

**Report of the Director of Children's Services**

**Executive Board**

**Date: 2<sup>nd</sup> November 2011**

**Subject: Progress Report on the Leeds Education Challenge**

|  |   |  |
|--|---|--|
| Are specific electoral Wards affected?<br>If relevant, name(s) of Ward(s):   | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |
| Are there implications for equality and diversity and cohesion and integration?  | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |
| Is the decision eligible for Call-In?  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| Does the report contain confidential or exempt information?<br>If relevant, Access to Information Procedure Rule number:<br>Appendix number: | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |

**Summary of main issues**

- 1.0 The Leeds Education Challenge is an ambitious city-wide commitment to a new relationship with schools and a refreshed approach to school improvement in the context of an integrated children's service and significant changes to national policy and funding. This report summarises the progress in establishing the Leeds Education Challenge and sets out the next stages in its development and implementation.
- 2.0 This report is being presented to Executive Board to further raise the profile of this critical area of work, to invite discussion and to seek support for the proposed approach.

**Recommendations:**

- 3.0 Executive Board is recommended to note the progress made to date on the Leeds Education Challenge, comment upon proposals for future developments and support the direction of these developments.

## **1. Purpose of report**

- 1.1 This report summarises the progress made in establishing the Leeds Education Challenge (LEC) It provides a summary of progress and the proposals for the next steps in developing and implementing the challenge, in particular the establishment of a Leeds Education Challenge Board and proposed forward strategy to implement the LEC.
- 1.2 This report is being presented to Executive Board to further raise the profile of this critical area of work, to invite discussion and to seek support for the proposed approach.

## **2. Background information**

- 2.1 The regular Children's Services Improvement Update reports presented to Executive Board have discussed the important national policy developments and local changes taking place in relation to education. They have made brief reference to the development of a new strategy – the Leeds Education Challenge, to take forward an effective city-wide response to these changes.
- 2.2 In Leeds we have taken the intentional strategic decision to respond pro-actively to national and local changes. Recent developments, particularly the academies programme, provide the opportunity for schools to act with greater autonomy, but we also know that to improve outcomes for all children and young people in Leeds we need to continue to build on the strong culture of partnership that exists across the city. To do this we have looked at the existing 'landscape' and refreshed our approach to provide a framework in which strong partnerships between schools and with other services can continue and grow.
- 2.3 As such, the Leeds Education Challenge is an ambitious city-wide commitment to achieving a child friendly city that drives school improvement and reflects the new relationship with schools, the newly integrated children's service and the changes to national policy and funding. It reflects the successful 'Challenge' initiatives in Greater Manchester, London and the Midlands. It builds on existing good partnerships, good practice and the Leeds commonwealth of expertise and resources. It also addresses the key findings and recommendations from the report produced earlier in 2011 by Professor Sir Tim Brighouse and David Woods (Climbing a Mountain; a review of educational progress in Leeds and an assessment of what more needs to be done)
- 2.4 In March 2010 the Secretary of State for Education wrote to all local authorities in England and asked them to provide plans to tackle schools that were performing below the floor standards at the end of Key Stage 2 and Key Stage 4 and any other schools in local authority or Ofsted categories of concern. The Leeds Education Challenge is the City Council's proactive and positive response to that

request. It therefore goes far beyond the basic requirements of the Secretary of State.

2.5 A wide-ranging consultation with key partners in the Spring and Summer terms of 2011 was conducted by officers. This consultation included a range of individual meetings, significant levels of correspondence and 48 group consultation events with the Leeds education community (elected members, headteachers, governors, unions, Higher Education & Further Education partners, Children's Services partners and the third sector). From this process the following key messages emerged:

- **Schools and other places of learning want to be a part of Leeds:** all the resources that the city has to offer, its ambitions and also its needs. Schools recognised the centrality of their role in creating the future of the city especially for the most vulnerable children and young people
- **What will be the role of the LA in the future?** Schools, colleges and settings wanted greater clarity about the role of the LA and the relationship with schools and other places of learning.
- **Help us to successfully manage the seismic change:** that is affecting the whole system and maintain our trajectory of improvement.
- **Headteachers, principals and other leaders want to see the detail of proposals:** there is broad agreement to the principles and ambitions but now partners want to know precisely what the new structures and systems will look like.
- **Ensure effective partnership:** schools in particular were concerned by increasing competition between schools caused by recent changes to governance structures of schools. They want a cohesive community across the city based upon trust and co-operation.
- **Clarify the collaborative structures:** Education leaders and key partners would like a coherent map of partnerships including clarity about the role of 'Clusters' and 'Families'.
- **Should we become an academy?** Maintained schools wanted to know what the relative benefits to the individual school and to the city were of schools remaining as maintained schools or converting to academy status.

2.6 This consultation culminated in a meeting with all headteachers on 12 July at Leeds Civic Hall which presented the vision and strategy of the Leeds Education Challenge and started the process of addressing the issues highlighted by schools. Also, Professor Sir Tim Brighouse shared findings following his review of education provision in Leeds at the closure of Education Leeds and identified possible opportunities and priorities for further improvement.

2.7 Education partners beyond schools and academies identified that the Leeds Education Challenge needed to have a broader focus with more involvement of early years and post 16 providers.

2.8 The voluntary sector also identified areas for involvement and a desire to be part of the Leeds Education Challenge.

### **3. Main issues**

#### **Summary of progress:**

#### **3.1 Department for Education Approval**

The Leeds Education Challenge was subject to assessment by the Department for Education (DfE). On the 26 July 2011 officers of the Council met with civil servants from the DfE who confirmed that the Leeds Education Challenge was appropriate and therefore approved by the DfE.

#### **3.2 Sign-up to Pledges**

The Leeds Education Challenge has five pledges that sit at the heart of its vision. These are:

1. Every child and young person of school age will be in school or in learning.
2. Every school will have an achievable plan to being recognised as an outstanding school.
3. We will improve achievement for every young person year on year.
4. Every school will benefit from a fully qualified, skilled, committed and well-led staff team.
5. Every child and young person will move confidently through their education.

3.3 A wide range of city partners have been approached and have agreed to sign-up to deliver the pledges. A process for this activity is now in place and it is hoped that by the end of November 2011 pledges will be signed and recorded.

#### **3.4 Outcome measures of performance**

Matched against each of the pledges, the Leeds Education Challenge has identified a number of key measures. In the course of the Autumn term these key measures are being tested for the robustness of baseline data and the viability of future targets and progress. This work will be completed by the end of November once validated data is available and the Children's Trust Board will be asked to agree the outcome targets.

### **4. Governance**

4.1 In order to drive forward the Leeds Education Challenge it is proposed to establish a Leeds Education Challenge Board. The Board would be chaired by

the Executive Lead Member for Children's Services and report directly to the Children's Trust Board.

- 4.2 The Board will receive advice and challenge from a constituted panel of expert advisers chaired by Professor Sir Tim Brighouse and supported by the Deputy Director for Learning, Skills and Universal Services. In addition, the engagement of elected members and children and young people would be created through two parallel advisory panels made up of learners and elected members.
- 4.3 The Leeds Education Challenge has been broken down into 5 key strands of activity:
  - a. Leadership, management and governance
  - b. Teaching and learning
  - c. Schools facing challenging circumstances
  - d. Family and community engagement
  - e. Vulnerable learners
- 4.4 In the first instance however, the proposed activity for each of the strands would be developed by a task and finish group made up of headteachers, principals, local authority officers and national advisers. This activity will be undertaken in the Autumn term of 2011. The local authority has collected a list of headteachers that are interested in being members of these strand task and finish groups.
- 4.5 A number of draft documents have been produced to guide and underpin this work, these are attached as appendix to this report as follows: The proposed leadership structure of the LEC is attached at appendix 1; the proposed working groups being established are attached at appendix 2; draft terms of reference for the different LEC boards are attached at appendix 3.

## **5. Planned activities for the Autumn term and onwards**

- 5.1 It is envisaged that the different boards of the LEC governance structure will have their first meetings during the Autumn term 2011. The first meeting of the LEC Advisory Board took place on the 13<sup>th</sup> October 2011 in Leeds.
- 5.2 A LEC Learning Festival is currently being planned as a follow-up event to the 12<sup>th</sup> July headteacher's event. This event will formally launch our Leeds Education Challenge and take place on the 10<sup>th</sup> November. It will be open for all schools, colleges and Higher Education Institutions to attend. It is envisaged that the format of the day will consist of a Leeds Advisory Group meeting in the morning followed by an event for schools and settings in the afternoon. In the afternoon, there will be a series of simultaneous events related to the five strands of the LEC. Delegates from schools and settings will be formally welcomed to the event by Lead Officers from Children's Services and Professor Sir Tim Brighouse. There will also be a series of five simultaneous sessions on each of the strands, led by a LEC Adviser. The afternoon sessions will therefore enable all colleagues

interested in a specific strand to engage with that theme. Key issues emerging for the strands will be identified along with areas of good practice and forward actions. Schools and settings will shortly be receiving further details of the planned event on 10<sup>th</sup> November.

5.3. Subsequent to the 10<sup>th</sup> November 2011 event, formal working groups for each one of the five strands will then be established and meet on a regular basis for the rest of the academic year to carry out the functions as outlined in the proposed draft terms of reference for the working groups.

5.4.1 All schools & settings and key partners involved in the LEC will receive a half-termly electronic newsletter. This newsletter will enable the local authority to have direct communication with schools and settings on a regular basis for the purposes of sharing information, outlining planned activities, as well disseminating progress in relation to the work of the LEC.

## **6. Relationship to other partnership activity**

6.1 The Leeds Education Challenge is a key mechanism to support the Children and Young People's Plan. It will by necessity work with all other key partnerships.

6.2 It will specifically work with and have a direct relationship with:

- Scrutiny Board (children and families)
- Governors Forum
- Headteacher Forum
- Schools Forum

## **7 Corporate Considerations**

### **7.1 Consultation and Engagement**

7.1.1 Details of the consultation that has taken place in developing the Leeds Education Challenge are included in sections 2.4 – 2.6 above.

### **7.2 Equality and Diversity / Cohesion and Integration**

7.2.1 An important aspect of the Leeds Education Challenge is ensuring that work and resources continue to be targeted to narrow the gap for particularly vulnerable groups. In particular this means focusing on looked after children, targeting those receiving free school meals and responding to any consequences from the removal of Education Maintenance Allowance.

### **7.3 Council Policies and City Priorities**

7.3.1 The Leeds Education Challenge complements and sits 'beneath' the city's new Children and Young People's Plan.

## **7.4 Resources and Value for Money**

- 7.4.1 The starting costs for taking forward the Leeds Education Challenge are being met within the existing envelope of funding.

## **7.5 Legal Implications, Access to Information and Call In**

- 7.5.1 There are no specific implications under this heading.

## **7.6 Risk Management**

- 7.6.1 The Leeds Education Challenge sits within a context where schools are being actively encouraged to convert to Academies. This has important implications in terms of financial management. An increase in the number of Academies will drain centrally held funding streams to schools accounts.
- 7.6.2 Many schools will wish to buy back services as they become academies. Currently an analysis of the conversion trend includes targets for purchase of services which will enable some Academies to purchase from providers other than the City Council. This could still enable the Local Authority to provide a viable service infrastructure, and more work is being undertaken in this respect to our in-house provision.

## **8 Conclusions**

- 8.1 The Leeds Education Challenge is an important strategic development to strengthen the education and learning offer to children and young people across Leeds. In the context of the changing national policy agenda Leeds has sought to provide a framework through which schools and other services can continue to work together effectively around shared priorities and ambitions.

## **9 Recommendations**

- 9.1 Executive Board is recommended to note the progress made to date on the Leeds Education Challenge, comment upon proposals for future developments and support the direction of these developments.

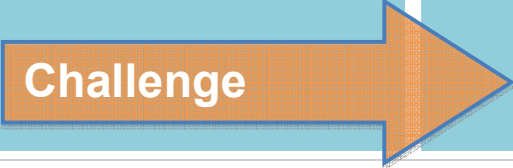
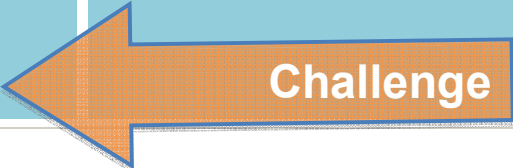
## **10. Background documents:**

'The Leeds Education Challenge: Leeds Children and Young People's School Improvement Plan 2011-15  
Climbing a Mountain; a review of educational progress in Leeds and an assessment of what more needs to be done' – Sir Tim Brighouse and David Woods



*DRAFT*

**Appendix 1: Proposed Leadership Structure of the Leeds Education Challenge**

| Leeds Children's Trust   |   |   |
|--|---|---|
| 0-11 Education Partnership   | 11-19(25) Education Partnership   |   |
| Learners Board   | Leeds Education Challenge Board   | Leeds Education Challenge Advisory Board  |
| <p><b>Children and Young People from across the city's schools, academies, colleges and other learning places</b></p> <p>(mechanism for feed through to Leeds Education Challenge Board to be developed)</p> | <p>Councillor Judith Blake Executive Member for Children's Services or nominee (Chair)<br/>           Director of Children's Services<br/>           Sir Tim Brighouse (Chair of Advisory Board)<br/>           2 Secondary Headteachers/Principals<br/>           6 Primary Headteachers/Principals<br/>           1 SILC principal<br/>           1 FE Principal<br/>           1 HE (Pro) Vice Chancellor<br/>           1 Business Rep (Nominated by Chamber of Commerce)<br/>           1 Voluntary &amp; Community Sector Rep<br/>           1 Director of Public Health<br/>           1 Police Rep<br/>           1 Cultural Sector Rep<br/>           1 Sporting Rep<br/>           2 x LCC CYP Deputy Directors (Learning &amp; Safeguarding)<br/>           2 x Governor representatives</p> | <p>Sir Prof Tim Brighouse (Chair)<br/>           Pam Mundy (Early Years Learning)<br/>           Prof. Mick Waters (Primary Teaching &amp; Learning)<br/>           Gareth Mills (Curriculum)<br/>           Prof. Mel Ainscow (Equity &amp; School Improvement))<br/>           Steve Mumby CBE (Leadership)<br/>           Prof John West-Burnham (Leadership &amp; Management)<br/>           Prof. Stephen Hepple (Use of ICT in Teaching and learning)<br/>           Prof David Gillborn ( BME Equity and School Improvement)<br/>           Deputy Director: Education, Skills &amp; Universal Services<br/>           Prof David Woods - (Schools facing Challenging Circumstances)<br/>           Professor Alan Dyson ( Families and Communities Engagement)<br/>           Prof Jeremy Higham (11-19/25)</p> |
| <p><b>Lead Member and Governor Board</b></p> <p>To ensure alignment with elected member and governor responsibilities. Membership to be defined.</p>   |   |   |
| <p><b>Challenge</b> </p>  |   | <p><b>Challenge</b> </p>   |

# DRAFT

## Appendix 2: Working Groups to be established from 1 September 2011

| Teaching & Learning Group   | Schools facing Challenging Circumstances Group  | Governance, Leadership & Management Group  | Families and Community Engagement Group   | Vulnerable Learners Group   |
|---|---|--|---|---|
| Chair (tbc)*  | Chair (tbc)*  | Chair (tbc)*   | Chair (tbc)*  | Chair (tbc)*  |
| <b>Advisers</b><br>Prof. Mick Waters<br>Gareth Mills  | <b>Advisers</b><br>Prof. David Woods  | <b>Advisers</b><br>Steve Munby CBE<br>Prof. John West<br>Burnham   | <b>Adviser</b><br>Prof. Alan Dyson  | <b>Adviser</b><br>Prof Mel Ainscow<br>Prof David Gillborn   |
| 2 Secondary Head<br>Teachers/Principals<br>6 Primary<br>Headteachers/Principals<br>1 SILC Principal<br>1 x 0-11 Learning<br>1 x 11-19 Learning<br>School Governor | 2 Secondary Head<br>Teachers/Principals<br>6 Primary<br>Headteachers/Principals<br>1 SILC Principal<br>Head of Learning<br>Improvement<br>School Governor | 2 Secondary Head<br>Teachers/Principals<br>6 Primary<br>Headteachers/Principals<br>1 SILC Principal<br>Head of Young People &<br>Skills<br>School Governor | 2 Secondary Head<br>Teachers/Principals<br>6 Primary<br>Headteachers/Principals<br>1 SILC Principal<br>Head of Early Support<br>School Governor | 2 Secondary Head<br>Teachers/Principals<br>6 Primary<br>Headteachers/Principals<br>1 SILC Principal<br>Head of Complex Needs<br>School Governor |

\* A Leeds Headteacher, Principal or Senior Leader

## **Appendix 3 DRAFT TERMS OF REFERENCE**

### **LEEDS EDUCATION CHALLENGE BOARD**

#### **PURPOSE**

The purpose of the Leeds Education Challenge Board is to provide strong and effective leadership, to support effective partnership work and to take action to deliver on the vision and five pledges outlined in the Leeds Education Challenge, which are closely tied to the five outcomes, eleven priorities and three obsessions outlined in the Children and Young People's Plan. In particular its key objective is to join up activities between partners to maximise outcomes for children and young people by raising standards of attainment and closing the gap, so that there is a culture of effective collaborative partnership working established across Leeds.

#### **STRATEGIC LEADERSHIP**

The Leeds Education Challenge Board will lead the Leeds Education Challenge Strategy for children and young people and co-ordinate the partnership actions to achieve the pledges.

#### **ACCOUNTABILITY**

The Leeds Education Challenge Board is accountable to the Children's Trust Board, which will provide strategic direction and will performance manage the delivery of the pledges.

#### **ROLES**

The Leeds Education Challenge Board will be chaired by the Executive Member for Children's Services. Servicing the Board will be the responsibility of Children's Services officers.

#### **RESPONSIBILITIES**

The Leeds Education Challenge Board will:

- Lead on the delivery of the five pledges of the Leeds Education Challenge.
- Develop and report on an action plan to deliver on the objectives of the Leeds Education Challenge Strategy.
- Develop the Leeds Education Challenge as a framework of effective partnership working for all schools and settings to raise standards of attainment and close the gap for all children and young people in Leeds, irrespective of their status.
- Develop and sponsor new activities which support the vision of the Leeds Education Challenge.
- Tackle underperformance against priorities and objectives in the Leeds Education Strategy and actions in each of its five work strands of teaching and learning, schools facing challenging circumstances, governance, leadership and management, families and community engagement, vulnerable learners.
- Work closely with current 11-19 (25) Learning and Support Partnership and with the emerging 0-11 and 11-19 Education Partnerships.

- Proactively receive advice and challenge from the Leeds Education Challenge Advisory Board and the two advisory learner's panel and elected member's panel.
- Evaluate the impact of the Leeds Education Challenge and capture the learning in order to disseminate good practice across all partners.
- Influence local, regional and national government policy initiatives linked to this work.

## **LINKAGES**

The Leeds Education Challenge is closely linked to the Children and Young People's Plan

## **EQUALITY AND COMMUNITY ENGAGEMENT**

The board will have due regard to equalities in all its activities and will take steps to ensure that it has consulted with communities appropriately in all its decisions.

## **MEMBERSHIP**

- Executive Member for Children's Services or nominee (Chair)
- Director of Children's Services
- Sir Tim Brighouse (Chair of Advisory Board)
- 2 Secondary Headteachers /Principals
- 6 Primary Headteachers /Principals
- 1 SILC principal
- 1 FE Principal
- 1 HE (Pro) Vice Chancellor
- 1 Business Rep (Nominated by Chamber of Commerce)
- 1 Voluntary & Community Sector Rep
- 1 Director of Public Health
- 1 Police Rep
- 1 Cultural Sector Rep
- 1 Sporting Rep
- 2 x LCC CYPS Deputy Directors (Education & Safeguarding)
- 2 x School Governors

## **OFFICERS IN ATTENDANCE**

Senior officers of Children's Services and other partners will be invited to attend the Leeds Education Challenge Board at the discretion of the chair. Their role will include advising the group, preparing the agendas, minutes, reports and briefings for the board and following up on actions arising from discussions and decisions made by the board.

## **OPENNESS**

Meetings are not open to the public but papers, agendas and minutes will be published on LCC Infobase, which will also include a work programme and forward plan of meetings.

## **FREQUENCY AND DURATION OF MEETINGS**

Meetings of the Leeds Education Challenge Board will take place termly.

## **LEEDS EDUCATION CHALLENGE ADVISORY BOARD**

### **PURPOSE**

The purpose of the Leeds Education Challenge Advisory Board is to provide strong advice and challenge to the Leeds Education Challenge Board so that the five pledges of the Leeds Education Challenge Strategy are delivered swiftly to a high standard. It will provide nationally and internationally recognised cutting edge expertise and skills to raise standards of attainment of all children and young people in Leeds and close existing gaps in performance for vulnerable groups. It will also provide an opportunity for leading experts in their fields to harness their collective intellectual capacity by working together to innovate and develop practice across Leeds schools, so that Leeds becomes recognised as one of the best cities in the country and internationally for realising educational outcomes for all its learners.

### **ACCOUNTABILITY**

The Leeds Education Challenge Advisory Board is accountable to the Leeds Education Challenge Board.

### **ROLES**

The Leeds Education Advisory Board will be chaired by Professor Sir Tim Brighouse and supported by the Deputy Director, Learning, Skills and Universal Services. Servicing the meeting will be the responsibility of Children's Services.

### **RESPONSIBILITIES**

The Leeds Education Advisory Board members will:

- Provide robust advice and challenge to the Leeds Education Challenge Board so that it delivers on the five pledges.
- Provide nationally and internationally acclaimed expertise and skills to raise standards of attainment in all Leeds schools and settings irrespective of status and close the gap for vulnerable learners.
- Advise the Leeds Education Challenge Board on any matters that may require addressing, particularly underperformance against priorities and objectives in the Leeds Education Strategy and actions in each of its five work strands of teaching and learning, schools facing challenging circumstances, governance, leadership and management, families and community engagement and vulnerable learners.
- Empower and enthuse leaders and staff in schools by providing them with opportunities to learn from the very best and develop innovative practice across Leeds schools.
- Share and disseminate known best practice regionally, nationally and internationally around the five strands of activity in the Leeds Education Challenge to inform future direction and practice in Leeds schools.
- Encourage cutting edge practitioner based research and practice to be developed and shared across Leeds schools and disseminate this to a wider professional audience beyond Leeds through a variety of means.

- Influence local, regional and national government policy initiatives linked to this work

## **EQUALITY AND COMMUNITY ENGAGEMENT**

The Advisory Board will have due regard to equalities in all its activities.

## **MEMBERSHIP**

- Prof. Sir Tim Brighouse (Chair)
- Pam Mundy
- Prof. Mick Waters
- Gareth Mills
- Prof. Mel Ainscow
- Steve Munby CBE
- Prof John West-Burnham
- Prof. Stephen Hepple
- Prof David Gillborn
- Prof David Woods
- Professor Alan Dyson
- Prof Jeremy Higham
- Deputy Director: Education, Skills & Universal Services

## **OFFICERS IN ATTENDANCE**

Senior officers of Children's Services and other partners will be invited to attend the Leeds Education Advisory Board at the discretion of the chair. Their role will include advising the group, preparing the agendas, minutes, reports and briefings for the board and following up on actions arising from discussions and decisions made by the board.

## **OPENNESS**

Meetings are not open to the public but papers, agendas and minutes will be published on LCC Infobase, which will also include a work programme and forward plan of meetings.

## **FREQUENCY AND DURATION OF MEETINGS**

Meetings of the Leeds Advisory Challenge Board will take place 3 times a year. It is not expected that all members of the Board will be able to attend every meeting.

## **LEEDS EDUCATION CHALLENGE LEARNERS BOARD**

### **PURPOSE**

The purpose of the Leeds Education Challenge Learners Board is to represent the views of children and young people from across Leeds, through the sharing of information and perspective. The board will provide voice and influence to the Leeds Education Challenge Board.

### **ROLES**

The Leeds Education Challenge Learners Board will be chaired by an elected member of the group. Servicing the meeting will be the responsibility of Children's Services.

### **RESPONSIBILITIES**

The Leeds Education Challenge Learners Board will:

- Provide advice and challenge to the Leeds Education Challenge Board so that it delivers on the five pledges to improve educational outcomes for children and young people in Leeds and the realisation of Leeds as a child friendly city.
- Ensure that the Leeds Education Challenge Board are aware of the range of experiences and potential barriers for children and young people in Leeds Schools in achieving academic success and understand what it like to be a young person growing up in different parts of Leeds.
- Offer constructive and innovative solutions to barriers that young people face in attaining age related national experiences.
- Act as champions of the Leeds Education Challenge and assist in ensuring that the pledges are understood by young people so they and their partners actively contribute to realising these

### **EQUALITY AND COMMUNITY ENGAGEMENT**

The Advisory Board will have due regard to equalities in all its activities.

### **MEMBERSHIP**

To be defined.

### **OFFICERS IN ATTENDANCE**

Senior officers of Children's Services and other partners will be invited to attend the Leeds Education Challenge Learners Board at the discretion of the chair. Their role will include advising the group, preparing the agendas, minutes, reports and briefings for the board and following up on actions arising from discussions and decisions made by the board.

### **FREQUENCY AND DURATION OF MEETINGS**

Meetings of the Leeds Advisory Challenge Learners Board will take place termly in venues and at times suitable for children and young people.

## **LEEDS EDUCATION CHALLENGE ELECTED MEMBERS AND GOVERNORS BOARD**

### **PURPOSE**

The purpose of the Leeds Education Challenge Elected Members Board is to provide representation of the views of elected members and governors, based on the responsibilities they carry in their roles. The board is to provide challenge against progress towards the pledges to improve educational outcomes for children and young people in Leeds. The board will be represented in each of the five strands of the Leeds Education Challenge.

### **ACCOUNTABILITY**

The Leeds Education Challenge Elected Members and Governors Board reports into to the Children's Trust Board through the Leeds Education Challenge Board.

### **ROLES**

The Leeds Education Challenge Elected Members Board will be chaired by the Executive Member for Children's Services. Servicing will be the responsibility of Children's Services.

### **RESPONSIBILITIES**

The Leeds Education Challenge Elected Members and Governors Board will:

- Provide robust advice and challenge to the Leeds Education Challenge Board so that it delivers on the five pledges to improve educational outcomes for children and young people in Leeds.
- Ensure cross-party support from elected members for the strategic direction and delivery of pledges for the Leeds Education Challenge.
- Act as champions of the Leeds Education Challenge and ensure that the pledges are understood by key stakeholders so they actively contribute to realising these.
- Ensure school Governors are informed of the workings of the Leeds Education Challenge and actively engaged in the pledges and the pursuit of improved outcomes.

### **EQUALITY AND COMMUNITY ENGAGEMENT**

The Advisory Board will have due regard to equalities in all its activities.

### **MEMBERSHIP**

To be defined.

### **OFFICERS IN ATTENDANCE**

Senior officers of Children's Services and other partners will be invited to attend the Leeds Education Challenge Learners Board at the discretion of the chair. Their role will include advising the group, preparing the agendas, minutes, reports and briefings for the board and following up on actions arising from discussions and decisions made by the board.



**OPENNESS**

Meetings are not open to the public but papers, agendas and minutes will be published on LCC Infobase, which will also include a work programme and forward plan of meetings.

**FREQUENCY AND DURATION OF MEETINGS**

Meetings of the Leeds Advisory Challenge Elected Members and Governors Board will take place once every half term and report to the Leeds Education Challenge Board.

## **LEEDS EDUCATION CHALLENGE STRAND WORKING GROUPS**

### **PURPOSE**

The purpose of the working groups is to provide strong leadership, to support effective partnership working and to take action to deliver on the vision and five pledges outlined in the Leeds Education Challenge and their strand in particular.

Each group will work on one of the following five strands which form part of the Leeds Education Challenge Strategy. These are:

- Leadership, management and governance
- Teaching and Learning
- Schools facing challenging circumstances
- Family and community engagement
- Vulnerable learners

Each strand working group will in the first instance be tasked with producing the following by the end of the Autumn term:

- Setting of objectives, other than those already outlined in pledges that are particular to their strand of work
- Outlining the current position (information to be provided by PMIT)
- Planning activities
- Outlining where we will be in Leeds by the end of this academic year, as well as key milestones over a period of two and three years etc

In particular, one of its key objectives is to join up activities between partners to maximise outcomes for children and young people by raising standards of attainment and closing the gap for their strand, so that there is a culture of effective collaborative partnership working established across Leeds.

Once an action plan has been written for each strand by the end of the Autumn term 2011 the working group's role will then move to monitoring and evaluating progress against the activities outlined in the action plan.

### **ACCOUNTABILITY**

The five strand working groups are each accountable to the Leeds Education Challenge Board, which will provide strategic direction and it will performance manage the delivery of the pledges and activities within each strand.

### **ROLES**

Each one of the five strands of the Leeds Education Challenge will be chaired by a Headteacher, preferably a National Leader of Education (NLE) or a Local leader of Education (LLE) although this is not essential. It is likely that over a period of time the Chair will then become the Operational Lead for this particular area of work and provide system leadership to improve outcomes beyond their own schools for this strand of work and ensure that the work of this strand delivers on the overarching Leeds Education Challenge. Servicing will be the responsibility of Children's Services.

## **RESPONSIBILITIES**

The Leeds Education Challenge Working Group members will:

- Lead on the delivery of the five pledges of the Leeds Education Challenge and the objectives for their particular strand of work.
- Develop an action plan to deliver on the specific objectives with for their strand of work and report on progress in delivering on this to the Leeds Education challenge Board.
- Develop the Leeds Education Challenge as a framework of effective partnership working for all schools and settings and ensure their strand of work raises standards of attainment and close the gap for all children and young people in Leeds schools, irrespective of their status.
- Develop and sponsor new activities which support the vision of the Leeds Education Challenge and their strand of work in particular.
- Tackle underperformance against priorities and objectives in the Leeds Education Strategy and actions in each of its particular work strands of work
- Proactively receive advice, support and challenge from the Leeds Education Challenge Board.
- Evaluate the impact of the Leeds Education Challenge for their strand, capture learning and disseminate good practice across all partners so that it becomes embedded across schools.
- Provide system leadership for their strand of work so that all young people in Leeds benefit from the Leeds Education Challenge and the gap for vulnerable groups is closed.

## **LINKAGES**

The Leeds Education Challenge is closely linked to the Children and Young People's Plan

## **EQUALITY AND COMMUNITY ENGAGEMENT**

The board will have due regard to equalities in all its activities and will take steps to ensure that it has consulted with communities appropriately in all its decisions.

## **MEMBERSHIP**

### **Leadership and Management Group**

- Steve Munby CBE ( Adviser)
- Prof. John West Burnham ( Adviser)
- 2 Secondary Head Teachers/Principals
- 6 Primary Headteachers/Principals
- 1 SILC Principal
- Head of Young People & Skills
- School Governor

### **Teaching and Learning Group**

- Prof. Mick Waters ( Adviser)
- Gareth Mills ( Adviser)
- 2 Secondary Head Teachers/Principals
- 6 Primary Headteachers/Principals
- 1 SILC Principal

- 1 0-11 Learning
- 1 11-19 Learning
- School Governor

### **Schools facing Challenging Circumstances Group**

- Prof. David Woods ( Adviser)
- 2 Secondary Head Teachers/Principals
- 6 Primary Headteachers/Principals
- 1 SILC Principal
- Head of Learning Improvement
- School Governor

### **Families and Communities Engagement Group**

- Prof. Alan Dyson (Adviser)
- 2 Secondary Head Teachers/Principals
- 6 Primary Headteachers/Principals
- 1 SILC Principal
- Head of Early Support
- School Governor

### **Vulnerable Learners Group**

- Prof. Mel Ainscow ( Adviser)
- Prof. David Gillborn ( Adviser)
- 2 Secondary Head Teachers/Principals
- 6 Primary Headteachers/Principals
- 1 SILC Principal
- Head of Complex Needs
- School Governor

### **OFFICERS IN ATTENDANCE**

Senior officers of Children’s Services and other partners will be invited to attend the Leeds Education Challenge Strand Working Groups at the discretion of the chair. Their role will include advising the group, preparing the agendas, minutes, reports and briefings for the board and following up on actions arising from discussions and decisions made by the board.

### **FREQUENCY AND DURATION OF MEETINGS**

Meetings of the Leeds Education Challenge Strand Working Groups Board will take place once every half term and report to the Leeds Education Challenge Board.