

	Recommendation	Stage	Complete
4	<p>That the Director of Children’s Services and the Chief Executive of Education Leeds report back to us within three months on the steps being taken to promote the EYFS Transition Record as widely as possible, and to encourage as many settings as possible to make use of it.</p>	<p>2 (Achieved) or</p>	
	<p><u>December 2010 update</u> Publication and launch of the document ‘Starting and Staying Strong’ will commence in January 2011. In partnership with the Early Years Regional Advisor from National Strategies an Early Years Consultant has planned a series of events for all sectors delivering the Early Years Foundation Stage. The document is already available for use and has been included in the service’s recently launched leadership and management guidance ‘Are we there yet?’. A trial training session has been undertaken with 20 practitioners (including one head teacher). Evaluations were extremely positive with 100% participants indicating that the training and document will have a positive impact on their practice. Comments included “a useful document and guidance with ideas to take to staff in the setting to develop an action plan” “great ideas for involving children and families” “Having to start from scratch developing two Reception classes for Sept 11, the training has offered an insight and some very good advice on how I can work with other providers to support transition over the next two terms” “Really useful and a good time of year to access training, leaving time to implement, develop and action” “[this training] has given me more confidence” A further session will be delivered to Early Years Professionals in private settings (approximately 35) at their network meeting in January 2011. Settings (including both schools and early years settings) receiving the nursery education grant will be required to use and refer to the guidance during the transition to school period next year – this will be monitored through annual quality conversations and school improvement visits.</p> <p><i>Director’s response (approved by Executive Board August 2009) The Director of Children’s Services agrees with this recommendation. The EYFS Transition Record has been created by a range of settings including day care and childminders. The record has been piloted and is due to be widely distributed from September 2009.</i></p>	<p>4 (not achieved) Progress made acceptable. Continue monitoring</p>	

	Recommendation	Stage	Complete
8	<p>Also, that the Director of Children’s Services and the Chief Executive of Education Leeds carry out a review of the funding for children with Special Educational Needs within Early Years, within the next three months, with a particular focus on ensuring that children are offered the same level of high quality support, regardless of the type of setting which they attend.</p>	<p>4 (not achieved)</p>	
	<p><u>December 2010 Update</u> <i>The funding solutions for disabled children remain under discussion. No further progress can be made on this until the plans for an integrated disabled children’s service are further developed. Progress will be reviewed through the transformation programme in children’s services.</i></p> <p><u>Director’s Response (Approved by Executive Board August 2009)</u> <i>The Director of Children’s Services agrees with this recommendation. A review is being undertaken around funding for young children with disabilities across all sectors to ensure inclusion and access- this will report to the Sure Start partnership in September 2009. There is a planned programme for all Children’s Centres to undertake Early Support training by April next year- this is a national programme to facilitate parental engagement as central to all planning for their disabled child.</i></p> <p><u>December 2009 update</u> <i>Earlier this year the Private Child-care Providers network and the Early Years Reference Group which oversees the implementation of flexible free entitlement for nursery education and the implementation of an equitable funding system for free entitlement in school and Private Voluntary and Independent Sector (PVI) nurseries, requested that a small group should look into the cost of inclusion in PVI providers. The aim of this piece of work was to develop a formula for the cost of inclusion in PVI settings and to make recommendations around the affordability for such provision in the current economic climate. The ultimate aim was to reduce barriers to inclusion in the PVI sector and ensure that this provision was sustainable.</i></p> <p><i>The work was undertaken by a small group of volunteers from the PVI sector and supported by early years business support. The findings of this group have been compiled into a draft report ‘the cost of inclusion in PVI settings’. This report will be ready for consultation in the new year and the results of the consultation will be incorporated into the report.</i></p>	<p>Progress made acceptable. Continue monitoring</p> <p>(Monitor again in 6 months)</p>	

The outline recommendations are as follows

- a) Consultation on the following recommendations should take place**
 - i) A single equitable funding system should be implemented across PVI and Maintained sector settings*
 - ii) The amount of funding for each type of setting should be the same per unit*
 - iii) The funding delivery system should be equitable*
 - iv) Further investigations should be undertaken to ascertain if we are able to pay this funding to the PVI sector through the free entitlement system which would reduce the resources needed to administer the system and if this would be acceptable to PVI settings*
- b) After consultation and recommendations from this are incorporated into the report, implementation should be undertaken at the earliest possible opportunity**
- c) Further investigation needs to be undertaken on funding methods for those above the age of 5**

March 2010 update

Extensive work is now being undertaken on a single funding formula for inclusion. Extensive consultation with all providers will commence in April 2010 with the intention of implementation of April 2011 of a new funding formula equitable across all sectors including schools.

September 2010 Update

Work is being undertaken as part of the Children's services Transformation Programme around the formation of an Integrated service for Children with Disabilities. It has been agreed to postpone the implementation of a Single Funding Formula for Inclusion until further progress has been made on this. In this financial year all children regardless of the setting they attend have been funded in the same way (EYFFI) although not at the same level. All plans are in place to implement a single funding formula when the time is right.

Reduction of children at risk of language delay: Data from the Every Child a Talker programme in Leeds shows an average reduction of 21% (137) of children at risk of language delay since the programme began in September 2009. Approximately 653 children (aged 2-4, accessing early years provision in childminding, school, children centre or pre-school settings) have benefited from the targeted programme led by an Early Language Consultant in partnership between the Early Years Service and Speech and Language Therapy service. 85% (555) of children in the programme are now working at or above the expected level of development, building a firm foundation for language development when starting Reception class.

	Recommendation	Stage	Complete
1	<p>That the Executive Board includes an increased resource for children's social care staffing in the budget proposals to be put forward to Council in February 2010.</p> <p>Also that the costings provided to us by the Chief Officer for Children and Young People's Social Care for a caseload of 20 cases are used as a minimum starting point for working towards a children's social work service with sufficient staff to ensure a reasonable caseload, and promoting quality outcomes for the children and families of Leeds.</p>	<p>4 (not achieved) Progress made acceptable. Continue monitoring</p>	
	<p><u>December 2010 update</u></p> <p>Leeds now has 14 Advanced Practitioners in post and a further five people have been recommended for the post, subject to the necessary HR processes and checks.</p> <p>At the start of December the latest round of interviews for social workers was due to commence. The latest round of recruitment saw a significant level of interest. We hope to be able to update the Board further at their December meeting.</p> <p>Work to address case loads is continuing. The latest analysis (carried out in November) showed case loads for social workers in Child Protection Teams down to an average of 21.6 per social worker. Although case load levels continue to be managed to reflect the experience of different social workers. The service re-design work to reorganise teams locally is progressing. A draft structure has been developed and is currently subject to approval as part of the wider transformation programme in children's services. As stated previously, this model has been informed by the intention to reduce the average case load for social workers in child protection teams to 20.</p> <p><i><u>Director's Response (Approved by Executive Board February 2010)</u></i> <i>Children's Services recognize and value the depth of the Scrutiny Inquiry into Safeguarding and appreciate the timeliness of this interim report and its recommendation. The Interim Director of Children's Services is happy to support the first part of the Board's recommendation. The need for additional resource has been highlighted through analysis carried out with Children and Young People's Social Care during 2009/10. Resource levels are also a key theme in the report on the announced inspection of safeguarding and looked after children's services, published on 7th January 2010. The Council is committed to responding effectively to the findings of that report. A separate report about the announced inspection is also on the February Executive Board agenda.</i></p> <p><i>Before the announced inspection, as Scrutiny Board's interim report recognises, work had already started to help reduce caseloads. In October 2009, for example, it was agreed that capacity should be increase through 25 new Advanced Practitioner posts. Eight of these have been recruited and will be starting work in these posts in February. The second wave of recruitment has now commenced.</i></p>		

	<p><i>In view of the Scrutiny Board's recommendation, Executive Board is asked to note the report also on its February agenda, which sets out the Council's proposed revenue budget for 2010/11. In broad terms, the scrutiny recommendation is already taken account of within the proposed budget, which incorporates a £6.2 million increase for Children and Young People's Social Care.</i></p> <p><i>What this proposed increase does not do is direct the full amount suggested in the Scrutiny Board's interim report for the immediate recruitment of the additional social worker numbers suggested (and the administrative and managerial staff needed to support these extra numbers). This would be an unrealistic ambition given the limitations of the support of qualified social workers currently available. Instead, the 2010/11 budget proposals include a two-year approach to increasing social work capacity. Year one builds-in additional funding for the 25 advanced practitioners, alongside a re-designation of other funding into additional frontline social work posts. Year two (2011/12) will allow for further new posts to be built into the social worker establishment. The two-year approach is pragmatic, with a strong focus in year one on remodeling the existing workforce to undertake more support functions and release social worker capacity. Importantly, this increased capacity is part of a wider approach to improving the quality of practice at the front line and the quality of service as a whole.</i></p> <p><i>It is suggested therefore that Executive Board endorses the recommendation of the Scrutiny Board but rather than proposing the immediate recruitment of the number of additional social workers and support staff suggested in the scrutiny's report, agreed a more pragmatic approach, combining the remodeling of existing services along with phased recruitment of additional frontline staff. This is considered a better way to achieve the improved quality and reduced case loads being sought. Over the next two years this approach can significantly improve our support for vulnerable children and young people in Leeds.</i></p> <p><i>If approved, Children's Services will welcome the opportunity to report progress on this approach to the Scrutiny Board. In addition, the progress and the impact of this work will be closely monitored by the newly established Improvement Board, ensuring it is continually and effectively reviewed. Executive Board will be kept up-to-date through the monitoring reports on the Children's Services Improvement Plan.</i></p>		
	<p><u>September 2010 update</u></p> <p><i>In February 2010, both the Executive Board and Full Council approved a budget for 2010/11 that includes significant additional investment in Children and Young People's Social Care. A proportion of that investment has been used for the recruitment of additional social workers. Since February the number of Advanced Practitioners in post has risen to 12, another round of recruitment to these posts is underway. A number of temporary additional Team managers have also been appointed. Furthermore, over the summer 35 new social workers have also been recruited. A further round of recruitment for social workers is also about to be launched.</i></p> <p><i>These new social workers, when combined with the agency staff who have been retained, have helped to increase capacity, which has in turn had a positive impact on caseloads. At present the average caseload is approximately 22 per social worker. However, it is important to recognise that given that many of the recently appointed social workers are newly qualified, workloads are being managed to reflect their experience.</i></p> <p><i>We would anticipate a continuing positive impact on caseloads through:</i></p> <ul style="list-style-type: none"> <i>• Ongoing recruitment drives – a budget is in place to enable continuing recruitment of social workers. Though this must be considered in the context of the national shortage of social workers and the competition this creates.</i> <i>• The service re-design work that is a key part of the transformation programme in children's services. The re-design work is informed by the intention to reduce case loads in child protection work to 20. More details about this can be provided on request.</i> 		

	Recommendation	Stage	Complete
1	<p>That Education Leeds revises its complaints procedure to incorporate a specific section for school complaints, including an appropriate third stage review process.</p>	<p>4 (not achieved)</p>	
	<p><u>December 2010 update</u></p> <p>A further update will be provided by 31 March 2011 once the complaints procedure has been reviewed as part of the transfer of Education Leeds into an integrated Children's Services.</p> <p><i>Director's Response (Approved by Executive Board May 2010)</i> Education Leeds will work within the context of the Children's Services to ensure that the recommendation is incorporated into the Leeds City Council procedure.</p> <p><u>September 2010 update</u></p> <p><i>The complaints framework and procedures for Children's services are currently being reviewed under the One Council arrangements as part of the Children's Services Transformation Programme. Children's services will ensure that schools' interests, as stakeholders will be taken account of in that programme.</i></p>	<p>Progress made acceptable. Continue monitoring</p>	

	Recommendation	Stage	Complete
4	<p>That Education Leeds confirms the actions agreed with the school to sign off the agreed list of outstanding issues at Paragraph 43, and the timetable to complete these actions.</p>	<p>2 (Achieved)</p>	<p>✓</p>
	<p><u>December 2010 update</u> The School Leadership identified six issues in relation to the building. During meetings with the school Education Leeds agreed to address the following:</p> <ul style="list-style-type: none"> • Education Leeds agreed to reimburse the school for replacement vinyl flooring in Early Years and Reception. This work was undertaken in February half term 2010 at a cost of £10,600 and the School reimbursed upon receipt of supporting documentation on 25 May 2010. • Education Leeds agreed to undertake a benchmarking study in respect of maintenance and repair costs for 2007-2008 and 2008-2009. The study has been completed, which indicated that the maintenance and repair costs were within benchmarked range. The information was provided to the school at a meeting with the Headteacher and Chair of Governors on 18 November 2010. <p>In addition in respect of other issues identified the following action has subsequently been taken:</p> <ul style="list-style-type: none"> • Education Leeds commissioned a technical report of the water heaters and has agreed with the school that where possible heaters will be replaced by an extension of the central hot water system. Where this is not possible, and small heaters are currently installed in pods of three, they will be replaced by a single, larger water heater, positioned accessibly. This will reduce the number of individual heaters from 39 to less than 10. All works associated with their replacement will cost approximately £25,365 and be funded by Education Leeds. The work has commenced and is due to be complete by end December 2010. • The school has obtained an estimate for the replacement of 16 double window actuators with single actuators at a cost of £3,857. Education Leeds has agreed to fund these works but has not been informed if the school has progressed a date for the start of works. <p>Education Leeds now believes that the actions associated with signing off the agreed list of outstanding issues have now been completed.</p>		

Director's Response (Approved by Executive Board May 2010)

The Director of Learning Environments and Planning met with the Head teacher and Chair of Governors of Meadowfield School on 13 May 2009 and agreed a list of six actions in respect of Meadowfield School. These are either completed or in the process of resolution.

September 2010 update

The School Leadership identified six issues in relation to the building. During meetings with the school Education Leeds agreed to address the following:

- Education Leeds agreed to reimburse the school for replacement vinyl flooring in Early Years and Reception. This work was undertaken in February half term 2010 at a cost of £10,600 and the School reimbursed upon receipt of supporting documentation on 25 May 2010.
- Education Leeds agreed to undertake a benchmarking study in respect of maintenance and repair costs for 2007-2008 and 2008-2009. The study is underway but will not be completed for the start of September. The target completion date is end September 2010.

In addition in respect of other issues identified the following action has subsequently been taken:

- Education Leeds commissioned a technical report of the water heaters and has agreed with the school that where possible heaters will be replaced by an extension of the central hot water system. Where this is not possible, and small heaters are currently installed in pods of three, they will be replaced by a single, larger water heater, positioned accessibly. This will reduce the number of individual heaters from 39 to less than 10. All works associated with their replacement will cost approximately £25,365 and be funded by Education Leeds. Work is due to commence w/c 30 August 2010.
- The school has obtained an estimate for the replacement of 16 double window actuators with single actuators at a cost of £3,857. Education Leeds has agreed to fund these works. A date for the start of works has yet to be agreed.

	Recommendation	Stage	Complete
5	<p>That Education Leeds benchmarks the maintenance costs at Meadowfield Primary School with other similar schools in order to assess whether they are significantly higher.</p>	<p>2 (Achieved)</p>	<p>✓</p>
	<p><u>December 2010 update</u> Education Leeds agreed to undertake a benchmarking study in respect of maintenance and repair costs for 2007-2008 and 2008-2009. The study has been completed, issued to the school and a meeting with the Headteacher and Chair of Governors took place on 18 November 2010. The conclusion is that there appears to be no evidence that maintenance costs at Meadowfield are significantly higher than other schools rebuilt at the same time. Having discussed the report the school has one or two specific questions which Education Leeds is clarifying, and the school feels that the original figures in relation to annual repairs and maintenance that it had provided were understated, and so wishes to write a paragraph of explanation to be attached as an addendum to the report.</p> <p><i><u>Director's Response (Approved by Executive Board May 2010)</u></i> Meadowfield Primary School provided information in January 2010 and one of the other two schools in the procurement package in February 2010. Education Leeds will scope, obtain comparative data and commence a benchmarking exercise to be completed by the start of September 2010.</p> <p><i><u>September 2010 update</u></i> Education Leeds agreed to undertake a benchmarking study in respect of maintenance and repair costs for 2007-2008 and 2008-2009. The study is underway but will not be completed for the start of September. The target completion date is end September 2010.</p>		

	Recommendation	Stage	Complete
6	That Education Leeds reports back to the Scrutiny Board on the handover process for new school buildings and alterations to existing buildings where appropriate.	6 (Not for review this period)	
	<p><u>December 2010 update</u></p> <p>There have been no new school buildings handed over during this period.</p> <p><i>Director's Response (Approved by Executive Board May 2010)</i> <i>Education Leeds expects five new build schools to be handed over by different partners, the Strategic Design Alliance (SDA) and Leeds Local Education Partnership (LEP) during 2010, 2011 and 2012, and for three major capital projects at primary schools and the Leeds West Academy to be handed over by the LEP during 2011/12. Education Leeds will report back to the Scrutiny Board on the handover process with different partners in respect of these major projects after their completion.</i></p> <p><u>September 2010 update</u></p> <p><i>There have been no new school buildings handed over during this period.</i></p>	<p>Review again in September 2011</p>	

	Recommendation	Stage	Complete
1	<p>That the Chief Executive of Education Leeds works with Area Inclusion Partnerships to ensure that attendance and behaviour targets are embedded in all area plans.</p>	<p>2 (Achieved)</p>	<p>✓</p>
	<p><u>December 2010 update</u> The Area Inclusion Partnerships now have persistent absence targets embedded in their planning. A report has been compiled to be submitted to the Children's Trust Board that captures, from all five current areas, the key indicators around specific outcomes for children and young people, including attendance and persistent absence.</p> <p>The Attendance Strategy Team has good representation in four of the five wedges and is seeking to ensure that all areas have that support as there is evidence of excellent practice across the partnership and between different agencies that is impacting on attendance and persistent absence. Key examples of this work have been the co-ordination of family support for pupils with poor attendance by the Integrated Service Leaders and Attendance Strategy Team reviewing all persistently absent pupils in the South: a Positive Health Initiative between school health and the Attendance Strategy Team in the West to tackle illness as the biggest reason for absence. There are many more examples across the city of this work that is supported through the AIP and wedge leadership.</p> <p><i><u>Director's Response (Approved by Executive Board June 2010)</u></i> <i>The Attendance Strategy Team have realigned resources to enable the appointment of an Attendance Data Management Officer to enable regular monitoring/analysis/reporting on persistent absence and attendance by wedge/cluster/school.</i></p> <p><i>All high schools, the Area Inclusion Partnerships and all children's services share the responsibility for achieving the DCSF goal of no more than 5% persistent absence across the authority by the end of 2011. In order to support progress to this goal, all high schools and wedge areas have been provided with individual targets for persistent absence to enable Leeds to achieve this goal.</i></p> <p><i>Education Leeds officers have been working with Area Inclusion Partnerships to secure an appropriate framework for targets for improving attendance, and reducing persistent absence and exclusions. The Area Inclusion Partnerships carry out the statutory functions of the Behaviour and Attendance Partnership and are an integral part of the local Children's Trust Board. Data will be provided for each partnership to secure an adequate baseline and set appropriate targets for September 2010. Once agreed, progress towards these targets will be monitored on a regular basis.</i> <i>Good progress will be identified and successful intervention will be shared with other areas. Where progress is less than satisfactory, partnerships will be expected to review their strategic approaches and see how their local plans can be adapted to bring about more rapid improvements.</i></p> <p><u>September 2010 update</u> <i>Work facilitated by the Attendance Strategy Team in collaboration with the area leadership team in the West Wedge has resulted in a wedge-specific attendance strategy which has a targeted approach to tackling absence from school based on identified local challenges and needs.</i></p>		

	Recommendation	Stage	Complete
2	<p>That the Chief Executive of Education Leeds ensures that parents, schools and governors continue to be reminded that term time holidays are discouraged.</p>	4 (not achieved)	
	<p><u>December 2010 update</u> More and more clusters across the city are adopting consistent approaches to holidays in term time. The positive impact of this is being seen in the data – in 2009/10 primary school children attended an extra 9,000 days compared to 2008/09 because fewer parents removed their children from school during term time. In the secondary phase, the impact was an extra 6,500 days of school attendance.</p> <p>When the socio-economic background of pupils who do take holidays in term-time was examined, there were not significant differences in the secondary phase. However, there is a small difference in the primary phase where parents who are defined as “comfortably off” take more holidays in term time than other categories i.e. wealthy achievers, hard-pressed etc. There is also a significant difference in parental attitudes to holidays across phases – almost twice as many parents take their primary age children on holiday than secondary.</p> <p>An initial draft of the Extended Leave guidance has been circulated to the members of the working group and to key partners for comments and amendment. The guidance will be circulated to an appropriate consultative audience before the end of January to enable to contribution of key community representatives.</p> <p><i>Director’s Response (Approved by Executive Board June 2010)</i> Following the lead taken by the North West area which reduced the overall number of days lost to holidays, more clusters and families of schools are adopting consistent holiday in term time policies across primary and high schools. The Attendance Strategy Team support schools by using penalty notices in instances of excessive, unauthorised holidays in term time. Analysis on the impact of holidays in term time is shared with schools and area partnerships. The policy on extended leave is being reviewed and updated. Once this has been completed, information will be sent out to all schools and key partners reminding them of the importance of regular school attendance and the impact holidays in school time has on learning. The Attendance Strategy Team utilises a variety of media to communicate with schools, parents and governing bodies e.g. press, radio, campaigns, newsletter, bulletin etc.</p> <p><u>September 2010 update</u> A working group has been set up to review the current policy on Extended Leave which includes primary heads, Attendance Strategy, elected members and community representatives with plans for a consultative process which includes the voice of parents and families. This revised policy also clarifies and reaffirms to schools the guidance from the DfE that holidays in term time are not a parental right and are authorised at the school’s discretion, in line with policies that must be communicated regularly to parents. Those policies are increasingly being adhered to by clusters and families of schools to deliver consistent responses to schools in their localities for example the North West area policy as the first example of schools working collaboratively to agree a single approach to holiday requests.</p>	<p>Progress made acceptable. Continue monitoring</p>	

	Recommendation	Stage	Complete
4	<p>That the Chief Executive of Education Leeds ensures that all governors are reminded of the importance of focusing on attendance.</p>	2 (Achieved)	✓
	<p><u>December 2010 update</u> The head of the Attendance Strategy team has produced a short guide, approved by the head of Governor Support, for governors to help them perform their monitoring, challenge and support role for their schools. The head of service and senior managers will be attending all the governor's forum meetings in December to both circulate the guidance and ensure governors are fully briefed on recent developments around the persistent absence agenda. The governor training programme has been scheduled for February and the head of service continues to use the bulletin to communicate with governors across the city.</p> <p>The guidance also steers schools to the Pupil Support Committee as the key vehicle for addressing attendance and provides a framework of activity that any individual governor or the Committee as a whole can engage in to become an integral part of a whole school approach to managing attendance and persistent absence.</p> <p><i>Director's Response (Approved by Executive Board June 2010)</i> The Attendance Strategy Team delivers training for governors twice yearly and reports on key issues using the governor's bulletin.</p> <p><i>Education Leeds will ensure that all schools have a named governor for attendance. The role of the governor will be to monitor school based initiatives such as fast tracking and school advisory panels.</i></p> <p><i>Key messages about the revised children's services and safeguarding have been disseminated through area governing body meetings. Regular updates will continue to ensure that attendance remains a high priority for all governors.</i></p> <p><u>September 2010 update</u> The Attendance Strategy Team continue to deliver training on attendance as part of the governor support package which is both well attended and positively evaluated as being highly informative and useful.</p> <p><i>The head of service of the Attendance Strategy Team regularly makes use of the Governor's Bulletin to keep governors informed of key developments in practice and legislation.</i></p> <p><i>All Attendance Advisers meet regularly with high schools to action plan for attendance. Advisers will recommend schools have a named Attendance Governor as best practice and advise regular reporting of schools' performance data to the governing body.</i></p>		

	Recommendation	Stage	Complete
2	<p>That the Director of Children's Services and the Chief Executive of Education Leeds explore children and young people's participation in activities and identify barriers to participation in more depth, either by including questions in the next Every Child Matters survey or by developing a separate survey using the Be Heard survey tool.</p>		
	<p><u>December 2010 update</u></p> <p><i>Director's Response</i> It is agreed that understanding barriers to participation is an important area of work. Officers will explore the most appropriate way to gather young people's views on this. This may involve using the Every Child Matters survey, or the Be Heard survey tool, but it may also be that another approach is considered more likely to gather a wider range of opinions from those young people who do not currently participate.</p> <p>The new Children's Trust Board are also investigating opportunities to widen participation and will be working with young people to explore suitable opportunities.</p>		
3	<p>That the Director of Children's Services ensures that the local analysis of findings from surveys such as the Every Child Matters survey and the Youth Service user survey is routinely made available at a local level to Area Committees and Clusters to inform their planning of future activity.</p>		
	<p><u>December 2010 update</u></p> <p><i>Director's Response</i> We will work towards providing future survey information to both clusters and Area Committees in a routine way. Cluster Managers will be able to access data from the 2010 Every Child Matters Survey later this year. For 2010 it will be possible to break this down to wedge level and in future we will aim to localise this further. A process is already in place for reporting key children's services performance information to Area Committees on a half-yearly basis. In future we will work to incorporate key survey outcomes into this where appropriate.</p>		

	Recommendation	Stage	Complete
4	<p>That the Chief Executive of Education Leeds reports back to us on how Education Leeds will ensure that engagement with stakeholders, particularly staff, will take place in circumstances where the school leadership and governing body are not engaging with school organisation proposals.</p>	2 (Achieved)	✓
	<p>The Board requested an update in December before signing off this recommendation because of the current changes taking place nationally, and how Education Leeds can play a role in ensuring stakeholders are consulted under any new arrangements, eg for academies.</p> <p><u>December 2010 update</u> The emerging arrangements for school organisations are normally initiated by governing bodies, particularly if a school now wants to change its status to become an academy. Staff are represented on a governing body considering such a change, as is the local authority. Education Leeds has agreed with local trades unions that they should encourage their members who are governors to suggest that the governing body seeks advice from the local authority prior to making a binding decision. Education Leeds has agreed with trades unions a series of questions that governing bodies should consider and answer prior to making such a change. As soon as it was clear that a governing body was considering such a move the same questions would be shared with LA governors as well as staff governors. If a governing body subsequently determines that a move to academy status is in the school and its community's best interests, then Education Leeds will ensure that appropriate statutory consultations, in particular those relating to TUPE, are carried out.</p> <p><u>Director's Response</u> <i>It is exceptionally rare that Education Leeds is unable to work in close partnership with our school leaders to develop and manage change within our schools. Most school leaders recognise the importance of good communications and transparency, and their duties and responsibilities to engage with the process.</i></p> <p><i>Education Leeds will contact a sample of parents/carers and school staff (and trade unions) to discover if communications have been reaching key stakeholders through the preferred primary channels – ie the school's existing communications.</i></p>		

<p><i>This feedback will be given to the school leadership to encourage closer cooperation, and if it is still not forthcoming then Education Leeds will:</i></p> <ul style="list-style-type: none">• <i>Write to the school leadership outlining the legal requirements and expectations of schools during the process, such as displaying notices advertising public meetings, statutory notices, and informing them of our intention to:</i><ul style="list-style-type: none">○ <i>use Education Leeds HR and school census databases to send a personal letter and consultation booklet to all school staff and families of children in the school community explaining the proposal, the decision-making process and how they can find out more details and have their say.</i> <p><i>Arrange briefings for staff and a public meeting for parents/carers at a local community facility. This will be advertised through the above letter and in all non-school existing channels, including the Leeds City Council and Education Leeds websites, the local media, GPs surgeries, local libraries, early years settings and in the consultation booklet. In addition to the above actions, Education Leeds has carried out a thorough review of how it engages and consults with all stakeholders. It has transformed the language used and style of consultation materials and communications, and produced a simple checklist process to make sure that all stakeholders are communicated with in a timely and effective manner.</i></p> <p><i>Education Leeds continues to monitor and evaluate the engagement methods, and to explore new ways to make sure Leeds City Council is planning and delivering a network of learning places which will serve their communities both now and in the future. This includes introducing new consultations as required, such as a questionnaire shortly to be introduced to assess parents' views of choice and diversity in Leeds, and exploring new ways to reach not just existing school communities but families with pre-school children (such as through GPs surgeries, early years and private nursery providers and potential partnerships with partners in the private sector).</i></p> <p><i>Education Leeds places particular emphasis on developing new ways to secure engagement with key stakeholders with the planning of primary school places in the city, which have recently been under sudden and unprecedented pressure.</i></p>		
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