



SCRUTINY BOARD (CHILDREN'S SERVICES)

Meeting to be held in Civic Hall, Leeds on
Thursday, 11th December, 2008 at 9.45 am

(A pre-meeting will take place for ALL Members of the Board at 9.15 a.m.)

MEMBERSHIP

Councillors

B Cleasby	-	Horsforth
G Driver	-	Middleton Park
J Elliott	-	Morley South
R D Feldman	-	Alwoodley
W Hyde (Chair)	-	Temple Newsam
B Lancaster	-	Moortown
J McKenna	-	Armley
V Morgan	-	Killingbeck and Seacroft
K Renshaw	-	Ardsley and Robin Hood
E Taylor	-	Chapel Allerton
C Townsley	-	Horsforth

Co-opted Members (Voting)

Mr E A Britten	-	Church Representative (Catholic)
Prof P H J H Gosden	-	Church Representative (Church of England)
Mr R Greaves	-	Parent Governor Representative (Secondary)
Mr I Falkingham	-	Parent Governor Representative (Special)
Mrs S Knights	-	Parent Governor Representative (Primary)

Co-opted Members (Non-Voting)

Ms C Johnson	-	Teacher Representative
Ms C Foote	-	Teacher Representative
Mrs S Hutchinson	-	Early Years Development and Childcare Partnership
Ms J Morris-Boam	-	Leeds VOICE Children and Young People Services Forum Representative
Ms T Kayani	-	Leeds Youth Work Partnership Representative

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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 Rules (in the event of an Appeal the press and public will be excluded.)</p> <p>(*In accordance with Procedure Rule 25, written notice of an appeal must be received by the Chief Democratic Services Officer at least 24 hours before the meeting.)</p>	
2			<p>EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC</p> <p>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.</p> <p>2 To consider whether or not to accept the officers recommendation in respect of the above information.</p> <p>3 If so, to formally pass the following resolution:-</p> <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 or information have been identified on this agenda.</p>	

Item No	Ward/Equal Opportunities	Item Not Open		Page No
3			<p>LATE ITEMS</p> <p>To identify items which have been admitted to the agenda by the Chair for consideration.</p> <p>(The special circumstance shall be specified in the minutes.)</p>	
4			<p>DECLARATION OF INTERESTS</p> <p>To declare any personal/prejudicial interests for the purpose of Section 81(3) of the Local Government Act 2000 and paragraphs 8 to 12 of the Members' Code of Conduct.</p>	
5			<p>APOLOGIES FOR ABSENCE</p> <p>To receive any apologies for absence.</p>	
6			<p>MINUTES - 13TH NOVEMBER 2008</p> <p>To confirm as a correct record the minutes of the meeting held on 13th November 2008.</p>	1 - 6
7			<p>BREEZE YOUTH PROMISE</p> <p>To receive and consider a report from the Head of Scrutiny and Member Development, which updates the Board on development of the Breeze Youth Promise and in particular the way in which it relates to recommendation 1 of the Youth Services Inquiry report published in May 2007.</p>	7 - 20
8			<p>SCRUTINY INQUIRY - EDUCATION STANDARDS - ENTERING THE EDUCATION SYSTEM</p> <p>To consider a report of the Head of Scrutiny and Member Development presenting evidence in line with Session 1 of the Board's Inquiry into Education Standards – Entering the Education System.</p>	21 - 106

Item No	Ward/Equal Opportunities	Item Not Open		Page No
9			<p>RECOMMENDATION TRACKING – INCLUSION CONSULTATION</p> <p>To receive and consider a report from the Head of Scrutiny and Member Development, which requests the Board to consider progress against the recommendation on inclusion.</p>	107 - 108
10			<p>WORK PROGRAMME</p> <p>To receive a report from the Head of Scrutiny and Member Development, which outlines the Scrutiny Board's work programme for the remainder of the current municipal year.</p>	109 - 138
11			<p>DATE AND TIME OF NEXT MEETING</p> <p>To note that the next meeting of the Board will be held on Thursday 8th January, 2009 at 9.45 am with a pre-meeting for Board Members at 9.15 am.</p>	

Agenda Item 6

SCRUTINY BOARD (CHILDREN'S SERVICES)

THURSDAY, 13TH NOVEMBER, 2008

PRESENT: Councillor W Hyde in the Chair

Councillors B Cleasby, G Driver, J Elliott, B Lancaster,
J McKenna, V Morgan, K Renshaw, E Taylor and
C Townsley

CO-OPTED MEMBERS (VOTING):

Mr E A Britten	- Church Representative (Catholic)
Mr I Falkingham	- Parent Governor Representative (Special)
Prof P H J H Gosden	- Church Representative (Church of England)
Mrs S Knights	- Parent Governor Representative (Primary)

CO-OPTED MEMBERS (NON-VOTING):

Ms C Foote	- Teacher Representative
Mrs S Hutchinson	- Early Years Development & Childcare Partnership Representative
Ms J Morris-Boam	- Leeds Voice Children and Young People Services Forum Representative
Ms T Kayani	- Leeds Youth Work Partnership

43 Chair's Opening Remarks

The Chair welcomed all in attendance to the November meeting of the Scrutiny Board (Children's Services).

44 Declaration of Interests

There were no declarations made at this point, however declarations of interest were made at later points in the meeting (Minute Nos. 48 and 49 refer).

45 Apologies for Absence

An apology for absence was submitted by Councillor R D Feldman.

46 Minutes - 16th October 2008

RESOLVED – That the minutes of the meeting held on 16th October, 2008 be confirmed as a correct record.

Draft minutes to be approved at the meeting
to be held on Thursday, 11th December, 2008

47 Request for Scrutiny

The Head of Scrutiny and Member Development submitted a report which invited the Board to consider a possible topic for scrutiny in relation to the Multi-Agency Support Team (MAST).

A copy of the letter submitted by Councillor Selby was appended to the report for Members' information.

The Chair welcomed to the meeting, John Maynard, Strategic Leader (Children's Services) and Councillor Selby, who had been invited to present the request to the Board.

Members considered some of the principle concerns in relation to the proposed withdrawal of funding from the **Multi Agency Support Team (MAST) Project**.

In brief summary, the main points highlighted in submitting the request were:-

- It was reported that there was an intention to withdraw some of the funding for the MAST project by April 2009.
- There were concerns that the decision making process was not transparent.
- There were also concerns about the lack of provision, if the proposed reduction in funding was agreed.
- Teaching staff had commented that the MAST Project was an accessible resource that provided good value for money.
- Members considered setting up a small working group to report back to the Board in January 2009. It was agreed that Councillors Hyde and Morgan, Mr Falkingham and Ms Foote would serve on the working group.

RESOLVED – That the Board establish a small working group with the aim of completing a piece of work and reporting back in January 2009.

48 Leeds Joint Strategic Needs Assessment (JSNA)

The Directors of Adult Social Services, Children's Services and Public Health, submitted a report which invited the Board to consider the progress made in producing the first **Leeds Joint Strategic Needs Assessment (JSNA)**.

The following information was appended to the report:-

- Public, patient, service user and carer feedback;
- High Level Plan to improve joint planning and commissioning through JSNA; and
- Summary of the JSNA Data Pack.

The following officers attended the meeting and responded to Members' questions and comments:

- John Maynard, Strategic Leader (Children's Services); and
- Allison Beal, Department of Health, Programme Manager.

A brief overview of the key points detailed within the report was provided and the main areas of discussion were as follows:-

- Support for the inclusion of reducing **teenage pregnancy** as a high priority area for action.
- The need to maximise the involvement of **voluntary sector representatives** and to include data they can provide, including **national organisations and charities** operating at a local level.
- The effect of the current economic crisis on employment figures and links with the **narrowing the gap agenda**.
- Strong support for the proposal to make data available at a local level, especially in order to support early intervention.
- Making best use of available information and ensuring that work was not duplicated.
- Support for the involvement of **Area Committees** in using local data.
- Acknowledgement of the need to combine data with local intelligence to inform action.
- An ongoing interest from the Scrutiny Board and acknowledgement of the usefulness of the JSNA process and its products in informing the Board's own work programme, both in terms of maintaining an overview, and in relation to prioritising areas of inquiry.

RESOLVED –

- (1) That the progress made with developing the JSNA be noted; and
- (2) That the Board's comments be used to assist with its further development.

(Councillor Cleasby declared a personal interest in this item, due to visiting schools to give healthy heart talks on behalf of Heart Research UK).

49 Scrutiny Inquiry - 14-19 Education Review

Further to Minute No. 16 of the meeting held on 17th July 2008, the Head of Scrutiny and Member Development submitted a report which introduced the evidence to be considered as part of the first formal session of the Board's inquiry into the review of 14-19 education.

Appended to the report was a copy of the draft terms of reference together with a background to the review for the Board's consideration.

The following officers attended the meeting and responded to Members' questions and comments:-

- Pat Toner, Education Leeds, Director of Organisational Development;
- Gary Milner, Education Leeds, Head of 14-19 Strategy;
- Mike Firth, Learning and Skills Council;

- Val Snowden, Head of Jobs and Skills; and
- Peter Laurence, Education Leeds, Consultant Headteacher.

The evidence which had been submitted was introduced and presented to the Board by relevant officers. A question and answer session then ensued and the main areas of discussion were as follows:-

- The need to protect and enhance the gifted and talented, especially in terms of transfer to **higher education**.
- Development of **diplomas and apprenticeships** and ensuring that they met the needs of all young people.
- Challenges in meeting **national targets**, particularly in terms of offering all young people an entitlement to an apprenticeship by 2013.
- Provision for young people with **special educational needs**, especially those with severe disabilities.
- Increasing employment opportunities.
- The Council's own recently agreed apprenticeship scheme.
- Establishing links with **employers, schools and colleges** and engaging with **governors and elected members**.
- Individualised learning and the work of **personal advisers and mentors**.
- Local provision and links with the **city region**.
- The need to provide opportunities for young people who had suffered educational or emotional set-backs.

The Chair thanked the officers for their attendance at the meeting.

The Board noted that the next stage of the inquiry would consist of a number of visits and working group sessions. Councillors, Cleasby, Driver, Elliott, Hyde, Lancaster and McKenna, Mr Britten, Mr Falkingham and Professor Gosden all expressed an interest in taking part.

RESOLVED – That the issues raised at the first session of the Inquiry, be noted.

(Mr T Britten declared a personal interest in this item due to being a Governor at Notre Dame Sixth Form College).

(Councillor Townsley left the meeting at 11.25 am, Mrs S Hutchinson at 11.56 am, Councillor Renshaw at 11.58 am, Mrs S Knights at 12.01 pm, Ms T Kayani at 12.08 pm, Ms C Foote at 12.15 pm and Councillor Driver at 12.20 pm, during the consideration of this item).

50 Work Programme

A report was submitted by the Head of Scrutiny and Member Development, which detailed the Scrutiny Board's work programme for the remainder of the current municipal year.

Appended to the report for Members' information was the current version of the Board's work programme, an extract from the Forward Plan of Key Decisions for the period 1st November 2008 to 28th February 2009, which related to the Board's remit, together with the minutes from the Executive Board meeting held on 8th October, 2008.

In relation to Recommendation Tracking, recommendation 2 on inclusion (Min No. 40 refers), the Board agreed to set up a small working group to meet with officers from **Education Leeds** to consider the progress made, and report back to the full Board. It was agreed that Mr Britten, Mr Falkingham and Ms Foote and Councillors Elliott, Hyde and Renshaw would serve on the working group.

RESOLVED – That subject to the comments raised at the meeting, the work programme be approved.

51 Date and Time of Next Meeting

Thursday 11th December, 2008 at 9.45 am with a pre-meeting for Board Members at 9.15 am.

(The meeting concluded at 12.32 pm).

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Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 11 December 2008

Subject: Breeze Youth Promise

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

1.1 At the Scrutiny Board meeting in October, members considered the normal quarterly recommendation tracking report. As part of the discussion members agreed to ask for a report on the Breeze Youth Promise, and in particular the way in which it relates to recommendation 1 of the Youth Services Inquiry report published in May 2007.

1.2 The relevant recommendation is as follows:

In light of the evidence presented during our inquiry, we recommend that the youth offer for Leeds needs to address the following key findings:

- *The need for a more equal distribution of universal youth services on offer across the city*
- *The need to include advice and signposting within universal provision*
- *The need to recognise that some groups of young people (for example carers, looked after children and young people with disabilities) may need a different approach or extra assistance to enable them to access the types of opportunities included in the universal youth offer*
- *The need to recognise young people's expressed desires for venues and spaces to undertake their own (unstructured) activity*
- *The important role of inter-generational/all age activities as well as specific young people's activities*

We ask the Director of Children's Services to report to us within 3 months on how each of these issues will be addressed in the published youth offer.

1.3 The report is attached as Appendix A, along with the Breeze Youth Promise itself as Appendix B.

2.0 Recommendation

- 2.1 The board is requested to consider the report and agree any further action required relating to this recommendation.

Background papers

Youth Services Inquiry report, May 2007

The Breeze Youth Promise

The young people who led on the development of the Breeze Youth Promise are confident that that the Promise does take into account the key findings. The current Breeze Youth Promise group (a Leeds Youth Council task group) are working on a range of promotion ideas that will further development the development of the Breeze Youth Promise against the findings. Another focus for this group is the young people's scrutiny of services and what they are delivering against the BYP.

The work of the young people is supported by an outreach programme and specific participation work on Information, Advice and Guidance services.

Specific area that meet the Recommendations:

1.1 The need for more equal distribution of universal youth services on offer across the city.

The young people in both the BYP development group and the current LYC group are keen to embed the "local" aspect of the Breeze Youth Promise. The entitlement for all young people in Leeds to have access to local provision has proved to be the essential issue at every stage of development of the BYP. It is referenced repeatedly in both "Somewhere to Go" and "Something to Do".

In terms of promotion and scrutiny, the BYP group are seeing this as their initial focus:

As they have identified that the first step is to make sure that young people know about the Breeze Youth Promise. They are working with the Breeze team and the Project, West Yorkshire Youth Association to produce an up to date advert (film) that will promote the Promise widely across the city in schools and community settings both to young people and their parents. For schools and youth groups they are developing an activity pack that will not only promote the promise but also gather feedback from young people on whether the Promise is working for them and what can be done to improve both their access to and the quality of their universal services.

Following the success of "Catching the Bus", this feedback will form the basis of a scrutiny process that the young people will develop, ending in a young delegates event next summer, where they will share their findings with elected members and the IYSS Board. They will also use data and feedback from the localisation of the Youth Opportunities Fund and Youth Capital Fund through LS£ash.

1.2 The need to include advice and signposting within universal provision.

The young people thought that the emphasis for advice and signposting should be that this service should “be free and easy to find.” And that they should be able to access them at school in the community or from home.

Alongside the IAG and health entitlements, the section on “Some one to talk to” states that staff who work with young people will always be prepared to listen and there should be easy access to specialist help.

Young people will not only look at these services through the BYP Scrutiny process, they will also look at the work of other young people on the Advice, Information and Guidance Standards and the results of the young people led quality assurance process.

1.3 The need to recognise that some groups of young people (for example carers, looked after children and young people with disabilities) may need a different approach or extra assistance to enable them to access the types of opportunities included in the universal offer.

The Children and Young People’s Participation unit is currently delivering an outreach programme with groups of young people to promote the BYP and look at what else needs to be taken into account to meet their specific needs. The programme also encourages the young people in these groups to engage with a wide range of participation initiatives to further develop their influence on the design and delivery of services.

The programme has so far engaged with:

Looked after young people in a variety of settings
Young people at the Market Place
Disabled young people with People in Action
Young people with specific needs through local provision
Young people who don’t attend youth services provision, via mobile units on the streets.

Future sessions include:

Young carers
Disabled young people in a variety of sessions
Young travellers

This dialogue with young people will continue to influence the future development of the Breeze Youth Promise.

1.4 The need to recognise young people’s expressed desire for venues and spaces to undertake their own (unstructured) activity.

Whilst this is not explicit in the BYP, the young people developing the promise thought it was included the sections 1 and 2 of “Somewhere to go”, with youth clubs, youth shelters and access to venues like swimming pools etc. and out door spaces like parks, skate parks, multi use games areas.

This did cause a great deal of debate about what were appropriate unstructured activities and what should be provided by services. The young people would like to include this issue in their activity pack.

1.5 The important role of intergeneration/all age activities as well as specific young people’s activities.

All age activities are referenced in “Something to do” in both regular opportunities and special events such as Party in the Park, Family Fun Run and are implicit in “Somewhere to go” with Museums, Art Galleries etc. The young people were interested in the role of specific intergenerational activities as was not an area raised by young people in the consultations about the Breeze Youth Promise. It is an area they would like to explore in their activity packs and through the Outreach programme to see how many young people engage in intergenerational activities and how that should be represented in the BYP.

Young people are keen to continue working with service providers and decision makers on the Breeze Youth Promise alongside promoting and developing the “Someone to talk to, Somewhere to go, Something to do” as laid out nationally in the Youth Offer but also our local addition to the offer; Something to say.

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BREEZE YOUTH PROMISE

- **Someone to talk to?**
- **Somewhere to go?**
- **Something to do?**
- **Something to say?**

Help us find out exactly what you want and tell us what you think.

We want to make sure that all young people aged 13 plus know what they should get to help them be happy, healthy, safe and successful. The Breeze Youth Promise is our way of letting you know what you should expect and making sure you have ways to let us know if it works for you

SOMEONE TO TALK TO :

You've told us that it's good to talk and you want the "right" people to talk to. The "right" people will respect you, not judge you, listen to what you have to say, and give you information, advice and guidance that is based on your needs and not on their personal opinions.

The Leeds Breeze Promise will provide help and support, so you can get the services you need and make positive choices in your life. All these services will be free and easy to find.

- 1) Allocation of a Connexions Personal Advisor and access to an appropriate adult who will help you regarding:
 - a. Access to high quality, comprehensive and impartial information, advice and guidance about learning opportunities, qualification levels, progression routes and career pathways.
 - b. Access to personalised support to plan and review your learning and fulfil your career aspirations.
 - c. Support through transition within education and from education to training and/or work and to further education or training.
- 2) Confidential advice with quality care over health matters or health concerns and information and guidance on how to improve your health – including quitting smoking, alcohol and drug misuse, sexual health, healthy eating, physical activity and good mental health. This will be available at school and in community settings and you can access them from home.
- 3) Swift and easy access to specialist help when you need it and when appropriate.
- 4) Staff who will be always ready/prepared to listen and to work to maintain your safety.

SOMEWHERE TO GO

The Leeds Breeze Youth Promise means that you should have places to go both inside and out that are welcoming, free or affordable

- 1) Access to youth work that is local to where you live. This could be a youth club/project down the road, a youth work bus that travels round your area, or a place in your neighbourhood, like a youth shelter, where you can meet up with youth workers. It should be secure and safe and where you would want to go.
- 2) Access to local, age appropriate leisure and recreational facilities, you choose and enjoy. This will include access to:
 - a. Swimming pools, gyms, dance and fitness classes and coaching at your local leisure centre.
 - b. A wide range of local voluntary sports clubs and other sports bodies.
 - c. Open green spaces, including parks, skate parks, multi use games areas (basketball and tennis courts etc), organised walks and exercise trails.
- 3) Access to a wide range of safe and friendly venues that will help you explore, learn, relax and celebrate art, culture and heritage in Leeds. Such as :
 - a. 'Your Space' in the Central Library, offering a youth area with PCs, magazines, books and CDs.
 - b. Base Units at selected libraries with the opportunity to learn multi-media skills.
 - c. Develop your musical abilities in Music Centres.
 - d. Museums and art galleries offering interactive learning and workshops.
 - e. Mobile provision offering film, video and music workshops via The Breeze Techno Trucks.
- 4) Entitlement to a free Breezecard and joint library card offering free access to Breeze events such as Breeze on Tour and Breeze International Youth Festival, access to members only facilities on the Breeze website, discounted prices at sport centres, museums and other leisure attractions around the city.

- 5) Access to a wide choice of extra learning opportunities with clear progression routes to further learning in schools, colleges, work based learning providers and Higher Education institutions.
- 6) Access to more activities and support via school and community sites where you can be safe and take part in positive activities when you are not at school.
- 7) A clear point of contact, support and onward help if you ever feel in trouble or danger.

SOMETHING TO DO:

The Leeds Breeze Youth Promise entitles you to a range of activities that will be free or at a price you can afford.

- 1) An exciting variety of recreational, sporting and cultural opportunities for personal development, delivered through regular programmes and special events, including:

Regular:

- a. Creative, participative and dynamic youth work programmes delivered locally through the Leeds Youth Work Partnership.
- b. School holiday programmes in sports and arts at leisure centres.
- c. Subsidised sport activities and coaching across a range of sports in leisure and recreational centres, and through links with voluntary sport clubs and other sports bodies, ie tennis and athletics training camps, Striker 9 and lessons in swimming, sailing, horse riding, water sports and water safety.
- d. Arts organisations offering quality regular programmes in a variety of art forms including dance, music, performing arts.
- e. A regular learning opportunities about local cultural and heritage through museums, including e-learning.
- f. Outdoor pursuits in high ropes, archery, climbing, abseiling and canoeing.
- g. Environment projects delivered through Meanwood Valley Urban Farm, Groundwork and The Project.

Special Events:

- a. Access to free Breeze events such as Breeze on Tour and Breeze International Youth Festival to experience new activities in arts, culture, and sports and to sign post to regular programmes.
- b. Breezereads – to help improve literacy skills through teenage author events, virtual book club and creative writing events
- c. Performance and live music events such as Party in the Park, Bright Young Things, and the Bang Bang Project.
- d. Gallery 37 and Get Creative offering arts based workshops
- e. Arts organisations offering quality special events.
- f. Sporting events include Leeds Half Marathon and the Family Fun Run.
- g. Workshops and events at local libraries.

h. Annual Young People's Film Festival including workshops and screenings.

- 2) Opportunities to take part in volunteering programmes, i.e. through Vinvolved, Roar, Youth Council.
- 3) Access to a variety of award schemes that recognise achievement.
- 4) Have access to the Youth Opportunities Fund to provide grants that enable young people to take part in activities they would like to do or take them to places they would like to visit.
- 5) The opportunities in Leeds for young people to grow their talents and interests in the arts will be enriched through 'Find Your Talent', the cultural offer for Leeds. Young people will also have the opportunity to shape what the offer is.

6) SOMETHING TO SAY?

The Breeze Youth Promise will only work if you let us know how we are doing and what more we can improve your services. It entitles you to:

- 1) A real say in shaping how Leeds works; how your services are commissioned, developed and delivered and in evaluating whether they work for you
- 2) Access and opportunity to participate in a range of activities and opportunities such as the Leeds Youth Council, focus groups, consultation events, film making and magazines that let you speak out and find out about things that are important to you.
- 3) Access to information to help you influence your services and communities.

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Originator: Laura Nield

Tel: 395 0492

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 11 December 2008

Subject: Scrutiny Inquiry – Education Standards - Entering the Education System

Electoral Wards Affected:

Specific Implications For:

Ethnic minorities

Women

Disabled people

Narrowing the Gap

1.0 Introduction

- 1.1 At the board's meeting in July, members agreed to carry out an inquiry into Education Standards, particularly in relation to those entering the education system, as one of their major pieces of work this year. A copy of the agreed terms of reference is attached as Appendix 1.
- 1.2 The first formal session of the inquiry was scheduled for December. The attached report at Appendix 2 sets out the evidence requested in the terms of reference.
- 1.3 Relevant officers will be at the meeting to respond to members' questions and comments.
- 1.4 The next stage of the inquiry will consist of a number of visits and working group sessions. Notes from these activities will be brought to the second formal inquiry session, scheduled for March 2009.

2.0 Recommendation

- 2.1 The board is requested to consider the issues raised by this session of the inquiry.

Background papers

None

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Scrutiny Board (Children's Services)

Inquiry into education standards – entering the education system

Terms of reference

1.0 Introduction

- 1.1 During the 2007/08 municipal year, the Children's Services Scrutiny Board carried out an inquiry into education standards, and specifically the current support provided for young people at risk of becoming NEET (Not in Education, Employment or Training).
- 1.2 This inquiry developed out of the board's desire to look at education standards overall. However, a working group which was established in September 2007 to consider the issue concluded that in order to be effective, the board would need to focus their investigation on a specific area, and young people at risk of becoming NEET were identified as the immediate priority.
- 1.3 When the decision to focus on the this group was taken, members made it clear that they felt that early years and primary transition was another area in which a specific piece of work on education standards would be of value. As a result, they made a strong recommendation that this year's board carry out an inquiry on this topic.
- 1.4 The 2008/09 Children's Services Scrutiny Board agreed to take up this recommendation, and to carry out a further inquiry. This inquiry will tie in to priorities around early intervention and family support in the Leeds Strategic Plan and the Children and Young People's Plan, along with Local Area Agreement targets, and the board's role in monitoring performance.
- 1.5 In order to decide on an appropriate and manageable focus for the inquiry, the board commissioned a small working group from amongst its membership to scope the inquiry. The working group met with officers from Early Years and Education Leeds on 27th August 2008.
- 1.6 The working group were concerned to identify areas where the Scrutiny Board's input could add value to work already underway to improve education standards in Leeds, having regard to the proposed timescale for the inquiry.
- 1.7 The group identified two main areas of focus for the inquiry – namely the different methods used to assess education standards during early years, foundation and Key Stage 1 (KS1), and the way in which the information gathered is used by childcare and education providers, and shared between the many different organisations involved. This should enable the board to ascertain how continuity is maintained between the

pre-school and school environments, and how children and families requiring additional support are identified and assisted, with the overall aim of establishing how the best outcomes can be achieved for all children in this age group.

2.0 Scope of the inquiry

2.1 The purpose of the Inquiry is to make an assessment of and, where appropriate, make recommendations on current methods of measuring attainment and standards for children aged 0-7, and whether the information gathered is being used effectively to improve outcomes. The inquiry will focus on the following areas:

- How information on attainment is collected by childcare providers, and in particular what impact the introduction of the Early Years Foundation Stage (EYFS) will have on this
- How this information is shared with primary schools
- How attainment is measured within primary schools, both on entry to foundation stage and at KS1
- More broadly, how the transition between pre-school provision and primary provision is managed
- How children at risk of under-achievement are identified at an early stage, and how information relating to them is shared between the different services involved
- How information about the needs of all children aged 0-7 and their families is collected and used by other services

3.0 Comments of the relevant director and executive member

3.1 Comments received have been reflected in the terms of reference.

4.0 Timetable for the inquiry

4.1 The inquiry will take place between December 2008 and March 2009, with a view to issuing a final report in summer 2009.

4.2 It is envisaged that the inquiry will take place over three sessions. The inquiry will conclude with the publication of a formal report setting out the board's conclusions and recommendations.

4.3 It is planned that the inquiry will include a range of visits to service providers to complement the evidence gathered in formal sessions.

5.0 Submission of evidence

5.1 The following evidence will be considered by the Board

5.2 **Session One – 11th December 2008**

To consider background information from Education Leeds and Early Years on the national and local policy context in terms of measuring attainment for the 0-7 age group, and to examine the different methods used. In particular:

- The Early Years Foundation Stage. What this consists of, and the impact which its introduction will have on services in Leeds.
- Pilot Leeds Transition Document
- Assessment at the end of the Foundation Stage
- Assessment at KS1
- The way in which the data from each of these assessments is used by, and shared between, schools and other providers to improve outcomes

5.3 **Visits**

A number of visits will be organised to enable the Board to meet with relevant service providers. Exact locations to be confirmed.

5.4 **Session Two – 5th March 2009**

To consider background information from Education Leeds and Early Years on the way in which the transition from informal, non-statutory provision to formal, statutory education is managed, with focus on the following areas:

- How children at risk of underachievement are identified
- How they and their families are assisted at each stage of childcare and education up to the age of 6 (and beyond)
- How primary schools work with the huge variety of providers of pre-school care and education
- How the transition between pre-school provision and primary provision is managed to ensure that the best possible outcomes are achieved for all children

5.5 **Session Three – 5th March 2009**

To consider any outstanding issues arising from session one

To consider members' findings from the visits and to discuss issues arising from the visits with officers

To consider the board's emerging conclusions and recommendations to inform the production of the final inquiry report

6.0 Witnesses

6.1 The following witnesses have been identified as possible contributors to the Inquiry:

- Education Leeds staff
- Early Years staff
- School representatives
- Representatives of different varieties of pre-school provision
- Providers of relevant support services including council services, other statutory providers and voluntary agencies
- Parents

7.0 Monitoring Arrangements

7.1 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.

7.2 The final inquiry report will include information on the detailed arrangements for monitoring the implementation of recommendations.

8.0 Measures of success

8.1 It is important to consider how the Board will deem whether its inquiry has been successful in making a difference to local people. Some measures of success may be obvious at the initial stages of an inquiry and can be included in these terms of reference. Other measures of success may become apparent as the inquiry progresses and discussions take place.

8.2 The Board will look to publish practical recommendations.



LEEDS
CITY COUNCIL

Background report for

Scrutiny Board (Children's Services)

**Inquiry into educational standards- entering the education
system**

**Early Years Service
Education Leeds**

**Author: Andrea Richardson
November 2008**

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Scrutiny Board (Children's Services)

Inquiry into educational standards- entering the education system

Background

In 1997 the new Labour Government undertook a cross cutting review of services for children and young people following concerns that current services appeared to fail those in greatest need (Glass 1999)¹. Major policy areas developing from this included:

- The reduction of child poverty by 2010;
- Further improving educational standards;
- Every Child Matters- improving the effectiveness of services for children in light of the Victoria Climbié Inquiry (2003)².

Emerging developments for early education and childcare have included; the development of the Early Excellence Centres programme in 1999 to develop models of good early education and child care; In Leeds the Early Excellence Centre was established across three sites in Seacroft. Building on this early success has led to the development of 46 Children's Centres in communities, increasing to 59 by 2010. In 2000 Sure Start Local Programmes were funded to investigate innovative new approaches to working with families with young children in areas of deprivation; Leeds secured funding for 8 Sure Start Local programmes focussing services in areas of deprivation across the city. In 2006 the budget for this work came into the local authority. This has resulted in the successful commissioning of a wide range of additional support services for families that contribute to the innovative "7 day response" menu of services. These services include:

- Intensive family support;
- counselling for families;
- debt advice and support;
- advocacy support;
- training and advice around domestic violence;
- home safety equipment.

Government policy around early education and child care has been based on

¹ Glass, N., (1999)Children & Society Vol 13 copyright John Wiley & Sons Ltd. Reproduced with permission NESS 2005

² Laming, L., (2003), Victoria Climbié Inquiry Presented to Parliament by the Secretary of State for Health and the Secretary of State for the Home Department by Command of Her Majesty January 2003

significant longitudinal research programmes around early education and child care and the characteristics of underachieving groups, according to government contexts around poverty and educational attainment. Research and investment has culminated in an educational and child care entitlement built into statute (Children Act 2004³) that identifies an individual entitlement for early education from 3 years of age. Leeds is also piloting a free education and family support offer for vulnerable 2 year olds. This pilot will target support to a specific number (around 250) of young children identified to be living in greatest poverty through the Income Deprivation Affecting Children Index⁴.

Entitlement around child care is not established in statute. However the Local Authority, through the Early Years Service, has a duty to “manage” the child care market (Children Act 2004) with places available for parents where required. This requires the local authority to ensure sufficient child care place for parents wishing to work. The Early Years Service has an annual audit of the sufficiency of places across the city. This child care entitlement is based in a market led system, where the Local Authority is “provider of last resort” providing regulated child care at business rate cost. In Leeds there are around 96 private child care providers, 110 voluntary sector organisations, 1000 child minders. This provision is regulated by Ofsted, but requiring the Local Authority to advise support and challenge provision around quality and to support and advise about the registration process. Recent Ofsted report identifies⁵ an overall decrease (-2.8% in providers and an overall increase (8.0%) in places, this is above the national average. The quality of childcare and nursery education judged through Ofsted inspection show Leeds to be in line with national figures around quality gradings.

Leeds Children’s Centre programme

Leeds has an intention for 59 Children’s Centres to be open by 2010. The “core offer” for Leeds Children’s Centres is described in some detail in the Sure Start Children’s Centre- Practice Guidance (2006)⁶. Strong themes emerge around knowing the local community through data collection and monitoring, maintaining a core purpose of improving outcomes for children and finding creative ways to work with the families who are unlikely to visit a centre. The core offer for service delivery includes:

- 15 hours of free early education and care,
- Information and access to childcare in the locality,
- Information and support for parenting for mothers and fathers,

³ HM Government: Children Act (2004)

⁴ I DACI is the **I**ncome **D**eprivation **A**ffecting **C**hildren **I**ndex, provided by the Office of the Deputy Prime Minister. It measures the proportion of children under the age of 16 in an area living in low income households. It is a supplementary index to the Indices of Multiple Deprivation and is given at super output area level. Further information is available from <http://www.odpm.gov.uk> Indicators ranges from 0.00 to 1.00 with 0.14 being around average.)

⁵ Local Authority Early Years profile Leeds 383, 2008, Ofsted.

⁶ Department for Education and Science 2006, Sure Start Children’s Centre Guidance.

- Health support and services including ante and post natal support,
- Information about employment,
- Education and training and information at transition points for children.

Targeted support is provided for families and children at risk of underachievement. A solution focused joint assessment with the family , lead professional and other professionals (Common Assessment Framework) is undertaken where there are multiple risks within a family situation. Our Children’s Centres are particularly focussed on supporting groups that may experience particular difficulty resulting in a higher risk of poor outcomes for their children. These groups are based on analysis of school attainment data at Key Curriculum Stages and trends drawn from research including the EPPE project (Sylva et al, 2003), Gutman et al (2007) and Plewis (2004)⁷.

These families include teenage parents; lone parents; families living in poverty; workless households; families living in temporary accommodation; parents with mental health, drug or alcohol problems; families with a parent in prison or known to be engaged in criminal activity; families from ethnic minority communities; families of asylum seekers; parents with disabled children; and disabled parents as parents. Although these groups are not necessarily at risk they may have a higher statistical potential of risk.

In terms of children’s achievement realised in Children’s centres we are able to present this year for the first time a full analysis of exit data for children as they left Children’s Centre in July to September this year.

Children’s Centre Exit Attainment Data Analysis.

The following information provides a summary of key points highlighted by an analysis of the attainment data returned by Leeds Children's Centres (managed by Leeds Early Years Service) for the cohort of children who transferred from those Children's Centres to school reception classes in September 2008.

The exit data shows children’s attainment across the six areas of learning identified within the Foundation Stage Curriculum Guidance (2000):

- 1. Personal, Social and Emotional Development (PSED)**
3 Assessment Foci – Dispositions and Attitudes (D & A), Social Development (SD), Emotional Development (ED)

- 2. Communication, Language and Literacy (CLL)**

⁷ Sylva, (2003), The Effective Provision of Pre-School education(EPPE) Project: Findings from the pre-school period, Institute for Education.

Gutman, L., M., and Feinstein, L., (2007), Parenting Behaviours and Children’s Development for Infancy to early Childhood: Changes, Continuities and Contributions. Centre for research on the Wider Benefits of learning, Report 22.

Plewis, I.,(2004), Millennium Cohort Study First Survey: Technical report on Sampling (3rd edition) London: Centre for Longitudinal Studies Institute of Education, University of London

3 Assessment Foci – Communication & Thinking (C & T), Linking Sounds & Letters (LS & L), Reading, Writing

3. Mathematical Development (MD)

3 Assessment Foci – Numbers as Labels & for Counting (NLC), Calculating (Calc), Shape, Space & Measures (SSM)

4. Knowledge and Understanding of the World (KUW) (1 Assessment Focus)

5. Physical Development (PD) (1 Assessment Focus)

6. Creative Development (CD) (1 Assessment Focus)

Attainment is recorded for each child against the ‘stepping stones’ described in the Foundation Stage Curriculum Guidance. A child is said to be working within a given stepping stone band if they are demonstrating sound competency at 50% or more of the statements within that band.

Summary judgements were made using children’s profiles, observations and knowledge from the key person and children’s parents/carers. Teachers and practitioners worked together to moderate the judgements for their Centre. Children’s Centre teachers met with other teachers in their wedge to moderate judgements. All judgements were shared with parents and the child’s new school prior to them leaving their Centre and were supported by in-depth, personal reports.

Attainment data for 709 children was submitted to the Early Years Service Monitoring Team. The data was submitted in a form which enabled interrogation by percentage attainment for each curriculum aspect and by gender. On-entry data is not currently collated.

No national data on attainment on entry to reception are available for comparison. There is no ‘national average’ for 3 and 4 year olds.

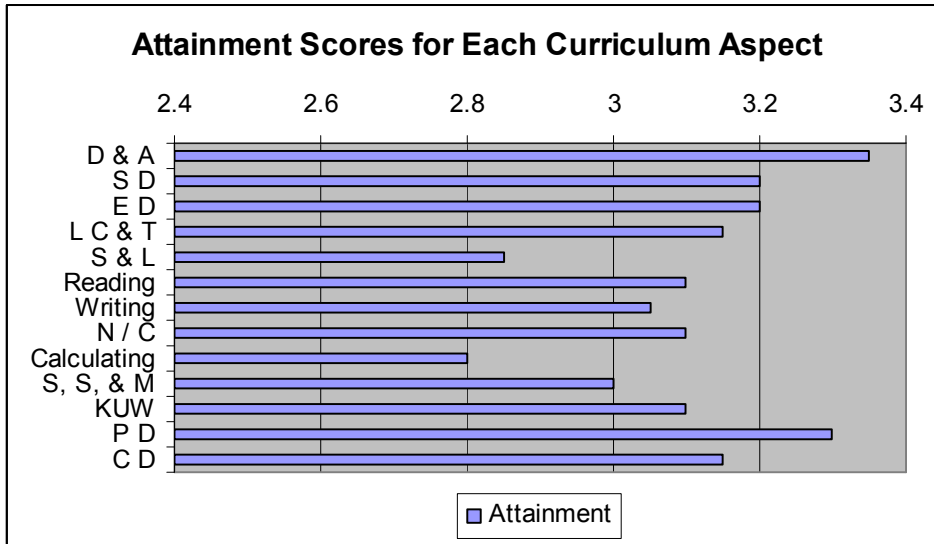
Overall Results

Attainment Scores for Each Aspect

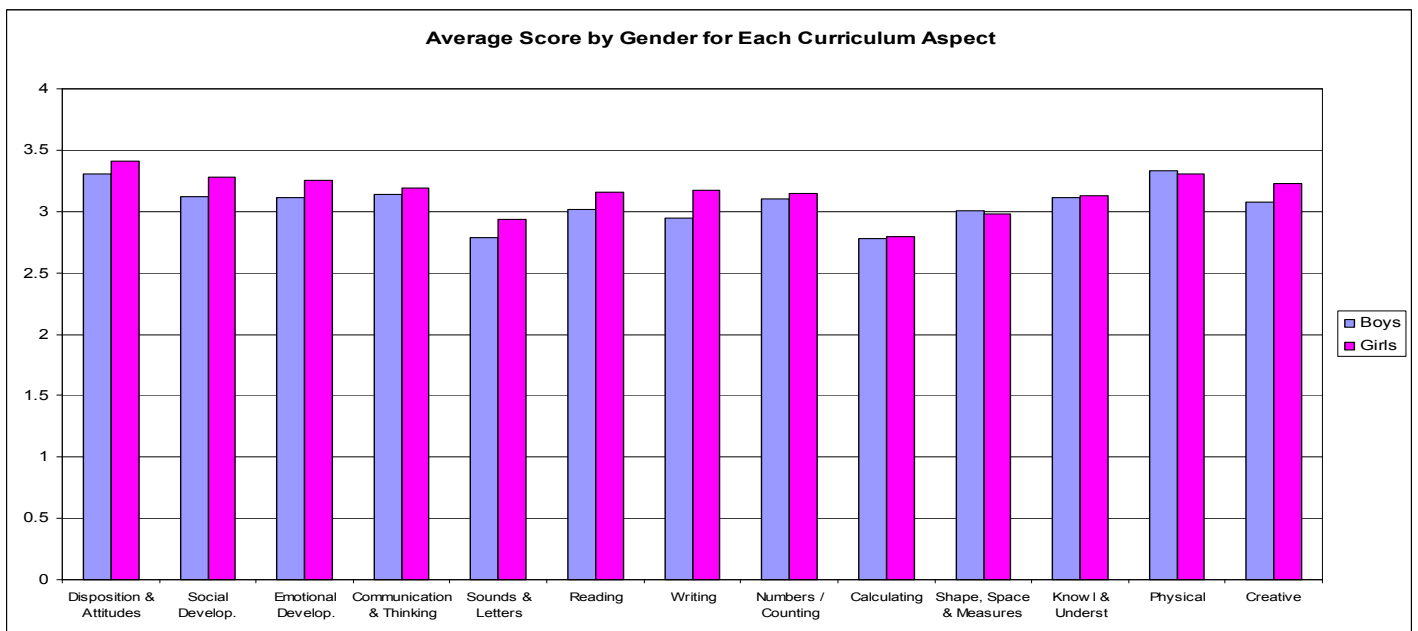
The returns from the Children's Centres were aggregated to produce overall attainment scores for each curriculum aspect. The tables below summarise average attainment within the stepping stones, represented in numerical form where:

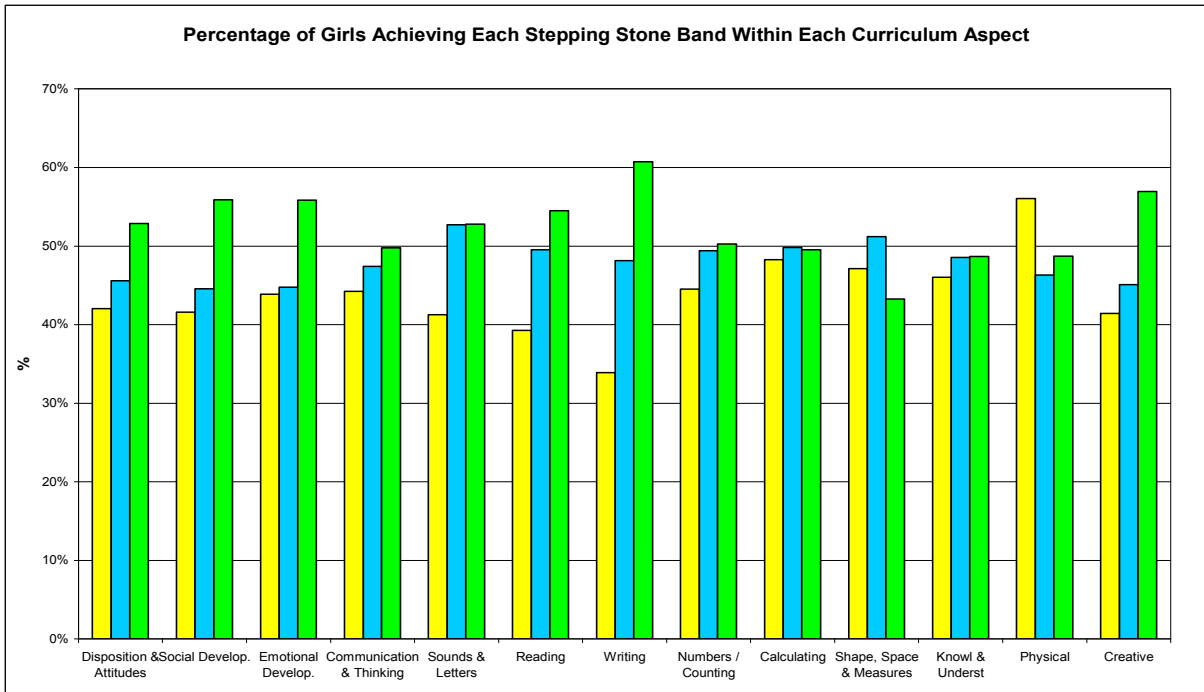
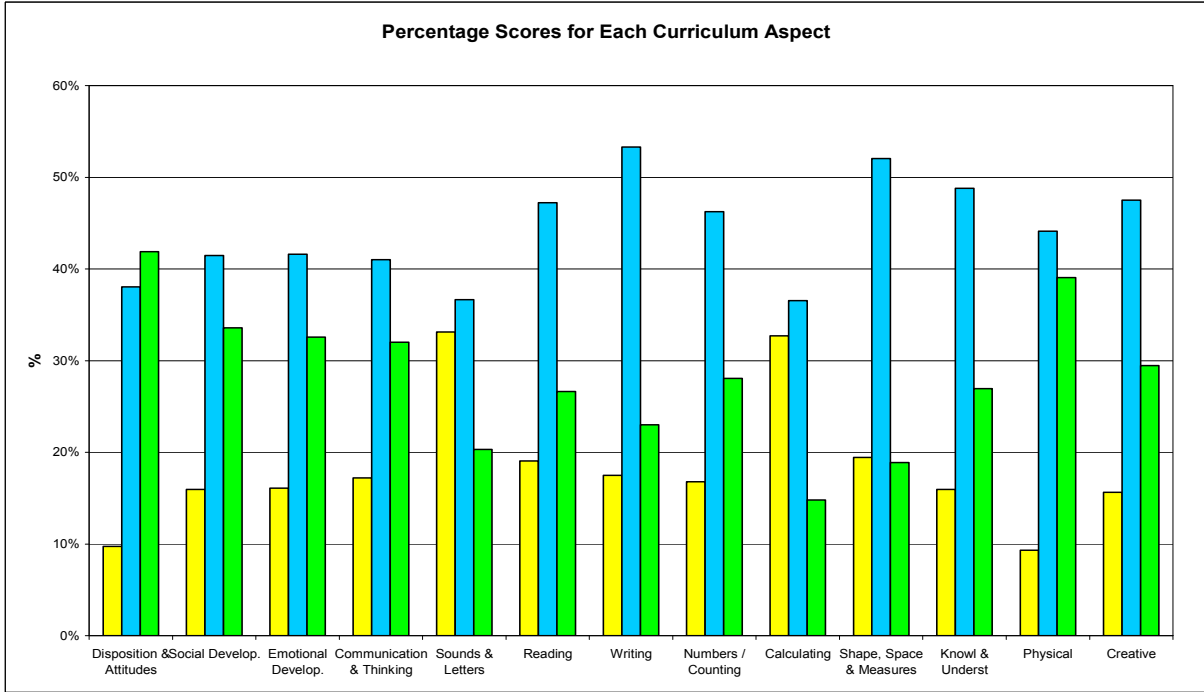
- 1 = pre-yellow
- 2 = working within yellow stepping stones
- 3 = working within blue stepping stones
- 4 = working within green stepping stones
- 5 = working within the early learning goals

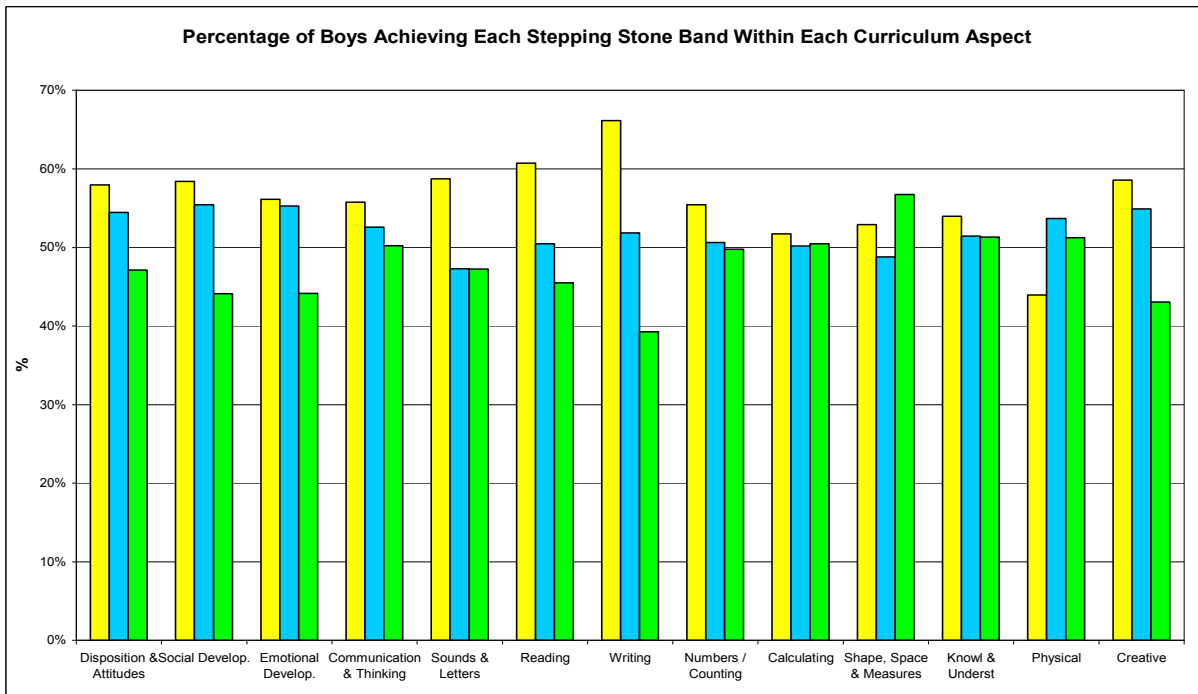
The average score for a curriculum aspect is 3.1. This equates to an average exit attainment of working within the blue stepping stone band. This is generally considered to be an appropriate level of attainment for children from the most deprived SOAs. (Ofsted 2008)



The following tables summarise the percentage of children achieving each of the stepping stones within each curriculum aspect.







Summary

- The average score for a curriculum aspect is 3.1. This equates to an average exit attainment of working within the blue stepping stone band. This is generally considered to be an appropriate level of attainment for children from the most deprived SOAs. (Ofsted 2008)
- Scores for all aspects of Personal, Social and Emotional Development are good. The exit data recorded 90% (D &A), 70% (SD) and 74% (ED) of children working within the blue and green stepping stones. This reflects the focus of the Early Years Service on the development of children's well-being in the Centres, the development of the Key Person role and a structured programme of PSED training for Centre staff.
- Scores for Physical Development are also high and this reflects the Early Years Service's commitment to outdoor play and the Developmental Movement Play programme throughout the Centres.
- The lower scores for the curriculum aspects Linking Sounds and Letters and Calculating reflect the local and national trend of Foundation Stage Profile (FSP) scores.
- In line with local and national FSP trends, boys' attainment is not as high as girls of this age.

Recommendations

- Teachers in Children's Centres to work closely with schools in their reach area to identify through the foundation Stage profile data areas of improving provision, practice and attainment.
- Every Children's Centre teacher has Performance Management targets intended to raise attainment in the Linking Sounds and Letters and Calculating aspects.
- City-wide training in the Linking Sounds and Letters and Calculating aspects has been planned for all teachers and practitioners employed in Children's Centres.
- A training programme on raising boys' attainment is planned for all Children's Centres.

Future Monitoring of and Analysis of Children's Attainment in Children's Centres

As a result of the introduction of the EYFS, consideration has been given to what is the best way forward for monitoring children's progress and collecting reliable data to support the analysis of children's progress through and on exit from our children's centres

From September 2008, entry and exit data will be collated for each child attending a Children's Centre. Summative judgements of Children's attainment will also be recorded annually on a child's birthday.

From September 2009, it will be possible to interrogate the data in much more detail than is currently possible e.g. percentage attainment for each curriculum aspect by same-age cohort, gender, ethnicity, EAL, SEN, full-time/sessional children,

Participation with families and parents

Working with families to help to raise awareness and understanding of the impact of the home learning environment on children's outcomes and to involve parents in the educational experiences of their child is particularly important in the early years. The impact of parental involvement and support on children's education has been widely acknowledged since Brofenbrenner's (1994) evaluation of the US Headstart programme in the 1970's . Bird (2003) recent review of research, confirms the view that parental involvement in schools and early years settings, and above all the educational environment in the home, have a positive effect on children's achievement, even after other factors such as social class and parents own education have been taken into account.

Longitudinal studies of early intervention (Hohmann and Weikhart 2002) demonstrated that the gains from quality pre school provision with standardised parent support programmes identified not only academic gains but also served to

improve social inclusion and cohesion. Significantly the High Scope programmes identify the requirement for parents to actively engage in children's learning through intensive parenting programmes for most effective improvement in children's attainment.

The impact of the involvement of parents in children's learning is evidenced in the broad literature review undertaken by Desforges and Abouchar (2003) It is suggested that the impact of parental involvement in primary education has more effect than variations in the quality of school. Evidence of how, or if, levels of parental involvement can be increased is not so secure, although the research concludes that although evaluation of interventions are technically weak "the achievement of working class pupils could be significantly enhanced if we systematically apply all that is known about parental involvement."

The Parents as Partners in Early Learning Project funded by the DCFS in 2007-2008 enabled us to establish and evaluate a number of systems of working with families Annexe 1.. This identified some early successes, particularly in Children's centres using Parental Involvement in Children's Learning, the NCB peal training materials, and most successful with parents an approach developed in Leeds Children's Centre –Developmental Movement and Play.

Purpose and Aims of the new Early Years Foundation Stage

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being by:

- setting the standards for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;
- providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- creating the framework for partnership working between parents and professionals, and between all the settings that the child attends;
- improving quality and consistency in the early years sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in the existing frameworks, and providing the basis for the inspection and regulation regime;

- laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

Context and Legal responsibilities

The EYFS is a central part of the ten year childcare strategy Choice for parents, the best start for children and the landmark Childcare Act 2006. The Act provides the context for the delivery of the EYFS and taken together with the other elements of the strategy, the EYFS will be central to the delivery of the new duties on improving outcomes and reducing inequalities.

Recent years have seen significant developments in early years practice and standards. The EYFS builds on these and practitioners will recognise continuity with the principles, pedagogy and approach of the Curriculum Guidance for the Foundation Stage, the Birth to Three Matters framework, and the National Standards for Under 8s Daycare and Childminding. These three frameworks are replaced by the EYFS and will be repealed.

The EYFS is given legal force through an Order and Regulations made under the Act. From September 2008 it will be mandatory for all schools and early years providers in Ofsted registered settings attended by young children – that is children from birth to the end of the academic year in which a child has their fifth birthday.

The term 'early years provider' includes:

- maintained schools;
- non-maintained schools;
- independent schools;
- and childcare registered by Ofsted on the Early Years Register (to be introduced in September 2008), all of which are required to meet the EYFS requirements.

From September 2008 it is the legal responsibility of these providers to ensure that their provision meets the learning and development requirements, and complies with the welfare regulations, as required by Section 40 of the Act.

Statutory Framework for the Early Years Foundation Stage

This document contains the statutory framework for the EYFS. It sets out the legal requirements relating to learning and development (the early learning goals; the educational programmes; and the assessment arrangements) in Section 2 and the legal requirements relating to welfare (safeguarding and promoting children's welfare; suitable people; suitable premises, environment and equipment; organisation; and documentation) in Section 3.

The learning and development requirements are given legal force by the Early Years Foundation Stage (Learning and Development Requirements) Order 2007 made under Section 39 (1) (a) of the Childcare Act 2006. The welfare requirements are given legal force by Regulations made under Section 39 (1) (b) of the Childcare Act 2006. Together, the Order, the Regulations and the Statutory Framework document make up the legal basis of the EYFS. The requirements in this document have statutory force by virtue of Section 44 (1) of the Childcare Act 2006.

Providers have a duty to ensure that their early years provision complies with the learning and development requirements, and the welfare requirements. In addition, this document contains statutory guidance. All providers must have regard to this guidance, which means they must take it into account and, if they decide to depart from it, they must have clear reasons for doing so and be able to demonstrate that their alternative approach achieves the ends described in this guidance. Ofsted will take account of any failure to have regard to this guidance when exercising its functions, including any proceedings which are brought under the Act.

Annexe 2 for more detailed description of EYFS and linked documents.

Local Authority EYFS Training Programme - Background

The national introduction of the Early Years Foundation Stage (EYFS) Framework, in September 2008, offered Leeds Early Years Service the opportunity to work with partner organisations to plan an ambitious three-phase training programme for early years settings and practitioners. It is estimated that there are approximately five thousand practitioners working across all sectors in early years in the city and this reflects Leeds' position as the second largest metropolitan authority in the country.

A number of briefing sessions for childminders and group settings were held in Spring Term 2007. These were designed to introduce the new EYFS framework to providers; to inform them about the proposed training programme and to alert them to the arrangements for the launch of the EYFS packs.

Planning for the training programme took place in the Spring Term of 2007 and the steering group met between April and June 2007, to plan and organise the training. The group, led by the Early Years Development Team (Early Years Service) had representation from a cross sector of agencies including the Child Care Support Team (CST), Leeds Quality Assurance Team (LQA), Children's Centres Teachers, Partnership Advisory Teachers (PATs), Pre-School Learning Alliance (PSLA), National Day Nursery Association (NDNA), National Childminding Association (NCMA), the Early Years SEN Team as well as individuals from settings, such as a school, a private nursery and a childminder.

Training the Trainers took place over three sessions in the first week of July 2007 and the training was delivered to more than fifty participants drawn from all of the above groups as well as a group of local Further Education college tutors. Research materials available on the EYFS CD Rom (Birth to Three Matters literature review and

Early Years Foundation Stage Themes and Commitments Research Document) were printed and provided for each of the participants. The training resource materials and activities were trialled at these sessions and participants asked to evaluate them. These evaluations were used to inform the final design of the training presentation and resource pack.

See Annexe 3 for more detail.

Aims and objectives of the Leeds EYFS training programme

- The stated aims of the EYFS training were:
- To explore the principles and commitments underpinning the EYFS
- To gain awareness of the links between the EYFS and Every Child Matters (ECM) outcomes
- To consider how recent research informs the EYFS
- To provide opportunities to reflect on current practice

Together with these general aims, the training had a number of more specific objectives. These were concerned with participants' understanding of:

The similarities and differences between current documentation and the EYFS framework

- Young children's (birth to 5) personalised learning and development needs
- The importance of the Key Person role
- The observation, assessment for learning and planning cycle
- Partnership working in the wider context
- The need to develop an action plan to support the implementation of the EYFS in the setting.

As well as these aims and objectives, identified in the training itself, there were a number of aims directed at the processes involved in planning and organising the training and training trainers. These were as follows:

- To work together with a common aim with other teams within the Early Years Service and with partner organisations to build and develop links and relationships and enable networking
- To establish core values and principles as a basis for developing a shared understanding of the best early years practice and provision
- To establish a common and agreed approach to the EYFS framework, within the service, and with partner organisations
- To inform and update everyone involved about more recent research concerning young children's learning and development

Outcomes of the training

More than 3000 practitioners were trained in phase 1, between July 2007 and July 2008. In this phase, the Early Years Service delivered a full-day's initial training to groups of childminders and whole-staff teams across all sectors in the city. The training was designed to further develop knowledge and understanding of the EYFS, disseminate good practice, and provide opportunities for reflection on practice. Settings closed for the day in order to undertake training (funded by Transformation Funding) and the whole-staff team approach avoided the need to 'cascade' information – a system which had not worked effectively in the past.

Phase 2 concentrated on cross-sector groups of practitioners and offered the option of two half-day's or one full day's initial training and took place in the Summer Term 2008. Approximately 400 practitioners were trained in this phase.

Phase 3 of the initial training is ongoing from September 2008 and forms part of the early years service's general training programme.

The local authority's EYFS implementation plan and training package has been shared and celebrated nationally. Representatives from the LA, across a range of sectors, have been invited to deliver seminars at three national events. The EYFS Implementation Plan has been recognised by National Strategy Early Years Advisors as a strength of the LA (Summer Visit 2008).

The main outcome has been to raise practitioners' confidence with, and knowledge and understanding of, the EYFS framework. Following the initial training, 94% of participants reported raised levels of confidence in relation to the new framework and nearly a third of participants reported greater knowledge and understanding of the EYFS.

Through training evaluations and further quality assurance work, positive outcomes have been identified for children, parents/carers, the wider community, practitioners and the LA. These can be seen in more detail in Annexe 1.

Embedding the EYFS – Challenges for the LA

The task is now to ensure that all early years training and development further embeds the EYFS in setting practice thus leading to improved quality and outcomes for all children, as well as narrowing the achievement gap.

- All funding streams available for early years in the LA need to be strategically managed to most effectively support young children.
- A clear vision for early years, based on the principles of EYFS and which is clearly articulated and shared with all stakeholders, should underpin decisions based on detailed analysis of data and up to date knowledge about the strengths and weaknesses of settings.
- LA resources – both personnel and financial – need to be sufficient and well managed to ensure resources and support can effectively be directed.

- Effective leadership and management of settings is crucial to practitioners really knowing and understanding the principles and practice required in the EYFS and children receiving the very best quality care and education in every setting.
- Planning and development for the turnover in the sector
- There is a requirement for all training offered in the EYS Training directory to be linked to the EYFS Principles and ECM outcomes
- Training is offered both universally and targeted (identified by use of data and inspection outcomes)
- Recruitment of five full time, permanent Early Years Consultants to support and challenge settings
- Implementation of a Early Years Quality Improvement Programme (EY QISP)
- Recent appointment of a jointly funded Early Years Advisor between Education Leeds and Leeds Early Years Service

Funding streams from Children's Plan allocations have allowed the LA to engage in a number of programmes including:

- Social and Emotional Aspects of Development (SEAD),
- Every Child a Talker (ECaT)
- Free entitlement for 3 and 4 year olds
- Free entitlement for 3 year olds
- Buddying Programme (Focus: leadership and management, engaging parents in children's learning and communities of learning i.e. early years pedagogy)
- Graduate Leader Fund
- Disabled Children's Access to Childcare
- Developing the Early Years Professional (EYP) role and National Professional Qualification of Integrated Centre Leadership (NPQICL).

Early Years Outcome Duty

The Early Years Outcomes provisions in sections 1-4 of the Childcare Act 2006 place a duty on LAs to improve the five ECM outcomes of all young children (0-5) in their area and reduce inequalities between them through integrated early childhood services.

Statutory guidance is presented in the document 'Raising Standards-Improving Outcomes'.⁸

There are two key targets which are set by the DCSF:

- **To improve young children's development by increasing to 53% the number of children who achieve a total of at least 78 points across all 13 scales of the EYFSP with at least 6 points in each of the PSED and CLL scales.**
- **To improve the mean average EYFSP score of the lowest 20% by 3% to narrow the gap between that average score and the median (middle score).**

The authority is required to manage this duty, as a shared responsibility this across Children's Services this duty is **hosted** by Education Leeds. An early Years strategic group has been formed as a multi-agency group to investigate and develop joint working arrangements to support the implementation of the new duty. This group reports to and is monitored by the Education Leeds early years outcomes Duty Board- chaired by Dorothy Smith.

To support the key targets an EYOD action plan has been written with 5 objectives:

1. To develop a strategic partnership with responsibility for the development, implementation and monitoring of the EYOD action plan in order to raise attainment and narrow the gap.
2. To develop the analysis and reporting of data across all sectors/services in order to ensure effective tracking systems to support the targeting of resources and intervention strategies for young children and their families in order to raise attainment and narrow the gap.
3. To ensure the development of continuous quality improvement systems across all settings/schools in order to raise attainment and narrow the gap.
4. To develop integrated working in order to support parents/settings/schools in identifying and accessing services in order to raise attainment and narrow the gap.
5. To develop and promote partnership working with parents in order to support young children's development in order to raise attainment and narrow the gap.

Transition, Continuity and Progression

A high quality early years experience provides a firm foundation on which to build future academic, social and emotional success. Key to this is ensuring continuity between all settings and that children's social, emotional and educational needs are addressed appropriately. Transition should be seen as a process, not an event, and should be planned for and discussed with children and parents.

⁸ Raising Standards-Improving Outcomes Statutory Guidance EYOD Childcare Act 2006 HM Government ref: 00080-2008DOM-EN

In order to support children's continuity of experience between settings and providers implementing the EYFS, the Early Years Service initiated a working group in Autumn 2007 to draw up, pilot and evaluate a LA policy for transitions and common transition record which could be used by any setting or provider.

The aims of the materials are explained more fully in Annexe 4 but a key outcome is to ensure all providers could use a common, instantly recognisable format that allowed the receiving setting to glean a 'picture' of the child's individual strengths and summary of EYFS stage of Learning and Development.

The working group had representation from a cross sector of agencies including Children's Centres Teachers, Partnership Advisory Teachers (PATs), Pre-School Learning Alliance (PSLA), National Day Nursery Association (NDNA), National Childminding Association (NCMA) as well as individuals from settings, such as schools, private nurseries and childminders.

Draft materials - Annexe 5, were used by colleagues this summer to support children's transitions. Evaluations and feedback from receiving settings was collated and used to adapt the materials as appropriate.

Transition guidance will be finalised in Spring 2009. At this point the materials can be printed, presented and distributed within the LA alongside a clear strategic vision for effective transitions, based on the principles of the EYFS.

At present there is no legal requirement for all providers to use the intended format.

Monitoring Children's Progress through the EYFS

The statutory early learning goals establish expectations for most children to reach by the end of the EYFS. They provide the basis for planning throughout the EYFS, so laying secure foundations from birth for future learning. By the end of the EYFS, some children will have exceeded the goals. Other children, depending on their individual needs, will be working towards some or all of the goals – particularly some younger children, some children with learning difficulties and disabilities and some learning English as an additional language.

Ongoing assessment is an integral part of the learning and development process. Providers must ensure that practitioners are observing children and responding appropriately to help them make progress from birth, through the Development Matters stages towards the early learning goals.

The LA have produced and published guidance⁹ to support settings in implementing appropriate systems to monitor and record the progress made by children throughout the EYFS. This guidance is currently being updated to reflect the EYFS.

⁹ Monitoring Children's Progress through the EYFS Leeds EYDT (maintained schools & CC)

Nationally there is a lack of guidance in this area. "Creating the Picture"¹⁰ is the only national guidance available. However, this does not give clear guidance on issues such as target setting, monitoring progress at key points in a child's life or the use of EYFS Profile data in year 1 to support children's continuity and progression.

Settings are not presently required to submit to LAs on entry or exit data for individual children against the EYFS. Due to the number and range of settings in the LA this is problematic. In addition there is no recommend system which could support this.

However, the LA are keen to explore if this is possible and have sought the advice of a National Strategy Regional Advisor to explore this issue further.

The only statutory requirement is for practitioners to complete an EYFS profile for each child at the end of the academic year in which they reach the age of five.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile

The EYFS Profile is the summative assessment completed by practitioners at the end of the EYFS. It summarises children's progress towards the early learning goals. It can also be formative in that it informs and guides the medium- and long-term planning done by Year 1 teachers in order to support and extend children's learning as they move into KS1.

Practitioners have the option of using the eProfile which is an electronic version of the EYFS Profile scales booklet.

Judgements about children's achievements against the EYFS Profile is based on practitioners' ongoing observation and assessments in all six areas of Learning and Development. Each child's level of development must be recorded against the 117 assessment points derived from the early learning goals.

Regulations made under Section 99 of the Childcare Act 2006 require early years providers to provide information about the assessments they carry out to local authorities. Local authorities are under a duty to return this data to the DCSF.

Local authorities have a duty to monitor and moderate the EYFS Profile judgements to ensure that providers are making assessments that are consistent across settings. Providers must take part in these arrangements. A moderation plan is completed annually and submitted to the National Assessment Agency (NAA).

The NAA reviewed the plan for 0809 and allocated the LA a 'secure' data rating. Further details about the moderation plan are in Annexe 3.

Schools should use the summative assessment of each child recorded in the Statutory EYFS Profile to support planning for learning in Year 1. Year 1 teachers

¹⁰ Creating the Picture Primary National Strategy

should be familiar with the EYFS and likewise EYFS teachers should be familiar with the KS1 curriculum.

Use of outcome data at EYFS

Annexe 6

National strategies have identified a lack of capacity across the authority to support attainment in early years, and therefore to meet the requirements of the EYOD. This is being addressed in a number of ways:

- The recent joint appointment of an Early Years school Improvement Advisor with responsibility for the EYOD;
- A number of new Early Years Consultants with a strong focus on improving the quality of learning and development through support, advice and challenge to all early years settings:
- A new “Every Child a Talker” – speech and language therapy trained consultant;
- Appointment of 2 new Leading EY teachers
- Appointment of 2 new Advanced Skills teachers
- Refocusing of the Early Years Service staff around new Quality Improvement Framework

In Summer 2009 the deadline for data submission has been brought forward three weeks earlier to 25th June 2009. This will allow the LA to check for any rogue data, allow for scrutiny and identify if any additional visits to schools or settings are required.

After collating the information, colleagues in PMIT prepare a comprehensive report regarding the data patterns and trends for the LA as a whole. The report addresses a number of aspects including measures of a good level of achievement, attainment patterns across the 13 assessment scales, gender patterns etc. This report is available to LA officers and the INFOBASE who use the information to inform support and service priorities. The report is shared with leaders and managers at various events in the Autumn term.

EYFS data for individual schools is collated onto the Autumn Term Primary Performance Analyses disc, along with KS1 and KS2 data. This disc contains all Leeds schools' data and is distributed to schools and LA officers.

A second version available later in the term contains national data to allow comparisons between individual school, local and a national level.

Colleagues from PMIT routinely deliver briefing sessions on the data to a wide range of audiences including head teachers, clusters of schools and LA officers. This year an early years head teachers conference was extremely well attended. The focus for School Improvement Partner visits this term is analysis and use of Foundation stage data.

The data identifies specific group for targeted work in the future including :

- Commissioning of the Gypsy Roma and Traveller project to enhance the work of the Education Leeds Gypsy Roma and Traveller Service,
- Actions planned with the head teacher for Looked After Children to improve attainment of LAC
- Review of support services, provision and identification systems for children with disabilities and implementation of Early Support

Transition into Year 1

Annexe 7

If children have not achieved the majority of the ELGs by the time they transfer into Year 1, the LA recommend that, in order to support continuity of learning, children should continue being assessed against the EYFS rather than P scales or national Curriculum levels for the first term in which they are in Year 1.

Research by the National Consortium for Examination Results (NCER) and Fischer Family Trust has found that correlations between overall FSP and Key Stage 1 outcomes are relatively low.¹¹ This has caused some difficulty for head teachers who wish to predict outcomes for very young children as the two assessment methods are quite different and are not comparable.

The NAA training document Continuing the Learning Journey¹², comprising of a DVD and explanatory printed materials, is designed to help settings give children a positive experience of the transition from the early years foundation stage (EYFS) to key stage 1 and show how to make effective use of information gathered through EYFS profiles.

Assessment in Y1 is based on rigorous accurate teacher assessment - teachers take FSP scores, and starting with this information, formulate 'next steps' in learning, so that children will progress. An average child will be expected to attain a level 1a by the end of Y1 and a level 2b by the end of Y2. For those children who, through tracking, are identified as vulnerable learners and at risk of being left behind, programmes such as CLL, ECAR will be put in place. Children are identified for 'catch up' by ongoing teacher assessment, and periodic assessment.

Those children identified as 'gifted and talented,' will be given access to a curriculum which will allow them to develop at a pace suited to their abilities. In Y2, children are assessed, once again, through ongoing teacher assessments, and periodic assessment judgments are made, at least termly, in order to build a curriculum which will support progression. Leeds use bespoke materials to support 'Assessing Pupil Progress,' and training around Assessment for Y2 teachers is

¹¹ NCER/FFT Discussion Paper Creating the Picture 2007 DCSF

¹² Continuing the Learning Journey NAA QCA/08/3904

delivered on a yearly basis by the Assessment team. In 2006/7, Moderation at end of KS1 was quality assured by NAA and no points of action were recorded.

Collection and use of information by other services

Children's Centres are required, by the new performance management framework, to analyse information from a range of other agencies and sources including Job Centre + and health. Centres draw on input from other expert colleagues from both within the centre and from other partner services as appropriate. Information around local and national PI's and Ofsted data are analysed alongside demographic data from the centres reach area. Information includes :

- % of teenage mothers and pregnant teenagers;
- % of lone parents
- % of children in workless households;
- % of children in Black and Minority Ethnic (BME) groups*;
- % of disabled children
- % of children of disabled parents;
- % of fathers
- Other groups which are priority vulnerable groups in the children's centre area accessing services from the centre

The Self Evaluation Cycle is in its first year- targets will be set for 09-10 in March 2009.

Extended Services and clusters are collecting a range of data through the PMIT team. This looks at demography of the local population, recent changes and an audit of services against this data. The clusters this year have moderated data collection against a framework of effective working practice based on the Integrated Quality framework. Judgements are made and agreed about the quality of the cluster arrangements based around :

- leadership and management;
- partnership working;
- planning;
- impact and evaluation;
- training development and communications;
- sustainability.

PPEL (Parents and Partners in Early Learning) project report

1 PPEL Summary Report

1.1 Executive Summary

The delivery of the PPEL project in Leeds has been spread across a number of partner organisations and involved practitioners, parents and children from a variety of settings and services.

The project has focussed on the distinct themes of adding value to existing programmes and creating innovative pilots to promote the importance of parental involvement in early learning in schools and the voluntary sector.

The sustainability of project activities has shaped their delivery to ensure that there is a long term strategy in place to involve parents in their children's early learning.

1.2 Background and context

Leeds is the regional capital of Yorkshire and Humberside. It is the second largest metropolitan authority in the country. Leeds differs from most other large metropolitan areas by having an urban centre with surrounding small towns, villages and countryside.

Unlike many other cities, the population of Leeds has grown in recent years to 715,000 people (2001 census). Over 8% of the population are from black and ethnic-minority groups, particularly concentrated in communities such as Beeston, Harehills and Chapeltown. 150,000 people in Leeds live in areas that are amongst the most deprived in the country (Community strategy 2004-2010). The Unemployment rate in the City was 2.3% (NOMIS 2003) and in that year 21.74% of children were living in households some income was from benefits.

The city has seen strong economic growth and investment in recent years.

However, although there is rising prosperity, areas of significant and multiple disadvantage remain. There are sharp and significant differences between some areas, including some of the wealthiest and some of the most deprived areas in England. Leeds can be characterised as a 'two speed city'.

Phase 1 of the Children Centre programme is complete with 29 centres being designated during this phase. A further 18 have been designated in phase 2 serving families in the 30% most deprived wards.

Children Centres services in the form of "7 day response teams" have been re-commissioned from 8 existing local Sure Start programme areas to provide family and parenting support in conjunction with children centres and schools.

Family outreach services provide families with support and information to access the facilities of the Children Centres.

There are around 43074 children under 5 living in Leeds and 75% of 5 year olds are White British.

Foundation Stage Profile results for 2007 show that 47% of pupils in Leeds achieved "a good level of overall achievement" which is defined as having at least

78 points across all strands but at least 6 points in CLLD and PSED strands. This is a four percentage point improvement on 2006 (43%) and is above the national average for 2007(46%).

21.9% of 5 year olds are eligible for free school meals (National average 17.2%) and 15.6% (National average 14.8%) have English as an additional language. There are sufficient free education places for all resident 3 and 4 year olds and 62% of the places are provided by the PVI sector (NEG sufficiency survey, November 2007).

An annual Early Years User survey is conducted with families accessing Children Centres.

In 2007 94% reported satisfaction with the services provided by the centre their child attends.

1.3 Target Communities and groups

The project activities were primarily delivered within the 30% super output areas of Leeds. These areas are spread across the city with the most deprived wards being in the East and South of the city.

Foundation stage profile data from 2007 demonstrates the difference in achievement in children living in the 30% most deprived areas and those living outside of these areas. 35.5% of children in the 30% SOAs achieved 78 points and 6+ points in CLLD and PSED whereas 58.2% of children living outside the 30% SOAs achieved the same indicator.

Where there was no focus on delivery within a specific area activities were directed at supporting children at risk of children of significant underachievement at the end of foundation stage. This included a variety of families who had access to the project activities although absolute targeting of groups was found to be inappropriate due to the nature of the activities.

1.4 Barriers to Parental Involvement

The Leeds PPEL baseline consultation report (Feb. 2007) analysed barriers to parental involvement in terms of communication, engagement and involvement:

1.5 Communication

- Provision of written information does not meet every parent's needs
- Information about the curriculum difficult for some parents to understand
- Unclear arrangements for sharing information at transition to school from nursery
- Parents' using Children Centres reported good communication both at the centre and in their own homes by outreach workers
- Parents' felt that the curriculum was there to help settings achieve targets and if they were given information they would be clearer about the importance of continuing learning at home.

1.5 Engagement

- Investing time and resources in working with parents can be an issue for settings and parental involvement becomes “devalued”
- Parents’ previous negative experience of school can prevent them becoming engaged
- Inconsistent information about setting policies and not enough notice when activities are offered prevents parents attending
- Opportunities for face-to-face contact at school was limited due to small staff teams whereas Children Centres had the benefit of a multi disciplinary staff team and parents could relate to staff from varying disciplines and backgrounds.
- The physical layout of settings as reported as a barrier to engagement. For example one parent reported that they could not wait for their child in the school reception due to health and safety concerns.
- Sharing profiles was one way regular information could be exchanged however parents’ felt that activities and interests outside of school were not as important.

Involvement

- The need and cost of an enhanced CRB check for parents/volunteers
- Male carers find it difficult to become involved in their children’s learning as there is a lack of male Early Years practitioners.
- The opening times of some settings can prevent working parents being involved
- Lack of involvement of parents who do not see their role as important as their child starts nursery or school

From this consultation these barriers to parental involvement were highlighted as a focus for the PPEL project:

- Staff attitudes and use of jargon when communicating with parents
- Judgmental and inflexible services
- Lack of parental self esteem and confidence in own ability

1.6 Outline of project or projects and anticipated outcomes

Outcomes for children

- Improved levels of involvement and well being for children.
- Services and support will be targeted towards children at risk of underachievement at the end of the Early Years Foundation Stage (EYFS) e.g. children who have English as an additional language, children with additional needs, looked after children, gypsy roma and traveller children.

Outcomes for parent/ carers

- Improved levels of involvement parents and carers in Children Centres, schools, private and voluntary providers.

- Services have a strong customer focus measured through regular and sustained evaluation of parental satisfaction.
- Increased parental understanding about their children's learning and education
- Increased access to other Children Centre and Extended Services.

Outcomes for practitioners

- Increased staff awareness of barriers to parental involvement such as poor housing, domestic violence, mental health issues etc.
- Improved knowledge of the role of parents in early learning.
- Increased access to resources to support parental involvement in early learning.
- Improved support for staff across all sectors of provision to further develop parental involvement through identified frameworks and strategies.

Outcomes in terms of local authority practice

- A range of support available for children and families from the maintained, voluntary and health sector services to enhance the progress of those likely to underachieve.
- Enhanced progress of children in areas of greatest disadvantage (identified by PSA1 targets) to support the authority's Early Years Outcomes Duty.
- Local dissemination events to celebrate good practice from across the Early Years sector.

1.6.1 Project Activities

The project activities were designed to reduce these barriers to parental involvement particularly through a programme of practitioner and parent training, support for the implementation of the PICL approach in children centres and to add value to a number of successful projects:

Parents, Early Years and Learning (PEAL) training

Parents, Early Years and Learning (PEAL) training was designed to be delivered in children centres and settings in disadvantaged areas to promote the importance of parental involvement in their children's learning. PEAL provides practitioners with a sound evidence base in relation to how to involve parents and why parents are important in improving early attainment. Practitioners are given the opportunity to reflect on current policy and practice within their setting and plan development strategies. As part of the PPEL project the training was targeted at foundation stage practitioners in 40 primary schools. 44 schools sent a total of 87 practitioners to the training between December 2007 and March 2008.

The Hanen Programme training

The Parents as Partners in Early Learning Project has funded the roll-out of Hanen certified speech and language therapist training that will support both early years practitioners and parents of children with a range of early language needs. Fourteen Early Years speech and language therapists were awarded their Hanen certification during the PPEL project and are now able to use the strategies learned during appointments and interventions to support adult-child interaction. Following certification all therapists have been offered advanced options in programmes to train Early Years practitioners, parents and provide tailored support for parents of children on the autistic spectrum.

Developmental Movement Play

Developmental Movement Play (DMP) supports young children's learning and development through their natural desire to move.

The programme is based on neuroscientific theories that link movement to brain and nervous system development as well an understanding of the value of child-led play. The Parents as Partners in Early Learning (PPEL) has enhanced the delivery and sustainability of Developmental Movement Play by providing additional resources and evaluation of family groups.

Over the last 10 years DMP has been embedded across children centres. Training is given to centres to promote DMP concepts in everyday practice and each centre identifies a lead practitioner(s) to champion the approach and establish family groups.

There are currently 62 lead practitioners who have been accredited through NOCN working in 18 children centres.

Regular network days and visits from the DMP team is offered to lead practitioners to continue their professional development and inform them of different aspects of DMP theory, research and practice.

Lead practitioners are supported to establish family groups where parents can achieve accreditation over a 6 week course. On average 6 families attend the courses.

Parents and practitioners share information about the children's movements and engage in activities to support and enhance these movements.

The courses are unique to each centre in terms of the marketing the group, set up and ages of children attending but the principles, delivery and structure ensure practitioners are offering quality experiences for their families.

Between September 2007 and March 2008 approximately 150 adults (including parents, carers and childminders) and 178 children attended the 6 week courses held by 26 practitioners in 13 children centres.

The Amazing House Project

The Leeds branch of the Pre-school learning alliance has piloted 'The Amazing Rainbow House' quality assurance toolkit and family learning package.

11 baby and toddler/play and stay groups were involved in the project. Each received the support of a pre-school learning alliance development worker who planned family learning sessions with group leaders on story sacks, rhythm and rhyme and 'what's in your cupboard'.

302 adults and 322 children attended the sessions between October 2007 to March 2008 supported by 33 practitioners. The sessions were delivered in a variety of

existing groups such as children centre play and stay, travellers play development group, the grandparent and toddler group and a toddler group held in a city centre church.

Parents Involved in their Children's Learning

27 Children's Centres (and the Travellers Play development team) were given additional funding of £1,000 to support the implementation of the Parents Involved in Children's Learning (PICL) framework following training delivered by the Pen Green Centre. The PICL programme is based on sharing four key child development concepts with parents: involvement, well-being, adult pedagogic strategies and schemas. These concepts are shared primarily through using video technology during study groups, home visits and workshops. In total 55 children centre practitioners have completed the training. The additional funding has supported centres to implement the learning they have acquired through the training. This two pronged approach should enable the trained practitioners to sustain and embed the principles of the Pen Green framework by dedicating resources to the strategies and programmes they put in place.

Sure Start Parenting Academy

In order for parents to play an active role in their children's development they must feel supported to value the importance of learning.

The Surestart Parenting Academy (SPA) offers a menu of family support courses for professionals and parents and coordinates KIDSCOPE sessions which provide a drop-in facility for parents needing support and advice.

The PPEL project has worked in collaboration with SPA to enhance the accreditation of their courses, produce a citywide publicity strategy and recognise the achievements of the parents attending courses.

12 practitioners attended the internal moderation training between January 2008 and March 2008. These practitioners came from a number of services such as speech and language services and the family outreach team.

1.7 Working Partnerships

Reporting on the progress and outcomes of the project involved a number of agencies and partners at strategic and operational level.

Mechanisms such as multi-agency task group meetings provided a forum for professionals delivering or managing parental involvement initiatives.

Presenting to the sure start partnership, the Leeds Voice forum (VCS agencies), The Early Years Outcomes Duty group and Early Years senior management built the profile of the project but more specifically the issue of parental involvement as a key factor to improving child outcomes.

Involving parents in early learning and education is a key priority of the city's Children and Young People's Plan through the PPEL project and associated services such as early years family outreach workers. The family supporting and parenting strategy recognises the need for universal support for parents to engage them in their children's learning.

The delivery of the project recognised the variety of services and agencies already established and offering parents opportunities to support their child's learning in the early years. In creating an authority wide dissemination event at the end of the project year the strengthening of links between the Early Years Service, Education Leeds, health visitors, private, voluntary and independent childcare providers, further education colleges, voluntary services and others was celebrated.

In practice the project has developed the involvement of parents in their children's learning through children centres, schools and volunteer led play and stay groups. The children centres involved in the PICL training have carried out family studies that in some cases have extended beyond their training showing a commitment to working in partnership with parents in this way. This has given parents the knowledge, understanding and support to discuss their child's development with staff.

One practitioner shared the way in which PICL has helped to build more effective relationships with parents in the setting "The parent we worked with has been enthused by our discussions and the video (of her son) and now comes into nursery and tell us what he's been doing at home. They have more confidence now and this was a parent who worked in a nursery themselves"

The Amazing Rainbow House project enhanced the relationships that play and stay groups have with parents by demonstrating to group leaders the ways in which parents can become more involved in the activities and running of groups. Parents were encouraged to work alongside their children and group leaders during activities and given resources to use at home. As a result parents felt empowered to work together with group leaders on evaluating the group using the Amazing Rainbow House framework.

The Amazing Rainbow House project was delivered by the pre-school learning alliance in addition to the services commissioned by the Leeds Sure Start Partnership. This existing partnership ensured that expectations for delivery, monitoring and evaluation were clearly defined and realistic.

The partnership between the Early Years Service and the Speech and Language service have also been strengthened through the PPEL project.

The delivery of the Hanen programmes to speech and language therapists will ensure a rolling programme of courses to support parents and practitioners can continue.

More importantly the Hanen programmes will be embedded in local speech and language and post-natal practice in partnership with health visitors to further expand the scope of the innovative and supportive strategies offered by the workshops and interventions.

1.8 Impact

Emerging Impact of the Parents as Partners in Early Learning Project

- Where parents are attending sessions/groups and their knowledge of early learning is increasing children are being supported as learners in the home.
- Parents are requesting more training and support as a result of attending sessions.
- The role of parents as first educators is being highlighted in centres and settings attending practitioner training.

- Changes to practice and attitude in the centres and settings involved in the project impact on the delivery of support and strategies to improve parental involvement.
- Practitioners involved in the movement play and amazing rainbow house projects are able to provide more opportunities for parents to be involved in all aspects of child development.
- Strengthened partnership between voluntary and maintained sector through the amazing rainbow house project.
- As the project coincides with the development of the city's parenting unit (underpinned by the Family and Parenting Support Strategy and Children and Young People's Plan) parental involvement in learning is a priority for the authority.
- 'Parents as Partners in the foundation stage' is recognised as a key feature to improving FSP results and will become the responsibility of the EYOD strategic group and the foundation stage improvement manager.

Successes for children

Where parents and children have accessed activities together (Developmental Movement play, Amazing Rainbow House and PICL child studies) practitioners have reported increased parental awareness of the signs of wellbeing and involvement in their children. Observations from the Amazing Rainbow House and Developmental Movement play activities support the idea that children attending become more sociable, willing to take risks and respond to encouragement and feedback from their parents/carers and practitioners over a period of time. Where PICL child studies are being used children wellbeing and involvement is being heightened and practitioners are seeing benefits to sharing what happens outside of the children centre with parents. They feel that they have a clearer understanding of how to support the child's learning, taking a lead from the child's interests and schemas.

Limitations

The Amazing Rainbow House project has been designed to provide informal and fun opportunities for parents and children to learn together. This has made the collection of data relating to child outcomes difficult as parents and children 'drop-in' to sessions and as some of the groups are volunteer led sessions have been spread over a number of weeks or months. However, there is no doubt that children are benefiting from the sessions as the quality of the groups improve through the support of the development officer.

PICL child studies have been focussed on children accessing a nursery place with the agreement of their parents. As most practitioners were using the framework for the first time they chose parents who they had a working relationship with already and agreed that as the framework becomes embedded in the centre they will identify children at risk of underachievement and work with their parents.

Successes for parents/carers

Practitioners and parents have reported increased parental awareness of the signs of wellbeing and involvement through PICL child studies.

Where children centres are implementing PICL based activities such as groups, literature for parents, profile building and camera lending parents are increasing their understanding of child development, how children learn and how they can support them. These activities have been evidenced through written and visual case studies.

Parents who were attending sessions for the first time were enthused and keen to do more. This was particularly evident at the Movement Play first sessions as the groups were well planned and organised and parents were informed about the course and other services that the centre could offer.

The parents involved in Amazing Rainbow House project evaluated that they had learnt something that could support their child through singing, stories and messy play.

Parents involved in SPA courses (especially 0-6 parenting course) also report an increased knowledge and understanding of their children. A parent case study describes this as “tuning into” their child and having time to play with him as being more important than before the course.

Of the schools who submitted evidence for the settings audit a range of activities to involve parents were demonstrated. 83% of schools offered parents the opportunity to contribute to their child’s planning, observation and assessment examples included shared planning meetings with keyworkers; sharing learning stories and play and learning sessions for parents.

The Early Years user survey had increased levels of parental awareness of activities that parents can attend from 2006-2007 (from 54% to 37% not knowing about activities in the centre). Participation in activities also rose (76% of respondents did not attend any activities in 2006 which fell to 50% in 2007) thus showing that with increased awareness of what is available parents are more likely to participate in centre based activities.

A parental involvement survey was carried out with a generic sample children centre users and then repeated with families identified as vulnerable (e.g. families accessing income support and children and families from black and minority ethnic groups). 96% of respondents to the overall survey felt able to contribute to their child’s learning compared to 86% of more vulnerable families. With regards to having information about early learning 83% of respondents to the overall survey said they had enough information and suggested amongst other things more written information on the foundation stage (56%). Only 55% of more vulnerable families said they had enough information about early learning.

Limitations

Where parents have accessed the activities the support offered by practitioners has furthered their involvement with services however this is difficult to assess. The surveys conducted need to be treated with caution due to the size of the sample and sampling techniques. The general messages from the survey indicate that tailored support from practitioners, an understanding of the role of parents in learning and consistent information about early learning and activities parents can attend to support this are all necessary to encourage parental involvement in learning.

Marketing groups and courses to parents has been difficult to determine as some practitioners supported the attendance of vulnerable parents whereas others relied on parents turning up to activities. Where children were already attending the

children centres conversations with parents who were able to access groups at the times held seemed to encourage attendance. In the Amazing Rainbow House project children attending were mainly awaiting a place a nursery or being cared for at home.

Successes for practitioners

The majority of the PPEL project has focussed on the outcomes for practitioners to ensure greater impact on families and children post project.

Where practitioners have attended training there has been increased awareness of the role of parent's in early learning, improved knowledge of parental involvement strategies and support made available through networking and practice sharing events.

The training evaluations from the PICL training delivered by Pen Green shows that almost all practitioners have increased understanding of child development concepts, awareness of how to share this information with parents and the role parents must play in achieving positive outcomes for children.

Furthermore, all 28 settings who have received training have delivered (or planned in detail) staff briefings to the wider staff team (approx. 20-30 staff per children centre team). The model of delivery has ranged from single staff meetings to a series of staff sessions with supporting resources.

Children centres involved in the PICL training have received funding and most centres have purchased I.T. equipment, learning materials and dedicated resources to implement their learning. Practitioners as they feel more supported by to share their learning and embed the approach across the centre. Family outreach workers who have been PICL trained are able to support parents in the home and at groups to develop their understanding of early learning.

The most significant emerging outcome for school based practitioners who attended PEAL training is their enhanced confidence for involving parents in the foundation stage. Less than half (45%) of practitioners felt confident in offering opportunities at the beginning of the training and by the end 92% felt confident or very confident in being able to offer such activities. This motivation for change is evident as the action planned reflect both short and long term goals and where needed the support of senior management and outside agencies.

Speech and language therapists are now able to deliver a wider range of parent/practitioner support programmes through the Hanen project. Following the training 100% practitioners felt they could offer parent courses using the information and strategies provided by the course (only 27% felt able to do this before their training).

All practitioners involved in the project have accessed resources to support ongoing development and improvement. This has been supplemented by the dissemination event.

Limitations

The training delivered to schools has proven to be very successful for both practitioners and to strength the links between Education Leeds and the Early Years Service. The barrier to continuing this and making the pilot more permanent is identifying co-ordination post project.

The PICL pilot has been successful in 28 settings and the roll-out of training will now rely on settings or the local authority funding places on the course. Children centres have had to purchase their own resources as this would ensure they bought items to suit their implementation plan. This has been a barrier to engagement in the project with some settings as they have not been able to identify staff to co-ordinate the purchasing. Ongoing opportunities for practitioners working in the Early Years sector to share information about parental involvement in early learning has been identified as a need to continually develop practice.

Successes for the local authority

The links between Education Leeds and Early Years service continue to be strengthened by the EYOD strategic group. The practitioner training and PICL implementation will be taken forward as part of the EYOD action plan. Advisory teachers working with foundation stage settings are able to support the development and improvement of parental involvement practice through the use of the identified frameworks and strategies. The PEAL project has been linked to SEF and quality improvement to support settings in reflecting on their practice and planning continual improvement.

Limitations

There is an appreciation that a variety of programmes already existing to support parental involvement in early learning and the project has been designed to support and enhance current practice. Difficulties in co-ordinating the activities that are being part funded or where monitoring and evaluation activities are duplicated by other mechanisms.

1.9 Overcoming barriers to parental involvement

The nature of the projects aimed specifically at providing opportunities for parents and children i.e. Developmental Movement Play and the Amazing Rainbow House has used a number of strategies to engage parents in them. Where groups were held at children centres by staff there were a number of strategies employed to support parents attendance. This included conversations with nursery parents to recruit them to family movement groups and wider advertising of the groups to open them to any parent accessing the centre. To overcome barriers to involvement such as lack of confidence family outreach workers played a valuable role in supporting parents to come to groups for the first time. Some parents who had attended a number of groups and courses felt that the persistent visits, leafleting and encouragement of the family outreach team had given them the confidence to attend the children centre and 'try out' the facilities. The family movement courses have been designed to educate parents and carers about the importance of movement in child development through focussed discussions, literature and individual advice. This provides parents with the necessary information to support their children in and out of the groups. The Amazing Rainbow House sessions that were held in existing play and stay or babies and toddlers groups drew on existing parents and invited them to the family

learning sessions. To inform parents about the project the development worker advertised her attendance prior to the sessions through a newsletter stating the dates, type of session being delivered and parental involvement in the quality assurance assessments. The group leaders and volunteers were visited and informed about the themes over the 5 weeks and the quality assurance model being introduced.

During the Amazing Rainbow House sessions the development worker encourage both practitioners and parents to get involved and modelled the activities. Parents were given information about how the activities supported different aspects of development and how this could be replicated at home.

Practitioner and setting based project activities aimed to overcome barriers to parental involvement through the development and awareness of existing barriers and solutions to them.

The PEAL training has been based on reflective practice and giving practitioners the time and space to discuss attitudes towards parental involvement and their settings policies and practice. Staff attitude was suggested as a major barrier to parental involvement and PEAL training has been evaluated by practitioners as improving their confidence to encourage parental involvement and identify parents who need more support.

The implementation of PICL in children centres will continue to build practitioner knowledge of how parental involvement has a positive impact on child outcomes. The majority of centres are working with one family who is already engaging in their children's learning to build their confidence of the framework. It is hoped that this work will continue to embed across the centres and be introduced to family outreach teams to overcome barriers to parental involvement such as lack of parental confidence.

1.10 Evaluation

The positive effects of project activities have been demonstrated by the external evaluation carried out by NCB.

The successes identified within project monitoring and evaluation have been focussed on developing the support available to practitioners and the provision of more opportunities for parents to become involved in their children's learning.

The PEAL pilot has encouraged the involvement of schools in parental involvement training and has allowed effective strategies to be shared into the foundation stage and beyond. Practitioners attending the training reported an overall improved confidence in working with parents to engage them in activities in school to support their children's learning.

The Amazing Rainbow House pilot has given both group leaders and parents access to sessions that provided both activities and practical information to support learning at home.

The project coordination has proved difficult due to the levels of involvement required with each project activity. Defining the monitoring and evaluation needed for project activities has also caused confusion as some activities have been monitored by other performance management systems. Those delivering activities have also found data collection difficult as some of the sessions are informal and do not require parents to register and formal data collection has not been insisted upon. The delivery of parent groups have been termly or in 6-8 session blocks and

in some cases this has been delayed due to holidays, staff illness or other issues. The knock on effect on this has been the delay in data collection and analyse and as such some activities cannot be included in the project findings. Delivery of the project activities could have been improved if further support was available to children centres to purchase resources to support PICL implementation. Improved communication regarding the PEAL training options available from NCB would have also ensured strategic development of the programme across schools and settings.

1.11 Sustaining Parents as Partners in Early Learning Activities

The procurement of resources to implement PICL across children centres and the establishment of practitioner networks will ensure that the approach continues to be embedded. This is will be supported by the EYFS manager and the advisory teacher team.

The role of the family outreach worker is being realigned in Leeds and a key feature of their work will be to encourage parental involvement and the use of children centre services. Training will be delivered to family outreach workers by the EYFS training team to provide them with an understanding of the new framework and how parents will be supported by it.

Resources have been bought to support parent groups and practitioner training in developmental movement play. The approach has been developed in children centres over around 10 years and the project has further enhanced the offer to practitioners and parents.

Training for trainers in the PEAL programme will support the roll-out of the training across the sector and provide advisors with an understanding of the model and how to support settings. PEAL has been linked to quality improvement strategies and school improvement policy using SEF and this will continue to ensure settings and schools assess and improve their practice with regards to parental involvement in learning.

A city wide marketing strategy for the parenting academy and KIDSCOPE and the provision of internal moderators to improve the quality of groups and courses being delivered will become part of the new parenting unit's remit. The parenting unit will be responsible for commissioning and delivering parenting and family support across Leeds and this will impact on the involvement parent's have in their children's learning.

The implementation of the Hanen programmes will become a core feature of the Early Years Speech and Language Service for both parents and practitioners and courses can now be offered on a wider scale across the sector.

The success of Amazing Rainbow House project has resulted in around 30 groups being put on waiting list for the programme. These groups will be offered the programme by the development team post project as part of their ongoing support.

2.1 Statutory Framework for the Early Years Foundation Stage¹

This document contains the statutory framework for the EYFS. It sets out the legal requirements relating to learning and development (the early learning goals; the educational programmes; and the assessment arrangements) in Section 2 and the legal requirements relating to welfare (safeguarding and promoting children's welfare; suitable people; suitable premises, environment and equipment; organisation; and documentation) in Section 3.

The learning and development requirements are given legal force by the Early Years Foundation Stage (Learning and Development Requirements) Order 2007 made under Section 39 (1) (a) of the Childcare Act 2006. The welfare requirements are given legal force by Regulations made under Section 39 (1) (b) of the Childcare Act 2006. Together, the Order, the Regulations and the Statutory Framework document make up the legal basis of the EYFS. The requirements in this document have statutory force by virtue of Section 44 (1) of the Childcare Act 2006.

Providers have a duty to ensure that their early years provision complies with the learning and development requirements, and the welfare requirements. In addition, this document contains statutory guidance. All providers must have regard to this guidance, which means they must take it into account and, if they decide to depart from it, they must have clear reasons for doing so and be able to demonstrate that their alternative approach achieves the ends described in this guidance. Ofsted will take account of any failure to have regard to this guidance when exercising its functions, including any proceedings which are brought under the Act.

2.2 Practice Guidance for the Early Years Foundation Stage²

This booklet provides guidance for practitioners on meeting the requirements of the Early Years Foundation Stage (EYFS) framework. It provides useful, practical advice and detailed information on supporting children's learning and development and welfare.

It contains key guidance on the areas of Learning and Development, non-statutory guidance, additional advice and information.

2.3 EYFS resources

Supporting materials for providers and practitioners include a CD-ROM, poster and Principles into Practice cards.

¹ Statutory Framework for the Early Years Foundation Stage
EN

DCSF 2008

00267-2008BKT-

² Practice Guidance for the Early Years Foundation Stage
EN

DCSF 2008

00266-2008BKT-

Further information, regularly updated, is available at www.nationalstrategies.standards.dcsf.gov.uk/earlyyears

2.4 A principled approach

Effective practice in the EYFS is built on four guiding themes. They provide a context for the requirements and describe how practitioners should support the development, learning and care of young children. The themes are each broken down into four commitments describing how the principles can be put into practice.

Unique Child recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.

Positive Relationships describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.

Enabling Environments explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context – transitions, continuity, and multi-agency working.

Learning and Development recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

This approach ensures that the EYFS meets the overarching aim of improving outcomes and reflects that it is every child's right to grow up safe; healthy; enjoying and achieving; making a positive contribution; and with economic well-being.

Feedback letter from National Assessment Agency on the annual Foundation Stage Profile moderation process

Dear Liz

(Early Years) Foundation Stage (EYFS) Profile – response to your completed evaluation and planning form

Thank you for submitting your completed evaluation and planning form for the implementation and moderation of the (Early Years) Foundation Stage Profile. This provides us with valuable data with which to establish a national picture of the development of the EYFS profile and the security of the resulting data. It enables NAA to identify generic issues, challenges and obstacles to its implementation. This form also provides information that will contribute to NAA assigning a data confidence rating to each local authority (LA) for the potential security, reliability and accuracy of EYFS profile data.

Where it is appropriate, we will be allocating a Support and Development Officer who will work closely with LA personnel to develop its approach to the implementation and moderation of the EYFS profile.

Plan development

Scrutiny of the form has identified the following effective features:

- The moderation plan is reviewed and developed in conjunction with all stakeholders and is responsive to the review of the previous year's moderation.

The LA has proposed the following changes/developments for 2008/9

- To seek headteacher representation when completing annual EYFS profile moderation plan.

Specific EYFS profile training

Scrutiny of the form has identified the following effective features:

- A clear system is in place for training and supporting all practitioners.
- The LA provides specific EYFS profile training for all representatives.
- The LA provides specific EYFS profile training for NQTs and practitioners new to reception.
- The LA uses additional exemplification materials provided by QCA/ NAA.
- The LA follows up non-attendance.
- Training, briefings and updates are regularly provided for all levels of school and LA management.

The LA has proposed the following changes/developments for 2008/9:

- The LA recognises the need to gain knowledge and data about current reception practitioners.

NAA has identified the following issues as areas to consider for development:

- The LA needs to develop a database of to identify and monitor current foundation stage practitioners to enable them to effectively target support.
- To ensure subject leaders receive EYFS profile training.

The moderators

Scrutiny of the form has identified the following effective features:

- The LA recruits a moderation team which reflects a balance of serving practitioners and LA personnel. All members of the team have appropriate early years experience.

- Moderators receive appropriate training and opportunities to update their knowledge and understanding of the EYFS profile.

The LA has proposed the following changes/developments for 2008/9:

- To recruit additional moderators depending on funding.

Inter-LA moderation

Scrutiny of the form has identified the following effective features:

- The moderation manager/team engages in inter-LA moderation of EYFS profile judgements.

The LA has proposed the following changes/developments for 2008/9

- To widen attendance to assessment adviser.
- To continue to share updated documents to practitioners through EYs/assessment collaboration site.

Moderation cycle

Scrutiny of the form has identified the following effective features:

- The LA externally moderated 28% of settings.
- The LA identifies and moderates schools and settings through a range of triggers. These may be cyclical, NQTs and staff new to the EYFS profile, where concerns have been identified by the SIP or headteacher, anomalies in data, previous concerns during moderation visits and / or non-attendance at training and / or moderation meetings.

The LA has proposed the following changes/developments for 2008/9:

- In addition to present triggers the LA plan to moderate settings with fluctuating staff, patterns in data, for example, no children achieving a score of 78 with 6 in PSED and CLL.

The moderation model

Scrutiny of the form has identified the following effective features:

- The moderation visit focuses on a professional dialogue with the practitioner to explore their understanding of FSP scale points in relation to the attainment of the children in the moderation sample.
- Moderation visits include a reference to NAA exemplification.

The LA has proposed the following changes/developments for 2008/9:

- For the moderator and practitioner to observe jointly where appropriate to further examine quality of the practitioner's observations and judgements.

NAA has identified the following issues as areas to consider for development:

- The NAA advises that when the moderator observes alongside the practitioner for a short length of time that the purpose of paired observation is for the moderator to gain a clearer understanding of the practitioner's observational skills and the accuracy of pitching judgements.

The moderation sample

Scrutiny of the form has identified the following effective features:

- The moderator focuses on evidence of three children's attainment within three bands, 1-3, 4-8 and 9 with the practitioner.
- Moderators explore the ratio between child initiated and adult directed evidence used to secure a judgement. Practitioners are increasingly providing evidence from child initiated activity, especially where there is a strong in-house moderation culture.

Practitioner judgements

Scrutiny of the form has identified the following effective features:

- The LA found that practitioners' judgements were in line with national exemplification.
- Practitioners drew their evidence predominantly from observations of child initiated activity. Practitioners were challenged on their judgements when if the majority of evidence was based on adult directed activities.

The LA has not stated the % of settings regarding data confidence

Appeals arrangements

Scrutiny of the form has identified the following effective features:

- Settings receive verbal and written feedback.

The LA has proposed the following changes/developments for 2008/9:

- As a priority an appeals procedure will be drafted, consulted and circulated to all settings.

NAA has identified the following issues as areas to consider for development:

- At present there appears to be no formal appeals arrangement in place.

Additional assessments

NAA has identified the following issues as areas to consider for development:

- The form states that some schools and settings are using commercially produced assessment materials and recording systems. It is unnecessary for practitioners to use additional materials as they may contradict or undermine the process of observation based assessments for the EYFS profile.

EYFS profile data collection and analysis

Scrutiny of the form has identified the following effective features:

- The LA has appropriate arrangements to support the collection of results.
- All settings receive analysis of LA EYFS profile assessment results.

The LA has proposed the following changes/developments for 2008/9:

- For the LA to support schools in analysing their own data through training and challenge. Headteachers will be informed in September.
- For school improvement partners to receive data with a greater level of detail to use for autumn visit.

Quality assurance of EYFS profile data

Scrutiny of the form has identified the following effective features:

- FSP data is scrutinised. Apparent anomalies and inconsistencies are identified and referred to schools and settings for review.
- Headteachers are requested to sign off the data.

Understanding of EYFS profile data in year 1

Scrutiny of the form has identified the following effective features:

- The 'Continuing the Learning Journey' materials are used effectively during the FSP year 1 course.

NAA has identified the following issues as areas to consider for development:

- Very few schools have implemented the materials as INSET training. The LA don't have the systems or information to make a secure judgement regarding the percentage of year 1 practitioners using data effectively to support planning.

Data confidence rating

NAA assigns a data confidence rating for each LA that describes the potential security, accuracy and reliability of EYFS profile data. It is based on the results of external moderation by NAA (where applicable), scrutiny of the completed evaluation and planning form and analysis of LA EYFS profile data.

The confidence rating is expressed as follows:

- Serious concern for potential security of data
- Some concern for potential security of data
- Stable data
- Secure data
- Secure data and exemplary model of implementation and moderation in place

The current rating assigned to Leeds is

Secure data

As a result of the confidence data rating assigned to your LA, NAA has concluded that additional support is not currently required.

Please do not hesitate to contact me if you wish to discuss this further.

Yours sincerely

Jan Dubiel

Programme Leader (Early Years) Foundation Stage Profile

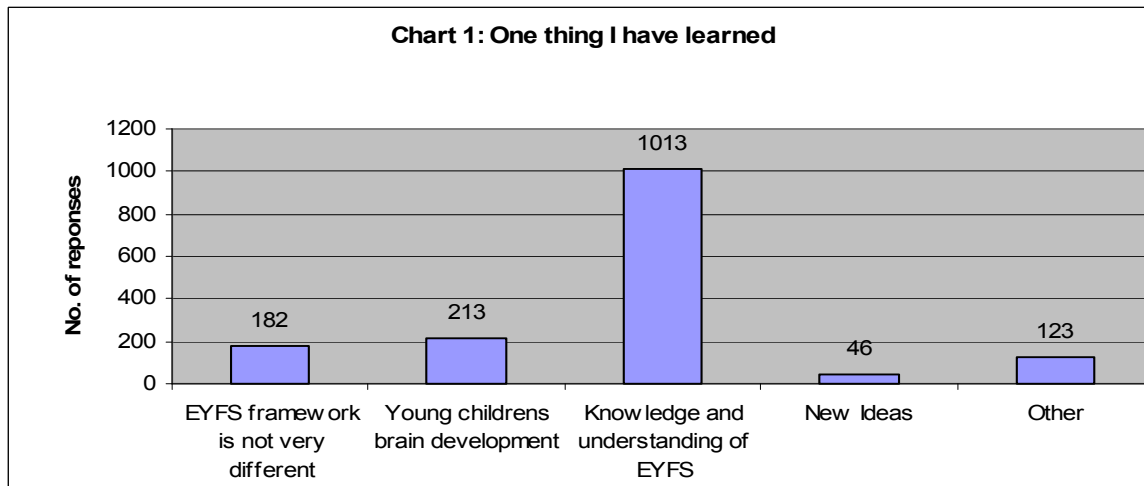
Direct Line: 020 7509 6282

Email: jan.dubiel@naa.org.uk

LA EYFS Training Outcomes

Outcomes for children

As Chart 1 shows, more than two hundred practitioners reported increased knowledge about young children's development...



The following quotes are taken from end of course evaluations and exemplify practitioners' increased knowledge about children's learning and development...

"I've realised again how important my attitude is to a child's learning."

"There needs to be more space for physical activities more child initiated activities." (Children's Centre)

"As a Year 1 teacher I have found the day very useful and have a much better insight into Early Years Foundation Stage."

"I've learned about children learning through movement and how important observing is." (Childminder)

I've learned "Children need to lead the learning more." (Private sector)

I've learned "The children's need for fat in their diet is linked with brain development." (Voluntary sector)

I've learned "About assessment in the early years – particularly in observations." (Independent sector)

Although many practitioners reported increased knowledge and understanding about young children's development following EYFS training, the challenge remains that many initial training courses do not include child development as a substantial element and practitioners are starting from a low knowledge base in this vital area.

Outcomes for parents/carers and the wider community

A number of practitioners stated that the training would impact on their work with parents/carers and the wider community...

I've learned "How important the wider context is and ways in which to include/share with other child carers." (Private sector)

I've learned "That my Key Worker role is as much about getting along better with the parents as it is filling out a profile." (Independent sector)

I'm "More confident on profiles and ideas on involving parents in building them up." (Private sector)

However, following discussion on working in the Wider Context, which was included in the EYFS training, many trainers reported that participants found this aspect of their work challenging.

Outcomes for practitioners

Following training, 94% of practitioners reported a rise in their confidence with the EYFS and, as Chart 1 demonstrates, more than one thousand practitioners reported increased knowledge and understanding of the EYFS framework. In the end of course evaluations, when asked about what they had learned, practitioners said...

"To be more positive about myself and the high standards of service I provide." (Childminder)

"A clear understanding of the principles and welfare requirements. I feel we can go back to the school and highlight the things we need to put in place." (Teacher)

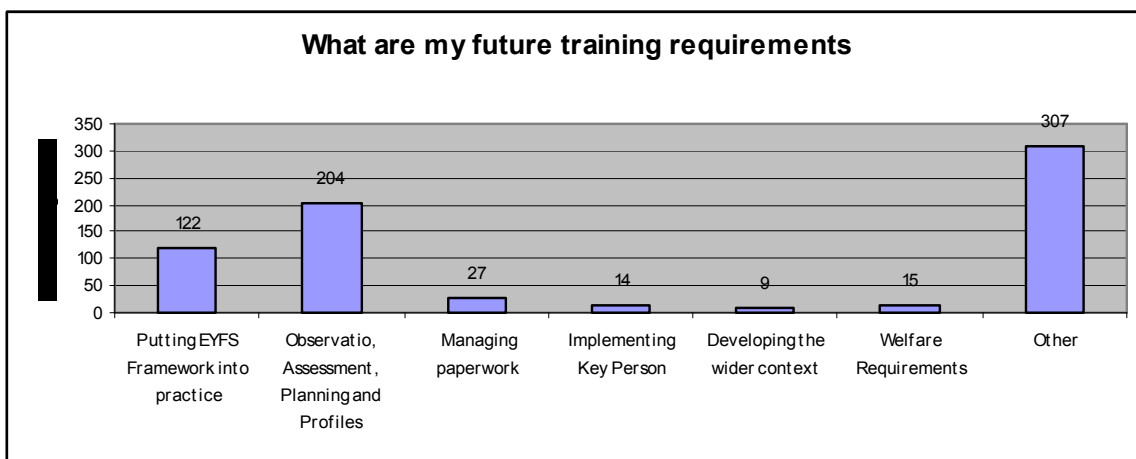
"I feel more confident about the whole framework." (Private sector)

"New EYFS is not as daunting as I thought it would be." (Voluntary sector)

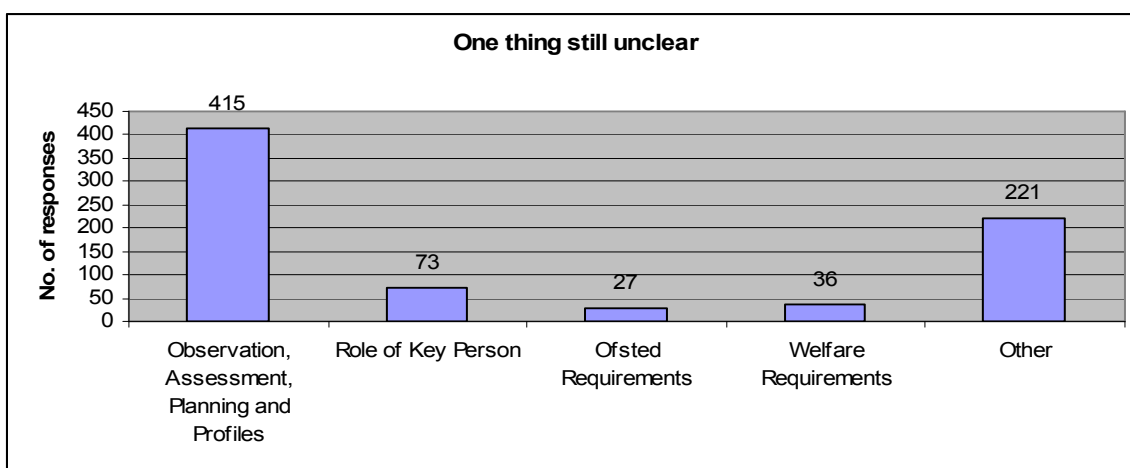
"Not to be afraid of change and learning." (Children's Centre)

"How it differs from before - but its not really more complicated." (Independent Sector)

Practitioners were also able to identify their future training needs and, as Charts 2 and 3 show, a majority of those completing that part of the evaluation form identified Observation, Assessment, Planning and Profiling as an area that they were still unclear about and would like more training on.



Outcomes in terms of local authority practice



In response to practitioners' evaluations, the EYDT has produced materials to support practitioners' observation, assessment, planning and profiling and delivered a number of half-day workshops to Foundation Stage Co-ordinators in schools.

Training on these topics is planned for the Private, Voluntary and Independent sectors in Autumn Term 2008 and for Childminders in 2009.

Another thing remaining unclear to practitioners following the initial training was the role of the Key Person (Chart 2). Participants' and trainers' evaluations show that this was particularly true of schools' staff. This training need, along with the implementation of the EYFS, also identified as a future training requirement (Chart 3), will be addressed in future training programmes.

Pilot Transition Document – Draft Guidance to support Leeds EYFS Transition Record

Guidance to support Leeds EYFS Transition Record

“Children’s social, emotional and educational needs are central to any transition...Effective communication between settings is key to ensuring that children’s needs are met and there is continuity in their learning.” EYFS PiP card 3.4

Aims of guidance:

- To ensure that every child has a positive experience when moving between settings and when starting a new setting
- To ensure continuity of experience for children
- To enable all settings to build on & value a child’s previous experience
- To support inclusive practice in all settings
- To promote effective communication between all EYFS settings
- To encourage & enable all EYFS practitioners to work together



Transition works best when:

- It is a process rather than a ‘one-off’ experience
- The child & his/her needs are at the centre of the process
- Time & care are taken to plan the process of transition
- All parties involved value & acknowledge the role of parents as the child’s first & most important educator and parents are consulted about the information that is included in the child’s record
- All parties involved have respect for each other & there is effective communication between home & settings & between settings
- Transition records are valued and used effectively
- Confidentiality is respected



Good practice tips for transition:

- Practitioners listen to children’s hopes & fears regarding transition & children are given opportunities to express their feelings
- Practitioners prepare booklets containing photos of people & provision that children will meet in their new settings
- Home visits are made to meet children & parents & share information
- In addition to visits with their parents, children have the opportunity to visit the new setting with a practitioner from their current setting

- Practitioners visit each other's settings, meet children there & gain understanding of children's experiences
- Practitioners meet to discuss transition and hand over children's records. If this is not possible, they communicate directly by phone, e-mail or letter
- Parents are trusted to take the transition record to the child's new setting and know the name of the Leader, Manager or Reception Teacher involved
- The child's record is received before the child makes the transition, so that there is time to prepare for him/her. If this is not possible, it is received within two weeks of transition
- When children are making the transition into school, their record is passed on by the end of the Summer Term.



Notes to support completion of the Transition Record:

The record is confidential to children, parents and the settings involved and should be stored securely.

Attendance pattern

- Identify number of hours and days attended per week
- Identify details of how sessions are made up, for example - sessional, stay for lunch, full day (e.g. 8am-6pm)
- Outline any significant periods of absence

Health/Allergies*

Discuss with parent and state briefly any important information

SEN Stage/Early Support*

Refer to family-held records for children with LDD and indicate any additional info.

Involvement of other agencies*

Discuss with parent before completion and indicate any additional info. provided
(*Completion of these sections should respect confidentiality)

Home Language

Complete only if other than English and discuss with parent before completion

Previous settings

List all settings (and dates where known) previously attended.

Child's drawing/mark-making and comments

- The child need not draw /make marks directly onto the Transition Record. Their drawing/mark-making (or photocopy) can be folded and attached
- No adult prompts should be made or support given
- If appropriate (according to child's st/age) ask the child to draw a picture of a person e.g. self or parent.
- If appropriate (according to child's st/age) ask child to write their name independently i.e. without adult prompting or support, or recourse to name card. (This could be completed separately and included at end of the Transition Record)
- Language they use in respect of their drawing/mark-making should be written verbatim (word for word) either on the drawing or within the Communication Skills section of the record.

Summary of EYFS stages of learning and development

- These boxes represent the 13 strands of the Foundation Stage Profile and should be completed using the Leeds 'Stepping into the ELG's' document
- Not all boxes need to be completed, but PSED (Personal, Social and Emotional Development) CLL (Communication, Language and Literacy) and PD (Physical Development) are the most important ones
- Any coding system can be used – colours, letters, stages of development - as long as a key is provided
- Judgements must be honest i.e. made when child is working securely within that stage and has achieved the majority of Development Matters (EYFS Practice Guidance) indicators for that stage.
- Key to initials (see EYFS Practice Guidance for further information):
PSED (Personal, Social and Emotional Development) **D&A** (Dispositions & Attitudes) **SD** (Social Development) **ED** (Emotional Development) **CLL** (Communication, Language and Literacy) **LCT** (Language for Communication & Thinking) **LSL** (Linking Sounds & Letters) **R** (Reading) **W** (Writing)
PSRN (Problem Solving, Reasoning and Numeracy) **NLC** (Numbers as Labels & for Counting) **Cal** (Calculating) **SSM** (Space, Shape & Measures) **KUW** (Knowledge and Understanding of the World) **PD** (Physical Development) **CD** (Creative Development)

Communication skills...

Needs to include:

- If child has EAL - how much understanding/use of languages.
- A verbatim (word for word) quote about how the child feels about the transition or one from a recent observation or the language used in respect of the drawing/mark-making included on the Transition Record.
- Speaking and listening skills with familiar and less familiar adults and peers
 - One to one
 - In a small group
 - In a larger group

All about ...

- Is a mainly PSED statement, to be completed honestly by the child's key person
- The indicators from EYFS Practice Guidance could be used to support positive but informative comments re child e.g. "with adult support" etc
- PSED - need to know about:
 - Making friends and social development
 - Sharing and turn taking
 - How child reacts to new situations, experiences and people
 - Confidence
 - Needs help to...
 - How child expresses feelings
- Also need to know about:

- Interests and preoccupations
- Learning styles
- Preferred Areas of Provision – indoor and outdoor
- Favourite book, rhyme, song, etc.
- Areas of support - any worries or concerns.
- Any additional needs, SEN support and/or other agency involvement.

About your child...

To be completed by parent / carer with appropriate support from key person.

Prompts might include:

- What does your child enjoy doing?
- Is there anything your child doesn't like doing?
- Who lives at child's house? e.g. siblings, pets
- Who are the special people in your child's life?
- Who are your child's friends?
- Who will they know in school?
- How does your child react to new experiences?
- What sort of eater is your child?
- Are they a good sleeper?
- My child is confident when...
- My child needs help to...
- Have there been any recent changes in routine for your child?
- Has your child any particular fears or worries?
- How do **you** feel about your child's transition?
- Is there anything else we need to know to help us take good care of your child?

Comments, signatures & date...

These can include personal comments, wishing the child well, and the record should be offered to parents when all other sections have been completed.

Pilot Transition Document – EYFS Transition Record *draft – not to scale*

EYFS TRANSITION RECORD (CONFIDENTIAL) (Please attach photo)

Name	
Likes to be known as (if different)	
Date of birth	
Current setting	
Date of admission	
Attendance pattern	
Health / Allergies	
SEN Stage/Early Support	
Involvement of other agencies	
Home Language	
Previous settings	
Additional information attached	

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Outcomes at the Foundation Stage in Leeds 2008 Report Version No: 1a (Results for all Leeds settings including PVI's)

1. Background

This report provides a summary of key points highlighted by an initial analysis of the data returned by Leeds schools for the Foundation Stage Profile assessments undertaken during the 2007-2008 academic year. The analyses contained in this report are based on 100% of the expected returns from maintained schools; this is the first year that we have had a complete dataset prior to the summer break – thanks are due to all staff involved in schools and to the Data Management Team at Education Leeds. The DCSF are due to publish summary national data for the 2008 FSP assessments in October; 2007 data are included for comparative purposes the relevant sections of this report.

Schools undertook FSP assessments grouped into the following areas:

- Personal and Social Development (PSE) (3 Assessment Foci)
- Communication, language & learning (CLL) (4 Assessment Foci)
- Mathematical Development (MD) (3 Assessment Foci)
- Knowledge and Understanding of the World (KUW) (1 Assessment Focus)
- Physical Development (PHY) (1 Assessment Focus)
- Creative Development (CRE) (1 Assessment Focus)

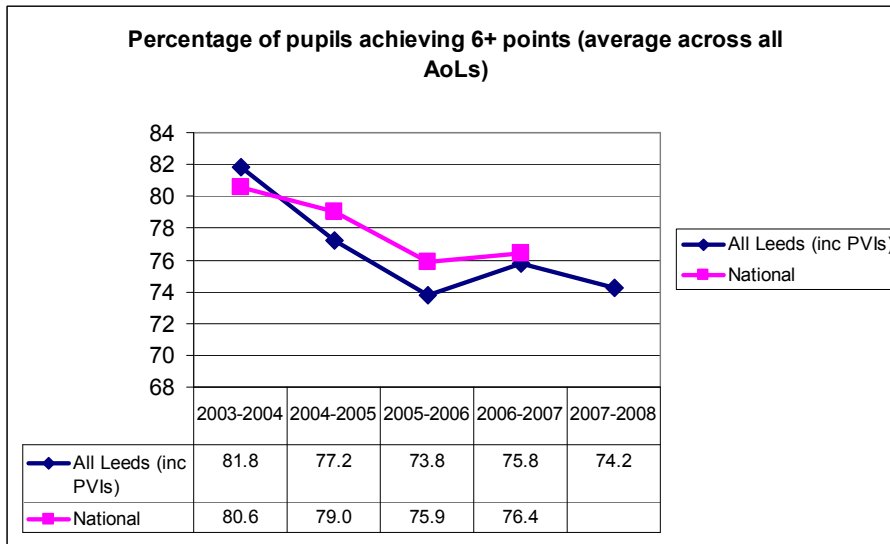
The assessment guidance gives specific and detailed advice on the appropriate scoring of pupils in each Area of Learning.

- The **first three points (1-3)**, the 'stepping stones', describe a child who is still progressing towards the achievements described in the Early Learning Goals, and are based mainly on the 'stepping stones' in the curriculum guidance. Most children will achieve all of these three points before they achieve any of the Early Learning Goals.
- The **next five points (4-8)** are drawn from the Early Learning Goals themselves. These are presented in approximate order of difficulty, according to evidence from trials. However, the points are not necessarily hierarchical.
- The **final point (9)** in each scale describes a child who has achieved all the points from 1-8 on that scale, has developed further both in breadth and depth, and is **working consistently beyond** the level of the Early Learning Goals.
- A score of **six points or more** may be classified as *working securely* within the Early Learning Goals. This indicates a good level of development by the end of the foundation stage.

Schools were provided with training and written guidance in order to moderate their assessments.

2. Overall Results

The returns from schools were aggregated to produce overall scores for Leeds. The table below summarises the aggregated results for Leeds over the last three years with national data for comparative purposes where available. The DCSF benchmark indicators for the measurement of outcomes at the Foundation Stage are included in this report in tables 2 and 3.



Leeds Historical Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Releases (SFR03/2006 & SFR03/2007 & SFR 32/2007)

Table 1: Percentage of Leeds pupils achieving 6+ points at the Foundation Stage 2005 to 2007, with national comparators

	2006		2007		2008	
	Leeds	Nat'l	Leeds	Nat'l	Leeds	Nat'l
Personal and Social Development:						
Dispositions and Attitudes	84	88	85	87	81	
Social Development	79	80	80	80	76	
Emotional Development	74	77	74	76	71	
Communication, language and literacy:						
Language for communication and thinking	76	78	77	78	74	
Linking sounds and letters	60	61	70	65	72	
Reading	67	68	71	69	69	
Writing	56	57	60	58	60	
Mathematical Development:						
Numbers as labels for Counting	83	87	86	87	85	
Calculating	66	69	67	70	67	
Shape, space and measures	78	80	78	80	77	
Knowledge & understanding of the world	74	77	73	77	74	
Physical development	86	88	89	88	85	
Creative Development	76	78	76	78	74	

Leeds Historical Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Releases (SFR03/2006 & SFR03/2007 & SFR 32/2007)

After the reversal of the long term downward trend in outcomes in 2007, results in 2008 have returned to 2006 levels. The 2 percentage point (%pt) average increase in 6+ scores across all strands in 2007 has been followed by an almost 2 %pt decrease in 2008. It is disappointing that the improvements seen in 2007 have not been repeated this year and it will be interesting to see how the national pattern is developing.

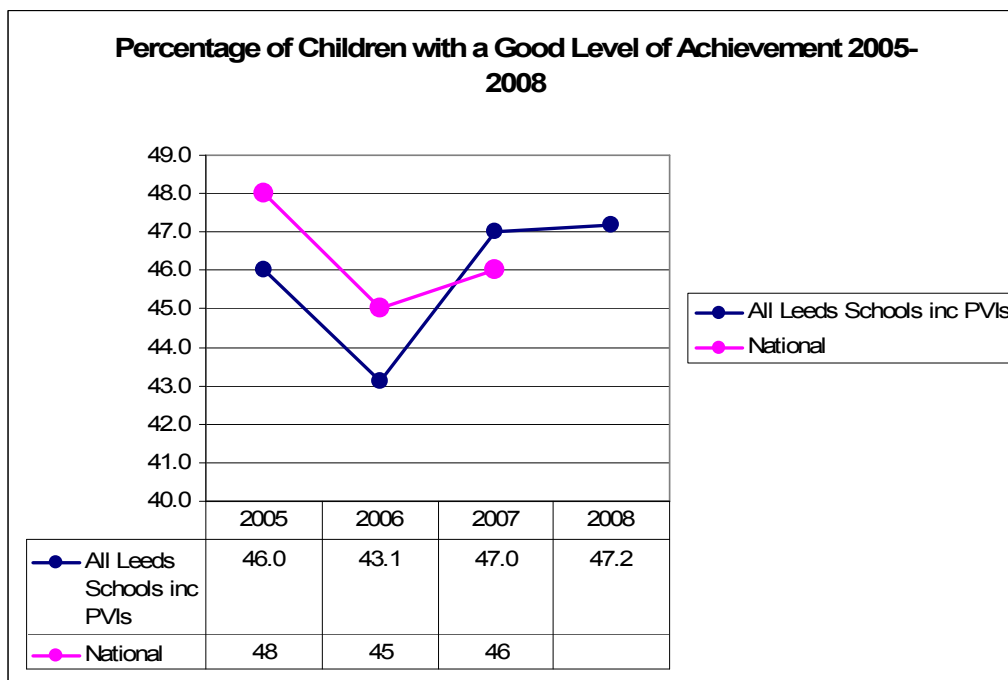
At a strand level, there are significant differences in both the overall outcomes and the trends over time. There is a 25 %pt gap between the strand with the lowest outcomes (Writing) and the strand with the highest outcomes (Physical Development). The average reduction in outcomes has not been seen consistently across all strands; Linking Sounds & Letters, which saw a 10 %pt increase last year has seen another improvement of 2 %pts this year, but two other CLLD strands have seen a decrease in outcomes of between 1 and 3 %pts. The most consistent and significant decreases have been observed in the PSED strand, where all strands have fallen by 3 to 4 %pts. Little change has been observed in the Mathematical Development strands, there has been a small increase in Knowledge & Understanding of the World and reductions of 4%pts in Physical Development and 3%pts in Creative Development.

Table 2: Percentage of pupils with a good level of overall achievement at the Foundation Stage 2005 to 2007.

	2005		2006		2007		2008	
	Leeds	Nat'l	Leeds	Nat'l	Leeds	Nat'l	Leeds	Nat'l
% of pupils with 78+ points and 6+ in all PSED and CLLD strands	46	48	43	45	47	46	47	

Leeds Historical Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Releases (SFR03/2006 & SFR03/2007 & SFR 32/2007)



The benchmark indicator displayed in Table 2 is used by DCSF as part of the statutory target setting and performance review process for LAs. For a child to reach “a good level of overall achievement” they need to have gained at least 78 points across all strands of the FSP, but also need to have at least 6 points in each of the PSED and CLLD strands. This indicator has shown a fractional decrease in outcomes in Leeds. The percentage of pupils who reached this level of achievement rose by over 4 %pts in 2007 and in contrast to the “average” 6+ percentage indicators, this level of achievement has seen a further small increase in 2008. This would indicate that while there has been a reduction in the percentage of children reaching 6+points in most individual strands, the proportion of children who are consistently performing well has remained stable.

The apparently conflicting trends described above may be an indication that practitioners are continuing to refine the accuracy of their assessments (hence the reduction in outcomes in strands which historically have had high results), but are successfully maintaining the consistency of children’s development in key areas. The key challenge for future years will be to improve further on the proportion of pupils with a consistently good level of achievement.

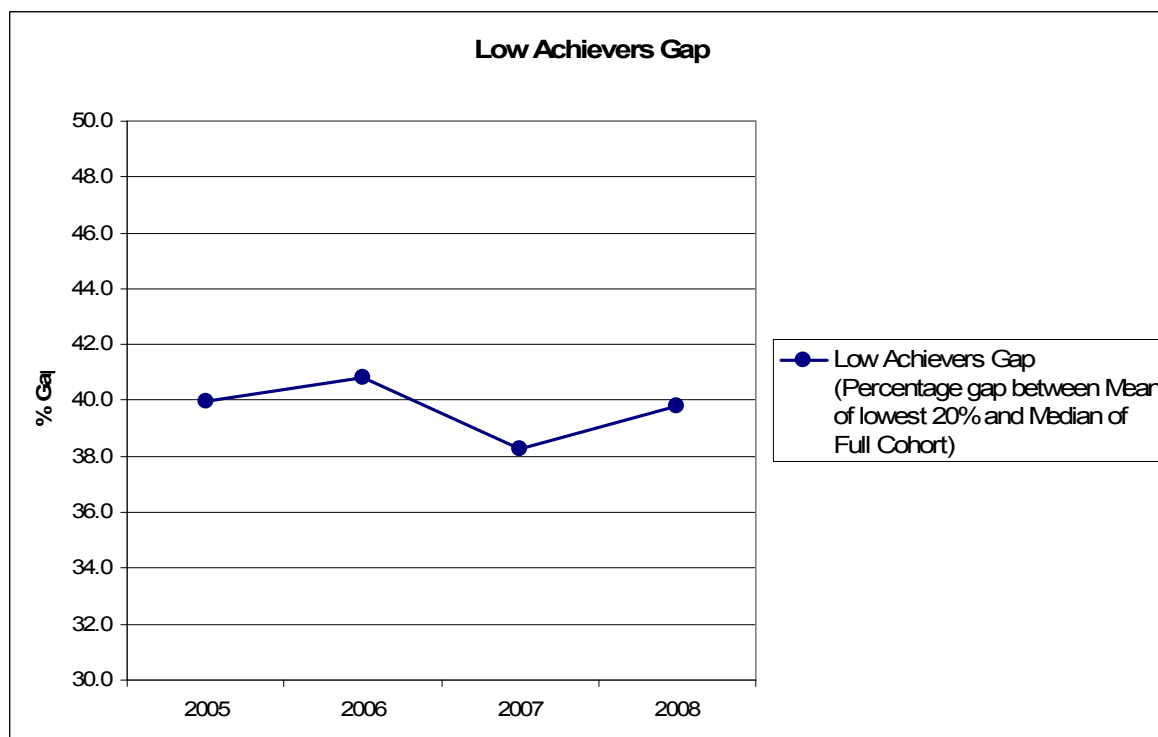
The LA target for this indicator in 2008 was 50% and the target for 2009 is 53%. In order to reach this target there needs to be a step-change in the rate of improvement on this indicator. It is however, interesting to note that that in 2008 there were 642 children in Leeds maintained schools who missed out on reaching a “good level of achievement” by just one point in one of the PSED/CLLD strands. If all of these pupils had achieved 6 points instead of 5 points in the relevant strand, then the percentage of the cohort reaching this benchmark of achievement would have risen to 55%, exceeding both the 2008 and 2009 targets. The Appendix to this report provides further analysis of the numbers of children missing out on a Good Level of Achievement.

A second “target” indicator looks at the gap between the average overall performance of the full cohort and the overall performance of the “lowest 20% of achievers”. National figures for this indicator have only been published for 2007.

Table 3: The gap between outcomes for the lowest achievers and the average for all pupils, Leeds 2005-2007.

	2006	2007	2008
Low Achievers Gap (Difference between Median score of full cohort and Mean Score of lowest achieving 20%, expressed as a percentage of the Median score of the full cohort)			
Leeds	40.8	38.3	39.8
National		37	

Leeds Historical Data Source: NCER – KEYPAS
 National Data Source: DfES Statistical First Releases (SFR 32/2007)



The “Gap” indicator is derived by calculating the difference between the Median score of the full cohort and the Mean (average) score of the lowest achieving 20% percent of the cohort. The challenge to LAs is to improve outcomes for the lowest achieving children at a faster rate than the “average” child. Unfortunately in 2008 there has been a decrease in the Median score for the full cohort (-1pt) and a decrease in the mean score for the bottom 20% (-2pts), resulting in a widening of the gap by 1.5%pts. This means that some of the improvement seen in 2007 has been lost this year, although the gap is still smaller than that seen in 2006.

The 2008 LA target of 33% was missed by over 6 %pts, and the 2009 target of 30% presents an even greater challenge for next year. It should be noted however, that if the total FSP score of every child in the bottom 20% had been 3 points higher, we would have met the 2008 target, and if their scores had been improved by 5 points we would have met the 2009 target.

If the LA is to seriously pursue meeting these targets, the challenge will be around early identification of those pupils most likely to contribute to the benchmark indicator and effective intervention to maximise outcomes in key Areas of Learning.

The Appendix to this report contains further tables and analyses which help to identify the relevant cohorts.

3. Results from other Local Authorities

Table 4: The percentage of pupils with a good level of overall achievement

	2007	2008
Bolton	53	
Bury	46	

Calderdale	49	
Darlington	52	
Derby	46	
Kirklees	49	
North Tyneside	55	
Sheffield	40	
St. Helens	51	
Stockton-on-Tees	65	
Average of Stat Neighbours	50	
Leeds	47	
England	46	

LA Data Source: DfES Statistical First Releases (SFR 32/2007)

LA results are due to be published by DCSF in October.

4. Results from Leeds Maintained Schools

There remains a significant degree of variation in the level of achievement reported by individual schools in Leeds. The table below shows the range in the proportion of pupils assessed as having a good level of achievement. This analysis will be useful to individual schools in benchmarking their own outcomes against the distribution of results across Leeds.

Table 5: The distribution of school level outcomes

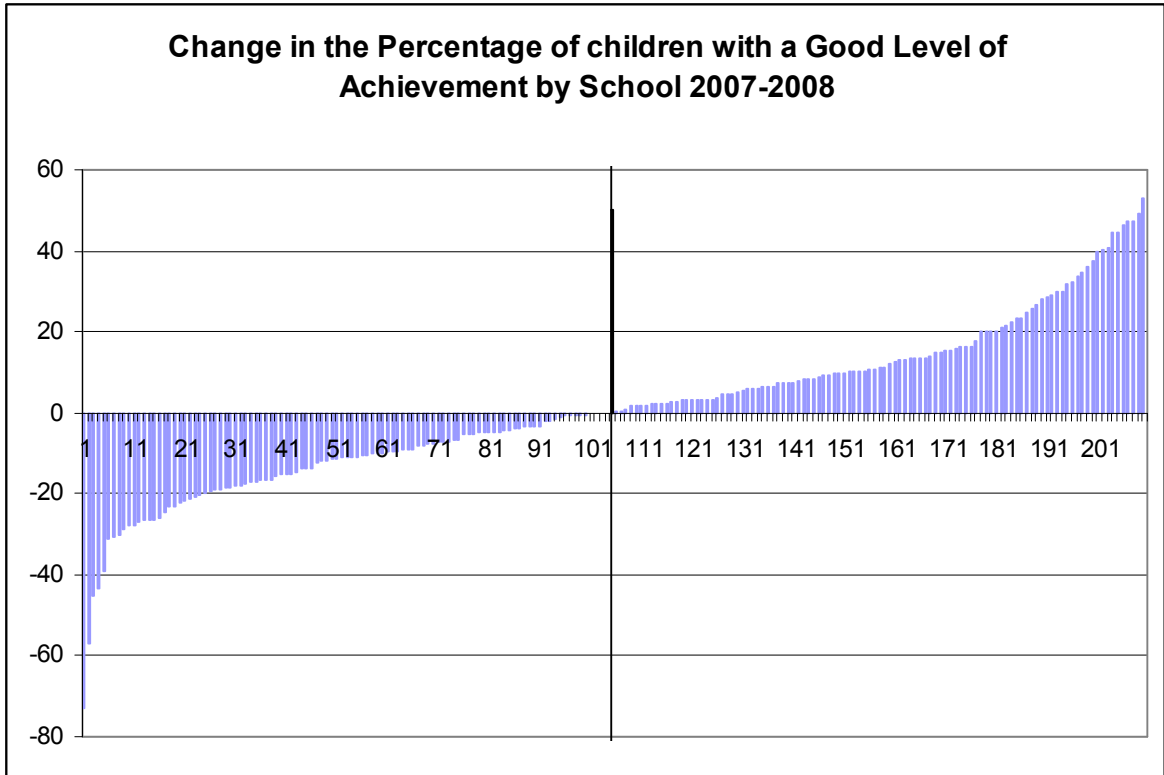
The percentage of pupils with a good level of overall achievement in Leeds Schools	
Highest	100
95th Percentile	80
Upper Quartile	64
Median	50
Lower Quartile	33
5th Percentile	4
Lowest	0

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

There was one school in Leeds where every child in the cohort was assessed as reaching a good level of achievement, while at the same time there were 9 schools where no children were assessed as reaching this level. Interestingly, one of these 9 schools is only 1 ½ miles away from the highest achieving school and both have similar pupil intakes.

While the middle 50% of schools fall within the relatively small range of between 33% and 64% of children having a good level of development, those schools with relatively high or low attainment show a much greater spread of outcomes than are observed at other Key Stages. This variation in results does indicate that there is still an issue around the accuracy and reliability of assessments in Leeds.

The chart below shows that while there has been a small decrease in the percentage of pupils with a good level of achievement across Leeds as a whole, the pattern of change for individual schools is much more varied.



Roughly equal numbers of schools saw an increase/decrease in their annual outcomes. A quarter of schools saw an improvement of 10% or more, while another quarter of schools experienced a decline of 10% or more. Individual school results will always fluctuate from year to year due to the differences in successive cohorts; however, the year-on-year variation results is again far more extreme than at other Key Stages; providing further evidence of continuing issues around consistency, accuracy and moderation of assessments.

In order to effect an overall improvement in city-wide outcomes, we need to see a much greater proportion of Leeds schools showing year-on-year improvements.

5. Geography, Demography and Deprivation

Analysis of the aggregated assessments from Families of Schools representing distinct geographical areas within Leeds does show some variation.

Table 6: Outcomes for Families of Schools

Percentage of pupils achieving a good level of overall achievement*					
		2006	2007	2008	Change
Aireborough		53.0	66.3	66.8	+05
Elmet		59.1	63.6	65.3	+0.7
Inner East		21.3	26.7	20.1	-6.6
North East Leeds School Learning Partnership	prev. INE non SRB	55.5	58.9	37.4	
	prev. INE SRB	28.0	33.1		
Inner North West		45.4	51.7	46.1	-4.6
Inner South		25.4	28.1	27.2	-0.9
Inner West		36.9	31.6	36.8	+0.2
Meanwood / Moortown		52.9	68.1	61.4	-6.7
Morley		50.5	51.5	57.2	+5.7
North West		47.7	59.2	48.3	-10.9
Otley		43.5	57.9	62.7	+4.8
Outer East		46.4	45.8	51.2	+5.4
Pudsey		45.4	55.2	52.8	-2.4
Richmond Hill		13.9	24.7	41.8	+17.1
Rothwell		53.7	57.5	63.8	+6.3
Seacroft / Manston		41.9	37.8	45.3	+8.5
Templenewsam / Halton		39.8	44.7	39.0	-5.7
West		45.6	55.4	42.9	-12.5

Data Source: KEYPAS - FSP assessment returns from Leeds schools)
 *defined as: 78+ points and 6+ points in all PSED and CCLD strands

As in previous years, the highest levels of attainment are observed in schools which are located in more affluent areas (e.g. Aireborough / Elmet), while the lowest levels of attainment are observed in the inner areas of Leeds (e.g. Inner East and Inner South). Significant changes have also been seen at this school group level; for example the Richmond Hill and Seacroft/Manston Families have improved results by 17%pts and 8%pts respectively, while the West and North West Families have seen outcomes fall by 12%pts and 11%pts respectively. LA officers should use this information to investigate whether these conflicting trends may have been influenced by interventions or support undertaken at a local level.

An additional analysis of outcomes aggregated to Extended School Cluster level is included in the Appendix to this report.

The LA is under a duty to monitor and target areas of high deprivation, as defined by National Census measures. The table below shows the differential outcomes for children living in the 30% most deprived Super Output Areas (SOAs). It corroborates the evidence of differential improvement shown in the Families of Schools analysis.

Table 7: Outcomes for Pupils in Deprived Areas

	2006 Actual Attainment		2007 Actual Attainment		2008 Actual Attainment	
	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs
(a) % scoring 6 or more in all PSED scales	59.0	76.6	58.0	77.7	53.6	73.7
(b) % scoring 6 or more in all CLL scales	35.8	56.2	39.8	62.9	39.1	60.3
% achieving both (a) and (b)	32.5	52.4	35.5	58.2	34.5	55.7

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

Local Authorities are asked to prioritise the outcomes of children living in more deprived areas (as defined by the 30% of Super Output Areas with the highest scores on the Index of Multiple Deprivation). Table 7 above shows that, as in previous years, there is a considerable gap between the percentage of pupils achieving the benchmark level of performance in these “deprived” areas and the levels achieved in the more “affluent” areas. In line with, the overall trend, there has been a decrease in outcomes in both the “deprived” and “affluent” areas, but the decrease is more marked in the “affluent” areas, resulting a slightly smaller gap than in previous years.

Eligibility for Free School Meals, used as an indicator of deprivation, is also a strong determinant of attainment. As table 8 below shows, only half the proportion of children who were eligible for Free School Meals were assessed as having a good level of achievement, compared to those who were not eligible.

6. Pupil Characteristics

Pupil characteristics have been identified in previous years as playing a role in outcomes at the Foundation Stage. These factors have again provided evidence of differential attainment in 2008.

More detailed tables showing the differentials in attainment for pupil groups against each strand is included in the Appendix to this report. All analyses in this section relate to pupils attending Leeds Maintained schools

Table 8: Outcomes for Pupils Eligible for Free School Meals

Percentage of Children with a Good Level of Achievement	2007	2008	2008 Cohort
Not Eligible for FSM	52	51.7	6252
Eligible for FSM	27.9	26.1	1457

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

Table 9: Outcomes by Gender

Percentage of Children with a Good Level of Achievement	2007	2008	2008 Cohort
Boys	38.6	37.7	1527
Girls	55.9	56.9	2090

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

Table 10: Outcomes by Month of Birth

Percentage of Children with a Good Level of Achievement	2007	2008	2008 Cohort
September	58.8	61.7	668
October	58.2	60.3	707
November	55.5	55.5	643
December	51.3	57.0	604
January	52.6	50.1	649
February	52.3	47.0	576
March	43.8	44.2	627
April	46.5	45.7	602
May	41.5	38.4	645
June	40.2	37.6	636
July	32.4	35.3	669
August	32.3	29.6	700

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

Table 11: Outcomes by Ethnicity

Percentage of Children with a Good Level of Achievement	2007	2008	2008 Cohort
ASIAN or ASIAN BRITISH			
Bangladeshi	18.0	33.6	110
Indian	54.1	52.7	165
Kashmiri Other	25.0	18.8	16
Kashmiri Pakistani	35.4	35.6	180
Other Pakistani	34.2	31.5	302
Other Asian background	42.9	37.3	83
BLACK OR BLACK BRITISH			
Black African	34.2	33.3	234
Black Caribbean	31.1	48.3	60
Other Black Background	26.2	29.8	47
MIXED			
Mixed Asian and White	52.6	48.6	74
Mixed Black African and White	40.6	45.9	37
Mixed Black Caribbean and White	41.5	41.6	101
Other Mixed Background	50.0	51.4	
CHINESE OR OTHER			
Chinese	44.8	41.2	34

Other Ethnic group	31.2	24.5	102
WHITE			
White British	49.9	50.1	5746
White Irish	55.6	56.5	23
Traveller Irish Heritage	0.0	14.3	7
Gypsy\Roma	12.5	0.0	22
White Eastern European		13.9	36
White Western European		52.6	19
White Other	52.9	35.9	78
UNKNOWN			
Information Not Obtained	61.5	42.9	14
Information Refused	47.8	32.4	37
No Categorisation	44.1	30.5	59

Data Source: KEYPAS - FSP assessment returns from Leeds schools)

7. Summary & Recommendations

- Outcomes at The Foundation Stage in 2008 have not continued the improvement seen in 2007 and have fallen back to a level similar to that observed in 2006.
- There continues to be significantly different outcomes at a strand level, but the overall decrease in outcomes has been most consistently reflected in the PSED Area of Learning where all strands have seen a decrease in outcomes.
- School results continue to vary more significantly than at other Key Stages and there are equal numbers of schools improving/declining overall.
- Geographic patterns of low achievement are similar to previous years and pupil characteristics such as Special Needs, FSM eligibility, gender, ethnic origin, mother tongue, and month of birth continue to have a significant impact on outcomes.
- In order to make progress towards targets, specific identification and intervention work will need to be undertaken on target groups.

Queries and comments concerning this report should be directed to Ian Stokes, email: educ.pmi@educationleeds.co.uk

Appendix 1

Good Level of Achievement By Extended School Cluster

extended schools cluster	Cohort	% GLA	extended schools cluster	Cohort	% GLA
Middleton	162	9.26%	Templenewsam Halton TN	160	51.25%
Inner East GH	374	14.71%	Horsforth	228	51.75%
Templenewsam Halton HO	104	20.19%	Inner NW 2	234	52.56%
Seacroft Manston CGS	131	22.14%	EPOS - Villages South	97	52.58%
Inner East LB	182	24.73%	Pudsey	536	52.80%
Beeston Hill and Holbeck	289	29.41%	Brigshaw	246	53.66%
Upper Beeston and Cottingley	151	29.80%	NETWORKS	227	54.63%
OPEN XS	123	30.89%	Ardsley & Tingley	208	57.21%
Inner Armley	218	33.49%	Alwoodley	211	58.77%
Space ²	198	36.36%	Otley/Pool/Bramhope	203	62.07%
LS10XS	170	38.24%	Rothwell	392	63.78%
Farnley	152	41.45%	EPOS - Wetherby	106	64.15%
Richmond Hill	122	41.80%	Morley North	249	65.86%
Bramley	343	42.86%	EPOS - Boston Spa	97	65.98%
Morley South	155	43.23%	Aireborough	334	66.77%
N.E.X.T.	341	47.21%	EPOS - Villages West	161	73.29%
ESNW	237	47.26%			
Garforth	190	47.89%			
Seacroft Manston SSM	208	49.04%			
Seacroft Manston WNS	158	59.49%			

Appendix 2

Pupil Group Analyses By Strand

Gender	Cohort	Dispos. & Att's	Social Dev	Emot'l Dev	Lang for Comm & Think'g	Link'g Sounds & Let'rs	Reading	Writing	Num's as labels for Count'g	Calculating	Shape, space and meas.	Knowl. & underst. of the world	Phys Dev	Creative Dev.
Girls	3676	85.5	81.4	77.7	79.9	77.1	74.6	69.6	86.9	70.1	80.6	76.0	89.5	81.6
Boys	4050	77.3	70.5	64.4	68.8	67.8	62.6	49.7	82.7	63.5	73.7	72.4	80.5	66.0

Month of Birth	Cohort	Dispos. & Att's	Social Dev	Emot'l Dev	Lang for Comm & Think'g	Link'g Sounds & Let'rs	Reading	Writing	Num's as labels for Count'g	Calculating	Shape, space and meas.	Knowl'dg & unders'g of the world	Phys dev	Creative Dev.
Jan	649	85.4	79.0	73.8	76.4	74.0	70.7	61.8	85.2	68.9	79.7	74.6	86.1	75.7
Feb	576	82.1	76.7	72.2	76.6	74.0	71.2	61.5	86.1	68.6	79.0	78.0	86.3	75.9
Mar	627	78.9	74.8	69.2	73.2	70.5	66.5	56.5	85.5	64.1	76.7	73.5	83.4	71.9
Apr	602	79.6	74.3	68.4	73.3	69.4	65.4	57.8	84.2	63.6	76.2	71.9	85.7	71.3
May	645	76.1	71.2	65.4	67.3	65.4	62.5	50.1	80.5	59.1	70.2	67.4	81.9	70.1
Jun	636	75.9	70.8	65.3	68.1	67.9	61.5	51.1	79.6	59.9	72.0	68.4	79.1	69.7
Jul	669	74.1	71.3	64.4	67.3	62.2	57.1	44.4	80.9	53.7	69.4	65.2	78.8	67.3
Aug	700	72.3	65.1	60.3	61.7	58.3	53.9	41.4	75.3	51.9	64.6	62.4	77.6	62.4
Sep	668	89.8	85.0	79.9	84.6	82.6	81.0	73.8	91.0	80.5	86.8	85.5	91.5	81.0
Oct	707	88.4	81.8	79.3	82.2	82.9	78.4	72.4	90.7	78.8	86.3	82.5	90.9	81.0
Nov	643	85.5	78.8	75.7	76.8	78.1	74.5	69.7	88.3	75.1	81.8	79.9	88.5	76.7
Dec	604	86.3	79.8	74.7	82.3	82.0	78.3	70.7	89.7	76.2	81.8	81.0	88.4	78.8

Free School Meals	Cohort	Dispos. & Att's	Social Dev	Emot'l Dev	Lang for Comm & Think'g	Link'g Sounds & Let'rs	Reading	Writing	Num's as labels for Count'g	Calculating	Shape, space and meas.	Knowl. & underst. of the world	Phys dev	Creative Dev.
Not Known	17	41.2	41.2	41.2	29.4	29.4	23.5	17.6	41.2	35.3	23.5	29.4	52.9	41.2
Not Eligible	6252	84.4	79.0	74.9	78.0	76.8	73.3	64.0	88.0	71.7	81.1	78.6	87.2	77.4
Eligible	1457	67.8	61.9	53.1	57.6	52.9	47.5	39.1	70.9	45.3	59.9	55.4	74.8	56.7

SEN	Cohort	Dispos. & Att's	Social Dev	Emot'l Dev	Lang for Comm & Think'g	Link'g Sounds & Let'rs	Reading	Writing	Num's as labels for Count'g	Calculating	Shape, space and meas.	Knowl. & underst. of the world	Phys dev	Creative Dev.
Not Recorded	17	41.2	41.2	41.2	29.4	29.4	23.5	17.6	41.2	35.3	23.5	29.4	52.9	41.2
No Identified SEN	6887	84.8	79.6	74.9	78.4	76.2	72.6	63.6	87.9	70.7	80.9	77.9	88.4	77.3
School Action	375	53.9	46.7	38.9	45.3	42.1	36.0	24.3	61.6	37.1	49.1	49.3	61.6	46.4
School Action Plus	423	51.3	41.6	35.7	35.0	38.5	32.6	22.7	57.2	31.2	43.3	39.7	52.5	38.8
Statemented	24	25.0	25.0	16.7	8.3	8.3	12.5	8.3	33.3	16.7	12.5	12.5	8.3	16.7

Ethnicity	Cohort	Dispos. & Att's	Soc'l Dev	Emot'l Dev	Lang for Comm & Think	Link'g Sounds & Let'rs	Read-ing	Writ-ing	Num's as labels for Coun	Calculating	Shape, space and meas.	Knowl. & underst. of the world	Phys dev	Creative Dev.
Bangladeshi	110	81.8	73.6	70.0	58.2	64.5	48.2	53.6	82.7	61.8	67.3	59.1	90.0	43.6
Indian	165	86.7	79.4	75.2	72.7	76.4	75.8	67.3	89.1	70.3	75.2	80.0	87.3	79.4
Kashmiri Other	16	56.3	56.3	31.3	37.5	68.8	56.3	43.8	81.3	43.8	50.0	31.3	68.8	43.8
Kashmiri Pakistani	180	78.3	65.6	57.8	65.6	66.1	56.7	43.9	76.1	52.2	65.6	53.9	76.1	59.4
Other Pakistani	302	70.2	63.9	57.3	53.0	65.9	53.3	45.0	73.8	48.3	59.9	55.0	76.8	49.3
Other Asian background	83	80.7	69.9	68.7	62.7	63.9	53.0	51.8	85.5	56.6	57.8	66.3	89.2	72.3
Black African	234	72.2	62.4	57.7	58.1	59.0	50.9	52.6	76.9	47.4	59.0	60.3	78.6	63.7
Black Caribbean	60	76.7	71.7	70.0	71.7	75.0	70.0	58.3	81.7	60.0	76.7	76.7	86.7	78.3
Other Black Background	47	78.7	70.2	70.2	68.1	66.0	59.6	53.2	83.0	55.3	78.7	68.1	83.0	72.3
Chinese	34	73.5	58.8	55.9	55.9	58.8	50.0	58.8	82.4	50.0	55.9	58.8	82.4	58.8
Other Ethnic group	102	68.6	67.6	58.8	50.0	45.1	41.2	41.2	79.4	47.1	46.1	51.0	79.4	58.8
Mixed Asian and White	74	87.8	83.8	71.6	85.1	77.0	75.7	62.2	86.5	70.3	75.7	82.4	89.2	78.4
Mixed Black Afr. & White	37	70.3	75.7	73.0	75.7	67.6	59.5	62.2	83.8	59.5	75.7	73.0	86.5	70.3
Mixed Black Car. & White	101	77.2	72.3	70.3	76.2	69.3	70.3	56.4	81.2	67.3	75.2	74.3	83.2	73.3
Other Mixed Background	140	77.1	75.0	67.1	73.6	72.9	70.0	64.3	84.3	62.9	78.6	74.3	84.3	80.0
White British	5746	83.1	78.1	73.6	77.9	74.7	72.1	61.8	86.6	70.4	81.2	77.8	86.0	76.7
White Irish	23	82.6	87.0	78.3	82.6	87.0	91.3	65.2	95.7	91.3	87.0	82.6	87.0	82.6
Traveller Irish Heritage	7	14.3	14.3	14.3	14.3	14.3	14.3	14.3	28.6	28.6	42.9	42.9	57.1	14.3
Gypsy/Roma	22	22.7	13.6	13.6	13.6	27.3	0.0	4.5	36.4	18.2	9.1	9.1	50.0	9.1
White Eastern European	36	63.9	55.6	38.9	33.3	44.4	36.1	25.0	55.6	36.1	36.1	30.6	69.4	47.2
White Western European	19	84.2	78.9	63.2	68.4	78.9	63.2	57.9	78.9	63.2	63.2	73.7	84.2	73.7
White Other	78	80.8	70.5	57.7	61.5	59.0	50.0	48.7	74.4	47.4	57.7	61.5	79.5	64.1
Information Not Obtained	14	100.0	92.9	64.3	92.9	85.7	85.7	71.4	100.0	64.3	92.9	78.6	100.0	85.7
Information Refused	37	81.1	70.3	64.9	75.7	70.3	56.8	37.8	81.1	64.9	75.7	73.0	81.1	73.0
No Categorisation	59	66.1	67.8	61.0	61.0	52.5	54.2	42.4	72.9	62.7	66.1	69.5	78.0	72.9

Appendix 3

Pupil Group Analyses of the Bottom 20% of Achievers

Key:

No. in B20 = Number of children in the pupil group who are in Bottom 20% of achievers as measured by Total FSP score

%B20 = Percentage of the pupil group who are in Bottom 20% of achievers as measured by Total FSP score

%+/- = The over or under-representation of a pupil group in the bottom 20% of achievers as expressed as a percentage of the “normal” representation (i.e. 20%).

Gender	No. in B20	Total Cohort	% B20	% +/-
Girls	568	3676	15.5	-22.7
Boys	1002	4050	24.7	23.7

Free School Meal Eligibility	No. in B20	Total Cohort	% B20	% +/-
Not Known	11	17	64.7	223.5
Not Eligible	1047	6252	16.7	-16.3
Eligible	548	1457	37.6	88.1

Language	No. in B20	Total Cohort	% B20	% +/-
EAL	374	1173	31.9	59.4
ENG	1067	6087	17.5	-12.4

Ethnic Background	No. in B20	Total Cohort	% B20	% +/-
Not Known	20	59	33.9	69.5
Bangladeshi	31	110	28.2	40.9
Indian	29	165	17.6	-12.1
Kashmiri Other	7	16	43.8	118.8
Kashmiri Pakistani	56	180	31.1	55.6
Other Pakistani	108	302	35.8	78.8
Other Asian	24	83	28.9	44.6
Black African	80	234	34.2	70.9
Black Caribbean	14	60	23.3	16.7
Black Other	10	47	21.3	6.4
Chinese	14	34	41.2	105.9
Mixed Other	31	140	22.1	10.7
Mixed White Asian	10	74	13.5	-32.4
Mixed White Black African	8	37	21.6	8.1
Mixed White Black Caribbean	23	101	22.8	13.9
Other Ethnic Background	40	102	39.2	96.1
Refused	9	37	24.3	21.6
White British	984	5746	17.1	-14.4
White Eastern European	18	36	50.0	150.0
White Irish	1	23	4.3	-78.3
Traveller of Irish heritage	6	7	85.7	328.6
White Other	24	78	30.8	53.8
Roma/Gypsy	18	22	81.8	309.1
White Western European	5	19	26.3	31.6
Not Obtained	0	14	0.0	-100.0

SEN	No. in B20	Total Cohort	% B20	% +/-
Not Known	11	17	64.7	223.5
No SEN	1099	6887	16.0	-20.2
School Action	196	375	52.3	161.3
School Action +	243	423	57.4	187.2
Statemented	21	24	87.5	337.5

Month of Birth	No. in B20	Total Cohort	% B20	% +/-
Sep	65	668	9.7	-51.3
Oct	89	707	12.6	-37.1
Nov	97	643	15.1	-24.6
Dec	85	604	14.1	-29.6
Jan	119	649	18.3	-8.3
Feb	102	576	17.7	-11.5
Mar	129	627	20.6	2.9
Apr	137	602	22.8	13.8
May	164	645	25.4	27.1
Jun	162	636	25.5	27.4
Jul	197	669	29.4	47.2
Aug	224	700	32.0	60.0

In Care	No. in B20	Total Cohort	% B20	% +/-
False	1496	7589	19.7	-1.4
True	17	36	47.2	136.1

Appendix 4

Children Missing out on a Good Level of Achievement by 1 point.

A Good Level of Achievement is defined as attaining 78 or more points overall **AND** attaining at least 6 points in **ALL** PSED and CLLD strands.

The table below shows the number of children who missed out on reaching a Good Level of Achievement because they scored 5 points instead of 6 points in the relevant strand.

Personal, Social & Emotional Development			Communication, Language & Literacy Development				Total number of children missing GLA by 1 point
Dispositions and Attitudes	Social Development	Emotional Development	Language for communication and thinking	Linking sounds and letters	Reading	Writing	
18	52	111	53	46	79	290	649

Appendix 5

	FSP Targets submitted to DCSF by Leeds LA compared to actual attainment	2007 Actual			2008 Actual			2008 Targets			2009 Targets		
		All Pupils	All Pupils	Pupils in 30% most deprived SOAs	All Pupils	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	All Pupils	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs
(a)	% scoring 6 or more in all PSED scales	68.2	74	67				74.5	81	68	74.5	81	68
(b)	% scoring 6 or more in all CLL scales	51.8	52	42				52.5	61	43	54	62	45
(c)	% achieving both (a) and (b)	47.3	48	38				48.5	57	39	53	60	43
(d)	% with total 78 points or more	69.7						76.5			78		
(e)	% all children achieving (c) & (d)	47.2						50.1			53		
(f)	median point score	88						94			89		
(g)	average score of lowest 20%	54.3						62.7			62.3		
(h)	% gap [(g) as % of (f)]	38.2						33.3			30.0		

The Education Leeds Performance Analysis CD contains school level analyses of FS outcomes using both the traditional “6+” indicators as well as the new “target” indicators. All schools will be receiving a copy of this CD in September 2007.

Queries and comments concerning this report should be directed to Ian Stokes, email: educ.pmi@educationleeds.co.uk

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KEY STAGE 1**Demography of the KS1 cohort**

There has been a significant shift in some demographic indicators for the recent cohorts in y2.

		2006	2007	2008
	Pupils	7911	7526	7474
Gender	Girls	48.8	49.1	48.9
	Boys	51.2	50.9	51.1
FSM eligible	Non Eligible	78.4	78.5	79.9
	Eligible	21.6	21.5	20.1
Ethnic Group	Asian	9.1	10.4	11.9
	Black	3.5	3.7	4.2
	Mixed	3.7	4.1	4.4
	White	81.5	79.5	76.6
EAL Status	Non-EAL	88.3	86.4	83.9
	EAL	11.7	13.5	16.0
SEN provision	No SEN	82.7	80.5	80.1
	School Action	10.0	11.5	10.9
	School Action +	6.3	7.2	8.1
	Statement	1.0	0.7	0.9

Data Source: School Census 2006, 2007, 2008,

Most notable has been the significant increase in pupils with English as an additional language. There has been an additional 270 pupils in Leeds Y2 cohort in 2008 compared to 2006, an increase of 4.3%. Free school meal eligibility has fallen slightly, whilst the percentage of pupils on School Action + has increased by almost 2%.

Standards

Key Stage 1 results have shown a drop in 2008 in all subjects. There was a 2% drop in writing and maths and a 1% fall was recorded in reading and science.

2006-2008 Percentage of pupils achieving Level 2+ at Key Stage 1

% pupils achieving level 2+	2006			2007			2008		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
Reading	83	84	84	82	84	84	81	84	84
Writing	80	81	81	77	80	80	75	80	79
Mathematics	88	90	90	87	90	89	85	90	89
Science	87	89	89	85	89	88	84	89	88

Data Source: DCSF Statistical First Release,

*Statistical Neighbours as defined by OfSTED Bolton, Bury, Calderdale, Darlington, Derby, Kirklees, North Tyneside, Sheffield, St Helens, Stockton-on-Tees

Nationally, performance has remained at 2007 levels. Statistical neighbour authorities have remained at 2007 levels apart for writing, where a 1% drop was recorded.

2006-2008 Percentage of pupils achieving Level 3+ at Key Stage 1

% pupils achieving level 3+	2006			2007			2008		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
Reading	19	25	25	15	26	25	14	25	23
Writing	9	14	14	6	13	12	5	12	12
Mathematics	13	21	22	11	22	22	10	21	20
Science	13	24	24	12	23	23	11	22	21

Data Source: DCSF Statistical First Release,

*Statistical Neighbours as defined by OfSTED Bolton, Bury, Calderdale, Darlington, Derby, Kirklees, North Tyneside, Sheffield, St Helens, Stockton-on-Tees

In relation to level 3 standards, performance in Leeds continued to fall, but by a much smaller amount than in the last two years. All subjects saw a 1% fall in 2008, compared to 2007, mirroring the national falls. Statistical neighbour authorities recorded larger falls of 2% in reading, maths and science, whilst writing remained at 12%.

2006-2008 Percentage of pupils achieving Level 2+ at Key Stage 1 by gender

% Level 2+		2006		2007		2008	
	gender	Leeds	Nat	Leeds	Nat	Leeds	Nat
Reading	Girls	87	89	86	88	85	88
	Boys	80	80	78	80	77	80
Writing	Girls	85	87	83	86	80	86
	Boys	74	76	72	75	70	75
Maths	Girls	89	92	89	91	86	91
	Boys	86	89	85	87	84	88

Data Source: DCSF Statistical First Release,

In 2008, girls performance remains above that of boys in all subjects at Key Stage 1, but the gap has closed in all subjects, due to a larger fall in girls' performance in 2008. The gap is widest in writing at 10% and smallest in maths at 2%, which is smaller than the gap seen nationally.

Attainment of Pupil Groups

Percentage attaining level 2 or above in Key Stage 1: Looked After Children

	2006		2007		2008
	Leeds	National	Leeds	National	Leeds
Reading	68	57	49		
Writing	54	52	51		
Maths	62	65	49		

Source: DCSF statistical first release

Notes: 1 - 2004 Key Stage 1 data was not published; 2 - 2007 data is provisional

Awaiting OC2 cohort to be confirmed

Percentage of pupils attaining level 2+: Free School Meal Eligibility

		2006		2007		2008
		Leeds	National	Leeds	National	Leeds
Reading	Non eligible	88	88	87	87	85
	Eligible	67	69	65	69	63
Writing	Non eligible	85	85	83	84	80
	Eligible	62	65	57	63	57
Maths	Non eligible	91	92	91	92	89
	Eligible	75	80	73	80	72

Note: 2007 data is provisional

The attainment of pupils eligible for free school meals is significantly below that of pupils who are not eligible with the largest gap in attainment for writing at 23% in 2008. In 2008 the gap between eligible and non-eligible pupils has stayed the same for reading and closed in writing and maths, due to a fall in the standards of non eligible pupils, whilst FSM eligible pupil performance fell by a lesser amount. In 2007 the gaps in attainment were wider in Leeds than nationally.

Percentage of pupils attaining level 2+ in Key Stage 1: Special Education Needs

		2006		2007		2008 ¹
		Leeds	National	Leeds	National	Leeds
Reading	Action	45	56	42	55	46
	Action +	45	40	44	40	44
	Statement	26	26	19	24	13
Writing	Action	38	49	36	48	37
	Action +	39	34	36	33	35
	Statement	15	20	8	18	8
Maths	Action	59	74	57	74	56
	Action +	53	56	52	56	51
	Statement	19	30	25	28	22

Source: NCER KeyPAS; DCSF statistical first release

Notes: 1 - 2008 data is provisional, national 2008 data is not yet available, national comparison data is not available for FFI

School Action pupils have seen increase in reading performance of 4%, and an increase in writing of 1%, whilst in maths there has been a fall of 1%. There was a significant gap to national performance for this cohort in 2007. For School Action plus pupils, performance has dropped 1% for writing and maths whilst reading performance remained at 2007 levels.

In contrast to School Action pupils, performance for School Action plus pupils in Leeds is above national standards in reading and writing in 2007 and is below national levels in maths. For statemented pupils, performance has fallen, significantly so in Reading. It has also fallen in maths and standards remain at 2007 levels in writing. Performance for this group in Leeds is significantly below that seen nationally in 2007.

Percentage of pupils attaining level 2 or above in Key Stage 1 Reading: Ethnicity

	2008 cohort	Reading				
		2006		2007		2008
		Leeds	National	Leeds	National	Leeds
Bangladeshi	123	79.4	78.0	80.2	79.0	70.7
Indian	156	88.2	89.0	86.5	88.0	89.1
Kashmiri Pakistani	105	78.8	77.0	80.7	77.0	71.4
Other Pakistani	407	72.0		72.1		70.3
Kashmiri Other	17	75.0	84.0	61.5	84.0	82.4
Other Asian	81	80.0		73.4		74.1
Black African	197	63.5	78.0	66.7	79.0	70.6
Black Caribbean	70	81.6	80.0	80.8	81.0	72.9
Any other Black background	43	87.2	80.0	75.0	79.0	81.4
Mixed Black African and White	31	100.0	84.0	88.9	83.0	74.2
Mixed Black Caribbean and White	117	77.4	82.0	86.2	81.0	77.8
Mixed Asian and White	63	93.0	88.0	84.8	88.0	90.5
Any other mixed background	110	82.7	85.0	76.7	84.0	82.7
Chinese	42	93.9	90.0	88.0	88.0	85.7
Any other ethnic group	104	73.3	74.0	64.0	75.0	67.3
White British	5534	84.9	86.0	83.8	85.0	82.8
White Irish	18	85.2	85.0	76.2	84.0	94.4
Traveller of Irish heritage	9	33.3	30.0	25.0	33.0	11.1
Gypsy/Roma	19	12.5	40.0	35.0	38.0	10.5
Any other White background	125	80.0	78.0	64.4	75.0	100.0
Unclassified	65	100.0	NA	82.8	70.0	84.6
Total		83	84	82	84	81

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes: 2008 Data is provisional; National 2008 data for BME groups not available at time of writing

Performance in reading has been mixed across different ethnic groups. Several Asian heritage groups have fallen since 2006 in Leeds, notably Bangladeshi, Kashmiri Pakistani and Other Asian pupils, whilst Indian and Other Pakistani pupils have maintained previous levels of performance. Similarly, Black African pupils have seen a rise in performance, whilst Black Caribbean and Other Black heritage pupils have fallen back. Mixed heritage pupils are broadly in line with 2006 levels, with Mixed Black Caribbean and White heritage pupils showing a fall after a significant improvement in 2007. Performance of traveller heritage pupils has also fallen in both categories.

Percentage of pupils attaining level 2 or above in Key Stage 1 Writing: Ethnicity

	2008 cohort	Writing				
		2006		2007		2008
		Leeds	National	Leeds	National	Leeds
Bangladeshi	123	76.3	75.0	74.4	77.0	65.0
Indian	156	86.6	86.0	85.8	85.0	85.3
Kashmiri Pakistani	105	74.6	73.0	69.7	85.0	63.8
Other Pakistani	407	67.6		67.2		62.9
Kashmiri Other	17	62.5	81.0	53.8	77.0	70.6
Other Asian	81	74.5		68.8		66.7
Black Caribbean	70	73.6	76.0	66.7	75.0	67.1
Black African	197	60.9	74.0	60.1	74.0	67.0
Any other Black background	43	78.7	75.0	68.2	74.0	74.4
Mixed Black African and White	31	95.8	81.0	86.1	80.0	67.7
Mixed Black Caribbean and White	117	66.9	79.0	79.8	78.0	72.6
Mixed Asian and White	63	86.0	86.0	77.3	86.0	85.7
Any other mixed background	110	72.0	82.0	72.2	81.0	78.2
Chinese	42	93.9	87.0	84.0	86.0	83.3
Any other ethnic group	104	64.0	71.0	66.3	71.0	57.7
White British	5534	81.9	83.0	79.6	82.0	77.6
White Irish	18	77.8	82.0	76.2	81.0	88.9
Traveller of Irish heritage	9	33.3	30.0	25.0	30.0	11.1
Gypsy/Roma	19	12.5	0.0	30.0	36.0	10.5
Any other White background	125	75.6	75.0	58.4	72.0	100.0
Unclassified	65	100.0	NA	75.9	66.0	84.6
Total		80	81	77	80	75

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes: 2008 Data is provisional; National 2008 data for BME groups not available at time of writing

Overall standards in writing have been falling over the last three years, both locally and nationally. This pattern is reflected for most BME groups, but patterns do vary. Outcomes have fallen significantly for Pakistani heritage pupils, as with Bangladeshi heritage pupils. Outcomes for all Black groups have recovered in 2008 after falling at a faster pace than the decline in 2007, but decreases have been observed for pupils of mixed White and Black Caribbean and Mixed White and Black African heritage after improvements last year. It should be recognised that the small cohorts under examination are likely to cause natural fluctuation in outcomes and clear trends may be difficult to identify. What can be said with some certainty is that levels of attainment in Writing at Key Stage 1 are significantly lower for some of the larger BME groups, especially those for whom English is often an additional language.

Percentage of pupils attaining level 2 or above in Key Stage 1 Maths: Ethnicity

	2008 cohort	Maths				
		2006		2007		2008
		Leeds	National	Leeds	National	Leeds
Bangladeshi	123	86.6	84.0	79.1	86.0	74.0
Indian	156	89.0	92.0	89.4	92.0	91.0
Kashmiri Pakistani	105	86.4	83.0	82.8	92.0	79.0
Other Pakistani	407	77.8		77.0		75.9
Kashmiri Other	17	75.0	90.0	69.2	86.0	82.4
Other Asian	81	89.1		81.5		87.7
Black Caribbean	70	81.6	86.0	83.3	85.0	74.3
Black African	197	72.2	84.0	73.9	84.0	73.6
Any other Black background	43	85.1	85.0	70.5	85.0	86.0
Mixed Black African and White	31	100.0	90.0	88.9	89.0	90.3
Mixed Black Caribbean and White	117	79.0	88.0	89.0	89.0	82.9
Mixed Asian and White	63	94.7	93.0	87.9	93.0	96.8
Any other mixed background	110	84.0	90.0	81.1	90.0	80.9
Chinese	42	100.0	96.0	92.0	95.0	88.1
Any other ethnic group	104	74.7	84.0	74.2	84.0	79.8
White British	5534	89.3	91.0	88.5	91.0	87.1
White Irish	18	77.8	91.0	85.7	90.0	100.0
Traveller of Irish heritage	9	55.6	50.0	50.0	52.0	33.3
Gypsy/Roma	19	12.5	60.0	65.0	56.0	31.6
Any other White background	125	88.9	88.0	78.2	86.0	100.0
Unclassified	65	94.9	NA	89.7	79.0	88.5
Total		88	90	87	90	85

Source: NCER KEYPAS (Leeds), DCSF Statistical First Release (National)

Notes: 2008 Data is provisional; National 2008 data for BME groups not available at time of writing

Overall standards for maths at Key Stage 1 have previously been fairly stable, both locally and nationally before the fall recorded in 2008. Also, performance has been much closer to authority wide performance for most BME groups in maths than for reading and writing. Results for Pakistani and Bangladeshi heritage pupils have fallen significantly, as it has for Black Caribbean and Mixed Black Caribbean and White pupils. Pupils from the remaining mixed heritage groups maintained or improved on their 2007 performance, with the increase for Mixed Asian and White pupils of particular note.

Performance of the bottom 20% is measured by the gap between themselves and total for the city.

Performance of pupils in bottom 20% in Leeds

	KS1 Average Points		
	2006	2007	2008
0-20	8.80	8.83	8.06
21-100	16.27	16.12	15.80
Total	14.77	14.55	14.31
Gap	-5.96	-5.72	-6.25

The gap between the bottom 20% and the city average has widened since 2006 and is now more than one whole curriculum level.

Performance by wedge

The change in performance across Leeds has been repeated within Leeds' areas.

	Reading 2+			Writing 2+			Maths 2+		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
East	79.8	78.5	74.4	75.0	73.5	69.0	85.6	84.2	81.3
North East	88.5	87.2	85.9	86.0	82.0	81.3	91.1	90.5	89.2
North West	87.8	88.1	84.8	84.9	85.9	82.0	91.6	91.8	89.4
South	80.5	78.7	80.6	77.6	74.4	74.5	85.3	83.1	84.6
West	81.4	79.0	79.2	76.6	73.0	71.9	86.3	85.8	83.5

Source: NCER KEYPAS (Leeds), School census

Most wedges performance fell in all three subjects, with the exception of the south wedge whose performance has stayed consistent in reading and maths, but did also fall in writing.

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Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 11 December 2008

Subject: Recommendation Tracking – Inclusion consultation

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 At the Scrutiny Board meeting in October, members considered the normal quarterly recommendation tracking report. For the first time the board decided that progress against some of its recommendations was not satisfactory.
- 1.2 Additional information was subsequently received which enabled the board to satisfactorily sign off one of the two recommendations concerned.
- 1.3 In the case of the second, the board agreed in November to set up a small working group to discuss progress with the relevant officers. The remit of the working group is to assess what progress has now been made, and to determine any further steps that the board recommends should be taken to ensure that the recommendation is achieved.
- 1.4 The working group is due to meet on 8 December, and its conclusions will be reported to the board at the meeting.

2.0 Recommendation

- 2.1 The board is requested to consider the report of the working group and agree any further action required.

Background papers

None

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Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 11 December 2008

Subject: Work Programme

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 A copy of the board's draft work programme is attached for members' consideration (appendix 1). The attached chart reflects the discussions at the board's September meeting.
- 1.2 Also attached to this report is the current Forward Plan of Key Decisions (appendix 2) and the minutes of the Executive Board meeting on 5 November, which will give members an overview of current activity within the board's portfolio area.

2.0 Recommendation

- 2.1 The board is requested to agree the attached work programme subject to any decisions made at today's meeting.

Background papers

None

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**Scrutiny Board (Children's Services)
Work Programme 2008/09**

Item	Description	Notes	Type of item
Meeting date – 8 January 2009			
Safeguarding	To consider the arrangements for safeguarding Leeds children	The Chair has commissioned a report on the Board's behalf, regarding the existing arrangements to independently verify the safeguarding systems for children in Leeds, in light of the recent events in Haringey	RP
Performance Management	Quarter 2 information for 2008/09 (July-Sept)	All Scrutiny Boards receive performance information on a quarterly basis	PM
Children's Services and the Children and Young People's Plan	To maintain an overview across the Board's portfolio, and to monitor the development of the Children's Services arrangements in Leeds	The Board has agreed to monitor progress against the priorities in the Plan on a quarterly basis	PM
Recommendation Tracking	This item tracks progress with previous Scrutiny recommendations on a quarterly basis		MSR
Leeds Inclusive Learning Strategy	Quarterly progress update from the Programme Board	Agreed by the Board in July 2008	PM
MAST Inquiry	To consider the Board's draft report and recommendations	Subject to completion of working group activity in December	RFS

**Scrutiny Board (Children's Services)
Work Programme 2008/09**

Item	Description	Notes	Type of item
Meeting date – 5 February 2009			
Draft Children and Young People's Plan	To comment on the draft second Plan	Timing subject to confirmation	DP
Inquiry – 14-19 Education Review	To receive evidence as the second session of the Board's inquiry		DP
Meeting date – 5 March 2009			
Inquiry – Education Standards – entering the education system	To receive evidence as the second session of the Board's Inquiry		RP/DP
Locality Governance	To consider progress in developing locality governance arrangements within Children's Services	Requested in October 2008, arising from consideration of the Leadership Challenge evaluation report Provisional timing – subject to confirmation	DP

**Scrutiny Board (Children's Services)
Work Programme 2008/09**

Item	Description	Notes	Type of item
Meeting date – 2 April 2009			
Performance Management	Quarter 3 information for 2008/09 (Oct-Dec)	All Scrutiny Boards receive performance information on a quarterly basis	PM
Children's Services and the Children and Young People's Plan	To maintain an overview across the Board's portfolio, and to monitor the development of the Children's Services arrangements in Leeds	The Board has agreed to monitor progress against the priorities in the Plan on a quarterly basis	PM
Recommendation Tracking	This item tracks progress with previous Scrutiny recommendations on a quarterly basis		MSR
Leeds Inclusive Learning Strategy	Quarterly progress update from the Programme Board	Agreed by the Board in July 2008	PM
School performance and Ofsted Inspections	Annual report on school performance and biannual update on Ofsted Inspections and schools causing concern	The Scrutiny Board agreed in 2006/07 to consider these reports to Executive Board	PM
Inquiry Reports	To finalise the reports and recommendations arising from the Board's inquiries this year	Timing subject to confirmation	
Annual Report	To agree the Board's contribution to the annual scrutiny report		

Key: RFS – Request for scrutiny

RP – Review of existing policy

DP – Development of new policy

MSR – Monitoring scrutiny recommendations

PM – Performance management

B – Briefings (including potential areas for scrutiny)

Scrutiny Board (Children's Services)
Work Programme 2008/09

Working Groups

Working group	Membership	Progress update	Dates
Inclusion consultation	Councillor Hyde Councillor Elliott Councillor Renshaw Mr Britten Mr Falkingham Ms Foote	Agreed November 2008 To consider progress in implementing recommendation 2 of the Board's April 2008 statement on Inclusion	8 December 2008
MAST Project	Councillor Hyde Councillor Morgan Mr Falkingham Ms Foote	Agreed November 2008 To consider proposed reduction in funding to Multi-Agency Support Team (MAST), following request for scrutiny	10 December 2008 15 December 2008
14-19 Education Review	Councillor Hyde Councillor Cleasby Councillor Driver Councillor Elliott Councillor Lancaster Councillor McKenna Mr Britten Mr Falkingham Professor Gosden	Agreed November 2008 To carry out visits and meetings as part of the Board's inquiry	

**Scrutiny Board (Children's Services)
Work Programme 2008/09**

Working Groups

Working Groups			
Working group	Membership	Progress update	Dates
Attendance	Mr Britten Prof Gosden Mr Falkingham	Membership agreed October 2008	
Involving young people in scrutiny	Councillor Hyde Councillor Cleasby Councillor Lancaster Councillor Renshaw Mrs Knights Mr Britten	Agreed September 2008 To meet with representatives from Leeds Youth Council Scrutiny Group to discuss young people's ongoing involvement in the work of the Board.	To be confirmed
Young People's Scrutiny Forum – Protecting our Environment	Members of Leeds Youth Council and ROAR	Terms of reference agreed April 2008 Currently taking evidence	

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LEEDS CITY COUNCIL

FORWARD PLAN OF KEY DECISIONS

Extract relating to Scrutiny Board (Children's Services)

For the period 1 December 2008 to 31 March 2009

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made and email address to send representations to)
Design Cost Report - Youth Capital Fund To give authority to incur expenditure of £370,100 (fully funded by DCSF).	Director of Resources	1/12/08	Panel of young people	Youth Matters	Sally Threlfall, Head of Early Years Service sally.threlfall@leeds.gov.uk
Information Advice and Guidance Contract Acceptance	Chief Officer - Early Years and Youth Service	1/12/08	Corporate Procurement Unit, Joint Preventative Commissioning Panel, Joint Preventative Partnership	None.	Director of Children's Services

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made and email address to send representations to)
<p>Children's Services Transport Policy</p> <p>Approval to consult on changes to two areas of spending, which remain discretionary, within the present Home to School/College transport policy.</p>	<p>Executive Board (Portfolio: Childrens Services)</p>	<p>3/12/08</p>	<p>Period of consultation with stakeholders over the spring term.</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Chief Executive of Education Leeds vivienne.buckland@leeds.gov.uk</p>
<p>Leeds Building Schools for the Future: Follow on Project and Expression of Interest Approval; of the priorities identified within the Expression of Interest and agree that further work needs to be undertaken to detail the specific programmes in all the remaining geographical areas of Leeds.</p>	<p>Executive Board (Portfolio: Childrens Services)</p>	<p>3/12/08</p>	<p>During the Autumn and Spring Terms with stakeholders and relevant parties.</p>	<p>The report to be issued to the decision maker with the agenda for the meeting.</p>	<p>Chief Executive of Education Leeds jackie.green@leeds.gov.uk</p>

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made and email address to send representations to)
<p>Options for changes to primary provision in the Richmond Hill Planning Area</p> <p>Permission to consult on options including</p> <ol style="list-style-type: none"> 1) Close Mount St Mary's and expand Richmond Hill 2) Close Mount St Mary's and Richmond Hill, and establish a new school 3) Close Mount St Mary's and Richmond Hill, and establish a joint community and Catholic provision. 	<p>Executive Board (Portfolio: Children's Services)</p>	<p>3/12/08</p>	<p>Consultation January/February 2009</p>	<p>The report to be issued to the decision maker with the agenda</p>	<p>Chief Executive of Education Leeds</p>
<p>South Leeds High School</p> <p>Approve the proposal to close South Leeds High School and replace it with an Academy to serve the needs of children and young people from the Beeston & Holbeck, City & Hunslet and Middleton Park wards.</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>3/12/08</p>	<p>Public consultation including Ward Councillors</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Chief Executive of Education Leeds</p>

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made and email address to send representations to)
Intake High School Arts College Approve the proposal to close Intake High School and replace it with an Academy to serve the needs of children and young people from the Bramley and Stanningley Ward.	Executive Board (Portfolio: Children's Services)	3/12/08	Public consultation including Ward Councillors	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds
Machinery of Government and 14-19 (25) Commissioning Arrangements Agree the principles underpinning the Leeds approach to the commissioning of 14+ provision and recommend that the LSC agree specific proposals for the commissioning of post 16 provision from September 2009.	Executive Board (Portfolio: Children's Services)	3/12/08	School Governors, secondary Headteachers, FE Colleges and LSC	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds
Design Cost Report- Roundhay CC To inject £300k into the Children's Services Capital Programme and give authority to incur this expenditure.	Executive Board (Portfolio: Children's Services)	3/12/08	Education Leeds, Children's Services, Providers and stakeholders city wide	The report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made and email address to send representations to)
Design Cost Report- Boston Spa CC To inject £350k into the Children's Services Capital Programme and give authority to incur this expenditure.	Executive Board (Portfolio: Children's Services)	3/12/08	Education Leeds, Children's Services, Providers and stakeholders city wide	The report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services
BSF Phase 2 Priesthorpe Specialist Sports College to seek authority to spend	Executive Board (Portfolio : Childrens Services)	3/12/08		The report to be issued to the decision maker with the agenda for the meeting.	Deputy Chief Executive david.outtram@leeds.gov.uk
Supplementary Schools Approve contract award.	Chief Officer - Early Years and Youth Service	2/1/09	CPU process competitive tender.	Specification and Evaluation.	Sally Threlfall, Head of Early Years Service jody.sheppard@leeds.gov.uk
Children and Young Peoples Participation Approve contract award	Chief Officer - Early Years and Youth Service	2/1/09	CPU, Participation Group	Procurement documents	Sally Threlfall, Head of Early Years Service gery.hudson@leeds.gov.uk

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made and email address to send representations to)
Family Support 8-13 year olds To accept the Contract	Chief Officer - Early Years and Youth Service	2/1/09	CPU, LCF Executive Board, Family Support and Parenting Board, Family Support and Parenting sub-groups and wedges.	Tender document	Chief Officer - Early Years and Youth Service
Wetherby Children's Centre Design cost report to inject £350k into the Children's Services Capital Programme and give authority to incur this expenditure.	Executive Board (Portfolio: Children's Services)	14/1/09	Education Leeds, Children's Services, Providers and Stakeholders city wide.	The report to be issued to the decision maker with the agenda for the meeting.	Chief Officer - Early Years and Youth Service sally.threilfall@leeds.gov.uk
Options for changes to primary provision in the Wetherby Planning Area Permission to consult on options to remove surplus places in the Wetherby area.	Executive Board (Portfolio:Childre n's Services)	14/1/09	Consultation February/March 2009	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made and email address to send representations to)
Clapgate Primary School- Extension works to form two forms of entry school Approval to carry out capital works and incur expenditure in relation to the proposed scheme to carry out extension works.	Executive Board (Portfolio: Children's Services)	14/1/09	Clapgate Primary School	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds
Windmill Primary School - Extension Works to form two forms of entry school Approval to carry out capital works and incur expenditure in relation to the proposed scheme to carry out extension works.	Executive Board (Portfolio: Children's Services)	14/1/09	Windmill Primary School	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds
Design Cost Report- Farsley CC To inject £350k into the Children's Services Capital Programme and give authority to incur this expenditure.	Executive Board (Portfolio: Children's Services)	14/1/09	To inject £350k into the Children's Services Capital Programme and give authority to incur this expenditure.	The report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made and email address to send representations to)
<p>Design Cost Report- Garforth CC To inject £450k into the Children's Services Capital Programme and give authority to incur this expenditure.</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>14/1/09</p>	<p>Education Leeds, Children's Services, Providers and stakeholders city wide.</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Director of Children's Services</p>
<p>Bankside- Provision of Newly Built School Give approval to incur capital expenditure in relation to the proposed scheme to provide a new build school at Bankside Primary School.</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>13/2/09</p>	<p>Consultations will include public meeting with Governors, parents school users and community in attendance, full ward councillor briefing, full consultation with governing body, school users including parents, pupils and community users, and other Council services.</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Chief Executive of Education Leeds</p>

NOTES

Key decisions are those executive decisions:

- which result in the authority incurring expenditure or making savings over £250,000 per annum, or
- are likely to have a significant effect on communities living or working in an area comprising two or more wards

<u>Executive Board Portfolios</u>	<u>Executive Member</u>
Central and Corporate	Councillor Richard Brett
Development and Regeneration	Councillor Andrew Carter
Environmental Services	Councillor Steve Smith
Neighbourhoods and Housing	Councillor John Leslie Carter
Leisure	Councillor John Procter
Children's Services	Councillor Stewart Golton
Learning	Councillor Richard Harker
Adult Health and Social Care	Councillor Peter Harrand
Leader of the Labour Group	Councillor Keith Wakefield
Leader of the Morley Borough Independent Group	Councillor Robert Finnigan
Advisory Member	Councillor Judith Blake

In cases where Key Decisions to be taken by the Executive Board are not included in the Plan, 5 days notice of the intention to take such decisions will be given by way of the agenda for the Executive Board meeting.

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EXECUTIVE BOARD

WEDNESDAY, 5TH NOVEMBER, 2008

PRESENT: Councillor R Brett in the Chair

Councillors A Carter, J L Carter,
R Finnigan, S Golton, R Harker, P Harrand,
J Procter, S Smith and K Wakefield

Councillor J Blake – Non voting advisory member

113 Exclusion of the Public

RESOLVED – That the public be excluded from the meeting during consideration of the following parts of the agenda designated exempt 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 public were present there would be disclosure to them of exempt information so designated as follows:

- (a) Appendices 7 and 8 to the report referred to in minute 120 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the information contained in the appendices relates to the financial or business affairs of Bellway Homes Ltd, Bellway PLC, and the council. This information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that it is not in the public interest to disclose this information at this point in time as this could prejudice the commercial interests of the parties to the Shareholders Agreement. In particular, if Bellway or the Council wished to negotiate terms with other potential developers of a phase or part of a phase, those developers might gain an advantage in those negotiations by knowing the full commercial terms agreed in respect of exclusivity, competition and incentivisation, and how costs are met in respect of the phase approval process.

It is considered that whilst there may be a public interest in disclosure, the council's statutory obligations under sec 123 of the Local Government Act 1972, and under sec 32 of the Housing Act 1985 and the General Housing Consents 2005 to achieve the best consideration that can reasonably be obtained are unaffected by these arrangements, and indeed the phase approval process provides for this to be demonstrated at the initial stage of the process. In addition, much information about the terms of particular land transactions between the parties will be publicly available from the Land Registry following completion and registration. Consequently it is considered that the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

- (b) Appendices 1 and 2 and associated plans as referred to in minute 133 under the terms of Access to Information Procedure Rule 10.4(3) and

Draft minutes to be approved at the meeting
to be held on Wednesday, 3rd December, 2008

on the grounds, that as they evaluate the short listed bidders' proposals and their financial offers to develop the arena, compares the bidder's financial offers with the evolving Public Sector Comparators and set out the basis of the Council's legal agreements and funding contribution to facilitate the development of the arena, it is considered that the public interest in maintaining this information as exempt outweighs the public interest in disclosing the developer's proposals, the terms of the respective legal agreements and funding provision, as disclosure may prejudice the outcome of the procurement process and the cost to the Council for developing the arena.

114 Late Items

The Chair admitted the following late item to the agenda as follows:

Department of Health Extra Care Housing Fund Bid 2008-2010 (Minute 127)

The signed partnership agreement for the development must be in place by November 2008 in accordance with the terms of the grant by the Department of Health.

115 Declaration of Interests

Councillor J Procter declared a personal interest in the item entitled, 'Proposed Leeds Arena – Selection of Preferred Developer/Site', (minute 133) as the Chair of one of the subject companies was known to him.

Councillor Brett declared a personal interest in the item entitled, 'Older People's Day Services: Service Improvement Plan', (minute 125) as a member of Burmantofts Senior Action Committee.

Councillor Finnigan declared a personal interest in the item entitled, 'Skills Pledge, Train to Gain and Apprenticeships', (minute 131) as a Governor of Joseph Priestley College.

Councillor Blake declared a personal interest in the item entitled, 'Implementation of the Mental Health Act 2007', (minute 128) as a member of Leeds NHS Primary Care Trust.

116 Minutes

RESOLVED – That the minutes of the meeting held on 8th October 2008 be approved.

DEVELOPMENT AND REGENERATION

117 Adoption of the Supplementary Planning Document of the Street Design Guide and Response to the Deputation of the National Federation of the Blind

The Director of City Development submitted a report on the outcome of consultation on the Street Design Guide, on its proposed adoption as a Supplementary Planning Document and as a response to the concerns

expressed by the Leeds Branch of the National Federation of the Blind in their deputation to Council on 10th September 2008.

The Board noted that additional information which related to this matter had been received from the Leeds Branch of the National Federation of the Blind.

RESOLVED – That the report be deferred, with a further report being submitted to the Board following the consideration of the additional information received from the Leeds Branch of the National Federation of the Blind.

NEIGHBOURHOODS AND HOUSING

118 Area Delivery Plans for 2008/09

The Director of Environment and Neighbourhoods submitted a report seeking endorsement of the 10 Area Delivery Plans.

RESOLVED – That the 2008/09 Area Delivery Plans produced by the Area Committees be endorsed.

119 Public Private Finance Initiative Round 6 - Submission of Expression of Interest

The Chief Regeneration Officer submitted a report on the development of an expression of interest for the implementation of a programme of new house building in the city in order to create a range of Extra Care and Lifetime Homes provision in key locations through the support of Housing PFI Credits.

RESOLVED –

- (a) That approval be given for the submission of the Expression of Interest to the CLG for Round 6 Housing PFI Credits of £271,000,000.
- (b) That an Outline Business Case be developed for the implementation of a programme of new house building in the City to create a range of Extra Care and Lifetime Homes housing through the support of Round 6 Housing PFI Credits.
- (c) That a further report be brought to this Board in early 2009 identifying land which will be required to deliver the programme.

120 EASEL Joint Venture Partnership

The Directors of Environment and Neighbourhoods and City Development submitted a joint report on a proposal to set up and operate a joint venture partnership through a private limited company with Bellway plc and Bellway Homes Ltd to deliver the Council's regeneration programme in east and south east Leeds.

Following consideration of appendices 7 and 8 to the report, designated as exempt under Access to Information Procedure Rule 10.4(3), which were considered in private at the conclusion of the meeting it was

RESOLVED –

- (a) That the Board reaffirms that the primary objective of the EASEL initiative is to promote and improve the economic, social and environmental wellbeing of the EASEL area and its residents, having considered all of the matters in section 2 of the Local Government Act 2000 as set out in the report, and having also considered all of the evidence set out in the report relating to how the initiative is likely to promote and improve wellbeing in the EASEL area, and agrees that each aspect of the arrangements set out in the report is likely to promote or improve the economic, social and environmental wellbeing of the EASEL area and its residents in the manner set out in the report.
- (b) That the terms of the Shareholders' Agreement for the Joint Venture Company as set out in the report be approved by Executive Board, together with the establishment of the JVCo with Bellway.
- (c) That the first EASEL phase plan, showing the sixteen sites considered as priority for development in the EASEL area be approved.
- (d) That the initial eight sites to be developed through the JVCo be approved.
- (e) That delegation to the Director of City Development be authorised to make amendments to the phase plan to ensure the effective operation of the JVCo as set out in appendix 3 of the report.
- (f) That the Directors of City Development and Environment and Neighbourhoods and Assistant Chief Executive (Corporate Governance) be authorised to conclude and execute the Shareholders' Agreement on behalf of the Council as set out in the report.
- (g) That the development, by the JVCo, of the five neighbourhood plans be approved and that the Chief Regeneration Officer be authorised to manage the production of the neighbourhood plans with the JVCo subject to the completed plans being brought to this Board for final approval.
- (h) That the use of the business case for project development to be operated by the JVCo be approved subject to final approval (by the Council as JVCo shareholder) of a project by Executive Board.
- (i) That the delegations to the Chief Regeneration Officer and Director of City Development for the development of projects as set out in appendix 3 of the report be approved.
- (j) That, as prospective shareholder, approval be given to the initial draft business plan and draft budget for the JVCo and to the delegations to officers to participate in the management of the JVCo as set out in appendix 3 of the report.
- (k) That approval be given to the use of entry premium to fund the working capital of the company subject to approval of the JVCo draft business plan and draft budget.
- (l) That the arrangements for providing additional working capital to the company once the entry premium is spent be noted.
- (m) That the company dividends policy be approved and that responsibility on these issues be delegated to the Director of Resources as set out in appendix 3 of the report.

- (n) That the development of an equity loan scheme on the first phase of the EASEL development sites using a commuted sum mechanism be authorised.
- (o) That the delegations to the Chief Housing Services Officer on the details of the scheme be authorised.
- (p) That the transfer of the remaining funds from the Amberton Park equity loan scheme to the EASEL equity loan scheme be approved.
- (q) That the nomination of the Council's initial directors to the company be the Directors of City Development and of Environment and Neighbourhoods as unpaid directors subject to their acceptance of office and of the directors mandate.
- (r) That the directors mandate for the Council's directors and the provision by the Council of the necessary indemnity insurance for the Council's directors be approved.
- (s) That the arrangements for the appointment of future directors and deputies as set out in appendix 3 of the report be approved.
- (t) That a report be submitted to the Board providing further information on the regenerative aspects of the project in addition to other potential sources of funding which could be pursued.

121 A Strategy for Improving Leeds Private Sector Housing

The Director of Environment and Neighbourhoods submitted a report on proposed future investment and regeneration proposals for private sector housing in Leeds with reference to findings of recent research into back-to-back housing and the most recent Leeds Private Sector Housing Condition Survey.

RESOLVED –

- (a) That the findings of the report together with the actions undertaken by the Council to improve the private rented sector stock be noted.
- (b) That a further report be brought to this Board on urgent action to tackle poor quality private housing.
- (c) That a detailed submission be made to the Homes and Communities Agency setting out a costed programme of investment over the next five years.
- (d) That a report be brought back to this Board on the outcome of discussions as part of a comprehensive plan to improve private sector housing in Leeds with a focus on back-to-back housing.

CHILDREN'S SERVICES

122 Deputation to Council - The need of Local Schools and Communities for Sports Facilities in the Hyde Park Area

The Chief Executive of Education Leeds submitted a report in response to the deputation to Council from local Hyde Park residents on 10th September 2008.

A revised version of the report which provided more detailed information in the form of paragraphs 5.3 to 5.5, and minor clarification to wording in paragraph 5.1, had been circulated to Members prior to the meeting.

RESOLVED – That the report be deferred, with a further report being submitted to the Board for consideration in due course.

123 Inclusion and Early Support: Hawthorn Centre Deputation to Council

The Acting Chief Officer Early Years and Integrated Youth Service submitted a report in response to the deputation to Council from representatives of Leeds Mencap on 10th September 2008.

RESOLVED – That the Board accept the report showing how Hawthorn had the opportunity to be involved throughout the commissioning process and how as a result of that process, services will continue to be provided that meet the needs of disabled children and their families and look to further develop the quality of that support in the future.

(Under the provisions of Council Procedure Rule 16.5, Councillor Wakefield required it to be recorded that he abstained from voting on the decisions contained within this minute)

LEISURE

124 Radio Frequency Identification (RFID) New Technology in Libraries - Phases 3 and 4.

The Director of City Development submitted a report on a proposal to complete the installation programme of Radio Frequency Identification technology in libraries to enable self service within libraries allowing them to open for longer hours at a reduced cost.

RESOLVED – That approval be given for the injection of £1,249,950 into the 2008/09 Capital Programme, funded by the Strategic Development Fund, and that scheme expenditure in the same amount be authorised.

ADULT HEALTH AND SOCIAL CARE

125 Older People's Day Services: Service Improvement Plan

Further to minute 46 of the meeting held on 16th July 2008 the Director of Adult Social Services submitted a report on progress of work undertaken to implement the proposals which were approved and on other ongoing work in relation to the pilots and developing locality plans which will set out how the service model will be delivered city wide.

RESOLVED –

- (a) That the Board notes the work which has been done to implement the decision of July 2008 relating to Richmond Hill Day Centre, Farfield, the Willows and Pendas Way and agrees the proposal that day services no longer be provided on those sites.
- (b) That the related commitment to reinvest in older people's services be noted together with the progress being made to develop locality plans to deliver the new service model through pilots, consultation and other detailed work.

- (c) That further reports be brought to this Board in 2009 as the change process progresses.

(Under the provisions of Council Procedure Rule 16.5, Councillor Wakefield requested it to be recorded that he abstained from voting on the decisions contained within this minute).

126 The Mental Capacity Act 2005

The Director of Adult Social Services submitted a report on the principal requirements and implications associated with the implementation in Leeds of the Mental Capacity Act 2005 and outlining the requirements of the Deprivation of Liberty Safeguards which are incorporated into the Act.

RESOLVED –

- (a) That the key features of the Act, as highlighted in the report, be noted together with progress made to date in its full implementation and the plans which are being progressed to raise greater awareness among the public of its provisions and implications.
- (b) That the content of the annual report of the Articulate Advocacy Service also be noted.

127 Department of Health Extra Care Housing Fund Bid: 2008-2010

Further to minute 94 of the meeting held on 8th October 2008, the Chief Officer Adult Social Care submitted a report which clarified the cost implications of the proposal to redevelop Hemingway House older persons residential home in Hunslet.

RESOLVED –

- (a). That the proposal to develop 45 units of Extra Care Housing for older people on the site of Hemingway House, in partnership with Methodist Homes Association and the Primary Care Trust be approved.
- (b). That the sale of the land at Hemingway House at less than best value to a value foregone of £525,000 be endorsed.

128 Implementation of The Mental Health Act 2007

The Director of Adult Social Services submitted a report advising of the main changes to the Mental Health Act and on the submission of the Implementation Self Assessment Tool to the Department of Health in June of this year.

RESOLVED – That the report be noted.

CENTRAL AND CORPORATE

129 Financial Health Monitoring 2008/09 - Half Year Report

The Director of Resources submitted a report on the Council's financial health position for 2008/09 after six months of the financial year, covering revenue expenditure and income to date compared to the approved budget, the projected year end position and proposed actions to work towards achieving a balanced budget by the year end. The report also provided an

update on the general fund capital programme and highlighted the position in relation to other key financial indicators.

RESOLVED –

- (a) That the projected financial position of the authority after six months of the new financial year be noted.
- (b) That directorates continue to develop and implement action plans.
- (c) That Council be recommended to approve the budget adjustments as described in section 3 of the report.

(Under the provisions of Council Procedure Rule 16.5, Councillor Wakefield required it to be recorded that he abstained from voting on the decisions contained within this minute).

130 Treasury Management Strategy Update 2008/09

The Director of Resources submitted a report providing a review and update of the Treasury Management Strategy for 2008/09 which was approved by the Board on 8th February 2008.

RESOLVED –

- (a). That the report be noted.
- (b). That the Board's thanks be extended to those colleagues employed within the field of Treasury Management for the valuable work which they continue to undertake.

131 Skills Pledge, Train to Gain and Apprenticeships

The Director of Resources submitted a report on three key initiatives arising from the national skills improvement agenda, namely 'The Skills Pledge', 'Train to Gain Funds' and 'Apprenticeships'.

RESOLVED –

- (a) That this Board endorses the signing of the Skills Pledge and the associated action plan to ensure maximisation of Train to Gain funding and improved skills levels.
- (b) That the changes in approach to the provision of apprenticeships in the Council be noted.

132 Information Governance Framework

The Assistant Chief Executive (Planning, Policy and Improvement) submitted a report on a proposed Information Governance Framework as the corporate model for implementing information governance across the Council.

RESOLVED –

- (a) That the Information Governance Framework be approved as a method for defining the Council's approach to information governance and setting out the policies, procedures and standards required to deliver the information governance objectives.
- (b) That the intention of the Assistant Chief Executive (Planning, Policy and Improvement) to sign-off relevant policies and procedures

associated with the Framework under the Council's delegated decision making arrangements be endorsed.

DEVELOPMENT AND REGENERATION

133 Proposed Leeds Arena, Selection of Preferred Developer/Site

The Director of City Development submitted a report on progress made with the procurement of a developer and site for the proposed Leeds Arena, on the proposed preferred and reserve sites for the development and necessary financial approvals.

Appendices 1 and 2 and associated plans were designated as exempt under Access to Information Procedure Rule 10.4(3). Appendix 2 and associated plans were circulated at the meeting.

Following consideration of the 2 exempt appendices and associated plans in private at the conclusion of the meeting it was

RESOLVED –

- (a) That the developer procurement competition for the arena be terminated without the award of a contract.
- (b) That Claypit Lane be approved as the preferred site for the development of an arena.
- (c) That Elland Road be approved as the reserve site for the development of an arena.
- (d) That in the event that the preferred site cannot be delivered or it ceases to be the most economically viable or it no longer offers the best value for money to the Council, the Director of City Development with the concurrence of the Executive Member for Development and Regeneration be authorised to take appropriate action to pursue the development at Elland Road as the reserve site for the proposed development of an arena.
- (e) That the acquisition of the site of the Brunswick Building from Leeds Metropolitan University on the terms detailed in the report be approved.
- (f) That the Directors of Resources and City Development be authorised to enter into a legal agreement with Town Centre Car Parks Ltd on the terms as detailed in the report on the basis that such an agreement is economically advantageous to the Council and will financially support the development of an arena on the preferred site.
- (g) That authority be given to incur expenditure as detailed in the report from existing Capital Scheme No 13307 on the acquisition of the site of the Brunswick Building, its demolition and the cost of fees to progress design/cost proposals and the project delivery model.
- (h) That officers report back on the proposed project delivery model and scheme proposals/costs for the development of an arena on the preferred site.
- (i) That the transfer of funds as detailed in the report from the Strategic Development Fund into existing Capital Scheme No 13307 be authorised.

- (j) That authority be given for an injection of funds as detailed in the report into existing Capital Scheme No 13307, comprising funding from Yorkshire Forward (subject to formal approval from the Yorkshire Forward Board) with the balance in the first instance to be funded from unsupported borrowing.

(The matters referred to in this minute were not eligible for Call In on the basis that the City Council took the decision to pursue a two stream procurement process to select a preferred developer/site for the proposed arena at a meeting of the Executive Board on 13 December 2006. Thereafter, at its meeting on 4 July 2007, Executive Board authorised the Director of City Development under the Council's scheme of delegation, to approve the short listing of potential developers/sites during the Competitive Dialogue Procurement process. Both decisions taken by the Executive Board were subject to the Council's Call In procedures. The decisions contained within this minute which relate to the selection of the preferred site for the arena are consistent with the decisions taken by Executive Board in December 2006 and July 2007.

The matters relating to the proposed legal agreements to be entered into to progress the arena development on the preferred site, the proposed funding arrangements and the authority to incur expenditure, were also designated as exempt from Call In. This is due to the fact that under the Council's Constitution, a decision may be declared as being Exempt from Call In if it is considered that any delay in concluding the funding arrangements and legal agreements may result in parties to the agreements seeking to renegotiate the terms of such agreements and as such could increase the level of public sector gap funding required to facilitate the arena development.)

134 Former Horsforth Library - Refurbishment for Youth Centre and Area Management Team Accommodation

The Director of City Development submitted a report on the proposed refurbishment of the former Horsforth library building to provide accommodation for a youth centre and the area management team and for use by the Area Committee.

RESOLVED – That authority be given for expenditure of £895,000 on this scheme.

135 Proposed Takeover of HBOS by Lloyds TSB

The Director of City Development submitted a report providing an update on the action being taken locally in relation to the proposed takeover of HBOS by Lloyds TSB; the takeover of Bradford and Bingley by the Government, and sale of some of its assets.

The Board was advised of the recent announcement that the Carlsberg Tetley Brewery in Leeds was due to close in 2011. In response the Board discussed potential ways in which the Council could assist those affected by the closure.

RESOLVED – That the report be noted, that the actions being taken be endorsed and that further reports be brought back to the Board as the position becomes clearer.

ENVIRONMENTAL SERVICES

136 Waste Solution for Leeds - Residual Waste Treatment PFI Project - Evaluation Methodology and Update

The Director of Environment and Neighbourhoods submitted a report on progress of the project, on proposed criteria and sub-criteria for the evaluation of bids, identifying a price ceiling above which bidders may be disqualified and on the proposed approach to dealing with third party waste.

RESOLVED –

- (a) That the report be noted and approval given to the criteria, sub-criteria and weightings for the evaluation of bids received for the project.
- (b) That the revised Price Ceiling resulting from the change in the waste flow model be noted and that this Board approves that any bids received above this ceiling may not proceed further in the procurement.
- (c) That the approach towards third party waste be approved.

(Under the provisions of Council Procedure Rule 16.5, Councillor Wakelfield required it to be recorded that he voted against the decisions taken in this minute)

DATE OF PUBLICATION: 7TH NOVEMBER 2008
LAST DATE FOR CALL IN: 14TH NOVEMBER 2008

(Scrutiny Support will notify Directors of any items Called In by 12.00 noon on Monday 17th November 2008)

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