

Report of the Director of Children and Families

Report to Executive Board

Date: 24th July 2019

Subject: The 3As Strategy: Improving the attendance, attainment and achievement of children & young people in Leeds



Are specific electoral wards affected? If yes, name(s) of ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Has consultation been carried out?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Will the decision be open for call-in?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, access to information procedure rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary

1. Main issues

- Leeds City Council has a vision for Leeds to be the best city in the UK: one that is compassionate with a strong economy, which reduces the impact of poverty and tackles inequalities. Turning this vision into reality requires a strong commitment to being a child friendly city, and sending out a clear message to everybody about just how important children and young people are to the city's future.
- A key part of being a child friendly city is ensuring children and young people make good progress in their learning. Vital to this is ensuring that children get the best start through excellent support for parents and outstanding early years provision. We know we need to do more to make a difference for children and young people who are particularly vulnerable, and at risk of poorer life outcomes. We want all children and young people in the city to have access to a wide range of opportunities, develop key life skills, and be supported on ambitious pathways to enable them to thrive.
- Improving learning outcomes for all is a key priority for Leeds City Council. Leeds is striving to ensure that education in Leeds is equitable through acknowledging that not every child starts at the same point, and therefore focusing extra support to ensure that children who are disadvantaged make accelerated progress and achieve the same outcomes as their peers. All schools, academies, colleges and settings need to be supported and challenged appropriately to ensure a consistency of educational provision across the city.

- The development of the 3As strategy (Attendance, Attainment and Achievement), which can be found in appendix 1, is driven by our ambition to support all children and young people, especially those who are vulnerable and/or disadvantaged, to reach their full potential. The strategy aims to close the gaps between more and less advantaged children and young people through collaborating with internal and external partners. Children and young people will be supported to engage positively with education and offered opportunities that lead to positive, lifelong pathways. Through this, we will give all Leeds children and young people, particularly those who are vulnerable, an empowering start in life and enable them to thrive in a vibrant and compassionate city.
- We have considered a range of national publications around education, in particular the revised Ofsted framework (<https://www.gov.uk/government/publications/education-inspection-framework>), the Timpson Review of School Exclusions (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf) and the Children's Commissioner's report "Skipping School – Invisible Children" (<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2019/02/cco-skipping-school-invisible-children-feb-2019.pdf>) which states "It is sometimes schools themselves that put pressure on parents to remove children who don't 'fit in'. This practice, known as off-rolling, can amount to informal, illegal exclusion..... It is unacceptable that some schools are washing their hands of children - particularly the most vulnerable - in this way." In the light of this we are planning to publish exclusions and other relevant data by school towards the end of 2019. Permanent exclusions from schools in Leeds are amongst the lowest in the country thanks to the strong partnership we have with the vast majority of our schools. We now need to continue to work together to improve the data around fixed term exclusions and other relevant measures.

2. **Best Council Plan Implications** (click [here](#) for the latest version of the Best Council Plan)

- Working with partners across Leeds, including anchor organisations and institutions the 3As Strategy will enhance the city's Inclusive Growth Strategy. The strategy is in line with the vision of improving skills of children and young people which will support them into better employment opportunities.
- The 3As Strategy will incorporate a targeted approach to priority areas of the city where deprivation is high and where barriers to good educational outcomes are at their most challenging.

3. **Resource Implications**

- The actions beneath the 3As Strategy will be undertaken with minimal additional financial implications. Implementation of much of the action plan will be achieved through activating our existing networks of third sector organisations, businesses and Child Friendly Leeds ambassadors.
- Internally we will continue to share best practice, with particular focus on delivering training to front line Children and Families employees on how to further engage parents and young people in education. For example, in the Summer of 2019 we will be training 200 social workers, health visitors, children's centre employees and third sector staff in how to encourage young people to be passionate about reading through the delivery of our partner BookTrust's 'Corner Programme'. More details of this can be found in the action plan.

Recommendations

- a) Executive Board is recommended to note the development of the 3As strategy.
- b) Executive Board are asked to consider ways in which the council as a whole can support this strategy, e.g. involvement in the Year of Reading.
- c) Executive Board note that the lead officer for this strategy is the Deputy Director for Children and Families (Learning).

1. Purpose of this report

- 1.1 The purpose of this report is to provide an update on the development of the 3As strategy, which is an enhancement of the 'attendance' obsession (Children and Young People's Plan).

2. Background information

- 2.1 Leeds is an exciting and vibrant city, with a growing population of children and young people. Leeds has a current population of 784,846 people which is estimated to grow to 814,079 people by 2024. Recent estimates suggest that there are 190, 816 children and young people under the age of 20 in Leeds. The rising number of young people in the city has increased the importance of initiatives such as Child Friendly Leeds and brought a new youthful energy to the city, but this change in demographic is continuing to increase pressure on school places, early years' provision and the complex needs service. In Leeds, 16.5% of children are eligible for Free School Meals and 13.8% of Leeds children have Special Educational Needs and Disability (SEND). Over 170,000 people in Leeds are estimated to be in relative poverty after housing costs. In 2016/17 there were an estimated 4.1 million children living in relative poverty across the UK. In Leeds, 20% of all dependent children under the age of 20 (33,485 children) lived in relative poverty in 2016, in comparison to 17% nationally. These figures are likely to be under-representative of the true number of children in poverty as the highest rises in population in Leeds in recent years has been in the areas of highest poverty. Adults being out of work is often said to be the main cause of child poverty - however, across the UK, 67% of children who are in poverty were from a household where at least one person was in work in 2016/2017.
- 2.2 Children who grow up in poverty face a range of disadvantages throughout childhood and beyond. Experiencing childhood poverty has severe short and long term consequences across a range of indicators including: educational attainment, physical and mental health, access to opportunities, life expectancy, wellbeing, housing, economic and employment outcomes.
- 2.3 Whilst the impact of poverty can be found in all areas of the city, there are specific concentrations of poverty within the inner city. The city strives to mitigate the impact of poverty and this is integral to all work with children and families.
- 2.4 There is an ongoing inconsistency in provision and outcomes across the city. Some of this is, in part, due to specific social challenges in particular areas. However, we would view this as context and not an excuse for underachievement. Leeds has a number of outstanding schools (36 primary schools and 7 Secondary – May 2019) and we need to ensure that best practice is shared so that all children and young people have access to a good or better school.

2.5 Our ambition in Leeds is to improve outcomes for all children and young people, and the 3As strategy sets out how we will make a difference for all children and young and especially those who are particularly vulnerable. By combining the three As of Attendance, Attainment and Achievement, with an overarching drive of Aspiration to ensure all children and young people achieve their best, we will support all Leeds children to have a successful start in life and a positive future.

2.6 There is therefore a need to take a dual approach – **universal** and **targeted**. Universal support and challenge ensures that all schools, settings and colleges continue to improve so that they are good or better. Targeted support and challenge utilises resources within budget constraints to improve outcomes and experiences for specific groups of children and young people. For example, we are working to ensure that all nursery provision in the city will be at least good, but are aware of nearly eight hundred 3 and 4 year olds who did not access any early years provision in 2017-18. We would therefore be targeting resource to these children and their families to enable them to narrow gaps in reading, writing, maths etc to their peers.

3. Main issues

3.1 Attendance

Attendance 2017-18 half terms 1 to 4

- Primary school attendance in Leeds was 96.0 %; a stable position over the last three years that remains slightly above the national rate
- Secondary attendance was 94.6 % which is in line with the current national average.
- Leeds is in the second quartile for persistent absence in both primary and secondary schools.

3.2 Achievement

We want children and young people to achieve well in the broadest sense. Although academic achievement is vital, so is accessing a wide range of experiences and successfully participating in sport, the arts, citizenship and more. We will support our 0-20 population to become resilient, self-confident and to have a profound sense of well-being.

3.3 Within the 2017/ 2018 My Health My School survey, data was collected from primary and secondary school children and young people, with 9124 responses from primary and 8052 responses from secondary.

This data shows that:

For Primary schools

- 16.53% of primary school children reported 0 hours of physical activity in organised sports/clubs/activities outside of school. 49.70% fit into the group '2 hours or less'.
- 24.39% had not visited, outside of school, a park or play area in the last four weeks. 33.84% had not taken part in a sports club or class, and 52.50% had not been swimming.
- When asked 'does anything stop you from taking part in physical activities?', only 44.61% of answers were 'nothing stops me'. The most significant

reasons why were 'I don't have the time' (8.28%), 'not available when I want to do it' (7.32%), 'costs too much' (6.64%) and 'not available in my area' (6.78%), 'I have no one to go with' (5.99%), 'don't have the confidence' (5.25%).

- 31.65% of children reported that they help to look after somebody in their family because they are ill 'some days'. 15.06% reported 'most days'. Also, 22.93% reported that they have to look after a family member because they are too young to look after themselves 'some days' and 18.10 % 'most days'.

For Secondary schools

- The proportion of secondary school students who report feeling 'very happy' with the number of good friends they have is 50.12%. This is compared to 62.98% in the primary school data.
- The proportion of secondary school students reporting that they feel happy 'every day' is 29.98%. This compares to 40.43% in primary school. In terms of feeling confident 'every day' this is reported as 21.66% compared to 31.33% in primary school.
- 20.48% reported watching TV/playing computer games/using the internet/using a mobile phone for more than 6 hours per day.
- 27.79% reported zero hours of physical activity per week in organised sports/clubs/activities outside of school.
- When asked 'does anything stop you from taking part in physical activities?' 32.42% of answers were 'nothing stops me'. The largest barriers were 'I have no one to go with' (10.81%), 'I don't have the time' (10.02%) and 'I don't have the confidence' (9.58%).
- 28.44% help to look after someone in their family due to illness 'some days' and 10.26% 'most days'. 25.92 % do this because the family member is too young to look after themselves 'some days' and 13.65% 'most days.'

3.4 Attainment : 2017-18 Educational Outcomes

Key Stage/Measure	Percentage/score (all students)	Percentage/score (Disadvantaged students)	Leeds/National ranking
Early Years Good Level of Development	Leeds: 65.7% National: 71.5%	Leeds: 48% National: 57%	All Pupils: 148/152** (No Dis. rankings available)
KS1 Phonics	Leeds: Year 1: 79% Year 2: 90% National: Year 1: 82% Year 2: 92%	Leeds: Year 1: 72% Year 2: 84% National: Year 1: 72% Year 2: 85%	All pupils: Year 1: 137/152 Year 2: 124/152 (No Dis. rankings available)
KS1 Teacher Assessment	Leeds: Expected reading: 69% Expected writing: 63% Expected maths: 71% National: Expected reading: 75% Expected writing: 70% Expected maths: 76%	Leeds: Expected reading: 55% Expected writing: 47% Expected maths: 56% National: Expected reading: 63% Expected writing: 55% Expected maths: 63%	All pupils: Reading: 146/152 Writing: 148/152 Maths: 146/152 (No Dis. rankings available)
KS2 Age Related Expectation (combined)	Leeds: Expected RWM*: 61% Higher RWM: 9% National: Expected RWM: 65% Higher RWM: 10%	Leeds: Expected RWM: 45% Higher RWM: 3.2% National: Expected RWM: 51% Higher RWM: 4.4%	All Pupils: Expected: 125/152 Higher: 79/152 Disadvantaged pupils: Expected: 120/152
KS4 Progress 8	Leeds: -0.02 National: -0.02	Leeds: -0.38 National: -0.44	All pupils: 65/151 Disadvantaged pupils: 44/151
KS4 Attainment 8	Leeds: 44.8 National: 46.6	Leeds: 35.3 National: 36.8	All pupils: 104/150 Disadvantaged pupils: 84/151
KS4 Eng/Maths grade 5 and above (strong pass)	Leeds: 40.9% National: 43.5%	Leeds: 21.7% National: 24.9%	All pupils: 88/151 Disadvantaged pupils: 92/151

3.5 Outcomes by area. IMD – Index of Multiple Deprivation. The table below is from 2017

Cluster	Average % IMD	Av % IMD Rank	Has KS2 pupil reached the expected standard?			Did KS4 pupil achieve E+M A*-C?		
			Total	% Yes	Rank	Total	% Yes	Rank
Inner East	6.7%	1	595	34.6%	22	514	47.9%	21
J.E.S.S.	9.2%	2	541	36.8%	21	406	45.1%	23
Beeston, Cottingley and Middleton	17.3%	3	425	38.8%	19	363	54.5%	16
ACES	17.9%	4	252	48.8%	13	234	50.0%	17
Bramley	18.0%	5	374	32.6%	23	339	45.7%	22
Zgether	19.7%	6	604	39.1%	18	544	49.3%	18
Seacroft Manston	20.5%	7	497	49.1%	11	485	49.1%	19
OPEN XS	22.9%	8	123	37.4%	20	112	48.2%	20
Farnley	24.0%	9	217	41.0%	17	150	57.0%	14
Temple Newsam Halton	35.8%	10	326	52.5%	7	282	55.3%	15
Inner NW Hub	38.8%	11	284	54.6%	6	227	58.6%	12
Morley	48.3%	12	418	49.0%	12	354	69.5%	8
Pudsey	51.3%	13	514	52.1%	8	409	59.7%	11
Rothwell	51.7%	14	343	49.9%	10	271	67.2%	10
Brigshaw	53.4%	15	249	47.0%	14	254	58.3%	13
ESNW	57.3%	16	219	57.5%	5	204	72.1%	5
Ardsley & Tingley	57.8%	17	164	46.3%	16	173	85.0%	1
ARM	62.5%	18	619	58.6%	3	514	78.6%	3
Garforth	68.2%	19	184	46.7%	15	209	74.6%	4
Aireborough	69.9%	20	368	62.8%	2	345	71.3%	6
Horsforth	72.3%	21	213	66.7%	1	166	78.9%	2
Otley/Pool/Bramhope	73.5%	22	212	50.9%	9	186	68.8%	9
EPOS	79.1%	23	324	58.3%	4	197	71.1%	7
Out of Area			249	51.0%		561	57.0%	
Total			8314	47.7%		7507	59.7%	

KS2 & KS4 2016 Confirmed Data - Source: Key to Success January 2017

Cluster	% Outstanding Schools	% Good Schools	% Schools requiring improvement	% Schools in serious weaknesses/special measures
Inner East	20%	46%	27%	7%
J.E.S.S.	18%	62%	20%	0%
Beeston, Cottingley and Middleton	8%	61%	23%	8%
ACES	11% <i>4 most deprived clusters - Ave 14.25%</i>	55% <i>Ave - 56%</i>	23% <i>Ave - 23.25%</i>	11% <i>Ave - 6.5%</i>
Aireborough	21%	72%	7%	0%
Horsforth	50%	50%	0%	0%

Otley/Pool/Bramhope	13%	87%	0%	0%
EPOS	33% <i>4 least deprived clusters – Ave 29%)</i>	50% <i>Ave 64.75%</i>	17% <i>Ave 6%</i>	0% <i>Ave 0%</i>

- 3.7 Schools are a crucial factor in improving student outcomes but their role needs to be scaffolded by other teams and resources. This means that we need to continue to mobilise staffing across the council to recognise, and engage with, the vital role that we can all play in education. The 3As strategy includes training and partnership work with social care, early help, children’s centres, health, third sector, communities and other colleagues, as well as working closely with the many other interested parties beyond the council. This will ensure that key educational priorities are at the heart of all that we do as a city.
- 3.8 Clusters are an example of the way that Leeds encourages strong relationships between schools and the local authority to support city-wide initiatives. Supported by Children and Families and Health, schools are developing effective links with families and communities to improve the lives, outcomes and engagement of all children and their families.
- 3.9 There is an increasing body of evidence for the benefits of close collaboration between schools. Evidence suggests that collaborations, where there is shared accountability, are more likely to deliver benefits; it is these partnerships that have shown a higher probability of leading to long-term school improvement. We have established Learning Alliances across the city, where groups of schools within the umbrella of the local authority are beginning to function as a close learning collaborative. This will include continuing partnership working through learning alliances, families of schools, Teaching Schools and Mathematics Hubs.
- 3.10 As children and young people spend a significant amount of time outside school, and as relationships are key to the success of children and young people, Children & Families directorate will work to ensure that all services and settings, including AIP’s, social work service, health and clusters work better together to work with and support schools and settings.
- 3.11 We will establish a 3As Steering Group with representation from key directorates and other partners to monitor the progress and outcomes across the next 3 years. This will report to a 3As Board chaired by the Lead Member for Learning, Skills and Employment.
- 3.12 We will apply a rigorous research based approach to new initiatives to ensure that their impact is clear and measurable. Leeds is in an ongoing partnership with Huntington Research School and have developing research relationships with Leeds Beckett University and Leeds Trinity University. We will also utilise the experience and wisdom of the teams within Children and Families to identify, share and develop best practice.

4. Corporate considerations

4.1 Consultation and engagement

4.1.1 The strategy has had input from a range of staff and stakeholders, including children and young people, Child-friendly Leeds Ambassadors, colleagues from across the council, third sector colleagues and schools. We will continue to consult as we implement the 3As to ensure that the strategy remains constantly relevant and has maximum impact. We have used the data from the most recent Annual Standards Report as a baseline and a framework to inform our priorities.

4.2 Equality and diversity / cohesion and integration

4.2.1 Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best city in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.

4.2.2 The 3As strategy addresses the issue of inequalities throughout the city by putting a strong focus on improving the attendance, attainment and achievement of all learners, especially those who are vulnerable and/ or disadvantaged.

4.3 Council policies and the Best Council Plan

4.3.1 This report provides context on a key city regional and national challenge. Improving learning outcomes is a priority in the Children and Young People's plan, raising attendance, achievement and attainment for all while closing the gaps that exist. This priority is reflected in all city strategies contributing to a strong economy and compassionate city including the Best Council Plan 2018/19 – 2020/21, The Best City for Learning 2016-2020, the priority around being a Child Friendly City, Best Start in Life Strategy, Leeds SEND Strategy, the Health and Wellbeing Strategy 2016-2021 and Thriving - The Child Poverty Strategy for Leeds 2019-2022. Learning is central to improving future outcomes for citizens and the city.

4.3.2 Climate Emergency - One of the main thrusts of the 3As Strategy is to improve attainment of children and young people. With climate change being such a central issue in society today we are encouraging our schools and settings to incorporate links to reducing energy consumption and reducing carbon footprints of individuals as well as to the settings themselves. We are seeking to work with the Woodland Trust and schools to plant a tree for every young person in the city across the next 3 years. We are supporting schools in looking to incorporate more teaching about climate change into their curriculum.

4.4 Resources, procurement and value for money

4.4.1 The need to continue to improve learning and education across Leeds means that this must remain a high priority when allocating resources in the directorate. The 3As strategy includes key partnerships with outside agencies and partners which will bring a range of resources and training into Leeds at minimal cost to the City Council.

4.5 Legal implications, access to information, and call-in

4.5.1 This report is subject to Call in.

4.6 Risk management

4.6.1 Risk will be managed through the following groups: The 3As Steering Group, Children and Families Leadership Team, Learning Leadership Team and the Children and Families Trust Board.

5. Conclusions

5.1 Improving educational outcomes is a key priority for Leeds. There is much that is good in the city and that can be built on as we move forward (low permanent exclusions, outstanding schools, some positive KS4 data, rates of improvement in a number of measures above national, retained children's centres etc). However, we rank in the bottom 10 authorities in a number of key measures, which is not good enough for the children and young people in our charge. The 3As strategy will build on that which is already good or better to ensure consistency of provision and outcomes across Leeds.

6. Recommendations

- a) Executive Board is recommended to note the development of the 3As strategy.
- b) Executive Board are asked to consider ways in which the council as a whole can support this strategy, e.g. involvement in the Year of Reading.
- c) Executive Board note that the lead officer for this strategy is the Deputy Director for Children and Families (Learning).

7. Background documents¹

7.1 None.

¹ The background documents listed in this section are available to download from the council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.