

SCRUTINY BOARD (CHILDREN AND FAMILIES)

Meeting to be held in Civic Hall, Leeds, LS1 1UR on
Wednesday, 5th July, 2023 at 10.00 am
(A pre-meeting will take place for ALL Members of the Board at 9.30 a.m.)

MEMBERSHIP

Councillors

- D Blackburn - Farnley and Wortley;
J Bowden - Roundhay;
E Bromley - Horsforth
D Cohen (Chair) - Alwoodley;
R Downes - Otley and Yeadon;
O Edwards - Guiseley and Rawdon;
C Gruen - Bramley and Stanningley;
J Heselwood - Weetwood;
N Manaka - Burmantofts and Richmond Hill;
L Martin - Roundhay;
K Renshaw - Ardsley and Robin Hood;
J Senior - Morley South;
T Smith - Pudsey;
R. Stephenson - Harewood;

Co-opted Members (Voting)

- Mr E A Britten - Church Representative (Catholic)
Mr A Graham - Church Representative (Church of England)
Vacancy - Parent Governor Representative (Primary)
Vacancy - Parent Governor Representative (Secondary)

Co-opted Members (Non-Voting)

- Mr N Tones - School Staff Representative
Ms H Bellamy - School Staff Representative
Ms L Whitaker - Young Lives Leeds
Mrs K Blacker
Ms J Ward

Principal Scrutiny Adviser:
Rob Clayton
Tel: (0113) 37 88790

Produced on Recycled Paper

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A G E N D A

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			<p>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</p> <p>To consider any appeals in accordance with Procedure Rule 25* of the Access to Information Procedure Rules (in the event of an Appeal the press and public will be excluded).</p> <p>(* In accordance with Procedure Rule 25, notice of an appeal must be received in writing by the Head of Governance Services at least 24 hours before the meeting).</p>	
2			<p>EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC</p> <ol style="list-style-type: none"> 1. To highlight reports or appendices which officers have identified as containing exempt information, and where officers consider that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, for the reasons outlined in the report. 2. To consider whether or not to accept the officers recommendation in respect of the above information. 3. If so, to formally pass the following resolution:- <p>RESOLVED – That the press and public be excluded from the meeting during consideration of the following parts of the agenda designated as containing exempt information on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present there would be disclosure to them of exempt information, as follows:</p> <p>No exempt items have been identified.</p>	

3

LATE ITEMS

To identify items which have been admitted to the agenda by the Chair for consideration.

(The special circumstances shall be specified in the minutes.)

4

DECLARATION OF INTERESTS

To disclose or draw attention to any interests in accordance with Leeds City Council's 'Councillor Code of Conduct'.

5

APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTES

To receive any apologies for absence and notification of substitutes.

6

MINUTES - 7 JUNE 2023

7 - 18

To approve as a correct record the minutes of the meeting held on 7 June 2023

7

IMPACT OF VAPING ON CHILDREN AND YOUNG PEOPLE

19 - 28

To consider a report from the Head of Democratic Services that provides a summary briefing on the impacts of vaping on children and young people and asks Board members to determine what, if any, further scrutiny actions will follow.

8

PROVISION OF EHCP SUPPORT - DRAFT TERMS OF REFERENCE

29 - 42

To consider a report from the Head of Democratic Services that presents draft inquiry terms of reference for the Board to discuss and amend as appropriate in advance of further consideration of the provision of EHCP support during the 2023/24 municipal year.

9		<p>THE ANNUAL STANDARDS REPORT</p> <p>To consider a report from the Director of Children and Families that presents Scrutiny with performance data for pupils in Leeds in 2022 that has been externally validated following the statutory assessments and examinations which took place in 2022.</p>	43 - 82
10		<p>SACRE ANNUAL REPORT</p> <p>To consider a report from the Director of Children and Families that sets out the priorities for SACRE over the last year and the progress made on them; the main areas of discussions at SACRE meetings; work to review RE provision in secondary schools in Leeds; the Welcoming Schools initiative; results in RE in external exams; production of a Sensitivity to Faiths document and details of the professional support and training offered by SACRE consultants.</p>	83 - 106
11		<p>WORK PROGRAMME</p> <p>To consider the Scrutiny Board’s work schedule for the 2023/24 municipal year.</p>	107 - 126
12		<p>DATE AND TIME OF NEXT MEETING</p> <p>The next meeting of Scrutiny Board (Children and Families) will be on Wednesday 6th September 2023, at 10.00am with a pre-meeting for Board Members at 9.30am.</p>	

THIRD PARTY RECORDING

Recording of this meeting is allowed to enable those not present to see or hear the proceedings either as they take place (or later) and to enable the reporting of those proceedings. A copy of the recording protocol is available from the contacts on the front of this agenda.

Use of Recordings by Third Parties – code of practice

- a) Any published recording should be accompanied by a statement of when and where the recording was made, the context of the discussion that took place, and a clear identification of the main speakers and their role or title.
- b) Those making recordings must not edit the recording in a way that could lead to misinterpretation or misrepresentation of the proceedings or comments made by attendees. In particular there should be no internal editing of published extracts; recordings may start at any point and end at any point but the material between those points must be complete.

SCRUTINY BOARD (CHILDREN AND FAMILIES)

WEDNESDAY, 7TH JUNE, 2023

PRESENT: Councillor D Cohen in the Chair

Councillors J Bowden, E Bromley,
Amanda Carter, R Downes, O Edwards,
C Gruen, J Heselwood, N Manaka,
L Martin, K Renshaw and T Smith

CHAIRS OPENING COMMENTS

The Chair welcomed everyone to the meeting, saying he was delighted to have been appointed as Chair of the Children and Families Scrutiny Board.

He went on to thank the previous Chair Cllr Alan Lamb for all the work he had done whilst Chair of the Children and Families Scrutiny Board. He said that one of the things essential for Scrutiny was a non-partisan basis and the only reason Board Members were selected was for the Children and Families of the City, and this reason he knew was very much taken to heart by Cllr Lamb.

The Chair also thanked previous Members who were no longer serving on this Board, they were: Cllr Linda Richards, Cllr Hannah Bithell, Cllr Denise Ragan, Cllr Zara Hussain, Cllr Chris Howley and Cllr Ann Forsaith.

The Chair provided a brief introduction and background on himself for the Board Members, and invited each person present to do the same.

1 Appeals Against Refusal of Inspection of Documents

There were no appeals against refusal of inspection of documents.

2 Exempt Information - Possible Exclusion of the Press and Public

There were no exempt items.

3 Late Items

There were no late items.

4 Declaration of Interests

No declarations of interests were made at the meeting.

5 Apologies for Absence and Notification of Substitutes

Apologies for absence were received from Councillors D Blackburn, J Senior, R Stephenson and co-opted members Andrew Graham and Laura Whittaker.

Councillor Amanda Carter attended the meeting as substitute for Councillor Stephenson.

The Chair informed the Board that Cllr Stephenson was not present at the meeting as he and his wife had recently welcomed a baby. All were doing well, and he sent congratulations to them.

6 **Minutes - 29 March 2023**

RESOLVED – To approve the minutes of the previous meeting held on 8th March 2023 as a correct record.

7 **Co-Opted Members**

The report of the Head of Democratic Services provided guidance to the Scrutiny Board about the appointment of co-opted members.

The Scrutiny Board Procedure Rules within the Council's Constitution outlines the options available to Scrutiny Boards in relation to appointing co-opted members.

The Board were advised of the following points:

Statutory voting co-optees

In addition to the options available to all Scrutiny Boards, there are also legislative requirements regarding the appointment of specific education representatives onto the Children and Families Scrutiny Board. The report set out how this statutory requirement had been met and in doing so, the Board welcomed back its voting education representatives which included:

- Andrew Graham as the nominated Church of England diocese representative
- Tony Britten as the nominated Roman Catholic diocese representative.
- There are currently two vacancies related to the parent governor positions on the Board. The primary position was currently in the process of an election with three interested parent governors. Work was ongoing to fill the secondary position with plans to write to the secondary parent governors this month.

Non-voting co-optees

The appointment of no-voting school staff representation has been a longstanding approach adopted by the children and Families Scrutiny Board. This year, both Nick Tones and Helen Bellamy had been nominated again by the School Joint Consultative Committee to continue their role on the Scrutiny Board.

Laura Whitaker had been nominated again to represent Young Lives Leeds, as the representative from the third Sector.

In addition to this, two past co-opted parent governor board members have expressed an interest in continuing as non-voting co-opted members after coming to the end of their terms of office in 2022/23. The Board were asked to consider appointing Kate Blacker and Jackie Ward as co-opted board members for this municipal year.

Responding to questions from the Board the Principal Scrutiny Adviser provided the following information:

Draft minutes to be approved at the meeting
to be held on Wednesday, 5th July, 2023

- The secondary and primary representatives can be appointed separately.
- It was noted that the Boards Terms of Reference would be changing slightly with locality Youth Services moving to the remit of another Board. However, this would be clarified once the Constitution had been published.
- The elections of secondary and primary voting co-opted members would be undertaken by qualifying parent governors via online voting. It was noted that the closing date was 23rd June 2023 for the primary parent governor representative.

RESOLVED - To:

- a) Consider and approve the appointment of non-voting co-opted members to the Children and Families Scrutiny Board including Jackie Ward and Kate Blacker as set out in paragraph 12 of the report.
- b) Note the nominations of the Roman Catholic Diocese and Church of England Diocese to the Children and Families Scrutiny Board in accordance with statutory requirements.
- c) Note the ongoing efforts to appoint parent governor representatives to the Children and Families Scrutiny Board in accordance with statutory requirements and specifically the forthcoming primary parent governor election that should lead to a new co-opted board member at the July meeting.

8 Scrutiny Board Terms of Reference

The report of the Head of Democratic Services sets out the Children and Families Scrutiny Board Terms of Reference for Members' information.

It was noted that Appendix 2 Article 6 – Scrutiny Boards was still being updated by colleagues in Legal as part of the wider constitution update. When updated this will be circulated to Members.

Appendix 3 of the submitted report provided an overview of how each of the Council's five individual Scrutiny Boards this year have been aligned to Officer Delegated Functions and Executive Portfolios.

RESOLVED – To note the Scrutiny Boards Term of Reference.

9 Sources of Work for the Scrutiny Board

The Report of the Head of Democratic Services provided information and guidance about potential sources of work and areas of priority within the Scrutiny Board's Terms of Reference.

In attendance for this item were:

- Cllr Fiona Venner – Executive Member for Children's Social Care and Health Partnerships
- Cllr Jonathan Pryor – Executive Member for Economy, Culture and Education
- Julie Longworth – Director of Children and Families
- Shaheen Myers – Deputy Director of Learning

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- Val Waite – Chief Officer Learning Inclusion
- Dave Clark – Chief Officer Learning Improvement
- Farrah Khan – Chief Officer Family Help

Members were informed that the Children and Young Peoples Plan is currently being refreshed and this would be circulated to the Board following approval at full Council as a potential source of work for the Board.

The Executive Members and the Director of Children and Families were invited to share their views on potential areas of work for the Board.

Cllr Pryor suggested EHCP's as the numbers had increased since Covid and there had been changes to legislation. He informed the Board that the Council had been working hard to process all the EHCP's it had received and was able to report that all the EHCP's had now been processed. However, lessons to be learned and work was being done on this. He would be happy to bring this to the Board as soon as possible.

Cllr Venner explained that the Josh McAlister Independent Review of social care had informed the priorities of Government. It would be important to keep checking the review as it was implemented.

Cllr Venner also listed Thriving -The Child Poverty Strategy and Future Mind Strategy were important and work on these should continue. It was noted that the impact of poverty and increase in mental health issues in children and young people were top priorities for the directorate.

The Director of Children and Families supported the proposed work sources of the Executive Members and suggested the Board invite the Voice Influence Team to come to Scrutiny Board, so Members could see what they do and ensure the voice of young people is heard.

The Director also said work was needed to continue to deliver efficiencies and use the resources to the best effect to continue a culture of excellence and respond to emerging needs. Work on the Transformation agenda and delivery board was therefore suggested as a possible work item.

Members were of the view that changes to asylum rules may impact children and had concerns that unaccompanied children could be trafficked. It was the view that it was important to keep Leeds as a safe sanctuary for them.

The Chair informed the Executive Members and Officers that during the pre-meet Members had highlighted potential work sources, many of which matched the suggestions made by the Director and Executive Board Members, which had included:

EHCP's.

- It was the proposal that an in depth, end to end approach should be looked at. It was suggested that a full report be brought to the September meeting to begin consideration of this item.

Attendance

- Members had suggested attendance as there were concerns that this was an issue for the city and not just at secondary school level, but also at primary school level. It was recognised that after Covid with school routines affected some children were struggling to cope with the school environment. Members discussed potential support groups for parents whose children were struggling to attend school and sharing of best practice across the city.
- Members had also suggested partnership working to address attendance to involve young people, with Leeds Rhinos, Opera North as suggested partners. It was the view that young people should be consulted and involved in this as to what they wanted.
- Behaviour Hub could be paired up with schools to address attendance issues.
- Members were of the view that the Community Committee Youth Summits had been successful and engaged with the young people to find out what they wanted. It was suggested the information from these events could feed into this work.

Vaping among Children and Young People

- A letter to the Board was read out which suggested that Scrutiny Boards Children and Families and Adults, Health and Active Lifestyles should consider this as a potential area for work due to the concerns of the number of children and young people vaping was increasing and the affects this could have on them. It was suggested a report should be brought to the Scrutiny Board and would be facilitated as soon as possible.

The Chair provided a summary of the potential sources of work which included:

- Vaping
- Attendance
- EHCP's
- Transformation agenda
- Looked after children and foster children
- MacAlistair Review
- Future in Mind and child poverty
- Changes in asylum rules

RESOLVED –

- a) To reflect on the information and guidance provided within the submitted report when considering potential areas for scrutiny for the forthcoming municipal year.
- b) That a revised work programme will come to the July Board reflecting this discussion for further comment from Board members.

10 Performance Update

The report of the Director of Children and Families provided the latest performance information which showed progress against measures in the Children and Young People's Plan.

In attendance for this item were:

- Cllr Fiona Venner – Executive Member for Children's Social Care and Health Partnerships
- Cllr Jonathan Pryor – Executive Member for Economy, Culture and Education
- Julie Longworth – Director of Children and Families
- Val Waite – Chief Officer Learning Inclusion
- Shaheen Myers – Deputy Director of Learning
- Dave Clark – Chief Officer Learning Improvement
- Farrah Khan – Chief Officer Family Help
- Peter Storrie - Head of Service Performance Management and Improvement
- Chris Hudson – Policy, Planning and Procedures Leader

It was noted that this would be the last update on this 2018-23 Children and Young People's Plan (CYPP) and included progress on the 3 Obsessions. A refreshed CYPP is to be presented to full Council for adoption on 12th July 2023. The Annual Standards Report would be presented to the Board in July and would provide details on attainment outcomes across the city for 2021/22 academic year.

Responding to a question from the Board on the figures for NEET and Not Known and general board member questions the following information was provided leading to discussions on the following points:

- NEET and Not Known remains one of the obsessions within the CYPP. A lot of work has been ongoing in this area, there is a 14-19 Strategic Board in the city, the Director has recently written out to all the head teachers in the city asking for them to nominate individuals so there is a broad range of attendance at the meetings. The directorate is looking to second individuals into the local authority who will work 2 days a week as a strategic lead for this obsession.
- Recently an appointment has been made for a Positive Destination Manager, one of the areas this person is focussing on is a partnership approach for tracking and supporting young people through voluntary and community organisations.
- It was the view that an Outcomes Based Approach would be a good way to track what was being done and what success was being achieved in this area.
- The Pathways Team and Life Coaches have a specific role to play in the NEET agenda. Members were keen to see the same resources provided to education to prevent a cycle of criminality.
- Members were of the view that the use of numbers as well as percentages were of benefit in the report.
- It was recognised that early intervention and prevention was the way forward which would be evidenced by data. It was acknowledged that

work within this area of NEET and Not Known would only be successful if the services could build trusted relationships.

- Tracking of individuals was required for a city the size of Leeds to ensure if young people decided to change their pathway from school education to courses this was captured.
- The Members were of the view that any engagement with young people needed to be on an equal basis using plain English. It was acknowledged that teaching staff and partnership staff needed to be upskilled to teach and support child development and the adolescent brain development as part of their role.
- It was noted that the numbers of children looked after were increasing. However, the numbers were not going up as much as other core cities and nationally and it was the view that this was due to the effective early prevention work done in Leeds.
- It was the view that Life Coaching was an essential part to all that had been discussed at the meeting.

RESOLVED – To:

- a) Discuss and comment on the updates provided on the progress being made against the current Children and Young People’s Plan (2018-2023), specifically the three obsessions.
- b) Note that this was the last performance update being provided on the Children and Young People’s Plan (2018-2023), with the first report on the refreshed plan (2023-2028) scheduled for January 2024.

11 Review of Youth Justice Plan

The report of the Director of Children and Families provided an overview of the Youth Justice Plan 2021-24 and the work that sits underneath the strategy. It provided an update on each of the workstreams in terms of recent activities, outcomes and next steps. It also considered the impact that the national cost of living crisis was having on children and their families, and how that impacts on offending behaviours.

In attendance for this item were:

- Julie Longworth – Director of Children and Families
- Cllr Fiona Venner – Executive Member for Children’s Social Care and Health Partnerships
- Cllr Jonathan Pryor – Executive Member for Economy, Culture and Education.
- Farrah Khan – Chief Officer Family Help
- Helen Burton Youth Justice Service Delivery Manager
- Patsy Burrows – Head of Service Corporate Parenting

Members were provided with the following information:

- This Plan has been presented at full Council last year and comes to the Scrutiny Board on a regular basis. The report refers to the Child First Philosophy which means that the service sees the children in the Youth Justice Service as children first. It was noted that this did not negate

the fact that sometimes they have committed serious crimes, but that they were children.

- The Executive Member encouraged the Board to visit the team, who she said showed compassion and commitment and that the work that they do was inspiring.
- The report refers to issues of poverty and the impact this has on increased offenses being committed. Part of the work the Youth Justice Service do is to support the families and it was noted that the Executive Member had been out visiting to deliver food parcels to the families.
- The service have positive partnerships with CAMHS, the Police the Youth Service and the third sector.
- The service had been part of a HMIP Thematic Inspection which looked at a particular theme of the service and had found disproportionality in Leeds black and dual heritage boys and young men were in the Youth Justice system. It was found in Leeds that a number of the boys and young men were not in contact with the services and had SEND and SEHM needs which had not been identified and therefore they had missed out on opportunities which could help them address this. Members were informed that access to education was important to the service. The Skill Mill which is at Kirkstall Forge is a good example of the work that is ongoing to support to young people, it was noted there is a positive partnership with Skill Mill.
- The report showed that at the last inspection in 2019 the service had received a judgement of 'requires improvement'. The action plan to address the judgement was included within the submitted report with most of the actions completed. Another Thematic Inspection had taken place recently with positive comments received, although the final results had not been received yet, although the Service was confident, they are on track to improve from out of the 'requires improvement' assessment.
- The complexity of the work by the Youth Justice Service was highlighted as well as the seriousness of this work. It was noted that not only was there a duty of care to the young people, the families and the community but also to the workforce, and to provide the required training and skills to deal with the complex issues.

In response to questions and comments from the Board the following information was provided:

- It was recognised that there was disproportionality within the Youth Justice system of black and dual heritage boys and young men, however it was noted that there were also many white boys and young men also within the system from disadvantaged backgrounds. Members were of the view they would like to have more data on black and minority groups in the system and what support is available.
- It was noted that the cohort for white/ British was a bigger cohort, and that the disproportionality in the Youth Justice System related to certain diverse communities and children looked after, and it was based on numbers in population rather than just volume. The Chair

highlighted pages 22 – 23 of the report which provided information on background, and this was helpful.

- Members were advised that there was good work ongoing with education and support in relation to violent offending, with secondary schools keen to engage with the service on this area of work. The Youth Violence Area meetings which currently take place in the East of the city were going to be opened up across the city, these are Chaired by the police with third sector and local community services invited. These assist with early identification of young people when they are disengaging and showing signs of vulnerability to being exploited or gang affiliation. A task and finish group was to be set up with head teachers to see what challenges they are facing and how best to support them working together. Members were reminded of the work by Listen up Leeds and Black Boy Joy which told how boys and young men were treated by the services and why they had a distrust in justice services. This was being used to inform work going forward. Members noted that in some areas of the city they were seeing the impact of working class disadvantaged white boys in their wards who were not coping with boundaries around them and were causing harm and disruption.
- It was the Boards view that the report was right to have a child first approach, understanding the voice of the child and the motivations for their behaviours was correct. It was suggested that positive case histories could be provided to the Board at a future meeting to assure the Board this approach was successful.
- It was noted that whilst the partnership working has been successful, offending in the city had increased. It was the view that the cost of living crisis and poverty were one of the factors and there had also been a rise in the population of adolescents in the inner city areas. The service believed that the plan going forward would assist in reducing offending. The Board were informed that the Early Help Hubs located in areas of highest deprivation were crucial in assisting to reduce violent crimes. The Hubs provided an area co-ordination of various services from Police, mental health co-ordinators and third sector organisations. There was evidence to support the work of the Hubs in reducing anti-social behaviour through data, intelligence, and targeted work. There is a proposal to expand the Hubs from 3 to 7 across the city.
- In Leeds we use Muti-Agency Child Exploitation (MACE) arrangements and there are different levels within MACE. Bronze operational arrangements have colleagues from Police, social care, education, third sector and Children Services meet routinely to share information from their systems. It was recognised that there were issues with databases and the McAlister Review had highlighted these issues, so it was to be looked at nationally. The Silver tier, this is a risk and vulnerability sub- group which sits under the local child safeguarding partnership, which again is a meeting attended by multi-agencies and focuses on strategies to provide a clear vision. The Gold level is at executive level. The Board were informed that there is also a MACE contextual meeting with partners from across the city looking at

themes, trends, peer groups of concern and locations of concern. An example was provided of where the voice of the child had influenced action taken.

- It was acknowledged that this plan focuses on the Youth Justice Service and the children engaged with that service. A key priority is early intervention and prevention, the data is accurate from our own internal databases and from systems owned by partners. The Family Help Service will be multi-disciplinary delivered on a local dedicated geographical area. This will provide an opportunity to have conversations to shape the Family Help Service.
- Members were advised that the Youth Justice Service has three nurses seconded into the service, one is a physical nurse and the other two deal with mental health, so there is immediate access to nurses for those who are referred to the service.
- The Board were informed that work was taking place to address exploitation of young people with partnership working looking at how to disrupt patterns of the perpetrators across the city.

RESOLVED –

- a) That the Scrutiny Board acknowledges the ongoing strategic framework in place in order to prevent children from entering the youth justice system, and to support and divert those who have entered into the youth justice system in order to have a positive impact on the lives of children, their families and communities, and the work being undertaken by the council and other partners in key areas of activity.
- b) That the Scrutiny Board acknowledges the need to promote the work of the Youth Justice Service Plan across the city, across council directorates and wider city partnerships in order to reduce offending behaviours in children and young people across the city.
- c) To note the impact of disproportionality on young people from Black and Ethnic minorities with the youth justice cohort to highlight systematic inequalities.

Cllr Heselwood left the meeting at 12:35 towards the end of this item.

12 Work Programme

The report of the Head of Democratic Services requested Members to consider the Board's work programme for 2023/24 municipal year.

The Principal Scrutiny Adviser informed the Board that Appendix 1 was the first draft of the work programme of the year. The Chair and the Board had provided significant input to the work programme, and he would work on the suggested sources of work for the next meeting.

The Principal Scrutiny Adviser suggested Board Members may like to look at forming working parties to approach some of the work suggested, as the items were broad and inclusive, and this could be fed back to the Scrutiny Board.

Members also suggested that site visits may be a useful dimension to certain items being scrutinised.

RESOLVED – To consider the Board’s work programme for the 2023/274 municipal year.

13 Date and Time of Next Meeting

RESOLVED – To note that the next meeting Scrutiny Board (Children and Families will be on Wednesday 5th July 2023, at 10.00am with a pre-meeting for Board Members at 9.30am.

CHAIRS CLOSING COMMENTS

The Chair thanked everyone for their attendance and for making his first meeting as Chair a smooth meeting. He said he looked forward to working with the Board over the coming year.

The meeting concluded at 12.45.

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Impact of Vaping on Children & Young People

Date: 5 July 2023

Report of: Head of Democratic Services

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

The Children and Families Scrutiny Board has agreed to look into the impacts of vaping or electronic cigarette usage on children and young people.

This follows a work item that was raised at the meeting of the Board on 7 June 2023 and correspondence from concerned members about the health impacts of vaping and potentially increased usage amongst children and young people.

The Board agreed to consider an initial item at today's meeting to determine if any future scrutiny actions should follow. To assist with this at Appendix 1 is a briefing note from the Public Health Service that sets out the issues associated with electronic cigarette usage and how they are impacting children and young people.

Recommendations

The Board is asked to:

- a) Note the information on vaping usage and its impacts on children and young people contained in Appendix 1 to this report.
- b) Consider any future scrutiny actions to be undertaken in light of this information

What is this report about?

- 1 This item responds to concerns raised by elected members about the impact of vaping on children and young people and follows agreement by the Board to consider additional information on this at a future public meeting.
- 2 Vaping amongst children and young people has been the focus of significant media attention in recent months and has also been subject to comment from both the Royal College of Paediatrics and Child Health and the Charity ASH (Action on smoking and Health).
- 3 The recent ASH report (produced in June 2023) highlights a number of concerning trends not least that in March/April 2023 the proportion of children experimenting with vaping had grown by 50% year on year, from one in thirteen to one in nine.
- 4 The ASH report highlights concern about promotion of vaping to children and young people, with awareness of vaping promotional material significantly increasing. The report highlights growth in awareness of e-cigarette promotion between 2022 and 2023 with more than half of all children (53%) aware of promotion in shops, and nearly a third (32%) online. Only one in five (20%) say they never see e-cigarettes being promoted, down from 31% last year.
- 5 In June of this year, the Royal College of Paediatrics and Child Health called for disposable vapes to be banned because of their popularity amongst children and young people. This concern is mirrored in the ASH report that found that in 2023 69% said the most frequently used device was a disposable (single use) vape, up from 52% in 2022 and 7.7% in 2021.
- 6 The Vision for Scrutiny agreed by full Council sets out the nationally agreed four principles of good scrutiny. Within these is a commitment to 'Promote Scrutiny as a means by which the voice and concerns of the public can be heard.' Given the recent focus on vaping in the media and from health professionals this item seeks to respond to both elected member concern and recent coverage that has raised the profile of this issue in Leeds and nationally.

What impact will this proposal have?

- 7 This item is brought before the Board to determine if any further actions might be taken given the concerns raised by elected members and the increased profile this issue has gained in recent months and years.
- 8 The Board is asked to consider the information at Appendix 1 and also consider what further actions might be taken to address this issue in Leeds.

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

Health and Wellbeing Inclusive Growth Zero Carbon

- 9 The terms of reference of the Council's Scrutiny Boards promote a strategic and outward looking Scrutiny function that focuses on the priorities of the Best City Ambition.
- 10 This item has a stronger focus on the Health and Well-Being pillar, seeking to understand and challenge the health impact that vaping is having on children and young people in the city.

What consultation and engagement has taken place?

Wards affected:

Have ward members been consulted? Yes No

- 11 Children and Families Scrutiny Board discussed this issue at its meeting in June and agreed to consider it as part of its work programme in 2023/24.
- 12 The Adults, Health and Active Lifestyles Board also discussed this at its June meeting, identifying the impact of vaping on children and young people as an area of concern. Initially, it has been agreed that this Board will lead on this work and will involve Adults, Health and Active Lifestyles depending on how the work develops.

What are the resource implications?

- 13 There are no specific resource implications associated with this item.

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

- 14 There are no specific risk management implications associated with this item.

What are the legal implications?

- 15 There are no specific legal implications associated with this item.

Options, timescales and measuring success

What other options were considered?

- 16 This is an information report it is possible that, depending on the views of the scrutiny board, further consideration of this issue could take place which may include different options.

How will success be measured?

- 17 Not applicable at this stage.

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

- 18 This is an initial exploratory item on the impact of vaping on children and young people. Any future planning will take place following this initial consideration at which point a programme of work, including timescales could be developed if deemed to be appropriate by the Board.

Appendices

- Appendix 1 – Impact of Vaping on children and young people briefing note.

Background papers

- None

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Children and Families Scrutiny Board 7th July 2023

Briefing paper on vaping, children and young people

Heather Thomson (Head of Service, Health Improvement) and Michelle Kane (Head of Service Children and Families Public Health)

1. Background

In May 2023 the Chief Medical Officer, Professor Chris Whitty, released a statement¹ highlighting the increased marketing of vapes to young people. In it, Professor Whitty is clear that vapes do have a role as an aid for stopping smoking, however for people who do not smoke there are risks in starting to vape and the promotion of vaping to children and young people is unacceptable.

There are many similarities when comparing vaping with smoking and we can learn much from the comprehensive approach to tackling tobacco use that have resulted in a halving of smoking rates over the last 20 years. Key to this has been the use of regulation to reduce access to tobacco products, restricting advertising and promotion, affordability, appeal, and promoting smoke-free as the norm.

As with smoking, new vapers are more likely to be children and young people, initially as experimenters. However, most vapes do contain nicotine, a highly addictive substance, and with continued use, it is possible that children and young people could become dependent on vaping.

Manufacturers of vapes are now designing products that are clearly aimed at children and young people and retail at a price point that does not present a significant cost barrier. New disposable vapes, in appealing designs, flavours, and colours are flooding the market and the uptake of their use among young people is increasing.

As with tobacco, there is also increasing evidence of an emerging market in illicit and unregulated vape products.

This briefing presents an outline of key points in relation to vaping and young people including explaining what vapes are, the risks of vaping, prevalence amongst young people, vaping as a gateway to smoking, regulation and the law relating to sales and marketing.

2. Vaping products

Vapes (or e cigarettes) were first introduced to Europe in 2005 and since then have become increasingly popular in the UK, primarily amongst people who smoke.

Vapes come in two forms:

- Disposable vape devices, prefilled with e-liquid, with a battery and can be used straight away.
- Rechargeable vaping kits which have either replaceable pre-filled cartridge, or a tank filled with a liquid containing nicotine. Rechargeable vapes of all types typically use lithium-ion batteries.

The most frequently used product amongst young people is the disposable vape making up 7.7% of vape use in 2021, increasing to 52% in 2022 and 69% in 2023, the most popular brand being Elf Bar. Children are price sensitive and the cheapest Elf Bar retails at £2.99 making the products affordable compared with rechargeable vapes or cigarettes.

3. Vaping prevalence in young people

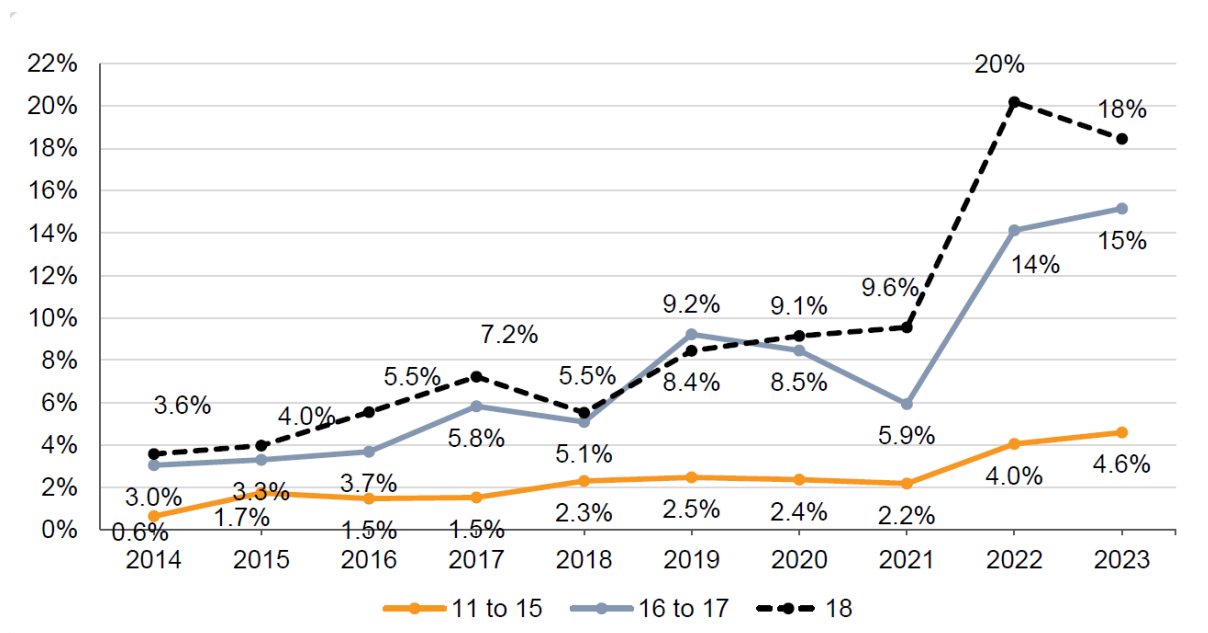
From 2014 to 2018, the use of vapes by children has generally been low, however, findings from the 2023 Action on Smoking and Health (ASH) reportⁱⁱ shows regular (at least once a week) and occasional (less than once a week) use of vapes has doubled since 2020, although there has been less of an increase between 2022 and 2023. However, the proportion of children experimenting with vaping (trying once or twice) has increased by 50% between 2022 and 2023 (from 7.7% to 11.6%). All these increases correspond to the introduction of disposable devices.

Figure 1: Vaping amongst 11–17-year-olds in the UK

	2020	2021	2022	2023
Tried an e-cigarette once or twice (experiment)	8.1%	7.2%	7.7%	11.6%
Occasional use	2.4%	2.0%	3.9%	3.9%
Regular Use	1.7%	1.2%	3.1%	3.7%
Used to use but no longer do	1.7%	0.8%	1.1%	1.3%

Note: Data collection for 2020 was mainly prior to the first lockdown while data collection in 2021 followed almost a year of the pandemic, as we were beginning to emerge from the third lockdown. Lower levels of vaping in 2021 may therefore be associated with the impact of the pandemic on young people’s lives.

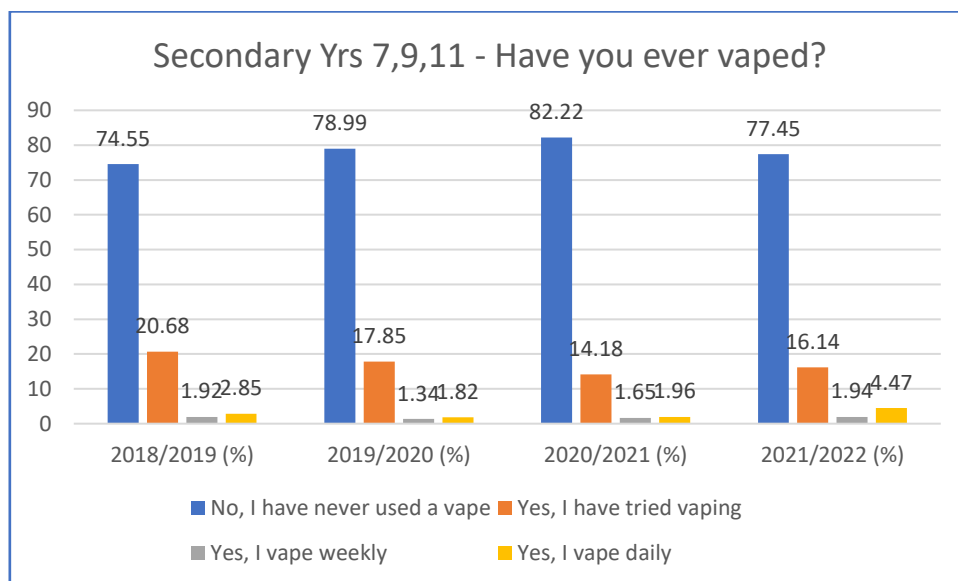
Figure 2: – Prevalence of current (occasional and regular) use of vaping shown by age range (excludes experimenters)



Data on vaping have been collected in Leeds since 2018 via the ‘My School My Health’ survey. In 2022 the Leeds prevalence of occasional and regular users of vapes among secondary school (11-16 yr-olds) aged pupils was 6.41% compared with 4.0% nationally, however the national figure excludes 16-year-olds so when observing a comparable age range, the prevalence is likely to be similar, given the percentage of young people vaping increases with age.

The prevalence of those who report experimenting with vaping has been consistently higher in Leeds (double the rate of the national prevalence), we are yet to observe if the 22/23 follows the same upwards trend seen nationally.

Figure 3: Prevalence of vaping amongst young people in Leeds Years 7,9,11 combined (My Health My School)



Amongst never smokers, from the ASH 2023 survey, overwhelmingly, the primary reason for using e-cigarettes is experimental with 54% of respondents stating they vape ‘Just to give it a try’ the next main reasons are peer pressure (18%), this has increased from 11% in 2022, and ‘I like the flavours’ (12%)

Amongst those who currently smoke the reasons for vaping are more balanced with 26% stating experimental, 21% peer pressure and 16% because of liking the flavours

From the 2023 survey the most frequently used e-cigarette flavouring for young people is ‘fruit flavour’ chosen by 60% of current e-cigarette users. The next most popular flavour is from the ‘other flavour’ category (a wide variety including ‘chocolate, desserts, sweet, or candy, alcoholic drink, energy drink and soft drink flavour’) chosen by 21.8%, followed by ‘menthol/mint flavour’, chosen by 2.8%.

Tobacco (2.3%) or tobacco menthol flavour (2.3%) is less popular now than in the past, compared with 24.5% in 2015.

4. Vaping harms

Compared with smoking, vaping presents a significantly lower exposure to harmful substances, as shown by biomarkers associated with the risk of cancer, respiratory and cardiovascular conditions. Vapes do not include the 7,000 toxic chemicals and tar that are in cigarettes.

However, vaping is not risk free. Vaping presents exposure to a range of chemical additives including flavourings and solvents, the effect of these on the lungs and body is not fully documented, particularly in the longer term.

- Vaping itself can lead to coughing, headaches, dizziness and sore throats

- Vaping products do contain nicotine, which is inhaled through a vapour. While it is nicotine that causes tobacco cigarettes to be so addictive, on its own it is relatively harmless
- The vapour from heating an e-liquid is much less harmful than the smoke from burning tobacco.
- There is no significant increase of toxicant biomarkers after short-term second-hand exposure to vaping among people who do not smoke or vape

Disposable vapes contain less nicotine compared to cigarettes. Comparing like with like, a UK standard 2 ml disposable vape (which is used approximately 20 times) contains 40 mg of nicotine, an average pack of 20 cigarettes contains 250 mg of nicotine which is more than five times as much.

There is not strong evidence that vaping is a gateway into smoking. The 2023 ASH survey showed young people who smoked had a stronger urge to smoke compared with the urge to vape amongst young people who vape, suggesting lower levels of addiction. Some who try vaping first *may* go on to smoke cigarettes, but this association works both ways and there are common risk factors for both behaviours; this does not prove that vaping caused subsequent smoking.

If vaping were a gateway into smoking, as vaping increased it would be expected that smoking rates would stop declining or start to increase again. To the contrary between 2012 and 2018 when vape use grew rapidly from a low base in England, smoking rates continued to fall. Among 11–15-year-olds current smoking fell from 8% to 5% and ever having tried smoking from 23% to 16%, and among those aged 16+ smoking rates fell from 20% to 16%, which does not support the gateway hypothesis.

5. Regulation, legislation, and marketing

Manufacturers of vaping products must follow regulations on ingredients, packaging, and marketingⁱⁱⁱ - and all vapes, and e-liquids must be registered with the Medicine and Health Care Products Regulatory Agency (MHRA). However, the agency is not required to check the claims made in paperwork and has no power to investigate unregistered products.

Vapes and vaping products containing nicotine (e.g. e-liquids), like tobacco, are age restricted and it is illegal to sell them to children under 18 years of age, and for adults to buy them on their behalf.

The ASH surveys show that shops (primarily corner shops, newsagents, and off licenses) are the main source of purchase. In 2023 57.6% of 11–17-year-olds purchased vapes from shops. In Leeds in 2022, 23.22% of 11-16-year-olds reported purchasing vapes from shops with 30.71% saying vapes are provided by their friends (it is unknown as to whether these are being given or purchased).

Advertising of nicotine-containing vaping products is prohibited on broadcast media (TV and radio); and in newspapers, magazines, and periodicals, online media and some other forms of electronic media. However, there are no restriction on shop displays and, in many shops, disposable vapes, with bright and appealing packaging are dominating shelf space and alongside increasing sponsorship deals with social media ‘influencers’ and more organic promotion, young people are being exposed to regular promotional activity.

The ASH survey showed awareness of vape promotion has risen amongst 11–17-year-olds between 2022 and 2023 in shops (37%-53%) and online (24%-32%) with just under half (49%) of those exposed to online promotion stated having seen advertising on Tik Tok, 29% on You Tube and 28% on Instagram.

6. Local actions to address vaping among young people.

Public Health has been working alongside colleagues across the region and locally to deliver actions to address the increase in young people and vaping, these have included:

- Local adaptation of educational materials developed in collaboration with Smoke Free Sheffield and ASH, these include [an animation](#) and printed materials which are all available from the [Public Health Resource Centre](#).
- Presentations to a range of people who may have contact with young people including teachers at the recent Subject Leader Day training event for schools and the police service.
- The Healthy Schools Team continue to gather annual data on the use of vapes and cigarettes among young people.
- West Yorkshire Trading Standards (WYTS) are commissioned by a collaborative of West Yorkshire Public Health departments (including Leeds) to address cheap and illicit tobacco (CIT) activity across the region. Recent reporting has shown that of the complaints received across West Yorkshire in relation to underage sales during 22/23 nearly 76% (368/486) were relating to vapes, in Leeds 68.5% (87/127) of complaints were in relation to vapes.
- On receiving a complaint WYTS notify traders of the complaint / allegation and request all staff are appropriately trained on the relevant law and understand the age restriction. WYTS can follow up with a test purchase with 13–16 year old child, to ensure they are not selling vapes to minors. Where a trader does sell, WYTS are obligated to assess their due diligence measures (i.e. the steps they take to avoid sales – for example training and point of sale prompts etc) and where this is poor or non-existent, the circumstances dictate it is necessary to do so and in the public interest, a prosecution will be made.

7. Next steps

- Public Health has expressed interested in collaboration with other authorities in the Yorkshire and Humber region to gain further academic insight into the behaviour of young people and vaping.
- The Healthy Schools Team continue to gather annual data on the purchase and use of vapes and cigarettes among young people and will develop a short Smart Survey for schools/settings to determine what they are doing to teach, resource and manage vaping in their schools and understand the challenges.
- The Office for Health Improvement and Disparities (OHID) is producing a new resource pack for schools on vaping, aimed at Years 7 and 8. The resources, to be published on the [Better Health School Zone](#) in time for the 2023/24 academic year, have been informed by research with teachers and young people. This will be disseminated to schools.
- A co-ordinated action plan will be developed with stakeholders by the end of 2023 to deliver local actions to address current vaping amongst young people and the prevention of the uptake of vaping.

ⁱ [Chief Medical Officer for England on vaping - GOV.UK \(www.gov.uk\)](#)

ⁱⁱ [Headline-results-ASH-Smokefree-GB-adults-and-youth-survey-results-2023.pdf](#)

The sample size for 2023 was 2656 respondents and is representative of all children in GB aged 11-18, much of the data is reported for 11–17-year-olds as sales are prohibited for these groups.

iii [E-cigarettes: regulations for consumer products - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/e-cigarettes-regulations-for-consumer-products)

Provision of EHCP Support – Draft Terms of Reference

Date: 5 July 2023

Report of: Head of Democratic Services

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

Children and Families Scrutiny Board has identified Education Health and Care needs Plans (EHCPs) as an item for detailed scrutiny in the 2023/24 municipal year.

The Board has expressed an interest in taking a whole system look at the provision of EHCP support in Leeds with a view to understanding and seeking to improve the service residents receive when they believe that their child has Special Educational Needs (SEN) that school SEN support cannot meet.

The work of the Board will be dealt with through an Inquiry with findings and recommendations to be produced in the current municipal year.

This report is the first to be considered as part of this work and presents a draft terms of reference document at Appendix 1 to initiate discussion on this subject and commence the work in advance of an update report from the Children and Families directorate which is scheduled for September, the September meeting will also agree the final terms of reference for the work.

Recommendations

Children and Families Scrutiny Board is asked to:

- a) Comment and shape the draft Terms of Reference for the scrutiny inquiry into the provision of EHCP support in Leeds
- b) Note that a revised draft of the Terms of Reference, taking account of discussion and comment at this meeting, will come back to the Board for approval in September 2023 to be supported by an update report from the Children and Families directorate.

What is this report about?

- 1 The 7 June meeting of the Board identified that EHCPs was an area of interest and should be the focus of significant work in 2023/24.
- 2 The key drivers for this being year-on-year increases in the EHCP cohort, the increased complexity of the needs that are identified, the impact of the COVID-19 pandemic on children and young people in terms of increased anxiety and potential need for additional support, resources within the directorate to deal with increased demand and the impact of all of these factors on children and families in Leeds.
- 3 The SEND Review being carried out by Government is also an important element in this work along with the recently published SEND Improvement Plan and the Change Programme that will pilot some of the proposals in the Improvement Plan before legislating.
- 4 In September a detailed update report from the Children and Families directorate will feature at the board meeting and will be used to support the finalising of the Terms of Reference that will shape the inquiry throughout 2023/24. This item provides early sight of the draft terms of reference to facilitate feedback and to speedily commence the work.
- 5 The September report will provide an updated position on recent work to increase staffing and will provide an opportunity for the Board to understand the changes that the service has undertaken following the appointment of additional FTE staff, other support staff and the redesign of the SENSAP Team in 2022.

What impact will this proposal have?

- 6 The Council's Vision for Scrutiny contained in Article 6 of the Constitution sets out the nationally agreed four principles of good scrutiny. Within these are a commitment to promote scrutiny as a means to ensure the voice and concerns of the public can be heard and to improve public services by ensuring that reviews of policy and service performance are focused.
- 7 It is hoped that an inquiry into the provision of EHCP support will lead to recommendations that improve services in the city.

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

Health and Wellbeing

Inclusive Growth

Zero Carbon

- 8 The terms of reference of Scrutiny Boards in Leeds promote a strategic and outward looking Scrutiny function that focuses on the priorities of the Best City Ambition. This work item is aimed at having a particular impact against health and well-being and inclusive growth by seeking to review and improve services for children and families who access EHCP support.

What consultation and engagement has taken place?

Wards affected:

Have ward members been consulted?

Yes

No

- 9 At the 7th June Children and Families Scrutiny Board discussion with the Interim Director and Executive Board members suggested that EHCPs would be a positive area of focus for the Board in 2023/24.
- 10 In addition, the Board supported the inclusion of the EHCP work item in its work programme for the year.

What are the resource implications?

- 11 The Vision for Scrutiny, agreed by full Council, recognises that like all other Council services, resources to support the Scrutiny function are under considerable pressure and that requests from Scrutiny Boards cannot always be met. Consequently, when establishing their work programmes Scrutiny Boards should:
- a) Seek the advice of the Scrutiny officer, the relevant Director and Executive Member about available resources;
 - b) Avoid duplication by having a full appreciation of any existing forums already having oversight of, or monitoring a particular issue;
 - c) Ensure any Scrutiny undertaken has clarity and focus of purpose and will add value and can be delivered within an agreed time frame.
- 12 By bringing this item forward early in the municipal year for comment and adjustment it is hoped that sufficient time will be available to cover both this item and the wider work programme of the Board.

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

- 13 There are no specific risk implications associated with this report.

What are the legal implications?

- 14 There are no specific legal implications associated with this report.

Options, timescales and measuring success

What other options were considered?

- 15 In weighing up the timing of this item consideration was given to initiating the work in September. However, by bringing a draft terms of reference document as soon as possible for Board members to consider, early input and feedback will provide an opportunity for the board to shape the work effectively and ensure that there is sufficient time to complete the inquiry in the current municipal year.

How will success be measured?

- 16 The completion of an inquiry report in the 2023/24 municipal year.

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

- 17 The timetable will be dictated by the Board through regular consideration of the work programme at each public meeting that is held. The Board, in consultation with the Principal Scrutiny Advisor, will be responsible for production of the inquiry report.

Appendices

- Appendix 1 – Draft Terms of Reference – Provision of EHCP Support

Background papers

- None

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SCRUTINY BOARD (CHILDREN AND FAMILIES)

PROVISION OF EHCP SUPPORT IN LEEDS

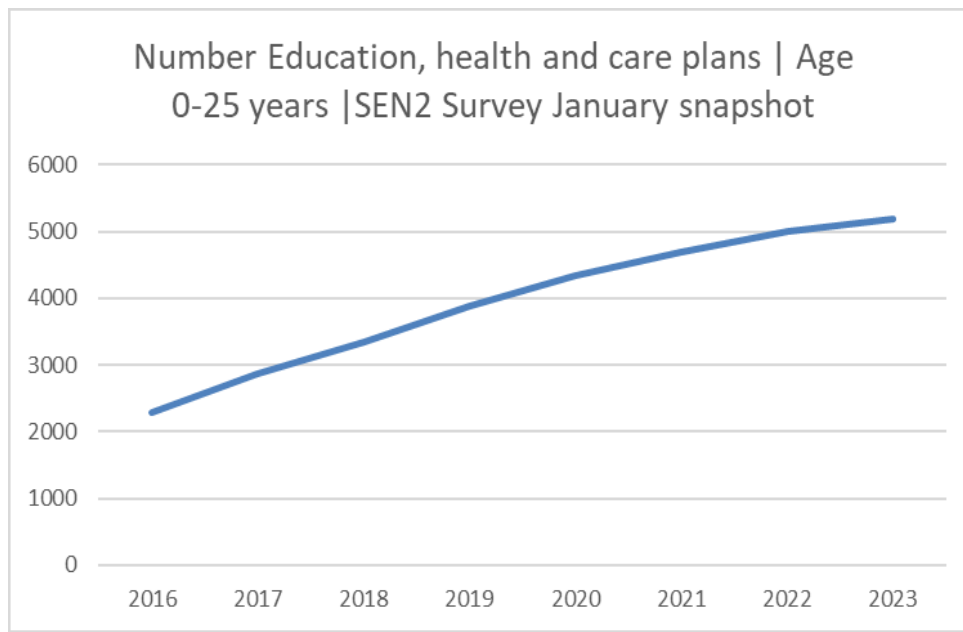
INQUIRY DRAFT TERMS OF REFERENCE

1.0 Introduction

- 1.1 In considering the future work programme for 2023/24 the Children and Families Scrutiny Board expressed a desire to look in more detail at Education Health and Care Plans (EHCPs) in Leeds.
- 1.2 Within its remit Children and Families Scrutiny Board has executive functions that cover the services that deal with EHCPs in the form of 'Learning including Special Educational Needs and Disabilities (SEND).
- 1.3 It is therefore proposed that the Board will conduct an inquiry into the provision of EHCP support. This will include a review of EHCP processes as well as other factors that impact on service provision for children with SEND and their families. The aim being to understand, analyse and where appropriate make recommendations to improve the services offered to children and families who believe that their children should have an EHCP.
- 1.4 At the 7th of June Children and Families Scrutiny Board meeting an item on Sources of Work was considered. This sought to take views from board members, Executive Board members and senior officers on potential areas of work for the municipal year. The item reached broad agreement on areas of focus for the year and sought to assess the viability of bringing work items to the Board and to prioritise work streams where the Board can add the most value in terms of recommendations and improving services for Leeds residents.
- 1.5 At the 7th of June meeting there was broad agreement from the Chair of the Board, board members, Executive Board Members and senior officers to a detailed piece of work on EHCPs in this municipal year.
- 1.6 A key driver for this inquiry is the significant increase in demand for EHCPs in Leeds, a trend that has been mirrored nationally, and the resultant pressure placed on the Special Educational Needs Statutory Assessment and Provision (SENSAP) team that deals with EHCPs and statutory assessments. The scale of this challenge is perhaps best highlighted by overall volume, on 23 May 2023 there were 5,313 children and young people aged 0-25 with an EHCP in Leeds. The upward trend in EHCPs started in 2016 and the current figure is over double the figure in January 2016 which stood at 2,287. There has been a 118% increase in demand since 2016

Figure 1

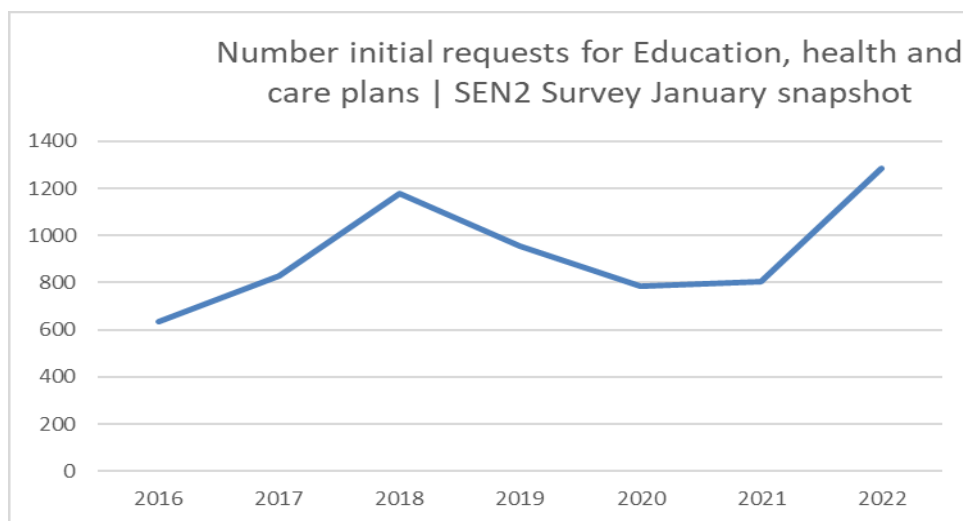
Figure 1 shows the scale of increase in EHCPs since 2016:



To provide the national context, the number of children and young people with EHCPs nationally is 473,330 after a 10 per cent increase in a year (figure from June 2023).

Figure 2

In addition, the increase in requests for EHCPs annually shows little sign of reducing. Figure 2 Highlights that 1,289 requests were made for an EHCP in 2022, the highest figure since 2018 when there 1,179 requests. This increased demand is continuing in 2023 with 479 requests made between January and April, suggesting that the 2022 figure could be surpassed.



1.7 Coupled with the increased demand the SENSAP team experienced a number of significant challenges during the Covid-19 pandemic including changes to Business Administration, the loss of colleagues and loved ones to the virus, increased sickness absence, a substantial loss of a number of experienced managers and unprecedented issues with the recruitment and retention of key staff. This resulted in a dramatic reduction of the percentage of EHCPs completed within the 20-week timescale in 2022.

1.8 Since that time a number of actions have been taken to address and mitigate the presenting challenges:

- The council has now invested additional funding in the SENSAP team, and the team were able to recruit 15 full time equivalent staff over the summer of 2022 to new and vacant posts. The impact is already being felt with more staff available to work on EHC plans, mediation, tribunals and in responding to complaints.
- The structure has been redesigned, with much more capacity at ground level, with a refreshed and reinvigorated senior leadership team.
- All members of staff who have been on long-term sick are now back in work and reporting improved work-related mental health and wellbeing.
- This is also reflected in a shift of existing work, specifically the way cases are allocated, to focus primarily on building relationships - rather than being a faceless service as has been described in the last few years. This means that families coming into the service should have a better relationship with the staff allocated to their case and this in turn will rebuild confidence, reducing the potential for complaints.
- There exists still a significant backlog of cases that the team are working through, using agency staff with the aim of ensuring the backlog does not impact on capacity for new work.
- The team have also refreshed almost all their existing systems and processes to ensure that they are streamlining work and reducing duplication.
- Additional support from IDS to support and transform work-flow processes and automate where possible has been requested, ensuring all recording can be carried out on the Synergy system, reducing the need for attachments and separate spreadsheets.
- “Associate” Educational Psychologists have been brought in to provide interim agency support to meet demands.
- As recruitment of qualified Educational Psychologists has mainly been unsuccessful. A review of the structure of the EP team has been undertaken and creative solutions to recruit more trainee Educational Psychologists and Assistant Educational Psychologists in a “grow your own” model has been developed. The training of an educational psychologist takes 3 years and it is expected trainees will be able to learn practically on the job and be able to support

writing of EHCP's within Leeds and stay on once they are fully qualified.

- A quality assurance and competency framework has been created to better assure the quality and consistency of our offer to families, alongside ensuring the wellbeing of staff.
 - CFSLT agreed additional consultant time to focus on high profile cases
 - CFSLT agreed additional capacity to focus on complaint resolution and communications
 - The SENSAP team are working hard to continue to tackle the backlog of assessments. By utilising agency staff, and creative other means the management team are hopeful that the backlog will be cleared by the end of summer 2023.
- 1.9 It must also be noted that whilst there is a recognition that our EHCP processes and timeliness are of significant concern this does not mean that children and young people within our schools are not receiving additional funding to support identified need. In Leeds we have a funding system where monies are passported to schools from the high needs block without the need for an EHCP to support at the earliest level and in line with “right support at the right time”. This funding system is called Funding For Inclusion (FFI) that is currently also being reviewed, with several short-term changes being made by the team themselves following feedback from partners across the city at a recent roundtable event. A working group of volunteers representing schools at all levels and areas has also been created to co-produce the medium- and long-term changes to FFI to ensure it continues to meet the needs of children, and school staff.
- 1.10 Further to this, a number of actions were undertaken by our BAS colleagues who are vital in supporting the SENSAP teams, and in particular the EHCP process:
- All BAS colleagues have now returned from long term sickness.
 - The corporate telephony system (Avaya) is being implemented to support with better telephony processes and management information. The new system was available from 1 March. It enables staff to track calls, assign agents to answer these calls, visibly see calls waiting/dropped etc so they can manage resource across the lines.
 - This also improves parent/carer experience through managing expectations of call waiting times, providing key messages such as an opening message, call routing e.g. press 1 for School enquiries etc. so the team can assign agents who have the appropriate skills and knowledge.
 - Outstanding vacancies have now been appointed to.
 - The BAS structure in SENSAP has increased to create a new supervisor position and three more administration assistants to cope with increasing demands; two of which started w/c 13/2/23 with the final one starting on 6/3/23, the previously mentioned BAS service review was based on workloads pre-pandemic.

- Staff have been encouraged to attend the office more, and are doing so which supports employee wellbeing, training, and development. This is especially relevant for new starters.
- Members of our wider BAS service development team have been seconded to the SENSAP team to help assist with backlogs and ensure quality training instructions are in place for all tasks. One of these staff is seconded indefinitely. Working with the service, BAS staff reviewed processes with the result of creating the new development programme for all administration staff supporting SENSAP.
- Finally, The most important change made by SENSAP and BAS support is that SENSAP now has its own stages of the workflow to move forward instead of being fully reliant on BAS. These stages are the statutory dates meaning that it is more straightforward to make sure the timeliness KPIs are fulfilled.

1.11 The inquiry will consider the impact of the changes that have been made and the impact of the ongoing increased demand at a national, regional and local level as a key element of this work at its September meeting (more detail below at paragraph 6).

1.12 It is important to note that performance on the 20-week timescale had previously been a national exemplar, In 2019, the 20-week percentage was 96.1%, and whilst this decreased to 89 per cent, performance in Leeds remained strong and above comparator averages.

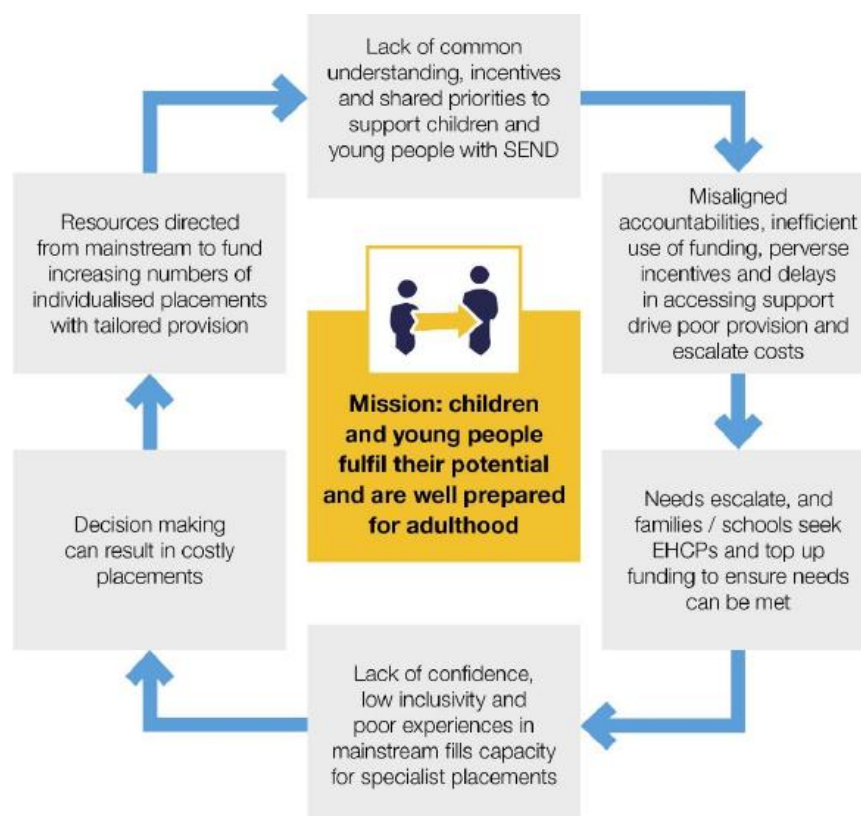
2.0 Scope of the inquiry

2.1 As noted above increased national, regional and local demand as well as particular local challenges and the impact on service provision are two key drivers for this work. However, there are other issues to consider as part of an end-to-end analysis of EHCPs and these are set out in more detail in the section below:

- **Impact of the Government's SEND Improvement Plan in Leeds –** The Government first launched its SEND Review three years ago and this year published the SEND Improvement Plan. Within this plan are a number of proposals that could impact Leeds not least through the £70m Change Programme that will pilot proposed legislative changes over the next two to three years. The Change Programme is expected to impact as many as sixty local authority areas and will have a key impact on SEND and alternative provision as a whole, but also EHCP processes, some of which - such as digital EHCPs and proposed mandatory mediation - are detailed below. The Change Programme proposes to test, deliver and iterate the key reform proposals through 9 Regional Expert Partnerships. Each region will have a lead local authority linked to regional partners (number to be determined) and will build capacity and capability through a sector led taskforce approach.

- **SEND System** - Figure 3 provides the DfE analysis of issues in the SEND system. This inquiry is not about the SEND system as a whole as that is likely to be too big in terms of subject matter, but ‘the system’ does have an impact on the increase in EHCPs which is highlighted in the diagram *‘Needs escalate, and families/schools seek EHCPs and top up funding to ensure needs can be met’* so a preventative approach within the SEND system could reduce demand and improve outcomes:

Figure 3



DfEs analysis of the problems with the SEND system

- **Digital EHCPs** – Given that some of the challenge around EHCPs has been dealing with administrative backlogs and assessments, the proposed move to digital EHCPs in the Green paper could have a bearing on this inquiry and it will be important to understand the implications of this proposed change. One possible area of concern is that initially the digital approach will not be mandated, instead councils will be encouraged to use them, and they are not expected to be fully operational until 2024/25. That said the stated aim of the digital approach is to work with councils, suppliers and families to evaluate how “digital solutions might best improve their experiences of the EHC process.” This suggests that ultimately this may speed up local authority processes.

- **Proposed Mandatory Mediation** – The Change Programme will also scope enhanced mediation between local authorities and families during the EHCP process. A significant issue within the existing process is the growing reliance families have on launching tribunal appeal cases to contest decisions where an EHCP has not been issued or an EHC assessment has been refused. The tribunal process is lengthy, and it is debateable as to whether added mediation would speed processes up or potentially slow them down further. Albeit the aim of clearly setting out what local mediation processes should be and giving families confidence in them could strengthen the system longer term.
- **Workforce Challenges** – As highlighted by a recent Social Care Ombudsman case brought by a family in North Yorkshire local authorities face significant and systemic challenges in appointing specialist staff to conduct EHC assessments. In the specific North Yorkshire case from November 2022, the staffing shortage related to Educational Psychologists (EPs) and ultimately resulted in a delayed EHCP and a process that was found to be insufficiently thorough. However, this is not solely about EPs there are challenges throughout this specialist workforce particularly in areas such as speech and language therapy. These challenges have led to 114 SEND-related organisations and professional bodies writing to Government to call for solutions to workforce challenges through enhanced workforce planning in the SEND Improvement Plan.
- **Impact of Covid-19 Pandemic** – The increase in EHCPs and EHC assessments has also been impacted by the pandemic with children and young people now reporting increased anxiety and potential need for additional support.
- **Communication with Families** – Communication with families has been an issue in relation to individual cases. As part of this work, it will be important for the Board to understand the challenges faced and to monitor performance.
- **Funding** – A key question central to many of the above points but notably around government policy changes and workforce challenges is to assess whether the Council has sufficient resources to provide the best service it can on EHCPs. This would apply to both how much the Government is providing and allocation of available resources at the Council's disposal.
- **Growing Demand** – Predictions on service demand suggest that growth in requests for EHC assessments in Leeds will range between 7 and 14 per cent in the future. This presents an ongoing challenge for the Council and is also linked to government funding and how sustainable that is at current levels.

3.0 Desired Outcomes and Measures of Success

- 3.1 It is important to consider how the Scrutiny Board will consider if their inquiry has been successful in making a difference to local children and families. Some measures of success may be obvious and others may become clear as the inquiry progresses and discussions take place.
- 3.2 However, the primary aim of this Inquiry is to aid in enhancing the services offered to children and families in Leeds and to make recommendations that could improve the provision of EHCP support to children and their families.

4.0 Comments of the relevant Director and Executive Member

- 4.1 In line with Scrutiny Board Procedure Rule 32, where a Scrutiny Board undertakes an Inquiry the Scrutiny Board shall consult with any relevant Director and Executive Member on the terms of reference. This item provides a draft terms of reference document for comment and adjustment by Executive Board members, senior officers and members of the Children and Families Scrutiny Board.
- 4.2 This follows initial consultation on work programming for 2023/24 at a meeting with the Director of Children and Families in May 2023. In addition, this item featured under the Sources of Work agenda item at the 7th of June scrutiny board meeting with broad agreement reached for work to be initiated on EHCPs in the 2023/24 municipal year.

5.0 Timetable for the inquiry

- 5.1 The Inquiry will commence through consideration of this draft Terms of Reference report with further proposed items in September 2023 and November 2023 with a commitment to try to deliver an inquiry report in the 2023/24 municipal year. As the work develops timescales are expected to become clearer in respect of inquiry and evidence gathering sessions.

6.0 Submission of evidence

- 6.1 **6 September 2023 – Approve Terms of Reference & Update report from Children and Families directorate**

To consider evidence in relation to the following:

- Agree final Terms of Reference
- Update position on performance and backlogs and effectiveness of enhanced resource and staffing restructure through a report from the Children and Families directorate. Report to also include:
 - Demand monitoring how has the increased demand for EHC assessment and EHCP continued over the summer months?
 - The impact of Covid-19 on SEND and EHCP demand.

- Complexity of EHCPs
- Funding challenges
- Assessment of proposed legislative changes such as the SEND Improvement Plan and the linked Change Programme and the likely impacts in Leeds. To include assessment of digital EHCPs and possible mandatory mediation and their impact on the provision of EHCP support in Leeds.

6.2 **29 November 2023 – Wider witnesses and demand/performance monitoring**

- Hearing from wider witnesses – consider feedback received by the service from the learning community, children and families and how this has impacted on service delivery and development.
- Continue demand monitoring and assess sufficiency of staffing. Has performance continued to be improved?
- Are wider workforce challenges persisting in terms of specialist staff?
- Re-evaluate the timetable for the inquiry, has the Board heard all the evidence that it requires on this issue?

6.3 **February/March 2023 - Draft Inquiry Report/Statement**

- Consideration of a draft inquiry report with opportunity for all to comment and amend as appropriate

7.0 **Witnesses**

7.1 The following have been identified as possible contributors to the inquiry, however others may be identified during the course of the inquiry:

- Executive Member for Executive Member for Economy, Culture and Education
- Executive Member for Children's Social Care and Health Partnerships
- Director of Children and Families
- Deputy Director Learning
- Chief Officer Learning Inclusion
- Statutory Assessment and Provision Lead Officer

8.0 **Equality, Diversity and Inclusion**

8.1 The Equality Improvement Priorities have been developed to ensure the Council's 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.

- 8.2 Equality, Diversity and Inclusion (EDI) will be a consideration throughout the Scrutiny Inquiry and due regard will be given to EDI through the use of evidence, written and verbal, outcomes from consultation and engagement activities.
- 8.3 The Scrutiny Board may engage and involve interested parties and individuals (both internal and external to the council) to inform recommendations.
- 8.4 Where an impact has been identified this will be reflected in the final inquiry report, post inquiry. Where a Scrutiny Board recommendation is agreed the individual, organisation or group responsible for implementation or delivery should give due regard to EDI when conducting impact assessments where it is believed appropriate.

9.0 Post inquiry report monitoring arrangements

- 9.1 Following the completion of the Scrutiny inquiry and the publication of the final inquiry report and recommendations, the implementation of the agreed recommendations will be monitored through update reports to the Board either on request from Board members or through an annual update approach for the Board to consider.



The Annual Standards Report

Date: 5th July 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

The Annual Standards Report presents Scrutiny with externally validated outcomes data following the statutory assessments and examinations which took place in 2022. There was no report for 2020 and 2021 because statutory assessments and examinations were cancelled due to the Covid pandemic.

The Annual Standards Report relates to the fifth priority of The Children and Young People's Plan, which is to improve the achievement and attainment for all children in Leeds.

Recommendations

- a) Note the performance against headline measures for pupils in Leeds 2022 in comparison to national data.
- b) Note the actions taken by the Learning Improvement Team to improve outcomes in Leeds, and the planned actions for the coming year.
- c) Following consideration of the report, members of Scrutiny to consider what might form priorities in a Refreshed 3As plan for 2023-25.

What is this report about?

- 1 The Annual Standards Report is written to provide elected members with an overview of educational outcomes for Leeds following assessments which took place in 2022. This is the first review for two years. Due to the pandemic, external assessments were cancelled in 2020 and 2021 and no school headline measures were published.
- 2 The data reviews outcomes from early years to Post 16. Outcomes in Leeds are compared with national figures. The report also considers the performance of pupils in Leeds' settings by cohort.
- 3 The report details the actions taken by the Learning Improvement Team in the past year to improve outcomes. These have been informed by outcomes in 2019 and the priorities identified in the Refreshed 3As Plan.
- 4 The report also details planned work over the coming year which has been determined based on the 2022 outcomes.

What impact will this proposal have?

- 5 This report is to provide an update and does not contain a proposal.

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

Health and Wellbeing

Inclusive Growth

Zero Carbon

6

What consultation and engagement has taken place?

Wards affected:

Have ward members been consulted?

Yes

No

- 7 Not applicable

What are the resource implications?

- 8 Not applicable

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

- 9 Not applicable

What are the legal implications?

- 10 Not applicable

Options, timescales and measuring success

What other options were considered?

- 11 Not applicable

How will success be measured?

12 Not applicable

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

13 Not applicable

Appendices

- Appendix 1- Annual Standards Report 2021-22

Background papers

- None

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Annual Standards Report 2021-22

The Annual Standards Report is written to provide elected members with an overview of educational outcomes for Leeds following assessments which took place in 2022. Due to the pandemic, external assessments were cancelled in 2020 and 2021 and no school headline measures were published.

What we have done since the last report for 2019

In the last Annual Standards Report based on outcomes from 2019, we saw some pleasing outcomes, but also identified the following key challenges for the city:

- Low numbers of children attaining a good level of development at the end of the Early Years Foundation Stage;
- The percentage of children achieving the required standard in the Phonics Screening Check;
- Attainment at the end of KS2;
- Attainment of pupils with SEND, who have English as a second language or who are in receipt of school meals or have been at some point during their schooling.

We used these findings and considered issues resulting from the pandemic and feedback gained from educational leaders in the city to inform the Refreshed 3As Plan which was produced in 2021.

The Refreshed 3As plan, which runs until August 2023, has five main priorities:

- All children in Leeds are supported to improve their fluency in reading taking into account their individual needs.
- 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.
- 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.
- All children and staff working in learning settings are supported with their wellbeing.
- All children make the best start to each stage of their learning.

During the last two years, we have sought to align the work of the directorate around these priorities.

The difference between attainment and progress

Outcomes data can broadly be split into two main categories: attainment and progress.

Attainment data is based on raw exam results. Despite a return to external examination, attainment accountability measures at both an institution and city level need to be considered very carefully for 2022 because of the impact of the pandemic on schools and pupils. In addition, the methodology which was being used to calculate them at KS4 was markedly different in 2022. **In its documentation, the DfE has repeatedly cautioned against making comparisons using attainment data with previous years.** Even in year, local and national comparisons can be problematic as not all schools and local areas were affected in the same way by Covid-19.

Progress data is based on the progress children make from a previous assessment point, and their outcomes are compared to the progress made by children with the same starting point nationally. The way this is calculated has remained the same between 2019 and 2022 so there is greater validity in making comparisons between years than there is in comparing attainment data, which was calculated in a different way in 2019 compared to 2022.

Positive outcomes in Leeds

This report highlights many pleasing outcomes for children in Leeds. Broadly, children in the city come into the education system with low levels of development but make accelerated progress so that they leave with results broadly in line with their peers. Particular positive aspects to emphasise are that:

- Leeds is now in line with national for the phonics screening check taken at the end of Year 1;
- Children in Leeds who took the multiplication tables check in Year 4 achieved a mean average score which was higher than the national figure;
- The percentage of pupils meeting the expected standard in reading, writing and maths at the end of key stage 2 was only one percentage point below national. This gap has been steadily closing since 2017, when the gap to national was 6%.
- Despite the pandemic, the percentage of pupils achieving the expected standard in reading increased by three percentage points compared to a national increase of one per cent.
- The percentage of children in Leeds meeting the expected standard in maths at the end of key stage 2 is in line with national.
- The progress made by pupils in Leeds from the end of key stage 1, when they were last assessed, to the end of key stage 2 is considerable. The progress places Leeds in Band A for progress, the top of four quartiles.
- A higher percentage of pupils gained a grade 5 or better in GCSE English and maths than they did nationally.
- Pupils in Leeds made more progress from the end of Key Stage 2 to the end of Key Stage 4 than they did nationally. The progress places Leeds in Band A for progress, the top of four quartiles.

Inspection outcomes in Leeds remain strong. Currently, **88.3%** of primary schools in Leeds are good or outstanding and **86%** of secondary schools are good or outstanding. These figures are higher than when last reported on in 2020.

98% of early years setting providers received good or better outcomes at their last inspection, and this figure has remained stable over the last few years.

These positive outcomes have been achieved in the most testing of circumstances over the last three years. In presenting this report to you, we would like to commend the work of education leaders in the city and of their staff. They have shown resilience and worked tirelessly to provide the very best education they could to young people throughout lockdowns. They have supported them to return to school and overcome many challenges. They have shown them and their families compassion and provided them help when they needed it. We would like to thank them most sincerely for everything they have done.

About the data

For each measure, outcomes place the local authority in a quartile A-D indicating whether they are amongst the top 25% best performing authorities (A) or the bottom 25% worst performing authorities (D).

In the data below, there are comparisons to statistical neighbours. Statistical neighbours provide a method for benchmarking progress. For each local authority (LA), these models designate a number of other LAs deemed to have similar characteristics. The following LAs are classed as statistical neighbours of Leeds.

- Calderdale
- Sheffield
- Stockton-on-Tees
- Bury
- Derby
- Wirral
- Darlington
- North Tyneside
- Kirklees
- Bolton

Comparison is also made between the Leeds data set to that from other cities as part of a benchmarking process. The cities included in these measures are:

- Newcastle upon Tyne
- Liverpool
- Manchester
- Sheffield
- Nottingham
- Birmingham
- Bristol

Disadvantaged pupils include pupils known to be eligible for FSM in the last 6 years or are looked after children for at least one day or are adopted from care.

'At a Glance' Headline Data

Phase	Measure	Ranking	Band A-D	In short
ATTAINMENT MEASURES				
Early Years	Good Level of Development (GLD)	133/152	D	<i>Leeds is below national in all four Early Years Foundation Stage headline measures.</i>
	Average number of met Early Learning goals	112/152	D	
	Pupils eligible for FSM achieving GLD	142/152	D	
Primary	% of pupils meeting the expected standard in the phonics screening test in Year 1	78/150	C	<i>The percentage of pupils meeting the expected standard in phonics at the end of Year 1 has decreased but not as much as it has nationally.</i>
	% Pupils meeting the expected standard in reading at the end of KS1	127/150	D	<i>Attainment at Key Stage 1 has fallen in all subjects compared to 2019, although bigger falls were seen nationally than in Leeds. The subject with the largest gap in performance between 2019 and 2022 in Leeds and nationally is writing. The percentage of children eligible for free school meals have seen the greatest decrease in attainment in Leeds and nationally.</i>
	% Pupils meeting the expected standard in writing at the end of KS1	120/150	D	
	% Pupils meeting the expected standard in maths at the end of KS1	114/150	D	
	% Pupils achieving the higher standard in reading at KS1		C	
	% Pupils achieving the higher standard in writing at KS1		C	
	% Pupils achieving the higher standard in maths at KS1		C	
	Year 4 multiplication tables check mean score	69/150	B	
	Year 4 multiplication tables % Pupils achieving full marks	53/150	B	
	Year 4 multiplication tables Mean score pupils eligible for FSM	83/150	C	
	% Pupils meeting the expected standard in reading, writing and maths at KS2	81/150	C	<i>Attainment increased in reading and fell in all other subjects compared to 2019 at both the expected and higher standard, mirroring the national trend.</i>
	% Pupils achieving the higher standard in reading, writing and maths at KS2	40/150	B	
	% Pupils eligible for FSM meeting the expected standard in reading, writing and maths at KS2	111/150	D	<i>However, the fall in performance was lower in Leeds than in other Local Authority comparators</i>
	% Pupils meeting the expected standard in reading at KS2	105/150	D	
	% Pupils achieving the higher standard in reading at KS2	80/150	C	
	% Pupils meeting the expected standard in writing at KS2	117/150	D	
	% Pupils achieving the higher standard in writing at KS2	62/150	C	
	% Pupils meeting the expected standard in maths at KS2	78/150	C	
	% Pupils achieving the higher standard in maths at KS2	64/150	C	

	% Pupils meeting the expected standard in grammar, spelling and punctuation at KS2	95/150	C	
	% Pupils achieving the higher standard in grammar, spelling and punctuation at KS2	76/150	C	
Secondary	Attainment 8	80/151	C	<i>Pupils in Leeds make accelerated progress in the secondary phase and leave with results broadly in line with national.</i>
	Attainment 8 for disadvantaged pupils	61/151	B	
	% Pupils achieving English and maths at grade 5+	55/151	B	
	% Pupils achieving English and maths at grade 4+	71/151	B	
	% Disadvantaged pupils achieving English and maths at grade 4+	50/151	B	
Post 16	A level Average Point Score Schools only	107/149	C	<i>Outcomes in Leeds are below national for A levels and Tech level qualifications but above for Applied General.</i>
	Tech level Average Point Score Schools and Colleges	84/146	C	
	Applied General Average Point Score Schools and Colleges	68/147	B	
PROGRESS MEASURES				
Prim	Reading KS1 to KS2	22/150	A	<i>Children and young people make greater progress between key stages than children and young people with the same starting points nationally.</i>
	Writing KS1 to KS2	24/150	A	
	Maths KS1 to KS2	20/150	A	
Sec	Progress 8 KS2 to KS4	33/151	A	
	Progress 8 KS2 to KS4 Disadvantaged pupils	28/151	A	

1 Early Years

1.1 Early Years Foundation Stage Profile Results

Key message: Leeds is below national for all four Early Years Foundation Stage headline measures.

Context

This is the first year since 2019 that assessments for reception age children have taken place as the 2019/20 and 2020/21 assessments were cancelled due to the pandemic.

Accountability measures need to be considered very carefully because of the uneven impact of the pandemic on settings and children. Consideration also needs to be given to the impact the lockdowns had on the reception age cohort who would have been accessing universal early years provision had the pandemic not happened. 'Lockdown' also limited children's access to opportunities for socialisation such as play and stay groups, children's playgrounds, visits to friends' houses. In addition, contact with services who would support with child development advice, such as health visitors, GPs, community nursery nurses, were also significantly restricted.

This is also the first-year that children have been assessed against a revised EYFSP (Early Years Foundation Stage Profile) framework which was updated in 2021. The requirement for the EYFSP teacher assessment judgements to be externally moderated was also removed as part of the EYFS revisions.

The EYFSP contains 17 goals covering seven areas of learning covering children's physical, intellectual, emotional and social development. The areas of learning are divided into prime areas and specific areas. The prime areas are: *communication and language; physical development and personal, social and emotional development*. The prime areas are considered to be particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving and are strengthened and applied through the following four specific areas: *literacy; mathematics; understanding the world and expressive arts and design*.

The EYFSP requires practitioners to indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). Due to the changes to the EYFSP, particularly the removal of the 'exceeding' criteria, time series data has not been provided as it is not appropriate compare with previous years.

61% of children in Leeds had a good level of development, compared to 65.2% nationally, representing a gap of just over four percentage points. A child is defined as having a good level of development if they are at the expected level for the 12 early learning goals within the 5 areas of learning relating to: communication and language; personal, social and emotional development; physical development; literacy; and mathematics. Leeds' performance is below all comparators except Core Cities where 60.8% of children achieved the benchmark. Out of 152 local authorities, Leeds has a ranking position of 133, and is in quartile band D for performance.

The average total point score across all 17 strands in Leeds was 30.7 points which is just 0.4 points below the national average of 31.1 points so broadly in line with the national figure. This gap has been steadily closing over the last few years.

Another headline measure is the average number of met early learning goals at the expected level. In Leeds this was 13.7 out of a maximum of 17 per child. This is below the national figure of 14.1

goals per child. Out of 152 local authorities, Leeds has a ranking position of 112, and is in quartile band D for performance.

62.7% of children in Leeds were at the expected level in communication and language, and literacy areas of learning compared to 67.1% nationally. Leeds is ranked 132nd out of 152 local authorities and is in band D for quartile performance. However, it is worth bearing in mind that in Leeds there are significant numbers of children with EAL who may not achieve a Good Level of Development because some of the early learning goals have to be assessed in English. They may however achieve in the other strands which is reflected in the average total points score (ATPS) which takes all strands into account and where Leeds is close to national.

58.9% of children in Leeds were at the expected level across all early learning goals (ELG); as well as being below the national figure of 63.4% by 4.5 percentage points, Leeds is also below Statistical Neighbours and Yorkshire and Humber, but in line with Core Cities performance.

Pupils with SEN had the lowest proportion of children achieving a good level of development; with 17.5% of those recorded as having SEN Support meeting the benchmark (22.9% nationally) and of the 83 who had an EHCP, none met the benchmark compared to 3.6% nationally.

42.1% of children eligible for FSM achieved a good level of development compared to 49.1% nationally; this represents a gap of seven percentage points. Out of 151 local authorities, Leeds has a ranking position of 142, and is in quartile band D for performance.

Almost seven out of 10 girls achieved a good level of development (69.1%) in Leeds, which is broadly comparable to the national figure and just over five out of 10 boys (53.3%), which is below the national where almost six out of 10 boys met the benchmark (58.7%).

71% of Leeds Autumn-born (September-December) children achieved a good level of development compared to 60.8% of Spring-born (January-March) and 50.9% of Summer-born (April-August) children. The gap between Leeds Autumn-born and Summer-born is just over 20 percentage points. The largest gap between Leeds and national is for Spring-born children (five percentage points) followed by Summer-born (4.8 percentage points).

64.7% of white British children Leeds achieved a good level of development; although this is below the national figure, it is the third highest performing ethnic group. The lowest performing groups are Black Caribbean where 45.6% of children met the benchmark, 'any other ethnic' group where 47.9%, and any other Asian background at 51.2%.

The table below provides a breakdown of the percentage of children at the 'emerging' and 'expected' stage for each ELG and the corresponding rank for the 'expected' stage.

Contributes to GLD

Areas of learning	Early Learning Goals	2022	Leeds	National	Stat. Neighbours	Core Cities	Yorkshire & Humber	Rank position
Communication & language	Listening, attention & understanding	% Emerging	19.2	17.8	19.1	20.7	17.9	
		% Expected	80.8	82.2	81	79.3	82.1	102/152
	Speaking	% Emerging	19.3	17.4	18.4	20.7	17.8	
		% Expected	80.7	82.6	81.6	79.3	82.2	104/152
Personal, social & emotional development	Self-regulation	% Emerging	17.7	14.9	15.5	17.1	15.2	
		% Expected	82.3	85.1	84.5	83	84.8	130/152
	Managing self	% Emerging	15.5	12.9	13.6	15.1	13.4	
		% Expected	84.5	87.1	86.4	84.9	86.6	124/152
	Building relationships	% Emerging	13.5	11.4	11.8	13.3	11.6	
		% Expected	86.5	88.6	88.2	86.7	88.4	120/152
Physical development	Gross motor skills	% Emerging	8.3	7.9	8.4	9.1	7.7	
		% Expected	91.7	92.1	91.6	91	92.3	Equal 92/152
	Fine motor skills	% Emerging	17.1	14.2	15	16.4	14.9	
		% Expected	82.9	85.8	85	83.6	85.1	124/152
Literacy	Comprehension	% Emerging	22.3	19.7	20.9	23.8	21	
		% Expected	77.7	80.3	79.1	76.2	79	113/152
	Word Reading	% Emerging	28.7	25.3	26.5	30.4	26.6	
		% Expected	71.3	74.7	73.5	69.6	73.4	125/152
	Writing	% Emerging	35.6	30.5	32	35.3	32.1	
		% Expected	64.4	69.5	68	64.7	67.9	137/152
Mathematics	Number	% Emerging	25.2	22.2	23.9	26.5	23.9	
		% Expected	74.8	77.8	76.1	73.6	76.1	119/152
	Numerical Patterns	% Emerging	25.7	22.8	24.6	27.3	24.3	
		% Expected	74.3	77.2	75.4	72.7	75.7	118/152
Understanding the world	Past & present	% Emerging	21.1	18.3	19.9	22.5	19.7	
		% Expected	78.9	81.7	80.1	77.5	80.3	112/152
	People, culture & communities	% Emerging	20.9	18.7	20	22.6	20.1	
		% Expected	79.1	81.3	80	77.4	79.9	108/152
	The natural world	% Emerging	16.6	14.7	15.9	18.6	16	
		% Expected	83.4	85.3	84.1	81.4	84	100/152
Expressive arts, designing & making	Creating with materials	% Emerging	13.8	12.8	14.5	15.4	13.8	
		% Expected	86.2	87.2	85.5	84.7	86.2	93/152
	Being imaginative & expressive	% Emerging	14.2	13.1	14.5	16.2	14	
		% Expected	85.8	86.9	85.5	83.8	86	94/152

What we have been doing this year to support settings in their work to raise outcomes

- We have developed a traded offer of training and support which is designed to meet the needs of early years settings and respond to the impact of the pandemic on our youngest children. This includes a strong focus on the prime areas of learning; communication and

language, personal, social and emotional development and physical development, which were all significantly impacted by the pandemic.

- We have developed a free training programme to support effective transitions in the early years in both schools and settings. The training covers a range of themes including parental engagement, attachment, sharing of data, and supports settings to reflect on how they can improve the process in their individual context. This package is available to all early years practitioners and settings across the city.
- We have significantly improved the early years gateway on the Leeds for Learning platform. This now gives easier access to a range of tools, documents, support and advice for early years settings, ensuring they have the up to date information they need to support children's learning and development.
- The Closing the Gap team continue to deliver school-to-school support by schools with good EYFS outcomes for EAL children, and the Talking Maths programme for EAL in EYFS and KS1.

What we are planning to do to further support settings in their work to improve outcomes

- We are planning to hold an early years festival in the summer to celebrate the great early years practice that there is across the city. This is an opportunity to reinspire and refocus early years practice after a difficult Covid period. As well as a keynote speaker, settings will share aspects of best early years practice with other colleagues and hear from a range of organisations who support early years work.
- Further develop work with the children's centre teacher team to bring together colleagues from PVI settings and Little Owls to facilitate best practice networks which will explore areas such as assessment, SEND, moderation.
- To support settings with early identification of children with additional needs, we plan to develop termly SEND networks to support early years SENCOs in PVI settings. We will work closely with the SENIT team to ensure SENCOs receive regular updates, have access to relevant documentation and signposting to appropriate teams.
- The Closing the Gap team will work with Early years teams to share data and best practice on working with EAL children and families and culturally responsive practice.
- The Closing the Gap team will also research, share information and develop innovative strategies alongside other teams and services that may support accelerated attainment and achievement of vulnerable and disadvantaged EAL and ethnically diverse Early Years children.

2 Primary Outcomes

When looking at this data it is important to understand the context of the pandemic and the impact it had on children’s learning. During the spring and summer 2020 terms schools were closed for most pupils with teaching for primary age children varying from school to school. There was a greater onus on parents to support or facilitate learning, particularly for those of the youngest children. The learning support parents were able to provide also varied depending on individual circumstances such as whether the parents were working from home, access to devices as well as the home environment. Although schools reopened partway through the summer term, the phased return of children varied from school to school depending on size and unique circumstances, with priority given to those in Reception. An Ofsted report based on visiting 297 schools in November 2020 cited most primary school leaders saying pupils had learning losses in many subjects and pupils were at the same level as they were before March, indicating children had learned little during the first national lockdown and some had slipped back. Some leaders had a different view and said pupils had come back with less learning lost than they had expected.

Although by the second lockdown in January 2021 online learning was more established in primary schools, how it was deployed varied from school to school and even within schools depending on the age of the child. Another factor to consider is that the infection rates for Covid 19 were consistently higher in certain parts of the country than others, leading to more pupil and teacher absence and school closures; this was particularly the case for the academic year 2021-22. This unevenness was not restricted to regional variations. Some schools were hit hard by localised infections. As a result, a particular school may have closed for longer periods of time than a neighbouring school. For this reason, comparisons with local or national averages should be made with caution.

2.1 Phonics Screening Check

Key message: The percentage of pupils meeting the expected standard in phonics at the end of Year 1 has decreased, but not as much as the decrease seen nationally.

Context

Pupils take the phonics screening check at the end of year 1 (typically aged 6) and those who do not meet the standard take the check again at the end of year 2 (aged 7).

Outcomes

75% of pupils met the expected standard in the Phonics Check in Year 1, down from 79% in 2019. Performance is now in line with national where there was a seven percentage point fall since 2019. Out of 150 LAs, Leeds ranks in equal 78th position and is in Band C for performance.

Table 1:

	2016	2017	2018	2019	2022	Ranking
Leeds	77	77	79	79	75	78/150 BAND C
National	81	81	82	82	75	
Stat. Neighbours	81	81	82	82	76	
Core Cities	78	79	80	79	73	
Yorkshire and Humber	78	79	80	80	76	

85% of pupils met the expected standard in the Phonics Check by Year 2, this is down from 89% in 2019. As national performance has fallen by four percentage points, the gap between Leeds and national remains at two percentage points. Out of 148 LAs, Leeds ranks in equal 116th position and is in Band D for performance.

Table 2:

	2016	2017	2018	2019	2022	Ranking
Leeds	88	90	90	89	85	116/148 BAND D
National	89	92	92	91	87	
Stat. Neighbours	91	92	91	91	88	
Core Cities	89	90	90	89	84	
Yorkshire and Humber	87	91	91	90	87	

2.1.1 Phonics Screening Check for children with EAL

There is a 10% percentage point gap in the proportions of children meeting the expected standard in phonics after Year 1 between children who have English as a second language and those who do not. The percentage of pupils in Leeds with EAL meeting the standard fell by five percentage points compared to 2019 figures. This was greater than the 3% percentage point drop for those without EAL; however, the decrease for both groups was less marked than it was nationally.

There are pedagogical nuances to teaching phonics to EAL students, and EAL pupils may face greater challenges in learning the English phonetic depending on their first language, limited schooling or literacy, and the teaching and learning strategies employed. This year the LA teams aim to research and develop best practice guidance to share with schools and settings to support the acceleration of attainment in this area.

Table 3:

	2016	2017	2018	2019	2022
Leeds EAL	72	72	75	73	68
National EAL	80	81	82	82	75
Leeds Non-EAL	79	79	81	81	78
National Non-EAL	81	82	83	82	76

2.1.2 Phonics Screening Check for children eligible for free school meals

Only 60% of children eligible for free school meals (FSM) met the expected standard in the phonics check in 2022, compared to 80% of non-FSM children. This is a larger gap than in 2019, suggesting that this cohort may have been more negatively impacted by the pandemic. However, the decreases in Leeds of the percentages of children meeting the expected standard are less for both FSM and non-FSM children than they are nationally.

Table 4:

	2016	2017	2018	2019	2022
Leeds FSM	63	64	66	67	60
National FSM	69	68	70	70	62
Leeds Non-FSM	80	80	82	82	80
National Non-FSM	83	83	84	84	79

2.1.3 Phonics Screening Check for children with SEND

Children with no SEND in Leeds performed in line with non-SEND pupils nationally. Pupils in Leeds with SEND support performed one percentage point better than this cohort nationally. A larger disparity is in the proportions of pupils with an EHCP meeting the expected standard. In Leeds, this figure is 8% percentage points below the national figure, although there was no decrease compared to 2019.

Table 5:

	2016	2017	2018	2019	2022
Leeds Non SEN	83	83	86	86	82
National Non SEN	86	87	89	88	82
Leeds SEN Support	45	45	44	47	45
National SEN Support	46	47	48	48	44
Leeds State/EHCP	10	9	8	11	11
National State/EHCP	18	18	19	20	19

What has the LA done this year to support schools in their work to improve outcomes

The Learning Improvement team has developed universal and bespoke training packages for schools. These include:

- Universal training offered to all schools which focussed on delivering phonics teaching effectively and meeting the needs of all learners.
- An 'on-demand' training offer where individual schools can buy the central training for their staff team during staff meetings and INSET days
- Bespoke support to schools who are experiencing difficulty in improving outcomes in phonics and early reading.
- Assessment training for class teachers, which promotes responsive teaching in phonics at a year group level.
- Training offered to schools on learning from deep dives. This is aimed at phonics and reading leads.
- Adviser led early reading monitoring visits to schools with a further half day follow up visit to monitor progress against the recommendations.
- Offering training on phonological awareness with early years settings.

The consultant team have also worked in collaboration Learning Inclusion colleagues to carry out joint early reading reviews in schools.

The Improvement Team has worked in collaboration with the local English Hubs to ensure that all schools access high quality training and funding where data outcomes are below national.

What we are planning to do to further support schools in their work to improve outcomes

We are developing an eLearning package of support for schools which centres around reading across the whole school. The eLearning CPD programme consist of a series of pre-recorded courses and supporting downloadable materials.

Module 1 covers phonic subject knowledge. This will support staff to have an awareness of research and phonics expectations; understand the importance of correct enunciation; and highlight the explicit links between reading and spelling.

Module 2 covers a range of practical and creative resources for phonics across all primary year groups.

Module 5 covers key messages from Ofsted regarding phonics and early reading.

The videos are suitable for governors with responsibility for monitoring phonics.

We will continue to work with the English Hubs to target schools with low attainment outcomes.

We will review this year’s data outcomes (22/23) to identify and target bespoke training packages in line with the school’s chosen systematic synthetic phonics programme.

Where an Ofsted inspection has identified early reading as an area for development, the Learning Improvement Team will offer a review as part of the universal offer.

We also intend to work with Learning Inclusion to support updates to the Reading Continuum documentation.

2.2 Key Stage 1 Outcomes

Key message: Attainment at Key Stage 1 has fallen in all subjects compared to 2019 with bigger falls seen nationally than in Leeds. The subject with the largest gap in performance between 2019 and 2022 in Leeds and nationally is writing. The percentage of children eligible for free school meals group has seen the greatest decrease in attainment in Leeds and nationally.

Context:

Pupils undertake teacher assessment in reading, writing and mathematics at the end of KS1 (aged 7).

Outcomes: In Leeds 63% of pupils met the Expected Standard in reading; this is seven percentage points below the 2019 figure of 70%. Nationally, 67% of pupils met the Expected Standard, down from 75% in 2019. Out of 150 LAs, Leeds ranks in equal 127th position and is in quartile Band D for performance.

Table 6:

	2017	2018	2019	2022	Ranking
Leeds	68	69	70	63	127/150
National	76	75	75	67	

Stat. Neighbours	74	74	74	65	BAND D
Core Cities	72	72	72	63	
Yorkshire and Humber	72	72	73	65	

Just over half of all pupils in Leeds met the Expected Standard in writing (54%); this is nine percentage points below the figure in 2019. Nationally, 58% of pupils met the benchmark, down from 69% in 2019. Despite the fall in performance nationally, Leeds remains below most comparators with a ranking position of equal 120 out of 150 LAs and in quartile Band D for performance.

Table 7:

	2017	2018	2019	2022	Ranking
Leeds	59	63	63	54	120/150 BAND D
National	68	70	69	58	
Stat. Neighbours	67	69	68	56	
Core Cities	64	67	66	54	
Yorkshire and Humber	66	67	67	56	

65% of pupils met the Expected Standard in maths compared to 68% nationally. Maths saw the smallest drop in performance between 2019 and 2022 (six percentage points in Leeds to eight nationally). Leeds remains below most comparators with a ranking of equal 114 out of 150 LAs placing it in Band D for performance.

Table 8:

	2017	2018	2019	2022	Ranking
Leeds	68	71	71	65	114/150 BAND D
National	75	76	76	68	
Stat. Neighbours	74	75	75	67	
Core Cities	72	73	73	64	
Yorkshire and Humber	73	74	74	66	

16% of pupils in Leeds achieved the higher standard reading compared to 18% nationally with the drop in performance between 2019 and 2022 smaller in Leeds than nationally. This places Leeds in Band C for this measure.

Table 9:

	2017	2018	2019	2022	Ranking
Leeds	19	21	21	16	BAND C
National	25	26	25	18	
Stat. Neighbours	24	25	24	16	
Core Cities	20	22	22	15	
Yorkshire and Humber	22	23	23	16	

Seven per cent of pupils achieved the higher standard in writing compared to eight per cent nationally. Again, this is a decrease compared to 2019, but the drop was less in Leeds than in was nationally. This places Leeds in Band C for this measure.

Table 10:

	2017	2018	2019	2022	Ranking
Leeds	11	11	12	7	BAND C
National	16	16	15	8	
Stat. Neighbours	15	16	15	7	
Core Cities	12	14	13	6	
Yorkshire and Humber	14	14	13	7	

14% of pupils achieved the higher standard in maths compared to 15% nationally. The drop in performance across the three subjects at the Higher Standard was the lowest in maths at four percentage points compared to seven amongst comparators. Leeds is in Band C for this measure.

Table 11:

	2017	2018	2019	2022	Ranking
Leeds	16	17	18	14	BAND C
National	21	22	22	15	
Stat. Neighbours	19	21	21	14	
Core Cities	17	20	20	13	
Yorkshire and Humber	19	20	21	14	

2.2.1 Outcomes at Key Stage 1 Children with EAL

In Leeds, 55% of children with EAL reached the expected standard in reading, 48% in writing and 57% in maths. Gaps are larger in Leeds than they are nationally between pupils with EAL and those without. However, the decreases in attainment seen in 2022 compared to 2019 are less in Leeds than they are nationally. Despite this, the figures for all three subjects in Leeds remains below the national figures.

2.2.2 Outcomes at Key Stage 1 Children eligible for FSM

In Leeds, only 45% of children eligible for FSM reached the expected standard in reading, only 36% in writing and 47% in maths. The gap between those reaching the expected standard between children eligible for FSM and not eligible in Leeds is significant and greater than they are nationally. It is 25% in reading and writing, and 24% in maths. Proportions reaching the expected standard have fallen in all three areas, although the decrease is less than the decrease seen nationally. Despite this, the figures for all three subjects in Leeds remains below the national figures.

2.2.3 Outcomes at Key Stage 1 Children with SEND

In Leeds, contrary to national data, the attainment of pupils with SEND Support or an EHCP increased in both reading and mathematics compared to 2019. In writing, the figure remained unchanged for pupils with SEND support and decreased by 3% for those with an EHCP. The percentage of pupils with SEN support meeting the expected standard in reading and writing is in line with national figures, but below in maths. A smaller percentage of children with an EHCP attain the expected standard in all three subjects in Leeds.

2.3 Multiplication Tables Check

Key message: Pupils in Leeds performed better in this check than pupils nationally.

A multiplication tables check became statutory in the academic year 2021/22. It is an online, on-screen assessment given to pupils in Year 4 and checks their ability to fluently recall times tables up to 12x12.

Of pupils who took the check in Leeds, the mean average score was 19.9 out of 25. This is just above the national and statistical neighbour figures of 19.8 and above all other comparators. Out of 150 local authorities, Leeds has a ranking position of equal 69 and is in quartile band B for performance.

The most common score in the checks was 25 (full marks), with 28% of pupils achieving this score; this is above all comparators. Out of 150 local authorities, Leeds has a ranking position of equal 53 and is in quartile band B for performance.

Pupils who fall under 'any other group' (21.5), Black pupils (21.4), Asian pupils (21.4), Boys (20.2), Mixed pupils (20.4) and pupils with English as an additional language (20.5) all have scores above the city average of 19.9.

Pupils with an EHCP and those recorded as SEN Support had the lowest scores, 13.7 and 15.6 respectively. The score for pupils with an EHCP is below the national figure of 14.5, but for pupils recorded as SEN Support, the Leeds figure is just above the national.

The average score of pupils eligible for FSM is 17.6; this is just below the national figure of 17.8. Out of 150 local authorities, Leeds has a ranking position of equal 83 and is in quartile band C for performance.

2.4 Outcomes at Key Stage 2

Key message: Attainment increased in reading and fell in all other subjects compared to 2019 at both the expected and higher standard, mirroring the national trend. However, the fall in performance was greater amongst comparators than was seen in Leeds.

Context

Results at the end of Key Stage 2 focus on a child's attainment and progress in maths, reading and writing. Writing is based on teacher assessment, reading and maths on end of key stage tests. A grammar, punctuation and spelling (GPS) test is also taken. No adaptations were made to these assessments to take into account the effects of the pandemic and. Consequently, results for 2021-22 have not been published as part of the school performance tables.

Tests are developed to the same specification each year. However, because the questions must be different, the difficulty of tests may vary. This means the total number of marks a pupil gets in a test (their 'raw' score) needs to be converted into a scaled score so that accurate comparisons of performance can be made over time.

Pupils scoring at least 100 will have met the expected standard on the test. Pupils achieving 110 or above are considered to have met the higher standard.

2.4.1 Combined Reading, Writing and Maths (RWM)

In Leeds, 58% of pupils met the expected standard in RWM compared to 62% in 2019, representing a reduction of four percentage points; performance in Leeds is broadly in line with the national figure of 59%. This decrease in attainment is due to a fall in attainment in writing and maths. Out of 150 local authorities, Leeds ranks in equal 81st position and is in quartile Band C for performance.

Table 12:

	2016	2017	2018	2019	2022	Ranking
Leeds	48	56	61	62	58	81/150 BAND C
National	53	62	65	65	59	
Stat. Neighbours	53	61	65	65	58	
Core Cities	51	59	63	63	57	
Yorkshire and Humber	50	58	62	64	57	

8% of pupils met the higher standard in RWM compared to 10% in 2019. Performance in Leeds is above all comparators. Out of 150 local authorities, Leeds ranks in equal 40th position and is in quartile Band B for performance. Obtaining the higher standard across all three subjects is very challenging; even in the highest performing local authority only 18 per cent of pupils achieved this standard across all three subjects.

Table 13:

	2016	2017	2018	2019	2022	Ranking
Leeds	4	7	9	10	8	40/150 BAND B
National	5	9	10	11	7	
Stat. Neighbours	5	8	9	10	6	
Core Cities	5	7	9	10	7	
Yorkshire and Humber	4	7	9	9	6	

2.4.2 Outcomes at Key Stage 2 for Children eligible for FSM

Outcomes for disadvantaged pupils remains a challenge in Leeds. 37% of pupils eligible for free school meals met the expected standard in RWM; this is three percentage points below the 2019 figure and five percentage points below the national figure of 42%. Out of 150 local authorities, Leeds ranks in equal 111th position and is in quartile Band D for performance. The gap between disadvantaged and non-disadvantaged pupils in Leeds is at its highest since 2017 suggesting that the pandemic has had a greater impact of this cohort of pupils.

Table 14:

	2016	2017	2018	2019	2022	Ranking
Leeds FSM	26	33	40	40	37	111/150 BAND D
National FSM	36	43	46	48	42	
Leeds Non-FSM	52	61	65	67	65	

National Non-FSM	57	65	68	69	64
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2.4.3 Outcomes at Key Stage 2 - Gender

62% of girls compared to 53% of boys met the expected standard in the combined measure.

Table 15:

	2016	2017	2018	2019	2022
Leeds Girls	52	61	66	67	62
National Girls	54	66	69	70	63
Leeds Boys	44	51	57	57	53
National Boys	50	58	61	61	55

2.4.4 Outcomes at Key Stage 2 for Children with EAL

In Leeds, the percentage of pupils with English as an additional language (EAL) meeting the expected standard fell by 2% from 2019 to 52%. This is less than the national fall of 4%. However, there still remains a 10% in outcomes for this measure between EAL pupils in Leeds and EAL pupils nationally.

Table 16:

	2016	2017	2018	2019	2022
Leeds EAL	36	48	53	54	52
National EAL	52	61	65	66	62
Leeds Non EAL	50	58	63	64	59
National Non EAL	54	62	65	65	58

There is national data for ethnicity enabling comparisons to be made with performance in Leeds. Although all ethnic groups saw a fall in performance except 'Any other ethnic group' this reduction in the percentages achieving the expected standard were less than those seen nationally.

Please note that the main White category, includes minority ethnic groups including Gypsy Roma, Traveller and EAL groups such as Turkish, Kosovan, Serbian, Bosnian, and Portuguese. These groups are not performing at the same level as the White British group. For example, while 52% of White pupils gained reading, writing and mathematics combined, only 15.5% of White Roma pupils achieved the same.

Table 17:

	2016	2017	2018	2019	2022
Leeds White	49	57	63	63	52
Leeds Mixed	51	53	59	60	62
Leeds Asian	46	53	59	60	59
Leeds Black	37	49	53	55	58
Leeds Any Other Ethnic	-	-	-	49	57
National White	54	61	64	65	58
National Mixed	56	63	66	67	61
National Asian	56	64	69	70	66

National Black	51	61	64	65	59
National Any Other Ethnic	-	-	--	61	55

2.4.5 Outcomes at Key Stage 2 for Children with SEND

5% of pupils with an EHCP achieved the expected standard. 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.

Table 18:

	2016	2017	2018	2019	2022
Leeds Non SEN	55	64	70	71	67
National Non SEN	62	71	74	75	69
Leeds SEN Support	11	16	21	23	21
National SEN Support	16	21	24	25	21
Leeds State/EHCP	4	7	3	4	5
National State/EHCP	7	8	9	9	7

2.4.6 Reading

73% of pupils met the expected standard in reading (an increase of three percentage points since 2019). This is below the national figure of 75%. Out of 150 local authorities, Leeds ranks in equal 105th position and is in quartile Band D for performance.

Table 19:

	2016	2017	2018	2019	2022	Ranking
Leeds	61	68	72	70	73	105/150 BAND D
National	66	72	76	74	75	
Stat. Neighbours	65	71	75	73	74	
Core Cities	63	69	73	71	72	
Yorkshire and Humber	62	68	73	71	73	

27% of pupils met the higher standard with performance remaining below national, but the gap has reduced to one percentage point. Leeds ranks in equal 80th position and is in quartile Band C for performance.

Table 20:

	2016	2017	2018	2019	2022	Ranking
Leeds	17	23	27	25	27	80/150 BAND C
National	19	25	28	27	28	
Stat. Neighbours	18	23	27	26	27	
Core Cities	17	22	26	25	27	

Yorkshire and Humber	16	22	26	25	26	
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2.4.7 Writing

67% of pupils met the expected standard in writing (teacher assessed); this is eight percentage points below the 2019 figure of 75% and three percentage points below national figure of 70%. Writing saw the greatest decrease in performance since 2019 in Leeds and amongst comparators; the decrease varying between eight and 11 percentage points. Out of 150 local authorities, Leeds ranks in equal 117th position and is in quartile Band D for performance.

Table 21:

	2016	2017	2018	2019	2022	Ranking
Leeds	67	70	74	75	67	117/150 BAND D
National	74	77	79	79	70	
Stat. Neighbours	73	76	79	79	68	
Core Cities	71	74	76	77	67	
Yorkshire and Humber	73	75	77	78	69	

13% of pupils were assessed as working at greater depth in writing (teacher assessed) compared to 18% in 2019 (a reduction of five percentage points). Performance is in line with national and above all other comparators. Leeds ranks in equal 62nd position and is in quartile Band C for performance.

Table 22:

	2016	2017	2018	2019	2022	Ranking
Leeds	10	13	17	18	13	62/150 BAND C
National	15	18	20	20	13	
Stat. Neighbours	14	17	19	20	11	
Core Cities	12	16	18	19	12	
Yorkshire and Humber	14	17	19	19	11	

2.4.8 Maths

71% of pupils met the expected standard in maths; this is six percentage points below the figure in 2019. As performance fell nationally by seven percentage points, the Leeds figure is now broadly in line with national figure of 72%. Out of 150 local authorities, Leeds ranks in equal 78th position and is in quartile Band C for performance.

Table 23:

	2016	2017	2018	2019	2022	Ranking
Leeds	66	71	73	77	71	78/150 BAND C
National	70	75	76	79	71	
Stat. Neighbours	70	76	76	80	71	
Core Cities	68	74	75	78	69	
Yorkshire and Humber	67	73	74	78	70	

22% of pupils met the higher standard, which is broadly in line with the national figure of 23%. Leeds ranks in equal 64th position and is in quartile Band C for performance.

Table 24:

	2016	2017	2018	2019	2022	Ranking
Leeds	15	21	22	26	22	64/150 BAND C
National	17	23	24	27	23	
Stat. Neighbours	16	22	23	26	21	
Core Cities	16	22	23	26	21	
Yorkshire and Humber	14	20	21	25	21	

2.4.9 Grammar, Punctuation and Spelling (GPS)

71% of pupils met the expected standard in GPS; this is five percentage points below the 2019 figure and two percentage points below national. Out of 150 local authorities, Leeds ranks in equal 95th position and is in Band C for performance.

Table 25:

	2016	2017	2018	2019	2022	Ranking
Leeds	70	75	75	76	71	95/150 BAND C
National	73	78	78	79	73	
Stat. Neighbours	73	77	78	78	72	
Core Cities	71	76	77	77	70	
Yorkshire and Humber	70	75	76	77	70	

27% of pupils met the higher standard compared to 35% in 2019 (a reduction of eight percentage points). Performance is broadly in line with the national figure of 28%. Leeds ranks in equal 76th position and is in Band C for performance.

Table 26:

	2016	2017	2018	2019	2022	Ranking
Leeds	20	28	33	35	27	76/150 BAND C
National	23	31	35	36	28	
Stat. Neighbours	22	30	34	35	27	
Core Cities	21	31	35	35	28	
Yorkshire and Humber	23	31	32	33	25	

2.4.10 Progress from Key Stage 1

The progress measures capture the progress that pupils make from the end of Key Stage 1 to the end of Key Stage 2. They are a type of value-added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a school or local authority made the same progress as those with similar prior

attainment nationally. A positive score means that they made more progress than those with similar prior attainment; a negative score means they made less progress than pupils with similar starting points nationally.

The positive progress scores show pupils in Leeds made significantly more progress in reading, writing and maths than similar pupils nationally. Out of 150 local authorities, Leeds has a ranking position of 24 or above and is quartile Band A for performance for each of the subjects.

Table 27:

	Reading	Writing	Maths
Leeds	0.82	0.81	1.16
National	0.04	0.05	0.04
Stat. Neighbours	0.02	-0.17	-0.04
Core Cities	0.26	0.15	0.22
Yorkshire and Humber	-0.11	0.07	0.03
Ranking	22/150	24/150	20/150
Band	BAND A	BAND A	BAND A

What actions has the LA taken to support schools in their work to improve outcomes?

- The Learning Improvement consultant team have developed the traded offer for schools which includes bespoke work, training, conferences, and networks. This offer has had an increased focus on the priorities from the Refreshed 3As plan to incorporate reading, transition and SEND in all work.
- The Reading Fluency project focuses on raising the achievement of Year 5 pupils in reading. It supports students who are currently below the expected standard in reading and/or who may have difficulty accessing the reading required in the wider KS2 curriculum.
- We have worked with 52 primaries in Leeds over two cohorts. The data illustrates that children make gains in reading age scores of around 1.5 to 2 years, with those starting with lower reading ages making the most progress; in a minority of cases, this has been 3 to 4 years progress.
- English and mathematics network meetings for subject leaders focus on developing subject knowledge, pedagogy and practice to meet the needs of all children including those with SEND. They draw on research and good practice across the city.
- Assessment and moderation training and networks focus on good assessment practice and standardisation. This training, networking and support, promotes responsive teaching and good transition.
- The consultants plan deliver and support cross-phase conferences. These have included a mathematics, English and curriculum conference. These have focussed on good teaching practice and have drawn on the expertise of local, regional and national experts.
- We have continued to increase the use of school-based staff in our training to add capacity and current classroom expertise.
- The advisory team has undertaken a number of reviews to support schools identify their next steps to improve outcomes
- The Closing the Gap team continue to support schools through termly free EAL networks for maintained primary schools, where up-to-date information on good practice, resources and

key training implications are shared, and EAL leads and co-ordinators are equipped to develop staff knowledge. Schools also access to a resource bank of resources that supports leadership and management of EAL, teaching and learning, EAL assessment and induction and engaging parents in learning.

- Pupils from 15 schools across Leeds attended the two-week summer school for newly arrived pupils. The aim was to provide a meaningful way for newly arrived pupils to settle, meet other refugees, provide initial EAL teaching and an introduction to learning in the UK.
- The Arooj strategy for the achievement of south Asian pupils creative writing competition ran for the 12th year in 2021-22. The school-led development area is focused on the inclusive, decolonised curriculum this year.
- We continue to offer support for the Young Interpreter programme to support schools to encourage their bilingual and English-only pupils to use their language skills to help new arrivals access English and feel part of the school. They learn strategies to clarify, explain and 'interpret' a range of school activities and procedures to new arrivals through the medium of pupil-friendly English, particularly where the first language is not shared by other pupils and adults.
- A New Arrivals Programme and support was developed to deliver online modules for schools in each half-term.

What further actions will the LA take to support schools in their work to improve outcomes?

- We are inviting a third cohort to the Reading Fluency Project. This cohort will be opened to teachers of Y7 pupils, to improve outcomes in KS3.
- The consultants are further developing practice on the creative use of virtual training and eLearning to engage school leaders and teachers, including the development of the Reading eLearning CPD Programme for primary schools. In addition to the phonics modules mentioned earlier further modules will focus on:
 - The components of reading fluency, why fluency is important to reading, what the building blocks of fluency are, and how to assess fluency.
 - An outline of the advice provided by Ofsted around preparing for reading inspection, including understanding the early reading evaluation criteria, early readers in secondary schools and what is a reading deep dive.
- The team are developing a wider range of resources and products to support schools including online tools, planning and subject guides.
- Additional developments includes a range of materials and team CPD to promote consistency in our work such as teaching and learning review audit templates.
- To further address the priorities in the Refreshed 3As strategy, there is a planned programme of CPD for consultants on the graduated approach for SEND and planned joint working with Learning Inclusion colleagues to develop resources for schools.
- The advisory team will continue to review the school and city-wide data picture at the end of 22/23 and identify schools to target bespoke training.
- We will provide EAL champions with the pedagogy and resources needed to develop excellent EAL provision within their own schools.

- We will focus on accelerating the progress and attainment of EAL and vulnerable BME learners, raise awareness of and reduce barriers to learning and promote culturally responsive practice by seeking out ways to improve access and engagement in reading, and improving pupil induction, assessment practice and readiness to learn and other targeted strategies such as transition and trauma informed teachers and classrooms and relevant research-led training. The variation in outcomes and the challenges for different ethnic group will be considered in the development of programmes and strategies of support.
- We aim to share EAL and ethnically diverse data and information with advisers, consultants, teams and schools widely and advise on policy development, practice and action plans to meet the needs of EAL pupils and vulnerable and disadvantaged ethnically diverse learners.

3 Secondary Outcomes

3.1 KS4

Key message: Pupils in Leeds made accelerated progress in the secondary phase and left with results broadly in line with national.

Context

It is important to stress that this data should be compared to previous years with extreme caution.

One of the most obvious reasons for this is the disproportionate effect the pandemic has had on pupils. We know that infection rates were consistently higher in certain parts of the country than others, leading to more pupil and teacher absence and school closures. This unevenness is not restricted to regional variations. We know that some schools were hit hard by localised infections, often stemming from an infection which was sourced to an event which took place out of school. As a result, one particular school may have closed for longer periods of time than the school down the road. For this reason, comparisons between schools and with local or national averages may not be valid.

For the last two years, grades have been generated by teachers based on work and assessments which pupils completed during their courses. On average, these grades were higher. This is not necessarily because there was “grade inflation” or because teachers were not vigilant in how they assessed pupils. It is simply because a different assessment approach was used. This removed the vagaries that are part of an exam system where a pupil may be ill on the day, or where their preferred questions don’t come up in the exam.

The DfE and Ofqual have been mindful that a return to an exam system would disadvantage the 2022 cohort, who have been affected by the pandemic. It seemed unfair that they should be marked in the same way in their exams as pupils were in 2019 and that their results would be considerably lower in comparison than those achieved by pupils in 2021. However, at some point, a return needed to be made to pre-pandemic grading. As a result, Ofqual decided that 2022 would be a midway point between 2021 and 2019. In 2023 there will be return to results that are in line with those in pre-pandemic years. Because of this, the results we report next year will most likely be lower than last year.

There are further reasons why results cannot be compared this year with those from previous years, and this concerns how headline measures are calculated. When calculating KS4 performance measures for 2021/22, it is only results from qualifications taken in academic year 2021/21 which will be considered. This seems logical but in actual fact lots of pupils take exams one or two years early. For example, many schools enter pupils for one English exam at the end of Year 10 and the

other at the end of Year 11. Normally both sets of results are counted in headline measures. This year, because the two qualifications have been graded using different systems, this was not be the case.

3.1.1 Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. Given a 'standard' pass is a grade 4 and a 'strong' pass is a grade 5, a school with an average attainment 8 score of 50 would be one where on average every result was a grade 5.

The average Attainment 8 score per pupil in Leeds was 47.8 which is just below the national score of 48.9 and represents the narrowest gap in the last five years. Leeds is ranked equal 80th out of 151 LAs and is in quartile Band C for performance.

Table: 28

	2022	Ranking
Leeds	47.7	80/151 BAND C
National	48.8	
Stat. Neighbours	47.3	
Core Cities	46.6	
Yorkshire and Humber	46.8	

3.1.1.1 Attainment 8 for disadvantaged pupils

The average Attainment 8 score for disadvantaged pupils in Leeds (eligible for FSM in the last 6 years or are looked after children for at least one day or are adopted from care) is 36.8; this is just below the national figure of 37.7. Out of 151 LAs, Leeds is ranked equal 61st and is Band B for quartile performance.

Table: 29

	2022	Ranking
Leeds	36.8	61/151 BAND B
National	37.7	
Leeds Non-disadvantaged	52.7	
National Non-disadvantaged	52.9	

3.1.1.2 Attainment 8 for pupils with English as an Additional Language

Pupils categorised as 'any other ethnic group' and Asian pupils had the highest average Attainment 8 score, 52.4 and 50.3 respectively. These two groups also made more progress than the same groups nationally. However, overall, the attainment 8 score was lower in Leeds than the national score, although higher than both the Leeds and national non-EAL score.

Although EAL pupils performed slightly higher than non-EAL pupils, they are performing below national EAL groups by 3 percentage points. There is an ongoing concern to ensure that Leeds EAL pupils are achieving at least at national levels of attainment. Over the last few years our EBACC figures for EAL pupils have increased. We promote and facilitate a system to support schools to enable students to take the GCSE's in heritage languages. 313 pupils across Leeds gained GCSEs in their heritage languages last year.

Table: 30

	2022
Leeds EAL	48.5
National EAL	51.4
Leeds Non EAL	48.3
National Non EAL	48.5

Table: 31

This identifies outcomes in terms of ethnicity, The main White group includes White British, but also includes a number of minority ethnic groups including Gypsy, Roma and Traveller pupils which remain the lowest performing groups in Leeds.

	2022
Leeds White	48
Leeds Mixed	46.7
Leeds Asian	50.3
Leeds Black	48.1
Leeds Any other Ethnic Group	52.4
National White	47.9
Naitonal Mixed	49.5
National Asian	55
National Black	48.9
National Any Other Ethnic Group	51

Table: 31A

This table looks at each group in greater detail. Our lowest attaining ethnic groups are Gypsy, Roma, Traveller, mixed Caribbean, Black Caribbean, and Black other. These groups, alongside Asian Pakistani are performing below Leeds All and national ethnicity outcomes. Our highest attaining groups, are Chinese, Indian, White Irish, Asian other and Other ethnicity. All of which are also performing better than national outcomes by ethnicity and above Leeds All.

	Leeds Att 8	National Att 8
Leeds ALL	47.7	48.8
Asian, Bangladeshi	47.8	54.8
Asian, Indian	61.4	61.3
Asian, Other	53.5	57.6

Asian, Pakistani	47.1	49.2
Black, African	49.9	51.3
Black, Caribbean	41.3	42.0
Black, Other	45.7	47.2
Chinese	69.1	67.0
Mixed, African	50.7	49.0
Mixed, Asian	48.9	54.7
Mixed, Caribbean	38.9	42.2
Mixed, Other	51.7	51.5
Other Ethnicity	52.4	51.0
White, British	48.5	47.6
White, Gypsy/Roma	18.3	22.4
White, Irish	56.7	54.5
White, Other	48.8	51.1
White, Traveller	3.0	28.8

3.1.1.3 Attainment 8 for pupils with SEND

The average Attainment 8 score for pupils categorised as SEN Support is 32.3 compared to the national figure of 34.9. For pupils with an EHCP the average Attainment 8 score is 11.2 compared to 14.3 nationally. Supporting pupils with SEND to reach their potential remains a key priority for us.

Table: 32

	2022
Leeds Non SEN	51.9
National Non SEN	52.9
Leeds SEN Support	32.3
National SEN Support	34.9
Leeds EHCP	11.2
National EHCP	14.3

3.1.2 Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero.

Whilst attainment 8 results are broadly in line with national, pupils in Leeds made accelerated progress, having begun secondary school at a lower starting point. In 2022, the average Progress 8 score in Leeds was 0.12. Leeds has moved up to quartile Band A for performance and is ranked equal 33rd out of 151 local authorities.

Table: 33

	2022	Ranking
Leeds	0.12	

National	-0.03	33/151 BAND A
Stat. Neighbours	-0.13	
Core Cities	-0.10	
Yorkshire and Humber	-0.07	

3.1.2.1 Progress 8 for disadvantaged pupils

The Progress 8 score for disadvantaged pupils is -0.32 compared to -0.55 nationally, meaning disadvantaged pupils in Leeds made more progress than disadvantaged pupils nationally who had similar prior attainment at Key Stage 2. Out of 150 LAs, Leeds is ranked equal 28th and is quartile Band A for performance. Whilst this is encouraging, especially when compared to the national picture, the priority is to ensure that pupils from disadvantaged backgrounds make progress that is in line with their non-disadvantaged peers.

Table: 34

	2022	Ranking 28/151 BAND A
Leeds Disadvantaged	-0.32	
National Disadvantaged	-0.55	
Leeds Non Disadvantaged	0.31	
National Non Disadvantaged	0.15	

3.1.2.2 Progress 8 for pupils with English as an Additional Language

Pupils who have English as an additional language and those categorised as ‘any other ethnic group’ made the most progress compared to all other pupil groups in Leeds, 0.76 and 0.83 respectively. These two groups also made more progress than the same groups nationally.

Table: 35

	2022
Leeds EAL	0.76
National EAL	0.55
Leeds Non EAL	0.05
National Non EAL	-0.12

Table: 36

	2022
Leeds White	0.04
Leeds Mixed	0.00
Leeds Asian	0.49
Leeds Black	0.74
Leeds Any other Ethnic Group	0.83
National White	-0.14
Naitonal Mixed	-0.04
National Asian	0.54
National Black	0.18

National Any Other Ethnic Group	0.54
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Table: 36A

At KS4 EAL pupils in Leeds have made greater progress than those nationally.

At KS4, the majority ethnicity groups made progress; however, there are three groups of pupils in Leeds that did not make progress. The Gypsy Roma and Irish Traveller groups are classified in the main White category, and they make the least progress of all pupils. The mixed Black and white heritage pupils are the only other group that did not make progress this year.

	Leeds P 8	National P 8
Leeds LA	0.12	-0.03
Asian, Bangladeshi	+0.53	+0.61
Asian, Indian	+1.11	+0.83
Asian, Other	+0.84	+0.70
Asian, Pakistani	+0.26	+0.29
Black, African	+0.85	+0.37
Black, Caribbean	+0.22	-0.32
Black, Other	+0.77	+0.13
Chinese	+1.29	+1.01
Mixed, African	+0.37	+0.01
Mixed, Asian	+0.09	+0.20
Mixed, Caribbean	-0.43	-0.45
Mixed, Other	+0.27	+0.10
Other Ethnicity	+0.83	+0.54
White, British	+0.02	-0.18
White, Gypsy/Roma	-0.49	-0.95
White, Irish	+0.15	+0.08
White, Other	+0.53	+0.49
White, Traveller	-1.25	-0.99

3.1.2.3 Progress 8 for pupils with SEND

Pupils in Leeds with SEN support made better progress than SEN Support pupils nationally with the same starting points, 0.05 compared to -0.12. However, pupils with an EHCP in Leeds made less progress than their peers nationally, with a 0.16 difference in progress.

Table: 37

	2022
Leeds Non SEN	0.30

National Non SEN	0.10
Leeds SEN Support	-0.45
National SEN Support	-0.47
Leeds EHCP	-1.49
National EHCP	-1.33

3.1.3 English and maths

51.3 per cent of pupils achieved a strong pass in English and maths. A strong pass is grade 5 or above. This is above the national figure of 50 per cent. Leeds has moved up to quartile Band B for performance and is ranked 55th out of 151 local authorities.

Table: 38

	2022	Ranking
Leeds	51.3	55/151 BAND B
National	50	
Stat. Neighbours	47.7	
Core Cities	46.9	
Yorkshire and Humber	47.7	

68.3 per cent of pupils achieved a standard pass (grades 9-4) in English and maths. The 0.7 percentage point gap between Leeds and national is the narrowest gap in five years. Leeds has moved up to quartile Band B and is ranked equal 71st out of 151 local authorities.

Table: 39

	2022	Ranking
Leeds	68.3	71/151 BAND B
National	69	
Stat. Neighbours	66.9	
Core Cities	64.8	
Yorkshire and Humber	66.6	

3.1.3.1 English and Maths Disadvantaged pupils

47.4 per cent of pupils eligible for FSM achieved a grade 4 or above in English and maths. This is just above the national figure of 47.1 per cent. Leeds is ranked 51st out of 150 LAs and is in Band B for quartile performance.

Table: 40

	2022	Ranking
Leeds Disadvantaged	48.6	50/151 BAND B
National Disadvantaged	48.6	
Leeds Non Disadvantaged	77	

National Non Disadvantaged	78.3	
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3.1.3.2 English and Maths Children with English as an Additional Language

Table: 41

A higher proportion of pupils categorised as being ‘any other ethnic group’ and Asian pupils achieved a grade 4 or above in English and maths, 73.9 per cent and 72.7 per cent respectively. Overall however, outcomes at grade 4 and above are lower for children with EAL than they are nationally and this remains a priority for us.

	2022
Leeds EAL	67.4
National EAL	71.7
Leeds Non EAL	69.4
National Non EAL	68.6

Table: 42

	2022
Leeds White	68.7
Leeds Mixed	66
Leeds Asian	72.7
Leeds Black	66.7
Leeds Any other Ethnic Group	73.9
National White	67.7
Naitonal Mixed	68.7
National Asian	77.8
National Black	69.4
National Any Other Ethnic Group	70.9

Table: 42A

Our highest performing groups gaining 9-5 in English and Mathematics are Chinese, Indian, Asian other, While Irish, and mixed other. These groups performed between 10-26 percentage points higher than the Leeds All group and National figures.

Our lowest performing groups are Gypsy, Roma, Traveller, Mixed Caribbean, Black Caribbean, Black other and Black African groups, who performed below local and national figures, while Asian Pakistani and Bangladeshi scored below local figures.

	Leeds 9-5 E & M
National All	50.0

Leeds All	51.3
Asian, Bangladeshi	50.9
Asian, Indian	76.4
Asian, Other	63.1
Asian, Pakistani	50.7
Black, African	49.2
Black, Caribbean	34.5
Black, Other	41.5
Chinese	86.8
Mixed, African	55.3
Mixed, Asian	54.7
Mixed, Caribbean	34.1
Mixed, Other	60.6
Other Ethnicity	56.7
White, British	52.7
White, Gypsy/Roma	5.3
White, Irish	61.5
White, Other	50.6
White, Traveller	0.0

3.1.3.3 English and maths for pupils with SEND

Table: 43

Fewer pupils in Leeds with SEN Support and with an EHCP were successful in attaining a grade 4 in maths and English than similar cohorts nationally.

	2022
Leeds Non SEN	75.4
National Non SEN	76.1
Leeds SEN Support	37.4
National SEN Support	39.2
Leeds EHCP	12.1
National EHCP	13.5

What actions has the LA taken this year to support schools in their work in raising outcomes?

- We have a traded offer which consists of 13 subject networks (the LLP) which meet termly. 30 secondary schools in Leeds subscribe to this. In the last year we have focused on improving the transition between primary and secondary in terms of curriculum so that pupils make accelerated progress when they reach secondary.
- We have also developed a reading traded offer for secondary schools so that they can seek advice and support for struggling readers. Secondary schools are finding that, as a result of the pandemic, many more pupils are coming into Year 7 with a reading age below their chronological age.
- We held a conference which focussed on formative assessment and adaptive teaching. This was to support teachers to be expert in the classroom at identifying gaps in learning, exacerbated due to Covid-19, and be able to change their planning quickly to respond.

- All LA maintained schools were offered 4 days of adviser support, most of which were used to undertake curriculum reviews in a range of subjects. This led to comprehensive feedback identifying strengths which could be shared with other schools in Leeds and areas for development to guide leaders.
- We have established a half termly bulletin which is a vehicle to share research, updates and discursive topical issues with leaders.
- To develop the expertise of all staff in EAL pedagogy and teaching and learning strategies that support EAL pupils and those with low literacy levels, an EAL CPD module outline has been developed for delivery to mainstream teachers.
- The Closing the Gap Team has delivered parental engagement sessions with community groups and supplementary schools to provide information to parents about the education system in the UK and strategies to help their children to learn. The workshops engage parents, newly arrived parents from Black and Minority Ethnic (BME), Refugee, Asylum-seeking and Traveller communities to support their children's learning more confidently and effectively and gain an understanding of the British school system, feel confident to support their children to learn, learn how to get the most out of parent's evenings and Top Tips for help their children in reading and other areas. These are also available to mainstream schools.
- We continue to run termly networks for schools and share resources, research and high impact support strategies. And continue to support and build collaborative practice between secondary schools that meets the needs of the staff and the pupils. We have continued to focus on strategic leadership of English as an Additional Language, accurate assessment of pupils, and high impact language development strategies.

What further actions does the LA plan to support schools in their work in improving outcomes?

- We are holding a conference this year to further look at reading at KS2 and KS3. This remains a pre-occupation for secondary leaders as pupils who cannot read fluently will struggle to access the subject curriculum.
- Our traded offer (the LLP) will focus in the coming year 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.
- All LA maintained schools are offered between 2-4 days of support, dependent of their proximity to an Ofsted inspection. The days will be used for reviews of curriculum, behaviour and attendance, personal development, Post 16, SEN, reading and careers provision.
- We are focussing on equality, diversity and inclusion and the implications for curriculum planning and delivery.
- Schools will be identified based on those with EAL and ethnically diverse populations where collective insight from across the service suggests that there is scope for improving EAL and Culturally responsive practice, and where there is sufficient leadership capacity to be able to support and implement this.
- We plan to develop and promote a trauma informed plan of support for refugee and asylum seeker pupils, vulnerable and disadvantaged groups that may be experiencing racial trauma and toxic stress.

- Changes to the Mathematics GCSE has created barriers for EAL pupils and those with low literacy levels who may have historically performed higher in Mathematics than in English language. In addition to the acquisition of English language for new to English pupils, our objectives to accelerate the progress and attainment of vulnerable EAL and ethnically diverse learners will include key areas of Mathematics and Science academic vocabulary development.
- Addressing the attainment and progress of Mixed heritage and Black Caribbean pupils will form part of a wider programme and strategy across Children and Families. We continue to share information and data across teams to support advisers in challenge and support schools on their data, academic and pastoral provision for EAL pupils including support for GRT, Refugee and Asylum Seeker pupils, African Caribbean and mixed heritage students, New to Schooling and New Arrivals and addressing themes such as racism and decolonising the curriculum.

4 Key Stage 5

Key message: Outcomes in Leeds are below national for A levels and Tech level qualifications but above for Applied General.

As with GCSE, comparisons cannot be made with previous years. This is because outcomes for 2020 and 2021 were based on centre and teacher assessed grades and were on average higher than those awarded in 2019. Grades in 2022 were set at a midpoint between 2019 and 2021.

In addition, there is no progress, or value added, data this year. This is this data is normally generated from what students achieved at the end of key stage 4 (GCSE or equivalent) and the outcomes of their A levels or equivalent, and comparisons are made with young people across the country with the same starting points. As students did not take formal exams in 2020, this measure cannot be calculated this year.

4.1 Average point score (APS) per A level in schools

A score of 30 equates to a C grade and 40 to a B grade. A large proportion of students taking A levels attend schools and sixth form colleges, so this is the data represented below. The average point score in Leeds was 36.14 which is below the national average and lower than all comparators. This drops further still if FE college data is included. The APS becomes 35.90 and the Leeds ranking falls to 113 out of 150 and places the authority in Band D.

Table: 44

	2022	Ranking
Leeds	36.14	107/149 BAND C
National	38.28	
Stat. Neighbours	37.28	
Core Cities	36.75	
Yorkshire and Humber	37.65	

4.2 Average point score per Tech Level in schools and colleges

Tech Levels are advanced qualifications for students wishing to specialise in a technical occupation or occupational group for example engineering, IT, accounting or professional cookery. They are

recognised by a relevant trade or professional body or at least five employers that are representative of the industry sector or occupation to which the qualification relates.

Very few students take Tech levels at school, so the data below is for schools and colleges. The average point score in Leeds is below the national figure and all comparators.

Table: 45

	2022	Ranking
Leeds	30.04	84/146 BAND C
National	30.54	
Stat. Neighbours	32.25	
Core Cities	30.47	
Yorkshire and Humber	30.65	

4.3 Average Point Score for Applied General in schools and colleges

Applied General qualifications are vocational qualifications which are the equivalent to A levels and allow students to continue their education through applied learning. A large proportion of the students taking applied qualifications are in colleges so the figures below are the combined schools and college data.

The national average figure is 31.91 and the average point score in Leeds is above it at 32.22. This places Leeds in band B and ranks the authority in 68th position out of 149. If FE colleges are removed from the data set the average point score in Leeds is below the national figure and below all other comparators, placing the authority in band C and 87 out of 147 authorities.

Table: 46

	2022	Ranking
Leeds	32.22	68/147 BAND B
National	31.91	
Stat. Neighbours	33.53	
Core Cities	31.47	
Yorkshire and Humber	33.14	

What actions has the LA taken this year to support schools in their work in raising outcomes?

We have developed a set of key principles which govern the decisions made by the directorate with regard to Post 16.

We run a Post 16 network which showcases good practice.

The traded offer for secondary schools also considers curriculum design and delivery at Post 16.

LA maintained schools can opt to have a Post 16 review as part of their allocation of adviser support. This can be purchased by non-LA schools.

What further actions does will the LA take to support schools in their work to improve outcomes?

We have established an FE Forum which shares information with a view to ensuring Post 16 provision is available in the city which meets the growing numbers of students, enables them to pursue their ambitions and responds to the economic needs of the city.

SACRE Annual report 2021-2022

Date: 5th July 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

- Every school in England must include religious education as part of its curriculum. Every local authority must appoint a Standing Advisory Committee for Religious Education (SACRE) to support this provision.
- SACREs have a duty to publish an annual report, ideally by the 31st December each calendar year. This report has to be sent to the Secretary of State for Education as well as to key partners, including schools, teacher training institutions, libraries and councillors.
- This report considers the priorities for SACRE over the last year and the progress made on them; the main areas of discussions at SACRE meetings; work to review RE provision in secondary schools in Leeds; the Welcoming Schools initiative; results in RE in external exams; production of a Sensitivity to Faiths document and details of the professional support and training offered by SACRE consultants.

Recommendations

- a) Members are asked to note the content and recommendations set out within the appended report.

What is this report about?

1 The work of SACRE in 2021-2022.

What impact will this proposal have?

2 Councillors will have greater awareness of the work of SACRE and the opportunity to ask questions about it.

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

Health and Wellbeing Inclusive Growth Zero Carbon

3

What consultation and engagement has taken place?

Wards affected:
Have ward members been consulted? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

4 The report has been considered by Leeds SACRE.

What are the resource implications?

5 This report has no resource implications.

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

6 There are no immediate risks to consider.

What are the legal implications?

7 This report has no legal implications.

Options, timescales and measuring success

This is an annual report which is reporting retrospectively so that options, success and timescales are not applicable in this instance.

What other options were considered?

8 N/A

How will success be measured?

9 N/A

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

10 N/A

Appendices

- Appendix 1 – SACRE Annual report

Background papers

- None

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**Standing Advisory Council on Religious
Education
(SACRE)**

Annual Report 2021-22

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Section One: Introduction and the Work of SACRE

Words from the Chair

In this my first Annual Report as Chair, I take great pleasure in thanking the four committee groups which make up the Leeds SACRE. They have volunteered their time to fulfil this significant statutory role for Leeds City Council. In this report, you will see in detail some of the significant outputs achieved by the members as teaching professionals, local councillors and faith groups, including those of no faith, have put in. To monitor our effectiveness as a SACRE, we have initiated questionnaires for both Primary and Secondary Schools to help identify the areas where support may be needed to plug any holes. In addition, being associated with two other SACREs in West Yorkshire, Calderdale and Kirklees, we can offer best practice ideas for schools and the classroom.

As a SACRE, we take our responsibilities seriously and critically to ensure that schools and teachers receive the best syllabus and advice. The Westhill project is an excellent example where we, as a SACRE, have engaged and initiated a classroom resource by making a film in both a Leeds Synagogue and Gurdwara.

Like politics, religion must often navigate firm beliefs. We aim to support and provide advice by signposting resources for RE specialists or non-specialist teaching staff to have ready answers when asked. In a 24-hour rolling news world, we know this is probably a weekly, if not daily, occurrence highlighting the need for religious education and understanding of the subject.

If you know anyone interested in RE or want to be involved with the process, please do not hesitate to contact Leeds SACRE.

Russell Trudgen

Chair of Leeds SACRE 2021 - 22 and Pentecostal representative

Overview

This annual report is prepared by Leeds SACRE. SACRE as a body is required to advise the Local Authority on matters relating to Religious Education and Collective Worship. This report provides a picture of the support given for Religious Education and Collective Worship during 2021-22. The report is a public document which is also sent to the National Association of SACREs (NASACRE) and the Department for Education.

For further information on the report or on RE and Collective Worship in Leeds, contact Helen Rivers at helen.rivers@leeds.gov.uk or Alastair Ross at alastair.ross@leeds.gov.uk. For information on SACRE please contact the clerk, Michael Oates michael.oates@leeds.gov.uk

Dates and content of meetings

There were four meetings of Leeds SACRE during the year 2021-22, all held via Zoom with the exception of the final meeting in June 2022, which was held at Makkah Mosque, Leeds. Meetings are open to the public and minutes are also available on-line. These meetings were held on 21st September 2021 (AGM), 16th November 2021, 22nd March 2022 and 7th June 2022.

Mark Edon (Humanist representative) stood down as chair at the September AGM, following four years' service. Russell Trudgen (Pentecostal representative) was elected as the new chair. Afsha Hussain (Muslim representative) was elected as vice-chair.

As well as considering the general position of RE and collective worship in the city, SACRE discussed the following issues at its meetings during the year:

- The Local Agreed syllabus – due to be reviewed and revised by 2024;
- Revision of guidance on sensitivity to faith in schools;
- Clarification of funding for Leeds SACRE responsibilities and activities;
- Review of secondary provision for RE, including time allocation;
- Progress on the two films funded by Westhill endowment trust;
- Faith and education project to encourage engagement between faith communities and schools;
- Improving representation on SACRE from those groups currently under-represented;

- Discrimination and prejudice, including discussions about antisemitism, a presentation on Islamophobia awareness, and the promotion of best practice in schools;
- Completion of SACRE self-evaluation
- National Association of SACREs (NASACRE) – items of interest or action, including information from NASACRE conference on Ofsted developments.
- Future joint meetings of chairs and vice chairs across West Yorkshire (WYSACRE);

SACRE Priorities for 2021-22

In the development plan for 2021-22, the priorities for SACRE are outlined below:

1. Communication, information and guidance.
 - Produce regular information for schools, including regular updating of intranet for schools and half termly newsletter;
 - Provide updated guidance on key areas: RE, Collective Worship, Celebrating diversity, and nurturing tolerance of different faiths and beliefs.
2. Professional development and support
 - Provision of CPD, regional networks and consultancy for primary and secondary schools;
 - Begin the process of reviewing and updating local agreed syllabus for RE;
 - Monitor compliance and provision of RE in secondary schools.
3. Strategy and priorities
 - Widening participation and involvement in SACRE;
 - Further develop the West Yorkshire SACRE Hub;
 - Implement new format for annual report; report to be presented to scrutiny panel.
4. Promoting understanding and tolerance
 - Continuing to develop 'Schools Welcome!' project to encourage visits and visitors to and from faith communities; update and maintain visits directory;
 - Offering free training to faith communities;
 - Complete Westhill funded film project;
 - Produce guidance on faith sensitivities.

Self-evaluation

During the year, Leeds SACRE completed a process of self-evaluation based on the NASACRE template. Arising from this the following areas future development were identified and will be built into the development plan for the next two years.

SACRE

1. Membership and attendance: SACRE needs to ensure there continues to be consistent attendance and needs more teacher representatives. Contacts with partners, such as HE providers, should be developed. It is worth exploring whether a more structured link with MATs is feasible and beneficial
2. Communication: An annual discussion of the report should take place at CYP Scrutiny or similar. Procedures should be put in place so that meaningful contact can be made with and between members outside of SACRE meetings. More opportunities should be found to hear from pupils and teachers.
3. Planning and Strategy: The development plan should be reviewed regularly and be the focus of every SACRE meeting. An annual questionnaire should also be sent to all schools to elicit relevant information and to enquire about what support might be needed.

Religious Education

1. Information: An annual questionnaire should be used to enquire about RE and other matters. Arrangements should be made to receive and analyse data from public examinations. Together with reviewing Ofsted reports this information should be used to focus on appropriate support and intervention.
2. Issues with communication need to be resolved and alternative routes such as direct mailing explored

Local Agreed Syllabus

1. Planning for the review and revision of the agreed syllabus, due by 2024, should start in September 2022. This should fully involve teachers, the maintained and academy sector, and faith representatives. It should recognise and include latest guidance, research and developments and should be in partnership with other authorities in West Yorkshire.

Collective Worship

1. The pandemic has narrowed the scope of Collective Worship and SACRE now needs to raise its profile and offer some review or professional development to schools.
2. Although there are no current determinations in Leeds schools, there needs to be a process for considering these should one arise. SACRE members need some training and briefing about determinations

Community Cohesion

1. Review and reflect on census information on faith, due in autumn 2022, and discuss how this might affect SACRE's work.
2. Develop further links with the Communities team and others to ensure SACRE is fully engaged with wider city issues.

Further details of the self-evaluation or the development plan can be obtained via the clerk to SACRE.

Meetings for 2022-23

SACRE meetings for 2022-2023 have been provisionally arranged for these dates: 22nd September 2022, 7th December 2022, 20th March 2023 and 6th June 2023. For more information contact the clerk, Michael Oates michael.oates@leeds.gov.uk

Section Two: Statutory Responsibilities: Religious Education

The Local Agreed Syllabus

The Local Agreed syllabus, 'Believing and Belonging', is the statutory curriculum for all maintained schools in the city. This syllabus is now shared with Bradford, as well as Kirklees and Calderdale. Other academies and free schools must teach RE according to the requirements of their trust deed or funding agreement. Although SACREs and local authorities do not have any responsibility or authority for their curriculum, it welcomes use of these resources by all local schools. Results from the recent SACRE survey of secondary RE provision in Leeds demonstrated that the great majority of secondary academies have adopted the local agreed syllabus.

The agreed syllabus is due to be reviewed and updated by 2024. The process for this review will be introduced at the SACRE meeting in September 2022 and a timeline for completion will be put in place. Following the recent completion of the SACRE self-evaluation (SEF), it was agreed that 'Section 3: The effectiveness of the locally agreed syllabus' will be used as a framework for the syllabus review.

Standards and Monitoring

SACRE enquiry

In November 2021, Leeds SACRE asked secondary schools to complete a brief survey about the provision of RE. Most schools replied (34/42) and those who did not respond have been followed up.

The main general findings and issues from the survey were:

- Most schools use the local agreed syllabus
- Most schools make adequate time and curriculum provision at KS3.
- Only about 1/3 of responding schools had adequate provision for RE at Key Stage 4.
- A few schools seemed to be unaware of the requirements to follow a syllabus, citing the 'national curriculum' or 'we are an academy'

The survey has informed SACRE of the needs of secondary schools and enabled targeted support and action. All schools received an individual and specific response to their entry. In

some cases, schools have been offered some tailored support which has made a real difference to their RE provision. At least three secondary schools have increased their provision for RE at key stages 3 and 4.

A similar survey for primary schools was sent out towards the end of the summer term 2022 and will be followed up in the coming year.

Examination results

In 2022, GCSEs took place for the first time since 2019. Due to the pandemic, external assessments were cancelled in 2020 and 2021 and no school headline measures were published. Instead, grades were awarded based on centre and teacher assessment.

Despite a return to external examination, accountability measures at an institution and city level should be considered with some caution this year because the impact of the pandemic on schools and pupils differed from one institution to another. In addition, the methodology which was used to calculate performance measures at KS4 was markedly different this year.

Having said that, outcomes for Leeds were very positive. In the progress 8 measure, which looks at the progress pupils make from the end of their primary education to the end of their compulsory school education aged 16 placed Leeds as the 34th highest performing authority nationally, out of a total of 151.

This positive picture was replicated in results for GCSE Religious Studies. The average point score for the 1770 pupils who took this qualification was 5.5, compared to the national figure of 5.3. 79% of pupils gained a grade 4 or above, 3% higher than the national figure and 69% gained a grade 5. 37% gained a grade 7 or above, which is the equivalent of an old A grade.

In the past girls have outperformed boys by some measure. This is still the case but the gaps appear smaller. 75% of boys in Leeds taking GCSE RE gained a grade 4 or above compared to 82% of girls. 67% of pupils who receive free school means, or have received them in the past 6 years, gained a grade 4 or above. There is little overall difference in the average point score for pupils with English as a second language and pupils with English as a first language.

The progress 8 figure for RE is very high at +0.38. This is equivalent to one in three pupils in Leeds being awarded one grade higher than their peers nationally with the same starting point.

Professional development and support for schools

General support

During the year this professional support continued through two consultants, Alastair Ross (SACRE and secondary schools) and Helen Rivers (primary schools, training and general RE enquiries), who are contracted through Pennine Learning, a small local company specialising in RE and community cohesion. Together the two consultants provide forty days support per year in total, though this is arranged as flexibly as possible to facilitate effective working with schools and others. They also support SACREs and RE in Calderdale and Kirklees, enabling appropriate collaboration and partnership. Jake Womack has recently joined the team and will be helping to facilitate the secondary RE network for Leeds, Kirklees and Calderdale.

Through the Learning Service and the RE consultants, support has been available to schools, and used by teachers, in a number of ways, including:

- Maintenance of the syllabus and its schemes of work, including prompt response to queries or difficulties;
- Consultancy over specific or general RE issues, including advice about withdrawal from RE;
- Availability by phone, email or virtual meetings;
- Support for schools wishing to develop and improve RE following Ofsted inspections.

Training

This year courses have included a termly primary RE network meeting, a day course for new RE coordinators and two half-day courses for experienced RE subject leaders.

A secondary Subject Leaders Development Meeting (SLDM) is organised by the Learning Partnership and organised by leading teachers Caroline Dodgeon from Abbey Grange CE Academy and Jake Womack from Pennine Learning. SLDMs took place each term, virtually. In the summer term the SLDM took the form of a full day of training and networking for Secondary RE teachers at Abbey Grange Academy Leeds. The secondary RE network is

organised in partnership with Kirklees and Calderdale RE networks and open to teachers from all three local authorities.

A successful series of five twilight webinars on subject knowledge of world faiths took place over the academic year and included guests from faith communities. These were held in cooperation with partner local authorities. In the coming year a full range of CPD and consultancy will be available through Leeds for Learning.

RE Reviews and SACRE RE Award

The review and award continue to be available on line and face to face. A small number of schools have worked with a consultant to review their RE provision using the award framework. A 'Deep Dive' in Religious Education is also offered to schools. This half-day session focuses on a review of curriculum provision, looking at its scope, rigour and sequencing. These opportunities are promoted via RE networks and on Leeds for Learning.



Other information

A range of guidance continues to be available to Leeds schools on a wide range of related areas, including:

- RE Policy
- Withdrawal from RE
- Collective Worship
- Celebrating Diversity
- Engaging with faith communities

During the year Leeds SACRE has worked with partners in Calderdale, Kirklees, Oldham and Tameside to produce advice on sensitivity to issues relating to faith in schools. This will be signed off in the autumn of 2022 and be available to schools as practical information and support to school leaders.

In addition, a half termly newsletter and index of resources is available to all schools, together with a directory of possible visits and visitors.

Section Three: Statutory Responsibilities: Collective Worship

Standards and Monitoring of Collective Worship

Guidance is offered to schools and Ofsted reports are scrutinised in order to keep up to date with current issues and concerns. It has been difficult for schools to maintain an effective programme of collective worship during the pandemic and one of SACRE's key priorities in the coming year will be to remind, facilitate and support schools. This will include offering light-touch review conversations with practical suggestions.

Complaints and determinations

There were no complaints made during the year to SACRE about Collective Worship. There are no determinations to vary statutory requirements in any maintained school in Leeds. Responsibility for determinations in English academies and free schools rest with the Schools Funding Agency. The Determination Process is to be reviewed by Leeds SACRE in the coming year.

Professional development and support for schools

Through the consultant, SACRE is always ready to advise or support schools on request. It has been noted that some SACRE members are well-placed to support collective worship in schools and opportunities for discussion about this will be included on the agenda in 2022-23. A half-day course on planning for collective worship/ inclusive assemblies will be offered in summer 2023 to aid schools in developing an effective and inspiring programme. It is hoped that SACRE members will become more involved in practical support and monitoring. These questions may be helpful to SACRE members in reflecting on the value and effectiveness of collective worship in school:

1. Collective: How does the assembly celebrate and promote a sense of community within the whole school (or group)?
2. Educational: Is there a clear aim and focus, with appropriate learning? Does it engage and interest pupils and staff?

3. Spiritual: How does the assembly nurture pupils' awareness of their beliefs and values - and those of others (including non-religious beliefs)? How does it develop a sense of the meaning, purpose and value in their lives?
4. Reflective: Is there space and opportunity for thoughtful reflection, in the assembly or as a follow up? If prayers are used do these allow for different approaches and responses?
5. Inclusive: How does the assembly programme develop understanding of different perspectives and cultures? How does it promote values of tolerance, diversity and equality?
6. Responsive: How did pupils respond and participate?

Other information

Parents have a statutory right to withdraw their children from collective worship. Guidance on good practice and protocols for withdrawal is available to schools; consultants are available if further support is needed. SACRE recognises parents' legal rights but hopes all children will be enabled to receive stimulating and balanced RE as part of their entitlement to a broad curriculum. Guidance is also provided to schools in fulfilling statutory obligations over collective worship and promoting good SMSC development.

Section Four: Links with other organisations

SACRE has active links with the following organisations:

- National Association of SACREs (NASACRE)
- West Yorkshire SACREs (WYSACRE)
- The Association of RE Inspectors, Advisers and Consultants (AREIAC)
- Local faith organisations and interfaith groups
- Leeds for Learning
- The School Improvement Service
- RE Today Services
- And other local organisations and charities such as Equilibria

Section Five: Other areas of involvement

Welcoming Schools

Visits to local places of worship and links with faith communities continue to be promoted to fulfil our obligation to promote fundamental values of respect and tolerance. As in-person visits resume following the pandemic, we want to broaden pupils' experience and perspectives of the faith communities in Leeds. A directory of faith visits and visitors is regularly updated. It includes individuals from faith communities who are willing to come into school and bring some direct engagement and an opportunity for dialogue. It also includes some general information about places and organisations.

In the Spring term 2022, Leeds primary schools were invited to participate in an online diversity conference about 'Spring Celebrations'. Following some subject content and creative activities, pupils were given the opportunity to meet representatives from local faith communities and to ask questions in an online session. It is anticipated that 'virtual' sessions will continue to be offered and promoted alongside in-person visits and events.



Free training is offered to faith communities in order to inform them of the requirements of the Leeds RE Syllabus, and to support them in hosting visits from schools. Training was offered online for most of the year, but has now resumed in-person at venues in Leeds and Kirklees. Some SACRE members have participated in training and this project continues to build up worthwhile links between schools and faith communities. Local organisations such as Concord Interfaith Fellowship and Leeds Interfaith are supportive in publicising and supporting training events.

An audit tool and consultancy support is available for promoting tolerance and understanding of different faiths in schools. This has been promoted via Leeds for Learning and in RE networks.

Westhill Project

Leeds SACRE has been awarded a Westhill grant to support Religious Education in the local area. Alongside some additional funding from Kirklees and Calderdale SACREs, this grant is funding the production of two professionally-produced films to introduce young people to a

synagogue and a gurdwara in Leeds. Interviews with representatives from the two faith communities have been filmed and edited along with footage of worship and activity in the places of worship themselves. The films will be offered to schools, alongside supporting materials and the option of a live session online or in person with representatives of the faith community.

Faith sensitivities

During the year Leeds SACRE has worked with partners in Calderdale, Kirklees, Oldham and Tameside to produce advice on sensitivity to issues relating to faith in schools. This will be signed off in the autumn of 2022 and be available to schools as practical information and support to school leaders.

Relationships, Sex and Health Education

Last year SACRE members and local authority advisers felt it would be helpful to offer support to teachers and schools as they began to follow statutory guidance on teaching Relationships, Sex and Health Education (RSHE). Although SACRE is not responsible for RSHE, they recognise that this is a sensitive area, especially at the interface between beliefs, sex and relationships. 'Voices and Viewpoints' aims to offer a range of viewpoints from people of faith about the specific areas covered in the RSHE curriculum and to support teachers. It also aims to reassure parents that faith perspectives are recognised and to signpost appropriate sources of guidance.

Section Six: Leeds SACRE arrangements

Leeds City Council funds the operation of SACRE by contracting its consultants, providing a clerk and supporting its work through links with senior education officers.

SACRE membership includes representatives from all four constituent committees.

Committee A	Faith communities except for the Church of England
Committee B	Anglican representatives
Committee C	Teachers and schools
Committee D	Leeds City Council

Membership for 2021-2 was as follows:

Buddhist	A	Chris Smart
Hindu	A	Saroj Chauhan
Jewish	A	Gail Taylor
Muslim	A	Afsha Hussein
<i>Muslim</i>	A	Shazia Mahmood
Sikh	A	Harvinder Singh
Humanist	A	Ian Harris
<i>Bah'ai</i>	A	<i>Vacancy</i>
Christian denominations (Methodist)	A	Ruth Barlow
Christian denominations (Orthodox)	A	Vacancy
Christian denominations (RC)	A	Nessa Nedd
Christian denominations (Pentecostal)	A	Russell Trudgen
Christian denominations (Quaker)	A	Pauline Leonard
Christian denominations	A	Vacancy
Christian denominations	A	Vacancy
Christian denominations	A	Vacancy
Church of England	B	Denise Brogden
Church of England	B	Ann Nicholl
Church of England	B	Vacancy
Church of England	B	Vacancy
Church of England	B	Vacancy
Teachers associations	C	Leanne Ward
Teachers associations	C	Lisa Walsh

Teachers associations	C	Elizabeth Halfpenny
Teachers associations	C	Vacancy
Teachers associations	C	Vacancy
Local authority	D	Cllr Ryk Downes
Local authority	D	Cllr Zara Hussain
Local authority	D	Cllr Andrew Scopes
Local authority	D	Cllr -
Local authority	D	Vacancy
Coopted	Z	Available
Coopted	Z	Available
Coopted	Z	available

SACRE needs to ensure there continues to be consistent attendance and needs more teacher representatives. Contacts with partners, such as HE providers, should be developed. It is worth exploring whether a more structured link with MATs is feasible and beneficial

Training is provided by NASACRE and offered to SACRE members, though better induction is needed locally.

Section Seven: Advice to the Local authority

The following advice is given by SACRE to the local authority:

1. To review the funding of SACRE to ensure it is in line with national recommendations and good practice;
2. To review the membership of SACRE to ensure it reflects the breadth and diversity of the city in terms of faiths and beliefs.
3. To ensure SACRE's annual report is considered carefully by the Scrutiny Panel of the Council and any of its content noted.
4. To begin the review of the local agreed RE syllabus in collaboration with neighbouring West Yorkshire SACREs.
5. To consider how a network for teachers of RE could be provided at no or very low cost in view of the issues of sensitivity and confidence.

No appendices are attached to this report; all the relevant information is contained within the main body. However, any further information can be requested via the clerk, Michael Oates michael.oates@leeds.gov.uk



This annual report is prepared for Leeds Standing Advisory Council on RE (SACRE) as part of its statutory responsibility. For further information on the report or on RE and Collective Worship in Leeds, please contact Helen Rivers at helen.rivers@leeds.gov.uk



Work Programme

Date: 5 July 2023

Report of: Head of Democratic Services

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

- All Scrutiny Boards are required to determine and manage their own work programme for the municipal year. In doing so, the work programme should not be considered as fixed and rigid, it should be recognised as a document that can be adapted and changed to reflect any new and emerging issues throughout the year; and also reflect any timetable issues that might occur from time to time.
- The Scrutiny Board Procedure Rules also state that, where appropriate, all terms of reference for work undertaken by Scrutiny Boards will include 'to review how and to what effect consideration has been given to the impact of a service or policy on all equality areas, as set out in the Council's Equality and Diversity Scheme.'
- Reflecting on the information in this report, members are requested to consider and discuss the Board's work programme for this municipal year.

Recommendations

Members are requested to consider the Board's work programme for the 2023/24 municipal year.

What is this report about?

1. A draft work programme for the Children and Families Scrutiny Board is presented at Appendix 1 for consideration and discussion. Reflected in the document are known items of scrutiny activity, such as performance and budget monitoring, as well as other areas of work identified by the Board at its meeting held on 7 June 2023.
2. The latest Executive Board minutes from the meeting held on 21 June 2023 are also attached as Appendix 2. The Scrutiny Board is asked to consider and note the Executive Board minutes, insofar as they relate to the remit of the Scrutiny Board; and consider any matter where specific scrutiny activity may also be warranted.
3. Members will note that a number of areas discussed at the June meeting have now been incorporated into Appendix 1. These include: work on EHCPs; the Impact of Vaping on Children & Young People; The Independent Review of Children's Social Care (Macalister Review) Implementation Update; School Attendance Update; Children and Families Transformation Agenda (Delivery Board) and Impact of asylum changes on children.
4. It should be noted that some of the specific items raised by board members are included under broader headings. For example, the Board mentioned carrying out work on Children Looked After in 2023/24, this is expected to feature under the Macalister Review Implementation Update.

What impact will this proposal have?

5. All Scrutiny Boards are required to determine and manage their own work programme for the municipal year.

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

Health and Wellbeing

Inclusive Growth

Zero Carbon

6. The terms of reference of the Scrutiny Boards promote a strategic and outward looking Scrutiny function that focuses on the Best City Ambition.

What consultation and engagement has taken place?

Wards affected:

Have ward members been consulted?

Yes

No

7. To enable Scrutiny to focus on strategic areas of priority, it is recognised that each Scrutiny Board needs to maintain dialogue with the Directors and Executive Board Members holding the relevant portfolios. The Vision for Scrutiny also states that Scrutiny Boards should seek the advice of the Scrutiny officer, the relevant Director and Executive Member about available resources prior to agreeing items of work.

What are the resource implications?

8. Experience has shown that the Scrutiny process is more effective and adds greater value if the Board seeks to minimise the number of substantial inquiries running at one time and focus its resources on one key issue at a time.

9. The Vision for Scrutiny, agreed by full Council also recognises that like all other Council functions, resources to support the Scrutiny function are under considerable pressure and that requests from Scrutiny Boards cannot always be met.
10. Consequently, when establishing their work programmes Scrutiny Boards should:
 - Seek the advice of the Scrutiny officer, the relevant Director and Executive Member about available resources;
 - Avoid duplication by having a full appreciation of any existing forums already having oversight of, or monitoring a particular issue;
 - Ensure any Scrutiny undertaken has clarity and focus of purpose and will add value and can be delivered within an agreed time frame.

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

11. There are no risk management implications relevant to this report.

What are the legal implications?

12. This report has no specific legal implications.

Appendices

- Appendix 1 – Draft work programme of the Children and Families Scrutiny Board for the 2023/24 municipal year.
- Appendix 2 – Minutes of the Executive Board meeting on 21 June 2023.

Background papers

- None

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Scrutiny Board (Children and Families) Work Schedule for 2023/2024 Municipal Year

June	July	August
Meeting Agenda for 7th June 2023 at 10 am	Meeting Agenda for 5th July 2023 at 10 am	No Scrutiny Board meeting
Co-opted Members (DB) Scrutiny Board Terms of Reference (DB) Potential Sources of Work (DB) Performance Update (PM) Youth Justice Plan Update (PSR)	Impact of Vaping on Children & Young People (PSR) Inquiry Terms of Reference – Provision of EHCP Support (PM) Annual Standards Report (PDS) SACRE Annual Report (PM)	
Working Group Meetings		
Site Visits		

Scrutiny Work Items Key:

PSR	Policy/Service Review	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring



Scrutiny Board (Children and Families) Work Schedule for 2023/2024 Municipal Year

September	October	November
Meeting Agenda for 6th September 2023 at 10 am	Meeting Agenda for 4th October 2023 at 10 am	Meeting Agenda for 29th November 2023 at 10 am
<p>The independent review of children's social care (Macalister Review) – Implementation Update (PM)</p> <p>Inquiry Session Provision of EHCP support – to include directorate report and terms of reference approval (PM)</p> <p>Impact of asylum changes on children (PSR)</p>	<p>Leeds Safeguarding Children Partnership Update (PSR)</p> <p>Refresh of the Leeds 3As Plan (PDS)</p> <p>School Attendance Update (PM)</p>	<p>Inquiry Session - Provision of EHCP Support (PM)</p> <p>Children and Families Transformation Agenda (Delivery Board) (PDS)</p> <p>Future in Mind Strategy (PSR)</p>
Working Group Meetings		

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PSR	Policy/Service Review	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring



Scrutiny Board (Children and Families) Work Schedule for 2023/2024 Municipal Year

December	January	February
No Scrutiny Board meeting.	Meeting Agenda for 24th January 2024 at 10 am	No Scrutiny Board meeting.
	Performance report (PM) Financial Health Monitoring (PSR) 2024/25 Initial Budget Proposals (PDS) Best City Ambition – Update (PDS)	
Working Group Meetings		
2024/25 Initial Budget Proposals (PDS) – <i>date to be confirmed</i>		
Site Visits		

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Scrutiny Work Items Key:

PSR	Policy/Service Review	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring



Scrutiny Board (Children and Families) Work Schedule for 2023/2024 Municipal Year

March	April	May
Meeting Agenda for 6th March 2024 at 10 am	No Scrutiny Board meeting	No Scrutiny Board meeting
Leeds Child Poverty Strategy Update (PSR) Voice and Influence Team – hearing the voices of Young People (PSR) Draft Inquiry Report – Provision of EHCP Support (PM)		
Meeting Agenda for 27th March 2024 at 10 am		
The independent review of children’s social care (Macalister Review) – Implementation Update (PM)		
Working Group Meetings		
Site Visits		

Scrutiny Work Items Key:

PSR	Policy/Service Review	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring

EXECUTIVE BOARD

WEDNESDAY, 21ST JUNE, 2023

PRESENT: Councillor J Lewis in the Chair

Councillors D Coupar, M Harland,
H Hayden, A Lamb, J Lennox, J Pryor,
M Rafique and F Venner

APOLOGIES: Councillor S Arif

1 Exempt Information - Possible Exclusion of the Press and Public

There was no information contained within the agenda which was designated as being exempt from publication.

2 Late Items

There were no late items of business submitted to the Board for consideration.

3 Declaration of Interests

There were no interests declared at the meeting.

4 Minutes

RESOLVED – That the minutes of the previous meeting held on 19th April 2023 be approved as a correct record.

5 Chair's Opening Comments

The Chair welcomed all in attendance to the first Executive Board meeting of the 2023/24 municipal year, and in doing so specifically welcomed Councillors A Lamb and J Lennox to their first meeting as Board Members.

CHILDREN'S SOCIAL CARE AND HEALTH PARTNERSHIPS

6 Leeds Safeguarding Children Partnership - Annual Report 2021/23

The Director of Children and Families submitted a report introducing the Annual Report of the Leeds Safeguarding Children Partnership (LSCP). The report provided details of the range of activity which had been undertaken by the LSCP over a 24-month period between 2021-2023 in relation to the Partnership's priorities, leadership, progress and its impact. The report also provided details of the learning from reviews undertaken during this period.

The Board welcomed to the meeting Jasvinder Sanghera CBE, Independent Chair of the LSCP; together with representatives of the LSCP Executive Group: Chief Superintendent Steve Dodds, West Yorkshire Police; Gill Marchant, Designated Nurse, Safeguarding Children, NHS Leeds; and Julie Longworth, Director for Children and Families, Leeds City Council.

Draft minutes to be approved at the meeting
to be held on Wednesday, 26th July, 2023

By way of introduction, the Executive Member highlighted several key points including the strength of the partnership and the key role played by all partners including the third sector; the ongoing learning processes in place and the complex and challenging circumstances being experienced nationally which formed the backdrop to which all safeguarding work was being undertaken.

Throughout the discussion Board Members and partners extended their thanks to Jasvinder Sanghera, given that she was coming to the end of her term of office as LSCP Independent Chair. Members highlighted the dedication that she has shown throughout her time in the role and welcomed the challenge that she brought as Independent Chair.

Chief Superintendent Dodds, as a member of the LSCP Executive Group, provided a summary of the key issues highlighted within the annual report together with the identified priorities moving forward. This was followed by Jasvinder Sanghera providing a precis of the annual report from her perspective as Independent Scrutineer.

Responding to questions from Members and associated discussion arising from the report, the Board was provided with further detail on the following:-

- how the dissemination and embedding of learning from reviews was being implemented in practice;
- clarification was provided that the intention was for the partnership to continue to have an 'independent scrutineer' in place which would follow on from the role of the Independent Chair of the LSCP, with it being noted that the recruitment process for the new 'scrutineer' was underway;
- an update regarding the role and ongoing work of the LSCP sub groups;
- the process, associated consultation and timeframe for the review of the partnership's priorities moving forward;
- the current position regarding children being educated at home in Leeds, and the work being undertaken in this area;
- the ongoing relationship between the LSCP and the Council's Scrutiny Board;
- the levels of demand and challenging circumstances that continued to be experienced in the delivery of safeguarding services, and the need to ensure that such matters continued to be raised with Government.

In conclusion, Members welcomed the detailed discussion which had taken place and thanked all of the partner organisations for the ongoing role that they played in relation to the provision of safeguarding of children and young people across the city.

RESOLVED –

- (a) That the contents of the submitted report, the contents of the Leeds Safeguarding Children Partnership's Annual Report for 2021/23, as appended, together with the comments made during the discussion, be noted;

- (b) That the journey of significant improvements to the safeguarding system within Leeds, as detailed within the submitted report, be noted;
- (c) That the areas for further improvements and/or assurance, as detailed within the submitted report, be noted.

7 'Thriving': The Child Poverty Strategy for Leeds

Further to Minute No. 68, 19 October 2022, the Director of Children and Families submitted a report presenting a further update on 'Thriving' – the Child Poverty Strategy for Leeds and the ongoing activity that sat beneath the strategy. The report presented an update on each workstream, including outcomes to date and next steps, and considered the impact that the national cost of living crisis continued to have upon local levels of poverty, including the effect upon children and families.

In introducing the report, the Executive Member highlighted the key themes within the update and provided clarification on the statistics for the number of people living in 'relative poverty' from the Department for Work and Pensions (DWP), underlining that the DWP had advised that such figures should not be used in comparison with previous years.

In considering the report, Members discussed the respective roles that both the Council and Government had in mitigating the levels and impact of child poverty in Leeds. In addition to the work already being undertaken by the Council in this area, it was highlighted that any suggestions of ways in which the Council could further mitigate the impact of child poverty would be welcomed.

RESOLVED –

- (a) That the ongoing strategic framework in place to mitigate the impact of child poverty, together with the work being undertaken by the Council and other partners in the key areas of activity, be endorsed;
- (b) That the need to promote the work of the 'Thriving' strategy across the city and across Council directorates and through our wider city partnerships, in order to highlight the impact of poverty on children and their families, be acknowledged;
- (c) That it be noted that the responsible officer for such matters is the Chief Officer for Family Help, Children and Families.

8 Report to consider a Council Resolution agreed at a meeting of Full Council on 22 March 2023

The Director of Children and Families submitted a report following a White Paper Motion resolution of Full Council at its meeting on 22nd March 2023 regarding the issue of Children's Safeguarding (Minute No. 99, meeting of Full Council, 22 March 2023 refers).

In introducing the report, the Executive Member highlighted key points arising from it, together with the cross-party approach which had been taken during the compilation of the report via a recent meeting with Political Group Leaders and given the report's recommendation for the Council to issue a cross-party letter to Government.

Responding to questions from Members, the Board was provided with further detail on the following:-

- The learning which had been undertaken and the effective procedures established to ensure that appropriate notification procedures were in place in the event of a serious safeguarding incident;
- The robustness of the referral process in place to the Review Advisory Group, and the actions being taken to ensure that the correct culture was being embedded so that colleagues felt able to escalate a matter at the appropriate time; with a Member seeking further information on the number of referrals which had been made and the source of those referrals;
- The level of notifications regarding serious safeguarding incidents in Leeds, when compared to other Authorities, and how such matters were being monitored;
- Emphasis was placed upon the commitment to openness and transparency in relation to safeguarding matters, but with the acknowledgement that the welfare of any children involved would always take priority;
- In discussing the Local Authority's legal responsibility regarding the reporting of serious incidents and responding to a Member's question and comments about the relevant processes established in Leeds, the Board discussed the current position in Leeds and the partnership approach being taken. Also, given the complex nature of this area, strong partnership working alongside the embedding of learning were highlighted as key factors in ensuring that such processes remained effective. It was also emphasised that consideration of such matters would continue.

RESOLVED –

- (a) That the work the Council is undertaking to safeguard children where they may be linked to persons posing risk of sexual harm, in the circumstances as set out within the submitted report, be noted and endorsed;
- (b) That it be noted and endorsed that the Council upholds and enacts the principles of openness and transparency for independent and democratic scrutiny of children's safeguarding;
- (c) That it be noted and endorsed that the Council is committed to continuing the current model of independent oversight, by having a role of Independent Scrutineer;
- (d) That agreement be given for a cross-party letter to be sent to central Government, addressed to the newly established Child Protection

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Ministerial Group, and in view of the issues raised by the submitted report and the learning from Child Safeguarding Practice Reviews, this letter will request a review of legislation and statutory guidance, in order to identify improvements and/or amendments to legislation; in particular those that will strengthen the voice of the child and the child's need and right to know about their individual circumstances. This letter will also highlight the multiple use of different assessment risk tools, across agencies, and request a review into these, and whether a more standard approach could be adopted.

ECONOMY, CULTURE AND EDUCATION

9 UK Shared Prosperity Fund Years 2 and 3

Further to Minute No. 70, 19 October 2022, the Director of City Development submitted a report which provided an update on the development and progress of the UK Shared Prosperity Fund (UKSPF) in Leeds and which proposed arrangements for the delivery approach and authorisation of expenditure for projects in years 2 and 3.

RESOLVED –

- (a) That the progress made regarding delivery, together with the challenges experienced in relation to the UKSPF hyper local programme in Leeds in year one, be noted;
- (b) That the Leeds City Council delivery plan for years two and three, as detailed within the submitted report, which form part of the West Yorkshire Local Investment Plan (LIP), be supported;
- (c) That approval be given to the delegation of the necessary authority to the following for the authorisation of expenditure for projects in years two and three:-
 - (i) The Director of City Development who also retains overall responsibility for UKSPF Programme delivery;
 - (ii) The Director of Adults and Health in relation to those projects designated for delivery by Adults and Health in paragraph 24 of the submitted report;
 - (iii) The Director of Communities, Housing and Environment in relation to those projects designated for delivery by Communities, Housing and Environment in paragraph 24 of the submitted report;
 - (iv) The Director of Strategy and Resources in relation to those projects designated for delivery by Strategy and Resources in paragraph 24 of the submitted report.

10 Leeds' Cultural Investment Programme

Further to Minute No. 20, 27 July 2022, the Director of City Development submitted a report setting out proposals to enable the Council to modernise its cultural investments and relationships with the independent cultural sector across the city following the review and consultation undertaken. The report

summarised the headline findings from the work undertaken and presented the recommendations arising for the period April 2024 to March 2027.

In introducing the report, the Executive Member highlighted the range of economic, social and wellbeing benefits arising from a strong cultural sector in Leeds.

Responding to an enquiry regarding the impact of the LEEDS 2023 initiative, the Board received an update on the delivery of the programme to date, providing details of key events and the economic impact being realised as a result of LEEDS 2023.

RESOLVED –

- (a) That approval be given to redesignate the current grant programmes (arts@leeds and Leeds Inspired) to the 'Leeds Cultural Investment Programme', which will work to the shared aims, priorities, principles and implementation approach, as set out in the submitted report;
- (b) That approval be given to a new three-year investment programme for 2024/25 to 2026/2027, based upon the existing annual investment of £1,835,720 across the two present funds (arts@leeds and Leeds Inspired), and that it be noted that funding commitments will be subject to annual Council budget setting and therefore subject to potential change;
- (c) That following resolution (b) (above), agreement be given to the Director of City Development using his existing delegated powers to approve grant funding decisions for these programmes, with awards of grants being made in accordance with the proposed aims, principles and priorities, and in support of the Best City Ambition.

LEADER'S PORTFOLIO

11 Being Our Best - Our Organisational Plan for 2023 Onwards

The Director of Strategy and Resources submitted a report presenting a revised organisational plan for the Council from 2023 onwards. The proposals respond to the recommendations of the 2022 Local Government Association (LGA) Corporate Peer Challenge across a range of areas and sets out the vision to be the best Council in the best city, whilst also further establishing the Council's role as a key partner in the Best City Ambition.

Responding to a specific enquiry regarding the proportion of Council employees working from home and how this affected productivity levels, it was undertaken that information would be provided to the Member in question with regard to workplace occupancy levels and also relevant details from the recent staff survey.

In response to concerns raised by a Member regarding the principle of no longer displaying comments from the public on the Council's Planning Portal and the process by which that change was made, the Board was provided

with further information on the reasons for the change together with details of the process and consultation undertaken to implement it. The reasons for the change included resourcing constraints and key risks in relation to the inappropriate use of Public Access as a forum for antagonistic comments and a number of implications arising from that. It was emphasised that, consistent with the statutory process, comments from the public on planning applications could still be submitted and although not publicly visible, would still be recorded and considered. It was also noted that this was a 6 month trial and that the matter would be considered by Scrutiny at the conclusion of the trial. In conclusion, it was undertaken that the Member in question would be provided with specific details of the consultation process.

Reflecting on the issues experienced with regard to the online portal and any lessons that could be learned, it was suggested that further consideration with Members could be given to the way in which the Council interacts with the public more generally in future.

RESOLVED –

- (a) That the Council's 'Being Our Best – Our Organisation Plan for 2023 Onwards', as appended to the submitted report, and which has been established in response to the Best City Ambition and the findings and recommendations of the recent LGA Corporate Peer Challenge, be approved;
- (b) That it be noted that the 'Being Our Best' publication has been considered by Strategy and Resources Scrutiny Board at its 19 June 2023 meeting;
- (c) That it be noted that the Director of Strategy and Resources will be responsible for the refresh of the 'Being Our Best' plan following feedback during the year as the 'Be Your Best' manager development programme is implemented and progressed.

RESOURCES

12 Financial Health Monitoring 2022/23 - Outturn financial year ended 31st March 2023

The Chief Officer Financial Services submitted a report presenting details on the financial health of the Authority in respect of both the General Fund revenue budget and the Housing Revenue Account, as at the financial outturn position for 2022/23. The report also sought several related approvals from the Board.

The Executive Member extended her thanks to the Chief Officer, Financial Services and her team for the work that had been undertaken throughout the year, given the range of extremely challenging circumstances that continued to be faced.

As referenced within the report it was highlighted that at the financial outturn position for 2022/23 there was an overspend of £12.4m on the Authority's

General Fund services, with the recommendation that the Strategic Contingency Reserve be used to balance that overspend.

Responding to an enquiry, it was noted that HRA reserves would be used to balance the 2022/23 HRA overspend.

Again, responding to a Member's enquiry, the Board received an update and assurances upon the range of ongoing actions being taken to mitigate the significant financial pressures that continued to be faced across the Children and Families directorate, with reference being made to the significant levels of demand being experienced and the fact that this remained a national issue, with dialogue continuing with Government on such matters.

RESOLVED –

- (a) That it be noted that at the outturn position for 2022/23, the Authority's General Fund services show an overspend of £12.4m and that the Housing Revenue Account shows a net overspend of £6.8m;
- (b) That it be noted that during the year where an overspend was projected, directorates, including the Housing Revenue Account, were required to present action plans to mitigate their reported pressures in line with the Revenue Principles agreed by Executive Board in 2019, with it also being noted that savings actions identified are included within the reported overspend position;
- (c) That it be noted that increased inflation and impacts of the rising cost of living, including the agreed 2022/23 pay award, have been incorporated into the reported outturn position;
- (d) That the use of £12.4m Strategic Contingency Reserve to balance the General Fund overspend, be approved;
- (e) That the use of Housing Revenue Account (HRA) Reserves to balance the HRA overspend of £6.8m, be approved;
- (f) That the updated planned use of flexible use of capital receipts, specifically the additional planned use in 2022/23 of £0.8m, as shown at paragraph 3.12.1 of the submitted report, be approved;
- (g) That the creation of earmarked reserves, as detailed at Appendix 5 to the submitted report, be agreed, and that approval be given to delegate their release to the Chief Officer, Financial Services;
- (h) That the following injections into the Capital Programme, as detailed at Appendix 6A(iii) of the submitted report, be approved:-
 - £13,529.9k of Capital Receipt injections, primarily in relation to the East Leeds Orbital Road and District Heating Phase 3 schemes;
 - £1,967.0k of Departmental Borrowing injections, primarily to provide matched funding for a Local Authority Housing Fund scheme; and
 - £26,600.7k of external contributions, primarily relating to:

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- o £9,524.6k Leeds Station Sustainable Travel Gateway (Network Rail);
- o £5,918.7k HRA Schemes (Local Authority Housing Fund);
- o £5,400.0k A653 Beeston to Tingley (West Yorkshire Combined Authority);
- o £2,267.4k of external contributions for works on School schemes;
- o £1,492.9k of external contributions for works on Highways schemes;
- o £680.0k Armley Mills (Art Council England); and
- o £1,317.1k of other external contributions.

- (i) That the additional Capital Receipts Incentive Scheme (CRIS) allocations to Wards and Community Committees for the period October 2022 to March 2023 of £0.3m, be noted;
- (j) That it be noted that the Chief Officer, Financial Services will be responsible for the implementation of the resolutions detailed above following the conclusion of the associated “Call In” period.

13 Treasury Management Outturn 2022/23

The Chief Officer Financial Services submitted a report presenting the Council’s Treasury Management outturn position for 2022/23.

Members welcomed the report and paid tribute to the officers involved in the area of Treasury Management for the outcomes which had been achieved.

RESOLVED – That the Council’s Treasury Management outturn position for 2022/23, as detailed within the submitted report, be noted, with it also being noted that treasury activity has remained within the Treasury Management Strategy and Policy Framework.

14 Reducing Gambling Harm

The Director of Communities, Housing and Environment and the Director of Public Health submitted a joint report which presented a series of recommendations to the Executive Board in response to the statement issued by the Scrutiny Board (Environment, Housing and Communities) to the Executive in relation to ‘Reducing Gambling Harm’.

In introducing the report, the Executive Member highlighted the range of Council services and partner organisations involved in the reduction of gambling harm.

On behalf of the Board, Members thanked all involved, including the Executive Member for Communities, the continuing work of Council services, such as the Financial Inclusion Team and Public Health, and with tribute being made to the valuable role of the Scrutiny Board Communities, Housing and Environment, with special reference to the Scrutiny Board’s previous Chair, Councillor B Anderson.

In considering the report, whilst the significance of the gambling industry and its contribution to the economy was acknowledged, Members highlighted the key importance of ensuring that robust safeguards were in place at a national

level to reduce gambling harm, with the gambling industry being required to play its part in the delivery of such safeguards. It was also highlighted that the relevant legislation needed to be reviewed in order to reflect the significant changes which had occurred across the industry with regard to online gambling.

RESOLVED –

- (a) That the conclusions of the Scrutiny Board (Environment, Housing & Communities) as set out in the Scrutiny Board’s statement appended to the submitted report, be noted, together with the further information and recommendations provided to the Executive Board in response;
- (b) That the approach, as set out in the submitted report, be approved, specifically:-
 - (i) The formalisation of the Leeds Gambling Harms Group;
 - (ii) The introduction of an annual reporting process;
 - (iii) Respond to consultations resulting from the Government’s White Paper on gambling reform;
 - (iv) Respond to Government consultations regarding exposure to gambling products;
- (c) That the Director of Communities, Housing and Environment be responsible for the implementation of such matters.

COMMUNITIES

15 Tackling Inequality and Disadvantage in Communities: Locality Working in Our Priority Wards

Further to Minute No. 129, 16 March 2022, the Director of Communities, Housing and Environment submitted a report which provided an update on the progress being made in relation to expanding the city’s approach towards Locality Working within our Priority Wards and which provided details regarding the range of actions intended to be taken as part of the next stage of implementation.

In introducing the report the Executive Member highlighted the key themes within it including an update on the continuing work being undertaken alongside partners. Specific reference was also made to the respective reviews of Community Committees and Community Centres proposed to be undertaken, with it being highlighted that Members would be invited to be involved in both reviews. Also, emphasis was placed upon the links between this report and the ‘Thriving: The Child Poverty for Leeds’ report considered earlier in the meeting within the ‘Children’s Social Care and Health Partnerships’ portfolio.

Members welcomed the inclusion of the Social Progress Index data in the report.

Responding to a Member’s comments around the potential role of Community Committees moving forward regarding the consideration of further localised

decision making, and separately, highlighting the need to continue to consider the needs of those pockets of deprivation located outside of the Priority Wards, it was emphasised that any review and associated work relating to such matters would be undertaken in the most transparent and engaging way as possible.

In conclusion, on behalf of the Board, the Executive Member extended her thanks to Councillor B Anderson, previous Chair of the Scrutiny Board Communities, Housing and Environment for the related work that the Scrutiny Board had undertaken and highlighted that the Scrutiny Board's continued work in this area moving forward would be welcomed.

RESOLVED –

- (a) That the contents of the submitted report, be noted;
- (b) That the progress made in delivering the new locality ways of working within Priority Wards, together with the comments made during the consideration of this report, be noted;
- (c) That the review of Community Committees and their constitutional role in helping to shape and influence place, as referenced within the submitted report, be supported;
- (d) That the development of the new Priority Ward Partnership Plans, as detailed in the submitted report, together with the comments made during the consideration of this report, be noted.

SUSTAINABLE DEVELOPMENT AND INFRASTRUCTURE

16 Transpennine Route Upgrade - Transport and Works Act Order

The Director of City Development submitted a report summarising the progress made as a result of ongoing consultation with Network Rail regarding works proposed under the Transpennine Route Upgrade Transport and Works Act Order (TWAO) for the East of Leeds. In addition to outlining the key consultation undertaken to date, the report also provided details of the works proposed in the TWAO and concerns identified. Finally, the report sought support for the Council's proposed approach in response to the TWAO, and approval of the letter appended to the report which set out the Council's current and substantive position.

In introducing the report, the Executive Member highlighted the key points within it and the significant implications arising from the proposed TWAO.

A Member made enquiries regarding the actions which were proposed to mitigate the disruption to those communities directly affected and also the wider area, and the processes for the associated communications strategy. In response, the significance of the wide ranging impact arising from this project was highlighted. As a result, the importance of the associated consultation process as referenced within the report together with the appended letter proposed to be submitted Network Rail were underlined, as the Council would

look to use these processes to demonstrate its views and raise its concerns, with the aim of such matters being taken into consideration moving forward as part of the formal TWAO process.

A concern was raised on the proposals specifically affecting a public right of way in Micklefield.

RESOLVED –

- (a) That the proposed Transpennine Route Upgrade Transport and Works Act Order for the East of Leeds, be noted;
- (b) That the approach to respond to the TWAO under the Director of City Development's delegation scheme within the statutory 42-day period, as detailed within the submitted report, be supported;
- (c) That the letter to the Programme Director of the Transpennine Route Upgrade, as detailed at Appendix B to the submitted report, which sets out the Council's current and substantive position, be approved.

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**LAST DATE FOR CALL IN
OF ELIGIBLE DECISIONS:** 5.00 P.M., FRIDAY, 30TH JUNE 2023