

ITEM No:

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REPORT TO EDUCATION LEEDS BOARD

SUBJECT: Attendance and Exclusion Report 2006/2007

Executive Summary

PURPOSE OF THE REPORT

- 1 The annual report on attendance and exclusions is intended to provide a summary with regard to authorised absences, permanent and fixed term exclusions.
- 2 The following is a summary of the key issues arising from the analysis of attendance and exclusions data for the 2006/07 academic year. A full report is provided in Appendix 1.

BACKGROUND

- 3 After improving considerably in previous years, attendance in Leeds primary schools fell by 0.35% in 2005/06 and the equivalent to 27,000 school days. 2006/07 saw a return to the positive trends demonstrated previously with a rise of 0.49%, the equivalent of 37,000 school days.
- 4 Attendance in Leeds primary schools is now at its highest level and has shown significant improvement since we started systematically measuring levels of attendance in 1996/97 when the figure recorded was 93.87%. Attendance at the end of 2007 has risen to 94.8%.
- 5 Unauthorised absence increased in 2006/07 in Leeds primary schools; this was replicated nationally and in comparative authorities. Initial analysis indicates that this is partially due to the introduction of statutory attendance codes for all schools across the country.
- 6 In the 2006/07 academic year, 72% (160 schools) of primary schools improved their attendance. Just over half, 53% of primary schools achieved their attendance targets.
- 7 58%, 127 primary schools are in the top quartile and 81.5%, 177 schools are in the top two quartiles for attendance. 15.8%, 6 secondary schools are in the top quartile and 42.1% are in the top two quartiles for secondary attendance.
- 8 A key focus of our work over the next year will be to work in partnership with these schools to disseminate best practice using the No Child Left Behind framework.
- 9 Primary attendance improved in all wedges in 2006/07. Attendance remains the highest in the North East wedge with the North West wedge a close second. Attendance remains lower than the Leeds average in the East and South wedges

however both have demonstrated significant increases on last years figures with the South showing their best attendance figures in the last three years.

- 10 Significant improvements can be seen in the attendance of primary age pupils in receipt of FFI funding, level 1 with an increase of 11% from 85% in 2005/06 to 96% in 2006/07, placing this cohort group above the Leeds average by 2%.
- 11 The attendance of Looked after Children in primary schools also showed a significant increase in levels of attendance from 88% in 2005/06 to 94% in 2006/07, placing them in line with the Leeds average.
- 12 After improving considerably in previous years, attendance in Leeds secondary schools fell by 0.8% in 2005/06, the equivalent to 37,000 school days. In 2006/07 the downward trend was halted and secondary attendance stable at 90.9%.
- 13 Across Leeds secondary schools unauthorised absence has increased by 0.71%. Some of the increase in unauthorised absence will be explained by improved data quality through the introduction of the new national attendance codes in September 2006, this is reflected in the increase in unauthorised absence seen nationally and in statistical neighbours
- 14 Of the pupils that had attendance below 80% in 2005/06, only 13.6% achieved 5 or more GCSEs at grades A*-C, compared to 52.2% for all pupils and 65.9% for pupils with attendance greater than 95%. The percentage achieving 5 or more A*-C increases as attendance increases.
- 15 In the 2005/06 academic year, 15 Leeds secondary schools were identified as target schools; this has risen to 18 in 2006/07. Two of the 2005/06 cohort of schools have made significant progress and are no longer target schools. An additional five schools have been added to the target schools list due to the change in criteria.
- 16 Of the 15 target schools in 2005/06, eight reduced the number of persistent absentees, by more than 10 and overall the target schools achieved a 10% reduction in the number of persistent absentees. Of the five schools that have become target schools in 2006/07, 3 enter due to the change in criteria and two due to significant increases in persistent absentee pupils.
- 17 Secondary attendance remained static in the South, rose slightly in the West and North East and declined in the North West and East.
- 18 Attendance in SILCs has fallen in 2006/07. This is mainly due to the impact of one SILC, five of the six SILCs have attendance above 88%, but attendance at the citywide BESD SILC fell to 66% in 2006/07.
- 19 Reduction of permanent exclusions has been a key driver of the 'No Child Left Behind' agenda. Brilliant results have been achieved over the last three years in reducing permanent exclusions

- 20 The number of permanent exclusions in Leeds schools has fallen significantly. The percentage of pupils permanently excluded in Leeds has been below national levels since 2004/05, the percentage of pupils excluded in Leeds in 2006/07 is half the national rate for 2005/06.
- 21 In the 2006/07 academic year there were no permanent exclusions from Leeds primary schools or SILCs. The percentage of pupils permanently excluded from primary schools and SILCs in Leeds has been consistently below national levels over the last three years.
- 22 The percentage of permanent exclusions in Leeds that was for persistent disruptive behaviour decreased in 2006/07 and is now lower than the national average. The proportions of exclusions for 'Other' reason and 'Verbal Abuse of Staff' are lower in Leeds than nationally.
- 23 The number of schools with five or more permanent exclusions decreased once again in 2006/07, with only four schools having this level of exclusions. These four schools accounted for 45% of all permanent exclusions. Over a quarter of schools (10) had no permanent exclusions in the 2006/07 academic year.

MAIN ISSUES

- 24 Leeds schools are increasingly high achieving, inclusive learning places. They do not exclude children and young people easily and make every effort to ensure they find creative positive solutions rather than exclude. Increased inclusive learning opportunities are being found through a more personalised flexible approach and increasingly the range of support and opportunities are opening up to ensure that young people will be listened to and their needs met. The 14 – 19 agenda will further support this journey.
- 25 Extended services and increasingly multi-agency working at a local level, right in the heart of our learning communities, is supporting children and families to raise their aspirations and hopes and actively choose to attend, learn and be fully included. In Leeds we now have 32 extended school clusters and are well on our way to meeting our target of half of primary schools and one third of secondary schools providing the core offer by September 2008.
- 26 The introduction of the Common Assessment Framework (CAF), lead professional and more recently lead budget holding professional demands that services and agencies work differently to support children, families and schools. Multi-agency conferencing and action planning around the needs of the child and family requires rapid response from services once their representative returns with the agreed actions that will be commissioned from individuals and services. Leeds has piloted and evaluated their implementation of this approach in the West of the City and is now well placed to build upon this learning and action across the City. At this time 217 CAFs have been initiated and 239 people have been trained to take on the Lead Professional role from across all agencies.
- 27 Over the last year services have been evaluating how they work and their core purpose and functions. Many have re-aligned or in some cases restructured themselves to deliver in a Children Service's world.

- 28 The Attendance Service has recognised the need for new ways of integrated working in localities that is responsive to the needs of children, families and schools and is increasingly most effective when working in partnership with other services and agencies across the Council. Key objective 4 of the refreshed Inclusive Learning Strategy will focus on the shift to increased localised delivery across clusters and localities.
- 29 At the same time they have strengthened their central monitoring and support role through increased partnership working with the National Strategies team to identify, develop and disseminate best practice. Attendance Advisers are increasingly working with secondary school advisers and services at a local level using the framework established through 'No Child Left Behind', to identify need and target resources as required. Increasingly this work will be increase through attendance officers located in and working with other services in a more integrated way at a localised level within extended service clusters.
- 30 Joint target setting for Attendance and exclusions are now well embedded in the School Improvement Partners (SIP's) visits.
- 31 The partnership and collaborative approach used through 'No Child Left Behind' is now well established and has given schools, as the main deliverers of learning in their local communities, a platform to plan and craft the future with services and agencies across Children Leeds that will reflect local need yet meet the needs of all children and families across the City.
- 32 53 Parent Support Advisers (PSA's) are supporting 79 primary and secondary schools, pupil referral units and Specialist Inclusive Learning Centre's (SILC's). Of the 1121 young people supported by PSA involvement, 125 had been fixed term excluded immediately prior to PSA support. Following PSA support, 54 of these children and young people have not received a further fixed term exclusion up to July 2007.
- 33 All PSA's are working to improve the attendance and punctuality of children and young people by supporting parents and carers at Stage 1 of the Attendance Improvement Strategy 5 stage process. Attendance has improved by at least 485 of children and young people whose parents/carers have been supported by Parent Support Adviser, between January and July 2007. Attendance was recorded as the primary reason for referral in 392 cases (34% of all cases).
- 34 All partners across the City have signed up to the shared vision of high quality inclusive learning across the continuum of need, whatever it takes.
- 35 Whilst the LPSA targets for 2008 are challenging 40 permanent exclusions; 25 fixed term exclusions per thousand pupils and increased levels of attendance to 92.3%. all partners recognise it is the minimum we would want to aspire to for children and young people in Leeds as high attendance, low exclusions and raised achievement and inclusive learning, through a personalised approach, is our ultimate aim.
- 36 Scrutiny has endorsed our next steps and offered to work with us to re-focus the work of our schools and services across the behaviour continuum and craft a future for our Specialist Inclusive Learning Centre.
- 37 The strategies employed to date and the impact they have already achieved ensures we are well placed to escalate progress over 2007/08 and meet our agreed targets. Our refreshed inclusive learning strategy will focus over this year on building to

progress to data to achieve high achievement for all in high quality learning places.

RECOMMENDATIONS

- 38 The Board is asked to:
- a. Note the contents of the report.
 - b. Celebrate and endorse the continued success of schools and services in Leeds and the range of innovative strategies in place.

Attendance and Exclusions Report 2006/2007

1. Attendance and Absence In Primary Schools

1.1 Comparative Attendance Data: Primary Schools

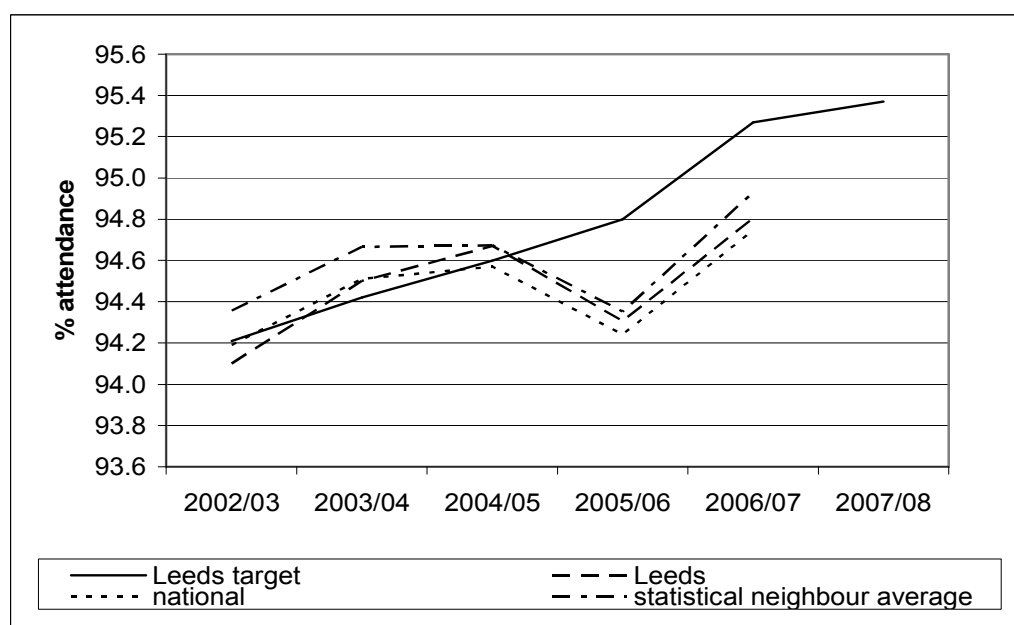
1.1.1 The comparative attendance and absence indicators for Leeds primary schools from 2002/03 to 2006/07 are shown in the tables below.

Table 1.1.1 Percentage attendance in primary schools

	Leeds target	Leeds	National	Statistical Neighbour Average
2002/03	94.2	94.10	94.19	94.36
2003/04	94.4	94.50	94.51	94.67
2004/05	94.6	94.67	94.57	94.67
2005/06	94.8	94.31	94.24	94.35
2006/07	95.3	94.80	94.75	94.93

Source: Forvus returns

Table 1.1.2



1.1.2 After improving considerably in previous years, attendance in Leeds primary schools fell by 0.35% in 2005/06, the equivalent to 27,000 school days. 2006/07 saw a return to the positive trends demonstrated previously with a rise of 0.49%, the equivalent of 37,000 school days.

1.1.3 Attendance in Leeds primary schools is now at its highest level and has shown significant improvement since we started systematically measuring levels of attendance in 1996/97 when the figure recorded was 93.87%. Attendance at the end of 2007 has risen by 94.8%.

1.1.4 The target set for 2006/07 of 95.03% was not achieved however Leeds primary attendance figures remain higher than the national levels of attendance by 0.5%, and continues to rise at a steady rate.

1.1.5 As can be seen in Table 1.1.2 authorised absence from Leeds primary schools fell by 1.45% in 2006/07 and remains lower than the national average.

Table 1.1.3 Percentage authorised absence in primary schools

	Leeds	National	Statistical Neighbour Average
2002/03	5.45	5.38	5.30
2003/04	5.08	5.08	4.98
2004/05	4.91	5.00	4.94
2005/06	5.26	5.30	5.22
2006/07	4.71	4.73	4.60

Source: Forvus returns

1.1.6 Unauthorised absence increased in 2006/07 in Leeds primary schools, this was replicated nationally and in comparative authorities. Initial analysis indicates that this is partially due to the introduction of statutory attendance codes for all schools across the country.

Table 1.1.4 Percentage of unauthorised absence in primary schools

	Leeds	National	Statistical Neighbour Average
2002/03	0.43	0.43	0.35
2003/04	0.40	0.41	0.36
2004/05	0.42	0.43	0.39
2005/06	0.43	0.46	0.42
2006/07	0.48	0.52	0.47

Source: Forvus returns

1.2 Reasons for Absence

Table 1.2.1 Reasons for absence in primary schools: autumn and spring term 2006/07

Reason for absence	% of absences	% of all possible sessions
<i>Authorised absence</i>		
Illness	61.5	3.2
Medical/Dental appointments	5.4	0.3
Religious observance	0.1	0.0
Study leave	0.0	0.0
Traveller absence	0.3	0.0
Agreed family holiday	14.8	0.8
Agreed extended family holiday	1.0	0.1
Excluded	0.3	0.0
Other authorised reason	5.0	0.3
<i>Unauthorised absence</i>		
Not agreed family holiday	1.0	0.1
Arrived after registers closed	1.4	0.1
Other unauthorised reason	5.0	0.3
No reason yet provided	1.9	0.1

Source: School Census

1.2.1. The table above shows that almost two thirds, of absence from primary schools is due to illness. Approximately 16% of absences were due to agreed, or not agreed family holidays and that holidays taken in term time contributed to 0.9% of the total absence figures in Leeds primary schools. 5% of absences from primary schools were for 'other unauthorised reason', the equivalent of truancy under the old coding system.

1.2.2. Increasingly the attendance team are able to collect individual pupil level data and work in a more integrated partnership way with other services and agencies across Children Leeds to target efforts at preventative work early at those children and families with the highest level of need. This will be a key focus of our work over 2007/2008.

1.3 Distribution of Pupils by Attendance Band and the link between Attendance and Attainment

1.3.1. Table 1.3.1. below shows that 85% of pupils in Leeds primary schools had attendance above 95% in the autumn and spring terms of the 2006/07 academic year. 15% had attendance below 90%, a factor that will have had a significant impact on their achievement, attainment, health and well being.

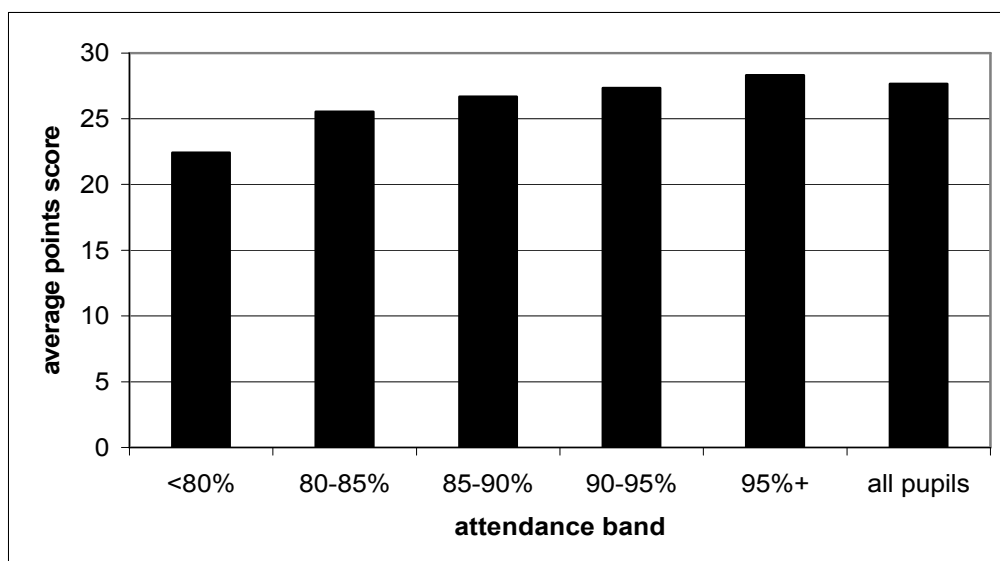
Table 1. 3.1. Distribution of pupils by attendance: Autumn and Spring term 2006/07

Attendance Band	Percentage of pupils
<80%	3.0
80-85%	3.2
85-90%	8.5
90-95%	23.6
95%+	61.8

Source: School Census

1.3.2. The chart below shows attainment at Key Stage 2 by attendance bands and demonstrates clearly the impact of attendance on attainment, with pupils with lower attendance achieving lower average points scores in Key Stage 2 in 2007.

Table 1.3.2. 2007 Key Stage 2 attainment by attendance band



Source: School Census and NCER KeyPas

1.4 1.4 School Performance

1.4.1 In the 2006/07 academic year, 72% (160 schools) of primary schools improved their attendance. Just over half, 53% of primary schools achieved their attendance targets.

1.4.2 The DCSF released new target setting guidance for schools at the end of September 2007. This document contains information on the median, lower and upper quartile of absence for schools with the same percentage of pupils eligible for free school meals (as opposed to the old methodology which split schools into quintiles based on their free school meal eligibility). Schools are expected to set targets to achieve levels of absence at or below the median level of absence for the free school meal percentage.

1.4.3 The table below shows the numbers and percentages of primary schools in each quartile when their 2006/07 absence is compared to quartile performance for each school's free school meal percentage.

Table 1.4.1 Primary school performance against schools with the same free school meal eligibility

	Number of schools	% of schools
Top quartile	127	58.5
Second quartile	50	23.0
3rd quartile	26	12.0
Bottom quartile	14	6.5

1.4.4 Analysis of the table shows that 82% of primary schools already have levels of absence lower than the median for the free school meal percentage. Only 14 schools are in the bottom quartile of performance.

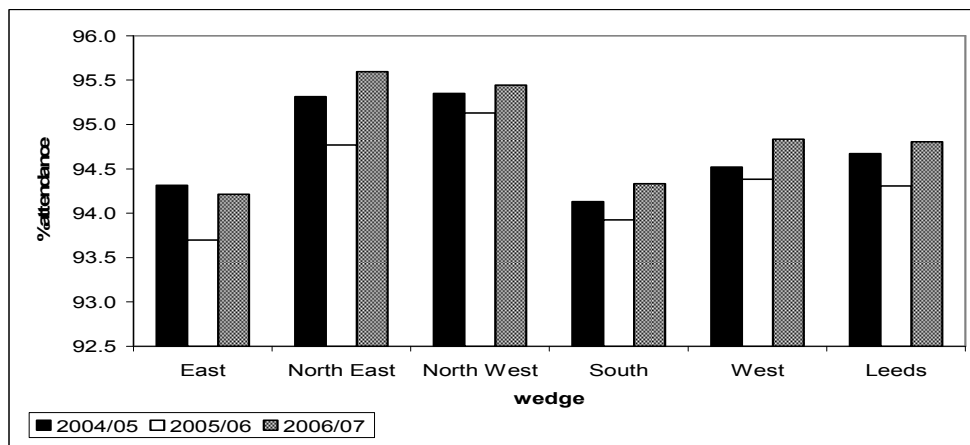
1.4.5 Education Leeds have categorised schools and identified those requiring most support to raise their levels of attendance. 33 primary schools with the highest proportions of pupils with attendance below 85% have been identified for additional support through Attendance Champions and the National Strategies Programmes.

1.4.6 52% of primary schools that have been inspected under the new framework were good or better for attendance. A key focus of our work over the next year will be to work in partnership with these schools to disseminate best practice.

1.5 Wedge Based Attendance Figures

1.5.1 Primary attendance improved in all wedges in 2006/07. Attendance remains the highest in the North East wedge with the North West wedge a close second. Attendance remains lower than the Leeds average in the East and South wedges however both have demonstrated significant increases on last year's figures with the South showing their best attendance figures in the last three years.

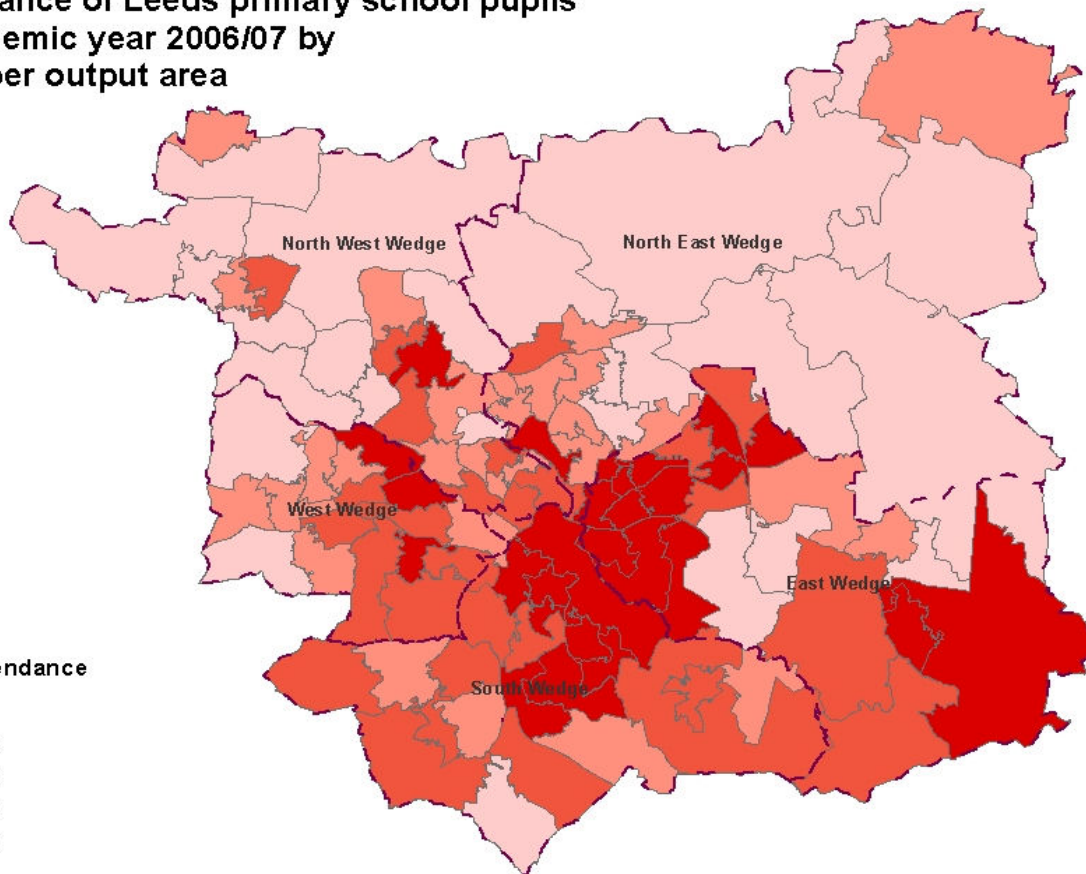
1.5.1 Primary attendance by wedge



Source: Forvus returns

1.5.2 There is considerable variation in levels of attendance within wedges as demonstrated in the map below which shows the link between attendance and deprivation, with lower levels of attendance in the more deprived areas of the city.

The attendance of Leeds primary school pupils in the academic year 2006/07 by middle super output area



Source: Education Leeds - pupil level attendance data

Produced by the Performance Management and Information Team, Education Leeds

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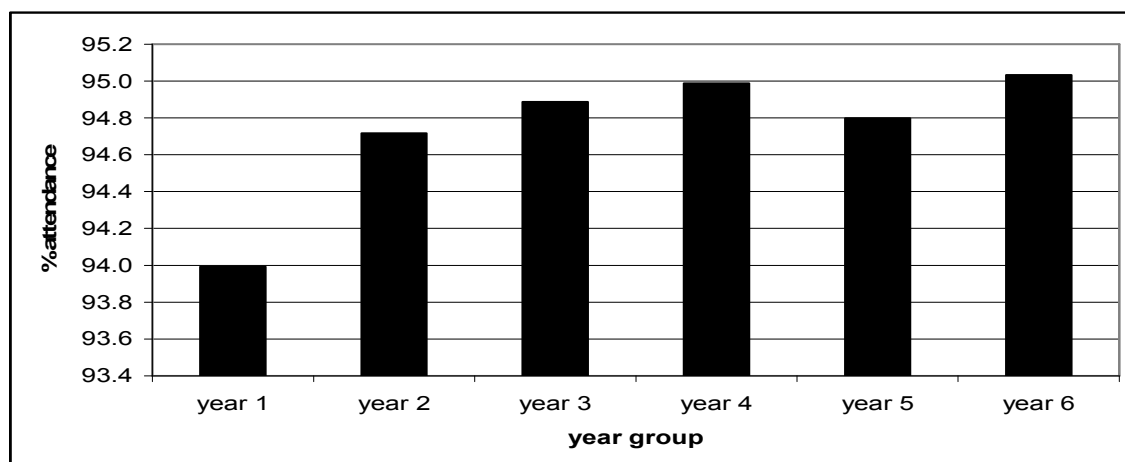
Performance Management & Information Team
Education Leeds

1.5.3 Considerable resources have been targeted through the Excellence in Cities Initiative at the most deprived areas across the city. Education Leeds are strengthening our monitoring framework and the impact of this resource as part of our Inclusive Learning Strategy.

1.6 Attendance by Pupil Group

1.6.1. There is less variation between attendance of year groups in primary than in secondary schools. One notable pattern is lower attendance in year 1 which, other than a slight dip in year 5, continues to improve year on year.

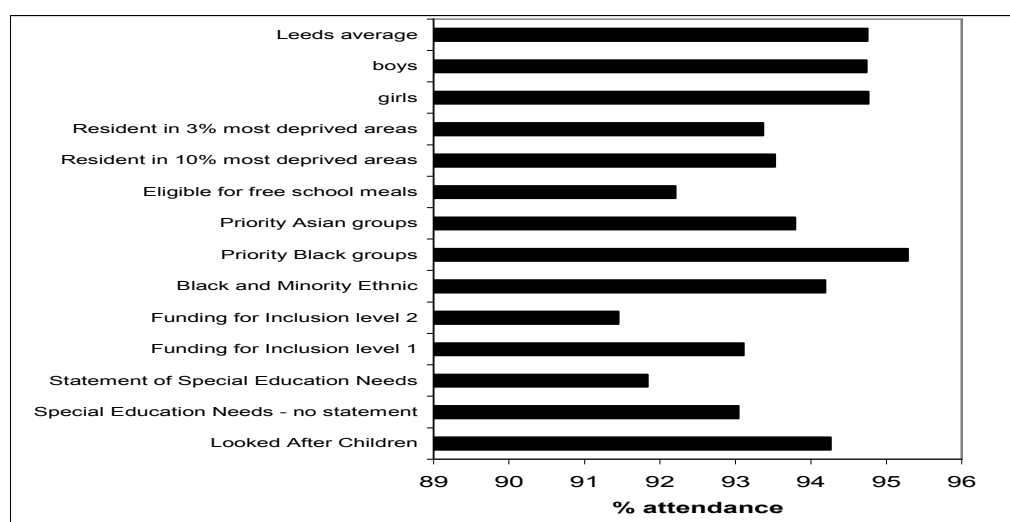
Table 1.6.1. Attendance by year group



Source: School Census

1.6.2. Table 1.6.2 shows that in 2006/07 there was no difference in the attendance between boys and girls in primary schools. The overall attendance of pupils of Black and Minority Ethnic heritage was slightly lower than the Leeds average whilst pupils of Black heritage had attendance above the Leeds average. Detailed analysis of attendance by ethnic group is shown in the table below.

Table 1.6.2. Attendance by pupil group



Source: School Census

1.6.3. The lowest levels of attendance were for pupils eligible for free schools meals, pupil with statements of Special Education Needs (SEN) and pupils in receipt of level 2 Funding for Inclusion (FFI) however even within these figures an upward trend is observable for both SEN, and those pupils in receipt of FFI level 2 funding.

1.6.4 A strengthened monitoring framework is a key theme of our re-structured SEN Monitoring, assessment and planning team. Individual pupil reviews and pupil tracking will focus on both pupil progress, attendance and unauthorised absences. For the first time in 2006/07 we have been able to collect accurate individual pupil level data in relation to attendance and ethnicity as can be seen in Table 1.6.3.

Table 1.6.3. Attendance by ethnicity

Ethnicity	% attendance
<i>Asian or Asian British</i>	
Bangladeshi	91.7
Indian	94.9
Kashmiri Other	93.2
Kashmiri Pakistani	94.6
Other Pakistani	94.1
Other Asian	93.2
<i>Black or Black British</i>	
Black African	96.4
Black Caribbean	95.3
Other Black Background	94.8
Chinese	96.5
<i>Mixed Heritage</i>	
Other Mixed Background	93.7
Mixed Asian and White	94.4
Mixed Black African and White	95.4
Mixed Black Caribbean and White	94.0
Other Ethnic group	93.3
<i>White</i>	
White British	94.9
White Irish	95.3
Other White Background	93.5
<i>Traveller Groups</i>	
Traveller Irish Heritage	77.7
Gypsy Roma	85.5

Source: School Census

1.6.5 Attendance in primary schools is significantly lower for pupils of Traveller heritage than the Leeds average. Pupils of Bangladeshi heritage attendance is well below the Leeds average whilst pupils of Other Pakistani heritage had a level of attendance 0.7 percentage points below the Leeds average. The attendance of Black Caribbean pupils is equal to the Leeds average, and above average for pupils of Black African heritage.

2 ATTENDANCE IN SECONDARY SCHOOLS

2.1 Comparative Attendance and Absence Data: Secondary Schools

2.1.1 Analysis of secondary attendance and exclusion figures excludes figures from the David Young Academy as these are returned directly to the DCSF.

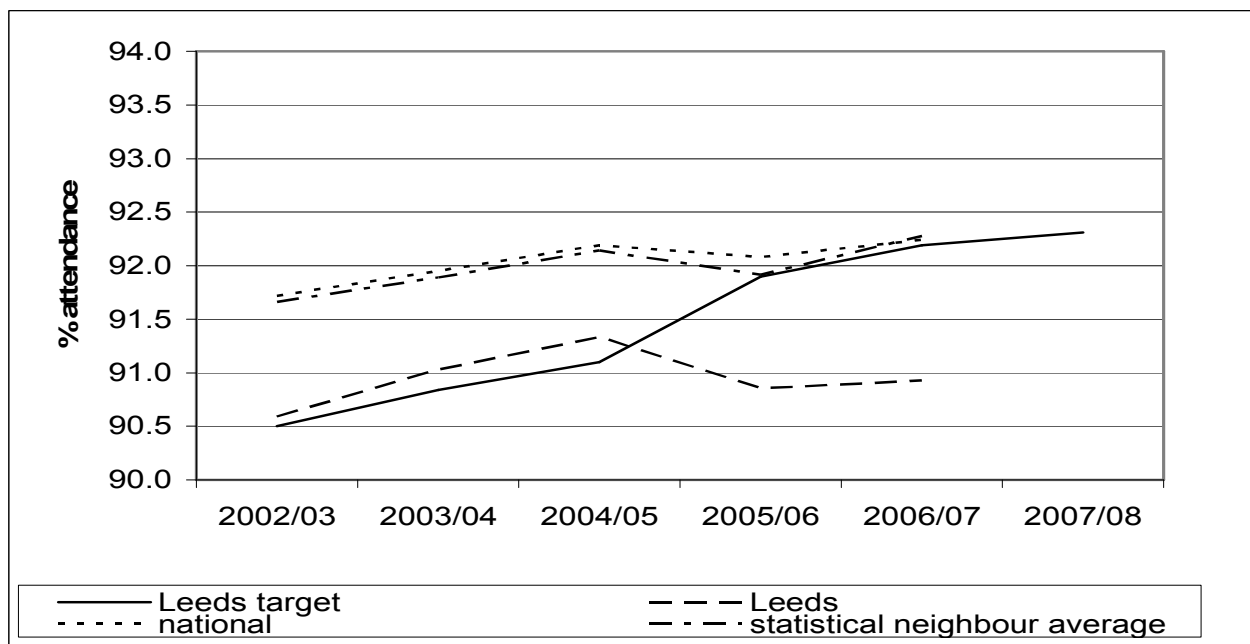
2.1.2 The comparative attendance and absence figures for Leeds primary schools from 2002/03 to 2006/07 are shown in the table below.

Table 2.1.1. Percentage attendance in secondary schools

	Leeds target	Leeds	National	Statistical Neighbour Average
2002/03	90.5	90.59	91.72	91.66
2003/04	90.8	91.03	91.95	91.89
2004/05	91.1	91.33	92.19	92.14
2005/06	91.9	90.85	92.08	91.92
2006/07*	92.2	90.93	92.24	92.28

Source: Forvus returns; * 2006/07 data from Forvus equivalent returns provided by schools

Table 2.1.2



2.1.3 After improving considerably in previous years, attendance in Leeds secondary schools fell by 0.8% in 2005/06, the equivalent to 37,000 school days. The rise was slightly less than that achieved nationally and by statistical neighbours, hence widening the gap, however the downward trend was halted and secondary attendance stable at 90.9%.

2.1.4 The target set for 2006/07 of 92.2% was not achieved. A significant step change in secondary attendance is required to meet the Local Public Service Agreement target of 92.3% attendance in the 2007/08 academic year.

2.1.5 The addition of the Parent Support Advisers is already having an impact. Further integrated work between PSA's and attendance advisers over 2007/2008 will be a key strand of the strategy. As illustrated in the table below authorised absence fell in 2006/07 and is now lower than in any of the last five years.

Table 2.1.3 .Percentage authorised absence in secondary schools

	Leeds	National	Statistical Neighbour Average
2002/03	7.48	7.21	7.25
2003/04	6.94	6.92	6.96
2004/05	6.75	6.58	6.51
2005/06	7.29	6.70	6.72
2006/07	6.51	6.30	6.16

*Source: Forvus returns; * 2006/07 data for Forvus equivalent returns provided by schools*

2.1.6 Attendance is everybody's concern. The Common Assessment Framework (CAF) and lead budget hold professionals are fully operational and will be used where individual attendance figures are low. Across Leeds secondary schools unauthorised absence has increased by 0.71%. Some of the increase in unauthorised absence will be explained by improved data quality through the introduction of the new national attendance codes in September 2006, this is reflected in the increase in unauthorised absence seen nationally and in statistical neighbours

2.1.4. Percentage unauthorised absence in secondary schools

	Leeds	National	Statistical Neighbour Average
2002/03	1.92	1.07	1.09
2003/04	2.03	1.13	1.16
2004/05	1.91	1.23	1.35
2005/06	1.85	1.22	1.37
2006/07	2.56	1.46	1.56

*Source: Forvus returns; * 2006/07 data for Forvus equivalent returns provided by schools*

2.1.7 All Leeds secondary schools are now using the new codes resulting in data being more robust than that reported previously.

2.1.8 The increase in Leeds is higher than national or comparative authorities. Some of this additional increase is explained through local issues with recording attendance in three high schools. These schools each had 50% or more of their absences recorded as 'N – reason not yet provided', which counts as an unauthorised absence. Each of these three schools showed an increase in unauthorised absence of over 4% compared to 2005/06.

2.1.9 Inaccurate data has been identified as a leadership and management issue as the responsibility for tracking and improving attendance and pupil outcomes lies with the headteacher and Governing body. Accuracy of data collection and the use of it to track and safeguard pupils is key to a successful school. Lead responsibility for Attendance on the Senior Leadership Team and accurate use of data has been built into our school improvement policies and procedures. To not have these things in place will result in the school being placed in an extended partnership.

2.1.10 Guidance has been widely circulated to schools on using these codes, and a Registration Coding Escalation Policy produced to address emerging concerns.

2.1.11 Following a pilot in the South of the City and extensive consultation including the South Area Management Board the Attendance service was restructured over the last academic year to build in greater scrutiny and challenge through the introduction of the Attendance Adviser role. The new structure has still to embed in practice therefore results of this change will not be evident in this years figures.

2.1.12 The Structure will enable attendance advisers to work across clusters and areas in more integrated ways with other services and agencies ensuring that they target their efforts at these children and families requiring the most support with attendance.

2.2 Reasons for Absence

2.2.1 Reasons for absence in secondary schools in the autumn and spring term of 2006/07 are shown in the table below.

Table 2.2.1 Reasons for absence in secondary schools: autumn and spring term 2006/07

Reason for absence	% of absences	% of all possible sessions
<i>Authorised absence</i>		
Illness	45.4	4.3
Medical/Dental appointments	5.1	0.5
Religious observance	0.1	0.0
Study leave	0.6	0.1
Traveller absence	0.1	0.0
Agreed family holiday	5.4	0.5
Agreed extended family holiday	0.1	0.0
Excluded	3.8	0.4
Other authorised reason	7.5	0.7
<i>Unauthorised absence</i>		
Not agreed family holiday	0.8	0.1
Arrived after registers closed	1.4	0.1
Other unauthorised reason	15.3	1.4
No reason yet provided	11.0	0.9

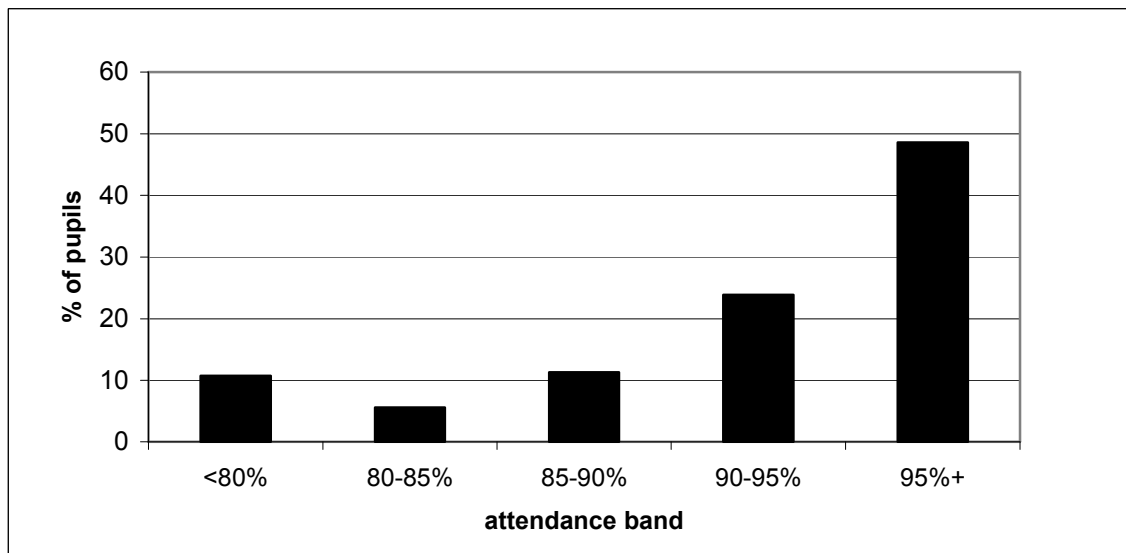
Source: School Census

2.2.2 As the table indicates the high use of the code 'N' as discussed above, is not a widespread problem across all schools, but concentrated in a few. 45.4% of absences were due to illness which is significantly lower than the figure of 61.5% seen in primaries. 5.4% of holidays are taken in term time compared with 14.8% in primary schools whilst the levels of 'Other unauthorised reason' (closest equivalent to truancy) are higher in secondary than primary and accounting for 15% of all absences in secondary.

2.3 Distribution of Pupils by Attendance Band and the link between Attendance and Attainment

2.3.1 The table below illustrates that in 2006/07, just over 10% of pupils in secondary schools had levels of attendance below 80% and a quarter of pupils had attendance below 95%. Only 48% of pupils had attendance over 95%. National research demonstrates that for every 17 days lost to non attendance is equivalent to the loss of one grade in the end of Key Stage 4 examinations.

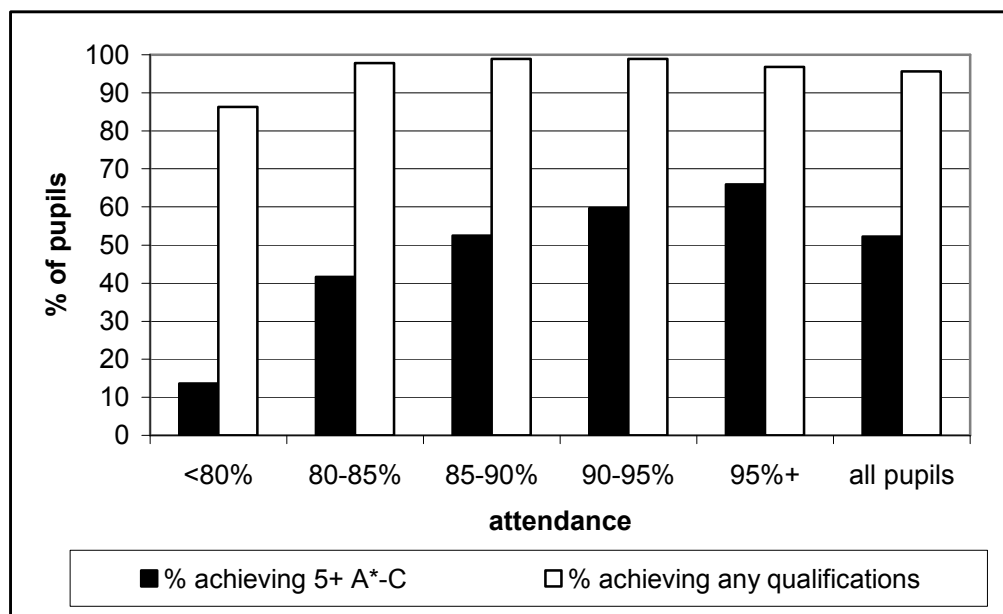
Table 2.3.1. Distribution of pupils by attendance: Autumn and Spring term 2006/07



Source: School Census

2.3.2 The table and chart below indicates clearly the link between attendance and outcomes for children and young people in Key Stage 4 in 2006 (2007 data is not available at the time of publication).

Table 2.3.2. 2006 Key Stage 4 results by attendance band



Source: Secondary School Census and NCER EPAS

2.3.3 Of the pupils that had attendance below 80% in 2005/06, only 13.6% achieved 5 or more GCSEs at grades A*-C, compared to 52.2% for all pupils

and 65.9% for pupils with attendance greater than 95%. The percentage achieving 5 or more A*-C increases as attendance increases.

2.3.4 Only 86.3% of persistently absent pupils achieved any qualifications, compared to 95.6% for all children in Leeds. The pattern of increasing percentages of pupils attaining any qualification as attendance increases, with the exception of pupils with 95% or higher attendance, is very evident. These figures are further influenced by high numbers of pupils taking vocational qualifications in colleges that are either not recorded or not achieved. For example, in 2006, 13.4% of pupils with 95%+ attendance in the School Census took vocational qualifications, the highest percentage of any attendance band. These pupils are likely to be marked as 'Based Off Site', therefore present.

Table 2.3.3 2006 Key Stage 4 results by attendance band

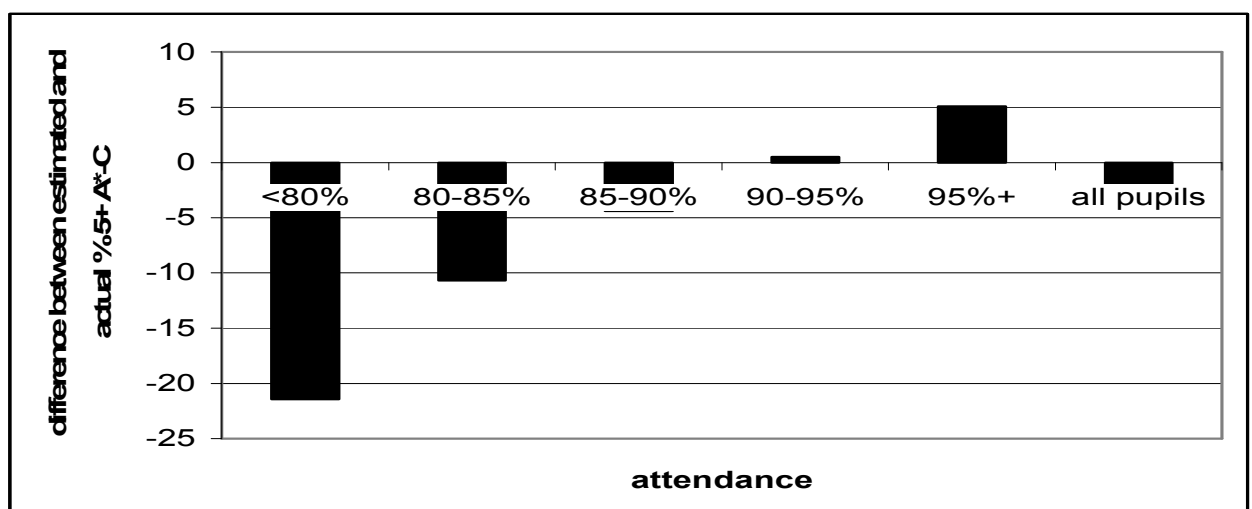
attendance	5+ A*-C	Any qualifications
<80%	13.6	86.3
80-85%	41.7	97.9
85-90%	52.5	98.9
90-95%	59.7	98.9
95%+	65.9	96.8
All pupils	52.2	95.6

Source: Secondary School Census and NCER EPAS

2.3.5 Education Leeds are working closely with partners to develop the 14-19 strategy which will ensure that the full range of vocational programmes, diplomas and learning pathways are embedded from the beginning. Hence impacting on levels of attendance and attainment.

2.3.6 The chart below indicates the difference between the percentage of pupils estimated (using Fischer Family Trust) to achieve 5 or more A*-C at GCSE and the percentage of pupils that actually achieved this benchmark in 2006. As the chart illustrates not only do pupils with the lowest attendance have the lowest levels of attainment, they also perform worst in relation to expectations. For persistent absentee pupils, 21% less achieved 5 or more A*-C than were expected to, compared to 3% less for all pupils. Five percent more pupils with 95% or more attendance achieved 5 or more A*-C than were estimated to.

Table 2.3.4 Difference between estimate and actual percentage 5+ A-C at GCSE*



Source: Secondary School Census and Fischer Family Trust

2.4 Persistent Absence

2.4.1 In November 2006, the DCSF announced a new drive to tackle persistent absence (PA) in schools. Persistent absence was defined as pupils who miss 20% or more of the school year. The figure of 20% absence was chosen as it is a widely-used threshold for intervention, recognising the significant impact that such low attendance has on outcomes for young people, illustrated throughout this report.

2.4.2 Persistent absence is now the DCSF criteria for identifying target secondary schools and local authorities for attendance. The criteria are based around the number and percentage of pupils that are persistent absentees in a school.

2.4.3 In the 2005/06 academic year, 15 Leeds secondary schools were identified as target schools, this has risen to 18 in 2006/07. Two of the 2005/06 cohort of schools have made significant progress and are no longer target schools however an additional five schools have been added to the target schools list due to the change in criteria as shown below:

2005/06 criteria

- at least 80 or more persistent absentee pupils
- these pupils formed 10% or more of each school's population

2006/07 criteria

- at least 70 or more persistent absentee pupils
- these pupils formed 9% or more of each school's population

2.4.4 Nationally, in the autumn and spring term of the 2005/06 academic year, 7.8% of pupils in secondary schools were persistent absentees. These pupils accounted for nearly one-third of absence and nearly two-thirds of unauthorised absence in secondary schools.

2.4.5 As can be seen in the table below 10.7% of the secondary cohort in Leeds in 2005/06 were persistent absentees. This is greater than the 7.8% of pupils nationally. This 10% of pupils accounted for 38% of all absence from Leeds secondary schools, 29% of authorised absence and 78% of unauthorised absence. The percentage of pupils that were persistent absentees in Leeds secondary schools reduced by almost 1% in 2006/07. The 4055 pupils that were persistent absentees in 2006/07 contributed to 30% of authorised absence and 72% of unauthorised absence. National data is not yet available for 2006/07.

2.4.6 It is this group of children and young people that the service will be focussing on over 2007/2008. Increased data sharing and working in a more integrated way across Children Leeds will be a key focus of future working in localities and across extended school clusters.

Table 2.4.1 Number and percentage of persistent absent pupils in secondary schools¹

	number of persistent absentee	% of pupils that were persistent absentees
2005/06	4625	10.7
2006/07	4055	9.8

Source: School Census

Notes: 1 - pupils with 51 or more absence sessions in the autumn and spring terms

2.5 School Performance

2.5.1 In the 2006/07 academic year, 20 secondary schools (53%) improved their attendance, 10 schools achieved their attendance targets.

2.5.2 At the end of September 2007 the DCSF released new target setting guidance for schools. This document contains information on the median, lower and upper quartile of absence for schools with the same percentage of pupils eligible for free school meals (as opposed to the old methodology which split schools into quintiles based on their free school meal eligibility). Schools are expected to set targets to achieve levels of absence at or below the median level of absence for the free school meal percentage.

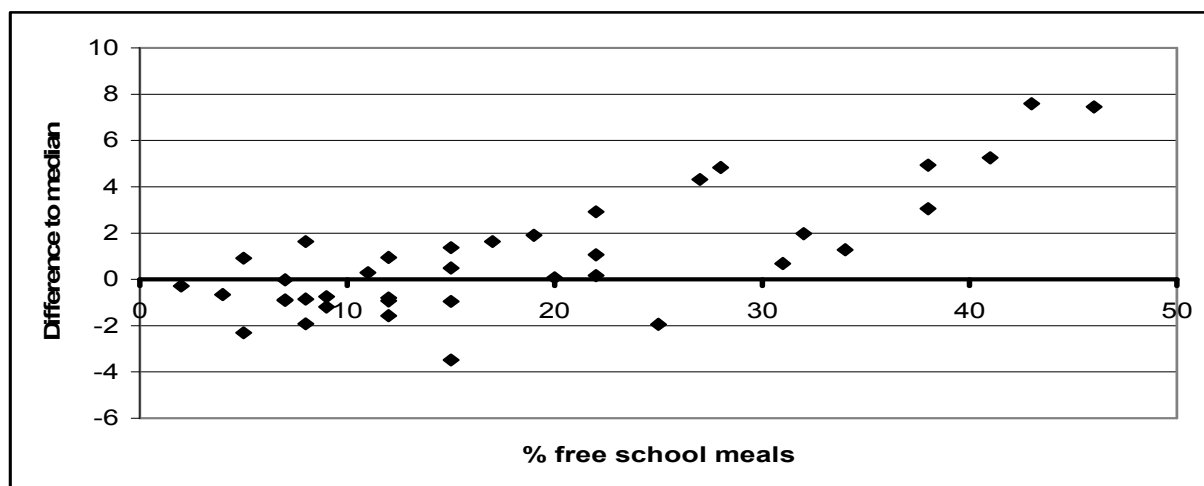
2.5.3 The table below shows the numbers and percentages of secondary schools in each quartile when their 2006/07 absence is compared to quartile performance for each school's free school meal percentage.

Table 2.5.1 Secondary school performance against schools with the same free school meal eligibility

	Number of schools	% of schools
Top quartile	6	15.8
Second quartile	10	26.3
3rd quartile	9	23.7
Bottom quartile	13	34.2

2.5.4 Analysis of the table above shows that only 57.9% of secondary schools have levels of absence lower than the median for the free school meal percentage. Thirteen schools, over one third, are in the bottom quartile of performance.

Table 2.5.2. Difference to the median level of absence for secondary schools



2.5.5 The chart above shows the distribution of secondary schools by free school meal eligibility and the difference to the median level of absence. This indicates that schools in Leeds with higher levels of free school meal eligibility show the worst performance on comparison to similar schools nationally, having the largest differentials to the national medians

2.5.6 The table below illustrates the target schools for persistent absence

Table 2.5.3 Number and percentage of persistent absentees in target schools

	2005/06		2006/07	
	Number of PA	% of pupils who were PA	Number of PA	% of pupils who were PA
<i>Target schools in 2005/06 and 2006/07</i>				
Lawnswood School	225	17.0	209	15.6
City of Leeds School	120	22.1	177	28.8
Allerton Grange School	185	12.6	182	12.2
Primrose High School	170	25.6	191	22.8
John Smeaton Community High School	208	20.3	178	19.0
Cockburn College of Arts	184	17.7	118	10.8
Intake High School Arts College	202	17.8	201	18.8
Wortley High School	128	15.8	126	15.6
West Leeds High School	179	17.4	163	15.8
Parklands Girls' High School	125	17.5	143	20.1
Rodillian School	141	11.7	136	11.1
Mount St Mary's Catholic High School	141	11.5	113	10.0
South Leeds High School	390	29.2	251	19.4
<i>Target schools in 2005/06 but not in 2006/07</i>				
Ralph Thoresby High School	100	11.5	77	8.8
Morley High School	128	10.2	102	8.0
<i>New target schools for 2006/07</i>				
Carr Manor High School	83	12.1	75	12.0
Temple Moor High School	96	8.3	104	9.2
Farnley Park High School	47	6.3	98	12.8
Royds School	106	8.7	149	12.5
Bruntcliffe School	122	9.1	131	9.7

Source: DCSF and School Census

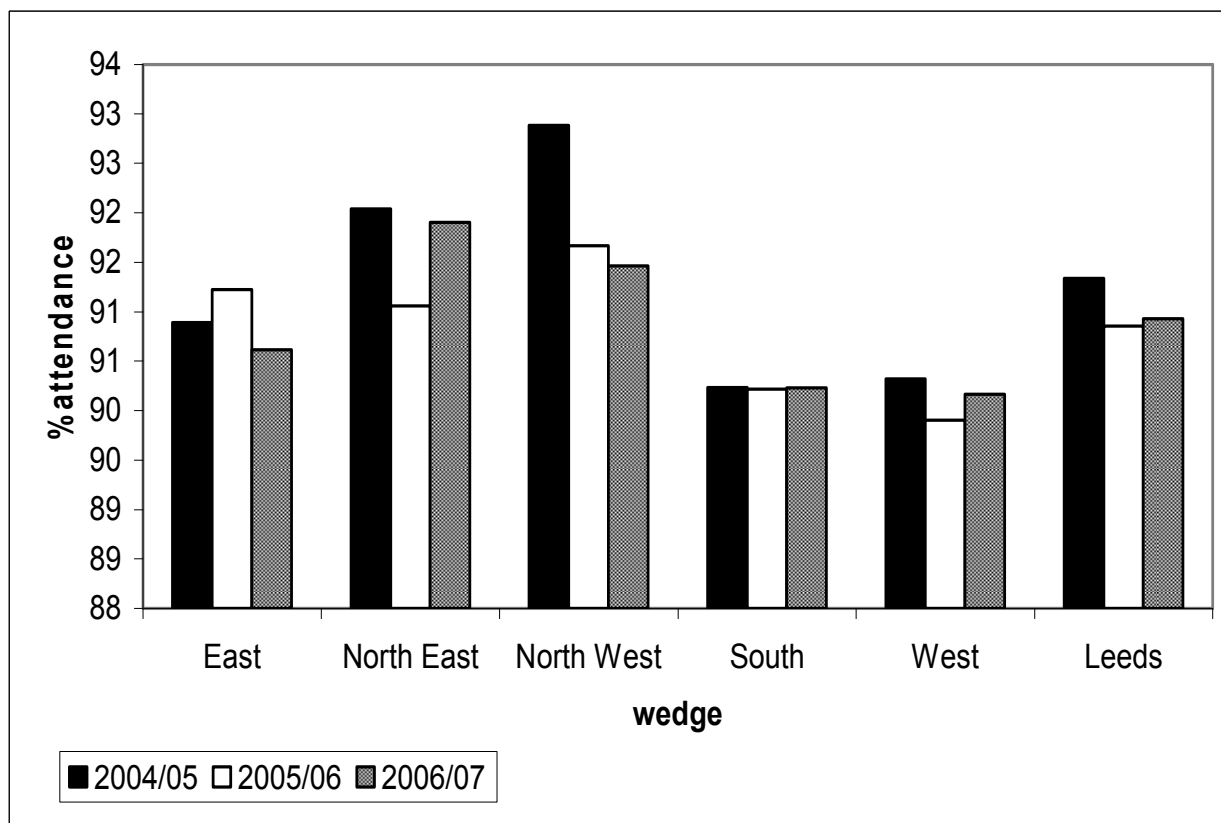
2.5.7 Of the 15 target schools in 2005/06, eight reduced the number of persistent absentees, by more than 10 and overall the target schools achieved a 10% reduction in the number of persistent absentees. Of the five schools that have become target schools in 2006/07, 3 enter due to the change in criteria and two due to significant increases in persistent absentee pupils.

2.5.8 It is clear from all our data and analysis that to meet the step change required and raise expectations in relation to attendance greater focussed integrated work is required at an individual pupil and family level. The planned move to increased localised integrated delivery models is extended clusters by all

2.5.9 services across children Leeds will be a key focus of our revised strategy over 2007/2008.

2.6 Wedge Based Attendance and Persistent Absence

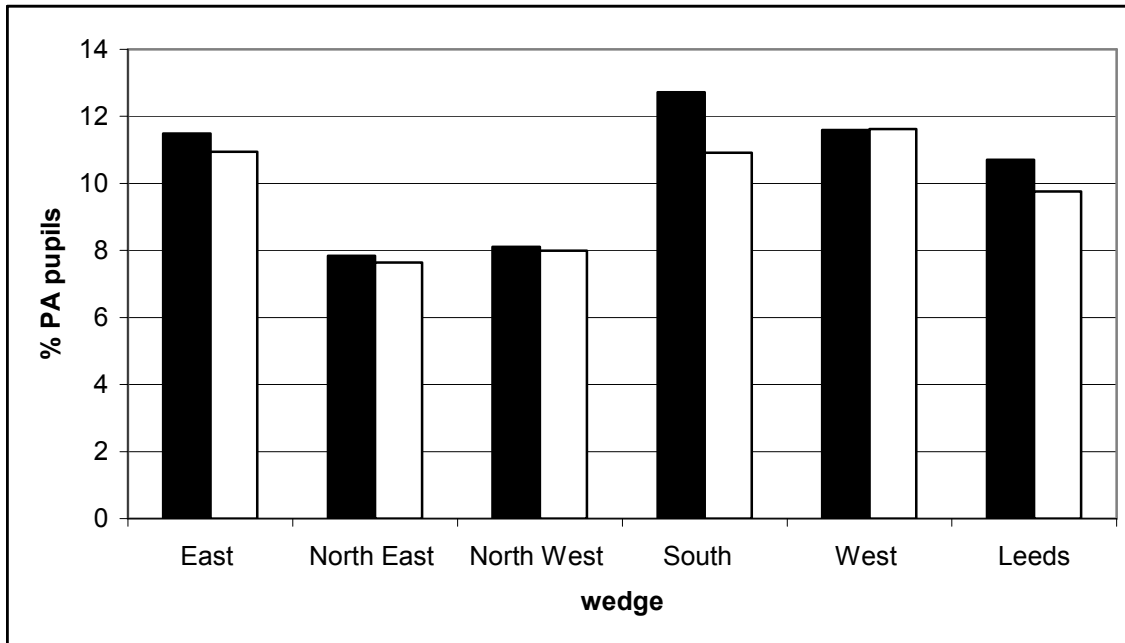
Table 2.6.1 Secondary attendance by wedge



Source: Forvus returns

- 2.6.1 Secondary attendance remained static in the South, rose slightly in the West and North East and declined in the North West and East.
- 2.6.2 Across the city the decline in attendance at secondary levels is a significant cause for concern and a focus for targeted action in 2007/08.
- 2.6.3 Significant improvements are evident in a quarter of secondary schools across the city. Focussed work will be developed across the wedges to show examples of best practice that are impacting on secondary attendance figures.

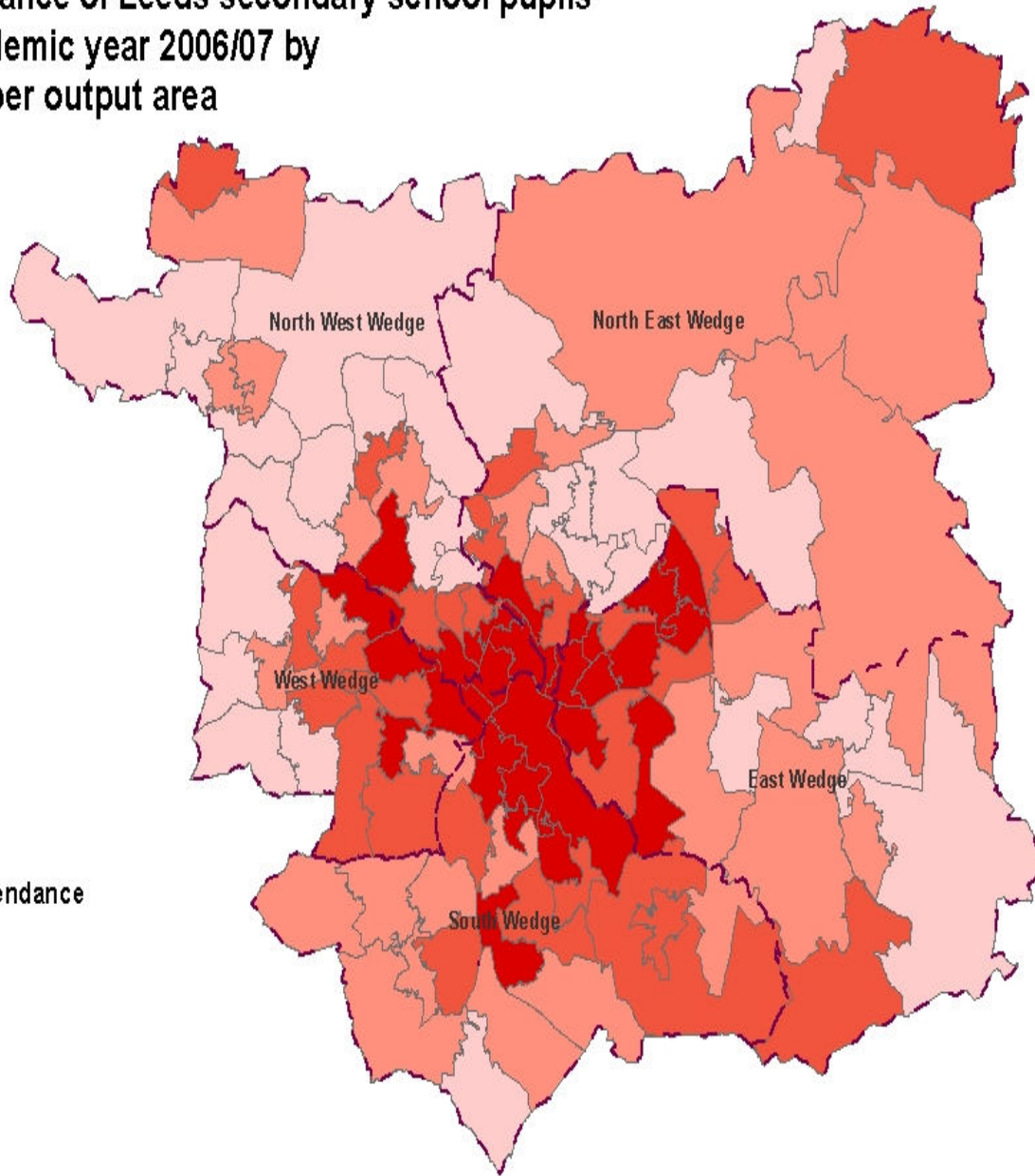
Table 2.6.2 Secondary Persistent Absence By Wedge.



Source: School Census

- 2.6.4 The percentage of pupils that are persistent absentees is highest in the West wedge in 2006/07. The South and East wedges are also above the Leeds average percentage of persistent absent pupils decreased in all wedge except West.
- 2.6.5 There are significant variations within wedges in levels of attendance and persistent absence, as shown in the maps below. The geographical pattern of attendance shows the link between areas of deprivation and lower attendance, with lower percentage attendance for pupils living in the inner area of the city. The pattern of persistent absenteeism across the city is similar to that for attendance with higher levels of persistent absentees in the more deprived areas of the city.
- 2.6.6 It is evident from our data and individual pupil trajectory that to achieve the improvements in attendance and persistent absences that we aspire to requires a co-ordinated approach with key partners across Children's Leeds at an individual school, cluster, area and city-wide level. A key focus of our work over 2007/08 is to work with partners across Children's Leeds in health, children's social care, housing, CAMMS, youth offending service and the police to target those children and families requiring additional support to attend school. This is the next planned stage in our No Child Left Behind Agenda.

**The attendance of Leeds secondary school pupils
in the academic year 2006/07 by
middle super output area**



Percentage attendance

- Wedge
- 84.30 - 87.92
- 87.93 - 91.12
- 91.13 - 93.40
- 93.41 - 95.67



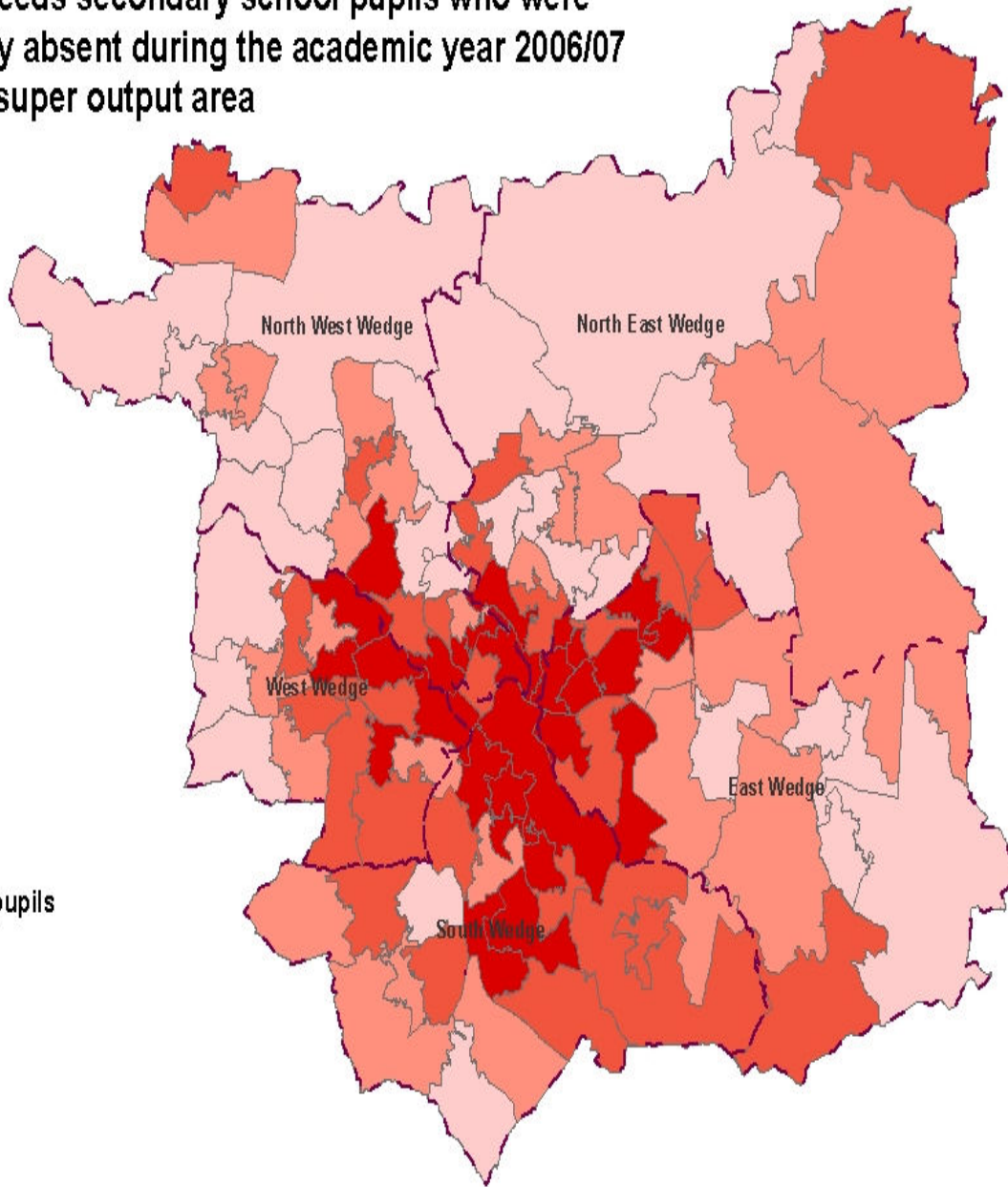
Source: Education Leeds - pupil level attendance data

Produced by the Performance Management and Information Team, Education Leeds

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The % of Leeds secondary school pupils who were persistently absent during the academic year 2006/07 by middle super output area



Percentage of pupils

- Wedge
- 0.59 - 4.69
- 4.70 - 8.61
- 8.62 - 14.15
- 14.16 - 22.49

Source: Education Leeds - pupil level attendance data



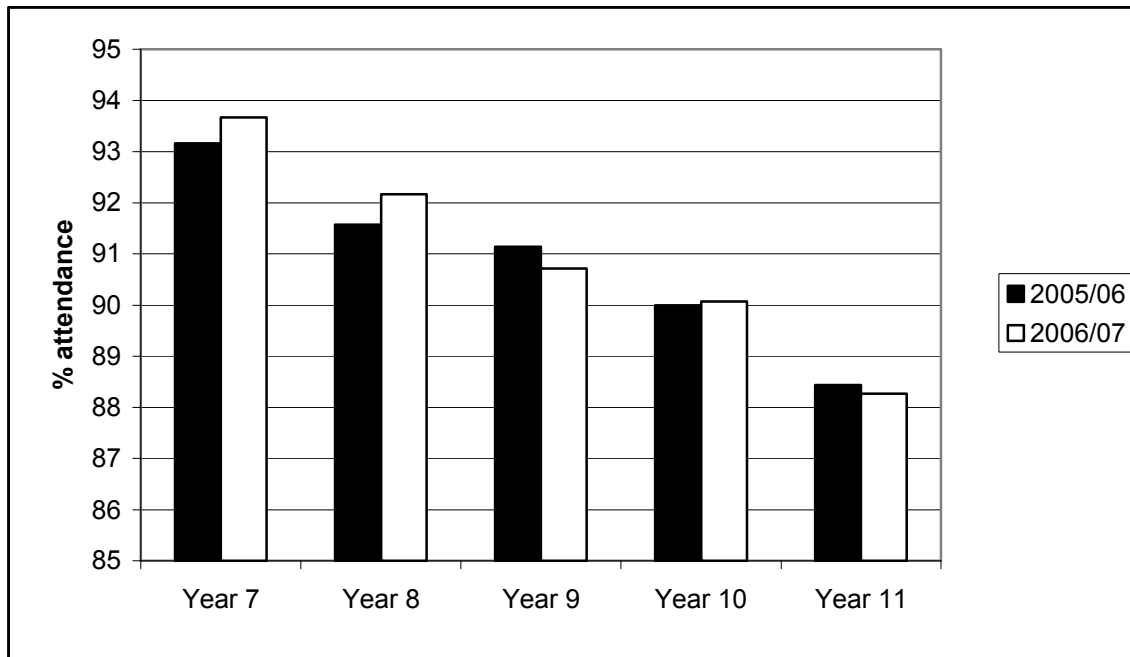
Produced by the Performance Management and Information Team, Education Leeds

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2.7 Attendance and Persistent Absence of Pupil Groups

Table 2.7.1 Attendance by year group



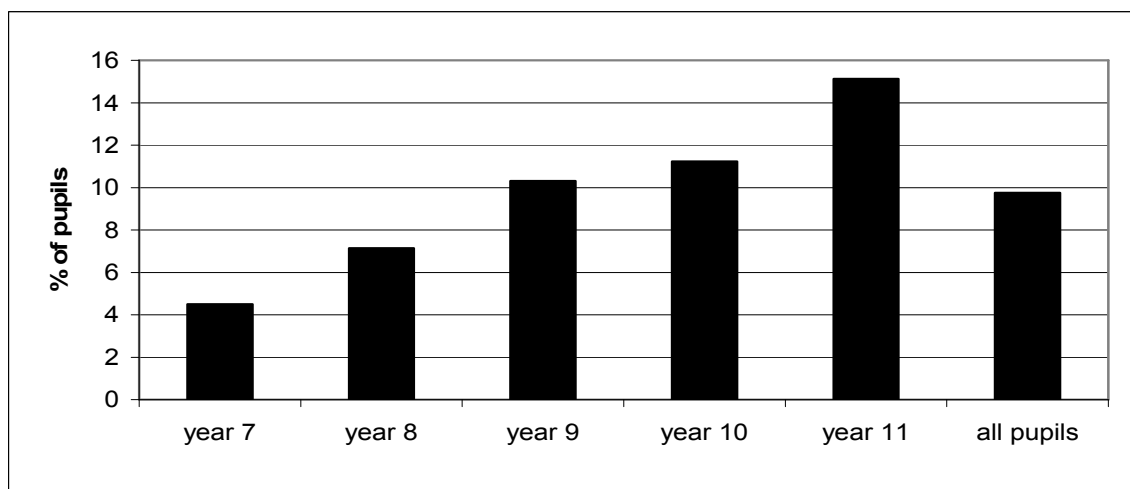
Source: School Census

2.7.1 The chart above shows that attendance falls as pupils progress through secondary school, with attendance across Leeds secondary schools 5% higher in Year 7 than in Year 11.

2.7.2 This is in contrast to primary attendance figures where we see attendance rising significantly year on year.

2.7.3 Whilst the gap is narrowing between attendance in 95% in year 6 to 93.06% in year 7, there is still a considerable dip across the transition period.

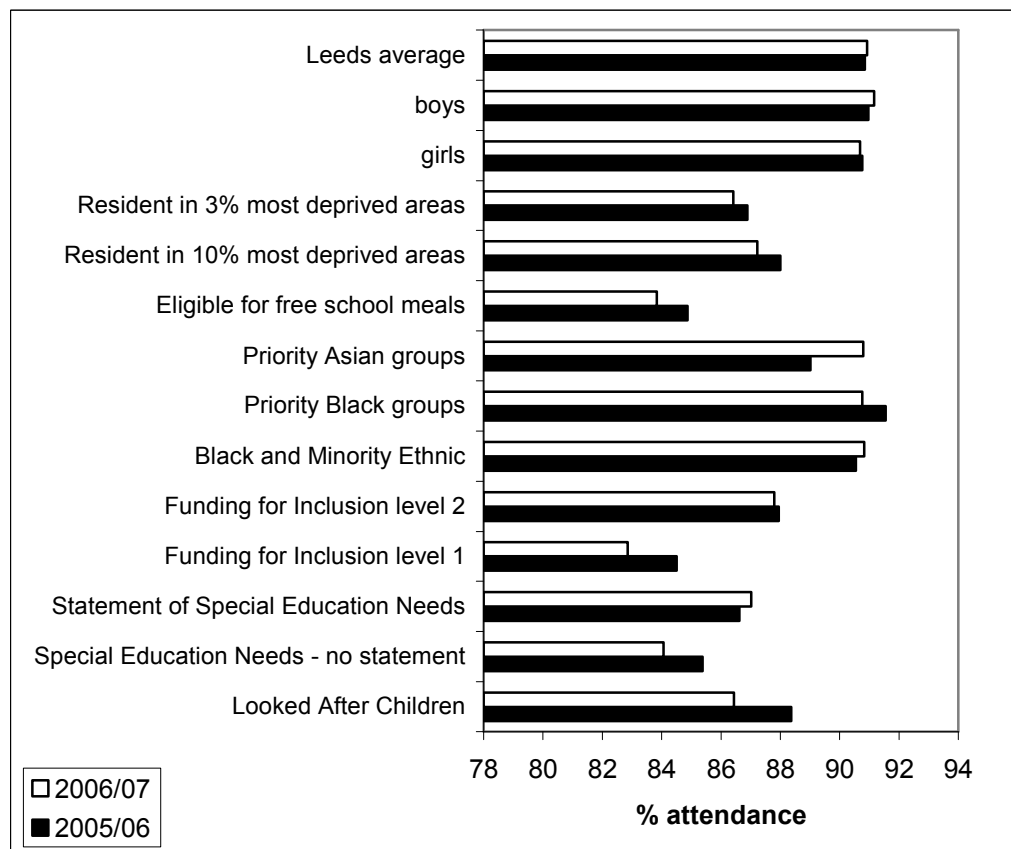
Table 2.7.2 Persistent absence by year group



Source: School Census

2.7.4 Levels of persistent absence are low in Year 7, but increase as pupils progress through secondary school. 15% of year 11 pupils were persistent absentees in 2006/07.

Table 2.7.3 The chart below shows attendance of pupil groups.



Source: School Census

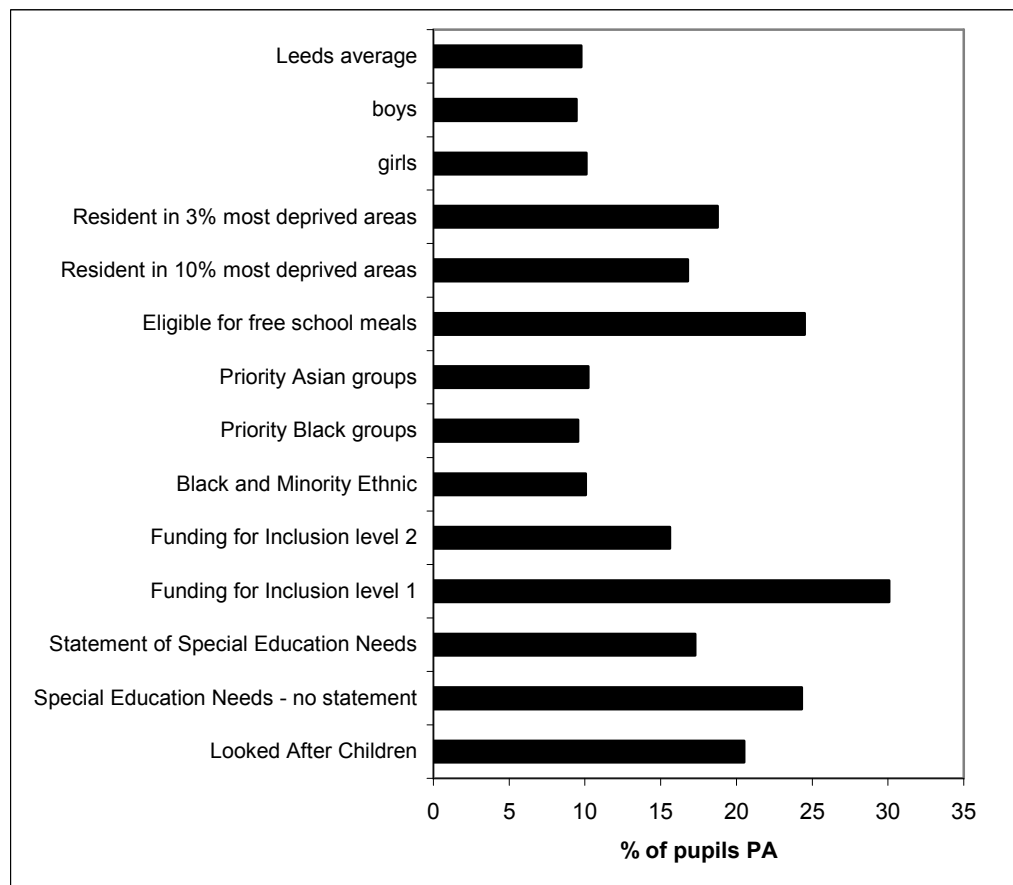
2.7.5 As the chart above illustrates, boys have slightly higher levels of attendance than girls. Pupils resident in deprived areas of the city and those eligible for free school meals have low levels of attendance when compared to the Leeds average, attendance fell for each of these groups in 2006/07. Pupils with SEN and in receipt of Funding for Inclusion also have lower levels of attendance. Attendance of pupils of Black and Minority Ethnic heritage is equivalent to the Leeds average and the attendance of the priority Asian groups has improved in 2006/07 to be in line with the Leeds average.

2.7.6 As the chart below shows there remain differences in levels of attendance for individual ethnic groups.

2.7.7 Despite significant improvements in primary attendance for Looked After Children to just about 94%, the attendance of Looked After Children in secondary schools fell in 2006/07 to an all time low of 86%. Attendance for this group was 4.5% below the Leeds average.

2.7.8 The need to make a significant difference for Looked After Children across the was recognised in 2006 and resources re-aligned to appoint a head of a virtual school for Looked After Children. A key focus of this appointment is to raise levels of attendance and attainment for all Looked After Children. Given the successful candidate only started in September 2007 it is too early measure the impact of this appointment on 2006/07 figures.

Table 2.7.4 Percentage of Persistent Absentees by Pupil Groups.



Source: School Census

2.7.9 In the autumn and spring terms of 2006/07, more girls than boys were persistent absentees (10.1% compared to 9.4%). Almost a quarter of pupils eligible for free school meals were persistent absentees (two and a half times the Leeds average), pupils resident in deprived areas also had higher levels of persistent absence. Pupils with SEN, particularly those in receipt of level 1 Funding for Inclusion have high levels of persistent absence (2.7.12). The percentage of Looked After Children that were persistent absentees was twice as high as the Leeds average at 20% (2.7.13). The percentage of pupils of Black and Minority Ethnic heritage that were persistent absentees was not significantly higher than the Leeds average, including the priority Asian and Black groups. However, this does hide variations for individual groups, as demonstrated in the table below.

Table 2.7.5 Attendance and Persistent Absence by Ethnicity

Ethnicity	% attendance		% of pupils PA
	2005/06	2006/07	2006/07
<i>Asian or Asian British</i>			
Bangladeshi	87.1	88.3	14.3
Indian	92.8	93.4	5.1
Kashmiri Other	88.0	88.7	10.7
Kashmiri Pakistani	88.9	90.7	9.7
Other Pakistani	89.7	91.7	7.9
Other Asian	91.0	91.4	8.5
<i>Black or Black British</i>			
Black African	95.5	94.7	3.6
Black Caribbean	91.2	90.0	11.6
Other Black Background	90.3	88.9	13.4
Chinese	96.5	97.1	0.5
<i>Mixed Heritage</i>			
Other Mixed Background	90.3	88.9	14.8
Mixed Asian and White	90.3	90.6	10.4
Mixed Black African and White	91.5	89.7	11.3
Mixed Black Caribbean and White	88.9	88.4	14.9
Other Ethnic group	90.8	91.6	8.6
<i>White</i>			
White British	91.0	91.0	9.8
White Irish	91.1	92.3	7.6
Other White Background	89.8	90.6	9.5
<i>Traveller Groups</i>			
Traveller Irish Heritage	75.9	69.4	44.7
Gypsy Roma	73.3	71.0	45.3

Source: School Census

2.7.10 Almost half of Gypsy/Roma and pupils of White Irish Traveller heritage were persistent absentees in 2006/07, pupils of Bangladeshi, Other Mixed and Mixed Black Caribbean and White heritage also has higher proportions of pupils persistently absent than the Leeds average. Attendance increased in 2006/07 for all Asian or Asian British groups, but dropped for pupils of Black or Black British heritage.

2.7.11 Increased tracking and localised integrated working with children and families over 2007/2008 across extended school clusters will result in increased early preventative work and raised levels of attendance and attainment.

2.8 ATTENDANCE IN SPECIALIST INCLUSIVE LEARNING CENTRES (SILCs)

2.8.1 As the table below illustrates, attendance in SILCs has fallen in 2006/07. This is mainly due to the impact of one SILC, five of the six SILCs have attendance above 88%, but attendance at the city-wide BESD SILC fell to 66% in 2006/07.

Table 2.8.1

	% Attendance	% Authorised Absence	% Unauthorised Absence
2003/04	87.93	9.64	2.43
2004/05	88.39	9.39	2.22
2005/06	88.76	9.02	2.22
2006/07	85.72	10.56	3.73

Source: half-termly attendance data collections

MAIN ISSUES

- The capacity to improve further in Leeds is good. Although absence still remains a concern amongst Secondary schools, in particular the 18 target Secondary schools for persistent absence, robust and joined up action to address concerns is in place and overall there is evidence of progress.

A standards meeting review of progress on the 21st September 2007 reported that “The LA has good and sound capacity to continue with these improvements”.

- Local and national data shows us that to achieve pupils need to be attending school. Raising levels of attendance and unauthorised absence are key targets for staff across Children’s Services. Localised integrated delivery with key agencies is built upon in our refreshed Inclusive Learning Policy and will be strengthened in our Children Services Attendance Policy.
- Challenging but realistic attendance targets are being agreed for 2007/08 in partnership with schools at an individual, cluster, area and city-wide level.
- Future target setting for attendance to be incorporated in to the single school improvement partners (SIP) conversation.
- The restructuring of the Attendance Advisory Team over 2006/2007 has built in a layer of increased challenge and scrutiny that will further impact on levels of unauthorised absence and persistent absence figures as demonstrated through the RAG process.
- The new model will increase opportunities for increased localised integrated working at a school and cluster level for those children and families identified as most at risk.
- Increased jointed up, multi-agency approach will be built into our refreshed Children Services attendance strategy and attendance will be strengthened as an indicator in our school improvement policy.

- Greater sharing of data across Children's Services about children, families, schools and communities will support children and families and promote attendance.
- Education Leeds hold excellent data at an individual and whole school level which will enable them to target resources to children, families, schools and communities as required to support raising levels of attendance and reducing persistent absence. This data will be shared with other agencies to facilitate multi-agency action.
- The Area Management Board framework is now well established and is emerging into multi-disciplinary accountability Boards on an area basis. Building upon the successes demonstrated with exclusions and the fair access policy they are well placed to work in partnership to improve levels of attendance and reduce persistent absence. The Boards are well placed to identify and share best practice across schools and localities.
- Emerging good practice at a locality and cluster level through the extended services model and parent support advisers (PSA's) facilitate increased joined up targets of those children and families identified as having the greatest need.
- School Improvement Advisers; School Improvement Partners and The Attendance Advisers are all promoting the fact that Attendance is a Governors and Senior Management issue and as such requires a named Governor and Senior Leader to take responsibility for promoting positive attendance across the school.
- A step change and a more joined up approach is required across Children's Services to reduce the number of secondary schools now requiring intensive targeted support (18 PA target secondary schools out of 38). This is incorporated into plans to refresh our Children Services attendance policy.
- A key focus of the Attendance Service work over the Autumn term will be to work in partnership with schools still experiencing difficulties in collecting attendance data and recording absence.
- Key strategies on Anti-bullying, Children Missing Education, parenting, No Child Left Behind, the Inclusive Learning Strategy, Emotional Health Strategy and the 14-19 review will all impact on levels of attendance and persistent absence.
- Closer working across improvement and integrated children's services are now in place. Inclusion of behaviour and attendance as a regular item on the School Improvement Partnership Board and at Standards meetings with the DCFS will further support the agenda.
- Systems and procedures are well established to extend the use of Parenting Contracts, Parenting Orders and Penalty Notices for attendance and behaviour.
- The work of the PSA's with target pupils and families is already having an impact on Persistent Absence rates. A key focus of these terms work is to consolidate this work and clarify roles and responsibilities of each partner, the PSA and the school attendance adviser.
- Target setting at a school, cluster, area and whole city level and rigorous monitoring by the attendance advisory team and the school improvement advisers will raise levels of attendance further.

- Attendance and persistent absence targets are in both the Children and Young People’s Plan and the Area plans.
- Opportunities will be built in to share best practice and at Attendance Leaders in schools network meetings and ‘good practice’ events.
- The LPSA funding has been targeted to appoint two additional posts for improving attendance of Looked after Children and children and young people accessing alternative education provision and at the BESD SILC.
- Focussed work will continue with target schools and will include:
 - Use of LPSA2 funding to support 12 target secondary schools to continue ‘keep kids safe’ attendance messaging pilot September-December 2007.
 - Greater focus on primary persistent absence schools including targeted interventions with pupils and parents by Attendance Champions Team with 12 target primaries 2007/2008.
 - Targeted attendance champions campaigns aimed at reducing primary level holidays in term time and absence due to illness/medical reasons.
 - Focused and robust interventions in the 18 target schools by Attendance Strategy Team, National Strategies, School Improvement and SIPS & PSA’s.
 - Continue with revised RAG (red, amber, green) monitoring and action planning and focused support and challenge for schools causing concern through RAG escalation process.
 - Implement the BECTA funded Attendance Messaging systems in 18 target secondary schools by January 2008
 - Work with schools and providers to identify “best practice”.
- A key driver for change will be through the actions identified in the refreshed inclusive learning strategy
- The move towards localised service delivery and the extension of the extended services agenda will, over time, impact on attendance figures.

3 EXCLUSIONS

3.1 PERMANENT EXCLUSIONS

3.1.1 Reduction of permanent exclusions has been a key driver of the ‘No Child Left Behind’ agenda. Significant results have been achieved over the last years in reducing permanent exclusions as demonstrated in the table below.

Table 3.1.1

	Leeds			National
	Target	Number of Exclusions	Percentage excluded	of pupils
2003/04		166	0.15	0.13
2004/05		120	0.11	0.12
2005/06	100	85	0.08	0.12
2006/07	70	65	0.06	

Source: Leeds data: Education Data Management System; National Data: Statistical First Release

- 3.1.2 The number of permanent exclusions in Leeds schools has fallen significantly, resulting in a 61% reduction since 2003/04. This pattern of reducing exclusions is not matched nationally, where the percentage of pupils permanently excluded has not reduced significantly. The percentage of pupils permanently excluded in Leeds has been below national levels since 2004/05, the percentage of pupils excluded in Leeds in 2006/07 is half the national rate for 2005/06.
- 3.1.3 The Leeds target for the number of permanent exclusions has been achieved for the last two academic year, however we are not complacent and recognise that to meet the Local Public Service Agreement target of 40 exclusions in the 2007/08 academic year requires the same concerted, targeted approach.
- 3.1.4 It should be noted that our highest excluding school was David Young Academy in 2006/2007 with 14 exclusions which is well above the Leeds average. Although these figures do not count in the figures for Leeds maintained schools, this has an impact on other schools in the area in terms of the high numbers of permanently excluded pupils that require school places
- 3.1.5 In the 2006/07 academic year there were no permanent exclusions from Leeds primary schools or SILCs. As demonstrated in the table below, the percentage of pupils permanently excluded from primary schools and SILCs in Leeds has been consistently below national levels over the last three years.

Table 3.1.2

	Primary		Secondary		Special	
	Leeds	National	Leeds	National	Leeds	National
2003/04	0.01	0.03	0.33	0.25	0.00	0.33
2004/05	0.00	0.03	0.25	0.24	0.00	0.31
2005/06	0.00	0.02	0.17	0.24	0.00	0.23
2006/07	0.00		0.14		0.00	

Source: DfES statistical first release

- 3.1.6 One significant factor contributing to the reduction in the number of permanent exclusions has been the number of exclusions that have been successfully challenged and overturned by the Pupil Planning Team. A total of 38 permanent exclusions were avoided through partnership working between the Pupil Planning Team, schools, Area Management Boards (AMBs) and families. A further 13 permanent exclusions were withdrawn by headteachers before governors as alternatives solutions had been found through working in partnership with the exclusions team. 18 primary permanent exclusions were avoided by collaborative working with the Pupil Support Centre at Oakwood and 2 exclusions were overturned by governors and a further 6 overturned at Independent Appeal Panel.

Table 3.1.3 Reasons for Permanent Exclusions.

Reason for Exclusion	% of Permanent Exclusions		
	Leeds		National
	2005/06	2006/07	2005/06
Physical Assault – Pupil	20	15	16
Physical Assault – Staff	13	17	9
Bullying	4	9	1
Dangerous Behaviour*	14	14	
Persistent Disruptive Behaviour	26	18	30
Damage to Property	1	6	2
Drug and Alcohol Related	7	6	6
Other	4	8	17
Racial Abuse	1	0	0
Sexual Misconduct	1	0	1
Theft	4	5	3
Verbal Abuse – Pupil	0	2	4
Verbal Abuse – Staff	6	0	11

Source: DfES statistical first release

Notes: * Leeds local reason for exclusion

- 3.1.7 The percentage of permanent exclusions in Leeds that were for persistent disruptive behaviour decreased in 2006/07 and is now lower than the national proportion. The proportions of exclusions for ‘Other’ reason and ‘Verbal Abuse of Staff’ are lower in Leeds than nationally.
- 3.1.8 The proportion of permanent exclusions in Leeds that were for ‘Physical Assault on Staff’ is higher in Leeds than nationally, however this is consistent with the reducing number of permanent exclusions in Leeds, where we are clear that those that do lead to exclusion are the most serious cases.
- 3.1.9 Schools in Leeds no longer exclude pupils as a matter of course. They have significantly improved outcomes for children and young people through creative, innovative approaches that are making a difference to children’s lives.
- 3.1.10 The proportion of exclusion for bullying is higher in Leeds than nationally, with 6 permanent exclusions for bullying in 2006/07.
- 3.1.11 Anti-bullying has been identified as a key project strand in our refreshed Inclusive team Strategy and a focus for targeted work over 2007/08.

3.2 School Performance

- 3.2.1 As can be seen in the table below, the number of schools with five or more permanent exclusions decreased once again in 2006/07, with only four schools having this level of exclusions. These four schools accounted for 45%

of all permanent exclusions. Over a quarter of schools (10) had no permanent exclusions in the 2006/07 academic year.

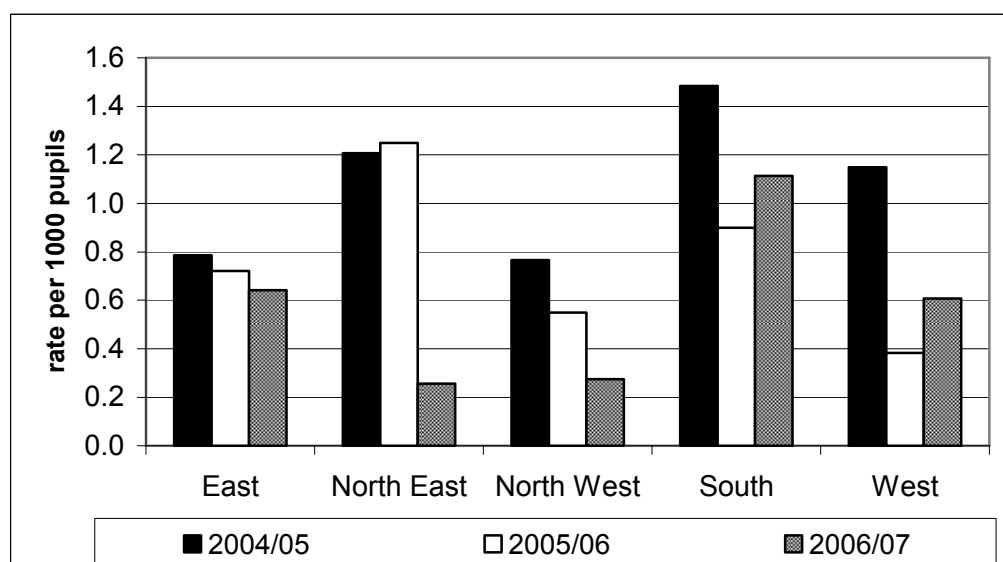
Table 3.2.1

Number of exclusions	Number of schools			% of exclusions		
	2004/05	2005/06	2006/07	2004/05	2005/06	2006/07
5+	10	6	4	72	45	45
2-4	10	12	10	21	41	40
0-1	22	24	25	8	13	15

Data Source: Education Data Management System

3.2.2 The rate of permanent exclusions has fallen in three wedges between 2005/06 and 2006/07, the East, North East and North West wedges. The fall in exclusions was particularly stark in the North East, where the number of exclusions dropped from 26 in 2005/06 to 5 in 2006/07. The rate of exclusions increased in the South and West wedges.

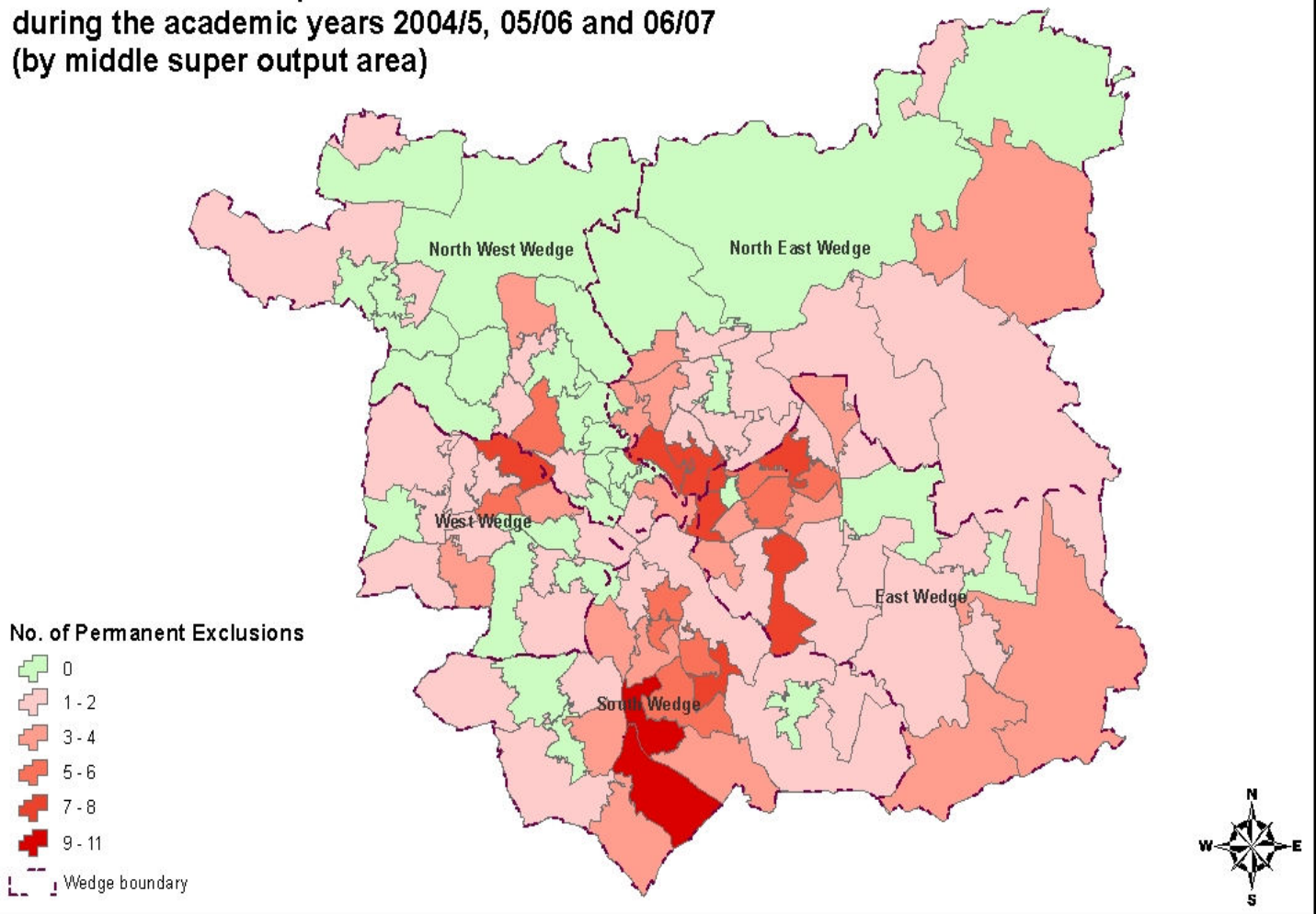
Table 3.2.2



Source: Education Data Management System

3.2.3 The variations in permanent exclusions across the city are shown in the map below. This map shows the number of permanent exclusions by middle super output area that have occurred over the last three academic years (2004/05 to 2006/07). As can be seen higher number of exclusions tend to coincide with the more deprived areas of the city, particularly the inner East and the South.

The total number of permanent exclusions in Leeds during the academic years 2004/5, 05/06 and 06/07 (by middle super output area)



Produced by the Performance Management and Information Team, Education Leeds

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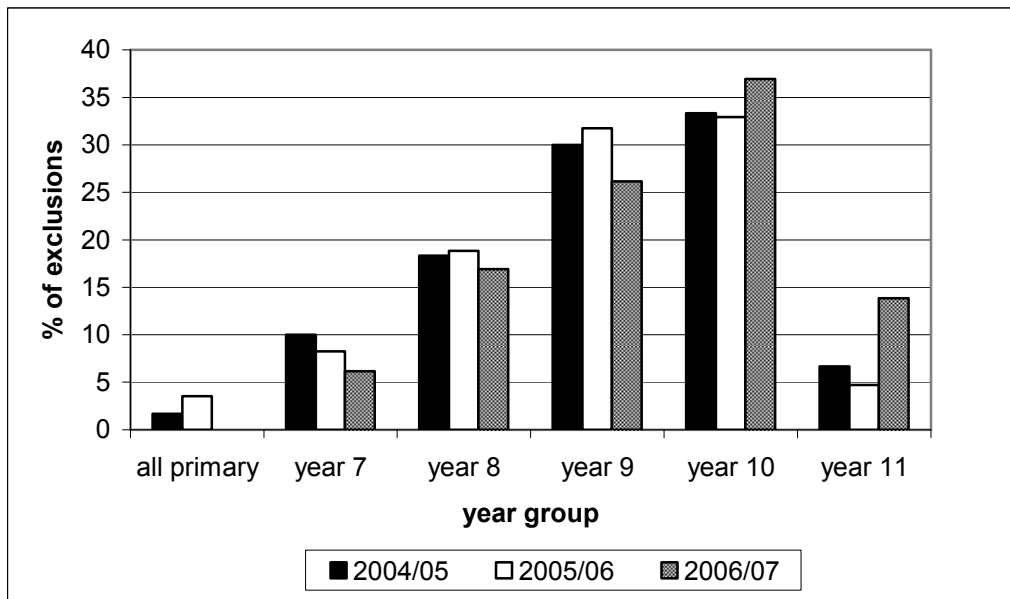
3.2.4 Resources are targeted to these areas in order to address the higher level of need.

3.2.5 A key strand of our refreshed inclusive learning strategy is to strengthen our monitoring framework to link outcomes to the resource allocation and pupil program.

3.3 Permanent Exclusions of Pupil Groups

3.3.1 The peak year groups for permanent exclusions are years 9 and 10, these two year groups accounting for 63% of exclusions in 2006/07. The percentage of exclusions that were for pupils in year 7 has reduced in the last two years. The number of year 11 pupils excluded more than doubled from 4 to 9 between 2005/06 and 2006/07.

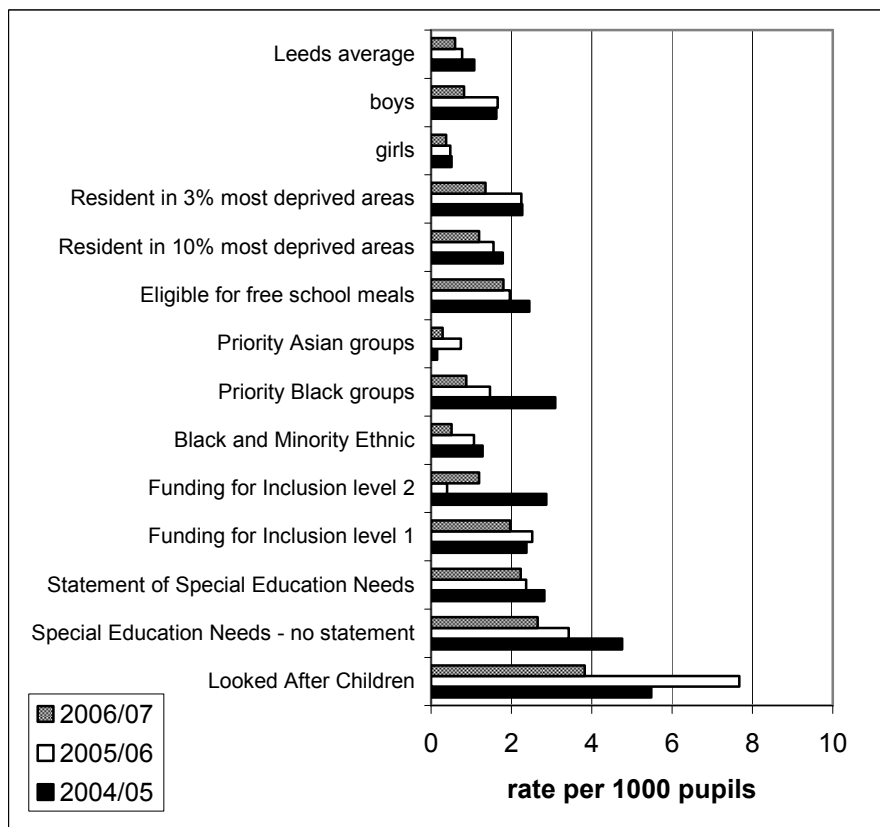
Table 3.3.1 Permanent Exclusions by Pupil Groups.



Source: Education Data Management System

- 3.3.2 Boys still have a higher rate of permanent exclusion than girls, although the rate for boys has fallen more than has been seen for girls. Rates of exclusion have also fallen for pupils eligible for free school meals and those living in deprived areas, although these groups are still twice as likely to be excluded than the Leeds average (three times more likely for those eligible for free school meals).
- 3.3.3 Looked After Children had the highest rate of permanent exclusion in each of the last three years, although the rate has dropped in 2006/07.
- 3.3.4 Pupils with SEN still have rates of exclusion higher than the Leeds average (around 4 times higher). However, as in all groups these are beginning to fall.
- 3.3.5 The rate of permanent exclusion for pupils of Black and Minority Ethnic heritage is now lower than the Leeds average, although this hides variations for individual groups, the number of permanent exclusions is now too small to enable analysis by individual ethnic group, although some patterns are notable, particularly that the groups that previously had the highest rates of permanent exclusion – Traveller groups and pupils of Black Caribbean heritage – had no pupils permanently excluded in 2006/07.

Table 3.3.2 Permanent Exclusions by Pupil Group



Source: Education Data Management System

3.4 FIXED TERM EXCLUSIONS

3.4.1 The number of fixed term exclusions reduced by 13% in the 2006/07 academic year and have decreased by 21% since 2003/04.

3.4.2 Whilst good progress has been made over 2006/2007, the challenging target of 39 was achieved in 2006/07 and a significant reduction in the number of fixed term exclusions is required to achieve the Local Public Service Agreement target of 25 exclusions per 1000 pupils in the 2007/08 academic year.

Table 3.4.2 Comparative fixed term exclusion data¹

	Leeds			National ²
	Number of exclusions	Target (rate of exclusion)	Rate of exclusion per 1000 pupils	
2003/04	8310		73.74	44.9
2004/05	7612		68.26	51.2
2005/06	7513		68.09	
2006/07	6527	39	60.15	

Source: Leeds data: Education Data Management System; National Data: Statistical First Release

Notes: 1: not including exclusions from Pupil Referral Units; 2: national data is not available for 2005/06 or 2006/07

- 3.4.3 Due to changes in collection methods, comparative fixed term exclusion data is only available for secondary schools for 2005/06. 2006/07 data will be published in June 2008.
- 3.4.4 The rate of fixed term exclusion in primary schools has continued to fall in Leeds and is now just over half the national rate in 2004/05.
- 3.4.5 The rate of exclusion from secondary schools in Leeds fell by 10% in 2006/07, however the rate of exclusion in Leeds remains higher than the national rate for secondary schools in 2005/06.
- 3.4.6 The rate of exclusion for SILCs more than doubled in 2006/07, the majority of these exclusions were from the BESD SILC.

Table 3.4.3 Comparative fixed term exclusions by school type

	Primary		Secondary		Special (SILCs)	
	Leeds	National	Leeds	National	Leeds	National
2003/04	12.0	9.7	153.7	86.6	164.9	174.5
2004/05	9.4	10.4	145.3	99.4	43.2	189.1
2005/06	6.0		144.8	104.0	79.9	
2006/07	5.5		129.6		162.2	

Source: Leeds data: Education Data Management System; National Data: Statistical First Release

- 3.4.7 As can be seen from table 3.4.9 below, the number of pupils that have been excluded for a fixed period has also reduced, by 7% in the 2006/07 academic year, and by 17% since 2003/04.

Table 3.4.4 Number of pupils with fixed term exclusions

	Number of pupils	% of pupils
2003/04	4052	3.6
2004/05	3666	3.3
2005/06	3603	3.3
2006/07	3336	3.1

Source: Education Data Management System

- 3.4.8 New regulations relating to fixed term exclusions came into effect in September 2007. From this data schools have a statutory responsibility to provide education after the fifth day of a fixed term exclusion. In the 2006/07 academic year there were 923 exclusions with a duration in excess of 5 days and the total number of days provision that would have been required was 5656.5 days.
- 3.4.9 The pupil planning tea are working in partnership with schools and the Area Management Boards to monitor and track individual pupils in order to ensure this requirement is met over 2007/2008.

3.4.10 As illustrated in the table below, the distribution of fixed term exclusions across reason for exclusion has remained relatively unchanged in Leeds between 2005/06 and 2006/07. The distribution of exclusions by reason is in line with the national pattern with the exception of a smaller proportion of pupils in Leeds excluded for 'Other' reason.

Table 3.4.4 Reasons for fixed term exclusions

Reason for Exclusion	% of Fixed Term Exclusions		
	Leeds		National
	2005/06	2006/07	2005/06
Physical Assault – Pupil	16	17	18
Physical Assault – Staff	4	5	2
Bullying	2	2	2
Dangerous Behaviour*	6	6	
Persistent Disruptive Behaviour	29	25	21
Damage to Property	4	3	3
Drug and Alcohol Related	2	2	2
Other	10	10	21
Racial Abuse	1	2	1
Sexual Misconduct	1	1	1
Theft	2	3	2
Verbal Abuse – Pupil	3	3	4
Verbal Abuse – Staff	19	23	23

Source: DfES statistical first release

*Notes: * Leeds local reason for exclusion*

3.5 School Performance

3.5.1 The percentage of primary schools with a rate of fixed term exclusion of more than 30 per 1000 pupils remained at 7% in 2006/07 (16 schools). The percentage of schools with no exclusions increased to two thirds of primary schools.

Table 3.5.1 Primary school analysis of fixed term exclusions

Rate of exclusion	% of schools			% of exclusions		
	2004/05	2005/06	2006/07	2004/05	2005/06	2006/07
30+	10	7	7	61.5	42.2	47.9
<30	35	31	27	38.5	57.8	52.1
0	55	62	66	0	0	0

Data Source: Education Data Management System

3.5.2 The number of schools with a rate of exclusion in excess of 150 per 1000 pupils decreased in 2006/07, these 13 schools accounting for 60% of exclusions. The number of schools with less than 50 exclusions per 100 pupils dropped, for the first time in 2006/07. There were three secondary schools with no fixed term exclusions.

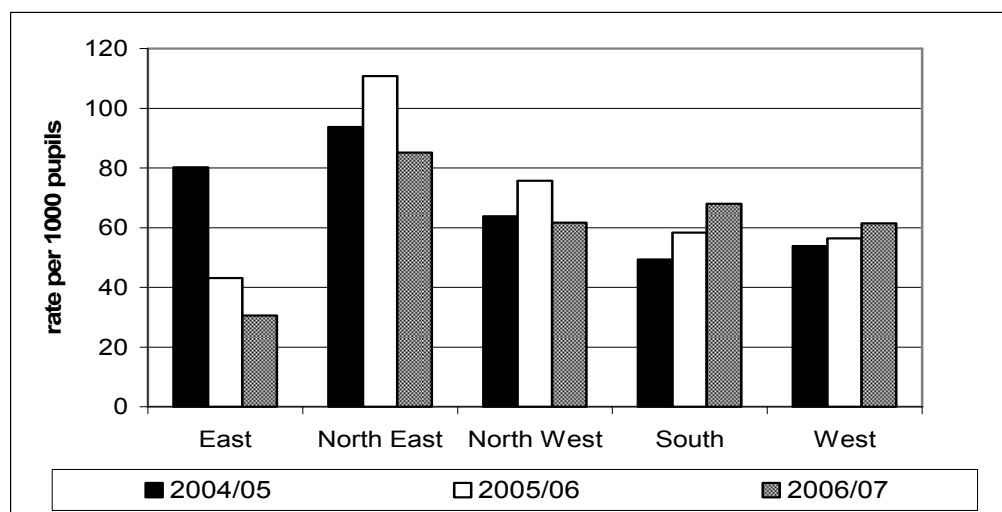
Table 3.5.2 Secondary school analysis of fixed term exclusions

Rate of exclusion	Number of schools			% of exclusions		
	2004/05	2005/06	2006/07	2004/05	2005/06	2006/07
150+	16	18	13	68.3	69.2	59.9
50-150	16	13	18	25.8	25.7	37.6
<50	10	11	8	5.9	5.0	2.5

Data Source: Education Data Management System

3.6 Wedge Based Fixed Term Exclusions

Table 3.6.1 Fixed term exclusions by wedge



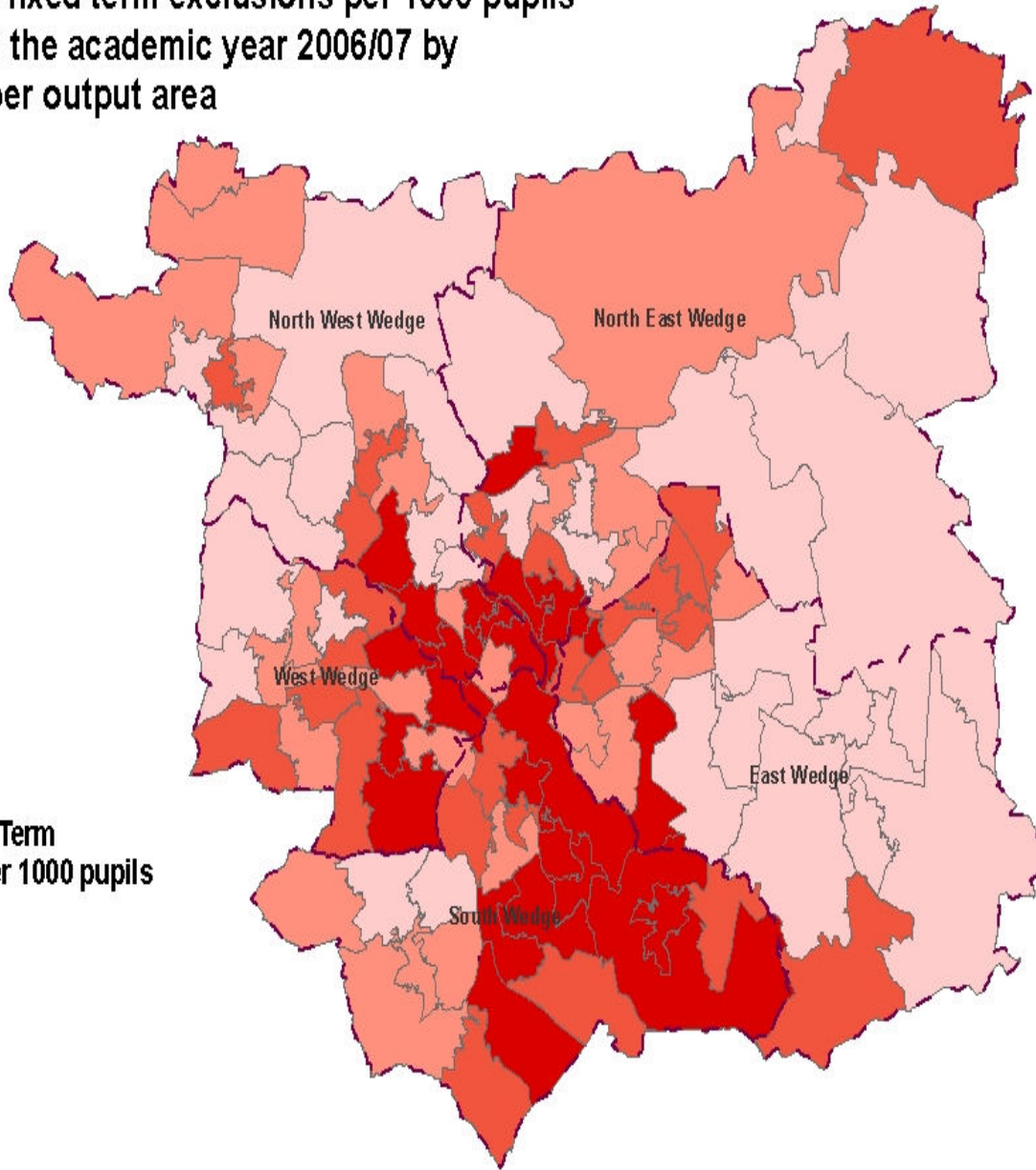
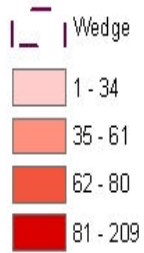
Source: Education Data Management System

3.6.1 As can be seen in the chart in 3.7.1, the rate of fixed term exclusions has decreased in three of the five wedges over 2006/2007. The most dramatic decrease has been seen in the East, where the rate of exclusions has more than halved over the last two years. Reductions also occurred in the North East and North West wedges.

3.6.2 The map on the following page shows the variations in the rate of fixed term exclusion across the city by middle super output area. Again the link to areas of deprivation can be seen, with higher rates of exclusions for the inner city area and the south of the city.

The rate of fixed term exclusions per 1000 pupils
in Leeds in the academic year 2006/07 by
middle super output area

Rate of Fixed Term
Exclusions per 1000 pupils



Source: Education Leeds - pupil level attendance data

Produced by the Performance Management and Information Team, Education Leeds

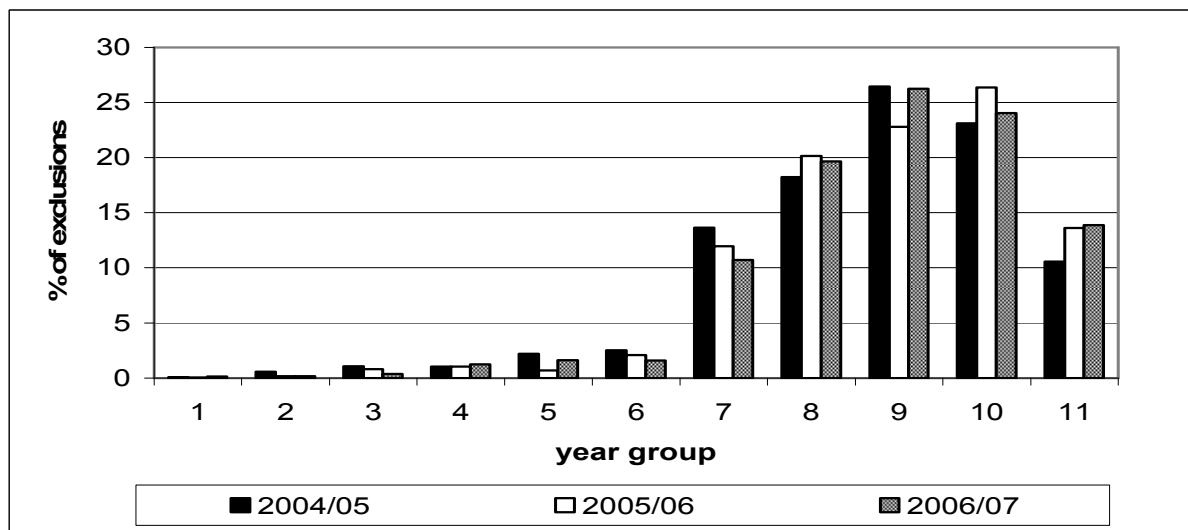
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3.7 Fixed Term Exclusions of Pupil Groups

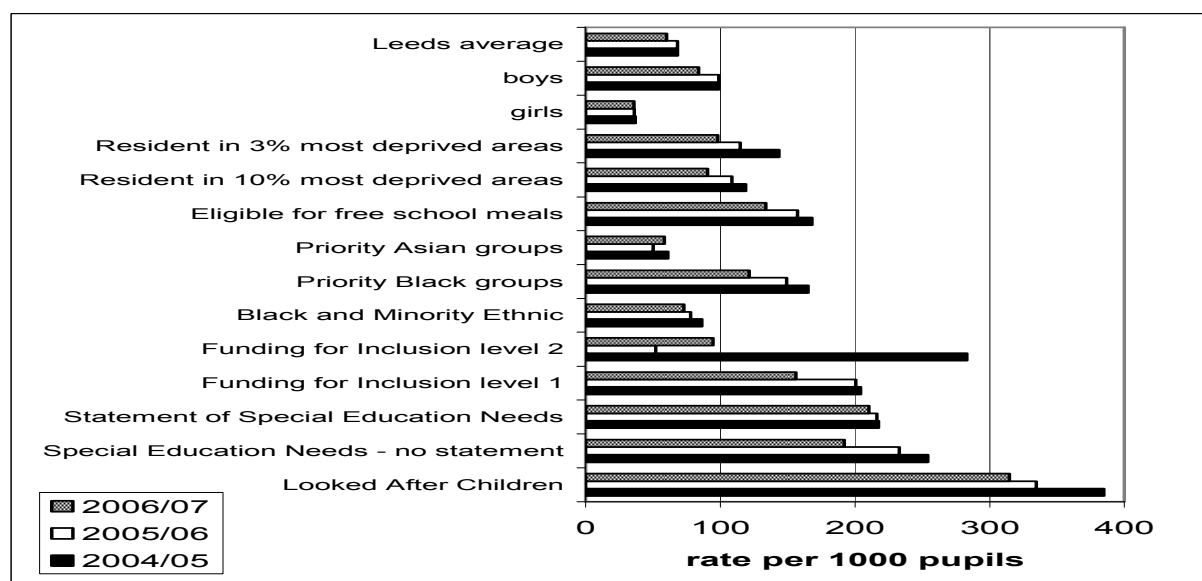
3.7.1. The highest levels of exclusions continue to occur in years 9 and 10, there is a trend of increasing proportion of exclusions through the year groups, up to year 9, then a slight decrease in year 10 followed by a larger drop in year 11.

Table 3.7.1 Fixed term exclusions by year group



Source: Education Data Management System

Table 3.7.2 Fixed term exclusions by pupil group



Source: Education Data Management System

3.7.2. As seen in the chart above, the rate of fixed term exclusions is higher for boys than for girls. Pupils eligible for free school meals and those who live in deprived areas have higher levels of fixed term exclusions than the Leeds average, although the rate of exclusion has fallen for each of these groups, the rate of exclusion remains 1.5 times higher than the Leeds average (2 times higher for pupils eligible for free school meals).

3.7.3. Pupils with SEN have relatively high rates of exclusion, pupils with statements remain 3.5 times more likely to be excluded.

3.7.4. Although the rate of fixed term exclusion for Looked After Children has fallen slightly in 2006/07, the rate of exclusion for this group of pupils was five times higher than the Leeds average and remains a focus for targeted action through the appointment of the Headteacher of a virtual school for Looked After Children.

3.7.5. The rate of exclusions for pupils of Black and Minority Ethnic heritage has fallen, however these pupils still have a rate of exclusion 1.2 times higher than the average for all pupils in Leeds, pupils of black heritage are twice as likely to be excluded than the Leeds average, however there are variations in rates of exclusions for ethnic groups, as shown in the table below.

Table 3.7.3 *Fixed term exclusions by ethnicity*

Ethnic group	Rate of exclusion per 1000 pupils		Ratio to Leeds average rate of exclusion	
	2005/06	2006/07	2005/06	2006/07
<i>Asian or Asian British</i>				
Bangladeshi	52.4	56.5	0.8	0.9
Indian	20.8	19.2	0.3	0.3
Kashmiri Other	110.1	44.2	1.6	0.7
Kashmiri Pakistani	66.5	74.6	1.0	1.2
Other Pakistani	40.3	51.9	0.6	0.9
Other Asian	45.3	42.2	0.7	0.7
<i>Black or Black British</i>				
Black African	46.5	38.0	0.7	0.6
Black Caribbean	222.7	196.7	3.2	3.3
Other Black Background	137.9	115.8	2.0	1.9
Chinese	0.0	4.0	0.0	0.1
<i>Mixed Heritage</i>				
Other Mixed Background	107.4	104.1	1.6	1.7
Mixed Asian and White	66.9	37.7	1.0	0.6
Mixed Black African and White	107.0	101.4	1.6	1.7
Mixed Black Caribbean and White	217.2	179.2	3.2	3.0
Other Ethnic group	19.3	32.0	0.3	0.5
<i>White</i>				
White British	65.6	56.3	1.0	0.9
White Irish	61.0	56.3	0.9	0.9
Other White Background	39.2	38.2	0.6	0.6
<i>Traveller Groups</i>				
Traveller Irish Heritage	162.2	228.8	2.4	3.8
Gypsy Roma	175.0	153.5	2.6	2.6

Source: Education Data Management System

3.7.6. Pupils of traveller heritage, Black Caribbean and Mixed Black Caribbean and White pupils are the ethnic groups with the highest rates of fixed term exclusion. The rate of exclusion for these groups has consistently been 2.5-3 times higher than the Leeds average over recent years.

3.8 MAIN ISSUES

- Whilst the LPSA targets for 2007/2008 are challenging, particularly for fixed term exclusions we are confident that the progress made to date, the proven effectiveness of the team and the effective partnerships in place will enable us to meet the required figures.

3.9 DEVELOPMENT WORK AND CAPACITY TO IMPROVE

- The capacity to improve is very good
- Monitoring systems for permanent exclusions are robust. Over 2007/2008, we are tightening up our monitoring arrangements for fixed term exclusions to match those already in place for permanent exclusions.
- Further realigning of resources has taken place to focus on reducing fixed term exclusions.
- Focussing on vulnerable children and cohort groups has had an impact in reducing exclusions. Further focussed work will continue with partners over 2007/2008.
- Insufficient, inaccurate or incomplete data returns do not provide crucial information at pupil level or in schools. The pupil planning team are working with schools to address this.
- Building upon the positive work to date and the area accountability frameworks established through 'No Child Left Behind' we are confident that we are well placed to continue and exceed performance over the next academic year.
- Closer working partnerships are being developed with all partners across Education Leeds that will have a positive impact on better joined up work in relation to further reduction in rates of exclusions.
- Information sharing through area Management Boards is now good and supporting the process.
- Intensive training for Headteachers, Governors and stakeholders, voluntary and statutory are in place.
- The rollout of the 6 day guidance and the appointment of a dedicated member of staff to support schools in the development of Parenting Contracts with the purpose of supporting their child's behaviour in school is in place.
- The 'Exclusions Helpline' for parents and carers has been re-launched.
- Robust monitoring and challenge systems are in place for tracking fixed term exclusions.
- Collaborative partnerships are well established with the Attendance Strategy Team to enhance involvement of fixed term exclusions under the persistent absence umbrella.
- Collaborative partnerships with the Police under the safer schools partnerships are in place to roll out restorative justice as an alternative to fixed term exclusion, particularly where there are high incidents of bullying or assaults on other pupils.

- Good working partnerships are established with the National Strategies with a particular focus on the reduction of black Caribbean exclusions. These will be built on over the year to include other identified cohort groups.
- Ongoing training of key partners to raise awareness for vulnerable groups and the provision of alternatives to exclusion.
- The management of the Parent Support Adviser Pilot Research Project with a preventative focus on exclusion. Data collected is already demonstrating the impact parent support advisers are making. 53 Parent Support Advisers (PSA's) are supporting 79 primary and secondary schools, pupil referral units and Specialist Inclusive Learning Centre's (SILC's). Of the 1121 young people supported by PSA involvement, 125 had been fixed term excluded immediately prior to PSA support. Following PSA support, 54 of these children and young people have not received a further fixed term exclusion up to July 2007.
- A Parent Partnership Officer has been appointed with the specific responsibility to advise parents and carers of their rights following their child's exclusion from school.
- The re-configuration of the behaviour continuum over 2007/2008 will support rapid response and preventative area based approaches.
- Local integrated service delivery through extended school clusters and shared data will support children and families in their localities.
- All members of the Pupil Planning Team are trained as lead budget holding professionals and are trained through the common assessment framework to chair multi-disciplinary meetings and pull together multi-disciplinary action plans to support children and families.
- Protocols are in place for young people leaving secure and Educational Officers attached to the team are focussed on re-inclusion of young people onto the most appropriate programmes and pathways.
- Increased work on building inclusive schools and celebrating best practice has been strengthened through the refresh of the Inclusive Learning Strategy.

4 BEHAVIOUR IMPROVEMENT PROGRAMME (BIP)

- 4.1.1 Analysis of the BIP school data (see appendix 2) demonstrate, that over time, localised multi-disciplinary teams are impacting on levels of exclusion.
- 4.1.2 The BEST team has a service level agreement linked to outcomes and further development work. As part of these agreements annual evaluations are conducted that demonstrate the impact the teams are having. (See appendix 3)
- 4.1.3 The work of the teams is making a significant contribution to the emotional health and wellbeing of children and is a key factor of the emotional health developed in partnership with the CAMH's Service. The Intake Cluster are undertaking pilot Webster Stratton programmes at Stanningly primary schools with clear outcomes built into the SLA so that we can measure the impact the programme is having. This is linked to other Webster Stratton programmes conducted across the teams.
- 4.1.4 A key development for being the 'at risk' web based application details of which can be seen in (appendix 4). The register identifies those children and families least resilient and therefore potentially most vulnerable under the five outcomes. This enables the team to further target their work. Further evaluation of the register will be undertaken over 2007/2008 as we have just completed the trial period over this year. This will be completed over 2007/2008 and available to all schools and clusters. This will be build into objective 2 on the Inclusive Learning Strategy, the behaviour continuum.
- 4.1.5 Impact on attendance is less significant however the focus on their initial work was on behaviour and it is only since our recent re-structure of the attendance service that we are in a position to review the level of attendance advisers and Parent Support Advisors into the teams. However a recent visit by the DCSF to John Smeaton High School identified attendance as the best practice they have seen nationally and they requested it be written up as a case study. This is well integrated both with the BEST team and to the curriculum developments established throughout the school!
- 4.1.6 Further re-alignment of resource to localise integrated delivery teams will be considered as part of moving forward objective 4 of the refreshed Inclusive Learning Strategy.

APPENDIX 2
BIP school data

3 year attendance for BIP primary schools

Dfes Number	School	2004/05% attendance	2005/06% attendance	2006/07 % attendance
2444	Beechwood Primary School	94.40	92.81	94.40
2445	Brownhill Primary School	92.14	91.56	92.14
2446	Ebor Gardens Primary School	91.67	91.11	91.67
2451	Richmond Hill Primary School	92.14	91.75	92.14
2452	Seacroft Grange Primary School	92.15	92.20	92.15
2462	Shakespeare Primary School	93.32	93.55	93.32
2471	Windmill Primary School	93.46	92.12	93.46
2472	Cottingley Primary School	91.66	91.43	91.66
2474	Hunslet Carr Primary School	92.02	90.92	92.02
2477	Middleton Primary School	91.68	92.55	91.68
2481	Low Road Primary School	94.11	93.25	94.11
2482	Clapgate Primary School	94.35	93.24	94.35
2485	Bramley Primary School	94.16	94.48	94.16
2489	Raynville Primary School	94.55	93.86	94.55
2490	Stanningley Primary School	94.62	94.66	94.62
2491	Summerfield Primary School	94.58	93.93	94.58
3054	Bramley St Peter's Church of England Voluntary Controlled Primary School	93.63	93.76	93.63
	Total	93.22	92.78	93.17

3 year attendance for current BIP primary schools who joined the BIP programme in 2006/07

2409	Brudenell Primary School	90.91	92.19	94.40
2412	Little London Community Primary School and Nursery	94.94	95.20	92.14
2449	Harehills Primary School	93.73	92.46	91.67
Total		93.34	93.04	93.97

3 year attendance for BIP secondary schools

DfesNum	School	2004/05% attendance	2005/06% attendance	2006/07 % attendance
4050	Merlyn Rees John Smeaton Community High School	85.86	83.45	-
4045	School	85.98531	85.83	87.46
4064	Braim Wood Boys' High School	86.149784	86.73	-
454	Intake High School Arts College	87.392519	87.16	86.01
Total		86.39	85.635801	86.68

3 year attendance for current BIP secondary schools who joined the BIP programme in 2006/07

DfES Number	School	2004/05% attendance	2005/06% attendance	2006/07 % attendance
4851	South Leeds High School	-	-	85.57
4031	City of Leeds School	84.93	83.45	82.80
4044	Primrose High School	84.37	84.48	82.85
Total		84.609622	84.678029	84.130584

**BIP School Exclusions 2004/05 to
2006/07**

DfesNum	School	FTEX Rate per 1,000			PEX Rate per 1,000		
		2006/07	2005/06	2004/05	2006/07	2005/06	2004/05
2444	Beechwood Primary School	14.8	9.0	11.7	0.0	0.0	0.0
2445	Brownhill Primary School	0.0	2.7	20.8	0.00	0.0	0.0
2446	Ebor Gardens Primary School	0.0	5.0	49.5	0.0	0.0	0.0
2451	Richmond Hill Primary School	0.0	0.0	0.0	0.00	0.0	0.0
2452	Seacroft Grange Primary School	32.3	111.1	148.0	0.0	0.0	0.0
2462	Shakespeare Primary School	5.8	0.0	24.6	0.0	0.0	0.0
2471	Windmill Primary School	0.0	13.6	3.3	0.0	0.0	0.0
2472	Cottingley Primary School	8.1	4.0	0.0	0.0	0.0	0.0
2474	Hunslet Carr Primary School	0.0	5.4	0.0	0.0	0.0	0.0
2477	Middleton Primary School	16.9	7.9	10.8	0.0	0.0	0.0
2481	Low Road Primary School	0.0	0.0	7.8	0.0	0.0	0.0
2482	Clapgate Primary School	0.0	0.0	0.0	0.00	0.0	0.0
2485	Bramley Primary School	0.0	0.0	0.0	0.0	0.0	0.0
2489	Raynville Primary School	0.0	0.0	0.0	0.0	0.0	0.0
2490	Stanningley Primary School	0.0	0.0	0.0	0.00	0.0	0.0
2491	Summerfield Primary School	0.0	0.0	0.0	0.00	0.0	0.0
3054	Bramley St Peter's	0.0	0.0	3.2	0.00	0.0	0.0
4851	South Leeds High School	407.3	292.2	197.5	9.0	1.5	5.1
4045	John Smeaton	4.9	3.8	85.6	0.0	5.7	5.4
4054	Intake High	50.7	46.4	103.1	0.0	1.8	8.8

Appendix 3

BIP Term Assessment Form

BIP:	Intake West Cluster	Term:	Summer 07
Completed by:	Alison Moorhouse	Date:	23/08/07

1. Overview: please provide a brief summary of performance in the last term focusing on your impact on improving outcomes for children and young people.

Last term we worked with 10 new individual high school pupils and 3 new primary pupils on a range of issues such as classroom behaviour, self harm, separation, conduct disorder, routines. Many pieces of individual work were carried over from the previous term. Records of work are recorded, monitored and evaluated on the Leeds InfoBase Personalised Learning Tracker. 92% of these records show an improvement from baseline data and 8% show no change.

We delivered 7 groups in the schools including: Yr 8 Youth Award, Yr 9 Youth Award ASDAN, Incredible Years, and Seasons for Growth. Recording and monitoring is via SDQ, PSI and the tracker database. Again improvements are evident in all participants of the groups.

4 pieces of whole school work was delivered to the cluster of schools : Classroom management, Screening of in coming year 6, MASH clinic and Second step support.

A support group for women and children who suffered from domestic violence was also run in the West of Leeds co- delivered by a member of the BEST team.

The team continues to support the PSCHE enrichment days at Intake and delivered a very successful package of work on Weapons Awareness to the whole of year 10.

2. Performance against indicators: provide a summary of performance against the indicators on page 2. Highlight successes and areas of concern, including both where targets are not being achieved and where there is a significant risk that future targets won't be achieved

Exclusions. **All** the primaries achieved both the PX and FT exclusion target. This was achieved via using the Primary Response 1st day cover manager in a preventative manner who worked with pupils at risk on a weekly basis. The work of the Primary 1st response manager is proving to be very effective. Numbers who accessed the facility dropped from last year, this is indicative of the excellent preventative work that occurs in each of the primaries.

The High school **did not achieve** the fixed term target, exceeding it by 13 for the term and 22 for the whole year. Plans are in place to refurbish 1st Day cover and staff it more effectively to ensure that this year the target is met and more importantly that the pupils are offered their entitlement of 1st day cover. In total 6 children on a fixed term exclusion accessed 1st day cover, but unfortunately 51 pupils who were fixed termed did not. Again plans have been made to ensure all pupils on a fixed term exclusion are offered 1st day cover in 2007/8. Intake **did not achieve** the target for PX for the term and consequently for the year exceeding it by 4. Of the 5 PX students BEST only worked with one of them. In response to this changes have been made by the school to the referral route to ensure the most appropriate children are referred to the service. The Deputy Head and SENCO will gate keep referrals from year managers to ensure appropriate referrals are made.

Attendance. **3/5** primaries reached or exceeded the target for the summer term, unfortunately 2 were slightly below target. The impact this had had on the year end target is that **2/5** school achieved the target with **3/5** below.

The high school missed the summer target by 3.42% but continued to maintain attendance rates compared to previous years where summer attendance usually declines, hence it failed to reach the target attendance of 88.42 but ensured to keep the drop to only 2.42% over the year.

At risk register. Schools are beginning to use at "At risk system". Several report it is a very useful tool for highlighting pupils in need and allows schools to ensure plans are in place to address the needs. This is a major priority for the next academic year.

Performance Indicators

Indicator	Term Target	Annual Target	20?? Target	Performance this term	Target met	Performance year to date	Target met	Risk	Changes to Risk
Number of permanent exclusions	High 0	0		5	No	5	No	Red	Higher
	Prim 0	0		0	Yes	0	Yes	Green	Same
Number of fixed term exclusions	High 5	35	18		No	57	No	Red	Higher
	Prim 0	0	0		Yes	0	Yes	Green	Same
Number of days of fixed term exclusions	N/A	N/A	678.5		N/A	678.5	N/A	N/A	
Number of schools achieving attendance targets	High 1/1	1/1	0		No	0	No	Red	Higher
	Prim 4/5	4/5	2/5		No	2/5	No	Red	Higher
Number of schools achieving unauthorised absence targets	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A
Number of schools not achieving permanent exclusion targets	High 1				No			Red	Higher
	Prim 0				Yes			Green	Same
Number of schools not achieving fixed term exclusion targets	High 1				No			Red	Higher
	Prim 0				Yes			Green	Same
Percentage of exclusions where first day supervised education was offered	High 10%				No			Red	Higher
	Prim 100%				Yes			Green	Same
Number of pupils on the risk register in secondary schools.									
<i>School not yet completed this</i>									
Number of pupils on the risk register in primary schools. <i>Not all</i>									
<i>School not yet completed this</i>									
Percentage of at risk pupils where named key workers are in place – secondary schools									

Percentage of at risk pupils where named key workers are in place – primary schools

Percentage of at risk pupils from previous term where level of risk has reduced – secondary

Percentage of at risk pupils from previous term where level of risk has reduced – primary

- Term, annual, long term target – specify existing targets where they exist
- Performance this term – detail the number / percentage figure for this term
- Target Met – enter yes or no
- Performance year to date - detail the number / percentage figure for the year to date. Autumn term this will be the same as the term, response and Summer be the whole year figure.
- Risk – please state appropriate colour
 - Red – target missed and / or significant chance of future targets not being achieved
 - Amber – uncertainty as to whether the target will be achieved, there is progress but may not be sufficient to achieve the target
 - Green – targets have been achieved and confidence that future targets will be achieved
- Changes to risk – indicate if the risk has changed from the previous term, enter lower, same, higher

3a. Improvement Plan Performance: Successes evaluate progress with the activities in your improvement plan, what have been the successes over the previous term. Have any activities now been completed and are able to be removed?

Activity 1 To support schools in implementing strategies that increase positive behaviour and emotional well being, and to monitor, challenge and intervene where agreed targets are in danger of not being met.

Focussed work by primary 1st day cover manager ensured all primaries met their PX and fixed term target for exclusions. Due to the consistency of the position the 1st day cover manager is now able to work in a preventative manner and work is going extremely well.

Tracker database in full use to monitor and report BEST activities.

Activity 2 To support schools in implementing strategies that increase attendance and to monitor, challenge and intervene where agreed targets are in danger of not being met.

Close working with attendance leader, EWO and Nat Strats in the high school ensured the decline in attendance was halted. Attendance action plans in place and monitored closely and regularly by all partners

Activity 3 To integrate and sustain a range of strategies and activities that improve behaviour, emotional well-being and attendance, and which increase capacity in BEST schools to meet challenges and targets in these areas.

Successful funding bid to deliver Teacher Classroom management training to the whole cluster in the Autumn term. This will mean that over 31 staff are skilled in the Webster Strattan Classroom management techniques. This programme has a wide evidence base of successfully transforming classrooms.

All schools had delivered their choices from the menu of activities.

Second Steps Social and Emotional package of work successfully delivered to a primary partner and now adopted and implemented by the school to the whole school.

Healthy Young Peoples Clinic proving extremely successful and now held up as an example of excellent practice across the city.

Activity 4 To promote multi agency working and integrated services through dissemination and modelling of good practice, based upon local and national evaluations and research.

BEST manager on WAMB and beginning to shape the development of provision in the west wedge.

Transition improved again with all pupils being scored on an SDQ rating scale to help the high school set and plan for provisions prior to the young people starting the school.

Delivery of Incredible year's with Wildfire, delivery of Bridge project with NSPCC and delivery of Advance Webster Strattan with All Relative all indicate established sharing of work and steps towards sustainability.

Activity 5 To actively promote and support BIP/BEST schools in working in extended schools partnerships and contributing to the core offer in these partnerships.

Development of extended services going well with regular meetings with extended services project manager.

3b. Improvement Plan Performance: Concerns evaluate progress with the activities in your improvement plan, what have been the areas of concern over the previous term, what areas of concern are there looking ahead to next term

Attendance in several of the primaries along with that of the high school

At risk data base behind schedule, not all schools accessing this fully as yet.

1st Day cover not being fully accessed by the High School pupils who are excluded from school.

4. Improvement Plan Performance: Areas for development Considering you answers to questions 2 and 3 a/b list any proposed new activities resulting from these, including embedding success, sharing good practice and addressing underperformance and issues of concern

Action	Responsibility	Timescale
1 st Day cover in the High offered to all pupils excluded from school. Re-launch to the school with new policies, procedures and protocols.	PBFL leader and BEST	Sept
At risk database full roll out across all schools. Additional training opportunities for the schools.	Nominated school leader with BEST	Sept
Attendance in several of the schools. Attendance audit work with EWO and attendance leaders as a priority.	Attendance leader, EWO and BEST manager	Sept

5. Other issues Please outline any other issues that are or could potentially affect performance. Consider personnel, budget, partnership issues and sustainability for example.

Personnel – Youth worker resigned in July to go work for high schools. Not looking to replace until budget clear but have appointed a sessional art therapist to work in the schools 1 say per week. Project worker had dislocated his knee, could be lengthy absence.

Admin staff reduced hours to 4 days per week. Still manageable and saves some munch needed money.

High school 1st day cover 2 days per week of staff shortage. Looking to do 7.5 hours each Mon – Wed to ensure children have their entitlement.

Budget – Very tight.

Appendix 4
At Risk Pupil Monitoring System

Graded on a -2 to +2 scale with 0 being neutral, negative indicators relating to risk and positive indicators relating to resilience

	-2	-1	0	1	2
BEING HEALTHY					
Eating habits	Evidence of poor nutrition/resistant to healthy eating provision and messages */ poor dental health	Some evidence of poor nutrition	No concerns	Accessing healthy eating curriculum and other provision	Individual and family targeted for specific support
Substance abuse (drugs, alcohol, tobacco)	Suspected or Known instances of use of illegal drugs, alcohol or volatile substances	Smoking, experimenting with alcohol, known or suspected of being in risky social environment	No concerns	Engages with drugs education and routine pastoral support	Engages with targeted support
Sexual Activity	Displays inappropriate sexualised behaviour,	Disengagement, non-attendance, known to be in risky social environment	No concerns	Engages with Sex and Relationships Education (SRE) and routine pastoral support	Engages with targeted support
Obesity	Medically identified as obese	Medically identified as overweight - see also 'physical activity' 'eating	No concerns	Differentiation in PE curriculum. Accessing healthy eating curriculum	Specialised support programme

		habits' and 'emotional health'		and other provision	
Emotional Health	Displays extremes of emotion or can be consistently low in mood and withdrawn or expresses emotions inappropriately	A marked change in emotional state, causing concern	No concerns	Referred to and engaged in work with BEST/LM/Counselor/pastoral team/consultation with EP. Regular in-school support. Regular liaison/discussion with family	Referred to and engaged with specialist outside service/agency - CFU/social services/PAS. Regular liaison between school/agency/family
Physical Activity	Little or no participation in curriculum, OOSH, or playground	Specific or generalised difficulties in curriculum, little activity outside the curriculum	No concerns	Differentiation in PE curriculum	Parents contacted, individual support plan in place
Specific Health issues/Disability	Medical condition has significant impact on ability to access learning	Medical condition has affects ability to access learning	No concerns	Some support in place	Support matches identified needs
STAYING SAFE					
Child Protection	Child protection conference	Previous child protection issues	No concerns	Has open case and current social worker	On at risk register and appropriate support in place

				involvement	
Looked After Children	Currently Looked After	Previously Looked After or in respite care	Not looked after	Has named social worker and PEP	Making progress against PEP targets and/or consistent home or school placement
Accidents/risk taking behaviour	Puts self at risk frequently	Has put self at risk	No concerns	Offered support regarding protective behaviour	Accessed and responding to support
Bullying/discrimination	Victim of bullying/discrimination	Socially isolated/vulnerable at school	No concerns	Restorative process available/support networks identified	Reparation received. Support networks effective
Social services referrals	Open case	Previous case or concerns discussed with parents	No concerns	Named social worker and plan in place	Child and family responding to support
Home circumstances (e.g. young carer/asylum seeker/refugee)	Home circumstances have significant impact on access to learning	Home circumstances impact on ability to access learning	No concerns	Support provided	Support accessed and having a impact
ENJOY AND ACHIEVE					
Attendance	Attendance below 80%	Attendance below school average	No attendance issues	EWS involvement (for below 80%), other support for	EWS involved and support making impact

				above 80%	
Unauthorised absence	More than 12 unauthorised sessions in previous term	Any unauthorised absence in previous term	No concerns	Support offered	Support making impact
SEN	Level 2 FFI, statement or School Action Plus	Level 1 FFI or School Action	No SEN	Support offered	Support making impact
Achievement against expectations	Below estimated performance in all areas	Below in some areas	In line with expectations	Targeted additional support in place	Support making impact on progress
Reading Age	Reading age significantly below expected for key stage	Reading age at least 1 year below chronological age	Reading age=age	Additional support available	Support making impact on progress
POSITIVE CONTRIBUTION					
Exclusions	More than 5 days excluded in previous term or previous history of permanent exclusion	5 or less days excluded in previous term	No exclusions	Support available	Responding positively to support
Behaviour	School Action Plus for behaviour	Triggered school discipline procedure beyond class teacher/form tutor level	No concerns	Individual Behaviour Plan in place	Responding positively to support
Participation in school life	Actively chooses	Withdraws from/	No concerns	Involvement in	Takes full and

	not to engage in school life	does not participate in school activities		some school/after school activities	active part in all elements of school life
Self esteem/confidence/relationships	Finds it difficult to make stable and positive relationships/low levels of social responsibility/lacks confidence	Confidence/relationships and social responsibility are inconsistent across aspects of school life	No concerns	Offered individual/group support to improve confidence/self esteem etc	Responding positively to support
Crime/criminal behaviour	Persistent and/or serious offending	More than one offence committed or concerns regarding criminal behaviour	No concerns	Identified 'at risk' of offending and appropriate support offered	Appropriate support accessed and having an impact
Anti-Social behaviour	Subject of an ASBO or under investigation by Anti-Social Behaviour Unit	Concerns regarding anti-social behaviour	No concerns	Subject of Acceptable Behaviour Contract (ABC) and/or receiving additional support	Complying with ABC
ECONOMIC WELL-BEING					
KS4 FFT estimates	Less than 20% chance of 5+ A*-C	20-40% chance of 5+ A*-C	40+ chance of 5+ A*-C or no concerns	Post 16 plan in place and support provided	Accessing support and clear post 16 path identified
Post 16 activity	No engagement with Connexions\Careers	No clear route post 16, but willingness to engage	No concerns	Taken some steps to plan post 16	Clear path outlined

Home circumstances	Parents through extreme poverty are unable to meet basic needs	Parents suffering economic difficulty, e.g. debt/ worklessness	No concerns	Parents actively seeking support, e.g. debt counselling etc	As a result of support, family managing economic situation
Financial literacy	Not making progress as in -1 and lacks confidence/capacity to work with others	Not making adequate progress in literacy/ numeracy/ ICT	No concerns	Programmes in place to build literacy/numeracy /ICT skills	Engages in programmes offered and understands the need for personal budgeting (age appropriate)

View Pupil At Risk Details - Microsoft Internet Explorer provided by Leeds City Council

Address: <http://sctest/AtRiskMonitoringSystem/ViewPupilAtRiskDetails.aspx?PupilId=635427>

Positive Contribution		
Self Esteem / Confidence / Relationships	-0	0
Crime/Criminal Behaviour	-0	0
Anti-Social Behaviour	-0	0
Exclusions	-0	0
Behaviour	-1	2
Participation in School Life	-1	1
Economic Well-Being		
Home Circumstances	-1	0
Financial Literacy	-0	0
KS4 FFT Estimates	-0	0
Post 16 Activity	-0	0

Ratings Summary Datagrid

Outcome	Aggregate Score		Standardised Score	
	Risk	Protective	Risk	Protective
Being Healthy	-0	0	-0.0	0.0
Staying Safe	-2	1	-0.3	0.2
Enjoy & Achieve	-0	0	-0.0	0.0
Positive Contribution	-2	3	-0.3	0.5
Economic Well-Being	-1	0	-0.3	0.0
OVERALL	-5	4	-0.2	0.1

Outcome	Risk		Protective	
	-2	-1	1	2
Being Healthy	0	0	0	0
Staying Safe	0	2	1	0
Enjoy & Achieve	0	0	0	0
Positive Contribution	0	2	1	1
Economic Well-Being	0	1	0	0
OVERALL	0	5	2	1

Outcome/Factor Ratings

Outcome	Risk		Protective	
	-2	-1	1	2
Being Healthy	0	0	0	0
Staying Safe	0	2	1	0
Enjoy & Achieve	0	0	0	0
Positive Contribution	0	2	1	1
Economic Well-Being	0	1	0	0
OVERALL	0	5	2	1

Outcome/Factor Ratings

Being Healthy



Staying Safe



Enjoy & Achieve



Positive Contribution



Economic Well-Being



[Select Another AtRisk Pupil](#)

09 Nov 2006

What do you want to do?

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[Communications team](#)

View Pupil At Risk Details

Pupil:

Name	Date Of Birth	UPN
Freya Garbett	05/12/1992	U383390297012

Being Healthy

Eating Habits		-1		
Substance Abuse		-1	1	2
Sexual Activity	-2	-1	1	
Obesity		-1	1	
Emotional Health	-2	-1	1	2
Physical Activity		-1	1	
Specific Health Issues/Disability			1	

Staying Safe

Child Protection				
Looked After Children		-1	1	2
Accident/Risk Taking Behaviour	-2	-1		
Bullying/Discrimination		-1	1	2
Social Services Referrals			1	
Home Circumstances	-2	-1	1	2

Enjoy & Achieve

Attendance	-2	-1		
Unauthorised Absence		-1	1	2
SEN			1	
Achievement Against Expectations		-1	1	
Reading Age	-2	-1	1	

Positive Contribution

Exclusions		-1	1	2
Behaviour	-2	-1		
Participation in School Life	-2	-1	1	2
Self Esteem / Confidence / Relationships		-1	1	
Crime/Criminal Behaviour	-2	-1		
Anti-Social Behaviour		-1		

Economic Well-Being

KS4 FFT Estimates		-1		
Post 16 Activity	-2	-1	1	
Home Circumstances		-1	1	
Financial Literacy	-2	-1	1	2