Plans.
-  Alternative provision that have strong pathways to successful destinations for young people.

### HOW LEEDS WILL GET THERE

-  Leeds combines its Learning and Universal Services to ensure a strong link between the provision of school places and the learning function of those settings once established.
-  Leeds will continue to run a 'Good Learning Places Board', looking at all decisions made about school places, putting the emphasis on learning at the heart of the decision making process.
-  When looking at creating or expanding provision, Leeds will work with schools, governing bodies, local communities and ward councillors to create an accurate view of need and explore ways that the pressure can be alleviated.
-  Leeds will share demographic data freely through Outcome Based Accountability events in order to engage communities in the decision making process.
-  Leeds will, wherever possible, look to expand good or outstanding schools to meet demographic need for school places.
-  Where there is no agreement between the school community and the need to provide school places, the authority may need to compel a school to take additional children. If this does occur, the city will continue to work with the leadership in the school to ensure that learning remains a strong priority.
-  Where appropriate, Leeds will work with key partners to develop new schools in areas of significant demographic pressure.
-  Leeds will continue to engage in collaborative work with the Regional Schools Commissioner (on behalf of the DfE) and the Education Funding Agency to identify areas of pressure and secure sites for new schools to address need.



# Early Years Provision

## OVERVIEW

The numbers of children in early years' provision is rising, with almost 10,000 children in Reception during 2015 / 2016. In addition to an increasing birth rate and an expanding population, analysis of the children in reception indicates that the number of young children experiencing physical and learning needs is increasing, 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. These demographic changes have implications for the type provision and support that is required.

Research indicates that the early years of a child's life has a significant impact on their experiences and outcomes in later life. To ensure that all children have the best start possible for a successful learning journey, the Early Years Learning Improvement team provides advice, support and guidance to over 1400 early years settings in Leeds, enabling them to effectively meet children's needs and build leadership capacity. Of these settings, 202 are Private, Voluntary and Independent (PVI), 34 are children's day care within children's centres, 829 are child-minders, and 128 are Primary schools with nurseries. Financial support is also provided through the Funding for Inclusion mechanism.

## CHANGES OVER THE LAST YEAR

Focused improvements within this sector have ensured that Ofsted outcomes for early years settings in Leeds reflect the national trend of consistently improving early years education. Targeted interventions and high quality collaborative work have resulted in all early years providers seeing significant increases in good or better outcomes during the last few years.

### GOOD or BETTER Early Years Provision Type



Childcare non-domestic premises



Childminders

Leeds September 2015	93%	87%
Leeds September 2016	95%	94%
National September 2016	95%	89%

93%  
95%  
95%

87%  
94%  
89%



As of September 2016, 95% of childcare non-domestic premises and 94% of child-minders were good or better settings. Given that the majority of children receive early year's education through Childcare non-domestic or with child-minders, this means that a significant proportion of early years children attend a high quality setting. Comparison with national averages also shows that early years provision in Leeds is in a strong position with figures in line with or above national.

## WHERE LEEDS WANT TO BE

In order to improve quality outcomes for young children, Learning Improvement will work with a wide variety of partners to increase the percentages of good and better settings and robustly support the provision for vulnerable two year olds.

## HOW LEEDS WILL GET THERE

- Retain all Children's Centres with a universal offer and targeted support.
- Continue to work in partnership to deliver the city's Best Start strategy.
- Structured early years programmes prepare children, especially those living in poverty, to succeed in school.
- To ensure further improvements, Children's Services will provide bespoke support and challenge to schools and settings, supported by the Early Years and Learning Improvement strategies.
- To improve learning outcomes for children in poverty, Leeds will enable schools and settings to have universal access to early years' programmes that provide explicit teaching in phonics and other literacy skills.
- Early years teachers will have access to training and follow-up support to thoroughly embed new teaching strategies.
- Traded training & development, early years' leadership events and a strong core offer will provide further opportunities to improve provision across the city.
- Encouraging settings to support each other, sharing best practice, and working in collaboration with Teaching Schools.
- Develop the strategic skills of early years' leaders and managers to build capacity and drive improvement.





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

### OVERVIEW

Leeds has a citywide commitment to be a Child Friendly City and the Best City in the UK for all children, young people and families. As such the city is ambitious for all children and young people and wants to achieve the best outcomes for all. At present, Leeds is not fully achieving its ambitions. There is recognition that not all children with SEND have the levels of attendance and attainment that they should have and that academic progress could be stronger.

This is a challenge for all in the city. Leeds is confident that, together, it can meet the challenge and make the changes necessary to transform the lives of the children and young people with SEND. Linked to the sustained rise in the growth of the city, Leeds has experienced rising demand for support for children in schools with SEND (Special Education Needs and disabilities), including those with Social, Emotional and Mental Health (SEMH). This applies to both mainstream and 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. The patterns and numbers of the primary need identified for children and young people with SEND have also changed in recent years, along with the national criteria on how SEND is recorded, which changed in 2015. Primary type of need is collected for those pupils on SEN support or with an Education Health & Care plan (EHCP).

In 2016, 27% more children were identified with a primary need than in 2015, this is due, in no small part, to changes in practice in which children previously may have been described with the general term 'school action' without having an identified primary need. The most significant increases can be seen in the number of pupils whose primary SEND need has been identified as 'Moderate Learning Disability' (an increase of 1,287 or 45%); 'Social, Emotional and



Mental Health' (687 or 31%); 'Specific Learning Difficulty' (333 or 37%); 'Speech, Language and Communication Needs' (388 or 11%); and 'Other difficulty' (244 or 43%).

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 should be able to 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 Resourced Provisions in mainstream schools and Specialist Inclusive Learning Centres (SILC) who have partnerships with mainstream schools. In Leeds resourced provisions meet the following types of needs: Physical Disability, Specific Learning Difficulties, Learning Difficulties Hearing Impaired, Speech and Language, Visual Impaired, and Complex Communication.

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 Resourced Provisions.





### CHANGES OVER THE LAST YEAR




The city has developed a strong mainstream core offer of support for those pupils with SEND and SEMH. The Good Learning Places Board is ensuring that all new developments or expansions in schools give regard to needs of those with SEND & SEMH. Executive Board has agreed a £45 million pound investment to enable the development of world-class SEMH provision in partnership with the Wellspring Trust, a successful provider of SEMH learning, rated 'Outstanding' by Ofsted, in order to deliver this new provision. The Wellspring Academy Trust will deliver across four sites in the city, with new facilities being built in local communities, reducing the need for young people with SEMH to be educated outside of the city. Through partnership with Wellspring, Leeds City Council intends to provide a continuum of outstanding SEMH provision for children and young people across all early years' settings, schools, academies and educational settings in Leeds. The city is on track to achieve the timescale of opening all the new sites by September 2018. Alternative arrangements have been made for students at interim sites whilst the building work is ongoing.

Leeds has a new 0-25 SEMH strategy called 'Future in Mind' which has been jointly developed by the local authority and NHS; an exciting partnership. The MindMate website, designed with young people, supports this strategy and has been rolled out to support young people, parents, carers and practitioners around SEMH. Part of the MindMate offer is Wellbeing Support, delivered in clusters and building on our previous successful Targeted Mental Health in Schools (TaMHS) arrangements. MindMate Wellbeing Support in clusters includes, but is not limited to, schools, families and group work support, individual counselling and professional consultation. The appropriate level of MindMate support to meet a young person's needs is discussed at the regular Guidance and Support meetings in clusters.

### WHERE LEEDS WANT TO BE

-  New sites to improve the standard of provision in the city and 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.
-  A citywide sustained improvement in SEND pupils' attendance, achievement and attainment

### 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.
-  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.
-  Focus the Child Friendly Leeds approach around the 'Three As' of attendance, achievement and attainment, driven from the highest level.





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## Targeted Services

### OVERVIEW

Targeted Services includes support to clusters, schools and academies, intensive family support, Family Group Conferencing, Families First, Youth Offending and Attendance Services. 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 developing a maturity, providing a strong platform through which social care can work with vulnerable children and their families. They offer strong identification mechanisms and comprehensive support and guidance. A multitude of agencies are actively involved in providing a cluster based early help response. All clusters have accessed 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.

Over the last year all clusters have been actively engaged in discussions about sustaining the model once the current funding arrangements come to an end on 31 March 2017. The priority is to ensure that vulnerable children and families throughout Leeds continue to receive support early in the life of the issues identified. Children's Services have worked on a pilot basis with some clusters to enable closer alignment between children's social work services and schools and clusters. This work has now been formulated in to the Restorative Early Support Team (REST) model and with the support of Innovation Fund it is planned to roll this model out to the 6 clusters of highest need followed by a further ten in due course.

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.

Happier, healthier and safer children make better learners...  
Think Family – Work Family







# The Virtual School

## OVERVIEW

The Virtual School is responsible for ensuring that children looked after (CLA) and care leavers fulfil their potential at all stages of their learning journey so that they can go on to be successful in higher education, apprenticeships and employment. The scope of the Virtual School goes beyond that of statutory school age, such as administering the early years pupil premium plus and supporting graduates onto the Leeds City Council graduate scheme.

## CHANGES OVER THE LAST YEAR

The city now has three Cluster Champions working in close partnership with the Virtual School. The allocation of Pupil Premium Plus is conditional on the submission of termly progress data, and is focussed on the three As, ensuring children are demonstrating an improvement in attendance, attainment and achievement. All first Personal Education Plans and first reviews approved by the Virtual School, working in close partnership with other services including Learning Improvement, Complex Needs and Educational Psychologists, Youth Offending Service and Health to ensure the best educational outcomes for Children Looked After. As a result of this focus, above the national average numbers of care leavers are going into higher education.

The team are active members of the National Association of Virtual School Heads and a participant in a national education and social care data scheme, ensuring that Leeds has access to the latest innovations and approaches, shaping policy in the city.

## WHERE LEEDS WANT TO BE

Children looked after often have poor prior attainment as a result of the circumstances that require us to bring them into care. Our ambition is to ensure their progress is better than expected from the time they became looked after, which will improve levels of attainment and reduce the likelihood that care leavers are not in education, training or employment. The implementation of "Keep on Caring" requires local authorities to provide continuity of service to young people until the age of 25.

## HOW LEEDS WILL GET THERE

- Prioritise learners who have the lowest levels of prior attainment at the point they come into our care
- Demonstrate the impact of the Cluster Champions and increase the numbers of clusters delivering the work
- Data from the NEXUS/NCER programme will inform support and challenge conversations with other Virtual Schools when children have to be placed out of authority
- Implement a complete review of the process and format of personal education and pathway plans to accelerate both quality of plans and impact
- Identify those factors that have supported the success of our care leavers in higher education and embed those factors into practice
- 👍 Continue to support our Looked After Children in Foster Families through the Staying Put programme so that they have a stable home life and support to complete their education



## 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”*

To achieve the ambition of Leeds being the best city for learning, Children’s Services has worked with key partners to increase the number of good or outstanding schools and settings, which will then improve the quality of education for all Leeds children and young people. The percentage of Leeds education settings that are Ofsted rated good or better has continued on its improvement journey over the last year; as of December 2016, 90.7% of primary schools nationally were good or outstanding, whilst for Leeds the figure was 95.3%, this level of quality puts Leeds as the best performing local authority in the Yorkshire and Humber region. In terms of secondary schools, 82.6% of students attend good or outstanding schools in the city. This was the sixth best performance in the Yorkshire and Humber region.

- 👍 **Overall, 91% of statutory learning age settings are rated as good or better and 91% 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 is one primary school with an inadequate judgement, awaiting conversion to sponsored academy status.**
- 👍 **14% of secondary schools are rated as outstanding and these schools cater for 19% of secondary phase children.**
- 👍 **In December 2016, there was just one secondary school rated as inadequate by OFSTED. Following local authority discussions with the Regional Schools Commissioner this academy is currently undergoing a change of sponsor.**
- 👍 **3 out of the 5 specialist schools (SILCs) are rated as good or better. One SILC has an inadequate judgment and is awaiting conversion to academy status. The BESD SILC (Elmete Wood) has now closed and, together with all the former Pupil Referral Units (PRUs) has been replaced by the Wellspring Leeds Academy.**



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## Great Leeds Primary Schools

A new and more challenging Common Inspection Framework (CIF) was introduced in September 2015. During this academic year 7 primary schools improved a full grade for overall effectiveness as indicated in inspection reports. Improving from 'Requiring Improvement' to 'Good' were Hugh Gaitskell, Burley St Matthias, Quarry Mount, Sacred Heart, Seacroft Grange, St Matthews and Swarcliffe.

All Leeds primary schools previously judged Good who were re-inspected under the new Section 8 arrangements during this academic year retained their Good judgement.

## Great Leeds Secondary Schools

Highlights in Leeds secondary schools and academies in 2015/16 include:

**Two schools previously judged as inadequate by Ofsted were removed from a category of concern: Royds School (now 'Requires Improvement' but with 'Good' leadership) and Crawshaw School ('Good' overall). Rodillian Academy retained its Good judgement with Ofsted deeming some aspects, including leadership, to be outstanding. These successes are due in part to the on-going drive to promote system leadership within the city, with many successful Leeds schools and academies providing invaluable support to other schools.**

**A number of Leeds schools have received national recognition for their achievements:**

**Allerton High School was awarded Leading Edge status having gained the 'Educational Outcomes Award 2015 for exceptional student progress': they were in the top 20% schools nationally for value added progress.**

**The Farnley Academy and Morley Academy have both been formally designated a World Class Schools - a prestigious award, given to only a small number of schools across the country who have moved beyond outstanding. This Quality Mark was established in order to celebrate schools that have improved student progress, aspiration and achievement to such an extent that their standards rival those of the best schools internationally.**

**The Farnley Academy's work to promote the international dimension across the school and throughout the curriculum has been recognised by the British Council who have awarded the Academy an 'International School Award'**

**The number of secondary free schools continues to grow to meet the increasing demand for high quality school places. The Ruth Gorse Academy now has three cohorts of students, having opened in September 2014; Elliott Hudson College now has its second cohort of sixth form students having opened in September 2015; and the first University Technical College (UTC) opened in Leeds in September 2016. All these settings are offering exciting new opportunities for young people in Leeds.**








## Teaching Schools & Mathematics Hubs

Teaching schools 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 2016 national teaching school status was effective for the following alliances in Leeds: Yorkshire Inclusive, Schools Partnership Trust, Noctua, St Mary's Horsforth, St Anthony's Beeston, Red Kite Teaching Alliance, Wellspring Academies and Farnley.

The Department of Education created Mathematics hubs 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. Mathematics hubs partner with, and draw on, expertise from teaching school alliances, schools and colleges in the area, universities, other organisations, mathematics experts and employers. Leeds local authority is actively involved in signposting to and brokering support from teaching schools and mathematics hubs.

### WHERE LEEDS WANT TO BE

-  Leeds wants all children and young people to have the opportunity to attend a good or outstanding school.
-  In terms of Ofsted outcomes for primary schools, Leeds will maintain its position in the top quartile nationally.
-  A successful, robust system of working with schools to ensure that standards rise and that training and development are of the highest quality.

### HOW LEEDS WILL GET THERE

-  Leeds will improve teaching practices, through extensive continuing professional development, as a key way of closing attainment gaps. The approaches most likely to improve learning outcomes for pupils are effective use of methods such as
  - cooperative learning,
  - classroom management and
  - motivation, and
  - teaching of meta-cognitive skills
- Continue to support on-site training – where school based coaches visit teachers' classes, provide feedback, organise group meetings and discuss teaching strategies. These are much more effective strategies than external, one-stop courses.
- Promote effective classroom management strategies. A consistent finding for interventions that improve learning outcomes across all subjects and phases is the use of identified strategies for classroom management, motivating and engaging all learners.
  - Effective classroom management strategies that foster individual pupils' responsibility for learning.
  - Creating physical and emotional environments that promote learning and develop a common language for discipline.
- Maintain appropriate levels of challenge and offer bespoke support to vulnerable schools, taking early action to prevent problems from escalating.
- Strengthen partnership working with Teaching Schools and mathematics hubs to align with local priorities
- Further develop and implement the strategy for diminishing the difference in order to raise aspirations and achievement of disadvantaged groups
- Review the Learning Improvement strategy, ensuring that active engagement with groups of schools in learning alliances facilitates improvement
- Work with the Leeds Learning Partnership Strategy boards to deliver targeted traded services.
- Strengthen the relationship between the local authority and RSC to ensure strongly performing academies, free schools 



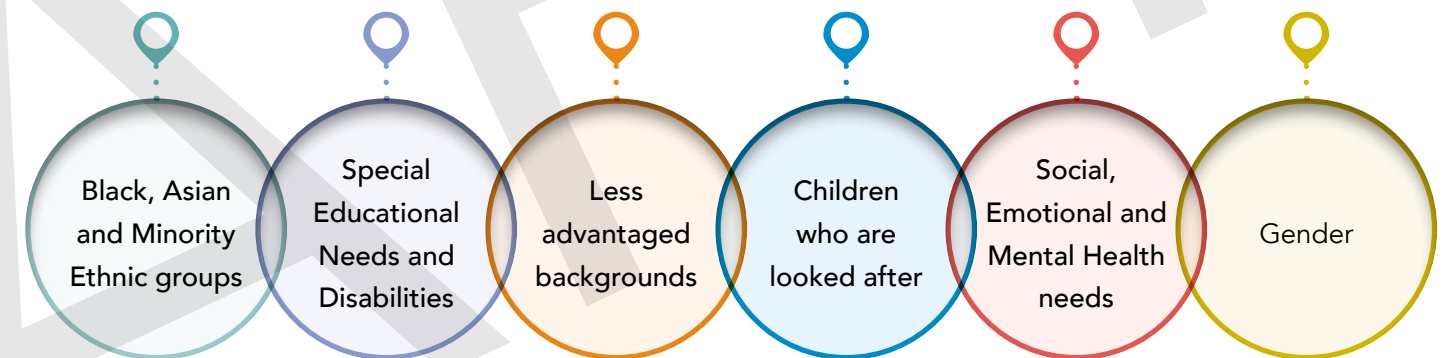
# 3 High Expectations for All



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

## OVERVIEW

The ‘gap’ in attainment between different cohorts of children is an area that each and every school is focusing on. In Leeds, the gaps differ from class to class, school to school and area to area. Trends in data highlight the impact of demographics on attainment, particularly in terms of the following groups:



The performance gap in Leeds between children from the above groups and their peers reflects the national picture. Reducing these gaps is an ambition for Leeds and Learning Improvement are working with schools and settings to provide focused support and intervention.

### Bespoke support for schools included:

- Pupil premium support in schools with staff and Governors
- Documentation review – strategy, audit, action plan, case studies,
- Spending review – allocation, evidence, impact and strategy
- Ofsted preparation – documentation, ownership, evidence
- Intervention recommendations based on research
- Interventions evaluation
- Impact reviews

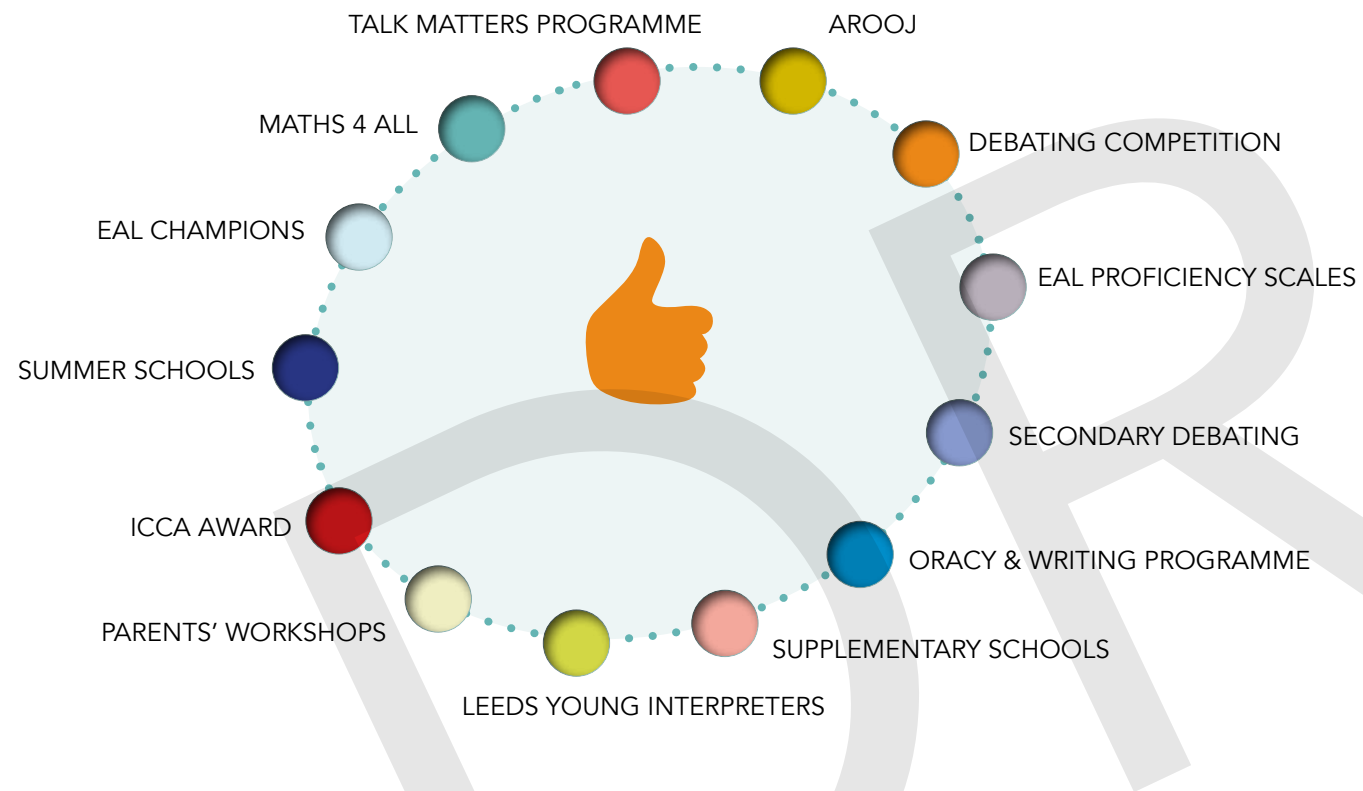


# Ethnicity and English as an Additional Language (EAL)



## CHANGES OVER THE LAST YEAR

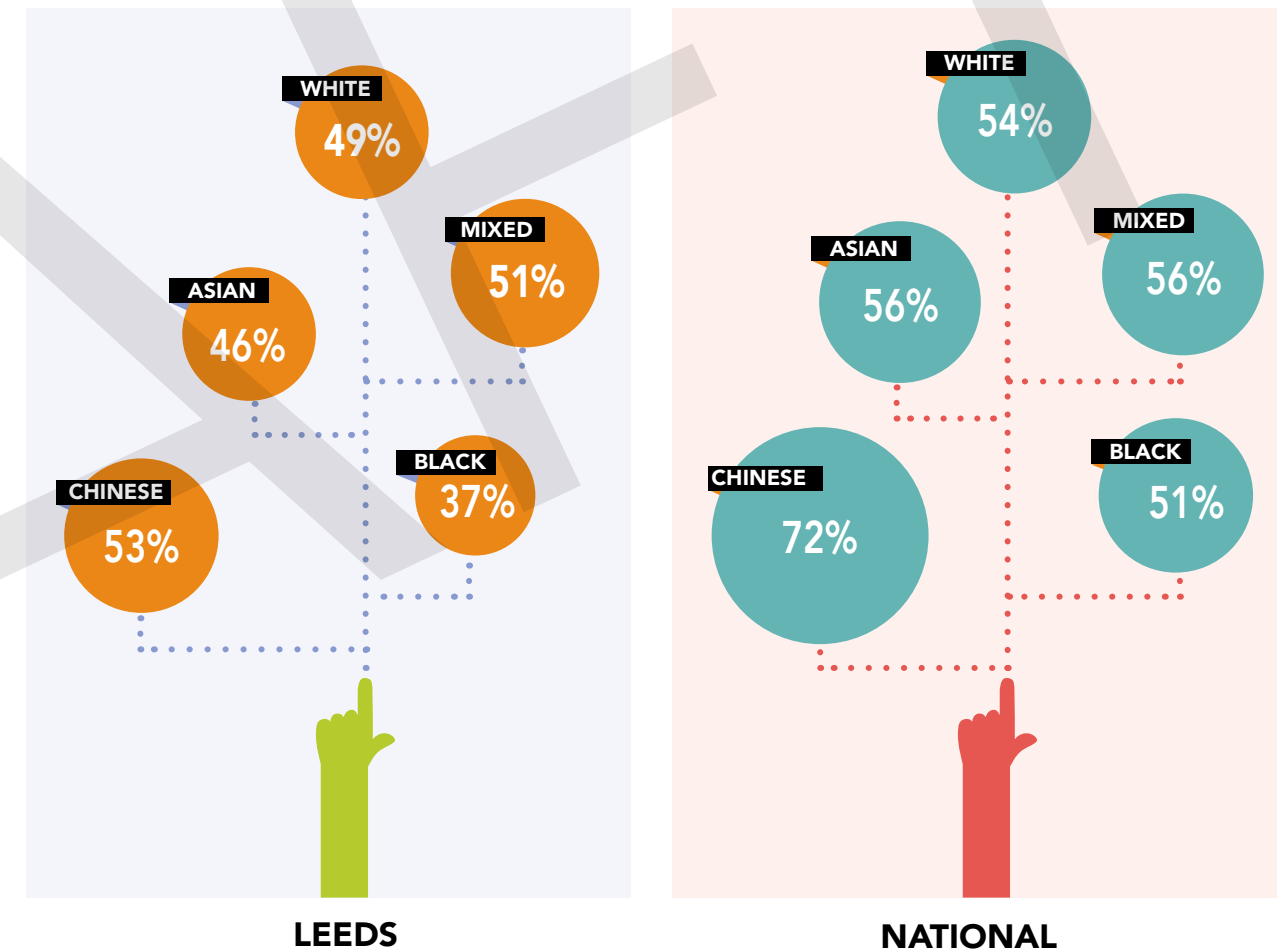
There are more children and young people with English as an Additional Language (EAL). The increases are presently greater in the younger age ranges. In number terms the greatest increase has been in Black African and White Eastern European. Leeds City Council has continued to work with schools, from primary through to 6th form to develop innovative programmes which are specifically focussed on raising outcomes for these pupils, including:



In response to the new DfE census requirements, a suite of materials has been produced to support schools with making judgements in the EAL proficiency scales introduced by the government.

Children sitting key stage 2 tests in 2016 were the first to be taught and assessed under the new national curriculum. The expected standard has been raised and the accountability framework for schools has also changed. These changes mean that the expected standard this year is higher and not comparable with the expected standard used in previous year's statistics. It would therefore be incorrect and misleading to make direct comparisons showing changes over time.

2015-16, KEY STAGE 2 - PERCENTAGE OF PUPILS REACHING THE EXPECTED STANDARD - READING, WRITING AND MATHS – ETHNICITY



In Leeds performance across all groups is lower than the corresponding national figure, with the largest difference being between Chinese pupils. Within Leeds the percentage of pupils achieving the standard is higher amongst Chinese, White and Mixed pupils compared to Black and Asian pupils.

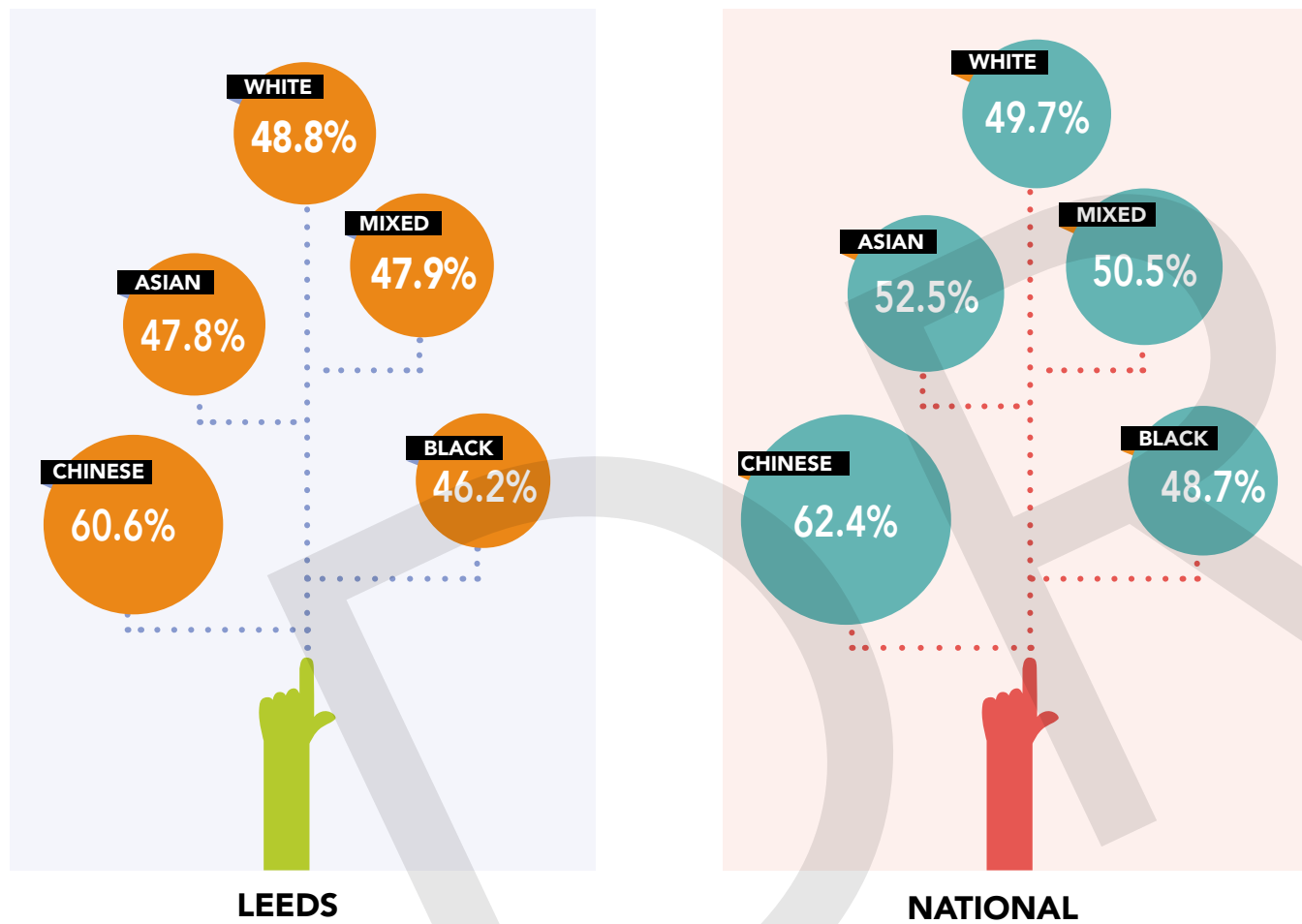




## English as an Additional Language (EAL)

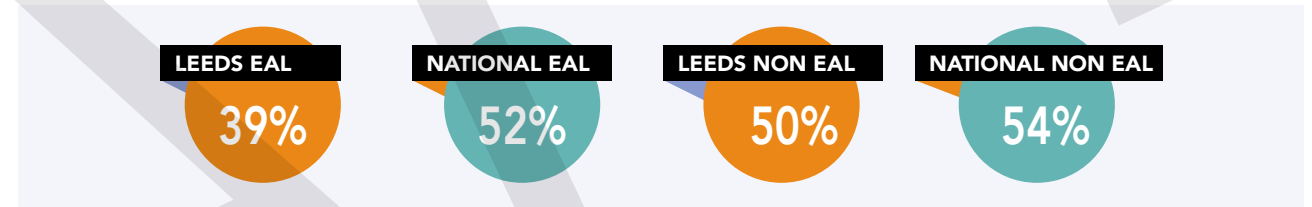
In Leeds the number of children and young people with English as an additional language (EAL) increased from 13% in 2010 to 16% in 2014. Again, levels of EAL are higher for younger age groups than for older children. The main languages spoken are Urdu, Punjabi and increasingly Polish.

2015-16, KEY STAGE 4 - AVERAGE ATTAINMENT 8 SCORE PER PUPIL – ETHNICITY



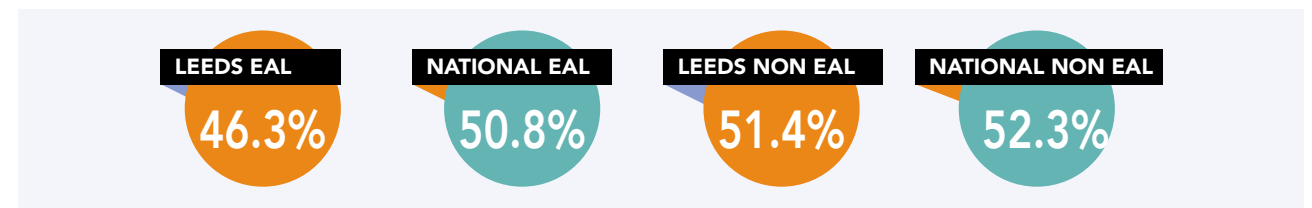
Pupils in Leeds have not performed as well as pupils nationally across all ethnic groups. The biggest gap, of 4.7, between Leeds and the national average is amongst Asian pupils.

2015-16, KEY STAGE 2 - PERCENTAGE OF PUPILS REACHING THE EXPECTED STANDARD - READING, WRITING AND MATHS – ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)



In Leeds 39 per cent of EAL pupils reached the Reading, Writing and Maths benchmark, compared to 52 per cent nationally (a gap of 13 percentage points). The gap between EAL pupils and non EAL pupils in Leeds is 11 percentage points.

2015-16, KEY STAGE 2 - PERCENTAGE OF PUPILS REACHING THE EXPECTED STANDARD - READING, WRITING AND MATHS – ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)



In 2016 the performance of Leeds pupils who are EAL is 4.5 below the national average. The gap in performance between Leeds EAL and non EAL is 5.1 and the national gap is 1.5.





## Special Educational Needs (SEN)

In 2016 in Leeds primary schools there were nearly 10,000 children with SEN representing 13.7% of the school population. 9330 were SEN Support and 540 children with a statement of SEN or an Education Health and Care Plan (EHC). In secondary schools 4,754 pupils receive SEN support and 467 have an Education, Health and Care plan. Just over half (51%) of children and young people with statements or EHC Plan are educated in SILCs, with 37% solely in SILCs and a further 14% in SILC partnerships. Of the remaining half, 9% are in Resourced Provision and 40% in mainstream schools. There are a small number of children with 'Social, emotional and mental health' need (11 pupils representing 1% of the overall SEND population with a Statement or EHCP) in pupil referral units. Pupils who are categorised as having 'Severe learning difficulties', 'Profound and multiple learning difficulties' or 'Autistic spectrum disorders' have a higher proportion receiving their education in SILCs.

### CHANGES OVER THE LAST YEAR

The city has 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, including the vision for SEMH and developing a world-class provision. The Leeds Springwell Academy has started to provide specialist SEMH provision across the city. In line with the strategic commitment to ensure that all children and young people receive the right support at the right time, an SEMH Pathways Panel has been established, to consider the cases of children and young people and advise the most appropriate educational pathway to meet their needs. The Area Inclusion Partnerships (AIP) focus has been re-aligned; the strategic AIP group is now chaired by the DCS and Senior Leaders have been seconded into the LA to support the process. This will ensure all localities address the needs of SEMH and SEND children and young people in order to improve outcomes, to reduce persistent absenteeism and to reduce fixed term exclusions.

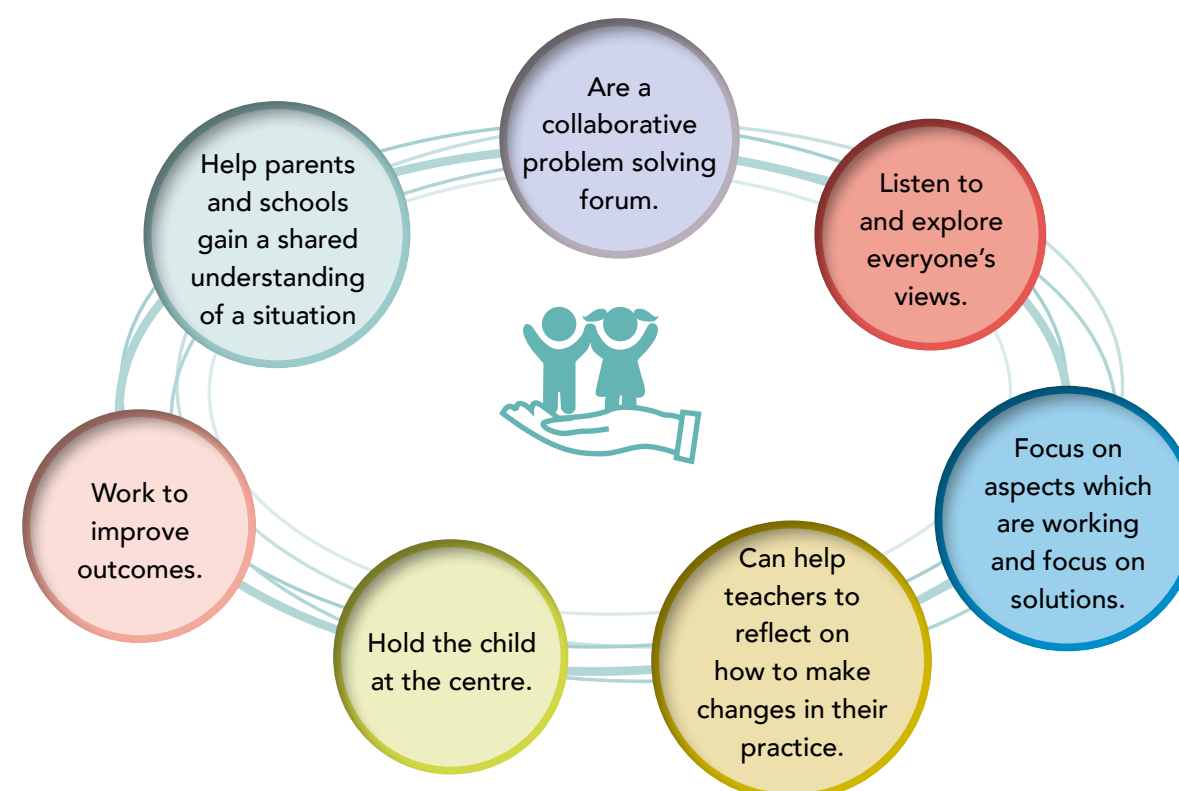
Accountability for children attending Alternative provisions has been strengthened; a quality assurance framework has been developed with the schools and it is ensuring that alternative provisions are delivering a quality learning experience. There is a strong partnership between leaders in the AIPs to support and challenge each other with regard to sustaining improvement for their vulnerable learners, to promote inclusion, raise attendance and reduce exclusions.

Monitoring arrangements of mainstream primary and secondary schools have been strengthened. Where specific concerns are raised about individual schools (including issues relating to SEND), these are discussed at the regular Primary and Secondary Review Group meetings and actions agreed. The meetings also provide opportunities to share good practice.

As part of the continuing LA self-evaluation and in response to changing Ofsted inspection grades for two SILCs in the last academic year, complex needs and school improvement are implementing a revised model for the support and monitoring of SILCs from September 2016 onwards. Leeds has worked with leading local schools and the wider learning community to intervene and improve provision for children with SEND – for example a local academy group is being created to improve the North West SILC.

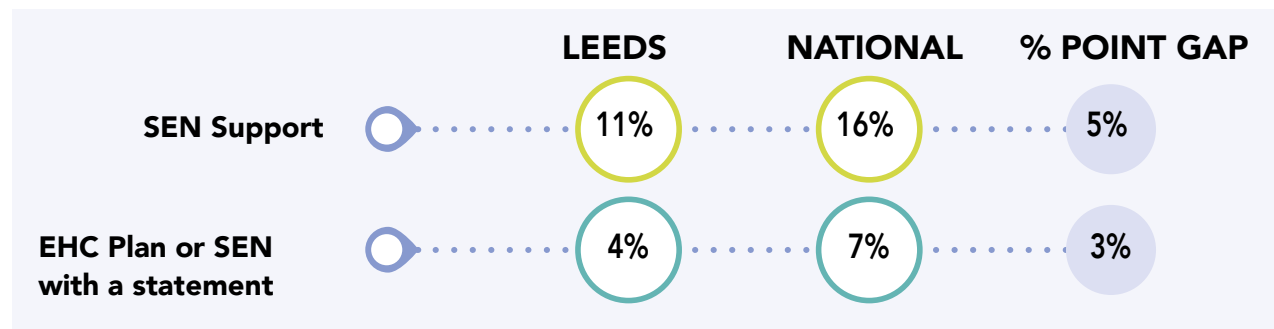
The Leeds Learning Partnership (LLP) is a significant package of support available to all secondary schools and academies in Leeds. It is a unique, system led, school improvement service designed to stimulate professional growth and ensure future sustainability through principles of partnership, capacity building and area-based networking. The SENCO networks are a collaboration between school based practitioners (SENCOs) and local authority officers within the area. High value is placed on shared skills and expertise.

The Education Psychology team hold Cluster consultation sessions that:



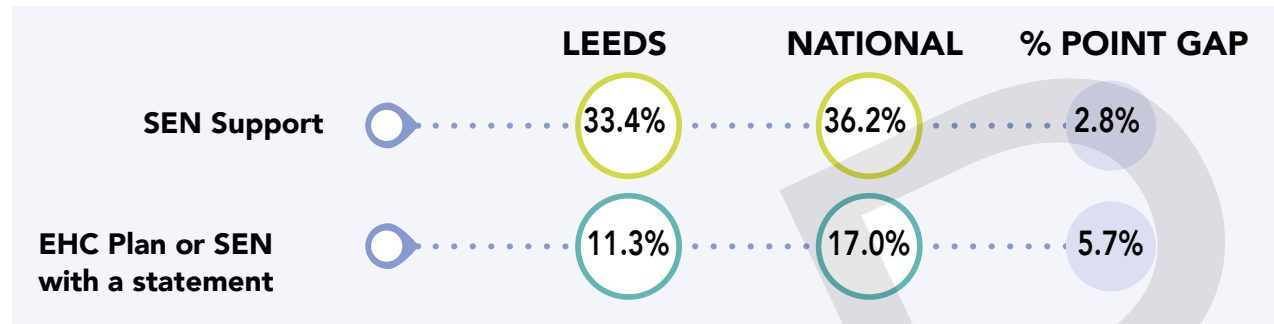


IN 2015-16 AT KEY STAGE 2 THE PERCENTAGE OF PUPILS REACHING THE EXPECTED STANDARD IN READING, WRITING AND MATHS IS AS FOLLOWS:



SEN pupils in Leeds perform less well than SEN pupils nationally across all categories with the biggest gap in performance amongst those categorised as 'SEN Support' (five percentage points).

IN 2015-16 AT KEY STAGE 4 - AVERAGE ATTAINMENT 8 SCORE - SEN PROVISION IS AS FOLLOWS:

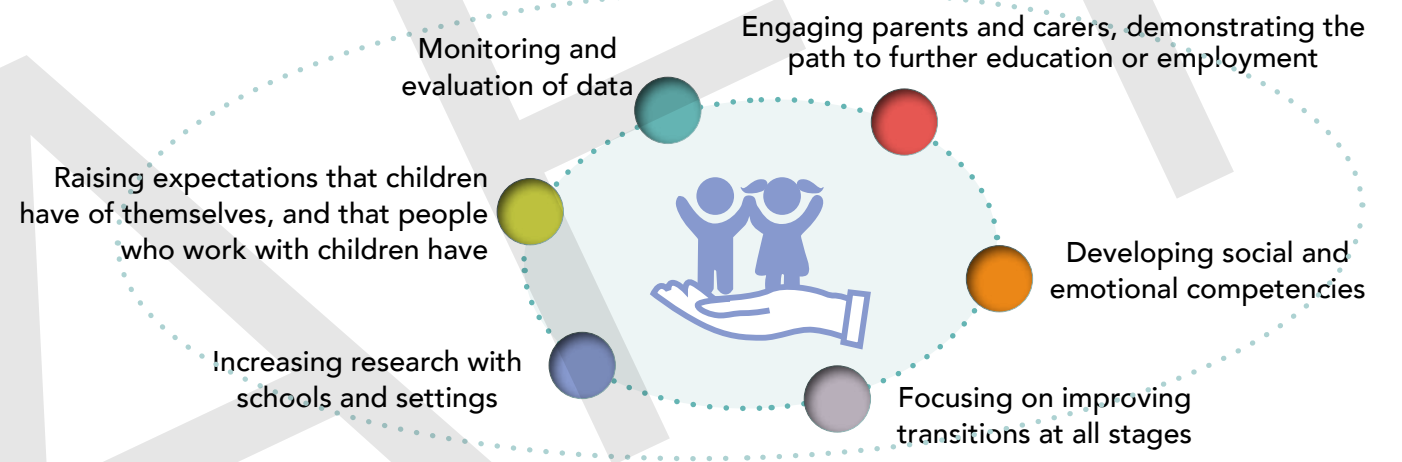


Pupils who are identified as having SEN in Leeds do not perform as well as SEN pupils nationally. In 2016 the Average Attainment 8 score for pupils in the SEN Support category was 33.4 which is 2.8 below the national average. Leeds pupils in the SEN with a Statement or EHC Plan category achieved an average score of 11.3 which is 5.7 below the national figure.

## Child Poverty & Deprivation

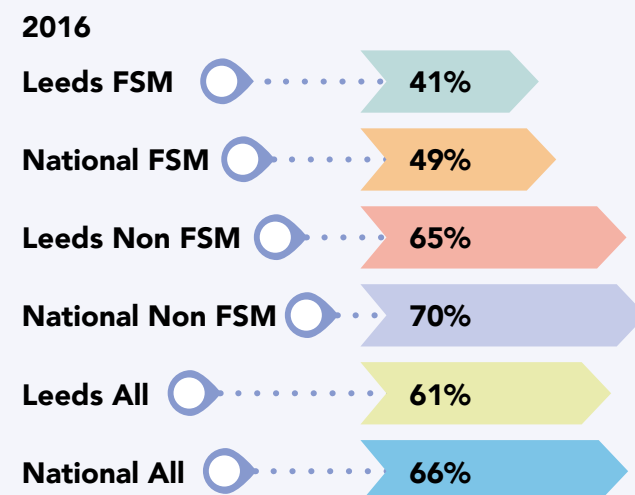
Childhood poverty is a social condition that impacts the entire lives of those who experience it. Nationally, one in four children grows up in poverty, and, for these children, the impact on the chances of education and life success is profound. In Leeds, the number of children growing up in poverty is increasing, with over 40,000 children living in areas ranked in the 10% most deprived, representing 29% of the 0-15 aged population; in 2012, this figure was 21.5%. Whilst the impact of poverty on children can be found in all areas of the city, it is concentrated in certain areas of the city, with 2 wards in the Inner East and the Inner South having over 40% of children in poverty. Almost 60% of families classified as in poverty contain at least one working parent or carer.

Child poverty is associated with poor outcomes for children and young people and for their families, not only in terms of health but also educational attainment and employment prospects. The attainment gap between children from rich and poor backgrounds is detectable from 22 months, and this widens throughout the education system. Supporting children and families to mitigate both the causes and effects of poverty is integral to all work with children and families, and Leeds is adopting a multi-agency response to support the children and families who experience poverty. All departments with Children's Services are working with schools, education settings, clusters, AIP's, universities, third sector organisations, businesses and strategic partners to focus on improving the experiences of children and young people who are effected by poverty. This includes:

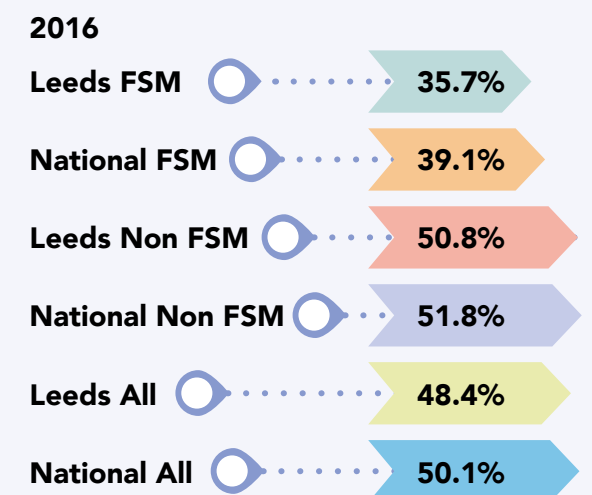


Despite the fantastic work that is being implemented across Leeds, a gap between the less advantaged and the more advantaged remains.

At Key Stage 2, the gap between Leeds children who are on Free School Meals (FSM) and pupils who are not on Free School Meals is 24 percentage points, compared to a national gap of 21 percentage points.



For Key Stage 4, the average attainment 8 Leeds gap in performance between children who have Free School Meals and children who do not have Free School Meals is 15.1 percentage points, compared with a national gap of 12.7 percentage points





## Children Looked After

A looked after child is a child or young person up to their 18th birthday who is either accommodated by, or in the care of, the local authority. There are many reasons why a child becomes looked after including: the death of parents, the child has experienced or is at risk of significant harm, or the child was or is experiencing neglect. As well as the support provided by Children's Services, looked after children can access support from Independent Visitors, designated teachers in schools and looked after children's nurses. To fulfil the ambition to make Leeds the best city for children, young people and families in the UK, the lives and experiences of looked after children needs to be improved, as these children face some of the largest challenges. To provide an equal chance in life, looked after children need to receive the best education and learning support. Leeds City Council works closely with all schools and settings to improve the educational attainment of looked after children, and to reduce the gap with their peers. This gap remains a constant throughout their learning journey, and to close the gap, the following actions are being taken:

- ➔ Developing a "Top 100" methodology through progress data, to target those children who are not making good progress in their learning.
- ➔ A comprehensive training programme for all those involved with the education of looked after children, including 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.
- ➔ Ensuring that through the Multi-Agency Looked After Partnership Education, Training and Employment Sub-Group, a whole range of partners are prioritising the attainment and progress of children looked after and care leavers from 0–25.

### WHERE LEEDS WANT TO BE

- Children from less advantaged backgrounds will achieve and attain the same standard as their more advantaged 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
- The performance gap between EAL pupils in Leeds and EAL pupils nationally will be reduced
- The city will aim to diminish differences wherever they exist.



### HOW LEEDS WILL GET THERE

Classroom strategies shown to be effective for any one ethnic group or socio-economic group tend to also be effective for others; hence our strategy focuses on improving learning outcomes for all children living in poverty, including white working-class boys. If adopted effectively, the strategies should raise outcomes for all groups.

- ➔ 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.
- ➔ Promote one-to-one tutoring as this can be very effective for struggling students, particularly reluctant readers from deprived backgrounds. One-to-one tutoring using structured, phonetic programmes can be very effective
- ➔ Develop and promote a wide range of strategies to close the attainment gaps for children, especially those with English as an additional language or who are living in poverty; including
  - rigorous monitoring of progress and use of data
  - raising pupil aspirations using engagement/aspiration programmes
  - engaging parents (particularly hard-to-reach parents) and raising parental aspirations
  - developing social and emotional competencies
  - supporting school transitions
- ➔ Further develop the vulnerable Learners group across Children's Services to heighten the need for all interactions between the local authority and families to have a focus on learning
- ➔ Promote 'A Life Ready for Learning' by setting up a learning fortnight to promote preparedness for learning across the city.
- ➔ 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 a strong focus on improvement and to target further action.
- ➔ Maintain and develop the work that is already being done to further reduce the gap through city wide partnerships



# 4 Strong Attainment



*“We must have high standards where the majority of children achieve age related expectations”*



## Early Years

### OVERVIEW

Studies have shown that the first few years of a child's life has a huge impact on their development and future progress. Leeds is ensuring that high quality early years settings are providing the best possible teaching and learning experience, whilst providing the children with a supportive, enjoyable environment. 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. There are two progress indicators when measuring performance in the early years, which are the percentage of children achieving a good level of development (GLD) and the Department for Education term the 'inequality gap in achievement' indicator.

### CHANGES OVER THE LAST YEAR

Each year, children within early year's settings in Leeds are exceeding the achievement of the previous year, with 63% in 2016 of children achieving a Good Level of Development (GLD), in comparison to 62% in 2015. Leeds is aiming to surpass national figures, which are currently 69%.

There was the potential for the Early Years Foundation Stage Profile Assessment to be concluded this year; however this was delayed to 2018. A priority remains to close the gap between children who are disadvantaged and children who are more advantaged, a gap which has narrowed over the past few years faster than national

### HOW LEEDS IS GOING TO GET THERE

- Targeted work with schools/settings where outcomes are lower than expected.
- Work with early years' settings to target key areas of learning required to achieve a Good Level of Development.
- Encouraging setting to setting support, sharing best practice and working in collaboration with Teaching Schools.
- Bespoke support and challenge to schools and settings will be offered, based on analysis of Early Years data to ensure further improvements.
- Robust moderation procedures and practice.





## Primary

### OVERVIEW

2015 to 2016 was a challenging year in Key Stage 1 and Key Stage 2, with significant changes to the national curriculum and assessment, requiring teachers and pupils to adapt to the new system in time for the reforms to testing arrangements. This proved more demanding for some pupils than others, so that both nationally, and locally, the percentage of children achieving dropped. The results are expected to improve next year, however, when both children and teachers have adjusted to the changes.

The reforms to primary accountability from 2016 include:

- ➔ **New headline attainment and progress performance measures**
- ➔ **A new floor standard.**

“ We have also reformed primary assessment. This includes a new ‘expected standard’ (a higher standard than in 2015), along with new national curriculum tests in English reading and mathematics, with outcomes reported as scaled scores ranging from 80 to 120, rather than levels. There are also new interim frameworks for teacher assessment, including pre-key stage standards for pupils who have not completed the relevant programmes of study ”



(Primary school Accountability in 2016, DfE, Oct 2016)

One of the impacts of the changes is that assessment results in 2016 are not comparable with previous results, with a new national baseline for all primary schools established. Whilst the results cannot be compared to previous years, Leeds continues to compare outcomes with national, other significant statistical core cities and regional neighbours.

### CHANGES OVER THE LAST YEAR

There was an improvement of nearly 3% in the percentage of children working at the expected standard in phonics in Year 1 from 2015 to 2016. However, national improvements were greater and the gap compared to national has increased.

At the end of Key Stage 1; 65.2% of children reached the new expected standard in reading, compared with 74% nationally. In writing, 54.4% compared with 65.5% nationally reached the required level. In mathematics, 64.3% reached the required level compared with 72.6% nationally. Expected standard or better in the three subjects combined was 49.2% compared with 60.3% nationally.

The 2016 Key Stage 2 assessments are the first which assess the new, more challenging national curriculum which sets high expectations for each child. As mentioned above, one of the impacts of this change is that assessment in 2016 is not comparable with results from earlier years. For this reason there is no trend data included in this report.

In 2015-2016, 47% of Key Stage 2 pupils in Leeds achieved expected standard in reading, writing and maths, compared to a national figure of 52%. These statistics mean that Leeds is ranked 126 out of 150 local authorities and is therefore in the fourth quartile of all local authorities. In comparison to statistical neighbours and the average for core cities, Leeds is below where it wants to be.

It is important to note that there is much greater variance in individual school results this year compared to previous years, with a 90 percentage point difference between the highest and lowest attaining schools

In Reading, 60% of pupils achieved the expected standard or better, compared with 65.7% nationally. For Writing, 66.5% compared with 74% nationally achieved the standard, and in mathematics 65.1% compared with 69.7% nationally. In Grammar, punctuation and spelling 68.8% of pupils reached the expected level compared with 72.4% nationally. In Leeds, four per cent of pupils achieved the higher standard.

In 2016, the assessments used to measure the progress that pupils make between key stage 1 and key stage 2 are:

- **key stage 1** results in English reading, English writing and mathematics teacher assessments, that took place in summer 2012 when the 2016 Year 6 cohort were aged 7; and
- **key stage 2** results in English reading and mathematics tests, reported as scaled scores, and the English writing teacher assessments that took place in summer 2016.

Regarding progress results, Leeds children made similar progress in comparison to national results for reading, whereas pupils made significantly more progress in maths than similar pupils nationally and significantly less progress in writing than similar pupils nationally.

Despite the challenging assessment framework, there are fewer schools this year that fall below the Department for Education's floor standard.



## WHERE LEEDS WANT TO BE

- In the next academic year, Children's Services will do the utmost to support schools to fully adjust to the new curriculum and assessment, to achieve results that place Leeds in the second quartile of all schools
- It is expected that the attainment of all pupils will increase, with specific intervention and support for the most disadvantaged, so that the gap decreases
- Strong partnership work based on high challenge and support, delivered restoratively, has resulted in over 95 per cent of Leeds primary schools being judged by Ofsted to be good or better. Leeds aims to remain in the top quartile nationally and to continue to improve standards across school settings
- LA monitoring and Ofsted feedback suggests schools are well placed to deliver improved outcomes, and a focus next year will be increasing the collaborative activities and support through the learning alliances

## HOW IS LEEDS GOING TO GET THERE

Leeds continues to believe that quality first teaching is key to any improvement and so remains the focus. Developing teaching methods (e.g. cooperative learning, phonics instruction, meta-cognitive strategies) delivers the greatest improvements in learning outcomes for children, including for groups where Leeds needs to diminish the differences in rates of attainment. These principles apply across all educational phases, from early years' settings to secondary education.

The most powerful approaches come through the use of well-specified, well-supported and well-implemented programmes and practices, incorporating extensive continuing professional development that is delivered within the school context. Early intervention is particularly effective, where preventative whole-class strategies are adopted first, followed by intervention for the small numbers of pupils who still need it. The School Improvement Team will continue to work with individual schools and Alliances to promote these methods by:

- Continue to support senior school leaders in forensic data analysis.
- Ensure effective deployment of central resource to diminish differences.
- Ensure that universal traded offers are tightly aligned with city priorities and both targeted and bespoke work is tailored to improving outcomes according to need.
- Further strengthen and embed partnership working with partners such as Teaching schools, Maths hubs, Education Endowment Fund, HMI, and other school leaders.
- As part of our redefined relationship with schools, a key aspect will be the development of peer support and challenge based on shared data.



## Key Stage 4

### OVERVIEW

It is not possible to make meaningful comparisons between the Key Stage 4 outcomes achieved in 2015 with those achieved in 2016 due to the changes in the secondary school accountability system that were implemented this year. The key change is the introduction of two new headline measures, Attainment 8 and Progress 8.

- Attainment 8** measures the attainment of a pupil across 8 subjects including maths (double weighted), English (double weighted if English Literature is also taken), three further qualifications that count in the English Baccalaureate and three further qualifications that can be GCSE or BTEC 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 – again, in 8 subjects as above.

The considerable focus on English and maths remains, not only in the double weighting that the subjects have in the above measures but also in the new headline measure: the percentage of young people achieving a good pass in English and maths GCSEs (Basics)

### CHANGES OVER THE LAST YEAR

- On the Progress 8 measure Leeds is at -0.06. This is just below the national average (-0.03) and places Leeds in the third quartile nationally (with a ranking of 89 out of 151 local authorities). However, performance in Leeds is considerably better than for core cities (-0.13) and statistical neighbours (-0.12).
- The Attainment 8 score for Leeds was 48.4 compared to 50.1 nationally. The result means Leeds is placed in the third quartile nationally, with a rank of 111 out of 151 LAs. The performance of Leeds schools on this measure is above that for schools in core cities (47.7), but below statistical neighbours (49.3). Although Attainment 8 was not officially reported in 2014/15, results were calculated in Leeds against this indicator and the rate of increase in Leeds has been 1.9 points, compared to a rate of increase of 1.5 nationally for the state-funded sector.



- ➔ EBacc entry rates in Leeds (40.8%) remain higher than national (39.8%), and Leeds is in the second quartile for entry rates with a ranking of 66 which is very encouraging given the increasing focus on this benchmark. EBacc attainment rates have fallen slightly in Leeds from 2015, from 24% to 23%, placing Leeds in the third quartile nationally for this measure, with a rank of 86.
- ➔ The percentage of young people achieving a good pass in English and maths GCSEs has increased from 58% in 2015 to 60% in 2016. This should be understood in the context of the change in methodology for this measure, however, which requires pupils to achieve an A\*-C in either language or literature where previously pupils' results in English language only were considered. This change means that data for this indicator is not directly comparable to the previous year. Leeds is in the fourth quartile on this measure, with a rank of 114. Leeds is above core cities (58%) but below statistical neighbours (62%) and the national average (63%).

When the data is analysed to see where Leeds can promote improvement across our secondary schools and academies, it can be seen that there are specific gaps which can be addressed. Overall, young people in Leeds who are not disadvantaged (66%) achieve in line with non-disadvantaged pupils nationally. The attainment 8 figure is 52, or the equivalent of gaining slightly more than a C grade across eight subjects including English and Maths.


Girls also do well in terms of progress, they make progress which is better than the progress made nationally by girls in every subject except Maths. Boys in Leeds, however, make less progress than boys nationally in all subjects, and so this is an area of focus for schools.

Most ethnic groups perform well against National comparisons, however, there are two groups whose progress is below that of all pupils nationally: Both Bangladeshi and African-Caribbean pupils gain, on average, a third of a grade less in each of their subjects.


The greatest under performance in Leeds is by disadvantaged pupils; these pupils gain half a grade less per subject than other pupils with the same prior attainment nationally. Further analysis of this group identifies that disadvantaged pupils with high prior attainment make even less progress than expected. This is an area where schools and academies must focus attention to drive up standards.

These outcomes 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 2015/16 academic year, the secondary learning 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.

### WHERE LEEDS WANT TO BE

 The aim for 2017 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.

### HOW LEEDS WILL GET THERE

- ➔ 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, Leeds will maintain the focus on maths with a renewed 'Maths Strategy' in place. An additional package of support is also being developed which will focus on more able disadvantaged pupils (a group currently significantly underperforming).
- A focus on building on the greater demands of the KS2 curriculum at the point of transition to ensure that pupils in secondary schools make rapid progress in KS3.
-  A strand of CPD will be rolled out through the Leeds Learning Partnership to develop oral literacy so that pupils, and particularly EAL pupils, have the tools to access learning across a range of subjects and can use these successfully in linear exams.







## Key Stage 5

### OVERVIEW

The way of measuring attainment at KS5 changed this year with average points per entry becoming the main performance indicator using a new scale where an A grade equals 60 points and an E grade is worth 10.

The number of A level students dropped by 1.13 per cent compared to 2015 whereas applied general and tech levels students increased by 4.7 per cent and 3.7 per cent respectively.

### CHANGES OVER THE LAST YEAR

The average point score per entry for Leeds schools was 28.4 which is the equivalent of a C+. The figure when colleges are included is 28.1. The combined Leeds schools' and colleges' score ranks Leeds 112th of 150 LAs and places Leeds in the third quartile nationally. As the average points per entry as a grade is not numerical it cannot be averaged for statistical neighbours and core cities. In general the Leeds' performance is in line with most core cities and statistical neighbours; of the ten statistical neighbour LAs, two equalled the national C+ grade and seven achieved the same grade as Leeds (C) and one achieved a grade B. Of the eight core cities, one authority equalled the national C+ grade, six authorities achieved the same grade as Leeds schools and colleges combined and one local authority achieved a C+ which is the same as Leeds schools.

The average points per entry for academic qualifications (3761 students) were 29.49 compared to 31.79 nationally. The applied general figure (vocational) is much more positive at 34.74 per entry compared to 34.69 nationally. There were 1605 students who took these qualifications.

Of the 33 schools and colleges in Leeds offering Post 16 academic provision, only six were significantly negative in terms of value added results.

### ACTIONS

- ➔ Twelve school and colleges are accessing Post 16 support from the Learning Improvement team.
- ➔ A Post 16 leaders' network meets termly to discuss best practice. An annual conference showcases national successes.
- ➔ 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 WANT 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 applied general qualifications.
- Improvement in Level 3 participation.
- Improvement in English/Maths GCSE 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 where a broad and appropriate curriculum offer can be developed.
- ➔ Focus on FSM young people to increase participation in Level 3 programmes, including developing an English and maths post-16 training offer predominantly aimed at colleges.
- ➔ Develop better ways of engaging businesses with schools, particularly at younger ages.
- ➔ The continuation of the Leeds Learning Partnership advanced Post 16 package offer until Easter 2017.
- ➔ Support for Notre Dame Sixth Form College which accounts for a high proportion of academic entries.
- ➔ A focus on improving retention at Post 16, ensuring that students are recruited onto courses which enable them to succeed and they don't drop out before completing them.



# 5 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)

“ Studying cultural education subjects, such as art and design, dance, drama and music, sparks creativity across the curriculum, encouraging young people to be inquisitive, disciplined and determined. Wherever children start in life, a high quality cultural education in every school should be a right, not a privilege. ”



(Darren Henley Music Education,  
a guide for Governors)

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

Partnerships and networks, led and facilitated by ArtForms, support a collaborative city wide approach to arts and cultural learning, ensuring high quality provision that meets the needs of all children in Leeds.

[www.artformsleeds.co.uk](http://www.artformsleeds.co.uk)





## Music

ArtForms Music provides a wide range of learning opportunities in schools, music centres and in City of Leeds Youth Music Groups. As lead organisation in the Leeds Music Education Partnership, ArtForms Music and its partners teach 18000 children and young people to play and sing, a figure which is rising year on year. ArtForms provides CPD for schools and specialist support for SEND.









## Arts

The Arts team support schools to deliver a rich and engaging arts curriculum by providing professional development opportunities for teachers and support staff. Schools can access advice and guidance on national initiatives and opportunities (including Artsmark and Arts Award). Creative projects delivered by skilled and experienced artists support teaching and learning in all curriculum areas.






### ARTEMIS AND THE SCHOOLROOM

2015/2016 saw increased engagement from schools both in and beyond the Local Authority for the Artemis loan collection, which 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. Schools use the artworks to support cross curricular teaching and learning, including setting up their own art galleries within school. Partnership working with Leeds Museums and Galleries, ArtForms Arts Development and Leeds Learning Improvement Team has led to increased opportunities for business development. Artefact lending, CPD and visits to the Historical Schoolroom at the Industrial Museum, Armley Mills have also increased.

### WHERE LEEDS WANT TO BE

-  .....  **A rich arts and cultural learning offer for all schools**
-  .....  **Raised achievement in and through the arts**
-  .....  **Foster a sense of enjoyment and fulfilment in learning**
-  .....  **Improved outcomes for care experienced children and young people**

### HOW LEEDS WILL GET THERE

-  ..... **Work across the council to develop, alongside schools, the strategy to support the city's bid for European Capitol of Culture.**
-  ..... **Providing inclusive and engaging cultural learning opportunities which support attainment across the curriculum.**
-  ..... **A comprehensive programme of Continued Professional Development for teachers and support staff.**
-  ..... **Increased trading and partnership working with schools and the cultural sector.**
-  ..... **Providing clear progression pathways for all learners.**





## The Health and Wellbeing Service

Over the 2015-2016 academic year, the Health and Wellbeing Service delivered 66 training courses with 839 delegates across the courses. Student leaders have been trained in a variety of areas, including 18 School Food Ambassadors, with a further 27 school teachers trained and 21 Playground Leaders. 17 'Recycling and Waste' lessons have been arranged and delivered in 14 schools involving over 500 pupils learning more about how to reduce, re-use, recycle and recover waste. The Health and Wellbeing service create conferences for a wide variety of topics, including 97 attendees at the MindMate Champion programme launch event, 84 attendees at the Safeguarding: Prevent, SMSC (Spiritual, Moral, Social and Cultural development) and British Values conference and finally 70 attendees at the Governors Health and Wellbeing conference

### CHANGES OVER THE LAST YEAR

There were a number of changes to Personal Social and Health Education last year, including a new Primary PSHE Scheme of Work which was launched and is being used by over 130 schools. New training and resources for all schools and settings included model policies on Female Genital Mutilation, Sex and Relationship Education and Personal, Social and Health Education. Leeds continues to actively support the Healthy Schools agenda; 197 Leeds schools are using England's best online self-evaluation tool, the School Health Check, as evidence in preparation for Ofsted inspections, with 112 schools having successfully self-validated and 73 schools externally being assessed. In order to support Pupil Wellbeing; over 9,000 pupils and 100 schools completed the annual citywide 'My Health My School Survey' in 2015/16, with nearly 190 schools now registered to complete the survey in 2016/17.

The Teenage Pregnancy and Parenthood team worked with 84 referrals from September 2015-July 2016: maintaining school attendance for 63% of referrals, 81% of referrals moved into a post 16 destination. 100% of young people rated the support either excellent or very good. 174 classroom based sessions were delivered on a range of Sex and Relationship education topic areas to 1584 primary children and 1135 secondary young people. The team also promote Healthy eating with over 60 schools using the new Leeds Packed Lunch Policy Toolkit, which incorporates the Eatwell Guide. Over 50 schools have been trained on the School Food Ambassador Programme, using the new and updated toolkit. Universal Infant Free School Meals uptake was at 87.9% 2015/16.





The Health and Wellbeing Service also supports Investors in Pupils. A revised reassessment pathway combined with increased school focus this year on pupils' personal development, behaviour and welfare has seen an increase in applications for assessments to the programme. This has resulted in the annual target being met a term early

### SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH):





All schools & academies now access early intervention specialist mental health support for pupils through cluster guidance and support panels. All schools, academies, SILCs and Children Centres can access the MindMate Champion Programme to further develop their SEMH provision.

All SILCs have additional support from a Mental Health adviser. The service has been commissioned by the Clinical Commissioning Groups (CCGs) to write a Mental Health Curriculum (MindMate lessons) for Key stages 1-4 which is free to Leeds schools who register for the MindMate Champion Programme. This will be available from May 2017. The service has improved its training offer by redesigning SEMH course outline and content, resulting in a significant increase in attendance to courses over 2016 with the expectation of higher numbers due to addition of courses to the MindMate Champions programme

### WHERE LEEDS WANT TO BE

-  Delivering high levels of achievement for children across the city
-  Improve health and wellbeing outcomes for all pupils
-  Make the currently subsidised Service Level Agreement offer to Leeds schools financially sustainable
-  The SEMH team within the Health & Wellbeing Service will respond to and support the overarching city wide Future in Mind Leeds strategy launched in February 2017

### HOW LEEDS WILL GET THERE

-  Continue to maximise income from schools beyond Leeds, particularly through improving the business and marketing systems around the online School Health Check tool.
-  Continue to promote and increase the use of the My Health My School Survey, aiming to achieve the target of 10,000 children and young people across the city completing it.
-  Continue to increase the use of the Investors in Pupils programme and attract additional franchise contracts.
-  Continue to promote the completion of the MindMate Champion programme and the uptake of the MindMate primary and secondary curriculum once it's launched.



# Active Schools

## OVERVIEW

The Active Schools Programme provides a 0-19 city wide offer that schools and settings can buy into with their Sport Premium funding. The aim is to promote and develop, through collaboration and partnership, a sustainable system for Physical Activity, PE and School Sport that enriches the lives of all children and young people. This will be achieved through supporting schools to make a positive impact on the physical, mental and social wellbeing of children and young people through using Physical Activity, PE and School Sport to help improve attendance, behaviour, attainment and close the inequalities gap.

## CHANGES OVER THE LAST YEAR

Highlights of this year include:

- 👍 A high proportion of schools signing up – 171
- 👍 An improved inclusion offer around participation of children and young people and upskilling staff in schools in place
- 👍 83 schools and 1949 children took part in the mini Triathlons in September 2015 compared to 71 schools and 1200 children the previous year.
- 👍 Big Dance Big Sing event, part of the RWC, saw 40 schools and 900 children taking part
- 👍 4,854 children and young people took part in Tennis, Sports Hall Athletics and gymnastics – an increase of 628 children and young people
- 👍 West SILC identified as Lead Inclusion School
- 👍 28 professional development courses delivered and 81 schools given 2 hours bespoke support
- 👍 12 Innovation Projects involving 69 schools established
- 👍 26 more working partnerships established
- 👍 Facilitated partnership working – Leeds United worked with 171 schools; Leeds Rhinos Foundation with 60 schools and Yorkshire County Cricket
- 👍 Supported schools to achieve School Games Award – 40 more schools than in previous year with 77 schools awarded Gold compared to 27 in the previous year



## WHERE LEEDS WANT TO BE

- 📍 By 2020, Leeds wants to become the best city in the UK for excellence in Physical Activity, PE and Sport.
- 📍 Ensure that schools are spending the additional accountable grant income wisely, and that it is fulfilling its purpose of driving up standards in sport across Leeds schools.

## 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
- ➡️ Monitor the expenditure made by schools and ensure that activities supported by the Active Schools funding is making a measurable difference.
- 👍 Support schools to fulfil the accountability of any additional funding by publishing the impact of increased activity and outcomes in learning on their websites.





## Attendance

### PRIMARY:

In 2016 attendance in Leeds primary schools remained static and was slightly above the national average and statistical neighbours by 0.1 percentage point.

Authorised absence in Leeds decreased by 0.1 percentage points and unauthorised absence for Leeds primary school children remained higher than the national average with a gap of 0.1 percentage point.

In 2016 the persistent absence threshold was changed from 15% to 10%, therefore historical data is not comparable with 2016 data. The percentage of pupils that met the 10% threshold in 2015/16 in Leeds primary schools was 8.7 percentage points.

The level of persistent absence in Leeds is slightly lower than the national average and statistical neighbours by 0.1 per cent point.

### SECONDARY:

Attendance continues to improve in Leeds secondary schools, but remains below all comparators. Leeds is 0.3 percentage points below the national figure, and 0.4 percentage points below statistical neighbours and 0.1 percentage points below core cities.

There was a decrease of 0.3 percentage points in authorised absence in Leeds in 2015/16 and the city continues to perform above the national average by 0.4 percentage points. Unauthorised absence remained static in Leeds in 2015/16 mirroring a national trend. 13.6% of pupils in Leeds secondary schools missed more than 10 per cent of school in 2015/16. Levels of persistent absence are higher in Leeds in comparison to the national average (1.3 percentage points), statistical neighbours (1.2 percentage points) and core cities (0.1 percentage points).

## Exclusions

### OVERVIEW

Leeds has an ambition to ensure low levels of permanent exclusions and to maintain the drive in further reducing the number and length of fixed term exclusions. In 2015-2016, Leeds Children's Services, schools and academies continued to work together to achieve this ambition

### CHANGES OVER THE LAST YEAR

This year there has been much discussion on the Social Emotional and Mental Health (SEMH) agenda coinciding with the planned closure of the Pupil Referral Units, commissioning of Well Spring for SEMH provision and from Sept 2017 the new SEMH Pathways Panel and Future in Mind Strategy. Leeds is continuing work towards the remit of the national Exclusions Trial launched in 2011 and has continued to devolve high needs block funding to the 5 Area Inclusion School Partnerships to support inclusion, provide tailored provision, prevent permanent and fixed term exclusion, and support in schools to provide an environment of inclusion in learning.

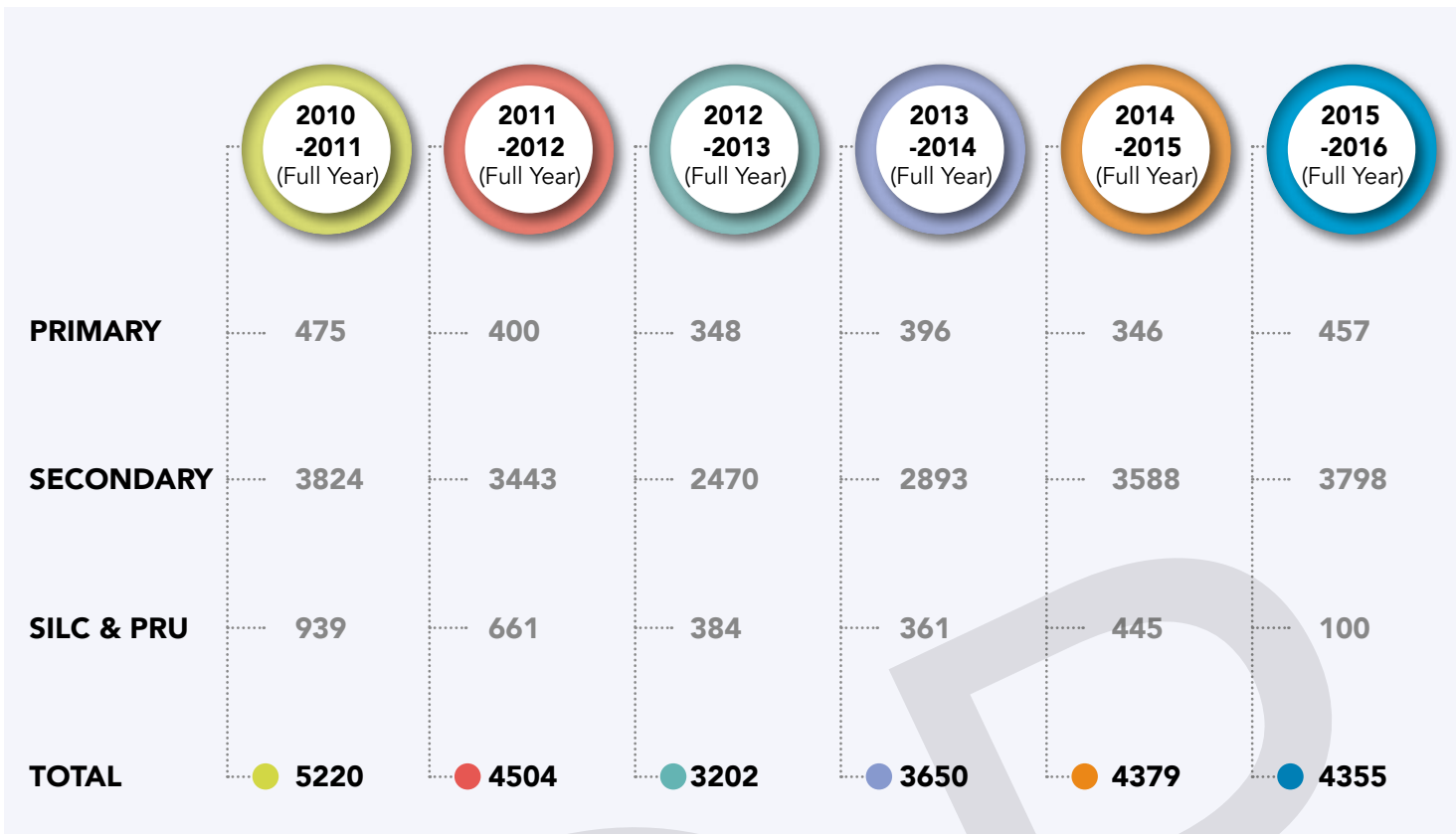
### PERMANENT EXCLUSIONS

- In 15/16 there have been 33 upheld permanent exclusions. This figure is almost the same as last year. Leeds continues to have a low level of permanent exclusion in relation to other authorities and for the size of the city.
- All children and young people that were permanently excluded in 15/16 received education from the 6th day or before if possible at one of the 3 Pupil Referral Units.



## FIXED TERM EXCLUSIONS

- The number of fixed terms across all phases is 4355. Comparison with previous years can be seen below.



- There are marked differences in the level of exclusions between primary and secondary and between individual schools.
- 5 secondary schools account for 50% of all fixed term exclusions

## WHERE LEEDS WANT TO BE

- Children's Services continues to encourage 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 and run alongside the assessment of any learning need in the school.
- Continue to work with schools and settings to help ensure a low level of exclusions – making sure schools and academies know where to find support, bring Senior EP's closer to AIP lead officers and drawing on the learning opportunities from the new Alternative Provisions in the city.

## HOW LEEDS WILL GET THERE

- Continue to work closely with Area Inclusion Partnerships, local Clusters, the Complex and Targeted Services for specific children and their families.
- Take a city wide view of attendance as part of the 3A's obsession, looking specifically at families with a history of low attendance and ensuring that all local authority contacts support increased attendance.
- Continue to publish regular updates on attendance against the Leeds target so that schools are aware of their figures in a local, city wide and national context.
- Continue to share data regularly with Area Inclusion Partnerships to review processes around exclusion and share data with schools, academies and their governors.
- Challenge the small number of schools and academies (5) that account for over 50% of all fixed term exclusions.
- Launch the Future in Mind strategy and learn from the multi-agency SEMH Pathways Panel.





# 6 Uplifting Leadership




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



## OVERVIEW

*“Leaders have to provide direction, create the conditions for effective peer interaction and intervene along the way when things are not working as well as they could”*

 (Michael Fullen)

Quality leadership is integral to ensuring and sustaining quality provision and governance is a key component of this. Governors 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 and outcomes 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 outward facing organisations where mutual support and challenge contribute to sustained improvement. 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.





### CHANGES OVER THE LAST YEAR

Leeds has an active and effective Governor Support Service that provides support across many schools and settings, ensuring that governing bodies are kept up to date with legislative changes and constructing agendas which support statutory compliance. The service also provides training and networking opportunities to support the review and development of the effectiveness of GBs.

Leeds maintains a strong Learning Improvement Team and advisers work with schools in proportion to need to support, to challenge, signpost and broker opportunities to develop stronger leadership throughout the school. As part of this approach, all schools are offered the opportunity to work as part of a learning alliance focussing on priorities and facilitated by an identified adviser.

The Leeds Learning Partnership, the traded element of secondary School Improvement, has a strong track record in enhancing school to school support by adding leadership development through their programmes.

Last year's Annual Standards Report outlined an aim to create a partnership with the Teaching School Alliances. This exciting new development can be seen with the establishment with the Yorkshire Leadership Community (YLC). This is a partnership between a group of regional teaching school alliances and Leeds and North Yorkshire LAs through which a suite of leadership programmes has been developed. Some of these are refreshed versions of existing National College programmes but there are other programmes for leaders (and potential leaders) at other stages of their careers. Currently on offer are:

- 👍 Aspiring Leaders Programme
- 👍 Middle Leaders Programme (NPQML)
- 👍 Senior Leaders Programme (NPQSL)
- 👍 Headteacher and Principals Programme (NPQH)
- 👍 Headteacher and Deputy Headteacher Internship Programme for Women
- 👍 Headteacher and Deputy Headteacher Internship Programme for BME leaders
- 👍 Executive HT / CEO Programme
- 👍 Governor Development Programme

### WHERE LEEDS WANT TO BE

- 📍 Schools will demonstrate a compelling vision which drives the strategic leadership, empowering all pupils to achieve.
- 📍 Headteacher performance management will be of a consistently high quality across all schools, with appraisal of leaders linked closely to the four domains in the National Standards of Excellence.
- 📍 Ofsted reports will acknowledge leadership, including governance, as good or outstanding.
- 📍 Leaders will work increasingly in an outward facing way, supporting each other to improve leadership at all levels.

### HOW LEEDS WILL GET THERE

- ➡ Work as an active member of the West Yorkshire Strategic Partnership, a group that includes the DfE (through the Regional Schools' Commissioner), Ofsted and teaching Schools as well as large Multi Academy Trusts and Local Authorities.
- ➡ Further develop existing partnerships 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.
- ➡ Continue and embed LA work with schools and settings to develop Leeds Learning Alliances that offer compatible and adaptable opportunities for partnership working.
- ➡ Through strong alignment of Governor Services and Learning improvement, ensure that governance is consistently good or better through development opportunities and shared consistent messaging.



# 7 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

Delivery of the Best Start Strategic Action plan is on track, building on existing good work across the city. The first ‘Baby Week’, a city wide partnership event to raise awareness of support in the earliest years was a great success.

Additional funding has been investing in developing and extending the existing evidence based parents offer, this includes:

- Extended individualised Pregnancy Birth and Beyond (PBB)
- HAPPY, an antenatal programme targeted at women with a BMI of over 25. Running in the South and West only at the moment.
- HENRY programme is developing volunteers in communities to work alongside practitioners with families who are hard to reach and engage with.

### FREE EARLY EDUCATIONAL ENTITLEMENT

#### THE OFFER FOR TWO-YEAR OLDS

The number of two year olds taking up the offer continues to increase, with over 270 more children accessing places than last year. The funding rate will be increased from April and is presently under consultation.

#### EARLY YEARS NATIONAL FUNDING FORMULA (EYNFF)

This refers to the universal 15 hour entitlement for three and four year olds, and the additional 15 hours for working parents. There will be a transition towards this national formula which will be in place by 2019/20. Early Years pupil premium and Early Years Funding For Inclusion are continuing and remain separate from the EYNFF.





## Early Years

In Leeds good transition continues to be important as a process, which needs careful planning and consideration for every child but especially for the very youngest children. The work of the Early Years Improvement Team supports all early years settings to ensure smooth and effective transitions for all children, continuing their learning journey without interruption. A smooth transition results in a positive experience for children and families, with the child's individual needs met, and stress and disruption reduced.

Support for schools to develop high quality 2 year old provision which will reduce the number of transitions for some very vulnerable children. An increasing number of children are taking up these places in good quality schools and settings.

The Ofsted annual report 2016 highlights the importance of partnership work between schools and their feeder settings to support effective transitions which ensure children settle quickly and move forward smoothly with their learning and development. Quality improvement visits by consultants continue to 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 practitioners to meet together to share good practice, access CPD and share expertise. Developing effective, respectful relationships across schools and settings is a vital part of supporting the transition process.

The LA specific guidance on transitions "Starting and staying strong", provides advice, guidance and case studies to support settings in developing robust effective transition processes. A universal transition transfer record is in place, 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 contract. 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. Training delivered by the early years improvement team for practitioners and leaders, highlights and supports good transition practice.

## 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 continued to support schools and academies in the following ways over the past year by providing 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 continues and 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 has developed with the engagement of a new cohort

## Post 16

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 through working with key partners including schools, colleges and training providers. 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 opened 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.

Leeds will continue to work with schools and partners to develop the Post 16 infrastructure in Leeds and engage with schools, colleges and training providers to establish clear pathways of progression into further learning and employment.

**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, local universities, the Leeds Learning Partnership and other school partners**





7

# Business Engagement and Enterprise in Schools

## OVERVIEW

Through emphasis in the Ofsted Framework, accountability through Destination Measures, continuing governmental support for apprenticeship growth and Department of Education requirements of Governing Bodies, it is clear that there is growing support to enhance the role of business engagement in schools and settings. Leeds City Council works with a wide variety of key partners and schools to ensure that all children have access to a diverse and engaging curriculum.




## CHANGES OVER THE LAST YEAR

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. The City Region's Enterprise Adviser programme, which places business leaders in secondary schools to work alongside school leadership teams, is the key initiative in this field. The programme is being extended to all schools in the city following a pilot phase in 2015, and the Council is working with the Leeds City Region Enterprise Partnership (LEP) to ensure full engagement across our school community.

These ambitions are also reflected in Leeds City Council's 'More Jobs, Better Jobs' ambition, which seeks to reinforce the importance of 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 WANT TO BE

-  All schools to have clear Business Engagement and 'World of Work' strategy that is embedded across the school's wider curriculum.
-  All schools to engage with and benefit from the Enterprise Adviser programme.
-  All schools to have a sustained and coherent relationship with either a business engagement broker, or a range of businesses that regularly engage in school.

## HOW LEEDS WILL GET THERE

-  Promote the LEP's Enterprise Adviser programme to our schools and facilitate their engagement in the programme;
-  Promote the Enterprise Adviser programme to Leeds businesses to ensure a pool of inspirational and committed business volunteers is available to our schools;
-  Regularly engage with schools to understand the impact and value of the Enterprise Adviser programme, and feed this intelligence back to the LEP to ensure it is effective.
-  Work with the LEP to create clear communications to schools as to business needs, appropriate skills, apprenticeship opportunities and changing workplace requirements to enable schools to direct a targeted 'skills for life' offer.





# Not in Education, Employment or Training (NEETs)

## OVERVIEW


Research shows that 16-18 year olds who are not in education, employment or training are a vulnerable group, who may face reduced life choices and experience a variety of problems. These individuals, therefore, 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. The combined NEET and Not Known in Leeds at the end of 2015 was at 6.3% (down from 8.3% at the end of 2014), below the national average of 7.3%. Not Known is particularly low at 2.2%, half the national average of 4.4%. This means resources and services are better able to target those who require support.

## CHANGES OVER THE LAST YEAR


The Leeds Adjusted NEET figure for Nov 15-Jan 16 was at 6.4%, the same as in 2015. The percentage of young people whose status is not known is again at a record low of 1.9% in June 2016 compared to a national equivalent rate of 6.3%. Leeds Nov 15-Jan 16 Not Known rate is the 2nd lowest of the Core Cities, which range from 2.7% (Nottingham) to 19.7% (Liverpool). 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.


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.

## WHERE LEEDS WANT 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 is working with business leaders, head teachers, universities and colleges, the third sector, the national Careers and Enterprise Company and the Department Work Pensions DWP, to strengthen 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.



## Work and Destinations

### OVERVIEW

Despite the impacts of the recession that some communities in Leeds are still experiencing, the 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; however future jobs that arise will require relatively higher qualifications than in the past.




### CHANGES OVER THE LAST YEAR

Over the past year, Leeds has focussed on working with schools and employers to smooth the transition between 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. A project to support young people at risk of becoming NEET to apply for apprenticeship opportunities has been run in Leeds schools in 2016, with over 150 students engaged. Leeds supported the first University Technical College in Leeds, a new school for 14 to 18-year-olds that opened in September 2016 and specialises in manufacturing and Engineering, and is supporting employers with a proposal for a Creative Digital UTC.

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, with the Employment and Skills service providing expert support to work alongside Care Leavers and their key workers to advise on employment and skills development.

### WHERE LEEDS WANT 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.



# Key Recommendations from the Report

## 1 World Class Provision:



### SCHOOL PLACES

- Ensure a strong link between the provision of school places and the learning function of those settings once established.
- A 'Good Learning Places Board' will put the emphasis on learning at the heart of the decision making process.
- Leeds will share demographic data freely through Outcome Based Accountability
- Leeds will, wherever possible, look to expand good or outstanding schools.
- Where appropriate, Leeds will work with key partners to develop new schools in areas of significant demographic pressure.

### EARLY YEARS

- Structured early years programmes prepare children, especially those living in poverty, to succeed in school.
- Children's Services will provide bespoke support and challenge to schools and settings.
- Leeds will enable schools and settings to have universal access to early years' programmes that provide explicit teaching in phonics and other literacy skills.
- Create early years' leadership events and a strong core offer.
- Encouraging settings to support each other, sharing best practice, and working collaboration with Teaching Schools.
- Develop the strategic skills of early years' leaders and managers to build capacity and drive improvement

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- Ensure that the investment of £45 million delivers a world-class provision
- Establish provision for complex SEMH needs, working with an outstanding academy
- Focus the Child Friendly Leeds approach around the 'Three As' of attendance, achievement and attainment, driven from the highest level.



## VIRTUAL SCHOOL

- Prioritise learners who have the lowest levels of prior attainment at the point they come into our care
- Demonstrate the impact of the Cluster Champions and increase the numbers of clusters delivering the work
- Use data to support and challenge conversations with other Virtual Schools when children have to be placed out of authority
- Identify those factors that have supported the success of our care leavers in higher education and embed those factors into practice

## 2 Great Leeds Schools:

- Leeds will improve teaching practices, through extensive continuing professional development, as a key way of closing attainment gaps.
- Leeds will continue to support on-site training – where school based coaches visit teachers' classes, provide feedback, organise group meetings and discuss teaching strategies.
- Promote effective classroom management strategies, developing the use of identified strategies for classroom management, motivating and engaging all learners.
- Maintain appropriate levels of challenge and offer bespoke support to vulnerable schools, taking early action to prevent problems from escalating.
- Strengthen partnership working with Teaching Schools and mathematics hubs to align with local priorities
- Further develop and implement the strategy for diminishing the difference in order to raise aspirations and achievement of disadvantaged groups
- Review the Learning Improvement strategy, ensuring that active engagement with groups of schools in learning alliances facilitates improvement
- Strengthen the relationship between the local authority and RSC to ensure strongly performing academies and free schools

## 3 High Expectations for All:

- Provide extra support to 0-19 education providers to ensure equity of outcomes.
- Continue to work in partnership with schools, settings and partner head teachers to promote and progress bespoke projects to close the gap in Leeds.
- Use partnership work with third sector groups, teaching schools and research partners to direct and support the needs of less advantaged individuals or groups within schools.
- Monitor and record data on the performance gap to ensure focus on improvement and to target further action.
- Use city wide partnerships to further reduce the gaps so all succeed.

## 4 Strong Attainment:

- 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.
- Develop and promote a wide range of strategies to close the attainment gaps for children, especially those with English as an additional language or who are living in poverty.
- Further develop the vulnerable Learners group across Children's Services to heighten the need for all interactions between the local authority and families to have a focus on learning
- Promote 'A Life Ready for Learning' by setting up a learning fortnight to promote preparedness for learning across the city.

## EARLY YEARS

- Targeted work with schools/settings where outcomes are lower than expected.
- Encouraging setting to setting support, sharing best practice and working in collaboration with Teaching Schools.
- Deliver bespoke support and challenge to schools and settings, based on analysis of Early Years' data to ensure further improvements.





## PRIMARY

- Support senior school leaders in forensic data analysis.
- Ensure effective deployment of central resource to diminish differences.
- Ensure that universal traded offers are tightly aligned with city priorities
- Strengthen and embed partnership such as working with Teaching schools, Maths hubs, and other key partners.

## SECONDARY

- Maintain the high level of challenge and support and consider ways of further developing school to school support processes.
- Focus on developing effective leadership to improve the quality of teaching and learning.
- Focus on building on the greater demands of the KS2 curriculum at the point of transition to ensure that pupils in secondary schools make rapid progress in KS3.
- Roll out training to develop oral literacy so that pupils, and particularly EAL pupils, have the tools to access learning across a range of subjects.

## KEY STAGE 5

- Focus on schools working as consortia or closing their sixth form in order to establish a joint school sixth form where a broad and appropriate curriculum offer can be developed.
- Continue the Leeds Learning Partnership advanced Post 16 package offer.
- A focus on improving retention at Post 16, ensuring that students are recruited onto courses which enable them to succeed and they don't drop out before completing them.

# 5 Inspirational Teaching and Learning:

## ARTFORMS

- Promote strong attainment and achievement.
- Develop inspirational 'Teaching and Learning'
- Create a comprehensive programme of CPD for teachers and support staff
- Promote strategic leadership in the arts
- Providing clear progression pathways for all learners

## HEALTH AND WELLBEING

- Maximise income from schools beyond Leeds,.
- Promote and increase the use of the My Health My School Survey.
- Increase the use of the Investors in Pupils programme and attract additional franchise contracts.
- Promote the MindMate Champion programme.

## ACTIVE SCHOOLS

- Develop a skilled workforce that can, through collaboration and partnership, deliver, influence and promote high quality Physical Activity, PE and Sport
- 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

## EXCLUSIONS

- Work with Area Inclusion Partnerships, local Clusters, the Complex and Targeted Services for specific children and their families to reduce exclusions.
- Share data with Area Inclusion Partnerships to review processes around exclusion and share data with schools, academies and their governors.
- Launch the Future in Mind strategy and learn from the multi-agency SEMH Pathways Panel.





## 6 Uplifting Leadership

- Develop partnerships with the Teaching School Alliances to create a planned progression of training and development opportunities that can be delivered in schools and settings.
- Embed LA work with schools and settings to develop Leeds Learning Alliances that offer compatible and adaptable opportunities for partnership working.
- Through strong alignment of Governor Services and Learning improvement, ensure that governance is consistently good or better.

## 7 Fluid Transition

- Develop 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

- Support schools to offer good quality careers advice,
- Successfully address NEET and achieve the ambition to become a child friendly, NEET free city.

### BUSINESS ENGAGEMENT AND ENTERPRISE IN SCHOOLS

- Promote the LEP's Enterprise Adviser programme to our schools;
- Promote the Enterprise Adviser programme to Leeds businesses;
- Regularly engage with schools to understand the impact and value of the Enterprise Adviser programme.

### WORK AND DESTINATIONS

- Support schools in developing Careers Education, Information, Advice & Guidance
- Ensure apprenticeships are both known about and accessible to young people
- Meet the need for high quality technical routes to employment that meet the needs of local employers to support sustained economic growth.
- 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.



# The Annual Standards Report 2015-2016

### CONTACT:

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Best City for Learning Strategy  
2016-2020

