

The Refreshed 3As Plan

Date: 29th March 2023

Report of: Director of Children and Families

Report to: Scrutiny Board (Children and Families)

Will the decision be open for call in? Yes No

Does the report contain confidential or exempt information? Yes No

Brief summary

- This report is an update on the refreshed 3A's plan which runs from August 2021 – August 2023 with information on each priority and each action's KPI using the latest data available. A full list of the five priorities, fourteen actions can be found in Appendix 1.
- The report is structured sequentially with each priority being divided into its actions and the KPIs they are being measured by.
- Each KPI has 3 sections: 'In Summary', which gives an overview of how we are doing against the KPI; 'Recent activity', which details what has been undertaken over the 21-22 and 22-23 academic years to date and 'Next steps', which details what the service or team responsible for delivering against the KPI is working on between March and August 2023, when the plan will end.
- Nearly all the KPIs are on-track to achieve their targets by the end of the refreshed plan, and some, such as action KPIs 1 and 2 for priority one "All children in Leeds are supported to improve their fluency in reading taking into account their individual needs" have exceeded their targets.

Recommendations

Scrutiny Board members are asked to have a full and informed discussion concerning this update on the Priorities, Actions and KPIs for the plan. Local authority officers will be present at the board meeting to provide appropriate inputs and to respond to questions.

What is this report about?

- 1 [The Best Council Plan](#) has the aspiration for Leeds to be a child-friendly city. The [Leeds Children and Young People's Plan](#) (CYPP) explains this child friendly approach in greater detail and sets out eleven priority areas of work and three key obsessions. The third obsession is to *improve achievement, attainment, and attendance in learning settings*. To deliver on this obsession, the 3A's Strategy was developed in 2018.
- 2 The Covid-19 pandemic necessitated a re-evaluation of the strategy to address the significant, immediate, and longer-term impacts on the health, wellbeing and learning of our children and young people. A series of meetings with educational professionals from all phases were held in the summer of 2021 to hear at first hand what they considered to be the priorities for the city and what would have the greatest impact on children's achievement, attainment, and attendance. Consequently, the 3A's Strategy was revised in autumn 2021. The resultant Refreshed 3A's Plan can be found in Appendix 1.
- 3 The Refreshed 3A's Plan set out to align the work of teams in the Children and Families Directorate around five key priorities. Progress against each priority is measurable against key performance indicators (KPIs). The Refreshed 3A's Plan was designed to be whole Children and Families directorate strategy, not simply a learning team plan. It aims to ensure that all resources and capacity across the directorate are employed to support better outcomes for young people.
- 4 The plan was not designed for educational professionals to enact; rather the priorities selected to be areas of focus were where the Children and Families Services could have the most impact in *supporting* learning settings who work with children and young people. We recognised that each early years' setting, school, academy, and college would have its own priorities and development plan.
- 5 Our Leeds vision, as expressed in the Council's Equality and Diversity Policy, is to tackle poverty and reduce inequalities that still exist. We recognise some groups have been disproportionately affected by the pandemic. The priorities were selected because addressing them is likely to have a positive impact particularly on disadvantaged cohorts of children.
- 6 The Refreshed 3A's Plan runs to August 2023. This paper reports on the progress made so far against the five priorities.
- 7 The five key priorities and the associated key performance indicators are:

7.1 Priority 1: All children in Leeds are supported to improve their fluency in reading taking into account their individual needs.

- 7.1.1 KPI 1: The Learning Improvement Service will have carried out 100 reading deep dive reviews by the end of the academic year 2021/22:

In summary:

- 144 reading reviews have been carried out in total since the start of the plan. 132 primary reading deep dives were completed by the end of the summer term 2022. A further 12 reading deep dives have been completed this academic year.
- All primary schools which were Ofsted grade 3 at the time of their reading deep dive and were subsequently inspected received a judgement of good. In four out of the five inspection reports, reading is noted as a strength.

Recent activity:

- The primary team are continuing to undertake reading reviews.

- Schools are receiving an additional half day follow up visit to capture the impact of a school's work against the recommendations made in their reading review. 53 review follow up visits have taken place so far for academic year 22/23.

Next Steps:

- The primary team are continuing to work with the English Hubs to identify schools where additional funding and/or training would support the school's actions to improve attainment outcomes and the quality of early reading provision across Leeds.
- The team are continuing to collate information about which systematic synthetic programme schools are using. This will be correlated with the 2023 phonics data. Where outcomes were not in line or above the national percentage the team will be able to offer bespoke, programme specific training and development opportunities.

7.1.2 KPI 2: There is an offer to all primary schools to access Level 1 training 'Meeting the needs of children with Specific Learning Difficulties (SpLD) and literacy difficulties'. By the end of the academic year 2021/22, 40 schools will have accessed the training.

In summary:

- 77 delegates from 45 schools have completed the Level 1 training.

Recent Activity:

- Due to differences in how the needs of learners with literacy difficulties/dyslexia are met in primary and secondary schools, courses have been specifically developed and designed for primary and secondary schools.

Next Steps:

- 2 SENIT officers are studying for a diploma in SpLD/dyslexia to increase the capacity of specialist assessors and advisors.
- 1 SENIT officer is studying for a diploma in SpLD/Dyscalculia to develop capacity in mathematics difficulties.
- A training programme 'Key principles for an effective Systematic Synthetic Phonics programme for SEND learners' is being developed.

7.1.3 KPI 3: All families with involvement with Children's Social Care will be given the advice on how to read to their child.

In summary:

- A reading guide has been produced and translated into 8 commonly spoken languages in Leeds.
- The guide has been shared widely. The library service has made it available in their libraries; the University of Leeds have posted it on their ICKLE research project website; it is available on Leeds for Learning and has been shared with school leaders via head teacher briefings and head teacher newsletters.

Recent Activity:

- Meetings are arranged to share the guide with social workers who will then be able to support parents to read to their children.

Next Steps:

- The team will continue to distribute and publicise the leaflet with the aim of reaching as many parents as possible.

7.2 Priority 2: All children, young people and families are supported to access and regularly attend early years education settings, schools, and post-16 education settings to benefit from learning opportunities, protective factors, and enrichment activities.

7.2.1 KPI 1: 100 attendance reviews will have been carried out by the end of the plan in 2023.

In Summary:

- Of the 47 register check offered to secondary schools 15 have been completed.
- Of the 86 register check offered to primary schools 49 have been completed.
- There have been several schools that chose to defer their register check due to factors such as staff illness, Ofsted inspection, staff capacity, and severe weather. These schools will be prioritised as we resume the 'Register Checks'
- There are 5 schools that have declined the offer of a register check.
- Staff are confident they will be able to meet the KPI target by the end of the 22/23 academic year.
- The Register checks were prioritised based on attendance and persistent absence data for 2020/21 and those schools due Ofsted within the academic year.
- A register check summary report is completed after each visit. The report includes advice and guidance on appropriate register codings, recommendations, and actions to be implemented by the school to improve attendance, policy, and procedures. The report is shared with school and School Improvement colleagues.
- The register checks have meant that there has been a co-ordinated approach between services (School Attendance Service and School Improvement) which has reinforced the advice, guidance, and challenge to schools on their attendance practices to support vulnerable children.
- Schools have found the register checks useful with significant positive feedback being received by the team. Schools have also been able to implement advice on attendance codings to improve consistency across Leeds schools.
- Attendance staff have been able to promote the use of Individual Healthcare Plans (IHP) for children with long term health conditions/medical needs. This has increased an awareness within schools that although the IHP is not statutory it is good practice to enable pupils to fully access the education that they are entitled to through clear planning.
- Promotion of attendance training during the register checks has led to more schools attending courses.
- The attendance checks are only one aspect of the work of the Schools' Attendance Service. Their work, together with the considerable work undertaken by the schools themselves has been focussed on improving attendance following the pandemic. Across the country, school leaders are reporting challenges regarding attendance post-pandemic and this is generally lower than it was pre-pandemic. However, attendance and persistent absence data is slightly more positive in Leeds than it is nationally and regionally.

Primary attendance half-terms 1-4 2021-22

	%	
Leeds	94.3	Leeds ranks 26/151 LAs Band A
National	93.8	
Statistical Neighbours	93.9	
Core Cities	93.9	
Yorkshire and Humber	93.8	

Secondary attendance half-terms 1-4 2021-22

	%	
Leeds	91.3	Leeds ranks 74/151 LAs Band C
National	91.4	
Statistical Neighbours	91.5	
Core Cities	91.1	
Yorkshire and Humber	90.8	

Primary persistent absence half-terms 1-4 2021-22

	%	
Leeds	16.4	Leeds ranks 32/151 LAs Band A
National	18.2	
Statistical Neighbours	17.6	
Core Cities	18.4	
Yorkshire and Humber	18.3	

Secondary persistent absence half-terms 1-4 2021-22

	%	
Leeds	25.5	Leeds ranks 59/151 LAs Band B
National	26.7	
Statistical Neighbours	26.3	
Core Cities	27	
Yorkshire and Humber	28.2	

Recent Activity:

- The School Attendance Service was significantly impacted by staff absence and register checks were temporarily paused.
- The appointment of a newly created post of Exclusions lead Officer in September 2022 has led to the following:
 - A school exclusion handbook updated in line with new DFE guidance and legislation.
 - Support for schools to meet statutory duties and provide advice for children at risk of suspension, permanent exclusion and pupils with 15 days plus suspensions in a term.
 - Close working with AIP leads to support the attendance of vulnerable children.

- More work has been done in partnership with attendance and admissions to ensure permanently excluded children have a school place.

Next Steps:

- The register checks will resume with schools which have previously deferred their checks being prioritised.
- Attendance training via Leeds for Learning will continue to be promoted.
- Several new members of staff have started in the attendance team which will add capacity to this area.
- The team will establish a monthly liaison meeting with Learning Improvement colleagues.
- They will also establish city-wide attendance briefing sessions on 'Expectations of schools.' This was previously trialled with Rothwell and ARM cluster 2023 and shown to work well.
- An Updated Attendance Toolkit will be available in summer term 2023.
- Documents supporting schools in implementing their statutory responsibility will be reviewed in the coming months and made available for all schools on Leeds for Learning.
- There will be localised information for schools regarding implementing new DFE guidance.
- The traded services arm is under review and a new offer is being finalised in March 2023.

7.2.2 KPI 2: Increase in take-up of Free Early Education Entitlement (FEEE) within areas of high deprivation and historical low take-up.

In Summary:

- Over a 3-term period against the eligible number of children, the citywide average take-up of 2yr old FEEE is 75%. This ranges from 96% take-up in Burley to 53% in Harehills.
- Data also shows that over a 3-term period against the eligible number of children, the citywide average take-up of 3&4yr old FEEE is 93%. This ranges from 97% in Swarcliffe to 70% in Harehills.

Recent Activity:

- In June 2020, a Children's Centre working party was set up specifically in response to challenges arising from the Covid 19 pandemic around children eligible for 2-year FEEE accessing Little Owls nurseries. Home learning resources were produced by the Children's Centre Teacher team to support the quality of learning opportunities in the home environment for children unable to access nursery provision and to encourage and support the use of '50 Things To Do Before You're 5' app.
- Using DWP data, outreach visits were undertaken to families with eligible 2-year-olds to encourage take-up of the 2-year free early education entitlement offer, help find providers & to deliver the home learning and Bookstart packs:
 - March 2020: 1,701 children were eligible for 2-year-old FEEE and 1,543 packs were delivered i.e., 91% of eligible 2-year-olds received a pack.
 - March 2021: 1,231 children were eligible for 2-year-old FEEE and 949 packs were delivered i.e., 77% of eligible 2-year-olds received a pack.
- Where packs have been distributed, data shows that there has been an increase in families making enquiries and take-up has increased.

- Leeds, along with Stockport and York, has entered a Fairer Start local partnership research programme with NESTA to better understand engagement with the offer and to evaluate ways to improve take-up. This research has focused on the areas of action where take-up is the lowest. For those families who are not eligible or reluctant to accept the offer, all Children's Centres offer weekly Stay and Play groups to reduce isolation and support parents with the school readiness agenda.
- Within the Little Owls settings, data shows that all areas of learning and development have seen an increase in the percentage of children assessed as 'on track' since their entry into the setting.

Next Steps:

During the 2022-23 academic year several initiatives and pieces of work continue to take place within the Little Owls settings and are led by the Children's Centre Teacher team. These are already contributing to raising attainment and achievement across all groups of children within the 2023 cohort. These include:

- A focus on city wide initiatives such as the 'Curriculum Focus' linked to 'Making words count' and currently a role modelling programme.
- Continued development of the moderation programme which has supported the increase in accuracy of assessments.
- Continued development of CPD opportunities to support nurseries in improving mathematical outcomes.
- Continued support for Little Owls nurseries from the Children's Centre Teacher team to develop quality teaching and learning.
- Further development of the EAL programme (CCT team) in settings.
- Support and Training in developing an ambitious curriculum.
- Support and training in the revised EYFS.
- Termly SENCo Forums and partnership working with colleagues from SENIT and the STARS teams to support developing practice and meet the needs of children with SEND.
- Continued support and challenge for Little Owls nurseries (CCT Team) to improve outcomes for children in receipt of EYPP.
- Continued use of the Little Owls Tracking system to provide nurseries with a tool to enable them to monitor attainment and achievement and use information to inform planning for individuals and groups of children.
- Forward Planning Meetings to support nursery leaders and managers to identify, address and monitor impact in relation to teaching and learning priorities.
- Training packages to support apprentices within Little Owls settings.
- Development of literacy training packages in line with the revised EYFS e.g., Phonological Awareness and Literacy.

7.3 Priority 3: Children and young people with Special Educational Needs and Disabilities (SEND) and their families receive timely and appropriate support to achieve their best possible outcomes and prepare for adult life.

- 7.3.1 KPI 1: Working with schools, the Learning Inclusion Service will launch and roll-out the new Leeds SEND and Inclusion Practice Framework. 75% of schools will access the framework by the end of 2023.

In Summary:

- The Graduated Approach Toolkit for SENCOs is now live and accessible to all settings on Leeds For Learning.

Recent Activity:

- The roll out of the Graduated Approach Toolkit has been supported by training and professional development opportunities for school-based colleagues. Feedback from colleagues will inform the next phase of planning.

Next Steps:

- With regards to the Graduated Approach Toolkit the team will:
 - Increase engagement with the Graduated Approach Toolkit through seeking an alternative web base platform.
 - Develop Early Years and secondary versions.
 - Continue to seek SENCO feedback for review and modifications.
 - Ensure that the Toolkit keeps abreast of best practice, law and research.
- We are also working on the development of matrixes for identified needs.
- There will be a formal evaluation of the pilot and framework in July 2023.

7.3.2 KPI 2: The Learning Improvement Service will ensure that supporting the lowest 20% of learners is the key service priority and will be a focus for its work with schools. Outcomes for this cohort will improve.

In Summary:

- We have made modest improvements in outcomes data for pupils with SEND since 2019.
- In 2022, pupils in Leeds with SEND support performed one percentage point better than this cohort nationally, with 45% reaching the required standard at the end of Year 1. There is a larger disparity in the proportions of pupils with an EHCP meeting the expected standard between Leeds and national. In Leeds, this figure was 8% below the national figure, although there was no decrease compared to 2019, compared to a reduction of 1% nationally.
- In Leeds in 2022 at KS1, contrary to national data, the attainment of pupils with SEND Support or with an EHCP increased in both reading and mathematics compared to 2019.
- At KS2 5% of pupils with an EHCP achieved the expected standard in the three subjects of reading, writing and maths. This is a 1% improvement on the 2019 figure. By contrast, nationally, the percentage of pupils with an EHCP achieving the expected standard fell by 2% from 2019 to 7%. 21% of pupils receiving SEND support achieved the expected standard, a 2% reduction from 2019. However, the fall was greater nationally, at 4%, which means that Leeds is now in line with national.
- In Leeds there was an improvement of 2.7% in the percentage of pupils with SEND support achieving a grade 4 or better in English and maths. This was expected due to the change in grade boundaries in 2022 however, the size of the improvement is greater than national, which is only 0.2%. This means that outcomes for this measure are broadly in line with national now at 22%. There was a reduction in the percentage of pupils in Leeds with an EHCP who gained a grade 4 or better in English and maths. However, at 0.4, this is modest, and smaller than the national reduction of 0.9. This means again that outcomes for this measure in Leeds are now broadly in line with those nationally.

Recent activity

- Our secondary traded offer (the LLP) will focus in the coming year (April 23-March 24) on whether each school's subject curriculum meets the needs of pupils with SEND.
- We have developed an audit tool with SENIT for schools to use to quality assure their SEN provision.
- School improvement advisers comment on the provision for pupils with SEND when undertaking curriculum reviews.
- Standardisation and moderation training for primary consultants and teachers which helps to identify children working below the expected standards has been conducted.
- Training has been offered for SENDCOs and senior leaders on meeting the needs of the lowest 20% in the school/classroom.
- Meeting the needs of the lowest 20% is addressed in subject leader networks and training.

Next Steps:

- The service is planning quality training on SEN that can be facilitated by Learning and Teaching specialists, who lead the 13 secondary subject networks of the LLP.
- The service will also publicise the new SEND audit tool and conduct SEND curriculum reviews in schools.

7.4 Priority 4: All children and staff working in learning settings are supported with their wellbeing

7.4.1 KPI 1: All leaders and schools will have access to effective wellbeing support services.

In Summary:

- Leaders in schools have access to the continued and enhanced Headteacher Support Service (HTSS). Colleagues support leaders with a range of immediate and current issues. Since September, the service has had contact with 38 individual Headteachers (HTs). 28 of these have been face to face, with other contact being via telephone or email support.
- More effective connections between a range of Local Authority teams forged by the Learning Improvement team and the HTSS has resulted in more rapid and 'joined-up' support for HTs
- Additional workshops have been presented to support staff e.g. The HTSS and Health and Safety team led a workshop on wellbeing for school staff supporting children who are looked after.
- Increased promotion of the LCC Employee Assistance Programme (Vivup) is being effective in promoting access to support.
- Analysis by the newly initiated 'Wellbeing Working Group' has commenced to identify what well-being support is available from each service and where the gaps are. A survey will soon be distributed to school staff to assess their understand of what is available, their usage of existing services and any blockers and good practice.

Recent activity

- 2 new experienced senior leader colleagues have been appointed to the HTSS

- Regular meetings have been initiated between the Headteacher Support Service and the Health and Safety team (*who co-ordinate the Headspace programme*) to review and develop the provision for well-being support to Headteachers.
- The HTSS have made contacts with colleagues doing the same/similar role in other authorities. This has resulted in sharing good practice and attendance at a wellbeing conference. Discussions are under way with HS&W Team and Education Support to produce a similar event for leaders in Leeds.
- HTSS and HS&W are in contact with Education Support who have national funding to support wellbeing for school staff. Discussions are being held about what the service can offer bespoke to Leeds and how we make Leaders aware of what support is available to them through this service.
- The New HT network meetings have been increased in frequency from 3 to 6 per year following feedback from the participants. 3 of these are hosted by new heads to support the sharing of good practice.
- HTSS are expanding their support network meetings to involve a cohort of leaders who came into their roles during the pandemic.
- Connections are being made between Learning Improvement/HTSS and GSS to involve Governors more in the wellbeing support of school leaders. This includes making governors aware through training sessions and discussions with Governors at Headteacher appointment
- A Wellbeing Working Group has been established that includes HS&WT, HR, Governors Support, Health and Wellbeing Team and Occupational Health. The aim of the group is to provide a single point of information about the wellbeing services available to school staff, analyse effectiveness of current support and identify potential changes / opportunities to improve the support available.
- Ongoing work continues to engage schools and young people in the 'My Health-My School' Survey.
- An identified in the recent survey by Leeds Youth Council into young people's well-being was the issue of exam and test stress. A meeting has been arranged to look at how the Local Authority can work to support schools and academies in reducing this as a pressure for young people across the city.
- The Voice Influence and Change team, Bardsey Primary and the Children's Mayor programmed a 'Togetherness Event' in July. The event enabled attendees to reflect on friends and family whom they lost, celebrate personal resilience during such a challenging time and identify and share positive mental health and wellbeing strategies.
- In October a new Leeds Childrens Mayor was elected – planning work is currently underway (co-ordinated with CFL/Cllr Venner) to identify partners including Breeze, Active Leeds and 2023 who can support the Child Mayor manifesto aims which includes schools running mini-Olympics and activities that support pupil well being

Next Steps:

- Significant ground-work around this priority has been put in place during the last 2 terms and this development work needs to continue to enable initiatives, such as the new well-being working group, to be put in place and come to fruition.
- The creation of a Wellbeing website to signpost the wide range of support available to Headteachers and senior Leaders will be a positive development.
- The focus on supporting Governors to support the wellbeing of their school leaders will continue.

7.4.2 KPI 2: A multi-agency trauma informed service will be established with a clear offer of training, support and information communicated to all schools and settings.

In summary

- A team has been established and are now working on the outcomes framework, including understanding of workforce needs. In addition to training/workshops, a key aspect of this will be models/structures to support on-going reflective practice enabling an embedded approach and attending to staff well-being.
- Leeds LA is engaged in the 'West Yorkshire trauma informed network' of practice and practitioners sit within many of the workstreams, including the education, community and workforce development workstreams.
- Further work on the 'Trauma Informed Outcomes Framework' is being undertaken.
- Initial outputs for the projects are expected to be reported in July 2023.

Recent activity:

- The 'Compassionate Leeds: Trauma awareness, prevention and response strategy for children, young people and families' has been developed and is now at the final stage of sharing at key partnership boards. The Launch is April 2023.
- A Trauma Information hub is being developed to sit within the Mind Mate website
- The 'Compassionate Leeds Trauma Awareness, Prevention and Response Steering Group' has been established and this includes representatives from education, health and care.
- A draft Trauma-Informed Practice Integrated Resource Team service specification has been developed following collaborative multi-agency meetings.
- A core group has been created that includes a Community & Young People's Engagement & Development Lead for the Trauma Informed programme.
- The appointment of permanent social care and education posts have been agreed to join the trauma informed core group
- Trauma Informed information and awareness sessions have been held at a range of school leader forums
- Mapping of existing practice within schools/education settings is being undertaken and a group that will contribute to the development of the workforce development offer to schools/educational settings is being established. In addition, further links with educational settings, including Leeds City College, to become trauma-informed organisations are being explored.
- Third Knowledge Exchange across West Yorkshire is being held in March 23. In the Week beginning 20th February there was an education focus knowledge exchange. Leeds contributed to this in terms of input around supporting staff well-being.
- Leeds has been given increased access to NHS funded community-based children and young people's mental health services (*third sector funding*)
- A pilot project within a cluster for a families and schools project has been started to support a child or young person with neurodevelopmental differences.

Next Steps:

- We will work on the development of a workforce programme which supports the whole organisation including leadership support, policies/practice, workforce training and on-going structures to support reflective practice. The roll out of this work will be linked to areas of the city with higher levels of deprivation, poorer educational outcomes etc, as well as interest from leadership in schools.
- Linking in with other initiatives and programmes, such as the Safe Taskforce and Mindmate Support Teams to ensure a joined-up support approach to settings and

communities, to support the early identification of need and appropriate intervention to improve outcomes.

- A priority for Learning Inclusion teams to work with early help, social care and health partners to support organisational and workforce development across the system.

7.4.3 KPI 3: The Health & Wellbeing Service will support 115 schools/settings to complete the My Health My School survey and achieve a completion rate of 11,000 responses.

In Summary:

- 265 schools registered on the 'My Health, My School' website with 22,389 children and young people from 181 schools completing the survey in 2021-22.
- In the 22/23 academic year, so far 279 schools are registered and 9,124 children and young people from 82 Leeds schools have completed the survey. We are confident that we remain 'on track' to match, and hopefully surpass, the previous years' results ensuring that the MHMS survey continues to represent the biggest data source reflecting the voice of children and young people in Leeds.

Recent activity:

- A My Health, My School (MHMS) Survey School Resource Pack to support schools, school leaders and Governors, to navigate through school and city level data was made available to schools. The post-survey School Resource Pack includes:
 - A PowerPoint presentation template alongside a Headteacher's survey results template for effective sharing of school results with staff, SLT and with school Governors.
 - A set of focus group questions to enable staff to carry out focussed interviews with groups of pupils on themes that may be an area for further exploration.
 - A Case Study template to provide schools/settings the opportunity to show evidence of change, interventions and improvements made in relation to the outcome of their survey results.
- Healthy School Advisors regularly address survey analysis with schools as an integral part of school support visits. Further one-to-one support to schools/settings has been tailored.
- A Pupil Campaign Toolkit has been made available that supports peer-to-peer education to share survey results and raise awareness of what is 'going well' and 'not so well'. Opportunities can then be developed for pupil voice to be heard in supporting changes on key issues in school arising from the survey results.
- Two My Health, My School survey Steering Group meetings have taken place ensuring that a cross-service voice is steering and supporting the survey and impacting on better outcomes for young people.

Next Steps:

- A comprehensive review will be taken of the survey, ensuring it remains streamlined, 'fit for purpose' and effective for schools - including consultation with services as well as with schools as users of the survey
- There will be a continued on-going awareness and promotion of the survey to encourage greater school participation through various channels including Family of Schools briefings.

- A concerted drive capturing school case studies for impact to answer the question 'so what difference is this making' will take place.

7.5 Priority 5: All children make the best start to each stage of their learning.

7.5.1 KPI 1: With the new EYFS framework, the exchange of information at transition points to support the child's learning and development is of prime importance. To support this transition, we will create early years transition modules. 400 Leeds settings will have accessed and utilised the new online transition modules by the end of 2023.

In Summary:

- Transition training sessions and training materials have been written and developed.
- 125 practitioners have received the transition training so far. A number of sessions are scheduled for the rest of the year and we are receiving increasing requests for in house training.

Recent activity:

- The approach to providing the training has needed to be flexible and responsive. Initially take-up of the free training was quite slow. Feedback from providers told us that due to staffing shortages, settings were finding it difficult to release staff for training and that certain times of the day were very difficult. In response:
 - We made a recorded version of the training available for settings to deliver in their staff meetings at a time to suit them.
 - We have also adapted the training to offer a condensed training session for those settings that could not release staff for two sessions.
 - We have offered training in house to the whole team so that everyone could access the training at the same time in their own location.
- On the Leeds for Learning platform we have created a Transition page where early years providers can find useful information, publications, links and reporting templates. This has registered 220+ views to date.
- An article about transition has been written and shared on Leeds for Learning with all providers and has had 280 views.
- A Transition area has been created at the resource base at Sunnybank Mills to provide information, resources and good practice ideas for early years providers.
- Assessment and reporting formats have been updated in response to changes to the Early Years Foundation Stage framework and these have been shared with all providers (approx. 1000).

Next Steps:

- We are continuing to explore ways of making the training easier to access as well as other ways of sharing the key messages and share good transition practice with providers.
- To further extend the scope and reach of the transition programme:
 - Transition will be the focus of the leadership forums, and EY provider networks at the summer meetings. In addition to reaffirming key messages, case studies and examples of impact will be shared with delegates.
 - At the Early Years Summer Festival there will be a transition display and stall to share the key information, resources and training offers.

- On the Early Years Leadership and Management Gateway on Leeds for Learning we will develop a bank of case studies, tools, resources for schools and settings to use to enhance transition processes.

7.5.2 KPI 2: The transition of vulnerable students into school will be undertaken in a timely and effective manner dependent on the individual needs of the child and the provision.

In summary:

- The current priority is to establish appropriate ways to capture this data across the three identified targeted groups – EHE, Re-inclusion from AP and FAP re-inclusion.

Recent activity:

- Fair Access Protocol (FAP) Re-inclusion: A review of the return to mainstream for those accessing school places with the support of the FAP has been undertaken, and the length of time taken is recorded for all pupils who require the support of the Fair Access Protocol to secure a place.
- From this baseline, the AIP service level agreements will be aligned to support improvements in this data, and that good practice is evidenced and shared between areas to encourage timely and successfully planned reintegration for all.
- An initial 'Development Day' is being planned for the AIP Leads in April 2023 to support this action.
- Elective Home Education (EHE): An initial review of some digital platforms available has been undertaken, and work is ongoing to determine the appropriateness of this offer. The focus is currently on ensuring a timely return to mainstream can take place where parents decide to no longer home educate.
- Re-inclusion from Alternative Provision (including AIP Inclusion Units): The planned development day in April for the AIP Leads will include a focus on how we develop robust and meaningful re-inclusion plans for return to mainstream, including a clear understanding of the support needed from other services during the re-inclusion to schools' process.

Next Steps:

- We are currently at the initial stages of working towards these targets. Processes for monitoring the timeliness of return to school are now in place or underway:
 - Once 2 terms of re-inclusion data is available (Summer 2023), this will be reviewed to identify any barriers to timely re-inclusion (from FAP, EHE and AP)
 - Support opportunities will be explored to enhance the offer to pupils returning to mainstream (e.g., Attendance Improvement officer input, support and guidance / challenge to RIOs in AIPs)
 - In line with the newly available information from School Census (available from April 2023 onwards) the LA will develop a process for oversight of all pupils educated in off-mainstream site learning provision to offer support and challenge to schools to ensure timely reintegration to mainstream, identifying support needs where appropriate
 - Development activity with Area Inclusion Partnership leads and other AIP staff to ensure robust and meaningful re-inclusion plans are in place for all, and that oversight and regular reviews happen to ensure pupils return to mainstream as soon as appropriate

7.5.3 KPI 3: The proportion of children meeting the expected levels of development at the end of Reception will show an upward trend towards bringing outcomes in line with national.

In Summary

- The EYFSP assessment criteria were new in 2022 and so we are unable to compare assessment data with previous years. However, there is some validity in comparing the gap between outcomes in Leeds and those seen nationally. Whilst the Leeds figure is below the national figure, the gap has been steadily closing since 2016.
- Recent Activity:
 - 0-19 Learning Improvement consultant is contributing to the NESTA programme.
 - The Early Years consultant team now have identified SEND lead who meets regularly with SENIT and Children's Centre Teacher team to coordinate the approach and identify joint working opportunities e.g., co-delivery of training.
 - An Early Years Improvement Manager meets regularly with lead children's centre teachers and attends relevant Early Start leadership Team meetings, to align and coordinate teaching and learning work and share Early Years priorities.
 - The Early Years Learning Improvement Manager now meets termly with the Early Years SENIT lead and a Senior Educational Psychologist to better align the teams' work and approaches and share and develop new guidance, tools and identify priorities.
 - Joint early years good practice sessions with Little Owls and PVI settings have been established to promote closer working and identify and disseminate best early years practice.
 - Closer working and regular opportunities for updates takes place with the Family Information Service and Sufficiency teams to ensure a coordinated approach and clear messages for providers.
 - Work with the Library Service to develop an early years Reading resource area at Sunnybank Mills promotes best practice in terms of curriculum, progression and resources.
 - The development of the Early Years Leadership and Management Gateway on Leeds for Learning provides a range of resources, information and tools for early years providers and shares links and information from a range of directorate teams

Next Steps:

- The service is working on closer co-ordination between the early years learning improvement team, 5-11 consultants and school improvement advisers to raise awareness of the early years agenda and develop a better understanding of early years priorities.
- They will also look to develop further opportunities to engage with school leaders to share early years information and priorities and so develop knowledge and confidence in monitoring the quality of early years provision.

What impact will this proposal have?

- 8 By updating Scrutiny board on the trajectory of the 3A's plan it will begin to shape the process of the plan which is due to be refreshed again in August 2023. This process will be in conjunction with discussing with head teachers and from the Annual Standards Review, and the refreshed children and young people's plan.

How does this proposal impact the three pillars of the Best City Ambition?

Health and Wellbeing

Inclusive Growth

Zero Carbon

- 9 Providing the right support at the right time, the local authority enables children, families and learning settings to succeed. This, in turn, has significant positive influence within the Inclusive Growth Plan for Leeds as children and young people who enter apprenticeships and into working life will add their wealth of talents in contributing to the city's economic growth.
- 10 Work continues to promote energy efficiency and eco-awareness with schools, students and with families. There are likely to be environmental impacts associated with the pandemic that will become clearer over time. It is important to focus on the longer-term impacts of Covid-19 on the climate emergency. Where current changes how work is undertaken, how schooling is delivered and where support is offered to children and families, there are potential opportunities for carbon saving efficiencies. This potential is being balanced against the determination to continue to deliver high quality services.
- 11 The health and wellbeing of staff within learning settings, as well as the children and young people who attend them, is incorporated into the aims of the 3As Plan. Through consultation with learning settings during the Big Learning Conversations during the refresh in 2021, it was evident that the mental health of people across the city has suffered because of the pandemic. Mental and physical health are intrinsically linked and learning settings have existing plans in how to improve the wellbeing of every child, young person, and adult within their learning community. Children and Families Services proactively supports settings to support their staff and the children and young people who attend their settings.

What consultation and engagement has taken place?

Wards affected:

Have ward members been consulted?

Yes

No

- 12 No Consultation specifically for this update has taken place. However, a communications strategy, created in October 2021, supported the launch and progress of the Refreshed 3As Plan.

What are the resource implications?

- 13 The catalyst for refreshing the 3As Plan in 2021 was the enormity of the impact of Covid-19 on children and young people in Leeds.
- 14 The Council's Plan and Resources Scrutiny Board maintains oversight of the financial management plan in accordance with its remit.

What are the key risks and how are they being managed?

- 15 Children and Families Services Leadership Team, The Good Learning Places Board and the Learning Leadership Team will continue to monitor the progress of the refreshed 3As Plan and the actions which sit below it and will regularly assess the risks associated with the implementation of the Plan.

What are the legal implications?

- 16 This report has no specific legal implications.

Options, timescales and measuring success

How will success be measured?

17 Each of the priorities identified in the refreshed plan has measurable key performance indicators which will enable those directing the plan to regularly assess the impact of the work being undertaken by the local authority.

What is the timetable and who will be responsible for implementation?

18 The 3As Plan runs until the August 2023, and as demonstrated above, each of the measurable targets have their own timeframe for completion, implementation, delivery, and monitoring.

Appendices

Appendix 1 – The refreshed 3As Plan 2021 - 2023.

Background papers

- None.