



Leeds
CITY COUNCIL

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Report of the Interim Director of Children's Service

Scrutiny Board (Children's Services)

Date: 25th March 2010

**Subject: Children's Services and the Children and Young People's Plan
Update (March 2010)**

Electoral Wards Affected:

All

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Background

- 1.1 The Children's Services Scrutiny Board has a well-established process of receiving regular update reports several times during its workplan year. These provide an overview of some key children's services developments and a focus on progress against one or more of the priorities from the Children and Young People's Plan.
- 1.2 These reports aim to give members: a feel for the strategic 'direction of travel' across children's services; an insight into key initiatives and developments; and a 'manageable' way of looking across the various priorities within the Children and Young People's (CYP) Plan over the course of the year.
- 1.3 As well as a broad overview of key children's services issues, each report also enables members to focus in on one priority from the Children and Young people's Plan and one area of strategic development that Members have a particular interest in understanding more about.

- 1.4 In this latest report, the Scrutiny Board are giving particular focus to:
- The Children and Young People's Plan Priority of reducing teenage conceptions, with a particular focus on sex and relationships education in schools (discussed in section 3 of this report), and:
 - The strategic development area of new school arrangements, members are keen to understand more about how school trusts, federations and academies are developing and supporting integrated working across the city (discussed in section 4 of this report).
- 1.5 The report begins, in section 2, with a brief overview on some important children's services issues, particularly the review work around children's services and the children's trust arrangements in the city. The report then covers the Children and Young People's Plan priority, before considering new school arrangements.

2.0 Ongoing Review and Improvement Work in Children's Services

- 2.1 In both the Children's Services Update Report that the Scrutiny Board received in December 2009 and the report on the Announced Inspection of Children's Services that the Board received in January 2010, Members were informed of a range of significant, broad developments that are integral to the next stage of progress and improvement for children's services in Leeds.
- 2.2 Some of these developments are covered in a separate report to the Children's Scrutiny Board specifically addressing the Children's Services Improvement Plan, the Independent Improvement Board and the Improvement Notice issued for Children's services. Those developments align with the issues discussed below.

Review of Leeds Children's Services' Leadership, Managerial and Partnership Arrangements

- 2.3 As reported previously to Scrutiny, in response to the changing local and national context and to ensure services in Leeds are best placed to deliver integrated support to children, young people and families in the future, a review has been carried out of leadership, management and partnership arrangements. The findings and recommendations of the review were reported to the Council's Executive Board on 10th March 2010. The Executive Board approved the three main recommendations of the Chief Executive of the Council in a covering report to the review, these are:
- I. That, building on the strengths of current arrangements and seeking to spread them across all areas of children's services, a new integrated Children's Services Directorate model is worked up.
 - II. That officers be authorised to take all such steps as may reasonably be required (including the service of appropriate notices) to allow the council's contract with Education Leeds to be terminated on 31st March 2011, and

- III. That further reports detailing the revised arrangements (including any proposed transitional arrangements), and consultations thereon, be brought to the Executive Board at regular intervals over the course of the coming year.
- 2.4 The approval of these recommendations paves the way for an important period of change in children's services, creating a single, integrated children's services directorate and remodeling some aspects of existing services so that teams with overlapping responsibilities can work together more effectively and efficiently. A focus will continue on strong, clear leadership around the key areas of learning and supporting vulnerable children, these leadership roles will have direct reporting responsibilities to the Director of Children's Services.
- 2.5 The approach being advocated through the review aims to give children's services in Leeds clearer lines of accountability and better opportunities for service improvement, good communication and information sharing within and between different service areas. The review will build on the best of what different services for children and young people in Leeds, including schools, already do well and use this to strengthen children's services as a whole. At the same time it will enable services for schools to be more closely linked with other aspects of children's services. This will enable more joined-up approaches to all aspects of learning and to the support provided to vulnerable children and young people.
- 2.6 Taking forward the practical implementation of the review's recommendations is clearly a significant task for the year ahead. More work is needed to consider the detail of how and where different teams across children's services (including Education Leeds) can and should be integrated together more effectively. Following the Executive Board meeting a project team is being established to lead this work, but throughout the process there will be a strong emphasis on ensuring all staff are fully involved and take ownership of new approaches. There will be consultation with affected staff groups and with unions as the process moves forward. Initial information events were held for staff to coincide with the publication of the Executive Board paper, a designated information area has been established on the Council's intranet and an email address has been set up for staff questions. There will be a program of continuing communication and engagement with staff as the process develops.
- 2.7 The review is a means to delivering better integrated services for children and young people in Leeds and in turn improvements in performance, practice and ultimately outcomes. Implementing the review must not therefore distract from the ongoing work already taking place and being initiated to address improvement priorities. To support this, the review ties in closely with the Improvement Plan. Monitoring progress on the review's implementation will be incorporated into the Improvement Plan and the work of the Improvement Board. Moves towards better service integration will build on the positive aspects of integrated working that already take place. As such, there is an expectation that services will not wait until the completion of the review to

begin closer integration, but will use it as an opportunity to find ways to consistently work together more effectively in the months ahead.

- 2.8 Updates on the implementation of the review will be provided for the Scrutiny Board within these overview reports and as part of updates around the Improvement Plan over the coming months.

Revising of Leeds' Children's Trust Arrangements

- 2.9 Complementing the review of leadership, management and partnerships, work has also been taking place to look at the children's trust arrangements in Leeds. This is in response to revised government guidance relating to this, as well as the need to refresh our current model. These considerations are leading towards the creation of a new Children's Trust Board that will replace, build on and strengthen the functions of the existing Children Leeds Partnership and Integrated Strategic Commissioning Board (ISCB). The new arrangements will also give a stronger statutory involvement to schools in the work and role of the trust board and they will transfer responsibility for the production and ownership of the Children and Young People's Plan from the local authority to the trust board (and therefore the partners that sit on it).
- 2.10 After a range of activities to begin considering arrangements in Leeds, including a Governance Seminar in the autumn of 2009, a session for senior leaders across children's services in February 2010 and specific discussions at the Children Leeds Partnership and ISCB, a final consultation document has now been produced and widely circulated. The Executive Summary from the document is attached to this report at appendix 1. All councillors have been sent a copy of the full consultation document and the views of the Children's Services Scrutiny Board would be welcomed.
- 2.11 Further details and proposals for the new Children's Trust Arrangements in Leeds will be reported to the Council's Executive Board on 7th April.

Improvements to the Leeds Safeguarding Children Board

- 2.12 At the same time as the wider Children's Trust Arrangements being reviewed, a specific review has been taking place relating to the Leeds Safeguarding Children Board. This is in the context of the wider trust arrangements work and in response to specific issues raised in recent Ofsted reports as well as the wider safeguarding focus across children's services. This will see a revised membership of the Board, with more senior representation from partner agencies, to give it a stronger multi-agency leadership role. Work is also being done to ensure the board and Leeds' safeguarding arrangements in general have better performance management and quality assurance processes and practices.
- 2.13 Information about the review of the Safeguarding Board will be included in the April Executive Board paper about the Trust Arrangements referred to above.

Reviewing the Children and Young People's Plan

- 2.14 Scrutiny members may recall that during 2008-09 a major review of the Children and Young People's Plan for Leeds was undertaken, culminating in a new Plan being launched in September 2009, containing both short term priorities for 2009-11, and longer term ambitions running until 2014. In view of the further inspection feedback and the continuing change in context that has followed, it is important to continue ensuring the Plan most accurately reflects the priorities for the city and also that it ties in with the Improvement Plan discussed separately. Work is now underway to refresh the CYP Plan in light of this, although this will be a relatively small-scale piece of work given the amount of consultation done for the 2009-14 Plan and the importance of focusing current attention on the Improvement Plan. More details about the CYP Plan review will be brought to a future meeting of the Scrutiny Board.

New Interim Director for Children's Services

- 2.15 In the January report on the announced inspection, scrutiny members were informed that Sandie Keene had temporarily taken on the role of Interim Director of Children's Services. On 1st March, Eleanor Brazil took over this role from Sandie. Eleanor has a strong background in social care and significant senior leadership experience. Before coming to Leeds Eleanor spent time as Interim Deputy Director in Haringey, helping the authority make the improvement needed following the tragic baby Peter case. It is expected that Eleanor will be in post for at least six months until a new permanent Director takes up the post. The permanent Director's post is now being advertised.

The Improvement Plan

- 2.16 The above information is a very brief summary of some important areas of development. They are all part of the new Improvement Plan for children's services. Scrutiny Members should therefore consider this information in light of the report on the Improvement Plan, which is also on their agenda. The focus of this report now turns firstly to a priority from the Children and Young People's Plan and then to the Board's chosen key strategic development.

3.0 Children and Young People's Plan Priority: Reducing Teenage Conceptions

- 3.1 Reducing teenage conceptions was a priority in Leeds first Children and Young people's Plan and this has continued into the 2009-14 Plan. Evidence demonstrates that having children at a young age can, for some women, have a negative impact on their health and lead to poorer outcomes. For example, young parents may be less likely to continue with their education and therefore over time be more likely to live in a low-income household.

- 3.2 Reducing teenage conceptions is a complex issue. As well as giving young people the information, advice and guidance to make informed decisions about their relationships and sexual health, it is also important to address the circumstances that lead to or reasons why a young woman becomes pregnant. Teenage pregnancy links in with several other key children's services priorities. Over the past 18 months a re-focused and intensified partnership approach to addressing teenage conceptions has led to a range of targeted work and new initiatives, particularly in priority areas of the city. The latest available performance data however is not for a period that captures the impact of this work.
- 3.3 The Scrutiny Board previously received an update on work to reduce teenage conceptions at its November 2007 meeting, as part of a similar overview paper to this one. Since then the health scrutiny board have maintained an ongoing interest in this area.

Latest Performance Information

- 3.4 The final year teenage conception rate for 2008 has recently been released by the Office of National Statistics (ONS). This indicated a rate of 50.6 (conceptions per 1000 15-17 year old young women). This is a 5% higher rate of conceptions over the rate for Leeds for 2007. This also represents a 0.3% increase on the 1998 baseline and is outside our 2008 target. The figure for 2008 represents the final year for reporting before a refreshed approach for leadership and partnership engagement for reducing teenage conceptions.

Approach to Improvement

- 3.5 Reducing teenage conceptions is being given significant focus. Leeds City Council's Deputy Director of Commissioning for Children's Services (Sarah Sinclair) has been given a leading responsibility for this area as part of her commissioning role. For example, by improving locality data collection at post code level, analysis has identified a significant 'hot pocket' of teenage conceptions in West Leeds which has not been targeted previously. Work is now underway to target resources and commission responses accordingly.
- 3.6 There has been a more sophisticated approach to communications around sexual health messages as part of a specific campaign. A range of public information 'promotions' including bus advertising and work targeted at parents as well as young people have been put in place. The approach Leeds has taken was 'highly commended' in the Local Government Yorkshire and Humber 'Making a Difference Awards 2009'. Internal communications now include an operational website area for practitioners, a regular newsletter and workforce information events. These have promoted the teenage parent care pathway.
- 3.7 There has also been an increase in the number and availability of sexual health services; four new after school CaSH clinics in community settings have been opened in hot spot wards and youth work has been commissioned to support them. From September 2009 on-site contraception clinics have

been running in the three main Further Education providers in the city providing 18 hours per week on site contraception and sexual health services. There is now a fast track system for Looked After Young People for appointments in Contraception and Sexual Health (CaSH) services. Leeds has increased pharmacy sites offering Emergency Hormonal Contraception, pregnancy testing and Chlamydia testing from 27 to 38 sites.

Targeted Work

- 3.8 Targeted working in priority areas is central to the approach being taken. Some specific initiatives include:
- Commissioning the accreditation of two `in house` Speakeasy parenting program trainers, creating local capacity to train Speakeasy facilitators in the high rate localities.
 - The Seacroft/Manston Extended Services Cluster (inner east) has recruited a specialist worker for two days a week to develop SRE and improve access to sexual health services in a very high rate area.
 - The Beeston Hill and Holbeck Cluster in the inner south have agreed to set aside 15% of their Activity Grant to support activities that will target primary aged children who are assessed as being "At risk of being NEET at 16 or being a teenage parent".
 - Children Leeds and NHS Leeds have jointly commissioned locality based mystery shopping of services by young people. In the east locality agencies are now developing an innovative multi-agency model to support sustainable mystery shopping with six different agencies recruiting, bringing together, and training volunteers
 - Work is taking place in South Leeds to look at how we can identify, refer and work effectively with the younger siblings of teenage parents if they appear to be at increased risk of teenage pregnancy themselves. Work is also starting to address the issue of KS2-3 transition support for Year 6 pupils identified as being at increased risk of teenage pregnancy.

Effective services for looked after children (LAC) and care leavers

- 3.9 The Sexual Health Nurses for looked after children have now supported 200 out of 240 young people aged 16/17 over a 12 month period with their sexual health. The Child Health Team are now working in partnership with local VCFS organisation 'Women's Health Matters' to identify and support young women involved in or at risk of violent/exploitative relationships.
- 3.10 Access to SRE based training for Social Workers, Residential staff and Foster Carers has increased by approximately 50% over the last 12 months. Ring fenced funding has been made available for sexual health training for 2010/11. This is within the context of a new Relationships Policy for looked after children published alongside the Sexual Health Bill of Rights for LAC which was put together by young people with support from Barnardo's Leeds Children's Rights Service. These documents will raise awareness of the needs and rights of LAC and support targeted early intervention.

Workforce training on sex and relationship issues

- 3.11 Training has been delivered for Effective Transition Personal Advisors working with school age and post 16 young people in dealing with unintended pregnancy choices and decisions. We have delivered two locality events for children's workforce and sexual health service providers to promote further service integration. Speakeasy facilitators training is proceeding well with twenty facilitators trained. The Youth Service has identified basic Relationships and Sexual Health Training as mandatory for all Youth Workers with additional training for managers.
- 3.12 Leeds Youth Service is now delivering 2 pilot programmes in one of the city's areas of high teenage conception to offer support for teenage parents. This will include health, social, budget, parenting support, with a rolling programme of activities to designed and developed by the young parents. Childcare will be provided by Early Years.

Sex and Relationships Education (SRE) – Current National Context and Guidance on Best Practice

- 3.13 The availability of SRE provision in schools has been subject to a recent legislative proposal (Children, Schools and Families Bill) that it becomes a statutory part of the school curriculum offer and is a statutory requirement for all children at age 15. It is also proposed that Ofsted specifically scrutinise closer the quality of SRE in their inspection of schools and the availability of this to vulnerable groups. Additionally the national guidance to schools in their SRE delivery is being revised, the draft revision is available for consultation. Good quality SRE provision is important in reducing teenage conception and highlighted in the guidance given to Leeds in the National Support Team for Teenage Pregnancy in their visits to the city.
- 3.14 Key messages of the revised (draft) SRE guidance are an emphasis on values based learning and the development of social skills to both inform and enable positive, healthy choices. The guidance indicates a gradual approach with knowledge and skills built year on year appropriate to children's maturity and development. Sex and relationships education is to include learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, sexual intimacy, dealing with emotions and managing personal relationships. The link between the role of SRE in enabling the safeguarding of children through empowering them to care for themselves and others is explicitly made.
- 3.15 There are three different models of delivery for PSHE/SRE within Leeds' secondary schools. This can lead to some inconsistency in the delivery and quality of the provision delivered. Best practice from local and national evidence is for specialist, trained and motivated PHSE teachers to teach the subject as a dedicated timetabled curriculum slot. This approach is adopted by 33% of schools in Leeds. Other approaches including form tutor delivery and delivery by external agencies in 'drop-down' programs. These vary significantly in the quality and reach of their programs. Vulnerable groups, including those educated offsite or poor attenders are at high risk of not

experiencing a full PHSE offer. These groups are highly overrepresented (particularly young fathers) in the teenage pregnancy population.

- 3.16 Primary school SRE provision has shown improved consistency through a city wide curriculum content approach developed and shared by Education Leeds. An enabling approach through school improvement leads has supported schools to engage strongly with parents and stakeholders in understanding the content and aim of SRE. This has resulted in significant improvements in confidence for parents and governors in their support of this agenda.
- 3.17 Emphasis on SRE within inspection and governance approaches to schools is foreseen as useful in highlighting the importance of this area alongside other academic attainment targets. Good practice from national initiatives and inspection frameworks suggests that schools and their improvement services consider closely and regularly consultation with young people about their SRE needs to determine the effectiveness of their offer.
- 3.18 Where in the city there are good relationships between secondary schools and feeder primaries effective transition arrangements can ensure continuity of SRE provision between school phases. Consultation with young people suggests language, tone and approach are highly important in their interpretation of SRE material and it would seem disjointed transition may particularly effect this area of children's learning over other areas of the curriculum.
- 3.19 A 2008 DCSF steering group has identified 6 areas where particular action could be taken that would drive up the quality of SRE in schools:
1. Improving the skills and confidence of those who deliver SRE;
 2. The role of external contributors in supporting schools' delivery of SRE;
 3. The need for further guidance and support for schools;
 4. Involving young people in the design of SRE programmes and initiatives;
 5. How best to maximise the impact of wider programmes and initiatives; and
 6. Improving school leadership on SRE.

The table attached at appendix 2 summarises how Leeds is responding to these areas.

Challenges in Progressing SRE Work

- 3.20 SRE in schools receives regular media attention, much of which presents the issue negatively. This can make it challenging for schools and teachers to address the subject with confidence. The prioritisation of SRE in schools also requires further attention, although increased Ofsted scrutiny may help to address this. In taking forward SRE work it will be important to focus increasingly on listening to young people to understand their SRE needs and drawing on the input of key partners, including school nurses and those who provide off-site provision of SRE.

4.0 The Arrangements for Federations, Trusts and Academies in Leeds Schools: An Update

- 4.1 Both government legislation and local developments have enabled a number of different governance models at and between schools in Leeds to emerge. These models aim to help schools to find the best approach to enable them to raise standards and improve outcomes for children and young people. The nature of these different models and how their development links in to the broader progress of integrated working in Leeds is the focus of this next section.
- 4.2 Attached at Annex 3 is a summary of the range of responsibilities that differing school governance models bring. This clarifies the difference between Trust Schools, Federations, Academies, and other schools in Leeds. The information below discusses the current position regarding each of these arrangements.

Trusts and Foundations

- 4.3 Trust arrangements are intended to open up new and different ways for schools to work. Schools (or groups of schools) that choose to take up the new arrangements are backed by a charitable trust. A key theme of the Government's 21st Century Schools program is that every school should work in partnership, delivering integrated children's services in localities. Trusts are a key element in delivering sustainable partnerships and schools are actively considering how such a model could support collaboration – not just collaboration between schools but also with key partners e.g. Further Education and Higher Education institutions, GP's services, PCTs, and voluntary sector organisations. Trust schools are expected to draw on the expertise and energy of partners to strengthen governance and support schools' strategic leadership.
- 4.4 As the opportunities to form trust schools became available, Leeds City Council engaged in an inquiry early in 2007 through the Children's Services Scrutiny Board. This concluded that there was the potential, with the right partners working together, for a Trust working in a deprived area to contribute positively to narrowing the gap between the most disadvantaged children and communities and the rest of the city. It also concluded that the local authority should be at the forefront of the trust schools agenda, making sure that the potential is maximised for Leeds. The Scrutiny Board inquiry recommended that Education Leeds develop guidance for governors who were considering trust status. The guidance had been available since September 2008 and has been used in development work with governors.
- 4.5 The City Council's Executive Board also considered the development of new governance arrangements in a report in January 2009 and decided to:

- i. Note the opportunities and implications for governance of the academies and trust schools programs.
 - ii. Approve a policy position that supports and encourages moves by schools to adopt Trust Status where a proposal demonstrates;
 - a willingness to engage the City Council as a key partner in any Trust, including having a representative appointed as a trustee;
 - collaboration between schools and partners to improve outcomes for young people;
 - a willingness to engage constructively with the City Council to reach agreement on the transfer of assets and the use of capital receipt from any future land/building sale, to ensure that the Council's strategic priorities can be addressed.
- 4.6 A Foundation school is a school that has a foundation, with the foundation being any body of persons (whether incorporated or not but excluding the governing body) which holds land on trust for the purposes of the school, or a foundation body. The foundation has the right to appoint foundation governors.
- 4.7 Proposals to establish foundation schools in Leeds through the establishment of an educational trust are supported and encouraged where they demonstrate collaboration between schools and partners which strengthens and sustains relationships that are focused on improving outcomes for children and young.
- 4.8 Effective local clusters and partnerships are now seeing trust status as a means by which governance can be strengthened and sustained, and joint accountability established. This is reflected in the current guidance to governors that encourages collaboration, and describes ways of securing and working with key partners to deliver improved outcomes for children and young people. The guidance has been used to work with schools on the implementation of their proposals, and this has provided a local dimension to their discussions and guided their approaches in working through the national DCSF toolkit.
- 4.9 A range of briefings has been provided for governing bodies and school leadership teams which have encouraged an approach based on the principles described above. This has enabled Education Leeds to influence the direction of travel in relation to securing the right partners, planning for effective governance and the transfer of admissions, staff employment and land and buildings issues.
- 4.10 A paper to the Council's Executive Board on 9th December 2009 entitled 'Children's Trust Arrangements: Area and Locality Arrangements', discussed the changing context for local partnerships between the different elements of children's services. That paper reflected on the implications of the Apprenticeships, Skills, Children and Learning (ASCL) Act 2009 as well the government's white paper on 21st century schools and Ofsted's increased focus on the role of schools in addressing locality issues. The paper sets out how local school partnership arrangements and specifically local school trusts

can fit into a model of partnership, democratic involvement and governance at locality level, which in turn feeds into Area Children Leeds Partnerships (where areas are based on the current inner/outer area committee wedge model).

- 4.11 Accordingly, the revised Children's Trust arrangements being implemented for April 2010 are expected to identify school trusts, where they exist, as the key locality partnership within the approved significant partnerships framework. This is intended to ensure that the school trusts, in addition to the individual schools, are able to make a direct contribution to the priorities in the Leeds CYPP.
- 4.12 Attached at Annex 4 is a table showing the current and emerging distribution of trust schools in the city. It is still too early to see the impact of these new governance arrangements on outcomes. In line with the guidance developed as a result of the Scrutiny Board's inquiry, all trusts proposed or established since then have proposed that the trust has a minority of members on the school governing body; the local authority is identified as a partner and is represented as a trustee; engaged positively and constructively in discussions about the transfer of assets and the potential use of capital receipts.

Federations

- 4.13 A federation is where two or more governing bodies following the required regulations decide to come together under a single governing body constituted under a single instrument of government i.e. the governing bodies of the separate schools consult as prescribed and on implementation the governing bodies of the schools are dissolved and a new federated governing body established.
- 4.14 All the federations in Leeds have involved community schools. Establishing a Federation has not involved a change in a school category. The duties and responsibilities for the governance of each separate school remains exactly the same, but are discharged via a single governing body.
- 4.15 There are presently two federations in Leeds. The Central Leeds Learning Federation sees a single governance structure oversee the work and impact of City of Leeds and Primrose High Schools. The second is a federation between Windmill and Low Road Primary Schools. Bramham and Shadwell Primary Schools are currently consulting on establishing a federation. The outcome of this consultation will be known just after Easter. The two existing federations had had differing impacts on outcomes. The challenges experienced within the CLLF have been so significant that the existing consultations on the future of City of Leeds and Primrose may result in the dissolution of this federation. The Windmill/Low Road Federation has successfully improved outcomes for children in both schools and secured strong leadership and the capacity for effective succession planning in both schools.

Academies

- 4.16 Leeds currently has three academies, the David Young Community Academy, the Leeds South Academy and the Leeds West Academy. A public consultation process has just finished on establishing a further two, one to replace Parklands Girls High School, and one to replace Primrose High School. Executive Board will consider the outcome of these consultation at a forthcoming meeting.
- 4.17 Academies operate independently of a local authority with direct accountability to the Secretary of State. They are now run by nationally accredited organisations who appoint the majority of governors and employ all the staff. These sponsors are now required to agree a Memorandum of Understanding with Leeds City Council that seeks to balance their independence with a commitment from sponsors that their academy will play a full part in the Leeds Community of Schools.

Moving Forward: Integrated Working

- 4.18 Legislative changes require local authorities to engage with their community of schools differently in the future. New Children's Trust Boards and Local Safeguarding Boards (discussed elsewhere in this report) must include representation from schools. In Leeds, the proposal currently being consulted on is suggesting two school representatives with two named alternatives on the Trust Board. Similarly, two school representatives are proposed for the Safeguarding Board. Elsewhere, legislation is more prescriptive, with academies required to be represented on the Schools Forum and both Academies and Foundation Schools on the Admissions Forum, which must reflect the types of schools in the locality.
- 4.19 In addition to the above, the Leeds Memorandum of Understanding is recognised as playing an increasingly significant role in enabling Academies to play their part in the community of local schools and children's services. Where trusts are developing, most significantly in areas like Garforth, Brigshaw and Morley, they are creating formal links between groups of schools and partners delivering local children's services.

5.0 Conclusion

- 5.1 This continues to be an important period of development and improvement in children's services. This report has focused on the overarching change that is helping to take this forward. The review of leadership, management and partnership arrangements has made bold proposals that will deliver a more integrated service for children and young people in Leeds. This will be complemented by stronger children's trust arrangements and a clearer performance management and quality assurance approach to safeguarding work across the city.
- 5.2 At the same time, services are continuing their focus on specific priorities relating to outcomes, the targeted work around reducing teenage conceptions

demonstrates this, however the impact of this work is still to be fully evidenced and there remain some key challenges.

- 5.3 This report has also outlined the current position in Leeds in relation to the development of different school arrangements, specifically around trusts, federations and academies. Schools have an essential role to play in supporting the improvement work taking place across children's services and it is therefore important to understand how these different arrangements are moving forward and their implications for wider integrated working in Leeds.

Background Papers:

Report to Executive Board: Developing and Responding to New Governance Arrangements for Schools in Leeds – 14th January 2009

Report to Executive Board: Children's Trust Arrangements: Area and Locality Arrangements - 9th December 2009

Report to Children's Services Scrutiny Board: 'Ofsted Inspection of Safeguarding and Looked After Children Services in Leeds: Outcomes and Wider Improvement Activity' – 28th December 2010

Report to Executive Board: Organisational Arrangements for the Provision of Children's Services in Leeds – 10th March 2010

Appendix 1: Children’s Trust Arrangements Consultation Document Executive Summary

Leeds, like other local authority areas, has Children’s Trust partnership arrangements in place to improve the lives of children and young people.

Over recent months we have looked at our current arrangements, what is happening in other areas and the Government’s updated guidance on Children’s Trusts and Safeguarding. This includes taking account of some new statutory requirements from April 2010.

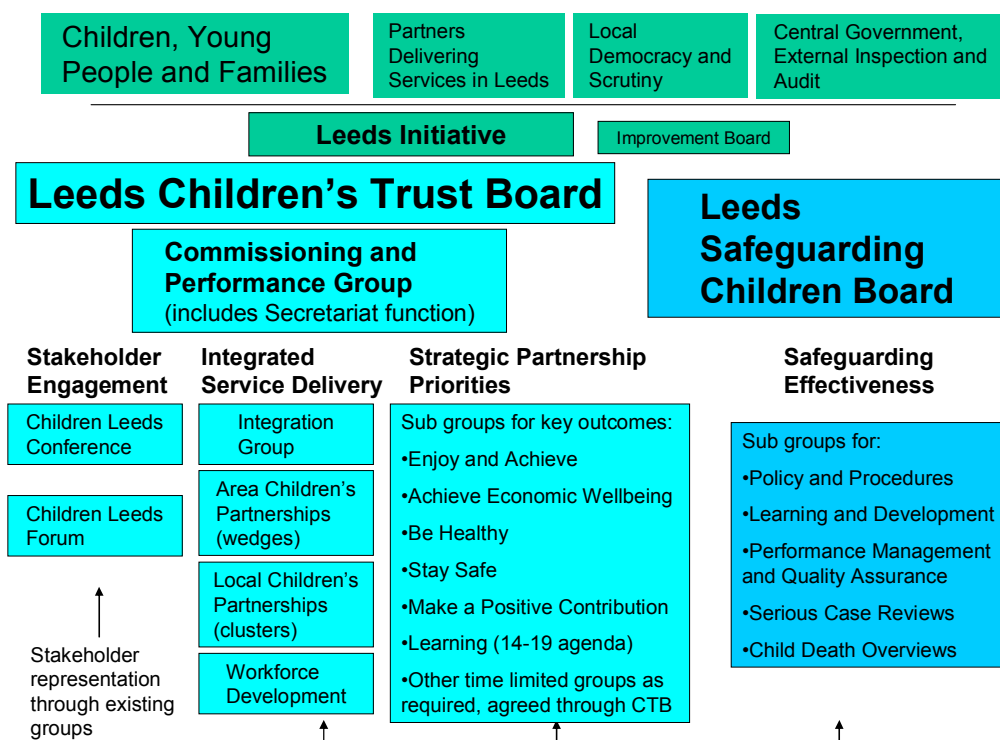
Our proposals set out details for new Children’s Trust arrangements for Leeds from April 2010, covering:

- Creating a new Children’s Trust Board
- Revising the Leeds Safeguarding Board
- Initial thinking about developing and realigning Children’s Trust sub groups and partnerships

We are keen to ensure that our new arrangements are clear, dynamic and effective. This includes strengthening our Safeguarding Children Board arrangements to help improve the quality of our safeguarding services.

Proposed new Children’s Trust Model for Leeds

The proposed model covers the formal governance arrangements for partnership working in Leeds relating to Children’s Services. The blocks at the top of the model indicate key relationships, reporting lines and accountabilities to stakeholders.



The **Children's Trust Board** will have a remit including:

- Bringing together statutory partners to strengthen co-operation arrangements
- Having a local vision for children, young people and families
- Overseeing a new style Children and Young People's Plan

Its proposed membership includes Leeds City Council, NHS Leeds, Youth Offending Team, West Yorkshire Police, West Yorkshire Probation, Job Centre Plus, Government Office and representatives from Schools, Further Education Colleges, Third Sector and a Lead GP. The independent chair for the Leeds Safeguarding Children Board would also be a member.

The Board would be supported by a structure covering:

- **A commissioning and performance group** which would also include a Secretariat function to support the new Board and provide linkages between different elements of the Trust Board.
- **Stakeholder engagement** through Children Leeds Conferences and Forums alongside more direct stakeholder representation and involvement in locality and priority sub groups.
- **Integrated service delivery** through an Integration Group, Area Children's Partnerships (wedges) and Local Children's Partnerships (clusters) and a workforce development group.
- **Strategic partnership priorities** based on the 5 every child matters outcomes plus learning to capture statutory requirements of the 14-19 agenda and existing partnership working arrangements for this in Leeds. Other time limited groups would be established as required, governed by the new Children's Trust Board.

The **Safeguarding Children Board** will have a remit including:

- Providing a local, independent partnership vision for safeguarding children and young people
- Co-ordinating work to safeguard and promote the welfare of children and young people
- Ensuring the effectiveness of work to safeguard and promote the welfare of children and young people

Its proposed membership includes an Independent Chair, Leeds City Council, Health Sector representatives, Youth Offending Team, West Yorkshire Police, West Yorkshire Probation, CAFCASS, HM YOI Wetherby, East Moor Secure Unit, NSPCC and representatives from Schools, Third Sector and two Lay Members. The Board will be supported by professional advisors: a designated Doctor, Nurse, Legal Advice and Leeds Safeguarding Board Manager.

The Leeds Safeguarding Children Board would be supported by sub groups for:

- Policy and procedures
- Learning and development
- Performance management and quality assurance
- Serious case reviews
- Child death overviews

Members of the two Boards should be at an appropriate level of seniority to provide clear and effective leadership, take decisions on behalf of their organisation/sector and be able to hold their organisation/sector to account.

Views on the proposals are welcomed up to **5pm on 26th March 2010**. This is to allow us to report to the Council's Executive Board in April and have meetings of the new Children's Trust Board and revised Safeguarding Board later that month.

We are also seeking to confirm nominations to the new Children's Trust Board and Leeds Safeguarding Children Board by **26th March 2010** where possible.

Further information about the new arrangements is available from:

Email: martyn.stenton@leeds.gov.uk

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Appendix 2

Leeds action in response to the 6 areas where particular action could be taken that would drive up the quality of SRE in schools:

	Primary Schools	Secondary Schools
1.	<p>a. Personal, Social, Health Education Continued Professional Development (PSHE CPD)</p> <p>b. City-wide and school based staff training</p> <p>c. SRE policy training and development</p>	<p>d. Yr 7 SRE module developed and disseminated</p> <p>e. A comprehensive PSHE & Citizenship Toolkit will be made available to ALL secondary and special schools through a full day training launch event in April 2010</p> <p>f. Training offered through secondary PSHE network meetings for subject leaders across the city – meetings occur every half term</p>
2.	<p>d. Yr 1-6 SRE modules (within the wider PSHE scheme of work) developed and disseminated</p> <p>e. Training offered through primary PSHE network meetings for subject leaders across the city – meetings occur termly</p>	<p>Development and central coordination of the multi-agency SRE training team to build confidence and skills of those staff who are delivering SRE in school and out of school settings</p>
3.	<p>Collaborative training between primary SRE consultant and child protection team planned for primary schools</p>	<p>a. Support and guide schools in helping them to comply with the law</p> <p>b. Helping schools to interpret current guidance leading to 'best' practice</p> <p>c. Targeted support to priority schools on policy, curriculum, staff inset</p> <p>d. Universal support to schools when requested</p> <p>e. Latest DRAFT SRE guidance from the DCSF (2010) will be disseminated to schools when finalised</p>
	<p>f. Supporting schools (both faith and secular) with SRE issues deemed as sensitive and difficult to reconcile with their values</p> <p>g. Partnership working with the Roman Catholic Diocese of Leeds</p> <p>h. Targeted and universal work with parent/carers on SRE content and delivery in order to alleviate parent's concerns and provide 'peer' support and education</p>	
4.	<p>Education Leeds Primary SRE Consultant has designed a Toolkit to enable schools to consult Yr 6 pupils about their SRE needs. This Toolkit has been trialled and is now being disseminated across the city</p>	<p>a. City-wide training offered to all secondary and special schools on how to consult with children and young people using the Sex Education Forum's SRE Toolkit.</p> <p>b. Making available and encouraging schools to use the Sex Education Forum: Are you getting it right? Toolkit for consulting young people on SRE</p>
5.	<p>a. Supporting the Teenage Pregnancy & Parenthood Partnership (TPPP) strategy through participation and leadership roles within SRE Task & Finish group meetings, both city-wide and within priority localities</p> <p>b. Support the work of the Healthy Schools & Wellbeing Programme by aiding schools to achieve National Healthy Schools Status</p> <p>c. Support the work of the Healthy Schools & Wellbeing Programme in developing early success indicators for schools in order for them to work toward and achieve their chosen priorities within the new National Healthy Schools Enhancement Model</p>	
6.	<p>a. Curriculum support for senior leadership team and subject leaders</p> <p>b. Training for school councillors and governors provided to enable them to drive SRE forward within their own schools</p>	
		<p>c. A SRE joint review has been designed in order to help schools look at their SRE provision. This audit tool is completed with the a member of the senior leadership team, PSHE subject lead and Education Leeds secondary PSHE consultant</p>

Summary of Responsibilities and Opportunities Across Governance Models

COMMUNITY SCHOOLS	VOLUNTARY CONTROLLED SCHOOLS	VOLUNTARY AIDED SCHOOLS	FOUNDATION (TRUST) SCHOOLS	ACADEMIES
GOVERNANCE, ORGANISATION AND ADMISSIONS				
LA maintained schools	LA maintained schools	LA maintained schools	LA maintained schools	Publicly funded independent schools
GB is corporate legal body without charitable status.	GB is corporate legal body with charitable status. This can help in the effective use of gifts and other support from the business community, parents and others.	GB is corporate legal body with charitable status. This can help in the effective use of gifts and other support from the business community, parents and others.	GB is corporate legal body with charitable status. This can help in the effective use of gifts and other support from the business community, parents and others. Clear distinction between the trust and the GB as separate legal entities.	GB is established as a charitable company. It cannot delegate its decision making power to a body upon which it does not have a majority. Academy Trust has control over the conduct of the school through the GB (directors)
GB constitution – stakeholders are parents, LEA , staff and community. Parents are the largest group.	GB constitution – stakeholders are parents, LEA , staff, community and foundation (normally church appointments). Parents are the largest group.	GB constitution – stakeholders are parents, LEA , staff, and foundation (normally church appointments). Foundation governors are in overall majority to preserve the religious character and ethos of the school.	GB constitution – stakeholders are parents, LEA , staff, and foundation. GB can decide that the majority of governors are appointed by the Trust. If so, a parents' council must be formed.	Constitution - [Directors]: principal sponsor, sponsor governors, Principal [ex-officio member], one parent, at least one LA and co-opted governors plus other categories as stipulated in the Articles of Association.

COMMUNITY SCHOOLS	VOLUNTARY CONTROLLED SCHOOLS	VOLUNTARY AIDED SCHOOLS	FOUNDATION (TRUST) SCHOOLS	ACADEMIES
GOVERNANCE, ORGANISATION AND ADMISSIONS				
			The Trust (not GBs) could become the principal sponsor of an academy, forming a partnership between strong and weak school(s) and appoint the majority of directors.	
GB can federate with other LA maintained schools but not with academies, independent schools or FE institutions	GB can federate with other LA maintained schools but not with academies, independent schools or FE institutions	GB can federate with other LA maintained schools but not with academies, independent schools or FE institutions	GB can federate with other LA maintained schools but not with academies, independent schools or FE institutions	Cannot federate at governance level with maintained schools, but may be part of a school company.
GB can collaborate with other LA maintained schools and FE institutions but not with academies or independent schools	GB can collaborate with other LA maintained schools and FE institutions but not with academies or independent schools	GB can collaborate with other LA maintained schools and FE institutions but not with academies or independent schools	GB can collaborate with other LA maintained schools and FE institutions but not with academies or independent schools	Cannot collaborate at governance level with maintained schools, but may be part of a school company.
LA is the admissions authority.	LA is the admissions authority.	GB is the admissions authority and sets its admissions arrangements. Like all other schools, must act in accordance with the Admissions Code.	GB is the admissions authority and sets its admissions arrangements. Like all other schools, they have to act in accordance with the Admissions Code.	GB is the admissions authority and sets its admissions arrangements. Like all other schools, they have to act in accordance with the Admissions Code.

COMMUNITY SCHOOLS	VOLUNTARY CONTROLLED SCHOOLS	VOLUNTARY AIDED SCHOOLS	FOUNDATION (TRUST) SCHOOLS	ACADEMIES
BUILDINGS AND SAFETY				
LEA is usually responsible for buildings and capital works. LEA is responsible for health and safety.	LEA is usually responsible for buildings and capital works. LEA is responsible for health and safety.	GB is usually responsible for buildings, especially capital works. Usually has liability for 10% of capital costs. GB as employer is responsible for health and safety.	LEA is responsible for capital funding. Trust holds land and buildings on trust and GB is responsible for buildings, land and assets on day to day basis. GB as employer is responsible for health and safety.	GB is responsible for buildings, land and assets. GB as employer is responsible for health and safety.
FINANCE AND STAFFING				
Funded through the LA Fair Funding Scheme	Funded through the LA Fair Funding Scheme	Funded through the LA Fair Funding Scheme	Funded through the LA Fair Funding Scheme	After initial sponsor input the majority of the funding for Academies comes from the DCSF through the funding agreement. Some funding is from the Local Authority
LEA is the employer, although GB carries out many of the employer functions.	LEA is the employer, although GB carries out many of the employer functions.	GB is the employer and carries out all employer functions.	GB is the employer and carries out all employer functions.	GB is the employer and carries out all employer functions.
OFSTED INSPECTIONS				
Subject to a Section 5 inspection by OfSTED every three years.	Subject to a Section 5 inspection by OfSTED every three years. Must also arrange a Section 48 inspection of denominational education and collective worship.	Subject to a Section 5 inspection by OfSTED every three years. Must also arrange a Section 48 inspection of denominational education and collective worship.	Subject to a Section 5 inspection by OfSTED every three years.	Inspected by Ofsted in the same way as maintained and independent schools and are inspected against both frameworks and the Independent School Standards, as they apply to Academies