

**RESPONSE TO THE SCRUTINY BOARD( CHILDREN AND YOUNG PEOPLE)**

**Inquiry into Secondary Achievement: Officer's response to the Report of Scrutiny Board (Children and Young People)**

**Proposed Action Plan and Progress Report**

Recommendations	Actions proposed	Responsibility	Timescale	Progress
<p><b>Recommendation 1.</b></p> <p><b>That the Chief Executive of Education Leeds ensures that the necessary infrastructure is in place to ensure that secondary schools receive timely and accurate transfer data to for the September 2006 intake.</b></p>	<p>(a) Secure primary school uploading of assessment and pastoral data for high schools to access.</p> <p>(b) Further promote the strategy and encourage more collaboration between schools in using transfer data</p>	<p>PMIT</p> <p>School improvement adviser team National Strategies Team, Transfer Headteacher Consultants</p>	<p>June-July 2005</p> <p>July 2006 onwards</p>	<p>By July this year, all primary schools had uploaded data for local high schools to access.</p> <p>The importance of passing on information about children's progress and achievement is being heavily emphasised at all meetings between the consultants and clusters of schools. Attention is drawn to the guidelines in the draft document on this matter.</p>
<p><b>Recommendation 2.</b></p> <p><b>That the Chief Executive of Education Leeds considers how to evaluate the various transfer techniques and initiatives, in order to assist teachers in identifying the most appropriate and effective methods to use with specific groups of pupils.</b></p>	<p>(a) A set of standards and case studies will be written to illustrate a range of transfer practice and, for each of these, there will be an evaluation of benefits for specific groups of children.</p> <p>(b) In the light of case studies, there will be a dissemination of models of effective transfer practice</p> <ul style="list-style-type: none"> <li>★ Headteachers Forum</li> <li>★ FOS</li> <li>★ Secondary Heads meeting</li> <li>★ Wedge based conferences</li> </ul>	<p>Transfer Headteacher Consultants (THC)</p> <p>THCs</p>	<p>Publication by Dec 06</p> <p>July 06 Sept – Oct 06 Oct 06 Spring 07</p>	<p>A draft document has been written which sets out guidelines and principles for the transfer process. Many of the guidelines are examples of good practice already in Leeds High schools and their clustered Primary Schools.</p> <p>The recommendations have been discussed at headteacher forum and School Improvement Partnership Board and were viewed as a very positive way forward. The process has raised the profile of transfer issues. Consultation is now under way with every Family of Schools so that each headteacher is aware of the content of the document and able to make comment. It is intended to seek comment from the Secondary heads group in Leeds.</p> <p>The document will be accompanied by approximately 15 case studies of exemplary transfer practice in Leeds schools. Each area (wedge) of the city will hold a transfer conference during the Spring term that will be aimed at those people actively involved in the transfer process. Delegates will have the opportunity to hear</p>

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				directly from some of the schools involved in exemplary practice across the city.
	(c) Establish school clusters to develop local transfer strategies	THCs	From Nov 06 to February 07	It has been agreed that National Strategy consultants will facilitate these clusters and that each cluster will develop a skills based transfer module. Meetings with families of schools will also be used to encourage schools to work together in clusters on transfer activities. Education Leeds has agreed that days of National Strategy consultant time can be used to support these activities and groups of schools will be required to establish their priorities so that the appropriate consultant can be attached to their group.
	(d) Support schools developing innovative curriculum models for year 7	LCT Area Manager	Sept 06 – Sept 07	Education Leeds and partners in Children Leeds West are supporting Intake High school in developing and delivering a new Y7 curriculum which through a combination of creativity and application of primary best practice is more engaging for students. Initial feedback suggests that behaviour and attendance has improved over previous years.
	(e) Pilot an on-line questionnaire to gain feedback from young people about their experience of the transfer process	LCT Area Manager	Jan 07	The pilot is underway, Y6 students from Farnley Park feeder primary schools completed the questionnaires in July and these same students will complete another based upon their experience of one term of Y7. A report will be compiled in Jan 07.
	(f) In the light of existing evaluations, we will Implement a cross-phase teaching programme and remodel the 'Moving On' web site	LCT Area Manager	Ongoing	The pilot cross phase teaching programme has been expanded to involve more schools with groups of Y6 and Y7 teachers working collaboratively. Initial impact is that two high schools have revised parts of the Y7 curriculum based their evaluation of the higher than anticipated attainment and achievement levels of Y6 students. Remodelling of the website is complete and the

				distribution of an e-newsletter has been introduced in order to promote the web resource and disseminate good practice. Transfer practice case studies will be placed on the site
<p><b>Recommendation 3.</b></p> <p><b>That the Chief Executive of Education Leeds commissions the production of a ‘transfer entitlement’ for pupils and parents.</b></p>	(a) Develop a transfer entitlement	THC	January 07 to June 07	Headteacher working group to be established. Intention is to develop an entitlement which could inform home-school agreements
	(b) Integrate the entitlement into the Quality Standards Framework so that schools can evaluate their current arrangements for transfer and to assist schools in developing their plan for the effective transfer of learners.	Director of QSF	Summer 2006	Completed
	(c) Brief link advisors (School Improvement Adviser Teams) working with schools will be on effective transfer practice so, where appropriate, they can assist schools in developing their strategies	THC, PSIA	October 2006	Meeting scheduled December 06

<p><b>Recommendation 4.</b></p> <p><b>That the Chief Executive of Education Leeds reports back to us on progress in meeting the targets for implementing Individual Learning Plans.</b></p> <p>There are three strands to the strategy for personalisation and ILPs:</p> <p>(a) Personalisation (b) Electronic ILPs (c) Advocacy and coaching</p>	<p><b>1. Personalisation</b></p> <p>To ensure learners are clear about their successes, progress and goals and have a personalised programme to help them meet their needs and aspirations</p> <p>(a) Developing and disseminating guidance (b) Implement and learn from pilots</p> <p>(c) Implement the National Strategies Programmes (d) Develop 14-19 pathways and guidance</p> <ul style="list-style-type: none"> <li>★ Develop on line prospectus</li> <li>★ Develop common application form</li> <li>★ Quality assure range of pathways</li> <li>★ Secure implementation of specialised diplomas</li> </ul>	<p>Steering Group for Personalisation</p>	<p>Completed by March 2006</p> <p>Completed by July 2006</p> <p>Ongoing</p>	<p>Guidance has been published and is available as hard copy and on-line resource. Several conferences have been held allowing schools to explore the guidance and toolkits for developing ILPs and learning conversations</p> <ul style="list-style-type: none"> <li>★ High school conference (95% attendance)</li> <li>★ Primary conferences (60% attendance)</li> <li>★ SILC/PRU conference (100% attendance)</li> <li>★</li> </ul> <p>Pilots have reported progress and lessons learned are being compiled for dissemination. National strategies programme has been identified by DfES as highly effective and impacting on standards in Leeds.</p> <p>A steering group has been established for the prospectus and on-line application system. All providers are quality assured or in the process. There have been expressions of interest from schools to develop the specialised diplomas</p>
	<p><b>2. e-ILPs</b></p> <p>To develop an electronic web-based format for ILPs which support the personalisation agenda</p> <p>(a) Develop and refine specification (b) Pilot e-ILP models and disseminate lessons learned (c) Reach agreement on the development and implementation of a Leeds ILP. (d) Field trial of Leeds system (e) Implement Leeds System</p>	<p>ILP Steering Group</p>	<p>Dec 06 to Jan 06 Summer 06 onwards</p> <p>Oct 06</p> <p>Summer 07 Oct 07</p>	<p>Pudsey Grangefield, Intake High School and Parklane College are piloting a commercial package with 850 learners. A detailed specification for a city-wide Leeds electronic ILP has been developed and is currently undergoing final agreement by partners.</p>

	<p><b>3. Advocacy and Coaching</b></p> <p>To provide learners with a key advocate or coach who is known and trusted by the learner and who will assist in personalising their learning experience</p> <p>(a) Provide schools with remodelling toolkit</p> <p>(b) Use the pilot to identify effective models of advocacy and coaching</p> <p>(c) Promote and disseminate models embracing:</p> <ul style="list-style-type: none"> <li>★ Training models for coaching and advocates</li> <li>★ Workforce reform structures</li> <li>★ Implementation models</li> </ul>	Steering Group for Personalisation	Feb 05 – Dec 06	Two high schools are well advanced in implementing whole school models for advocacy and coaching for all students. One of these schools has been commissioned as a lead partners to support other high schools in implementing similar strategies
<p><b>Recommendation 5.</b></p> <p><b>That the Chief Executive of Education Leeds considers local terminology to describe this wider curriculum offer.</b></p>	<p>(a) Agree a change of nomenclature through the 14-19 Strategy group</p>	14-19 Coordinator	June 2006	'Personalised learning pathways' has been agreed and adopted. The term 'alternative' is still much used in conversation and it is likely to take some considerable time before it sees its final demise from the vocabulary all those involved with education and training.
<p><b>Recommendation 6.</b></p> <p><b>That the Chief Executive of Education Leeds considers appropriate mechanisms to facilitate the opportunity for teachers to explore and develop new methods of delivering the curriculum.</b></p>	<p>(a) Establish 14 curriculum networks, one for each of the specialised Diploma vocational lines.</p> <p>(b) Establish Diploma Partnerships to develop delivery programmes</p>	14-19 Coordinator	May 2006 to May 2007  July 06 onwards	<p>All 14 networks are now up and running with membership from schools, colleges, work-based learning providers and VCFS organisations. Meeting frequency is differentiated with the networks for the first five Diplomas meeting more regular.</p> <p>A full-time Curriculum Network Administrator has been appointed to support the networks.</p> <p>Seven Diploma Partnerships have been developed and are currently undertaking a self-assessment and will be submitting proposals to the DfES by 11 Dec 2006 to pilot the first five</p>

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	<p>(c) Facilitate development of learning materials by teachers which can be shared across diploma networks</p> <p>(d) Facilitate teacher placement to familiarise with a business or service and gain inspiration for developing vocationally related materials</p>	<p>14-19 Coordinator EBP Manager</p> <p>EBP Manager</p>	<p>July 06 onwards</p> <p>Ongoing</p>	<p>Diplomas in 2008.</p> <p>A working model has been established to support a new BTEC Diploma in Art &amp; Design (Fashion &amp; Textiles). LSC funding supports teachers to attend Professional Development sessions hosted by business partners. Based on these sessions teachers compile curriculum support materials which significantly enhance the learning experience for students both in the classroom and when on industry visits. The materials will be made available as a web based resource - due for official launch in January 2006. This will act as the portal to all learning materials developed through members of the Curriculum networks.</p> <p>A similar model to that above has been developed to support the delivery of Applied Science at GCSE. Curriculum materials resulting from one company visit have been completed and two more are being written.</p>
<p><b>Recommendation 7.</b></p> <p><b>That the Chief Executive of Education Leeds considers the current arrangements for the city-wide co-ordination of the work placement programme through Education Bradford and whether there are any potential benefits of this co-ordination being undertaken within Leeds.</b></p>	<p>(a) Review the value gained from the service.</p> <p>(b) Provide schools with online access to companies in Leeds and</p>	<p>Education Business Partnership Coordinator</p> <p>..</p>	<p>June 2006</p> <p>June 2006</p>	<p>Since the Work Experience Unit at Education Bradford were awarded the contract by West Yorkshire LSC, there have been significant improvements in the level of support provided to schools to coordinate and deliver placements. This is evidenced by positive feedback from work experience coordinators throughout the city at their termly meetings with representatives from Education Leeds and Education Bradford Any changes to this provision would need to be negotiated with LSC, which is moving towards regional provision, and it would take a considerable amount of time to establish in Leeds</p> <p>Work Experience Coordinators from schools in Leeds now have access to companies in Leeds,</p>

	<p>Bradford and establish a formal arrangement with Wakefield LEA to gain access to companies in that area.</p> <p>(c) Review and improve the process by which Health and Safety checks on companies are carried out</p>		<p>Spring 2006</p>	<p>Bradford and Wakefield through the database. This offers a total number of placements available in excess of 15,000 with nearly 12,000 companies.</p> <p>The Work Experience Unit employs the services of up to three professional Health &amp; Safety assessors and has introduced the use of mobile technology to speed the communication process following a site visit. Incident reporting procedures have proved to be robust based on past experience.</p>
<p><b>Recommendation 8.</b></p> <p><b>That the Chief Executive of Education Leeds facilitates an event to raise employer awareness of the need for, and benefits to be gained from, providing work placements.</b></p> <p><i>The arrangements for securing Education Business Partnerships have stabilised over the last 18 months. Previous high profile events, although stimulating interest, did not succeed in securing a major expansion of business engagement.</i></p>	<p>(a) Establish a new steering arrangement to coordinate and facilitate business engagement. This to also engage the specialist schools for business and enterprise and link to the vocational line networks</p> <p>(b) Develop a clearer framework stimulating and securing 'progression' in business engagement. e.g. Through a menu system embracing mentoring, teacher placement, enterprise days, student work placement and longer term placement. The menu will clarify expectations and benefits for all concerned.</p> <p>(c) Support businesses in working with schools and colleges to develop pathways into employment for learners.</p> <p>(d) Engage specialist schools as lead schools for forging links in particular vocational areas. This would centre primarily on</p>	<p>Deputy Chief Executive; Education Business Partnership Manager</p> <p>Education Business Partnership Manager</p>	<p>July 2006</p> <p>September 06 to January 07</p>	<p>A steering group has been established and objectives identified. Members include Specialist schools, Chamber of Commerce, Jobs and Skills and Careers Service.</p> <p>A sub group of the above has been established in order to explore opportunities and consider various levels of engagement for business partners. This will result in a strategy which defines a range of offers for business engagement with proposals for appropriate promotion and training.</p> <p>The strategy will ensure that the needs of both schools and business are met by offering guidance and, where possible, brokerage.</p> <p>This will also be developed as part of (b)</p> <p>Additional funding has been secured in order to employ part time staff to forge links with business, one for each of the five Specialised Diplomas to be launched in 2008.</p>

	<p>specialist schools and colleges</p> <p>(e) Develop a brochure of support available across all the vocational lines.</p> <p>(f) Secure a arrangements for employer engagement with the new specialised Diplomas</p> <p>(g) Develop 'starter programmes' so that businesses can familiarise themselves with the current education climate in local schools and explore how they wish to engage</p> <p>(e) Hold launch event to and gain insight into the benefits of effective links with schools and to promote the framework for engagement</p>		<p>Spring term 2007</p>	<p>Their work will be guided by the strategy produced as in (b)</p> <p>This will also be developed as part of (b)</p> <p>This will form a key part of the strategy in (b)</p> <p>This will form a key part of the strategy in (b)</p> <p>A launch of the strategy in (b) is planned for the Spring term 2007. In view of the anticipated different levels of engagement and the need to target a number of different business sectors it may be appropriate to organise a number of focussed events.</p>
<p><b>Recommendation 9.</b></p> <p><b>That the Chief Executive of Education Leeds works with partners to explore the potential to develop further work placements within the Council and constituent organisations of the Children and Young People's Strategic Partnership, as well as potentially through the procurement process, seeking placements from approved contractors.</b></p>	<p>(a) Refresh and expand the Job Guarantee work placement initiative through the Re-engagement Project.</p> <p>(b) The starter programme and framework described in (8) will be used to secure greater engagement of Education Leeds and Council services</p>	<p>14-19 coordinator</p>	<p>Sept 2006 onwards</p> <p>Spring term 07 onwards</p>	<p>A new cohort of 45 learners started on the Junior Job Guarantee programme in Sept 2006 supported through re-engagement funding. 15 Job Guarantee places have been secured with the construction company Keir and discussions are on going with a number of LCC departments. A one year full-time post is about to be advertised to provide further capacity to develop the Job Guarantee programme.</p> <p>Baseline: Council services, primary schools, libraries, museums and Art Galleries provided over 1400 placements in the 2005/06 academic year.</p>



<p><b>Recommendation 10.</b></p> <p><b>That the Chief Executive of Education Leeds reports back to us on progress in relation to funding of the vocational and practical learning programme.</b></p>	<p>(a) Agree a model for the funding of vocational and practical learning opportunities and for the development of vocational programmes within schools</p>	<p>14-19 Strategy Coordinator</p>	<p>March 2006</p>	<p>A model has been agreed by Leeds High School Heads and 14-19 Strategy Group. It brings together all the available sources of funding, including the new Dedicated Schools Grant, into one coherent and sustainable model for supporting vocational and practical learning opportunities for all young people. In 2006-7 schools will receive a minimum of £400/pupil towards the cost of a young person attending a one day per week programme through an approved external provider. Due to the external requirements of some of the funding streams a number of specific programmes are also free to schools. The model also provides funding that can be used to develop vocational programmes within schools.</p>
<p><b>Recommendation 11.</b></p> <p><b>That the Director of Children’s Services reviews the adequacy of the safeguarding arrangements in relation to work experience and work placements, to ensure that children and young people are not being exposed to risk when accessing these opportunities.</b></p>	<p>(a) Clarify of expectations in this area through the further development of policy and through a clearer defining of the processes that need to be adhered to</p>	<p>Education Business Partnership Coordinator</p>	<p>The present position, according to DfES guidance, is that there is no requirement for staff working for placement providers involved with young people on two week block placements to be CRB checked. However, Education Leeds recommends that where a placement involves a student engaging with potentially vulnerable groups such as in a primary school, nursery or care home the young person should have a CRB check completed, to be arranged and funded by the school.</p> <p>Schools have a duty of care to ensure that all students and placement providers have a pre and post placement interview and are visited by a member of staff in the workplace at least once in any five day period of a placement. This provides an opportunity to interview the student and provider in order to ensure that health and safety standards are being adhered to, that activities and relationships are appropriate and that the student is attending.. It is recommended that all activity is documented.</p> <p>At present there is no obligation on placement providers to be</p>	

	<p>(b) Ensure the revised arrangements are be 'health checked' by the office of the Director of Children Services</p>	<p>EBP Manager Feb 07</p>	<p>CRB checked if a student is on an extended placement where a student spends no more than one day per week for a period of one term or less. However, DfES recommends that the supervisor in the workplace responsible for a student on an placement of a longer duration has a current CRB check. The responsibility for completion and costs are the responsibility of the school. As with the two week block, schools also have a duty to visit students in the workplace at least once in any five day period of a placement.</p> <p>The Work Placement Unit in Bradford operates a robust, effective and proven reporting system in the event of an accident or any other issue arising during the period of a placement.</p> <p>With regard to students placed with Work Related Learning providers, Education Leeds has an approved provider list from which schools can select in the knowledge that they meet health and safety requirements and that teaching staff have current CRB checks. Education Leeds has recently introduced a comprehensive quality assurance programme for providers.</p> <p>Based upon further clarification gained at the National Work Experience Conference in November 2006 and in discussion with the office of the Director of Children Services and other relevant agencies, a revised policy document will be distributed to schools at the end of Feb 07.</p>	
<p><b>Recommendation 12.</b></p> <p><b>That the Chief Executive of Education Leeds develops contingency plans to cover the costs of work placement checks, should this become necessary.</b></p> <p><i>The cost of health and safety checks for the two week work placements for all young people Year 10 is currently covered by the LSC contract that is discharged by Education Bradford.</i></p> <p><i>A number of programmes that</i></p>	<p>(a) Review the arrangements for checking extended placements to ensure we have a co-ordinated, efficient and cost effective model.</p>	<p>Education Business Partnership Coordinator</p>	<p>June 2006</p>	<p>Systems are now well established and functioning to the satisfaction of schools based upon feedback from regular Work Experience Coordinator meetings. West Yorkshire Learning and Skills Council do not fund the cost of completing health and safety checks on providers of extended placements. These checks are completed by Education Bradford at a cost of £35 each; however, the total costs are usually capped at a maximum of £2000 per school. In the academic year 2005/06 around 1500 KS4 and KS5 students were engaged in extended placements. It is considered that this</p>

<p><i>involve longer periods of work placement also require health and safety checks. Funding for these checks is generally available through project funding.</i></p>				<p>service represents good value to schools.</p> <p>WYLSC have expressed their commitment to continue funding H&amp;S checks for the two week block but are exploring alternative contracting models which may be on a regional basis.</p>
<p><b>Recommendation 13.</b></p> <p><b>That the Chief Executive of Education Leeds works towards ensuring that there is a range of appropriate accredited routes for demonstrating functional skills.</b></p> <p><i>The new functional skills in maths, English and ICT will introduced as part of Specialised Diplomas, General Diplomas, Apprenticeships and as standalone qualifications. They will also be an integral part of the GCSE maths, English and ICT qualifications. Functional Skills will also replace the existing key skills qualifications.</i></p>	<p>(a) Involve Leeds in the initial piloting of the functional skills in 2007 through the Diploma Partnerships (schools, colleges and other training providers) that are successful in gaining approval to be involved in the first round of Specialised Diploma pilots.</p> <p>(b) Facilitate support for the introduction of functional skills in Leeds.</p>	<p>14-19 Strategy Coordinator</p> <p>..</p>	<p>Sept 2006 onwards</p> <p>Sept 2006 onwards</p>	<p>All Partnerships submitting proposals to pilot the first five Diplomas have indicated their willingness to be involved in piloting the functional skills in 2007.</p> <p>Functional skills supported through the curriculum network structure.</p>