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## SCRUTINY BOARD (CHILDREN'S SERVICES)

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Meeting to be held in Civic Hall, Leeds on  
Thursday, 5th March, 2009 at 9.45 am

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

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### 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 B Wanyonyi	-	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><b>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</b></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><b>EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC</b></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><b>RESOLVED</b> – 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><b>No exempt items or information have been identified on this agenda.</b></p>	

Item No	Ward/Equal Opportunities	Item Not Open		Page No
3			<p><b>LATE ITEMS</b></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><b>DECLARATION OF INTERESTS</b></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><b>APOLOGIES FOR ABSENCE</b></p> <p>To receive any apologies for absence.</p>	
6			<p><b>MINUTES - 5TH FEBRUARY 2009</b></p> <p>To confirm as a correct record the minutes of the meeting held on 5<sup>th</sup> February 2009.</p>	1 - 6
7			<p><b>BUILDING BRIGHTER FUTURES IN LEEDS – THE DRAFT CHILDREN AND YOUNG PEOPLE’S PLAN 2009-2014</b></p> <p>To receive a report from the Director of Children’s Services, which provides the Board with an opportunity to respond to the draft Children and Young People’s Plan and support the plan’s development as part of the plan’s final consultation period.</p>	7 - 80
8			<p><b>SUSTAINABLE COMMUNITIES ACT</b></p> <p>To receive and consider a report from the Head of Scrutiny and Member Development, which provides background information on the Sustainable Communities Act and its implications for Leeds.</p>	81 - 84

Item No	Ward/Equal Opportunities	Item Not Open		Page No
9			<p><b>SCRUTINY INQUIRY - EDUCATION STANDARDS - ENTERING THE EDUCATION SYSTEM</b></p> <p>To consider a report of the Head of Scrutiny and Member Development, presenting evidence in line with the second and third sessions of the Board's Inquiry into Education Standards – Entering the Education System.</p>	85 - 114
10			<p><b>REQUEST FOR SCRUTINY – MEADOWFIELD PRIMARY SCHOOL</b></p> <p>To receive and consider a report from the Head of Scrutiny and Member Development, which requests Members to consider the conclusions and recommendations of the Board's working group, which had been set-up to consider a range of issues arising from the building of the new school and children's centre.</p>	115 - 116
11			<p><b>WORK PROGRAMME</b></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>	117 - 148
12			<p><b>DATE AND TIME OF NEXT MEETING</b></p> <p>To note that the next meeting of the Board will be held on Thursday 2<sup>nd</sup> April 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, 5TH FEBRUARY, 2009

**PRESENT:** Councillor R D Feldman in the Chair

Councillors B Cleasby, G Driver, 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)
Mrs S Knights	- Parent Governor Representative (Primary)

### CO-OPTED MEMBERS (NON-VOTING):

Ms C Foote	- Teacher Representative
Ms C Johnson	- Teacher Representative

## 80 Appointment of Chair

**RESOLVED** – That Councillor R D Feldman be appointed Chair of the Scrutiny Board (Children's Services) for the duration of this meeting, as Councillor W Hyde, the appointed Chair of the Board for 2008/09 municipal year had submitted his apologies for absence for the meeting.

(Councillor R D Feldman took the Chair)

## 81 Late Items

In accordance with his powers under Section 100B(4)(b) of the Local Government Act 1972, the Chair admitted to the agenda the Leeds Inclusive Learning Strategy – Parent and Carer Consultation Activity Plan. The Activity Plan had recently been updated and was unavailable at the time of agenda despatch. (Minute No. 89 refers).

## 82 Declaration of Interests

Councillor Morgan declared an interest in relation to agenda item 7, Draft Report – MAST Inquiry, due to being LEA Governor at Our Lady Of Good Counsel Primary School and Grange Farm Primary School. On the basis that the interest was personal and prejudicial, she withdrew from the meeting prior to consideration of this item (Minute No. 85 refers).

Ms Foote declared an interest in relation to agenda item 7, Draft Report – MAST Inquiry, due to her involvement with the MAST team as a Member of

Draft minutes to be approved at the meeting  
to be held on Thursday, 5th March, 2009

NUT. On the basis that the interest was personal and prejudicial, she withdrew from the meeting prior to consideration of this item (Minute No. 85 refers).

Councillor Cleasby declared a personal interest in relation to agenda item 9, Recommendation Tracking – Adoption, and agenda item 10, Request for Scrutiny – Adoption Service, due to being a Member of South Leeds Fostering Board (Minute Nos. 87 and 88 refer).

Councillor E Taylor declared a personal interest in relation to agenda item 9, Recommendation Tracking – Adoption, and agenda item 10, Request for Scrutiny – Adoption Service, due to being a Member of the Adoption Panel (Minute Nos. 87 and 88 refer).

Councillor J McKenna declared a personal interest in relation to agenda item 11, Recommendation Tracking – Inclusion, due to being a LEA Governor at West Leeds SILC (Minute No. 89 refers).

Mr Falkingham declared a personal interest in relation to agenda item 11, Recommendation Tracking – Inclusion, due to being a Parent Governor at North West SILC (Minute No. 89 refers).

Mrs Knights declared a personal interest in relation to agenda item 11, Recommendation Tracking – Inclusion, due to being a Governor at North West SILC and Chair of Leeds Citywide Family Forum (Minute No. 89 refers).

Further declarations of interest were made at later points in the meeting (Minute Nos. 87 and 88 refer).

### **83 Apologies for Absence**

Apologies for absence were submitted by Councillor W Hyde, Councillor Elliott, Professor Gosden, Mrs Hutchinson, Ms Kayani and Ms Morris-Boam.

The Chair reported that in relation to the Parent Governor Representative vacancy, the election process was ongoing and the closing date for nominations was 10<sup>th</sup> February 2009. One nomination had been received to date.

### **84 Minutes - 8th January 2009**

Subject to an addition to Minute No. 61 to read ‘... Members commented that they would liked to have received the APA Inspection letter prior to the meeting taking place’, it was

**RESOLVED** – That the minutes of the Board and Call-In meetings held on 8<sup>th</sup> January 2009 be confirmed as a correct record.

### **85 Draft Report - MAST Inquiry**

Draft minutes to be approved at the meeting  
to be held on Thursday, 5th March, 2009

Further to Minute No. 47 of the meeting held on 13<sup>th</sup> November 2008, the Head of Scrutiny and Member Development submitted a report which referred to the work of the Board's Working Group, which had been set-up to consider issues in relation to the Multi-Agency Support Team (MAST).

Appended to the report was a copy of the draft MAST Scrutiny Inquiry Report for the Board's consideration.

The Chair welcomed to the meeting, Rosemary Archer, Director of Children's Services, to respond to Members' questions and comments

In brief summary, the main areas of discussion were:-

- The need to establish a strategic approach to other locally managed schemes.
- The importance of effective financial planning and the need to allocate resources against priorities.
- Concern that the decision had been taken without proper consultation.
- Involving Area Committees and area management in future discussions.
- The need for clear outcomes.
- The need for improvements to the piloting process and issues in relation to accountability and leadership.

The Chair thanked Members and officers for their involvement with the working group.

#### **RESOLVED –**

- (a) That the Board's final report and recommendations be agreed; and
- (b) That officers be requested to formally respond to the Board's recommendations in May 2009.

#### **86 Request for Scrutiny – Annual Performance Assessment**

The Head of Scrutiny and Member Development submitted a report which invited the Board to consider a request for scrutiny, arising from the Executive Board meeting held on 14<sup>th</sup> January 2009.

Appended for Members' information was a report of the Director of Children's Services, which detailed the 2008 OfSTED Annual Performance Assessment (APA) in relation to Children's Services.

Rosemary Archer, Director of Children's Services, attended the meeting and briefly highlighted some of the main points reported to the Executive Board meeting, particularly that actions were being taken to improve performance in key areas.

**RESOLVED –** That the Executive Board be informed that monitoring will be incorporated into the Scrutiny Board's existing quarterly cycle of performance monitoring and progress tracking items.

Draft minutes to be approved at the meeting  
to be held on Thursday, 5th March, 2009

## 87 Recommendation Tracking - Adoption

Further to Minute No. 70 of the meeting held on 8<sup>th</sup> January 2009, the Head of Scrutiny and Member Development submitted a report which requested the Board to consider whether any further action was required on the final outstanding recommendation from its adoption inquiry, originally published in March 2007.

Appended to the report was an extract from the Board's recommendation tracking report and the Director of Children's Services report on Adoption in Leeds: Staff Recruitment.

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

- Rosemary Archer, Director of Children's Services; and
- Elizabeth Shingler, Interim Head of Operations, Children and Young People's Social Care.

The Chair invited officers to report on progress made to date. The Board was informed that the posts had now been advertised and the closing date for applications was today. It was agreed that the Principal Scrutiny Adviser would be informed of the number of applications received.

Members' questions and comments were then invited and the main highlighted points were:-

- The Board was advised that administrative and governance procedures had been revised to address concerns about delays in recruitment.
- That greater use had been made of the Regional Consortium arrangements to identify adopters during this period.
- Members emphasised the need to advertise the posts earlier in the year. In response, it was reported that the department had been advised not to advertise during December when the response rate was generally lower.
- The time taken before the officers would be in post. The Board was advised that the appointments were subject to CRB checks and clearance could take between 4-6 weeks. In addition, successful applicants would be required to provide a period of notice to their employer.

**RESOLVED** – That progress continue to be monitored in the quarterly recommendation tracking report.

(Councillor Lancaster declared a personal interest in this item, due to being Chair of the Foster Carers' Liaison Group)

(Mrs Knights declared a personal interest in this item, due to being a Foster Carer).

## 88 Request for Scrutiny - Adoption Service

Draft minutes to be approved at the meeting  
to be held on Thursday, 5th March, 2009



The Head of Scrutiny and Member Development submitted a report which invited the Board to consider a request for scrutiny, arising from the Executive Board meeting held on 14<sup>th</sup> January 2009.

Appended for the Board's consideration was a report of the Interim Head of Operations, Children and Young People's Social Care on the criteria for the consideration of applications for adoption together with other supporting information.

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

- Rosemary Archer, Director of Children's Services; and
- Elizabeth Shingler, Interim Head of Operations, Children and Young Peoples Social Care.

The Chair also welcomed to the meeting Alison Share, Designated doctor for looked after children, Leeds PCT, to present information to the Board.

In brief summary, the main areas of discussion were:-

- The role of Elected Members as Corporate Carers.
- Professionals' opinion regarding the adequacy of the criteria.
- The need to focus on the needs of the child.
- The process for considering applications for adoption. It was advised that whilst medical issues were important, a range of factors were taken into account before a decision was made, particularly where there was an existing relationship between a child and prospective adopter.

**RESOLVED** – That the Executive Board be assured that the agency's policy and practice is in line with legal requirements and best practice guidance and therefore no further investigation is required by the Board.

(Councillor Lancaster declared a personal interest in this item, due to being Chair of the Foster Carers' Liaison Group).

(Mrs Knights declared a personal interest in this item, due to being a Foster Carer).

## **89 Recommendation Tracking - Inclusion Consultation**

Further to Minute No. 59 of the meeting held on 11<sup>th</sup> December 2008, the Head of Scrutiny and Member Development submitted a report which requested the Board to consider a report of the working group on inclusion consultation and agree whether any further action was required.

Appended for the Board's consideration was the report of the Inclusion Consultation Working Group held on 22 January 2009 and the Parent and Carer Consultation Activity Plan, circulated as additional information.

Draft minutes to be approved at the meeting  
to be held on Thursday, 5th March, 2009

Rosemary Archer, Director of Children's Services and Carol Jordan, Education Leeds, Strategy Manager, Integrated Children's Services, were both in attendance to respond to Members' questions and comments.

**RESOLVED** – That progress continue to be monitored in the quarterly recommendation tracking report.

## **90 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 1<sup>st</sup> February 2009 to 31<sup>st</sup> May 2009, which related to the Board's remit, together with the minutes from the Executive Board meeting held on 14<sup>th</sup> January 2009.

In relation to some of the Board's Working Groups, the following changes in Membership were agreed as follows:-

Safeguarding – preventative duty: Councillor Driver and Ms T Kayani added to membership of this working group.

Meadowfield Primary School: Councillor Lancaster agreed to no longer serve on this working group, due to there being a sufficient number of Members involved.

Entering Education: Councillor E Taylor to no longer serve on this working group.

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

## **91 Date and Time of Next Meeting**

Thursday 5<sup>th</sup> March 2009 at 9.45 am with a pre-meeting for Board Members at 9.15 am.

(The meeting concluded at 11.19 am).



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

#### Scrutiny Board (Children's Services)

Date: 5<sup>th</sup> March 2009

Subject: Building Brighter Futures in Leeds – The Draft Children and Young People's Plan 2009-2014

<b>Electoral Wards Affected:</b>  All	<b>Specific Implications For:</b>  Equality and Diversity <input type="checkbox"/> Community Cohesion <input type="checkbox"/> Narrowing the Gap <input type="checkbox"/>
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### 1.0 Purpose of report

1.1 The purpose of this report is to provide the Board with an opportunity to offer input and comment to the draft Children and Young People's Plan (CYPP). The Board are being provided with an early opportunity to support the plan's development as part of the plan's final consultation period. The consultation period on the draft will run from 6<sup>th</sup> March until 6<sup>th</sup> April 2009.

### 2.0 Background

2.1 All local authorities are required to lead the development and approval of a Children and Young People's Plan (CYPP) for their area, in partnership with all local children's services. The CYPP is intended to form the 'single, over-arching strategy' for improving outcomes for children and young people. The CYPP is an important document for partnership working, inspection and is part of the Council's Budget and Policy Framework.

2.2 The first Leeds CYPP was developed in 2005/06 and approved by Full Council in summer 2006. The plan was for a three-year period and so is now coming to its conclusion. As reported previously to the Board, progress has been generally good overall, with improvement seen in the majority of indicators and strong gains in key areas such as GCSE results. However, as recent inspections have confirmed, significant challenges remain, particularly around safeguarding and post-16 learning.

2.3 The new plan has been in development over the past year. Since January 2008 the Director of Children's Services Unit has been working across the partnership to consult on the new CYPP. This has involved consultation and engagement with,

amongst others: children and young people; parents; Elected Members; staff; school governors and partner organisations. In addition to this consultation, learning and analysis from various processes has informed the new draft plan. Important examples of this include: quarterly performance reviews; the formal Annual CYPP Review; the Joint Strategic Needs Assessment undertaken last year with NHS Leeds; and the feedback from recent inspections in services, schools and children's centres.

2.4 The new Children and Young People's Plan is in line with revised national guidance and provides a link to the wider Leeds Strategic Plan and national Children's Plan, from which it takes its name. The new plan will be for the years 2009-2014. This period has been chosen to link into national and local planning and budget cycles and to allow time to set out and implement the longer term strategy for children's services in line with the government's own Children's Plan which sets targets for 2020. It is intended to undertake a major review in 2011, when new statutory requirements are likely to come into force for children's trusts, and also to coincide with the next Leeds Strategic Plan and the next three-year national budget cycle.

### 3.0 Main Issues

2.1 The plan includes the following sections:

- *Introduction:* this includes a Foreword from the Lead Member and Director, and a list of all the partner agencies that have approved the plan, and their pledge to work together to implement it.
- *Vision:* this section briefly sets out the aspiration for the future, both for children, young people and families as well as for children's services in Leeds.
- *Safeguarding:* this part provides a vision for safeguarding, a review of national and local issues and action plans both for inter-agency work on safeguarding through the Local Safeguarding Children Board as well as the proposed 'Transformation Programme' for Children and Young People's Social Care.
- *Working Together Better:* this section describes the strategy for changing and integrating services and for further developing locality working. An action plan sets out the key activities for the next two years.
- *14-19 Education:* as 14-19 learning is an important part of the children's services agenda, all CYPPs are expected to include information on 14-19 Education. This section does this by referring to the Leeds 14-19 Education Plan and providing a brief summary of the plan.
- *Review:* this part of the plan summarises the progress, challenges and learning points for children's services in the three years since the first CYPP was approved. It also includes
- *Priorities:* this section explains the eight priorities agreed by the partnership for the next two years. The priorities are concentrated on achieving key targets in the Leeds Strategic Plan, important issues raised in inspection and include a priority decided by children and young people themselves. These eight priorities are supported by a 'top ten' list of targets to measure success.
- *Longer-term programme:* this part of the plan provides a framework for the longer-term, wider agenda for children's services in Leeds over the next five years. It is organised around eight key themes.
- *Managing the plan:* this last section provides a summary of the proposed arrangements for the resource management, performance management and joint commissioning needed to deliver the plan.

2.2 The priorities set out in the plan are intended to be a clear, short list that can provide the focus for intensive collective effort by all local children’s services over the next two years. This short list of shared priorities is intended to help create a wider understanding and ownership of the most important issues in the city for children and young people. These eight priorities have been agreed as those areas where there are the highest risks, where improvement is not yet embedded, and where change is challenging. These eight priorities are those that most require new shared approaches, innovation and collective effort. The priorities, and a summary of their rationale are shown below:

Priority	Priority for children	Priority for parents	Priority for services	Priority for inspectors	National priority	Leeds Strategic Plan Priority	Narrowing the gap
Improving early learning and primary outcomes in deprived areas				✓	✓	✓	✓
Improving attendance and reducing Persistent Absence from school				✓	✓	✓	✓
Reducing teenage conception				✓	✓	✓	✓
Raising the proportion of young people in education or work				✓	✓	✓	
Reducing the need for children to be in care			✓	✓		✓	✓
Reducing Child Poverty			✓		✓	✓	✓
Improving Outcomes for Looked After Children					✓	✓	✓
‘Places to go and things to do’	✓	✓	✓		✓		

2.3 Whilst it is important for the plan to set out a sharp set of priorities, there is also a need for the plan to help shape and communicate the city’s direction and wider strategy for change in children’s services. This is included in the plan in two ways – firstly in the sections on the central issues of safeguarding, integrated services and 14-19 Education. Secondly, the plan describes the wider, longer-term strategy, based around key themes. These are shown below:

*All children and young people are...*

- *Making a good start*
- *Thriving in learning*
- *Making the right choices*
- *Supported by stronger families*

- *Supported by safer, stronger communities*
- *Enjoy life and have places to go and things to do*
- *Are helped to narrow the gap*
- *Supported by excellent, integrated services*

#### **4.0 Next Steps**

4.1 The plan is at present a draft document. Several sections, particularly those that include targets and/or resources, will be completed once budget, service and commissioning plans are approved over the next two months. During this period, it is proposed that the draft will be shared for further consultation with all local partner organisations and for further discussion with children, young people and parents. Once this has been completed the plan will be approved by partner agencies, the Integrated Strategic Commissioning Board at the end of April before final formal approval by the Executive Board and Full Council in June and July.

#### **5.0 Conclusion**

5.1 The draft new Children and Young People's Plan has been produced through extensive consultation, analysis and review. The plan now provides a focused set of priorities whilst also describing the key elements of the wider longer-term strategy. This will now be subject to further consultation across the city prior to final amendments and approval. Therefore it will be valuable to receive the input and comments of the Scrutiny Board at this point of the drafting of the plan.

#### **6.0 Recommendations**

6.1 The Board is requested to comment on the proposed draft CYPP.

#### **Background papers**

Children and Young People's Plan 2006-2009

# Building Brighter Futures in Leeds

Awaiting Final Photograph

**The Children and Young People's Plan 2009-2014**

Children **Leeds**

## Building Brighter Futures In Leeds – Our Shared Plan

# Children Leeds

This Children and Young People's Plan has been developed and agreed by all the organisations in the city that work for children, young people and families. We all pledge to work together to build brighter futures for all our children, families and communities. We will bring the commitment, energy and expertise of our organisations together through our shared partnership, Children Leeds.



As part of developing and agreeing this plan, all the organisations that make up Children Leeds have agreed to the following pledges:

- We will work together for *all* the children, families and communities in Leeds
- We will work in put the needs, views and choices of children, parents and families and local partners first
- We will prioritise resources and the energy and creativity of our organisations to deliver our shared plan
- We will work in trust and partnership with all local partners and all organisations that can help the children, parents and families of Leeds



## **Foreword**

### ***Working together to build brighter futures in Leeds***

Welcome to the new Children and Young People's Plan for Leeds.

Our first plan, published in 2006, was clear about Leeds' unique response to the 2004 Children Act and our aspirations to improve children's lives.

Yet we could not have anticipated how much we would learn in the three years that followed: about the breadth of the agenda and strength of partnership needed to respond; about the pace of change expected of us and that we have demanded of ourselves; and about the ongoing balance to provide the best universal services every day, to every child and young person, along with the most effective targeted support to meet a multitude of additional needs. Developing our new plan was a chance to take stock, critically assess our progress and set the priorities and direction for what we must achieve next.

We have lots to be proud of. Leeds has delivered real improvement in outcomes against the majority of the priorities we set ourselves in 2006. Our children and young people are making a better start in life through support offered to them and their families in our children's centres; they are achieving their best year-on-year GCSE results; they are participating significantly in activities that help them shape their care and their communities, live healthier lives and tackle issues, like bullying, that they themselves identified as a priority.

The attitude and approach of those working with children in Leeds is making this possible. Partners are coming together city-wide and especially at local level, sharing intelligence and resources so they focus on the best way to meet specific local needs. Our children's trust arrangements are underpinning this, particularly through their emphasis on developing integrated strategic commissioning and stronger locality based leadership.

However, as well as building on this success, we still have significant challenges. The national Every Child Matters agenda developed principally out of concerns about safeguarding children. Five years on and these concerns are still prominent. In Leeds we are concentrating more attention on safeguarding to put it at the heart of all we do. We will ensure colleagues across Children Leeds have the knowledge, confidence and support to make the right choices and help each other to keep children safe.

The Leeds approach reflects the national agenda in other ways too. We recognise that children and young people get the best, personalised support when everyone supporting them works together effectively to put the child and their family at the centre, meet their needs and improve their lives. This is 'integrated working', and our new plan is clear that we will increasingly shape services to work this way. This can only be achieved if staff have the skills and understanding to develop their role within the overall children's services agenda and work across traditional boundaries - a strong focus on workforce reform will help take this forward. Better integration of services should deliver more choice and opportunity for young people and this is reflected in key initiatives, particularly our strategy for 14-19 reform. These themes and others in our plan show how the national Children's Plan and other leading national strategies are being realised through our work here in Leeds.

As well as discussing the above in more detail our new plan has eight main priorities that we will concentrate on to deliver significant improvement in outcomes for all our children and young people. Each is supported with clear actions for delivery and guided by a strong understanding of how we will use resources more intelligently and strategically. They relate to many different groups in Leeds, but are particularly targeted to areas that will help us narrow the gap between young people, creating better opportunities for all and helping them to reach their personal potential.

We want to thank the children, young people, families and wide range of partners who have contributed to this plan. Our shared ownership will be the key to its impact, our shared determination will ensure its success. With collective focus on our priorities and approach we can build on the achievements of our first plan and address our ongoing challenges. Together we will build a brighter future for every child and young person in Leeds.



**Councillor  
Stewart Golton,  
Executive Lead  
Member for  
Children's  
Services**



**Rosemary  
Archer,  
Director of  
Children's  
Services**

**DRAFT**



The final designed draft of the plan will include similar pictures along with information on key issues and comments from children, young people and parents.

## The Children and Young People's Plan 2009-2014 BUILDING BRIGHTER FUTURES IN LEEDS

This plan sets out how all local services that serve children, young people and families in Leeds will work together better over the next five years. This plan builds on the city's first Children and Young People's Plan, the wider Leeds Strategic Plan, which sets out the priorities for our city, and the new national Children's Plan, 'Building Brighter Futures'.

The Leeds Children and Young People's Plan has been developed and agreed by all local children's services in the public, private and voluntary sectors. It sets out our shared overall strategy for improving outcomes for all children and young people, and how we will narrow the gap for those facing the most barriers to success.

This plan brings together and is linked to other important strategies and plans for Leeds. These include the 14-19 Education Plan, the NHS Leeds Strategy, the Education Leeds Strategy as well as the many plans and work of local schools, children's centres and other organisations.

As the agenda for children is so wide this document cannot include all the detail on every aspect of children's services in Leeds. Instead the plan will focus on the key aspects of our strategy – setting out our most important shared vision, priorities, targets and plans.

The plan is structured as follows:

- **Our Vision:** this section sets out our shared principles and ambitions for Leeds, for children, families and communities and our promise and vision for children's services.
- **Safeguarding:** ensuring that children and young people are safeguarded is the most fundamental and central role of children's services and this part of the plan explains the principles we will work to, and our plans to further strengthen our safeguarding role.
- **Working Together:** this part of the plan describes how we intend to change the way we work together - to identify problems sooner, to work together better to provide quicker and more flexible support, and how we plan to manage this change across our city, areas and neighbourhoods.
- **14-19 Education:** improving the opportunities for learning for young people is a crucial part of the children's agenda in Leeds and across the country. This section sets out our plan for learning in the city for 14-19 year olds.
- **Review:** this part of the plan considers the progress we have made since the first Leeds Children and Young People's Plan in 2006, and examines changes in the wider context both nationally and in Leeds.
- **Our Priorities for 2011:** informed by our review and the targets in the Leeds Strategic Plan, this section sets out our priorities for improving outcomes over the next two years.
- **Our Long Term Programme:** this part of the plan describes our longer-term agenda and the key themes, vision and objectives for our wider work.
- **Delivering our plan:** this last section details key information on how we will deliver our plan. This includes targets, performance management arrangements and our joint plans for commissioning and resource management.
- **Further information:** This last section includes a glossary, web links to relevant documents and additional detail on action plans.



The final designed draft of the plan will include similar pictures along with information on key issues and comments from children, young people and parents.

## Our Vision

### ***Our ambition for Leeds***

The government aims to make the UK the best place in the world to grow up. We share that ambition. We know that Leeds is already a success – it is the UK's favourite city and has won awards as a place to live for families. Over the next five years we will work to make Leeds the best city in the UK for children and families. Our ambition is not just for some communities or some families but to make sure the success of the city is shared by all. We are committed to making life better for all the many different children, families and communities in our city. **We will work to build a brighter future for every child, family and community in Leeds.** We want children to say 'I was lucky to grow up in Leeds'.

### ***Our ambition for children and young people***

We want all the children of Leeds to be **happy, healthy, safe and successful**. We will work to ensure every child and young person has the opportunity to achieve their potential because **every child matters**. We will work to **narrow the gap** so that every child has the chance to succeed regardless of their background and the barriers they face.

### ***Our ambition for parents, families and communities***

We know that it is parents, families and communities that bring up children, not services. Therefore we will work with, and be led by, the needs and choices of parents, families and communities to help them help their children and young people in the best way. We will **help parents, families and communities to take a lead role**.

### ***Our promise to children, young people and families***

We aim to provide every child, young person and family with the best help and support. To do this we will make clear **our promise to children, young people and families**. We have worked with children and young people to agree with them how we will provide the most important help and support that we will provide them as they grow up. These are:

- The Breeze Youth Promise
- Leeds Learner Entitlement
- Universal Offer

### ***Our vision for our services***

To achieve our ambitions we need to transform the way we work together to help children, families and communities. **We will work together better through our partnership**, our children's trust and, most importantly, by working closely together in every school, every street and every neighbourhood of our city. **We will reshape our services around children, families and communities** – where, how and when they are wanted and needed. **We will work locally** – empowering the people in local services that know their families and communities best, and letting them lead the way. **We will build our services around world-class facilities** – 21<sup>st</sup> century schools, children's centres, GP surgeries and Community Health Centres. We will support this with better infrastructure – new shared systems to enable us to communicate, sharing information and working together better. We will invest in and support our services and people – **we will make Leeds the best place to work in children's services**.



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## **Safeguarding**

### **Context and Review**

The Children Act 2004 introduced the concept of 'safeguarding and promoting the well being' of children and young people, describing the process of protecting them from harm, making sure they are properly cared for and helping them to become successful adults.

All organisations that work with children and young people are required by law to take responsibility for safeguarding and for co-operating together to improve their well being. In order to help organisations work together better Local Safeguarding Children Boards were established in 2006. Leeds Safeguarding Children Board (LSCB) has over 30 member organisations, including Children and Young People's Social Care, Education Leeds, Youth & Early Years Services, Health and West Yorkshire Police. A good start has been made in developing processes and procedures to help co-ordinate services for children and young people and in providing training that allows workers from different organisations learn together about safeguarding issues and how their roles can be best co-ordinated.

When Leeds was inspected by Ofsted in 2007 the overall standard of safeguarding work was judged to be 'adequate'. All organisations working with children and young people in the city are committed to improving the quality and impact of what they do and Leeds Safeguarding Children Board has identified that it needs to do more to monitor the effectiveness of their services.

Children's services evolved from the government's determination to improve the safeguarding of children and young people. Recent events, inspections and policy reviews both nationally and locally have shown that there is still more work needed to ensure children are well safeguarded and all risks are minimised and managed fully.

### **Vision and Principles**

For children and young people to be able to achieve positive outcomes in their lives they need to be safe and secure. Safeguarding is therefore the key foundation in Leeds' approach to the planning and delivery of services across the city.

It is our aim to develop further the framework involving all relevant organisations (statutory, voluntary and private) to ensure that the safeguarding needs of children and young people are identified, assessed accurately and responded to with effective services. Crucial to this is workers in all the relevant organisations being able to spot when a child or young person is becoming vulnerable and knowing how to work with their parents or carers and other organisations to address issues before they develop into serious difficulties. When this 'preventative approach' is unable to improve matters and / or there are concerns that the child or young person may be at risk of, or suffering significant harm, decisive and timely action is taken to ensure their safety and to plan for a more secure future.

All relevant organisations in the city are committed to consolidating and improving safeguarding services for children and young people.

### **Action Plan**

Our action plan for safeguarding has two main elements – firstly, to improve safeguarding citywide by strengthening all local organisations and improving the way they work together and secondly to institute a 'Transformational Programme' of change in Children and Young



People's Social Care. Social Care services take a central and leading role in safeguarding and at present, despite important strengths, there is a need to move further and faster. Therefore we are determined to institute rapid and robust reform to ensure services are strengthened and become amongst the best in the country. This will require both direct interventions in service delivery and a programme of change to ensure the service has a stronger capacity to improve in the future.

*To improve safeguarding within local organisations and joint work on safeguarding the following actions will be taken:*

- All partner organisations will institute regular reviews of the adequacy of their safeguarding activity. All partners will report their progress to the LSCB, which will provide support and challenge and hold all organisations to account. Overall progress will be published in an Annual Review of safeguarding across the city.
- The LSCB will enhance further its ability to monitor and quality assure the safeguarding performance of organisations delivering services for children and young people.
- The LSCB will continue to improve its processes for improving safeguarding through developing more capacity and more robust processes to learn lessons and implement improvements in response to situations where children and young people suffer harm. This will include faster and more focused processes for managing Serious Case Reviews that consider deaths and life threatening injuries of children and young people where abuse or neglect is known or suspected to have been a factor.
- The LSCB will continue to support the development of the Child Death Overview Panel, which reviews the circumstances of all deaths of Leeds' children and young people. The Panel will identify overall trends and make robust recommendations about changes and improvements to services with a view to reducing preventable deaths.
- The Director of Children's Services Unit (DCSU) will lead work to improve joint working to support children and young people at risk. This will include the completion of work to agree and disseminate the 'Levels of Need' project that will set out how services can better identify differing levels of need and respond in a more consistent and effective way.
- The DCSU will lead on the implementation of the 'Common Assessment Framework' that will ensure a more consistent and co-ordinated approach to assessing the needs of children and young people and better ways of working in response.
- Education Leeds will lead implementation of the ContactPoint system that will help share information on behalf of the Children Leeds Partnership, families and the services that support them.
- The LSCB will complete work being undertaken to promote improved joint working between Adult and Children's Services (e.g. for children and young people who are living in families where there is domestic abuse and / or where parents have substance misuse or mental health problems).
- The LSCB will further strengthen processes for the safe recruitment and selection of staff and will lead the development of improved management oversight of safeguarding issues and the monitoring of complaints and allegations against staff.

- The DCSU and LSCB will jointly develop improved arrangements for commissioning and service planning to ensure that safeguarding is an integral part of the planning, commissioning, procurement, delivery and review of all local services.
- The Leeds Safeguarding Children Board will initiate a communication strategy designed to keep all the citizens of Leeds informed about safeguarding issues and to receive feedback about issues and proposals for new developments.

*To transform Children and Young People's Social Care we will:*

- Ensure the Fostering Service is good or better by completing our Action Plan: this will include: investing in additional capacity for the team; ensuring all checks are in place for carers and children; further investing in and improving health services and strengthening placement management processes.
- Ensure our support for Private Fostering is good by completing the implementation of the current Action Plan.
- Improve the quality and timeliness of reviews by completing the restructure and investment programme for the Independent Reviewing Officers and Child Protection teams.
- Agree a programme of change for all local services to reduce the need for children to be in care. This will involve better, targeted intensive support for children and families at most risk and also better care management to ensure children do not stay in care unnecessarily. For more details see the action plan in the 'Our Priorities' section.
- Strengthen leadership and management within the service. We will support front line managers through additional training, support and guidance. We will strengthen the central senior leadership through agreeing a new structure and putting in place a new permanent leadership team.
- Strengthen Human Resources management in the service – to include: improving safer recruitment processes to fully meet Bichard and Independent Safeguarding Authority requirements; improving information on staff and services.
- Improve Financial Management within the service, principally focusing on investment in key risk areas; reducing overspend through improved financial management and more delegated responsibility for front line managers; and institute improved commissioning within the services and for three key services – mental health, support for children with disabilities and services for Looked After Children.
- Improve information management within the service to support and inform better services. The main areas of work will be in the further implementation of the Integrated Children's System (ICS) and a review of the current social care database. This will be supported by extensive engagement and training for front line staff.
- Strengthen performance management within the service, supported by the changes set out above. We will ensure front line staff and managers and central senior managers are all given clear roles and responsibilities for performance management and provided with the information on performance, risk, finance and outcomes needed to support this

process.

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Awaiting final photograph

Enjoy and Achieve

The final designed draft of the plan will include similar pictures along with information on key issues and comments from children, young people and parents.

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## **Working together better**

### **Introduction – review and context**

If we are to achieve the aims of this plan and to improve safeguarding for the children of Leeds we will need to continue to change the way services for children and young people work, help services for children and young people work together better, enabling services for children and young people work better with adult and community services. This is a challenge for Leeds and for the whole country as part of the major, long-term 'Change for Children' programme. At present, despite unprecedented investment in public services, too many children and families continue to have poor outcomes and limited lives. Despite all the improvements made to services, children and families continue to fall between service thresholds and are put at risk. Notwithstanding the progress that has been made at better joint working, services and professionals continue to be limited in the ways they work, share and communicate together, which in turn can cause delay and confusion for children and families. In the worst cases this can pose avoidable risk.

The case for change is clear, and that is why the government and local services are working together to transform the way children's services work with children and families. We have high ambitions for our children, our city and our services. We have made a lot of progress and in many areas are at the leading edge of national change. This next section of the plan sets out how we will build on this, our plans to achieve the changes we need over the next five years, and the principles we will share in our work.

### **Child-Centred Services**

We need to be better at organising our services around the needs and choices of children, and young people rather than historical organisational divides. This means being more ready to listen to children and young people and their parents, and being more prepared to be flexible in the way we work together, to make sure we are working a **'teams around a child'**. Through participation processes and giving children and families **'choice and voice'** in the support they want and need we aim to develop more **child and young person led services**.

### **'Think Family'**

Parents and families bring up children, not services and government. Parents and families are the first and most important people in ensuring children and young people's safety, security and wellbeing. Therefore we will make sure our approach and our services inform, support and work with parents and families to support them in doing what is best for their children. We will make sure that our children's services work with adult + community services to support the whole family.

### **World Class Universal Services for All**

The foundation of our approach to children's services is based on providing the highest quality 'universal services' – i.e. those that all children and young people use – children's centres, schools and GP services. These are the services that work with and for all the children and young people of Leeds, and these are the services that are likely to know them best and be able to support them best through their everyday work. We will make sure that these services are world class – in their facilities, staff, leadership and

management so that they can provide the best day to day and year by year support for all our children.

## **Prevention**

We all know that prevention is the best way to deal with problems – it is easier, cheaper and better for all concerned. We will work to further develop a **shared preventative approach** that helps avoid problems. Our main strategy for developing prevention is to **build resilience** – supporting children, families and communities to have the confidence, knowledge and skills to better manage their lives and to support each other to mitigate the risks they face. This will require better information, advice, guidance and support to children, young people and families and clear entitlements to services so that they can better lead their own lives and access the support they need.

## **Early Identification**

Where prevention is not sufficient we will work to develop better shared systems for identifying problems at an early stage. This aims to avoid problems for children and families escalating and becoming entrenched or chronic. This will rely on better **information sharing** and **closer local working** so that the professionals that know children and families best can share their views and concerns and act together. We will work through the shared '**Levels of Need and Service Response**' to improve understanding of risk and resilience and a better informed and consistent response to need.

## **Shared Assessment – a CAF - led city**

Where problems are identified that need additional support it is important that all the professionals that know the child or family and those that could help all work together on a shared assessment. We will achieve this through ensuring all services use the **Common Assessment Framework (CAF)**. The CAF will become the sole assessment process used by all agencies, which will look at the holistic needs of each child and family. Through the CAF all services will work together on a single assessment that will ensure a single plan is agreed with the child, family and all partners. Alongside this we will ensure that **care pathways** are simplified and regularised to ensure specialist, targeted and universal services work together seamlessly. Over time these changes should drive wider developments in the range, quality and focus of children's services and will help us to become a '**CAF-led city**'.

## **Shared Response**

Assessment, is of only of value if it leads to action and improvement. To ensure that CAFs lead to better, joined up action and shared support we will continue to develop the role of the **Lead Professional**. Lead Professionals will manage the implementation of the shared plan, simplify communication for and to the child and family and will ensure that all partners deliver. Lead professionals will ensure seamless transfer between services to make sure that children and families do not become 'lost' between several professionals or services. The development of Lead Professionals is crucial to our approach to children's services as it gives a proper, clear leadership role to the expert professionals that best know the child, family and community. To further enhance this role we will develop staff

and continue to expand the **Budget Holding Lead Professional** role to allow front line staff and the families they work for more control over the resources they need.

## **Extended Services**

Leeds has been very successful in developing extended services, and we will continue to build on this success. We will continue to develop the range and quality of services based in or around schools, children's centres and other key sites such as GP surgeries. We will continue to promote and enable the joint working and local neighbourhood children's services teams that are needed to support the further development of extended services in Leeds. Key developments will include the '**Seven Day Response**' teams in children's centres and the '**Targeted Youth Support Service**' for young people, based around schools and other sites.

## **Local Partnerships, Local Leadership**

As children's trust arrangements have developed in Leeds it has become increasingly clear that it is the delivery and integration of services locally that has the most direct impact on improving outcomes. The pace of work in this area has increased significantly over the past year with local teams coming together to review the partnerships, priorities and governance arrangements that help them to co-ordinate their work around common goals.

This is helping to bring more consistency in the type of arrangements in place in different parts of the city, particularly through the establishment of local Children Leeds Partnerships, while also allowing the flexibility for different areas to respond to their unique needs and circumstances. In keeping with this approach, more of the work being initiated and commissioned to address priorities aims to target those parts of the city where those priorities are most significant. Getting ownership of this work from local services and representatives is crucial to make this effective

Developing local integrated, extended services will require effective working and direction across the different communities of Leeds. To continue to support this we will continue to **bolster local partnerships** in each 'wedge' and 'cluster' in Leeds. Alongside this we will **empower, develop and support local leaders** in their new roles. Lastly we will ensure that there are strong links between these new leaders and partnerships and their counterparts in other local partnerships as well as the local councillors and democratic structures of the city.

## **Integrated Commissioning**

We will use commissioning as a lever to drive change, improve performance and deliver improved outcomes for children and young people. We will utilise our single commissioning framework to help drive change and better joint working through more joined-up commissioning at all levels – **citywide, local and individual, and** across all partners. This will enable improved value for money and a greater opportunity to develop joint solutions to key priorities. Engagement of front line staff, children, young people and their families will be key to the implementation of successful commissioning.

## **Workforce Reform**

We cannot achieve these ambitions if they are not led by the experts – the staff in our services. In order to provide high quality, joined-up services to children, young people and families in Leeds, we need to empower our staff and build the most highly skilled, professional and representative workforce for our city. For much of the workforce the context in which they are working has changed. Many people are trained in one area of work, but are now increasingly needed to work with other agencies and professionals from other backgrounds. We will need our staff to work flexibly between agencies and to use new tools and new processes to help them work better together for children and families. We need to help staff first understand, then accept, then lead the changes we need in our services and our city. We need to give our staff the confidence, knowledge and skills to grow and develop in their roles as our children's services grow and develop across the city.

Alongside these changes there is a need to further develop the skills and knowledge of our workforce. Better skilled staff lead to better services and better outcomes for children and families. In particular we need to meet the national drive for a graduate-led early years workforce, masters level qualifications for teachers and respond to the development of a youth professional status, all of which will support the raising of skills and competency levels across the workforce.

We will reinforce knowledge and skills around safeguarding through a revision of training and development; ensuring that the safeguarding and welfare of children and young people is everyone's business.

The government has made clear its aims and plans in the National Workforce Reform Strategy. We will publish our own Strategy by October 2009.

### **Integrated Processes**

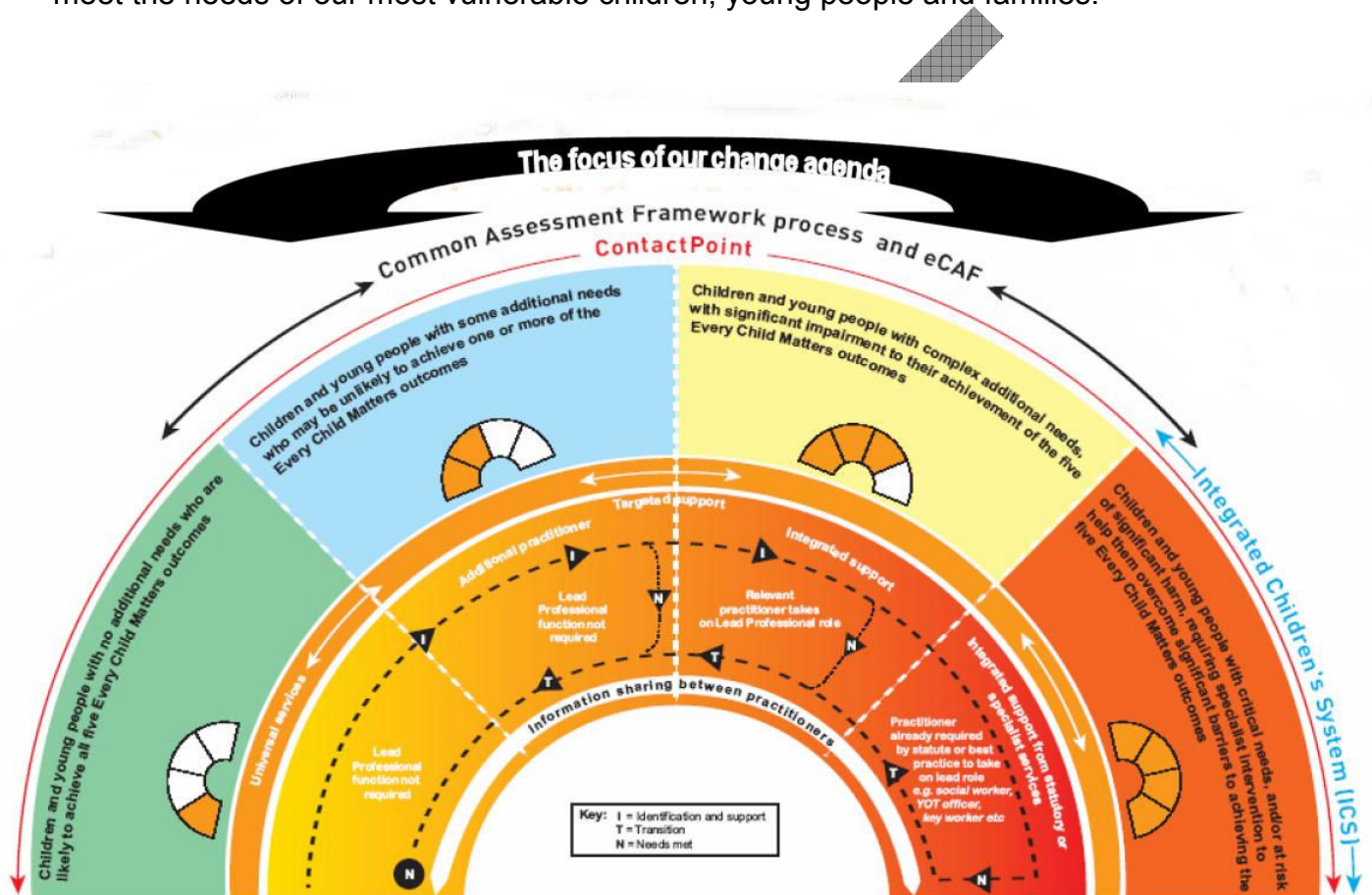
New ways of working will need to be supported and informed by new, shared processes. These will be implemented through a range of national and local reforms. The first is **ContactPoint**, which will work to improve communication and joint working between professionals by better sharing information on who is working with each child, young person or family. The **Common Assessment Framework** is explained above, but this will be supported by an improved 'E-CAF' IT system to better manage the process and produce analysis to inform future working. The **Integrated Children's System** is a new system of practice, information management and IT that will better manage information on children in need and those in care. The **Family Hub** will continue to be developed and will provide a full 'service directory' of services for children, young people and families, enabling both them and professionals to access the support and services they need. Finally we will develop more shared and integrated 'signposting' services linked to the Family Hub and our **Contact Leeds** call centre to help talk to and advise children, families and professionals.

### **Levels of Need and Our Change Agenda**

Our approach is informed by the national models that describe 'Levels of Need' and how services and processes can best respond. Our particular concern is for those children and families that are on the margins between 'additional' and 'multiple additional' need – i.e. those that have significant problems that are a major concern but are not sufficient to require specialist intervention. [This is shown in the graphic below]. All research and local experience has shown that this group of children and families is key – that without often



significant support, problems can escalate leading to crisis and poor outcomes. However, at present this group 'fall between' services – as they have too many needs for universal services to manage but have too few to warrant the involvement of hard-pressed specialist services. Our aim is to develop more services, new approaches and better ways to work together to support these children and families. The main ways we will do this include developing agreed and understood processes through integrated processes to enable effective graduated responses to escalating needs that is recorded and the intelligence shared locally with partners and city wide aggregated data informs planning. Our focus on delivering integrated working is founded on agreement of these levels of need as they inform our understanding of service integration and the levels of intervention required to meet the needs of our most vulnerable children, young people and families.



The needs of children and young people change with time and as they develop. Any child or young person at any time may present additional needs. By identifying and meeting needs earlier, we can help every child and young person to achieve the five Every Child Matters outcomes:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well-being

## Action Plan

To help services work together better we will:

1. Embed the Common Assessment Framework and ContactPoint as underpinning integrated processes which enable practitioners to work together
  - a. During 2010 we will adopt national eCAF, in line with government objectives.
  - b. ContactPoint connectivity will be achieved by June 2009, and embedded by December 2010.
  - c. Our Family Information Service will be interacting with the national Parent Know-How website by December 2009.

2. Implementation of an integrated training and development programme to enable practitioners and leaders to develop the skills to practice integrated working
  - a. We will implement a children's workforce development strategy by October 2009.
  - b. A children's services learning framework will be developed by December 2009 and implemented during 2010.
  - c. Training to support the delivery of ContactPoint, to national specifications, will be provided to practitioners by November 2009.
  - d. Develop a range of leadership programmes to promote and support the new forms of leadership needed to drive this agenda.
3. Embed our approach to commissioning of services through the implementation of a city-wide commissioning framework
4. Nurture the skills of our service commissioners through the delivery of a commissioning development programme, which is supported through the nationally sponsored children's commissioning support programme
5. Commission universal services to engage with the CAF, to enable this to become the assessment process used by all agencies to ensure early holistic assessment which single assessment processes feed into in order to ensure a seamless transition supporting vulnerable children and young people to access targeted and specialist support.
6. Commissioning of targeted support services to focus their interventions at the additional and multiple additional needs segment of the windscreen, based on evidence from intelligence gathered through use of integrated processes.
7. Agree a common understanding and response on levels of need and intervention in the city which supports agencies and services link together and provide a more coherent continuum of intervention and support for children, young people and families in the city.
  - a. Agreement of the levels of need by September 2009.
8. Review governance arrangements in the city which supports the development of locality children's trust arrangements.
  - a. The development of 5 area based partnerships which are focussed on the identification of priorities which help target resources.
  - b. The development of 5 Children Leeds Leadership Teams which brings together officers to manage service integration locally, in response to priorities developed by the local and city-wide partnerships. These arrangements are time limited from April 2009
9. Delivery of £1.3m worth of efficiency savings through more effective integrated working
  - a. Through commissioning and decommissioning against agreed commissioning plans, targeted at improving outcomes
  - b. Rationalisation to reduce duplication of effort...



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**Make a Positive Contribution**

The final designed draft of the plan will include similar pictures along with information on key issues and comments from children, young people and parents.

## 14-19 Education

### Introduction

14-19 Education is a key part of the national and local agenda for children's services. Leeds has agreed a local '14-19 Education Plan' that sets out how the city – schools, colleges, training providers and local services will work together to improve learning outcomes for all young people and ensure they all have the confidence, knowledge and skills for work and adult life. A summary of the plan is shown below. For more information see the final section of this document.

### Vision for 14-19 Education

Our vision is to transform 14-19 education and training in Leeds so that every young person in the city enjoys learning and achieves to their full potential. We want to help young people make positive choices from a dynamic, varied and accessible curriculum. We want them to be engaged by, and committed to a personalised programme of learning that will meet their needs, build their aspirations and lead to a successful and happy future.

Young people will work in active partnership with schools, colleges and employers to deliver this vision and exceed the needs and expectations of everyone. **To achieve this vision** we must build a provision landscape for Leeds that is right for full participation in 2015.

### Context and Review

The 14-19 Education Plan reviews the progress and challenges of 14-19 Education in Leeds. These include:

- **Progress:** an increasing number of 16 and 17 year olds staying in education; strong improvements in the proportion achieving Level 2 qualifications; slower but steady improvements in the proportion achieving Level 1 qualifications; and improvements in outcomes for some groups of young people from black and minority ethnic communities and also for those with special educational needs.
- **Challenges:** the high overall rate of 16-18 year olds not in education or work; the proportion of young people gaining Level 3 qualifications; participation by young people with learning difficulties; outcomes for those from deprived communities; and lastly progress with apprenticeships.

### Key Themes

- a. Curriculum - the right learning options:** includes Learner entitlement and personalisation; Curriculum mapping; Diplomas Foundation Learning Tier; Young Apprenticeships; Apprenticeship Progression.
- b. Support - the right choices.** Includes: Information, Advice and Guidance; Area-wide prospectus; Common Application Processes; e-ILP; Careers education
- c. Quality - the best in everything:** includes: Post-16 support and challenge priorities for schools 2008/9
- d. Planning & Funding - excellent integrated services:** includes: Partnership and collaboration; Funding and commissioning; Facilities; Transport; Employer engagement.



Awaiting final photograph

Achieve Economic Wellbeing

The final designed draft of the plan will include similar pictures along with information on key issues and comments from children, young people and parents.


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## Review I – Progress since 2006

This section summarises the progress we have made over the past three years since we agreed our first Leeds Children and Young People’s Plan in 2006. In 2006 we set out seven priorities as well as wider aims for each Every Child Matters outcome – each is considered below, listing where we have succeeded, where we need to do more, and what we have learned to improve our work in the future.


### Priorities

#### *Reducing obesity and raising activity*






Successes	We exceeded our target for raising the proportion of pupils taking part in two or more hours of PE and Sport	✓
	Over 50,000 pupils took part in the ‘Be Healthy Challenge’	✓
	Leeds was recognised a Beacon area for its best practice in developing Healthy Schools.	✓
Areas for Development	Increase Weight Management Services and interventions On-going implementation of the Leeds School Meals Strategy Ensure that 95% of schools achieve the National Healthy Schools standard by December 2009 Increased community based obesity prevention interventions	✗
What we have learned	The vital contribution that parenting, emotional well being, physical activity, food, school meals, play, parks, green space and community safety strategies have on the reduction of childhood obesity.	

#### *Reducing bullying*



Successes	The national Tellus3 survey of children and young people showed that Leeds has the lowest levels of bullying in the Yorkshire and Humber region. 43% of Leeds children and young people have been bullied at least once in the last year at school or somewhere else, this is below the national level of 48% and the statistical neighbour median of 49%.	✓
	Since the start of the Leeds anti-bullying strategy in November 2007, 114 schools have engaged with training, information days and activities. The anti-bullying alliance have reported to the DCSF that the anti-bullying strategy for Leeds is a model of good practice.	✓
	The Leeds Anti-bullying Ambassador programme currently has 70 Ambassadors from 13 secondary schools. The objective is to meet other Ambassadors from across the city to share good practice. The first group of Ambassadors have been awarded the Diana Anti-bullying Award which is a prestigious national award for outstanding contribution towards tackling bullying. The primary Ambassador programme will be piloted from May 2009.	✓
Areas for Development	We need to improve our understanding of bullying and harassment complimenting a broad promotion of anti-bullying messages with more work targeted at hotspots and addressing	✗


	the underlying causes. A project is underway to improve the recording of bullying and harassment in school, this will provide improved intelligence in schools, localities and across the city.	
What we have learned	There is greater acceptance of the need to reduce bullying and harassment and of the importance of this to children and young people. The Tellus3 survey highlights that 43% of children and young people have been bullied at least once in the last year and 7% equating to over 7,000 children and young people are bullied in schools on most days.	

### Strengthening Safeguarding


Successes	We have improved the timeliness of key assessments for children in need. The proportion of Initial and Core assessments completed to timescale were well below the national average and the rate in similar areas. The rates in Leeds continues to improve and are now broadly in line with benchmarks.	
	The quality of residential care has been rapidly improved. Previously some homes were judged to be inadequate and now all are adequate, the majority good and one outstanding.	
	The Local Safeguarding Children Board has made good progress, leading work in key areas such as Safer Recruitment, and managing stronger arrangements for learning and improving safeguarding through Serious Case Reviews.	
Areas for Development	<ul style="list-style-type: none"> <li>Reducing the need for children to be in care. We need to do this to improve outcomes for children and to reduce the pressures on the service to enable it to provide the best care for those who need it.</li> <li>Further improving fostering and private fostering services. These were judged to be weak in 2008. Progress has since been made but further work is needed.</li> <li>We need to improve the timeliness of our child protection initial conferences.</li> <li>We need to ensure that the quality of assessment and reviews is improved.</li> </ul>	
What we have learned	<ul style="list-style-type: none"> <li>The proportion of children from BME communities subject to safeguarding plans has risen steadily over the period of the plan, raising issues about the effectiveness of preventative services for these groups.</li> </ul>	

### Improving secondary school achievement

Successes	Leeds has its best ever GCSE results in 2008 with improvements at all levels. Especially pleasing is that the number of young people getting 5 or more good GCSEs exceeded local targets with the performance of Leeds young people now being almost in line with their peers nationally, this is from being significantly below their peers three years ago.	
	There have been strong improvements in Leeds secondary schools with improved Ofsted inspections results, including two schools now rated as outstanding. In addressing national key	


	stage four floor targets we have a history of strong improvement based on a commitment to partnership working and where necessary the confidence to make the changes needed.	
	We are continuing to transform secondary education through major investment in new and refurbished schools and in the use of information technology. This has been recognised in external awards including Partnership for Schools awards for Innovation in ICT and Best Operational Local Education Partnership for new delivering school buildings.	✓
Areas for Development	<ul style="list-style-type: none"> <li>Ongoing improvement is needed in secondary attendance with a particular focus on reducing persistent absence. While we have reduced this by 22% over the past 3 years it remains too high with 9% of secondary pupils persistently absent and Leeds levels remaining above national.</li> <li>We must continue to focus on ensuring good progress for all pupils throughout their secondary education. While we can evidence solid improvements in pupil progress we are aware that not all young people are making the progress expected compared with national expectations. Progress through at key stage 3 and for young people at risk of limited or no qualifications are a key focus.</li> </ul>	✗
What we have learned	<ul style="list-style-type: none"> <li>The benefits of collaborative working especially between schools through our school improvement policy.</li> <li>The importance of strong and transformational leadership and of the need for leaders at all levels within schools.</li> <li>The value of differentiated support based on robust information and targeted to need, be it in respect to schools, groups of young people across the city or pupils within schools.</li> </ul>	

*Promoting respect and reducing anti-social behaviour*


Successes	We have exceeded our targets for reducing the number of children who offend and re-offend.	✓
	We have developed 'Safer Schools Partnerships', with police working closely within five schools in Leeds.	✓
	We have exceeded targets for engaging at risk young people in positive activities and have greatly developed the range and quality of worthwhile diversionary activities for the young people and communities that need them most.	✓
Areas for Development	Reducing the proportion of Looked After Children that enter the Youth Justice System.	✗
What we have learned	<ul style="list-style-type: none"> <li>The value of preventative approaches that target young people and communities at risk.</li> <li>The benefits of a restorative approach to offending that confronts offenders with the damage they have caused and involves them in redressing the problem.</li> </ul>	



Improving outcomes in deprived areas and for children and young people in care

Successes	In 2008 the performance of young people eligible for free school meals pupils improved significantly at GCSE level, narrowing the gap with their peer group. Since 2006 the proportion obtaining no qualifications at this level has halved and the proportion getting 5 or more good GCSEs has increased by 50%.	✓
	Improved the long term stability of placements for looked after children thereby ensuring a more settled environment in which more looked after children can flourish.	✓
	Improved the quality of residential provision – all homes are now adequate, the majority good and one judged as 'outstanding'	✓
Areas for Development	<ul style="list-style-type: none"> <li>• A significantly larger proportion of children still need to be in the care of the local authority in Leeds than in comparable authorities.</li> <li>• Further improving all outcomes for Looked After Children – in particular around being healthy and staying safe.</li> <li>• While there are improvements in educational outcomes for Looked After Children and for children and young people entitled to free school meals results remain substantially below that of their peer group and improvements are not consistent nor rates of improvement consistently better than their peers.</li> </ul>	✗
What we have learned	<ul style="list-style-type: none"> <li>• Educational performance continues to reinforce the connection between low incomes and poor results. However at the same time we are learning more about the complexity behind this, the common factors involved and that there isn't a single answer and we need to target better and personalise more.</li> </ul>	


Transforming services and building the partnership

Successes	We have developed strong and effective citywide children's trust arrangements that in some important ways lead the national agenda. OfSTED praised this approach in the 2007 inspection.	✓
	We have developed strong local leadership and partnerships through the development of 'Extended Services Clusters' and wedge based 'Local Children Leeds Partnerships'. Engagement is strong and improving and all local partnerships have agreed shared plans for the future.	✓
	We have exceeded our targets for developing modernised, integrated extended services in schools and children's centres.	✓
Areas for Development	<ul style="list-style-type: none"> <li>• We will need to respond to the changing national requirements for further strengthening children's trust arrangements.</li> <li>• Further strengthening project and programme management of the complex change agenda.</li> </ul>	✗
What we have learned	<ul style="list-style-type: none"> <li>• We have learned the benefits of improved project and programme management to ensure proper control and direction of a wide change agenda.</li> </ul>	


Improving Outcomes

This last section of the review tries to provide an overall assessment of our progress in improving outcomes over the past three years.

*Be Healthy*

Successes	Improved breast feeding rates.	✓
	Increased dental capacity for looked after children.	✓
	Improved CAMHS waiting times.	✓
Areas for Development	Reduce infant mortality rates. Increase the number of children immunised against MMR. Reduce the number of teenage conceptions. Improve health outcomes for Looked After Children. Increased respite provision for disabled children and young people. Improved emotional health services.	✗
What we have learned	The benefits and improved outcomes that are delivered from integration of universal and targeted services.	


*Stay Safe*

Successes	Improved the quality of support for unaccompanied asylum seeing children.	✓
	Improved the quality and timeliness of reviewing of Looked After Children's care plans. In 2006/07 only 34% of Looked After Children received all their care plan reviews within nationally required time scales. For 2008/09 70% of Looked After Children will have received all their views in a timely way. In 2006/07 only 74% of reviews had contributions from the children who were the subjects of the review. In 2008/09 This had been improved to 88%. These two successes will have improved the quality of planning for individual Looked After Children	✓
	There have been significant improvements in the timeliness of core assessments over the period from 57.8% in 2006/07 to 82.8% in 2008/09. A greater proportion of both initial and core assessments are completed within statutory timescales in Leeds than in comparator authorities	✓
Areas for Development	Leeds has a small number of children who are subject to child safeguarding plans and Looked After Children who do not have an allocated qualified social worker	✗
What we have learned	Helping the children and families with the highest risk and need require all services to support the lead role of social care and social workers.	


*Enjoy and Achieve*

Successes	Attainment and achievement in secondary schools has strongly improved due to the hard work of learners, schools and services. In particular GCSE results have seen sustained and significant	✓
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*Working together better to build brighter futures in Leeds*

	improvement, with great improvements seen in schools, groups and communities that have previously had poor outcomes.	
	Leeds has successfully managed an extensive multi-million pound programme of change and investment in its schools, children's centres and infrastructure. The city has won awards for its new buildings, design and IT facilities.	✓
	There has been strong progress on inclusion – local partnership working has seen a sharp reduction in permanent exclusions, improved provision in schools and better partnership working between schools, SILCS and services.	✓
Areas for Development	<ul style="list-style-type: none"> <li>• The city still faces significant challenges in raising attendance, particularly amongst those learners, schools and communities where persistent absence is high</li> <li>• Learning outcomes for vulnerable groups – particularly those learners in care or from deprived communities remain well below the city average</li> <li>• Early learning and primary outcomes have seen slower improvement than in secondary.</li> </ul>	✗
What we have learned	<ul style="list-style-type: none"> <li>• Collaborative working and leadership between and within schools, children's centres and their communities is vital to success.</li> <li>• There is a need to better balance the 'Enjoy' with the 'Achieve' agenda.</li> </ul>	

*Make a Positive Contribution*

Successes	We have exceeded targets for reducing the number of young people entering the Youth Justice System, and for reducing re-offending.	✓
	We have agreed an enhanced range of activities, support and provision for young people through the Breeze Youth Promise. We have exceeded targets for participation in Breeze and Youth Service activities, and also for targeted activities for young people at risk. We have succeeded in winning funding to further develop this through the multimillion pound MyPlace development	✓
	We have developed strong arrangements for participation, engagement and leadership by children and young people including more and better school councils and our award-winning Youth Scrutiny and Youth on Health Group. Young people have contributed well to citywide priorities e.g. on the 'Power of Me' anti-bullying programme or the work of the Young People's Sexual Health Action Group on sexual health and teenage conception.	✓
Areas for Development	<ul style="list-style-type: none"> <li>• Reducing the proportion of Looked After Young People in the Youth Justice System</li> <li>• Improving the proportion of Looked After Children who contribute to the planning and review of their care</li> </ul>	✗
What we have learned	<ul style="list-style-type: none"> <li>• Our work over the past three years has emphasised the powerful leadership potential of our young people</li> </ul>	

*Achieve Economic Well-being*

Successes	14-19 Education has improved, with marked improvements in the proportion achieving Level 2 qualifications, and slower but steady improvement at Level 1. Some vulnerable groups have narrowed the gap, and some schools have sharply raised outcomes.	✓
	Support for childcare and families has continued to improve, with the continued successful roll-out of children’s centres across Leeds, and improved support for families through the new, agreed, Family and Parenting Support Strategy.	✓
	The city has made very good progress in improving housing, employment and economic growth, has invested significantly in regeneration and improved services.	✓
Areas for Development	<ul style="list-style-type: none"> <li>• Raising the proportion of young people aged 16-18 in learning or work</li> <li>• Continuing work to reduce the proportion of children and young people who live in poverty, workless households or poor housing</li> <li>• Sustaining progress on poverty and housing in the current economic climate</li> </ul>	✗
What we have learned	<ul style="list-style-type: none"> <li>• The persistence of multiple barriers to good outcomes for children living in deprivation and how this raises the risk of multiple poor outcomes.</li> </ul>	

DRAFT

## **Review II – The Changing Wider Context**

### **The National Children’s Plan – ‘Building Brighter Futures’**

The government launched its national Children’s Plan in December 2007. The plan sets out new priorities, plans and targets for children’s services, supported by the subsequent publication of many linked strategies on key areas such as play, child health and safeguarding. Key elements of the Children’s Plan include:

- **Parents:** recognising the central role of parents; improving support and information for them, and increasing their role in schools
- **Play and positive activities:** the plan includes significant investment for play, and for activities for young people such as ‘MyPlace’ youth centres
- **Poverty:** the plan retains a strong focus on reducing child poverty, and its impact on outcomes
- **Central but changing role of schools:** schools and raising standards is a central part of the plan, including changes for governance, extended services and the national challenge
- **Extending learning:** the plan sets out the government’s commitment and plans for raising the age of compulsory learning to 18.
- **Safeguarding:** the plan re-emphasises the government’s commitment to strengthening safeguarding, but also seeks a better balance with the need to manage risk.

### **The Leeds Strategic Plan**

The Leeds Strategic Plan (LSP) describes the key priorities and targets for improving the city over the next two years. The LSP is supported by the Council, PCT and all other major local public and voluntary sector organisations. The LSP includes the Leeds Local Area Agreement, which is a set of local targets and funding agreed by the city and central government to reflect national and local priorities.

The Leeds Strategic Plan includes a wide range of priorities and targets that are both directly and indirectly for children and children’s services. These are set out in Appendix A. Our Children and Young People’s Plan is closely intertwined with the LSP, and the links between these plans are set out in the sections below. Importantly, our priorities are informed by the targets and outcomes in the Leeds Strategic Plan, and are focused on those areas where there is most risk, and where most joint effort is needed.

### **The NHS Leeds Strategy – Better Health for All**

The NHS Leeds Strategy sets out the strategic vision to improve health and well being, reduce health inequalities and transform health services for the people of Leeds, by working with others and being a leading edge organisation. The strategy is written in the context of sustaining and developing strong and innovative partnerships, with 10 strategic objectives, 6 priorities for action and 10 key health outcomes.

### **The Wider Context**

The wider world will have a significant impact on our plans. In particular, the changing economic circumstances will require plans to improve efficiency and reduce costs, while the challenge of climate change will need a focus on sustainability in design and policy.



The final designed draft of the plan will include similar pictures along with information on key issues and comments from children, young people and parents.

## Our Priorities

All local partners have worked together with local children, young people and parents to agree our shared priorities for the years ahead.

Whilst this is a five-year plan, we have agreed priorities to focus our shared effort for the next two years, or until 2011. This is because it is important to link our work to wider local and national plans, and because short-term priorities help to focus our collective attention and effort. In developing our priorities, we have considered a wide range of views and information including:

- The views of local children, parents, Councillors and the wider community
- The views of staff and organisations within children's services in Leeds
- The priorities and targets in other local and national plans
- Our reviews of progress since 2006
- Our analyses of need and service performance, including the Leeds Joint Strategic Needs Assessment and the Children Leeds Needs Analysis.
- Feedback from inspectors and the government, for example: the OfSTED Joint Area Review report; the Annual Performance Assessment letter; priorities agreed with the Government Office of Yorkshire and Humber.
- An assessment of the level of risk of not achieving key national and local targets

On the basis of all this work, we have agreed eight priorities. These are set out below, together with a brief rationale for why they have been chosen. These eight do not mean that other areas, such as GCSE results, are unimportant – it is more that these are the areas where we need to change, and to work together better.

Priority	Priority for children	Priority for parents	Priority for services	Priority for inspectors	National priority	Leeds Strategic Plan priority	Narrowing the gap
Improving early learning and primary outcomes in deprived areas				✓	✓	✓	✓
Improving attendance and reducing persistent absence from school				✓	✓	✓	✓
Reducing teenage conception				✓	✓	✓	✓
Raising the proportion of young people in education or work				✓	✓	✓	
Reducing the need for children to be in care			✓	✓		✓	✓
Reducing child poverty			✓		✓	✓	✓
Improving outcomes for Looked After Children					✓	✓	✓
Places to go and things to do	✓	✓	✓		✓		

For each of these priorities, we have agreed a shared framework to help us work together better to improve in these areas. These include:

- Shared targets
- Shared action plans
- Shared resource and commissioning plans

These are set out in detail in the closing sections of this plan. Our top ten targets for improvement against these priorities (plus key targets for 14-19 Education) are set out below:

**TARGETS ARE AWAITING CONFIRMATION AS PART OF THE REFRESH OF LEEDS STRATEGIC PLAN AND ALSO SERVICE AND BUDGET PLANNING.**

Priority	Target Measure	Leeds Baseline	Similar Areas	National	Target for 2009/10	Target for 2010/11
Improving early learning and primary outcomes in deprived areas	The gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and their peers.					
	The number of schools where less than 55% of pupils achieve Level 4 in English and maths at Key Stage 2.					
Reducing Persistent Absence from school	Secondary school 'Persistent Absence' rate (>20% absence).					
Reducing teenage conception	Under 18 conception rate (in the six wards with highest rates).					
Raising the proportion of young people not in education or work	The proportion of young people aged 16-18 not in education, employment or training.					
Reducing the need for children to be in care	No. of Looked After Children per 10,000 population of young people.					
Reducing Child Poverty	Proportion of children in poverty.					
Improving Outcomes for Looked After Children	The proportion of Looked After Children attaining 5+ A*-C including English and Maths at GCSE.					
Places to go and things to do	The proportion of young people participating in positive activities.					
14-19 Education	The proportion of young people achieving a Level 3 qualification by age 19.					





Awaiting final photograph

Stronger Families

The final designed draft of the plan will include similar pictures along with information on key issues and comments from children, young people and parents.

## Our Longer Term Programme

The priorities set out above are important but are only one part of the ambitious national and local 'Change for Children' programme. The Priorities section of our plan is focused on our short-term priorities for improving the outcomes where change is needed most, and for those children facing the most significant barriers to success.

This section sets out our longer-term strategies for improving outcomes, describing how we will deliver change over the next five years. This is intended to show how we will continue to manage change to improve outcomes and services for children, and how we plan to work towards the challenging targets for 2020 set out in the national Children's Plan. As such it is less detailed than the previous sections but it provides a summary of our vision, objectives and the key actions we plan to take over the next five years.

The eight themes that we have agreed to provide a framework for our shared future plans are described as aspirational outcomes for all children and young people in Leeds. They are shown below:

All children and young people...

1. Make a Good Start
2. Are Thriving in Learning
3. Make the Right Choices
4. Are supported by stronger families
5. Are supported by safer, stronger communities
6. Enjoy life and have places to go and things to do
7. Are helped to narrow the gap
8. Are supported by excellent, integrated services

The themes and our plans are explained in more detail below:

### All Children Make a Good Start

#### *Rationale*

The first years of life are crucial for determining future life chances. Maternal physical and mental well-being is key in ensuring a good start for each child. Nurturing and love in early years is vital for a child's developing brain. We need to make sure that parents and children are supported with high quality flexible services throughout this period, from antenatal care to early learning and play. Outcomes need to improve for all children, and faster for those families living in poverty or where often there are multiple factors contributing to disadvantage such as ethnicity and disability. We will address this by making sure that additional help is targeted at those with more need.

Our needs analysis shows that:

- The city has a relatively high rate of infant mortality – in Leeds, around 50-60 babies under one year old die each year - particularly in deprived areas where there are also associated higher rates of smoking in pregnancy and low birth weights. There are three more infant deaths per 1000 babies born in deprived areas in Leeds compared to the national average.

- Immunisation rates are below targets and the national average. One in five children in Leeds do not receive the MMR vaccination.
- The early years population is changing, with significant growth in the proportion from black and minority ethnic communities. Birth rates in Leeds are increasing above expected rates – the population is expected to grow by nearly 6% by 2030.
- Whilst early learning outcomes have shown some improvement in recent years, the latest data shows Leeds falling behind the national trend and that there is a continued significant gap in outcomes for children from the most deprived neighbourhoods.

### *Our Vision for 2014*

By 2014 we aim to achieve:

- 59 Children's Centres open in Leeds providing a range of family services including early identification and support to children most in need, targeting communities where disadvantage and inequality continue to impact on positive outcomes
- Access to early play and learning for all 2 year olds at risk of poor outcomes
- Settings judged 'good' or 'better' by OfSTED providing high quality early learning for all 3 and 4 year olds
- All children making good progress and at the end of Early Years Foundation Stage aspiring to achieve
- Every Children's Centre and school being a point of access in the community where a joined-up system of health, family support, childcare and educational services can be received by every family
- A reduction of the infant mortality rate to, or below the national benchmark. Infant mortality will be reduced from 8 deaths per 1000 to 7 per 1000. This will mean that 10 fewer children under the age of one will die each year.
- Effective integrated working across all maternity and wider children's services providing improved access, positive health choices, effective identification and support of vulnerable groups.

### *Our Objectives*

#### *Key Actions*

#### *Related Leeds Strategic Plan Priorities*

- Reduce premature mortality in the most deprived areas
- Improve participation and early learning outcomes for all children, with a focus on families in deprived areas
- Reduce the number of children in poverty

### *National Goals for 2020*

- Every child ready for success in school, with at least 90 per cent developing well across all areas of the Early Years Foundation Stage Profile by age 5;

## **All Children and Young People are Thriving in Learning**

### *Rationale*

Learning is vital for the wellbeing and development of children and young people. Being engaged in learning is important not only for success, but for gaining the knowledge, skills and qualifications to compete in a globalised world and also to make sure children and young people are happy, healthy and safe in a supportive environment.

Our needs analysis shows that:

- Outcomes in primary schools are close to the national average, but have improved slowly recently, in line with the national trend. Schools and learners in more deprived areas face particular challenges.
- Outcomes in secondary schools have improved markedly. However, some schools and learners continue to have relatively poor outcomes. Low outcomes are more common in deprived areas, for Looked After Children and some Black and Minority Ethnic (BME) groups.
- A relatively high proportion of young people (10%) in Leeds are not in employment, education or training (NEET) after the age of 16. Those learners with lower achievement in school are more likely to be in this group. Qualification levels at age 19 in Leeds are below the average for similar areas.
- Leeds has relatively low levels of attendance in secondary schools, and nearly 1 in 10 learners are 'persistently absent'.

#### *Our Vision for 2014*

By 2014 we aim to achieve:

- All learners will have an Individual Learning Plan that will take into account personal circumstances and be tailored to reflect their needs, including access and additional support needs
- All learners will have a dedicated personal support from a coach or mentor
- All young people will be engaged with and successful in appropriate learning up to the age of 18
- Delivery of every young person's entitlement to learning and development and a greater choice of learning routes and pathways
- A rich variety of different models of 21st century learning environments working in close collaborative partnerships to the benefit of young people
- All children and young people will be active participants in shaping their own learning and that of their peers
- Empower parents, families and carers to support their children's development and learning

#### *Our Objectives*

#### *Key Actions*

#### *Related Leeds Strategic Plan Priorities*

- Improve learning outcomes for 16 year olds, with a focus on narrowing the gap
- Improve learning outcomes and skills levels for 19 year olds
- Increase the proportion of vulnerable groups engaged in education, training or employment

### *National Goals for 2020*

- every child ready for secondary school, with at least 90 per cent achieving at or above the expected level in both English and mathematics by age 11;
- every young person with the skills for adult life and further study, with at least 90 per cent achieving the equivalent of five higher level GCSEs by age 19; and at least 70 per cent achieving the equivalent of two A levels by age 19;
- employers satisfied with young people's readiness for work;

### **All Children and Young People Make the Right Choices**

#### *Rationale*

All children and young people face challenges as they are growing up and some may need additional help or support at certain times. We need to help children and young people to build resilience and gain the confidence, knowledge and skills to manage their lives as best they can. In order for them to achieve this we need to provide the right support, advice and guidance, if and when they need it. Crucial to this work will be developing self-esteem and the life skills that children and young people will need in a rapidly changing world. Some children and young people are more vulnerable and have more complex needs, particularly those with mental health needs, substance misuse problems or those at risk of offending. They may be growing up in households or living in neighbourhoods that have multiple challenges. These children and young people need effective help earlier, to avoid problems escalating, and more holistic support as their needs evolve.

Our needs analysis shows that:

- Roughly one in four children and young people report feeling stressed 'most' or 'all' of the time. Roughly one in ten young people have mental health problems
- The teenage conception rate in Leeds is relatively high and has not fallen in line with the national trend
- Children and young people say that they would like better information, advice and guidance, about a range of issues including: careers, healthy life styles, sex and relationships
- Offending and re-offending rates have been significantly reduced in Leeds; however there were in excess of 1700 first time entrants to the youth justice system receiving a substantive outcome in 2007-08 and a small number of these young people went on to become highly prolific offenders
- Our young people represented an increased rate of alcohol use with only 23% of those surveyed stating they had 'never had a drink' compared to 38% the year before (Tellus 2 and Tellus 3, Spring 2007 and Spring 2008 respectively).

#### *Our Vision for 2014*

By 2014 we aim to achieve:

- All children and young people are able to access the right advice, help and support, in the right place at the right time
- Children and young people will be involved in the design, development and delivery of services to help them make the right choices
- All services take mental health and promoting emotional resilience seriously
- Services for vulnerable people are commissioned and delivered in an integrated way
- Young people have better sexual health and teenage conception rates are reduced.

## *Our Objectives*

### *Key Actions*

#### *Related Leeds Strategic Plan Priorities*

- Reduce teenage conception and improve sexual health
- Reduce the number of people who smoke
- Reduce the harm caused by substance misuse
- Improve psychological mental health
- Reduce offending by managing offending behaviour better

#### *National Goals for 2020*

## **All Children and Young People are Supported by Stronger Families**

### *Rationale*

Services do not bring up children – parents, carers and families do. We accept poverty is at the root of most poor outcomes for families. The role of services is to provide support for parents, carers and the wider family. We also recognise that families' cultures and values have an impact on their needs. This support will have to become more flexible as families' needs change and we will have to work in new ways to give families the chance to choose the help they need. Most families need little help, some are more vulnerable and have complex needs therefore we will need to provide a range of responses in proportion to the level of need. For those at most risk, there need to be the strongest safeguards and where necessary services must intervene. Where children need to be in public care, we need to ensure the provision is of the highest standard and their outcomes match those of their peers.

Our needs analysis shows that:

- Parents and carers say that we need to improve outcomes for looked after children; services need to work together better and structured in such a way that they engage parents and support the whole family.
- Leeds has a relatively high proportion of children in care, roughly 50% higher than similar areas
- Parental substance misuse and mental health problems are a key factor in family breakdown and children's needs. Analysis suggests that this is a growing problem for Leeds.
- Poor and overcrowded housing is a common factor in the lives of most vulnerable families
- 3.8 million children live in poverty in the UK, equating to one in three children. A significant minority of children live in workless households, equating to one in five children
- Families are changing – e.g. lone parents, unmarried parents, same sex parents, young carers or growth in inner city BME, non-English speaking families

### *Our Vision for 2014*

By 2014 we aim to achieve:

- A significant reduction in child poverty in Leeds
- The voice of families is evident in shaping the development and commissioning of service
- World class social care
- An integrated network of high quality information and advice for parents, online and in one-stop centres
- Accessible high quality family and parenting support services to all families with a rapid multi service response for those with additional needs
- Families playing a key role in the shaping, development and commissioning of services
- Create opportunities for families to live independently in quality, affordable housing'.

### *Our Objectives*

### *Key Actions*

### *Related Leeds Strategic Plan Priorities*

- Improve assessment and care management for children, families
- Improve safeguarding arrangements ...
- Reduce the number of children in poverty
- Reduce worklessness across the city with a focus on deprived areas
- Increase the number of decent homes
- Increase the number of affordable homes
- Reduction in the number of homeless people
- Reduce the number of people who are not able to adequately heat their home

### *National Goals for 2020*

- Parents satisfied with the information and support they receive;
- child poverty halved by 2010 and eradicated by 2020;

## **All Children and Young People are Supported by Safer, Stronger Communities**

### *Rationale*

Strong, harmonious and safe communities are important for children, young people and their families. Our diverse children and young people deserve to feel safe, trusted and valued in their schools and communities particularly across all generations. We need to foster respect and understanding between different groups of children and young people, and between young people and the wider community. This is particularly important as the city changes and new populations need to be integrated into existing communities. We need to support children and young people, and help them to use their energy and enthusiasm to become active, empowered citizens. We need to support communities themselves to become empowered, and to foster local organisations within communities to take more of a role in supporting their children and young people. We need to encourage everyone, including children and young people, to take responsibility for the safety of themselves and others particularly as road users, whether they be pedestrians, cyclists, drivers/riders or passengers in vehicles.

Our needs analysis shows that:

- Children and young people share many adult concerns about their communities and are worried about crime, drugs, gangs and litter.
- Most children and young people feel safe in Leeds, but a significant minority (roughly one in four) do not feel safe in their local neighbourhood.
- A significant minority of children and young people are victim of discrimination, bullying or crime. For example one in three children and young people report that they have been bullied, and one in twenty report being bullied every day.
- Most children and young people are active in their communities, 59% of children and young people have given their time to help a charity, local voluntary group or a neighbour”.
- In 2007 there were a total of 339 child (0-15yrs) casualties as a result of road traffic collisions in Leeds distributed as follows :- 155 Pedestrians (46%), 111 Car passengers (33%), 42 Pedal cyclists (12%) and 21 Bus passengers (7%).
- In 2007 there were also a total of 355 (16-19yrs) casualties as a result of road traffic collisions in Leeds distributed as follows:- 116 Car passengers (33%), 104 Car drivers (29%), 57 Powered Two Wheeled Vehicle (Motorcycles/scooters) riders/passengers (16%), 52 Pedestrians (15%) and 15 Pedal cyclists (5%).

### *Our Vision for 2014*

By 2014 we aim to achieve:

- Every child and young person has a sense of belonging and takes social responsibility
- Every child and young person feels safe in their community

### *Our Objectives*

#### *Key Actions*

#### *Related Leeds Strategic Plan Priorities*

- Reduced bullying and harassment
- Increase the number of local people engaged in activities that meet community needs and improve quality of life
- Create safer environments by tackling crime
- Increase the sense of belonging and pride in local neighbourhoods that help to build cohesive communities
- Improve road safety for all our users...

### *National Goals for 2020*

## **All Children and Young People Enjoy Life and Have ‘Places to go and things to do’**

### *Rationale*

Children and young people need and deserve to enjoy their childhood. In general young people have greater wealth and more opportunities than in previous generations, but are in other ways under more scrutiny, pressure and constraint than ever before. We need to work together to make Leeds a child-friendly and play-friendly city, where children and young people can enjoy life through play, sports and arts. We need to pay particular attention to those children and young people that face additional barriers to accessing opportunities – whether due to cost, transport, fears of safety



or feeling welcome

Our needs analysis shows that:

- Children and young people tell us that more places to go and things to do is their top priority for improving Leeds. Cheaper, safer transport to get around is also a high priority.
- Parents and the wider community also say they want more, and safer, places and activities for children and young people (need to find out where this has come from?)
- Certain groups of children and young people are less likely to access opportunities, particularly disabled children and those from low-income groups, and those in certain areas of Leeds.
- Some young people need support to develop the skills and confidence to be able to access services
- We need to strive to improve the quality of the existing offer

*Our Vision for 2014*

By 2014 we aim to achieve:

- Reduced barriers to access including ensuring affordable and accessible transport for every child and young person in Leeds
- A lasting 2012 legacy for the city, with every young person active and regularly engaged in physical activity including sport
- All children and young people able to access a broad cultural offer/programme in, after and beyond school.
- All children able to access local high quality play opportunities
- High quality locally based youth services

*Our Objectives*

*Key Actions*

*Related Leeds Strategic Plan Priorities*

- Enable more people to be involved in sport and culture
- Reduce the rate of increase in obesity and raise physical activity for all
- Deliver and facilitate a range of transport proposals ... including cycling and walking

*National Goals for 2020*

- child health improved, with the proportion of obese and overweight children reduced to 2000 levels;

## **All Children and Young People are Helped to Narrow the Gap**

*Rationale*

In line with the Vision For Leeds, the first Leeds CYPP made a commitment to narrow the gap for those children and young people who are more likely to have poor outcomes. Our plan highlighted four key groups: Looked After children and young people; disabled children and young people; Black and Minority Ethnic children and young people and

children and young people from deprived families. Whilst we have made some progress, for example in raising school attainment for some groups, the gap in outcomes remains significant and therefore a strong, sustained focus on these children is needed.

Our needs analysis shows that although there are exceptions, statistically:

- Looked After Children in Leeds are more likely to be classed as underachievers in school, more likely to be absent or excluded, more likely to not be in education post-16, more likely to offend and/or exhibit other risk taking behaviour, more likely to have a higher rate of teenage conceptions and an increased likelihood of experiencing mental health difficulties. Rates for the timeliness and completion of care reviews and health and dental checks for Looked After Children are relatively low.
- Disabled children and young people are more likely to live in poverty and are more likely to not realise their full potential compared to other pupils at the same school
- Black and Minority Ethnic children and young people are more likely to experience a range of poor outcomes than the Leeds average, though this varies between communities. In particular young people from Bangladeshi, Pakistani, Black Caribbean, Black African, Gypsy, Roma and Traveller Communities are more at risk of low attainment in school and can also be more likely to suffer from a range of poor health outcomes.
- Children and young people from deprived backgrounds are more likely to experience a range of poor outcomes throughout their lives ranging from a higher risk of infant mortality through to significantly lower attainment at GCSE and more likely to then go on to not being in education, employment or training.
- Socio-economic factors are inter-related, for example some groups are more likely to have lower incomes and live in deprived neighbourhoods. In addition, we are aware through our research into common factors, that the interaction of multiple factors can have a varying and often significant impact on outcomes. These include health, education, aspirations and poverty to name a few.

#### *Our Vision for 2014*

By 2014 we aim to achieve:

- We will deliver on a demanding pledge to all our Looked After Children and care leavers
- All services working together to ensure that children and young people only enter care when their safety or wellbeing cannot be maintained within their family
- Reduce the number of children and families living in poverty
- All disabled children and young people to enjoy full access to a range of excellent inclusive services to achieve their full potential alongside their peers
- All children and young people are able to achieve their potential and fulfil their aspirations irrespective of background or early disadvantage
- A better range and quality of short break provision for children and young people with a disability

#### *Our Objectives*

#### *Key Actions*

#### *Related Leeds Strategic Plan Priorities*

- Improve psychological, mental health and learning disability services

- Reduce the number of children in poverty

### *National Goals for 2020*

## **All Children and Young People are Supported by Excellent, Integrated Services**

### *Rationale*

We know that the challenges and needs of children and families are varied and often complex, but are rarely, if ever, neatly divided along the lines that services are organised. As well as this, other considerations include a diversity of backgrounds, abilities and circumstances. As such we need to be led by the choices and views of children and their families in developing new models of joined up, integrated services that provide the right support, in the right way, at the right time. Well-integrated services are greater in impact than the sum of their parts. We need to develop services that are providing a coordinated and rapid response to need that reduces risk, builds on strengths and raises resilience. We want our services to be allocated and driven through a Common Assessment Framework process.

We need to look at this at three levels: Citywide – in strengthening Strategic Commissioning; Local – in implementing Integrated Service Delivery; and Individual – in extending support that is more ‘wrapped around’ the needs of each child and family, recognising different experiences, valuing diversity and recognising different cultures and backgrounds.

To support this, significant changes are required to develop greater capacity in new shared forms of governance, leadership and partnership, and greater support through integrated processes for assessment, intervention and information sharing.

Our needs analysis shows that:

- Leeds has made good progress in key areas of the Change for Children agenda – particularly on extended services, children’s centres and ContactPoint.
- Resource pressures are likely to grow due to changes in national funding and wider economic changes such as higher inflation, lower growth.

### *Our Vision for 2014*

By 2014 we aim to achieve:

- Improved outcomes for all children and young people, and faster improvements for those from vulnerable groups
- All communities engaged in developing strong local partnerships and networks of schools and services
- Significant growth in choice and control for children and families with additional needs
- Excellent services – OfSTED to rate Leeds Children’s Services as ‘Outstanding’ overall
- More effective use of resources and delivering 3% efficiency savings over 5 years
- Leadership, management and governance arrangements to provide an effective framework to support services for children, young people and their families

### *Our Objectives*

### *Key Actions*

10. Embed the Common Assessment Framework and ContactPoint as underpinning integrated processes which enable practitioners to work together
  - a. During 2010 we will adopt national eCAF, in line with government objectives.
  - b. ContactPoint connectivity will be achieved by June 2009, and embedded by December 2010.
  - c. Our Family Information Service will be interacting with the national Parent Know-How website by December 2009.
  
11. Implementation of an integrated training and development programme to enable practitioners and leaders to develop the skills to practice integrated working
  - a. We will implement a children's workforce development strategy by October 2009.
  - b. A children's services learning framework will be developed by December 2009 and implemented during 2010. This will bring together all children's services training and development and look to create one shared learning pathway, which supports integrated working.
  - c. Training to support the delivery of ContactPoint, to national specifications, will be provided to practitioners from November 2009.
  - d. The creation of a shared approach to leadership development will bring clear strategic ownership of leadership development in children's services. A draft model will be available for consultation during 2009.
  
12. Embed our approach to commissioning of integrated services through the implementation of the city-wide commissioning framework
  
13. Nurture the skills of our service commissioners through the delivery of a commissioning development programme, which is supported through the nationally sponsored children's commissioning support programme
  - a. **This programme will be available to commissioners in Leeds from June 2009**
  
14. By April 2010 all services will be commissioned to engage with the CAF, to enable this to become the assessment process used by all agencies to ensure early holistic assessment which single assessment processes feed into in order to ensure a seamless transition supporting vulnerable children and young people to access targeted and specialist support.
  
15. Commissioning of targeted and specialist support services to focus their interventions at the additional and multiple additional needs segment of the windscreen, based on evidence from intelligence gathered through use of integrated processes.
  
16. Agree a common understanding and response on levels of need and intervention in the city which supports agencies and services link together and provide a more coherent continuum of intervention and support for children, young people and families in the city.
  - a. Agreement of the levels of need by September 2009.
  
17. Review governance arrangements in the city which supports the development of locality children's trust arrangements.
  - a. The development of 5 area based partnerships which are focussed on the identification of priorities which help target resources.

- b. The development of 5 Children Leeds Leadership Teams which brings together officers to manage service integration locally, in response to priorities developed by the local and city-wide partnerships. These arrangements are time limited from April 2009

18. **Earlier intervention and prevention?**

19. Delivery of £1.3m worth of efficiency savings through more effective integrated working
  - a. Through commissioning and decommissioning against agreed commissioning plans, targeted at improving outcomes
  - b. Rationalisation to reduce duplication of effort...

*Related Leeds Strategic Plan Priorities*

- Develop extended services to improve support for children, families and communities.
- Reduce emissions from public sector buildings, operations and service delivery.

*National Goals for 2020*

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A young boy with short blonde hair and blue eyes stands in a home setting, wearing a white dress shirt, a patterned tie, and khaki trousers. He has his hands on his hips and is looking directly at the camera. The background shows a doorway leading to another room and some household items.

Awaiting final photograph

Managing our Plan

## Managing our Plan

### Targets

Our top ten targets for improving outcomes for children and families in Leeds were explained above in the 'Our Priorities' section. In addition to these we have a wide range of other important targets for improving outcomes and children's services. These are set out in full detail in Appendix A. {Appendix B to be completed by Performance Leads}

### Action Plans

We have agreed focused action plans for our shared priorities. In addition we have agreed plans for safeguarding and working together. For each of these, we have agreed plans, set out our key targets, the ten most important actions for the next two years, and how we will support this through better resource management and integrated commissioning. The action plans are set out in Appendix B. [Appendix B to be completed by CSLT]

### Performance Management

To ensure this plan is implemented effectively we have agreed a range of roles, responsibilities and processes for performance managing our plan. These are summarised below.

#### *Roles and responsibilities*

- *Lead Member for Children's Services and Director of Children's Services:* the Lead Member has political accountability for the plan, and the Director has lead officer accountability. As such they will review progress regularly, provide reports to political and partnership groups and will agree intervention where necessary.
- *Integrated Strategic Commissioning Board (ISCB):* The ISCB has formal responsibility for the plan under the Leeds children's trust arrangements. The Board will review progress quarterly, with a major review in the autumn in order to inform the next year's budget and commissioning cycle, and also at year end to evaluate progress. The Board will agree remedial actions to address underperformance and will ensure partner agencies implement these actions.
- *Children Leeds Partnership:* the partnership will receive regular updates on progress each quarter. The partnership will provide support, advice and challenge on the annual review of the CYPP.
- *The Council:* under the Council's legal duties and Budget and Policy Framework both the Executive Board and Full Council must approve the Children and Young People's Plan. The Executive Board will receive quarterly reports on progress alongside reporting of the Leeds Strategic Plan. In addition the Board will request further reports regarding any areas of concern and will require remedial action plans to be developed. The Board will also approve the annual review and any revisions to the Plan.
- *Children's Services Scrutiny Board:* the Scrutiny Board will receive quarterly reports on progress alongside reporting on the Leeds Strategic Plan. The Board will require further reports on any areas of concern.
- *Local partnerships, extended services clusters and ward members:* clusters and local partnerships will agree their own plans that will show how they will support the priorities and themes of the CYPP. Each local partnership group will review

progress quarterly, agree remedial actions and report them to Elected Members and Area Committees on a regular basis.

- *Children and young people:* An annual 'report card' of progress will be published for children and young people. This will be shared with the Youth Council, school councils and the 'Reach Out And Reconnect' group.
- *Children's Services Performance Board:* The Children's Services Performance Board will be made up of lead performance management officers. The Board will review progress, identify issues and either commission further work or refer it to another group for resolution.

## Resource Management

To achieve the aims of this plan we will need to manage resources effectively. Our two main aims are firstly to *target* our resources and assets better on our shared priorities, and secondly, to continue to *improve value for money* through efficiency savings and withdrawing resources from areas that are no longer a priority.

### Targeting Resources Better

[This section will provide a summary of investment plans that support the priorities in the CYPP, and also plans for savings and efficiencies. To be completed once Council, partner and service budgets are finalised]

Children's Plan Priority	Resourcing Plans		
	Who	When	What
e.g. Reducing NEET	e.g. EL	2009/10	£300,000 for targeted curriculum support for young learners at risk of becoming NEET
	e.g. LSC	2009/10	£2 million for investment in targeted PA capacity
	e.g. IYSS	2009/10	£200,000 for mobile provision

### Improving Value for Money

Area	Value for Money Plans		
	Who	When	What
Back Office Costs	e.g. EL	2009/10	£100,000 saving on office accommodation costs
	e.g. Council	2009/10	£x,000 saving on car parking costs
	e.g. PCT	2009/10	£x,000 saving on ICT costs

## Integrated Commissioning

A final but important element of delivering our plan is to continue to develop more integrated commissioning – i.e. ensuring local organisations work together better to plan and organise local services.



The table below sets out the main points of our commissioning plans that will support our shared priorities and the wider programme described in this plan.

To be completed once Council, partner and service budgets and commissioning plans are finalised]

Children's Plan Priority	Resourcing Plans		
	Who	When	What
e.g. Reducing NEET	JCPC	2009/10	£300,000 of new services in South Leeds
	JCPC	2010/11	£2 million of targeted PA services

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The final designed draft of the plan will include similar pictures along with information on key issues and comments from children, young people and parents.

## **Further Information**

### **Appendix A – Targets**

**TARGETS ARE AWAITING CONFIRMATION AS PART OF THE REFRESH OF LEEDS STRATEGIC PLAN AND ALSO SERVICE AND BUDGET PLANNING.**

### **Appendix B = Our Pledges to Children, Young People and Families**

**[These documents, and hyperlinks to the related webpages, will be added on publication of the plan.]**

- Breeze Youth Promise,
- Universal Offer,
- Leeds Learning Entitlement

### **Related Plans and documents**

The action plans in Appendix B only include the most significant actions for the next two years. More information and detail can be found in the following documents:

**[These documents, and hyperlinks to the related webpages, will be added on publication of the plan.]**

- Leeds Strategic Plan
- PCT Plan
- EL Strategic Plan
- Council Service Plans
- DCSF Children's Plan
- Children Leeds Needs Analysis
- Joint Strategic Needs Assessment
- JAR Report and Action Plan
- APA Report and Action Plan

### **Glossary**

**[This will be added once consultation is complete and the final draft is approved and published]**

# Building Brighter Futures in Leeds



**APPENDIX A – TARGETS**

**The targets in this section are not finalised and are subject to change as part of ongoing budget and service planning and the wider refresh of the Leeds Strategic Plan**

**Top 10 Priority Targets**

Priority	Measure	Leeds Baseline	Comparative similar Areas data	National	Target for 2009/10	Target for 2010/11
Improving early learning and primary outcomes in deprived areas	NI 92 - The gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and their peers	38%	Awaiting confirmation and publication	Awaiting confirmation and publication	30%	T.B.D.
	[To be decided Key Stage 2 Floor Target or Key Stage 2 FSM target?]		As above			
Improving attendance and reducing Persistent Absence from school	NI 89 - Secondary school 'Persistent Absence' rate (>20% absence)	T.B.D.	Awaiting confirmation and publication	Awaiting confirmation and publication	T.B.D.	T.B.D.
Reducing teenage conception	NI 112 - Under 18 conception rate (in the six wards with highest rates)	50.4	CH to provide data	40.4 CH To confirm data	42.7	T.B.D.
Raising the proportion of young people not in education or work	NI 117 - The proportion of young people aged 16-18 Not in Education, Employment or Training	10%	T.B.D.	T.B.D.	7.8%	6.8%
Reducing the need for children to be in care	LSP-HWb(i) - Number of Looked After Children per 10,000 population of young people	83.8	No data available	No data available	67.5	59.3
Reducing Child Poverty	NI116 - Proportion of children in poverty	T.B.D.	T.B.D.	T.B.D.	T.B.D.	T.B.D.
Improving Outcomes for Looked After Children	NI 101 - The proportion of Looked After Children attaining 5+ A*-C including English and Maths at GCSE	T.B.D.	Awaiting confirmation and publication	Awaiting confirmation and publication	17.0%	T.B.D.
Places to go and things to do	NI 110 - The proportion of young people participating in positive activities	65.9%	T.B.D.	T.B.D.	70% by 2011	70% by 2011
14-19 Education	[To be decided – Proportion achieving Level 2 or Level 3 qualification by 19]	65%	Awaiting confirmation and publication	Awaiting confirmation and publication	71.8%	75.2%

**Leeds Strategic Plan Targets**

**LSP Targets to be included here once refresh is complete**

**Other key national and local targets**

**Other National Indicator and service plan targets to be included here once budget and service planning cycle is complete in March**

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## APPENDIX B – PRIORITY ACTION PLANS

### Our Priorities – Action Plans

This section shows how we plan to address our shared priorities – how we will improve outcomes and services. Each action plan lists the key actions for the next two years and also how we will target our resources to support this work.

**The targets and resources sections in these plans are not finalised and are subject to change as part of ongoing budget and service planning and the wider refresh of the Leeds Strategic Plan**

#### Priority 1 – Improving early learning and primary outcomes in deprived areas

##### Introduction

Ref	Introduction
1	<p>Raising the achievement of all children in the Early Years Foundation Stage will give them the best start in their learning. We know that an achievement gap opens before a child is two for children from disadvantaged localities and families living in poverty . Focusing our work to narrow the gap between the highest and lowest achieving young learners will support their later attainment in school and long term economic wellbeing and inclusion.</p> <p>Similarly, primary school is a vital stage of a child’s learning. We know that children who leave primary school without the required skills and knowledge are at much greater risk of discouragement, disengagement, and poor outcomes in secondary school and later life. Whilst primary schools in Leeds are generally good and outcomes in line with the national average, improvement has been limited in recent years so there is a need for renewed focus, particularly for those schools in more deprived areas that face particular challenges.</p>

##### Targets

Ref	Target
1	The gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and their peers
2	The number of schools where less than 55% of pupils achieve Level 4 in English and maths at Key Stage 2
3	The proportion of children eligible for Free School Meals achieving Level 4 in English and maths at Key Stage 2

##### Actions

Ref	Action	Lead Agency	Milestone
1	Establish an Early Years Outcome Duty Board	Education Leeds	Project Brief and Action Plan in place
2	Recruit five National Strategies Early Years Consultants	Early Years	Consultants in post
3	Develop focused learning programmes in schools in localities of greatest	Education Leeds Early Years Service	Planned programme of interventions offered

	disadvantage or not meeting EYFS targets		
4	Embed robust Foundation Stage moderation and support to schools experiencing difficulties with the assessment of young learners	Education Leeds Early Years Service	Moderation to all schools with no or low numbers of children making good progress
5	Deliver the two year old pilot	Early Years	750 two year olds at risk of social exclusion accessing free early learning
6	Implement a range of BME focused learning programmes	Education Leeds	BME cohorts meet their individual and group targets.
7	Improve the quality of school buildings through the Primary Capital Programme	Education Leeds	All programmes on track.
8	Implement the Primary National Challenge	Education Leeds	Annual National Strategies review meetings show positive progress
9	Implement the Primary Leadership Programme	Education Leeds	All schools inspected by OfSTED show good and improving leadership
10	Improve support for vulnerable pupils and families through extensions to the mentoring and STEPS programmes.	Education Leeds	Targets for mentoring and STEPs programmes met.
11	Improve support for vulnerable schools through the Intensive Support Programme (ISP) and stronger peer partnerships between schools	Education Leeds	ISP schools all meet school level targets. All schools in OfSTED categories making good progress.
12	Improve the quality and range of extended services in and around targeted schools	Education Leeds/ Extended Services Clusters	Good progress on Cluster Plans. Extended Services targets met.

### Resources

Ref	Investment	Lead Agency	Timescale
1	Invest £10 million in primary school buildings through the Primary Capital Programme	Education Leeds	2009- 2011
2	£ xxxx to recruit Early years Consultants	Early Years	May 2009
3	£xxx to develop moderation teams	Education Leeds Early Years	
	£x million to support free early education places for two year olds	Early Years	April 2008- April 2011



## Priority 2 – Improving attendance and reducing persistent absence

Ref	Introduction
1	<p>Improving attendance is a key priority for the city because attendance in school is vital not just to ensure success in learning but also to reduce risk and ensure children and young people are in a safe, supportive environment. Poor attendance can be a key sign of disengagement and young people that are not in school are more likely to become involved in activities that put themselves or others at risk. For example, we know that a third of persistent absentees will eventually become young offenders. Whilst the city has made some important progress in recent years, and our strategy has been praised, attendance continues to be a significant challenge, particularly for some learners, schools and communities. In particular Leeds has relatively high rates of 'persistent absence' – those learners who miss over 20% of their education. Some learners – e.g. those eligible for Free School Meals or Looked After Children are more likely to become persistent absentees.</p>

### Targets

Ref	Target
1	Overall attendance in secondary schools
2	Persistent absence in secondary schools
3	Persistent absence in primary schools

### Actions

Ref	Action	Lead Agency	Milestone
1	Provide support and challenge to targeted schools with high rates of persistent absence	Education Leeds	Schools meet their agreed targets.
2	Extend the Attendance Champions programme	Education Leeds	Attendance Champions roll-out targets met
3	Develop more targeted and tailored curricula options for learners at risk of persistent absence	Education Leeds, 14-19 Partnership	TBA
4	Promote engagement and attendance through the extension of the Playing for Success sports programme	Education Leeds	TBA
5	Target additional mentoring programmes towards learners at risk of persistent absence	Education Leeds	TBA
6	Provide targeted support for parents and families of learners with poor attendance	Education Leeds	TBA
7	Strengthen intervention with parents and families that are not providing sufficient support for ensuring the attendance of their children through the use of penalties and court.	Education Leeds	TBA
8	Develop more holistic tailored	IYSS	TBA

	support for young people at risk through poor attendance through the Targeted Youth Service		
9	Trial pilot projects to address key reasons for poor attendance, starting with sickness and bullying.	Education Leeds	Pilot projects completed and evaluated by July 2010
10	Further improve joint working on attendance by:  Developing local neighbourhood plans to promote attendance as part of all locality plans Agreeing and implementing a citywide Children's Services Attendance Strategy to promote and ensure the joint working of all local partners	Extended Services Clusters, Wedge Partnerships Education Leeds	a) All local plans include attendance by September 2009 b) Strategy agreed by December 2009

**Resources**

Ref	Investment	Lead Agency	Timescale
1			
2			
3			

**Priority 3 – Improving sexual health and reducing teenage conception**

**Introduction**

Ref	Introduction
1	Evidence clearly shows that having children at a young age can damage young women's health and wellbeing and severely limit their education and career prospects. Long term studies show that children born to teenagers are more likely to experience a range of negative outcomes in later life and are up to three times more likely to become a teenage parent themselves. Priority actions will focus on recognising the interdependencies between teenage pregnancy and improving other outcomes for children and young people; providing young people with the means to avoid early pregnancy; tackling the underlying circumstances that motivate young people to want to, or lead them passively to become pregnant or young parents at a young age; working in effective partnerships to ensure universal provision for all young people with strengthened delivery and services to those most at risk and acknowledging that effective interventions require significant time to deliver sustainable change.

**Targets**

Ref	Target
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1	Reduction of teenage pregnancy rates (15-17 year olds) by 55% from the 1998 baseline of 50.4/1000, by 2010.
2	Support 60% of teenage parents into education, employment and training.

### Actions

Ref	Action	Lead Agency	Milestone
1	Further increase senior local sponsorship and engagement of all key partners	Children's Services	a) Embedding of strategy in service plans October 2009 b) Locality leadership teams in place in priority wards October 2009 c) Joint commissioning plans in place October 2009
2	Improving performance management, specifically data quality, information sharing and performance reporting within each organisation and across the partnership.	Children's Services	a) performance dashboard and monitoring in place October 2009
3	Further implementation of communication and social marketing	Children's Services	a) media campaigns in place March 2010 b) social marketing within priority wards March 2010
4	Increased provision of young people focused contraception and sexual health services	NHS Leeds	a) increased provision in schools and FE's March 2010 b) service map complete June 2009 c) interagency service pathway complete March 2010
5	Ensure strong delivery of sex and relationship education (SRE) and personal, social and health education (PSHE) both in schools and out-of-school settings	Education Leeds	a) increased provision in priority schools March 2010 b) health input embedded into YTS March 2010
6	Targeted work with at risk groups of young people, in particular the six hot spot wards, looked after children and care leavers	Children's Services	a) locality teams and champions in place June 2009 b) local services planned and commissioned March 2010
7	Put in place effective workforce training on sex and relationship issues	Children's Services	a) review of current training and effectiveness March 2009 b) improved training in place June 2010 c) consistent skills in children's workforce October 2010
8	Increase work with parents and	Children's	a) rollout of SpeakEasy

	carers to increase their confidence in talking about sex and relationships	Services	programme in priority areas June 2009 b) incorporated in STEPS programme October 2009
9	Increase support to teenage parents	Children's Services	a) Specialist Learning mentors in Children's Centres by March 2009 b) HV and MW in Children's Centres by June 2009 c) FNP programme operational April 2009 d) care pathways in place October 2009
10	Ensure a well resourced Youth Service, with a clear remit to tackle big issues, such as teenage pregnancy and young people's sexual health	Youth Service	TYS in place October 2009
11			
12			

### Resources

Ref	Investment	Lead Agency	Timescale
1	Communication and social marketing	Children's services/PCT Public health	
2	Sexual health services	NHS Leeds	
3	SRE/PHSE	Education Leeds	
4	Locality work	Children's Services	
5	Workforce development	Children's Services	
6	SpeakEasy and STEPS	Children's Services	
7	Supporting teenage parents	Children's Services	
8	Targeted Youth Support	Youth service	
9	Service Commissioning	Children's Services	

### Priority 4 – Raising the proportion of young people in education or work

#### Introduction

Ref	Introduction
1	This priority is critical to the city's performance and to maximising the ability of young people to achieve independent economic well being.

#### Targets

Ref	Target
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1	<b>6.8% NEET for 16-18 age range by 2010 (LPSA target)</b>
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**Actions**

Ref	Action	Lead Agency	Milestone
1	To establish a new, top quality, Connexions Centre in the City Centre.	IYSS in partnership with Prospects and NHS	March 2011
2	To extend opening times at the main Connexions Centre to include Saturdays.	IYSS and Prospects	December 2009
3	To review whether the Connexions age range of 13-19 is right.	IYSS and Education Leeds	March 2010
4	To commission additional targeted NEET activity programmes through LSC/ESF funding.	IYSS	December 2009
5	To introduce a wedge based approach to the commissioning of Connexions programmes.	IYSS	March 2010
6	To embed pilot mobile provision into mainstream and long term Connexions service provision.	IYSS	March 2011
7	To establish NEET related work as a core element of the south Leeds state of the art integrated youth centre.	IYSS, NHS, Health for All Leeds, and 4Children	
8	To increase Personal Adviser support available to Young Carers and to children and young people who are looked after.	IYSS	March 2010
9	To ensure that Connexions services are included as an integral element of the development of Confederations.	Education Leeds and IYSS	March 2011
10	To establish a twinning arrangement with a statistical neighbour authority in order to share learning and approaches.	IYSS	December 2009

**Resources**

Ref	Investment	Lead Agency	Timescale
1	400k for specialist Personal Adviser support.	IYSS	2009/10 and subsequent years
2	Further round of LSC/ESF funding to be negotiated.	IYSS	2009/11

3	Connexions budgets.	IYSS	2009/10 and subsequent years
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## Priority 5 – Reducing the need for children to be in care

### Introduction

Ref	Introduction
1	High quality universal services with frontline integration of services represents the best preventative strategy. We know that prevention is cost effective and provides the best outcome for children, young people and families. Our priority actions aim to increase the resilience and reduce risks for everyone. Our frontline services will place the child, young person and family at the centre, personalise services and provide rapid and proportional responses to escalating risk.

### Actions

Ref	Action	Lead Agency	Milestone
1	Embed the Common Assessment Framework across Children's Services	Children's Services	
2	Design an integrated service continuum across all partners	Children's Services Environments and Neighbourhoods	Service response elements of LNSR completed
3	Increase budget holding to lead professional	Children's Services ISCB	Access to the Early Intervention Fund for all lead professionals
4	Complete the Directory of Family Support Services	Children's Services	A single database provides high quality information for children, young people, families and practitioners
5	Focus work through the MALAP on 100 children on the edge of care using common factors and Nicks current research!	MALAP	
6	Focus universal work through the children's centres on all children aged 0 to 5 on the edge of care	Early Years	Integrated frontline teams in place in children's centres
7	Focus work on young people aged 12 – 16 and their families on the edge of care through Targeted Youth Support	IYSS	TYS teams in place in localities
8	Strengthen and grow the work of the parenting unit to co-ordinate services across the continuum of need	Children's Services	LNSR continuum in place
10			

### Resources

Ref	Investment	Lead Agency	Timescale
1	£4.5 million to establish the Intensive Family support teams £ xxx to establish family outreach teams attached to children's centres	Early Years Service	2009/11
2	£245,000 through the access to employment programme on the Tackling Worklessness pilot. This will target workless families in 4 neighbourhoods; Halton Moor, Gipton, Osmondthorpe and New Wortley, providing a very coordinated and personalised approach to getting parents into work.	Environments and Neighbourhoods	2009/10
3	East Leeds Financial Inclusion Pilot	Environments and Neighbourhoods	2009/10
4	STEPS programme £1 million	Education Leeds	2009

### Priority 6 – Reducing child poverty

#### Introduction

Ref	Introduction
1	Reducing the number of children in poverty is a strategic outcome in Leeds Strategic Plan. We know that poverty is the root of most poor outcomes for children and blights the lives of too many children in Leeds. Poverty lies behind the common factors for poor outcomes and must be addressed if we are to narrow the gap between the most and least advantaged children, young people and families.

#### Targets

Ref	Target
1	Half the number of children living in poverty by 2010
2	Eradicate child poverty by 2020.

#### Actions

Ref	Action	Lead Agency	Milestone
1	Establish a Child Poverty Strategic Outcome Group and use project management tools to drive an agreed action plan	Environments and Neighbourhoods	Board established Project brief approved
2	design an integrated service continuum across all partners	Children's Services Environments and Neighbourhoods	Service response elements of LNSR completed

3	Embed the Common Assessment Framework across children's services	Children's Services	
4	Identify a model across all elements of tackling child poverty for case working/ lead professional to personalise service responses	Children's Services Environments and Neighbourhoods	Case working- teams around the child or family- in place across all services
5	Increase budget holding to case workers and lead professional to remove the barriers to economic well- being	Children's Services ISCB	Access to the Early Intervention Fund for all lead professionals and case workers
6	Align the work of outreach workers to ensure that joint training and quality information delivers a seamless service	Early Years	Joint training, integrated working and information sharing is in place in all outreach teams across all wedges.
7	Complete the Directory of Family Support Services	Early Years	A single database provides high quality information for children, young people, families and practitioners
8	Deliver the East Leeds Financial Inclusion pilot	Environments and Neighbourhoods	
9	Deliver the Tackling Worklessness pilot in the four localities identified	Environments and Neighbourhoods	
10	Increase targeted access to STEPS programme for parents	Education Leeds	STEPS available as universal service

### Resources

Ref	Investment	Lead Agency	Timescale
1	£4.5 million to establish the Intensive Family support teams £xxx to establish family outreach teams attached to children's centres	Early Years Service	2009/11
2	£245,000 through the access to employment programme on the Tackling Worklessness pilot. This will target workless families in 4 neighbourhoods Halton Moor, Gipton, Osmondthorpe and New Wortley providing a very coordinated and personalised approach to getting parents into work.	Environments and Neighbourhoods	2009/10
3	East Leeds Financial Inclusion Pilot	Environments and Neighbourhoods	2009/10
4	STEPS programme £1 million	Education Leeds	2009



## Priority 7 – Improving outcomes for Looked After Children Introduction

Introduction
Looked After Children and Care Leavers (LAC) remain one of the most vulnerable cohorts of children and young people across the country and remain a key priority for action in the Children Leeds CYPP. While there is currently a will across Children Leeds to support LAC and the coordination of individual service effort has improved over the last year issues remain. There has been significant additional investment committed by the PCT and through the Innovations Fund and the secondment of a secondary headteacher has added significant leadership and management capacity to the provision for LAC. Only the PCT funding has been firmly written into budgets going forward into 2009-2010 so there is a risk of a loss of momentum.

### Targets

Ref	Target
1	Increase Key Stage 2 to 4 Contextual Value Added scores for looked after children and improve related KPIs to meet or exceed those of statistical neighbours.
2	Maintain high placement stability and reduce outliers; deliver high quality assessment of needs and care & pathway planning; more rigorous care reviews and more consistently completed quality Personal Education Plans; and more successful transition to adulthood.
3	Meet and exceed LAC Health KPIs related to Health Needs Assessment; Dental Checks; Immunisation etc. when compared to statistical neighbours.

### Actions

Ref	Action	Lead Agency	Milestone
1.1	Work with individual designated teachers to regularly assess progress of individual LAC against targets and address the key barriers to their further educational improvement.	Extended School for LAC	From September 2009: bi-annual summary of progress against target and annual (Autumn) exam result analysis.
1.2	Provide a personalised intervention programme for LAC which builds on existing successes (e.g. mentoring, AIO and Connexions PA support; accredited holiday learning programmes; 1-to-1 tuition to looked after children; therapeutic support to child and carer using an MTFC model – see below)	Extended School for LAC	April 2009: future of the Extended School, its leadership and management and funding to continue its programme of interventions.
1.3	Build capacity to deliver quality outcomes for LAC through a network of designated teachers with appropriate job descriptions and suitable professional development opportunities.	Extended School for LAC & EL: ISPS	Easter 2009: completed first round of individual needs assessment with designated teachers and planned CPD in partnership with ISPS.
2.1	Review and remodel the social care workforce to create inter-disciplinary teams dedicated to providing the best support for carers; and placement stability, progression to ETE and care leaving services to LAC	CYPSC	2010-2011: remodel the existing social care organisation to create a 'shadow structure' for specialist LAC support.
2.2	Remodel CAMHS support for LAC to provide a range of flexible interventions including the Multi-Treatment Foster Care (MTFC) model of support for children and young people facing the greatest challenges.	CYPSC and PCT	2010-2011: utilise experience gained from the MST pilot to create a 'shadow structure' that includes MTFC teams(s).
2.3	Establish binding links between LILS and shadow structures in 2.1 and 2.2 to bring together the work of BESD and Inclusion specialist with that of the LAC teams.	CYPSC and Education Leeds	2010-2011: phase the implementation of the LAC Service shadow structure with the implementation of

			LILS strands 2 & 3.
2.4	Carry through the Placement Strategy and invest in specialist and intensively supported foster care placements. Remaining residential placements will be therapeutic and supported by multi-agency teams including educational and health professionals.	CYPSC, Education Leeds & PCT	2010-2011: clear implementation plan for the reduction of residential care placements and 'shadow structure' for the staffing and resourcing of the residential places that will remain
2.5	Remodel the fostering and residential services and link these developments to the broader organisational change within social care so that social worker support for LAC; fostering service support for carers and the work of residential workers is better integrated.	CYPSC	2010-2011: 'shadow structure' for LAC support
2.6	Establish binding links between the expanded LAC Health Team and the LAC Support Teams	CYPSC and PCT	2010-2011: remodel the existing social care organisation to create a 'shadow structure' for specialist LAC support.
3.1	Continue increased investment in LAC Health Team.	CYPSC and PCT	2010-2011: see above
3.2	Share electronic information and data between social care and health professionals to ensure LAC receive the service defined for them and carers are more closely involved in supporting their health and wellbeing needs.	CYPSC and PCT	2010-2011: see above

### Resources

Ref	Investment	Lead Agency	Timescale
1	Confirm the function, structure and resourcing of the Leeds Extended School: Maintain current level of staffing found in the Education Protects and Fostering Teams and add approx. £400k/yr from the Care Matters funding stream.	Children Leeds, Education Leeds and CYPSC	2009-2012
2	Confirm the function, structure and resourcing of an inter-disciplinary support network for LAC: £400k/yr from the care matters funding stream.	Children Leeds & CYPSC	2009-2012
3	Confirm the current levels of investment in the LAC Health Team (£325k is already committed for 2009-2010) through 2011-2012.	PCT	2009-2012

## Priority 8 – Improving the places to go and things to do for children and young people

### Introduction

<b>Introduction</b>
Young people consulted about the CYPP identified this as the number one priority. Delivery is underpinned by Breeze Card and by multi agency commitments. The Breeze Youth Promise is in place for April 2009 as a platform for addressing this priority.

### Targets

<b>Ref</b>	<b>Target</b>
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<b>1</b>	116,000 Breeze Card holders by March 2010 and 128,000 by March 2011.
<b>2</b>	least 500,000 positive activities per year in which Breeze Card holders participate.

**Actions**

<b>Ref</b>	<b>Action</b>	<b>Lead Agency</b>	<b>Milestone</b>
<b>1</b>	To monitor and improve access to positive activities by promoting the delivery of Breeze events to areas with little provision and low Breeze Card take-up.	IYSS	Autumn 2009 and yearly increase
<b>2</b>	To increase access to the arts and culture for all young people	Libraries Arts and Heritage and Education Leeds Art Forms	May 2009
<b>3</b>	To increase the availability and take-up of positive activity opportunities at the weekend across the city.	IYSS	March 2010
<b>4</b>	To develop a bespoke arts space for young people in the centre of Leeds to be available 7 days a week	IYSS in partnership with West Yorkshire Playhouse and the Breeze Arts Foundation	Partially open by November 2009. Fully open November 2011
<b>5</b>	To increase the number of PAYP and PAYP PLUS targeted projects delivering in geographic hot spots to reduce the negative impact of gang culture and improve weapons awareness.	IYSS	April 2010
<b>6</b>	To develop and broaden the information presented on the Breeze Web Site to make it more attractive and engaging to young people.	City Development Breeze Card Team	May 2009
<b>7</b>	To form a Sports Partnership to promote physical activity and offer a city wide delivery of sports based accredited learning.	IYSS in partnership with the Sports Academy; Yorkshire Cricket; Leeds Utd; Study Support Education Leeds and Leeds Rugby Foundation	September 2009
<b>8</b>	To develop 22 play areas across the city	Leeds Strategic Play Partnership;	April 2010 - 11 play areas developed

		Parks & Countryside	April 2011 - a further 11 developed
<b>9</b>	To develop a state of the art Youth Hub Centre in South Leeds and continue to develop the Youth Hub Centre Strategy.	IYSS	South Leeds Centre fully open by Nov 2010 and others by March 2014
<b>10</b>	To increase access and take-up of positive activities in areas with fewer resources by increasing mobile provision.	IYSS	Spring 2009 - 5 new mobile units

**Resources**

<b>Ref</b>	<b>Investment</b>	<b>Lead Agency</b>	<b>Timescale</b>
<b>1</b>	£2 million - Find Your Talent	City Development and Ed Leeds	2009/11
<b>2</b>	£900k - PAYP	IYSS	2009/10 – annually to 2010/11
<b>3</b>	£1 million - Playbuilder Funding	Strategic Play Partnership	2009/11
<b>4</b>	£5 million – myplace	IYSS	2009/11

DRAFT



Originator: Dylan Griffiths

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 5 March 2009

### Subject: Sustainable Communities Act

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**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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## 1.0 Purpose

- 1.1 This report provides background information on the Sustainable Communities Act and its implications for Leeds.

## 2.0 Background

### Proposals to promote sustainability

- 2.1 The Secretary of State invited local authorities to submit proposals under the Sustainable Communities Act in October 2008. The deadline for submission of proposals is **31 July 2009**. The Sustainable Communities Act provides a channel for local authorities to submit proposals to improve the sustainability of their areas, that require government action. Such action can include a change in legislation or the transfer of a function (and accompanying budget) from one organisation to another.
- 2.2 An example of a legislative change would be a request to change the Traffic Management Act 2004 so that the Council's Enforcement Officers can issue fixed penalty notices for offences like dangerous parking or causing an obstruction as well as offences like parking on double yellow lines where they already have the power to issue fixed penalty notices.
- 2.3 An example of a transfer of a function from one body to another could be a local authority taking over the running of post offices in parts of its area as Essex County Council has done. Other examples might include transferring responsibility for nature conservation and water quality from Natural England or the Environment Agency to a local authority.

- 2.4 The Act is deliberately broad in its scope and very little is ruled in or out in terms of what a local authority can propose, beyond that it must require government action and should be intended to promote sustainability and wellbeing in the area. Although sustainability is associated with the environment and green agenda, it is broader than this and measures to promote social or economic wellbeing can also be proposed under this Act.

#### Preparing and Considering Proposals

- 2.5 Before submitting proposals a local authority is required to establish or recognise one or more panels of representatives of local persons, consult with them and try to reach agreement with them about each proposal to be submitted. The Act does not prescribe which groups should be included in panels, how panels should be constituted or how many panels a local authority may choose to establish or recognise beyond saying that local authorities should involve groups that it considers to be 'under-represented' in civic and political activity. Guidance to the Act states that local authorities will wish to consult with parish councils in their area about proposals to be submitted.
- 2.6 Proposals may come from citizens or originate from the Council (or other body). Although the Council must consult with panels of local representatives there is no requirement for the panels to agree with the proposals to be submitted. Similarly, if the Council proposes the transfer of functions from one body to another, the Council must consult with those bodies but there is no requirement for the body whose function is being transferred from to agree to the proposal.

#### Submitting and Judging Proposals

- 2.7 Proposals are submitted to the Local Government Association who will act as 'Selector' and submit a shortlist of proposals to the Secretary of State who will publish her response to each proposal and work with successful authorities to develop and implement their proposals. Detailed proposals that are specific about the changes required by Government are more likely to be successful.

#### Local Spending Report

- 2.8 The Act also requires the Secretary of State to make arrangements to conduct a Local Spending Report. A local spending report provides information about public expenditure in relation to a particular area to help promote the sustainability of local communities by providing access to high quality information about the public funding that is spent in the area. The Department for Communities and Local Government will publish consultation on the arrangements for the local spending reports and will publish final arrangements before 23 April 2009.

### **3.0 Main Issues**

- 3.1 The Act has generated interest among elected Members and community groups who will wish to see Leeds City Council using every opportunity to work with Government and others to improve the quality of life in its area.

- 3.2 Within Leeds there already exist extensive consultation mechanisms from Area Committees to VCFS forums and groups as well as groups covering specific sections of the population such as the BME Strategy Group. If Leeds City Council decides to submit proposals under this Act it will need to decide if its existing consultative committees, groups and forums meet the terms of the Act and what special arrangements, if any, might need to be made to consult with any 'under-represented' groups.
- 3.3 Government has indicated that joint submissions that address common issues faced by several local authorities are likely to be viewed favorably by the Selector and the Secretary of State. Leeds City Council may wish to discuss and develop proposals with other authorities in West Yorkshire or Core Cities for example and submit joint proposals to the Selector.

#### **4.0 Recommendations**

4.1 Scrutiny Board is asked to:

- note and consider this report;
- suggest any proposals to be submitted under the Sustainable Communities Act.

#### **Background Papers**

Sustainable Communities Act 2008

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 5 March 2009

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

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**Electoral Wards Affected:**

**Specific Implications For:**

Ethnic minorities

Women

Disabled people

Narrowing the Gap

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### 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 held in December. The second session is scheduled for this meeting. The attached report at Appendix 2 sets out the evidence requested in the terms of reference, and also additional information requested arising from the first session in December.
- 1.3 An important feature of most of the Board's major inquiries is a programme of visits, which enable Members to gain first hand experience of the services being scrutinised.
- 1.4 The following visits were organised as part of the inquiry:
- Hunslet St Mary's Primary School and Children's Centre
  - Kids Academy
  - Kids Unlimited
  - A childminder

- 1.5 The members who took part in these visits have produced notes, which will be circulated to Board members in advance of the meeting.
- 1.6 Relevant officers will be at the meeting to respond to members' questions and comments.
- 1.7 The above evidence completes the scheduled activities for the board's inquiry. The board is therefore requested to consider whether it now has sufficient information to complete its inquiry and to consider the conclusions and recommendations to be incorporated into the draft inquiry report.

## **2.0 Recommendations**

- 2.1 The board is requested to consider the issues raised by the information provided for this session of the inquiry, and also by the visits undertaken as part of the inquiry.
- 2.2 The board is requested to consider the emerging conclusions and recommendations to be reflected in the draft report of the board's inquiry.

## **Background Papers**

None

**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 27<sup>th</sup> 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 – 11<sup>th</sup> 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 – 5<sup>th</sup> 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 – 5<sup>th</sup> 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.

Submission of evidence to

**Scrutiny Board (Children's Services)**

**Inquiry into education standards –  
entering the education system**

**Session 2  
5<sup>th</sup> March 2009**

This report has been set out under the following headings, each section is sub divided into the following sub-headings;

- Lead
- Partnerships / Links
- Current Position
- Areas for Development

In order to support members understanding some sections contain a case study of 'EVIDENCE IN PRACTICE'.

## **PART A**

Further information requested as a result of Session One – 11<sup>th</sup> December 2008;

<b>Section</b>	<b>Content</b>	<b>Page</b>
1.	National Summary data for Foundation Stage Profile.	3
2.	Information on the governance of Children's Centres.	7
3.	Evidence of how services are being 'joined up' - including links with Health and Social Care.	10
4.	Evidence of any work which is being done to ease the cultural differences between Early Years and Primary providers - in particular different attitudes towards measuring attainment.	12

## **PART B**

Information requested for Session Two – 5<sup>th</sup> 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:

<b>Section</b>	<b>Content</b>	<b>Page</b>
5.	How children at risk of underachievement are identified?	14
6.	How they and their families are assisted at each stage of childcare and education up to the age of 6 (and beyond)?	18
7.	How primary schools work with the huge variety of providers of pre-school care and education?	20
8.	How the transition between pre-school provision and primary provision is managed to ensure that the best possible outcomes are achieved for all children?	

Sections 7 and 8 are addressed together.



## PART A

### 1. “National summary data for the Foundation Stage Profile (EYFSP).”

#### 1.1 Lead

Education Leeds

#### 1.2 Partnerships / Links

Early Years Service

#### 1.3 Current Position

The Local Authority has agreed targets with DCFS arising from Statutory Guidance within the Early Years Outcomes Duty, which sets out a framework to improve outcomes for all children and narrowing the gap in outcomes. The collation of EYFSP data is still at an early stage both locally and nationally. Assessments are made by schools at the end of the reception year and collated by Education Leeds.

Nationally there is no guidance on assessment throughout the Foundation Stage i.e. from birth to 5, although it is expected shortly. In the interim Leeds has provided very clear guidance, with which many schools are beginning to make good use. However, it is essential that both practitioners and those leading and managing the Early Years have a good understanding of how to use data to both develop best practice in supporting and improving high quality outcomes and identifying those children and families where intervention is needed in order to narrow the gap.

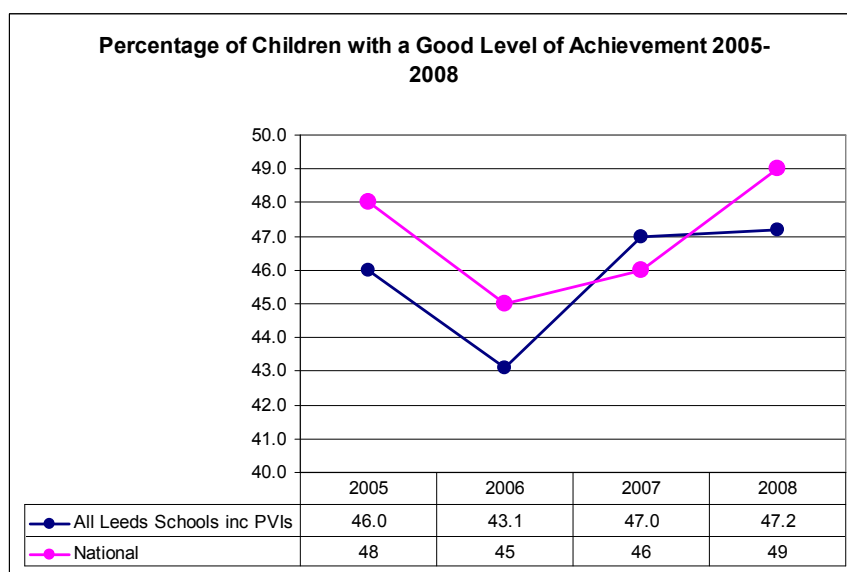
The Draft Early Years Outcomes Duty Plan, shortly to be completed, sets out how we will ensure that we will make progress in achieving our Targets. (Copies of this plan are available on request.)

#### Foundation Stage Outcomes- how are we doing?

##### Target 1

To increase the percentage of pupils with a good level of overall achievement (GLA) at the end of the Foundation Stage.

Good level of Achievement (GLA) Indicator	2005		2006		2007		2008	
	Leeds	Nat'l	Leeds	Nat'l	Leeds	Nat'l	Leeds	Nat'l
% of pupils with 78+ points including 6+ in all PSED and CLLD strands	46	48	43	45	47	46	47	49



There are approximately 8,000 children in each cohort ( year group) in Leeds. The number of children achieving a good level of achievement by Ethnicity is as show in the following table.

**Table 11: Outcomes by Ethnicity**

Percentage of Children with a Good Level of Achievement	2007	2008	2008 Cohort - no.s
<b>ASIAN or ASIAN BRITISH</b>			
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
<b>BLACK OR BLACK BRITISH</b>			
Black African	34.2	33.3	234
Black Caribbean	31.1	48.3	60
Other Black Background	26.2	29.8	47
<b>MIXED</b>			
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	
<b>CHINESE OR OTHER</b>			
Chinese	44.8	41.2	34
Other Ethnic group	31.2	24.5	102
<b>WHITE</b>			
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
<b>UNKNOWN</b>			
Information Not Obtained	61.5	42.9	14
Information Refused	47.8	32.4	37
No Categorisation	44.1	30.5	59

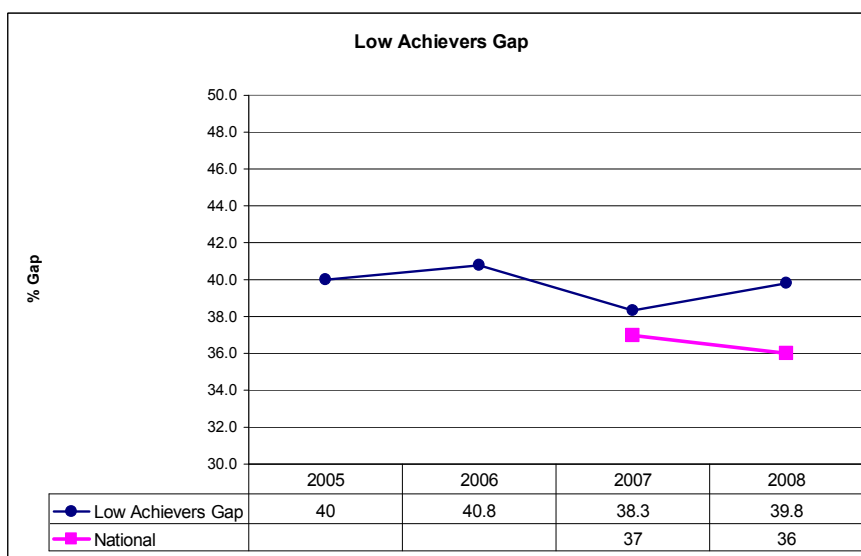
Data Source: KEYPAS - FSP assessment returns from Leeds schools)

The LA target for this indicator in 2008 was 50% and the target for 2009 is 53%, Leeds score for 2008 was 47.2% and therefore did not meet its target. 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 Personal, Social, Emotional Development (PSED/Communication, Language and Literacy CLLD) strands. (Further analysis of this data is available on request).

### Target 2

To reduce the gap between outcomes for the lowest achievers and the average for all pupils.

	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	36



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. However, 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 ( than the total of 78), we would have met the 2008 target, and if their scores had been improved by 5 points we would have met the 2009 target.

On average, our comparator LAs have seen improvements in line with the national change, and outcomes in these areas continue to be higher than in Leeds. These figures provide further challenge to the levels of achievement currently observed in Leeds.

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.

### ***Outcomes for Pupils in Deprived Areas***

	<b>2006 Actual Attainment</b>		<b>2007 Actual Attainment</b>		<b>2008 Actual Attainment</b>	
	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

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). The above table 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.

## **1.4 Areas for Development**

### 1.4.1 Integrated working

If the LA is to seriously pursue meeting these targets, the challenge will be to co-ordinate a range of strategies particularly in the narrowing the gap target. Improvements will not be achieved through work with children alone – the role of Children’s Centres is crucial to develop a wider range of initiatives which will support young children and their families.

The task is to embrace data and use it to;

- a) ensure we promote the very best practice for our youngest children through support and challenge from both the Early Years Service and Education Leeds. Both are working in close partnership to ensure consistent messages and share expertise.

- b) ensure that families are provided with the support they need through swift referrals through Children's Centre services. Whilst this strategy is at an early stage, again the Early Years Service and Education Leeds are working in close partnership to further develop this work.

#### 1.4.2 Moderation of assessment

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. The Local Authority has a 'Moderation Plan' which has been judged to be 'Good' by National Strategies; we are well placed to further improve moderation across the Local Authority.

#### 1.4.3 Targeting of support

The excellent data analysis by the PMIT team and the excellent advice being provided by Education Leeds and the Early Years Service needs to be built upon further to;

- a) Support the very best practice within schools
- b) Ensure we target those schools most in need of support.
- c) Ensure that the most vulnerable individuals and groups of children are provided with appropriate intervention strategies.

## 2. Information on the governance of Children's Centres.

### EVIDENCE IN PRACTICE

#### **Farnley Extended Services**

The Headteachers and other partners within the Farnley cluster had been meeting regularly as an extended services steering group. The cluster encompasses a significant portion of the Farnley and Wortley Ward and is characterised by severe and long term pockets of multiple deprivation, including two Super Output Areas (SOAs) which feature in the worst 10% nationally. The cluster also contains a further five areas which feature in the worst 20%. The cluster partnership was established to facilitate access to education, family support and childcare services and establish the cluster schools at the heart of the community.

In 2006, Lawns Park Primary School was identified as the site for the Phase 2 children's centre for the area. The governors at the school were keen that the children's centre was a true joint undertaking involving all schools and services within the cluster; models of governance were therefore discussed which gave other schools and services equal input with regards to decisions relating to the children's centre and extended services. An event took place on September 11 2007, facilitated by the Governor Support Service, the Head of Children's Centre Services for the area, and the Extended Services Adviser for the area, to which the governors of all the schools were invited. As a result of the event, a draft constitution and terms of reference for a collaborative committee were drawn up. These were presented to, and approved by, all the governing bodies in the cluster.

The members of collaborative committee include the Headteachers and nominated governor of the collaborating schools and the SILC and a representative from the PCT.

The following principles and priorities have been agreed;

- A seamless provision for 0 - 19 year olds.
- A wide range of quality services tailored to need.
- Cohesion between all schools and the community.
- Collaboration, to provide quicker and easier referral to appropriate services.

The purposes of the different groups within the cluster were discussed and their remits identified as follows:

#### **The committee**

To set the vision and general direction of the children's centre and extended services

To be the accountable body

To ensure that the children's centre services and extended services were dovetailed.

#### **The Advisory Board**

To offer support and challenge

To give steer to the type of services provided.

To link to the committee

To work as an operational group

To monitor, assess and review the Delivery Plan

To consist of approximately 18 members, these to include:

6 parents, PCT, Social Care, Job Centre Plus, 2 Headteachers, Youth service

#### **Stakeholders' Forum**

To include wider services and members of the community

To be a consultative body

To ensure effective partnership working

To enable partnerships to add value

To be brought together for a specific purpose

To understand the priorities of other services

To be used for training for practitioners

## **2. Information on the governance of Children's Centres.**

### **2.1 Lead**

Early Years Service

### **2.2 Partnerships / Links**

Education Leeds Governing Support Service

### **2.3 Current Position**

National Guidance promotes a range of governance arrangements for Children's Centres, whilst this allows flexibility which can respond to local need; it also creates many challenges as there is no clear model.

The Early Years Service has jointly funded a post within Education Leeds Governing Support Service to support the development of Governance arrangements for Children's Centres in conjunction with other extended services. In relation to extended schools and children's centres, the role of governance is to put in place effective systems and processes for ensuring the overall direction, effectiveness, supervision and accountability of a diversity of services, which may or may not be located on a single site.

The Early Years Service have had the lead role in planning the location and development of centres to meet children's centre targets in consultation with parents and other key partners. Within schools, the governing body has ultimate responsibility for deciding whether the school should offer additional activities and services and what form these should take.

#### Guidance for developing Governance arrangements in Leeds

Interim guidance has been written by Leeds to support implementation. Partners are encouraged to set up a steering group prior to any decisions being made about either the children's centre or other extended services. This is to ensure that the needs of the parents and children within the community are at the forefront of planning. The steering group would preferably consist of a majority of parents and should also include other community stakeholders, including representation from local schools and where possible young people. The steering group would have no legal standing; however it would need to make some early decisions about the extended services /children's centre. For the children's centre this would include the mission statement and vision for the centre which would dictate more practical matters such as the site of the centre and the services to be provided. With regards to children's centres this decision would be made in conjunction with the Early Years Service. Particular attention would need to be paid to the group's views on how to ensure that services provided would be accessible and culturally appropriate for the communities they serve. The steering group could also take on the function of consultation with the community, school staff and parents.

The Education Act 2002 puts a statutory duty on governing bodies to consult widely before providing extended services. As a result of these decisions, the local authority could then plan with other agencies through children's trust arrangements which services would best be provided from the children's centre as part of effective multi-agency partnership working. This should include where necessary reaching agreement on reshaping current provision to deliver integrated services through the children's centre.

## **2.4 Areas for Development**

### Joint Governance arrangements

As a range of models evolve it is important to ensure that as good practice develops it informs wider working. This good practice may emerge through setting up independent advisory boards or using Governing Bodies. However it is crucial that the expertise and commitment of Governing Bodies, including parent and community governors, is fully utilised in ensuring schools are fully involved in the Children's Centre initiative.



### **3. Evidence of how services are being 'joined up' - including links with Health and Social Care.**

#### **EVIDENCE IN PRACTICE**

##### **Joint working with the Health Service/ NHS Leeds and the Ethnic Minority Achievement Team (EMA) in Education Leeds and the Early Years Service.**

The Speech and Language Therapy Service (SLTT) do joint training every term with the EMA team for all Early Years settings to improve practitioners' knowledge about the acquisition of a second language. This training has had a real and positive impact and has reduced the number of requests for support to the Speech and Language Team as practitioners become aware of the issues and that a delay in second language acquisition may not be a speech and language issue. Joint advice and guidance documentation has been produced by the 3 teams on supporting pupils who have English as an additional language (EAL). The guidance along with many resources is available for schools to download from Leeds Learning Net.

#### **3.1 Lead**

Children Leeds

#### **3.2 Partnerships / Links**

Primary Care Trust

#### **3.3 Current Position**

'Joined up services' are being developed at all levels within the Local Authority and across other agencies. In the early years this is a core activity of the Children's Centre initiative, which is led by the Early Years Service. Education Leeds is promoting links between schools, Children's Centres and other agencies and services through the extended services cluster partnerships in each locality. Each cluster partnership is represented within the local wedge based arrangements of the Children's Trust alongside the Locality Enabler and local strategic leaders for Health, Social Care and Early Years.

##### 3.3.1 Social Care

###### a) Strategic level

At a strategic level there are two key posts – A Service Manager has been trained as an extended services remodelling consultant and is championing extended services within Leeds Children's Social Care. Another Service Manager represents Social Care on a multi-agency working group looking at the development of Quality Improvement for cluster partnership working

###### b) Wedge level

Senior Managers from Social Care are represented on wedge partnerships and are actively engaged in developing better understanding between social care and all partners including Early Years, Headteachers and Extended Services within schools.

###### c) Cluster level

In some localities a Social Care team leader has been assigned to work with the cluster steering group to inform thinking around early intervention and to support partnership working where appropriate e.g. targeted mental health work, Multi-agency

partnership work around the Common Assessment Framework and integrated processes

### 3.3.2 Health Services

The Early Years Service and health visitors have a service level agreement identifying a named health visitor for 50 Children's Centres with agreed roles and responsibilities for each partner. Agreements about sharing information about individual families are under discussion. Examples of practice include running weekly Baby Group at Hunslet Children's Centre, Midwife clinics at Little London Children's Centres. All health visitors give information to new mothers about their nearest Children's Centre and support health promotion across the area through leaflets, drop in sessions, information.

### 3.3.3 Joint working between the Early Years Service and Extended Services (Education Leeds)

Each wedge Extended Services Adviser works closely with their Head of Children's Centre Services (HOCCS) and both are members of the wedge Leadership Team. Working arrangements at a cluster level are still being developed but all Children's Centre Managers are core members of their cluster steering group alongside Headteachers.

## **3.4 Areas for Development**

As with the Inclusion agenda, the challenge is to pursue integration whilst retaining specialist knowledge. At a strategic level structures are in place however evidence on the ground is that its impact is still varied. In terms of early years then integrated training opportunities are essential in terms of supporting partnership working further. A number of conferences are being planned for Head teachers / Heads of Children's Centres / Leaders and managers in other settings in order to share good practice and identify the effective feature of successful 'joined up' working on the ground.

#### **4. Evidence of any work which is being done to ease the cultural differences between Early Years and Primary providers - in particular different attitudes towards measuring attainment”.**

##### **EVIDENCE IN PRACTICE**

In order to build on the commitment and existing work between Education Leeds and the Early Years service a jointly funded post has recently been appointed, line managed through Education Leeds. The post holder works closely with both the Early Years Development Team within the Early Years Service and the School Improvement Team. This post is the lead for the Early Years Outcomes Duty Plan (EYOD).

In order to further develop a shared strategy and communication between all those supporting and challenging practice in the Early Years, working groups have now been established for each Objective in the EYOD plan. Each working group has membership from all key partners and will report back to the EYOD Board, chaired by the Director of School Improvement and attended by the Head of Early Years.

#### **4.1 Lead**

Early Years Service

#### **4.2 Partnerships / Links**

Education Leeds

#### **4.3 Current Position**

The Early Years Service takes a lead role in providing training and support for the all Early Years providers including the maintained sector. However advice and support for the maintained sector also comes through School Improvement Partners / Advisers and National Strategies.

##### 4.3.1 ‘The Seven Stage Process’

‘The Seven Stage Process’ is a guide for assessment in the Early Years written by an Early Years Consultant from the Early Years Service and the Assessment Advisor from Education Leeds and is currently being promoted across all settings through specific training and 1:1 support (copies of this document are available on request). It is important to note that there is no National Guidance on assessment; however Leeds has produced this guidance in an attempt to promote continuity in assessment across all sectors and ensure that all providers are able to monitor progress. National Guidance is due in the spring of 2009 and Leeds will review its present guidance at that time. The key challenge is not different attitudes to measuring attainment but rather to ensure all those working with young children are knowledgeable about child development, are skilled in their observation and assessment and have a good understanding of meeting the needs of all children.

##### 4.3.2 Statutory EYFS Profile Assessment

The EYFS Profile is the summative assessment completed at the end of the EYFS. The majority of these assessments will be undertaken by reception teachers in schools. It summarises children’s progress towards the Early Learning Goals. It is also meant to be

formative information for practitioners in Year 1, guiding planning in order to support and extend children's learning as they move from the EYFS into Key Stage 1.

The LA has a duty to monitor and moderate 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 2008/09 and allocated the Local Authorities a 'secure' data rating.

The team of moderators consists of Early Years Consultants plus experienced teachers from Children's Centres and schools. This partnership promotes a culture of respect between practitioners from different sectors and supports professional development.

#### 4.3.4 Training & Professional Development

Training delivered is universally offered across all sectors. This is a key strategy in bringing all partners together to ensure that key messages are shared. Where appropriate courses are developed and offered with key partners working across the early year's sector e.g. National Day Nurseries Association, National Childminding Association and Education Leeds.

Funding streams from the 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)
- Buddying Programme.

These programmes are not sector specific so allow practitioners from across schools and settings to share and develop good practice together. Area Childcare Planning Network Meetings and Extended Clusters encourage leaders from across sectors to meet regularly and develop integrated approach to working together to secure the best outcomes for children and their families.

### **4.4 Areas for Development**

#### 4.4.1 Written Guidance

Whilst there is a range of excellent guidance available through courses and 1:1 support, plans are in place to publish written documentation on the Early Years Foundation Stage which will address key Leadership and Management issues across all sectors. The review of the 'Seven Stage Process' will form an integral part of this.

#### 4.4.2 Communication

A key action in the Early Years Outcomes Duty plan relates to further developing effective and consistent communication streams across the early years sector.

#### 4.4.3 Support and challenge for all settings

Implementation of an Early Years Quality Improvement Programme (EY QISP) for the non-maintained sector is currently being planned to 'mirror' the School Improvement Partner role currently in place for schools.

5. How children at risk of underachievement are identified.

EVIDENCE IN PRACTICE

Whingate Primary School.

**Brief History – Why Tracking?**

Children's attainment by the end of Year 6 has been in line with National average. However, KS1 results had been declining since 2002. Our Foundation Stage Profile indicated that we were below the Leeds average. We knew our children came into Whingate Nursery well below age related expectations; we needed evidence to prove this. What we gained from tracking children's progress was much more than we anticipated. (See impact below)

**Here's how we did it.**

As a team we decided to track children's progress using the Early Years 'Stepping into the Early Years Foundation Stage Profile Grids'. We adapted these grids to suit our setting so they would be a working document for staff. This led to Senior Management Team conducting pupil progress interviews with staff looking at characteristics of the cohort in terms of boys, girls, term of birth, possible SEN, EAL and attendance, successes, barriers, next steps and looking at children who have made less than expected progress, reasons why and planned actions.

Group Intervention

10 boys were identified as having very low stage of development for Disposition and Attitudes. The boys stage of development on entry to Nursery was 16-26 months and a few at 22-36 months. The staff in FS1 enhanced the curriculum to cater for the needs of these boys, for example, the staff planned a pirate topic, that was initiated from the children. A great deal of emphasis was placed on speech, language and team work. The boys' stage of development was reviewed again 6 months later and all the boys had made progress on average the boys are now within the 30-50 month band.

Working with families

Several children have been identified as being below the stage of development in PSED due to family circumstances. These children have received nurture provision in our Pupil Development Centre. The parents of these children have also been targeted to attend stay and play sessions and workshops on a weekly basis with the Assistant Headteacher and the Learning mentor. These children have made progress but more importantly the parents of these children now feel that school is a secure environment for them to come and share their worries and concerns.

**Impact of tracking children's stage of development on the whole setting.**

Whingate has been tracking pupil progress and setting actions for the last two years. Our Foundation Stage Profile results were the best ever in 2008. 66% of our children achieved 78 Points + 6 in all areas of PSED and CLL. We believe this is a result of tracking progress, setting actions and improving the learning environment in relation to the nature of the cohort and the high child to adult ratio. Our staff are expecting the same amount of progress to be made this year.

## **5. How children at risk of underachievement are identified.**

### **5.1 Lead**

Education Leeds

### **5.2 Partnerships / Links**

Early Years Service

#### **Current Position**

The identification of vulnerable groups is a key strategy within Education Leeds work with schools; this has to be carried out in conjunction with clear guidance on appropriate intervention. Children are at risk of underachievement as a result of a range of factors, however in the Education Leeds analysis of the bottom 20% of children at the end of the Foundation Stage it was interesting to note that all groups were represented; this included boys, summer born children, children from low income families, children from ethnic minorities and children learning English as a second language. The key strategy in combating underachievement must therefore include the close monitoring of all children's progress and a sound understanding of the range of intervention strategies which will 'make a difference'.

#### 5.3.1 Children's Centres

The Children's Centre strategy is critical to ensure that a broader range of services and strategies are available to support the child and family. The Early Years Service employs 6 Head of Children's Centre Services (HOCCS) to ensure centres are providing the required services. All Children's Centres have produced an annual Self Assessment report and action plan (April 2009) identifying their achievements last year and targets for this year, particularly around services for more vulnerable groups. The HOCCS also work with schools and agencies in the areas to develop and improve partnerships for example the Integrated Processes Group in the North East wedge where all agencies working with children meet to identify gaps in services through looking at the needs of individual children.

Around 40% of all Common Assessments are undertaken with children 0-5; this is bringing together different agencies to focus on solutions for families with specific needs and risks. The lead professional also has access to a budget to buy goods or services that will enable the family to resolve difficulties

#### 5.3.2 School Improvement Partners

Analysis of data means that School Improvement Partner's (SIP's) are aware of schools where there are concerns about achievement in the Early Years and in particular are able to challenge and support schools in identifying vulnerable groups. SIP's are able to support schools in signposting them to support as needed. Early Years has been a key section in both the autumn and Spring SIP visits.

#### 5.3.4 Special Educational Needs

Referrals in the Early Years come through a range of agencies including Health Visitors, GPs, Child Development Unit, Early Years providers. The Early Years Support team identify those children with SEN who belong to other vulnerable groups such as Looked After Children etc, prioritise in terms of support, closely monitor their progress and communicate very closely with all other relevant agencies in a bid to give them the best start possible. The

children who are supported at Early Years Action Plus have more significant needs and they have multi agency teams supporting them.

Children with less significant needs but who may be vulnerable are identified and supported utilising the expertise of the staff in their early years setting. Their progress is monitored through the EYFS curriculum and they may have involvement/support from social care, health, or other agencies. Training is planned and delivered directly from this team and advertised via the EYs Training Directory.

The Early Years Support Team does not work with children in Reception classes in schools. This is the remit of the School Support Service, also based at Blenheim.

There is good partnership working between the Early Years Service and Education Leeds, both at a strategic and practitioner level.

#### 5.3.5 Ethnic Minority Achievement (EMA)

Black and Ethnic Minority pupils have been identified nationally as a group vulnerable to underachievement. Education Leeds is required to monitor and report on their progress separately. An EMA Activity Plan, as part of the EYOD Plan, has been jointly written by the Ethnic Minority Inclusion Adviser in Education Leeds and the Early Years Foundation Stage Improvement Manager in the Early Years service. As with Special Educational Needs there are good links between the two services.

The EMA team has identified underachieving children by data analysis produced by the PMIT team. They also work closely with schools as regards support for international new arrivals pupils and their families. An additional appointment is being made at present within Education Leeds to lead on this area, and a consultant within Early Years also has lead responsibility.

There are a number of intervention programme to support raising standards for Black and Minority Ethnic pupils in the Early Years. Although there has been some improvement for Pakistani and Bangladeshi heritage pupils results in the foundation stage are still below average. A new network of the 14 schools with the largest numbers of these pupils has been formed in the RAISE programme. The schools are working with every service in school improvement to tackle this underachievement and to share and develop the good practice we have in many schools in the city.

The EMA team works closely with the Voluntary sector and specifically the Children's Society to support the integration of refugees and asylum seekers in the Early Years. The EMA team were part of the commissioning panel for this service and are developing close links to ensure joint working across services and to ensure work is not duplicated. This work has received national recognition at a presentation of good practice at the House of Lords and international recognition as it was nominated for the Carl Bertelsman Award.

The Stephen Lawrence Education Standard is an award given to schools and Early Years settings as recognition of their work to promote race equality and community cohesion. A number of Early Years settings have now achieved this and this represents a measure of the importance settings place on ensuring that minority ethnic pupils feel safe and valued.

#### 5.3.6 Gypsy / Roma and Travellers of Irish Heritage

Since 2003 Gypsy/Roma and Travellers of Irish Heritage have been identified as two distinct ethnicity groups in school census data. However the Education Leeds Gypsy Roma Traveller

Achievement Service (GRTAS) know that this data is incomplete as many parents and children are reluctant to identify themselves for fear of bullying and prejudice.

Ofsted (1999) “Raising the Attainment of Minority Ethnic Pupils”, reported that Gypsy Roma and Traveller pupils have the lowest results of any ethnic minority group and are the groups most at risk in the education system. This is still the case to date.

DfES (2008) “The Inclusion of Gypsy, Roma and Traveller Children and Young People”, states that raising the achievement of Gypsy, Roma and Traveller children is the responsibility of everyone within the education system and a significant measure of the effectiveness of policies to combat educational and social exclusion.

Data held by Education Leeds reflects that from the period Sept. 08 to Feb. 09 over one thousand Gypsy, Roma and Traveller Children and Young People (0–19yrs) have been living in Leeds. A comparison of figures nationally reflects that Education Leeds GRTAS has accessed above average numbers of children from these ethnic groups to educational provision. However the table below illustrates the need for settings to prioritise the raising of the levels of achievement for these children.

2008 Outcomes in Leeds	White British	Traveller of Irish Heritage	Gypsy / Roma
FSP Good Level of achievement	50%	14%	0%
Key Stage 1 Level 2+ (average core subjects)	84%	21%	22%
Key Stage 2 Level 4+ (average core subjects)	82%	34%	49%
Key Stage 4 5+A*-C	62%	17%	26%

#### **5.4 Areas for development**

##### Collation and analysis of data across all providers

Whilst schools have access to very good information and analysis of children’s achievement at the end of reception there is no systematic approach for all providers throughout the EYFS. This is due partly to the lack of National Guidance. There is appropriate concern at all levels in assessing young children and in particular the dangers associated with testing and categorising young children as failing and under achieving.

An important principle in assessment for young children is;

*“Each child’s progress is individual to them and different children develop at different rates. A child does not suddenly move from one phase to another, and they do not make progress in all areas at the same time”.*

*Early Years Foundation Stage*

However the very best practice ensures that all young children’s progress is monitored and where children are at risk of ‘failure’ appropriate action is taken. As soon as National Guidance is available the Early Years Service and Education Leeds will review its existing guidance and explore the possibility of introducing a suggested uniform approach to monitoring young children’s progress; however this will have to be done in conjunction with a clear training strategy to support the very best practice across all settings.



## 6. How they and their families are assisted at each stage of childcare and education up to the age of 6 (and beyond).

### EVIDENCE IN PRACTICE

#### **Armley Moor Children's Centre**

The Children's Centre has developed good working relations with the 0-16 service, who operate out of the centre. The Children's Centre supports parents who are attending parenting courses with childcare. The success rate of parents successfully completing the course has therefore risen successfully. Working in the same building has developed links with other agencies informally such as BARCA the drug support service.

Armley Moor Children's Centre is situated within the same building as a number of primary and secondary health care services. During the time that we have been situated within this building we have developed strong links with the health visiting team that operates within the centre, this has included smoother referrals, being involved in joint training and the health visiting team also are active members of the advisory board planning the delivery of services to families in the area.

#### **6.1 Lead**

Early Years Service / Education Leeds

#### **6.2 Partnerships / Links**

Health / Recreation / Social Care

#### **6.3 Current Position**

##### 6.3.1 Early Years Service

The Early Years Service has specific responsibility for children in the early years this includes;

- Sufficiency of Childcare places
- Information through the Family Hub
- Children's Centres
- Support for providers
- Quality Assurance moving to Quality Improvement
- Training
- Support for Inclusion by One Point of Contact and funding
- Support for teen parents
- Free early education places for all 3/4 yr olds and some 2 yr olds

It also has a key role in promoting integrated working through the Children's Centre agenda.

##### 6.3.2 Extended Services (Education Leeds)

The Extended Services team and The Health and Wellbeing Initiatives Team within Education Leeds lead on the wider needs of children in school, however all services work closely together at a strategic level.

Services to children and young people and their families are being promoted through the cluster steering groups these include:

- parenting support programmes,
- teenage pregnancy (intervention),

- drug and alcohol awareness raising programmes,
- access to a range of out of school learning experiences (including school holiday provision),
- signposting to specialist services,
- promoting a range of health initiatives

The Extended Services Cluster Partnerships are facilitating a shared approach to family support and parenting as well as developing systems for early identification of vulnerable children and families. The aim is to provide a continuum of support in each neighbourhood with agreed referral systems based around common assessment. Cluster partnerships are working to develop consistent messages to families particularly in terms of positive behaviour and school attendance as well as working to improve signposting and access to specialist support.

### 6.3.3 The Health and Wellbeing Initiatives Team within Education Leeds

The Health and Wellbeing Initiatives Team within Education Leeds promotes/provides the following:

- the take up of the Healthy School Standard and the Advanced Standard
- robust challenge to schools based on improvements made to our performance intelligence and in the timely provision of focused and extended partnership support
- work with children's services partners to provide strategic direction to the extended services offer, including engagement of the business, voluntary and faith sectors and the development of local children's services provision
- developing and implementing a new framework and policy for listening to and engaging with children and young people, including hard to reach and vulnerable children and young people.
- delivering the Physical Education and School Sport and Club Links Strategy actions for 2007 to 2008.
- Analysing how the views of children and young people influence decision-making in schools; develop and implement recommendations.

### **6.4 Areas for Development**

- Use of Children's Centre Self Evaluation Forms as a baseline for cluster planning
- Development of individual case studies and tracking
- Improved consultation and participation of parents in designing services
- Better co-ordination of parent and family support in each neighbourhood
- The further development of a clear corporate Family Information Service through the Family Hub is essential if we are to ensure appropriate access which is accessible to all.

## 7. How primary schools work with the huge variety of providers of pre-school care and education.

### EVIDENCE IN PRACTICE

Our setting is a Church of England Primary School in a relatively affluent area of Leeds, however the socio economic makeup of our intake is changing. It is a two form entry school with no nursery. We take a third of our children from a local privately run nursery, the other children come from a mixture of state nursery settings and private day care settings. We sometimes get a child who has not attended nursery at all. We also get children who have been solely with a childminder. We take our children from a range of 15 - 19 settings each year.

The information we get from these settings is often very good and we keep copies of the end of nursery reports and look at their profiles. Our problem is that all the information is different and uses different formats and some children come with nothing at all.

To promote shared practice between settings we:

- Joint EYFS training with some of our pre school settings.
- We share 'Good practice days' with the other schools in our Extended Services Cluster, some of whom send us children from their nurseries.
- The cluster reception teachers (7 schools) visit each others schools and meet in the reception classrooms on a rotating basis. We see each school about once each year. We talk about issues affecting the Foundation Stage and also share information about children who have moved settings for any reason.

To help us settling the children into our setting we:

- Visit each child in their pre school setting. This gives us strong links with the settings that send us children most years.
- Write a simple assessment of the child when we visit him/her using our observations and information from their key workers.
- Look carefully at the profiles with the child and parent if possible.
- Make sure the parents know we are visiting and know they can be present to make contact with a member of staff.
- Take a picture of the child with their key worker in their pre school setting to show them when they come to school.
- Hold meetings/visits for new parents and children
- Provide an extra visit for the children from our largest setting to come for a morning with all their key workers.
- Give any child who may have problems settling in or has special educational needs the opportunity to come to school with a carer for as many afternoons in the Summer term as is necessary.
- Invite our most popular setting, local childminders, and any other setting that wishes to come to our Christmas Nativity play.
- Our staff including the head teacher attends the local nursery's Nativity play.
- All settings are invited to visit their children at our school in the Autumn term. The key workers from our most popular setting always visit us. The children love this.
- All settings welcome us and are glad to see that their child is going to a school that cares enough to visit them and get to know them.
- Both my Special Needs Assistant came with their children from their pre school settings. One of them works with us in the mornings and at the nursery in the afternoons. This continues the excellent links we have made with this setting even though they may only send us one child each year.

**7. How primary schools work with the huge variety of providers of pre-school care and education and**

**8. How the transition between pre-school provision and primary provision is managed to ensure that the best possible outcomes are achieved for all Children”.**

**7/8.1 Lead**

Early Years Service

**7/8.2 Partnerships / Links**

Education Leeds, Pre-School Learning Alliance, National Day Nurseries Association, National Childminding Association

**7/8.3 Current Position**

7/8.3.1 Numbers of 3 and 4 year olds in each setting

The number of 3 and 4 year olds in Nursery Education funded settings is broken down as follows;

Summer Term 2008	
Status	No of Children
Childminder Network	16
Children’s Centres	1258
Independent School	426
LEA Maintained	7379
Private Provider	2581
Voluntary Provider	1000

5,281 children are in non-maintained settings. The figure for maintained provision does not include children in Reception. Therefore the total figure for children in maintained approximates to 12,660. It is the judgements made primarily by schools at the end of Reception that inform the results for the ‘Foundation Stage Profile’.

The Government strategy to fund a mixed economy of Nursery Education for 3 and 4 year olds creates many challenges both in ensuring the quality of provision in all sectors ranging from childminders to Nursery Classes in schools and ensuring the smooth transition of children from one setting to another.

7/8.3.2 Early Years Foundation Stage - Transition, Continuity and Progression

The EYFS Statutory Framework (applicable to all settings and schools delivering the EYFS) states

*‘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. Settings are encouraged to communicate information at the point of a child's transition which will secure continuity of experience for the child between settings.

In order to support this, the Early Years Development Team 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 the transition record guidance, 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. The draft materials were piloted last summer and feedback was used to adapt the materials as appropriate.

## **7/8.4 Areas for Development**

### 7/8.4.1 Written Guidance

Transition guidance referred to above is currently being finalised and will be ready for publishing and launch in the spring. This will include a clear vision for effective transitions, based on the principles of the Early Years Foundation Stage with expectations for all sectors involved.

### 7/8.4.2 Expectations

At present there is no legal requirement for all providers to use the proposed guidance on transitions. However, it will be a requirement for those providers in receipt of Nursery Education Grant (NEG) and the Local Authority is exploring ways in which it can encourage the schools (maintained funding) to sign up to this also.

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Originator: Kate Arscott

Tel: 247 4189

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 5 March 2009

### Subject: Request for Scrutiny – Meadowfield Primary School

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**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

---

## 1.0 INTRODUCTION

- 1.1 In January 2009, the Scrutiny Board considered a request for scrutiny from Mr Shaw, Chair of Governors at Meadowfield Primary School. The request related to a range of issues arising from the building of the new school and children's centre.
- 1.2 The Board agreed to set up a working group to give initial consideration to Mr Shaw's concerns, and to consider what issues might usefully be taken forward by the Scrutiny Board.
- 1.3 The working group met on 23 February, and its proposed course of action will be circulated to Board Members in advance of the Board meeting.

## 2.0 RECOMMENDATION

- 2.1 The Board is asked to consider the working group's conclusions, and to consider whether further scrutiny investigation is to be undertaken.

### Background papers

Scrutiny Board Procedure Rules

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Originator: Kate Arscott

Tel: 247 4189

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 5 March 2009

### Subject: Work Programme

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**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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## 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 December 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 13 February (appendix 3), 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
<b>Meeting date – 2 April 2009</b>			
<b>Performance Management</b>	Quarter 3 information for 2008/09 (Oct-Dec)	All Scrutiny Boards receive performance information on a quarterly basis	PM
<b>Children's Services and the Children and Young People's Plan</b>	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
<b>Annual Performance Assessment</b>	To monitor progress with the action plan	Requested by Executive Board	PM
<b>Recommendation Tracking</b>	This item tracks progress with previous Scrutiny recommendations on a quarterly basis		MSR
<b>Leeds Inclusive Learning Strategy</b>	Quarterly progress update from the Programme Board	Agreed by the Board in July 2008	PM
<b>School performance and Ofsted Inspections</b>	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

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

Item	Description	Notes	Type of item
<b>Meeting date – 7 May 2009</b>			
<b>Inquiry – 14-19 Education Review</b>	To receive evidence as the second session of the Board's inquiry	Following completion of visits	DP
<b>Response to MAST Inquiry report</b>	To receive the response to the recommendations contained in the Scrutiny Board inquiry report published in February.		MSR
<b>Inquiry Reports</b>	To finalise the reports and recommendations arising from the Board's inquiries this year	Timing subject to confirmation	
<b>Annual Report</b>	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**

<b>Working Groups</b>			
<b>Working group</b>	<b>Membership</b>	<b>Progress update</b>	<b>Dates</b>
<b>14-19 Education Review</b>	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	
<b>Safeguarding – Preventative duty</b>	Councillor Hyde Councillor Driver Councillor Elliott Councillor Lancaster Mr Britten Mr Falkingham Ms Kayani	Agreed January 2009 To consider the universal safeguarding duty and preventative work, particularly at a wedge level	
<b>Safeguarding – Resources</b>	Councillor Hyde Councillor Driver Councillor Elliott Councillor Morgan Mr Britten Mr Falkingham Ms Foote Prof Gosden Ms Morris-Boam	Agreed January 2009 To consider the adequacy of current children's social work resources to meet core child protection responsibilities	

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

<b>Working Groups</b>			
<b>Working group</b>	<b>Membership</b>	<b>Progress update</b>	<b>Dates</b>
<b>Meadowfield Primary School</b>	Councillor Elliott Councillor Feldman Councillor McKenna Councillor Renshaw Mr Britten Mr Falkingham	Agreed January 2009 To give initial consideration to the evidence and recommend the scope of any inquiry to the full Scrutiny Board	23 February
<b>Attendance</b>	Mr Britten Prof Gosden Mr Falkingham	Membership agreed October 2008	
<b>Involving young people in scrutiny</b>	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.	3 March 2009
<b>Young People's Scrutiny Forum – Protecting our Environment</b>	Members of Leeds Youth Council and ROAR	Delegate event held 18 February 2009 Now drafting inquiry report	

**LEEDS CITY COUNCIL**

**FORWARD PLAN OF KEY DECISIONS**

For the period 1 March 2009 to 30 June 2009

<b>Key Decisions</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>Documents to be Considered by Decision Maker</b>	<b>Lead Officer</b> (To whom representations should be made and email address to send representations to)
Horsforth West End Primary School Approval to proceed with a package of fire safety and electrical improvement works at Horsforth West End Primary School	Director of Children's Services	2/3/09	Horsforth West End Primary School	Design and Cost Report	Director of Children's Services tony.palmer@leeds.gov.uk
Sharp Lane Primary School Approval to proceed with a package of fire safety and electrical improvement works at Sharp Lane Primary School, and to incur capital expenditure.	Director of Children's Services	2/3/09	Sharp Lane Primary School	Design and Cost Report	Director of Children's Services tony.palmer@leeds.gov.uk

<b>Key Decisions</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>Documents to be Considered by Decision Maker</b>	<b>Lead Officer</b> (To whom representations should be made and email address to send representations to)
Membership of Admissions Forum Approval of the constitution of the Admission Forum as required by the new Admissions Code February 2009.	Executive Board (Portfolio: Children's Services)	1/4/09	None	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds viv.buckland@leeds.gov.uk
The national challenge and structural change to secondary provision in Leeds - Progress Report To approve proposals around provision set out in 3.1 – 3.5 and to endorse the development of workstreams around each proposal toward implementation.	Executive Board (Portfolio: Children's Services)	4/3/09		The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds jackie.green@leeds.gov.uk
South Leeds Youth Hub Centre Approval to spend the DCSF myplace grant of £4,979,376 on the development of South Leeds Youth Hub Centre	Executive Board (Portfolio: Children's Services)	4/3/09	Executive Members and South Leeds Ward Members	The report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services john.paxton@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)
<p>Machinery of Government and 14-19 (25) Commissioning Arrangements</p> <p>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.</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>4/3/09</p>	<p>School Governors, secondary Headteachers, FE Colleges and LSC</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>
<p>Outcome of the statutory notice period to close South Leeds High School conditional upon the decision to establish an academy on the same site</p> <p>To make a final decision on the proposal to close the school</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>4/3/09</p>	<p>Completed Sept / Oct 08, statutory notices completed Dec 08/Jan 09</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Chief Executive of Education Leeds lesley.savage@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>Outcome of the statutory notice period to close Intake High School conditional upon the decision to establish an academy on the same site</p> <p>To make a final decision on the proposal to close the school</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>4/3/09</p>	<p>Completed Sept/Oct 08, statutory notices completed Dec 08/Jan 09</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Chief Executive of Education Leeds lesley.savage@leeds.gov.uk</p>
<p>Short Term Funding</p> <p>Determine allocation of Aiming High Short Break funding to meet identified needs.</p>	<p>Director of Children's Services</p>	<p>23/3/09</p>	<p>Consulted on strategy with service users (C&amp;YP) and carers, VCFS, Frontline staff</p>	<p>Report attached to the DDF</p>	<p>Director of Children's Services rosemary.archer@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)
Leeds BSF Phase 4 Approval of Outline Business Case in respect of Intake High School	Executive Board (Portfolio: Children's Services)	1/4/09	The following groups will be consulted on the OBC: <ul style="list-style-type: none"> <li>• Project Steering Group</li> <li>• Design User Group</li> <li>• Education Leeds</li> <li>• PPP Unit Management Team</li> <li>• Planning</li> </ul>	The report to be issued to the decision maker with the agenda for the meeting	Chief Officer (PPPU) david.outtram@leeds.gov.uk
Outcome of the public consultation on options for changes to provision in the Richmond Hill planning area To give permission to publish statutory notices for the linked proposals for changes in provision	Executive Board (Portfolio: Children's Services)	1/4/09	Completed Jan/Feb 09	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds lesley.savage@leeds.gov.uk

<b>Key Decisions</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>Documents to be Considered by Decision Maker</b>	<b>Lead Officer</b> (To whom representations should be made and email address to send representations to)
<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>1/4/09</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>
<p>East Moor Secure Children's Centre To decide whether to move to the next stage of constructing a replacement for East Moor following contract negotiations with DCSF and Youth Justice Board</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>1/4/09</p>	<p>Extensive consultation with ward members and local community</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Director of Children's Services david.mcdermott@leeds.gov.uk</p>

<b>Key Decisions</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>Documents to be Considered by Decision Maker</b>	<b>Lead Officer</b> (To whom representations should be made and email address to send representations to)
<p>Swallow Hill High School - Development of an Annex to the Main School Building in the Wortley High School Building</p> <p>Approval to carry out capital works and incur expenditure in relation to a proposed scheme to develop and annex in the Wortley High School building to manage pupil numbers in the new Swallow Hill Community College from 2009/10.</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>1/4/09</p>	<p>West Leeds High School and Wortley High School</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Chief Executive of Education Leeds tony.palmer@leeds.gov.uk</p>

<b>Key Decisions</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>Documents to be Considered by Decision Maker</b>	<b>Lead Officer</b> (To whom representations should be made and email address to send representations to)
<p>Proposals for the further development of specialist provision for learners with learning difficulties and disabilities</p> <p>To approve a consultation on the future organisation and pattern of specialist provision and the governance and accountability arrangements necessary to support their development.</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>1/4/09</p>	<p>Full consultation with all stakeholders from 02 April 09 to 31 May 09, with report back to July Exec Board.</p>	<p>The report to be issued to the decision maker with the agenda for the meeting.</p>	<p>Chief Executive of Education Leeds carol.jordan@leeds.gov.uk</p>
<p>Outcome of the consultation on admissions arrangements 2010/2011</p> <p>A determination of the admission arrangements.</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>1/4/09</p>		<p>The report to be issued to the decision maker with the agenda for the meeting.</p>	<p>Chief Executive of Education Leeds viv.buckland@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>Morley High School - Construction of a new music block</p> <p>Approval to carry out capital works and incur expenditure in relation to the proposed scheme to construct a new music block at Morley High School</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>1/4/09</p>	<p>Morley Primary School</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Chief Executive of Education Leeds tony.palmer@leeds.gov.uk</p>
<p>Design Cost Report - Youth Capital Fund</p> <p>To give authority to incur expenditure of £429,000 (fully funded by DCSF).</p>	<p>Director of Resources</p>	<p>7/4/09</p>	<p>L£ cash panel of young people</p>	<p>Youth Matters</p>	<p>Director of Resources sally.threfall@leeds.gov.uk</p>
<p>Outcome of consultation on proposed changes to Education Leeds Policy for the provision of 16+ Transport</p> <p>Approval to withdraw 16+ discretionary provision</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>13/5/09</p>	<p>23 Feb to 3 April 2009</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Chief Executive of Education Leeds viv.buckland@leeds.gov.uk</p>

<b>Key Decisions</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>Documents to be Considered by Decision Maker</b>	<b>Lead Officer</b> (To whom representations should be made and email address to send representations to)
<p>School Calendar 2010 - 2011 To agree the school calendar for community and voluntary controlled schools and SILCS for the academic year 2010/2011</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>17/6/09</p>	<p>Headteacher Forum, Governor Forum, TJCC, an online consultation with parents, carers, pupils and employees of schools and Education Leeds ( Nov 2008 – February 2009)</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Chief Executive of Education Leeds vicki.white@leeds.gov.uk</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

### **Executive Board Portfolios**

### **Executive Member**

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

FRIDAY, 13TH FEBRUARY, 2009

**PRESENT:** Councillor A Carter in the Chair

Councillors R Brett, 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

### **DEVELOPMENT AND REGENERATION**

#### **185 The Former Royal Park Primary School**

A report was submitted by the Director of City Development providing an update on the current position regarding the former Royal Park Primary School and outlining several options which would enable the matter to be progressed.

A supplementary report including an appendix subsequently confirmed as exempt at minute 186(e), under Access to Information Procedure Rule 10.4(3) had been circulated prior to the meeting providing details of an offer which had been made by the Muslim Association of Leeds 11 regarding the acquisition of the freehold of the former school. A letter from Headingley Ward Councillors and a petition submitted by a representative of the Royal Park Community Consortium was also tabled at the meeting.

**RESOLVED** – That the report be withdrawn, with a further report being submitted to the Board at the earliest opportunity following respective meetings being held with both the Muslim Association of Leeds 11 and the Royal Park Community Consortium.

#### **186 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) Appendix 2 to the report referred to in minute 193 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that this information is not publicly available from the statutory registers of information kept in respect of certain companies or charities. It is considered that since this information was obtained through one to one negotiations for the purchase of the land/property referred to then it is not in the public interest to disclose this information at this point in time. Also, the release of such information would or would be likely to prejudice the Council's commercial interests in relation to and

Draft minutes to be approved at the meeting  
to be held on Wednesday, 4th March, 2009

undermine its attempts to acquire by agreement similar properties in the locality in that owners of other similar properties would be aware about the nature and level of consideration which may prove acceptable to the Council. It is considered that whilst there may be a public interest in disclosure, much of this information will be available from the Land Registry following completion of the purchases and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

- (b) Annex 2 to the report referred to in minute 197 under the terms of Access to Information Procedure Rule 10.4(1) and (2) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned and this would be adversely affected by the disclosure of the information.
- (c) Annex 2 to the report referred to in minute 198 under the terms of Access to Information Procedure Rule 10.4(1) and (2) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned and this would be adversely affected by the disclosure of the information.
- (d) Appendices 1, 2 and 3 to the report referred to in minute 205 under the terms of Access to Information Procedure Rules 10.4(3) and on the grounds that this information is not publicly available from the statutory registers of information kept in respect of certain companies or charities. It is considered that since this information was obtained through one to one negotiations for the transfer of assets then it is not in the public interest to disclose this information at this point in time as it could undermine this method of negotiation and affect the integrity of transfer of assets by this process. Also it is considered that the release of such information would or would be likely to prejudice the Council's commercial interests in relation other similar asset transfers in that prospective transferees of other similar assets about the nature and level of consideration which may prove acceptable to the Council. It is considered that whilst there may be a public interest in disclosure, much of this information will be available from the Land Registry following completion of the purchases and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.
- (e) The appendix to the supplementary report referred to in minute 185 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the information relates to the financial or business affairs of a particular charitable organisation and of the Council. The information is not publicly available from the statutory registers of

information kept in respect of certain companies and charities. It is considered that since the information was obtained through one to one negotiations for the disposal of the property then it is not in the public interest to disclose the information at this point in time as it could undermine this method of negotiation and affect the integrity of disposing of property/land by this process. Also it is considered that the release of such information would or would be likely to prejudice the Council's commercial interests in relation to this or other similar transactions in that prospective purchasers of this or other similar properties would have information about the nature and level of consideration which may prove acceptable to the Council. It is considered that whilst there may be public interest in disclosure, much of this information will be publicly available from the Land Registry following completion of any transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing the information at this point in time.

- (f) Appendix 1 and Schedule 1 to the report referred to in minute 206 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the public interest in maintaining the exemption on the information contained within Appendix 1 and Schedule 1 of the report which relates to the proposals to progress design proposals for the proposed arena development, the adoption of the contractor procurement strategy, the implementation of the project management arrangements and the proposed legal agreement outweighs the public interest in disclosing the information, as to do so would prejudice the ongoing negotiations and hence the cost to the Council of developing the arena.

**187 Declaration of Interests**

Councillors A Carter, Brett and J L Carter all declared personal interests in the items relating to Support for Affordable Housing and Regeneration Priorities (minute 193) and Affordable Housing Strategic Partnership Pump Priming for Decanting and Demolition (minute 194) due to their respective positions on the Affordable Housing Strategic Partnership Board.

**188 Minutes**

**RESOLVED** – That the minutes of the meeting held on 14<sup>th</sup> January 2009 be approved as a correct record.

**CENTRAL AND CORPORATE**

**189 Council Budget 2009/2010 and Capital Programme**

The Board extended its thanks to all those involved in compiling the 2009/10 budget.

(A) Revenue Budget 2009/10 and Council Tax 2009/10

The Director of Resources submitted a report on the Council's budget for 2009/10 following detailed consideration of service requirements and taking account of the Local Government Finance Settlement, the

Council's Financial Plan and the current economic climate. The report indicated that the budget would result in a Band D Council Tax of £1,095.61.

**RESOLVED –**

- (i) That Council be recommended to approve the Revenue Budget for 2009/10 totalling £556,808,000, as detailed and explained in the submitted report and accompanying papers, including a 2.9% increase in the Leeds element of the Council Tax.
- (ii) That with respect to the Housing Revenue Account, Council be recommended to:
  - (a) approve the budget at the average rent increase figure of 6.2%;
  - (b) increase the charges for garage rents to £5.89 per week;
  - (c) depool service charges in 2009/10, but increase them in line with the average rent rises;
  - (d) abolish the Residential Housing Officer service charge to tenants in the East North East and Aire Valley ALMO areas for 2009/10 onwards.
- (iii) That Council be recommended to approve the proposed revisions to the Budget and Policy Framework rules as detailed in Appendix 3 to the submitted report

(B) Capital Programme 2008-2012

The Director of Resources submitted a report setting out the updated capital programme for 2008-2012.

**RESOLVED -**

- (i) That the following be recommended to Council:
  - (a) That the capital programme, as attached to the submitted report be approved, and that the list of schemes shown at Appendix H to the report be reserved until additional resources become available;
  - (b) That Executive Board be authorised to approve in year amendments to the capital programme including transfers from and to the reserved programme in accordance with Financial Procedure Rules;
  - (c) That the updated capital approval delegations in Financial Procedure Rules as shown in Appendix I to the report be approved;
  - (d) That the Minimum Revenue Provision policy for 2008/09 be amended as set out in paragraph 5.3.2 of the report;
  - (e) That the proposed Minimum Revenue Provision policies for 2009/10, as set out in paragraph 5.3.3 and explained in Appendix G to the report be approved.

- (ii) That the list of land and property sites shown in Appendix F to the report be disposed of to generate capital receipts to support the capital programme;
- (iii) That the Director of Resources be authorised to manage, monitor and control scheme progress and commitments to ensure that the programme is affordable.

(C) Treasury Management Strategy 2009/10

The Director of Resources submitted the proposed Treasury Management Strategy for 2009/10 and provided an update on the implementation of the 2008/09 strategy.

**RESOLVED –**

- (i) That the initial treasury strategy for 2009/10, as set out in section 3.3 of the report be approved, and that the review of the 2008/09 strategy and operations, as set out in sections 3.1 and 3.2 of the report be noted;
- (ii) That Council be recommended to set the borrowing limits for 2008/09, 2009/10, 2010/11 and 2011/12 as detailed in section 3.4 of the report;
- (iii) That Council be recommended to set the treasury management indicators for 2008/09, 2009/10, 2010/11 and 2011/12 as detailed in section 3.5 of the report;
- (iv) That Council be recommended to set the investment limits for 2008/09, 2009/10, 2010/11 and 2011/12 as detailed in section 3.6 of the report;
- (v) That Council be recommended to reaffirm the Treasury Management Policy Statement and to note the amendments to section 7 of the statement entitled “Approved Instruments and Organisations for Investments” as detailed at appendix C to the report.

(The matters referred to in parts A(i), A(ii)(a) to A(ii)(d), A(iii), B(i)(a) to B(i)(e) and C(ii), (iii), (iv) and (v) of this minute being matters reserved to Council were not eligible for Call In)

(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 in this minute)

**190 Financial Health Monitoring 2008/09 - Third Quarter Report**

The Director of Resources submitted a report setting out the Council’s financial health position for 2008/09 after nine months of the financial year, in respect of the 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. In addition, the report also highlighted the position regarding other key financial indicators including the Housing Revenue Account.

**RESOLVED –**

- (i) That the projected financial position of the authority after nine months of the financial year be noted;
- (ii) That the release of £1,450,000 earmarked for the Affordable Housing scheme and the purchase of 10 HRA properties within the EASEL regeneration area be approved.

**DEVELOPMENT AND REGENERATION**

**191 Leeds Flood Alleviation Scheme: Design Vision and Guide**

The Chief Highways Officer submitted a report presenting for comment the latest version of the Leeds Flood Alleviation Scheme Design Vision and Guide and seeking authorisation for the document's use in joint public consultations which would be undertaken in conjunction with the Environment Agency (EA) in Spring 2009.

The report was accompanied by a joint presentation from the Chief Highways Officer and Martin Slater of the Environment Agency outlining the key issues to the Board.

**RESOLVED –**

- (i) That the progress made on a Flood Alleviation Scheme for Leeds be noted;
- (ii) That the latest version of the Design Vision and Guide for the Leeds Flood Alleviation Scheme be noted;
- (iii) That the continuing development and refinement of the Design Vision and Guide document be approved and that participation in a comprehensive public consultation exercise to be undertaken in conjunction with the Environment Agency in Spring 2009 be approved;
- (iv) That the Environment Agency be requested to continue exploring the feasibility of a hybrid flood defence scheme for Leeds, comprising upstream storage facilities within the scheme, in order to lower the height of the raised 'flood defences' in the City Centre.

**NEIGHBOURHOODS AND HOUSING**

**192 EASEL Regeneration Planning**

Further to minute 120, 5<sup>th</sup> November 2008, the Director of Environment and Neighbourhoods submitted a report setting out the regeneration context, strategy and programme for the East and South East Leeds (EASEL) regeneration initiative. The report also provided an update on the delivery of the project to date which included key areas of activity, current projects and identification of recent and current investment into the EASEL area, including the contributions of partners to the key regenerative outcomes of the programme.

**RESOLVED –** That the approach to regeneration investment being taken in support of the EASEL initiative be noted.



### **193 Support for Affordable Housing and Regeneration Priorities**

The Director of Environment and Neighbourhoods submitted a report providing details of proposals to support the Council's affordable housing and regeneration priorities in response to current economic conditions, and sought approval to incur expenditure of £2,368,000 to support the EASEL initiative and enable the Council to buy twenty houses on the EASEL phase one sites to be used as social and intermediate rented homes.

Following consideration of Appendix 2 to the report designated as exempt under Access to Information Procedure Rule 10.4(3) which was considered in private at the conclusion of the meeting it was

#### **RESOLVED –**

- (i) That the priorities for affordable housing and regeneration be supported and that the Director of Environment and Neighbourhoods be authorised to negotiate an appropriate support package with the HCA and to report details of the result of those discussions to Executive Board in June 2009;
- (ii) That the purchase of twenty units, as outlined within the report be approved, that the responsibility for completing the purchase agreements for the twenty units be delegated to the Director of Environment and Neighbourhoods, the Director of City Development and the Assistant Chief Executive (Corporate Governance) within the funding approved in the submitted report;
- (iii) That the use of £2,368,000 of Council funding as outlined in the submitted report, including the release of £500,000 from HRA Reserves be approved, with the funding from the HRA Reserves being injected into the capital programme through the report of the Director of Resources entitled, 'Capital Programme 2008-2012' considered earlier in the meeting;
- (iv) That the expenditure of £2,368,000 for the acquisition of the units on this scheme to support the EASEL phase one sites and the promotion of the economic, social and environmental wellbeing of the EASEL area be authorised;
- (v) That the findings of the Scrutiny Board (Environment and Neighbourhoods) inquiry entitled 'Housing Lettings Pressures' be circulated to Executive Board members for information.

### **194 Affordable Housing Strategic Partnership - Decanting and Demolition Scheme**

The Director of Environment and Neighbourhoods submitted a report outlining the options for the Affordable Housing Strategic Partnership (AHSP) to undertake demolition and decanting on sites which formed part of the 87 acres ring fenced for the provision of affordable housing, and sought approval to inject into the capital programme and requested authority to spend £3,784,000 to fund the decanting and demolition costs associated with clearing sites on Housing Revenue Account (HRA) land for use in the Environment and Neighbourhood AHSP programme.

**RESOLVED –**

- (i) That expenditure of £3,784,000 to fund the demolition/decanting programme and fees for the period April 2009 to March 2011 be approved;
- (ii) That officers be instructed to bring an annual update report back to Executive Board detailing the progress of the scheme.

**195 Waiving of Planning Contributions on 100% Affordable Housing Schemes**

The Director of Environment and Neighbourhoods and the Director of City Development submitted a joint report outlining proposals regarding the introduction of a waiver of the planning contributions for greenspace on schemes below 50 units which were funded via the 2008/2011 HCA National Affordable Housing Programme and which would provide 100% affordable housing in accordance with the Council's priorities.

**RESOLVED –**

- (i) That the usual contribution requested for greenspace be waived on schemes which are below 50 units and which will provide 100% affordable housing (in accordance with the planning definition of affordable housing), subject to the individual merits of each scheme being given due consideration;
- (ii) That the resolution detailed at (i) be applied to schemes which are grant funded via the HCA in the 2008/2011 National Affordable Programme;
- (iii) That the submitted report be forwarded to the Plans Panels for information;
- (iv) That the policy be reviewed in 12 months time.

**CHILDREN'S SERVICES**

**196 Proposed Changes to the Council's Policy for the Provision of 16+ Transport**

The Chief Executive of Education Leeds submitted a report presenting proposals to undertake a consultation exercise regarding the provision of Home to School/College transport for those 16 years or older.

**RESOLVED –**

- (i) That the commencement of a consultation process from the 23<sup>rd</sup> February 2009 and ending on the 3<sup>rd</sup> April 2009 on the proposal to withdraw discretionary provision of Home to School/College transport for those 16 years or older be approved;
- (ii) That a further report on the outcome of the consultation process be submitted to the Executive Board in May 2009.

**197 Annual Standards Report - Primary Schools**

The Chief Executive of Education Leeds submitted a report providing an overview of the performance of primary schools at the end of 2007/08, as demonstrated through statutory national testing and teacher assessment.

The report outlined the actions taken by Education Leeds to fulfil its responsibilities to the Board and schools and summarised some of the current key challenges and priorities faced by primary schools.

Following consideration of Annex 2 to the report designated as exempt under Access to Information Procedure Rule 10.4(1) and (2) which was considered in private at the conclusion of the meeting it was

**RESOLVED** – That the progress which has been made in recent years, in addition to the key issues and challenges which are currently being addressed be noted.

#### **198 Annual Standards Report - Secondary Schools**

The Chief Executive of Education Leeds submitted a report providing a summary of the progress which had been made in secondary school improvement in Leeds during the past year, a commentary on the successful strategies which had been implemented and an overview of the challenges for further improvement which lay ahead. The report also provided a summary of the outcome of recent OfSTED inspections, progress in schools with focused and extended partnerships, and details of trends of improvement for key indicators including priority groups.

Following consideration of annex 2 to the report designated as exempt under Access to Information Procedure Rule 10.4(1) and (2), which was considered in private at the conclusion of the meeting it was

**RESOLVED** –

- (i) That the progress which has been made in recent years, in addition to the key issues and challenges which are currently being addressed be noted;
- (ii) That a report be submitted to a future meeting of the Board outlining the actions being taken to improve the educational attainment levels of Looked After Children.

#### **LEISURE**

#### **199 Leeds Public Rights of Way Improvement Plan 2009-2017**

Further to minute 231, 14<sup>th</sup> May 2008, the Director of City Development submitted a report presenting for approval the final Rights of Way Improvement Plan (ROWIP) following the conclusion of the 12 week statutory consultation period which had been undertaken.

Officers undertook to ensure that relevant Ward based maps detailing the Rights of Way network were made to be available to Ward Members.

**RESOLVED** –

- (i) That the contents of the report, including the Rights of Way Improvement Plan, the Executive Summary and Action Plan, as appended to the report, be noted;

- (ii) That the Leeds Rights of Way Improvement Plan for 2009-2017 be approved.

## **200 Parks and Green Space Strategy**

The Director of City Development submitted a report presenting for endorsement the Council's Parks and Greenspace Strategy, following the conclusion of a comprehensive consultation process.

**RESOLVED** – That the Council's Parks and Greenspace Strategy be endorsed.

## **201 City Centre Park**

The Director of City Development submitted a report advising of the progress which had been made on the proposals for a City Centre Park, specifically with regard to the medium and long term objectives identified which could be developed further through feasibility work, in order to enable more specific proposals to be submitted to a future meeting of the Board.

**RESOLVED** –

- (i) That the contents of the report be noted;
- (ii) That the implementation of the feasibility works required to explore the development of a new green space at Sovereign Street, which will require the allocation of £50,000 from the Council's revenue contingency be agreed;
- (iii) That the preparation of a Planning and Development Brief for the Sovereign Street site be agreed;
- (iv) That officers be authorised to undertake consultation with key stakeholders in the city centre in order to inform any further proposals which are brought back to Executive Board for consideration;
- (v) That officers report back to Executive Board following the outcome of the feasibility work and the consultations undertaken, including the outcome of any work undertaken in parallel on the provision of a new bus station;
- (vi) That work be undertaken on the land assembly and land use planning issues associated with the development of a new green space to the south of the River Aire, and that officers report back on the outcome of this work to the Board;
- (vii) That the provision for a major city centre park to the south of the city centre be included within the City Centre Action Plan;
- (viii) That a Supplementary Planning Document regarding contributions toward City Centre public realm be prepared;
- (ix) That a further report outlining potential options for funding be presented to a future meeting of the Board.

## **ADULT HEALTH AND SOCIAL CARE**

### **202 Design and Cost Report - Department of Health Extra Care Housing Fund Bid: 2008 - 2010**

The Director of Adult Social Care submitted a report introducing the capital scheme and seeking authority to spend the £1,845,000 which had been injected into the Capital Programme in November 2008.

#### **RESOLVED –**

- (i) That authority be given to spend the £1,845,000 in order to allow payment of the grant to Methodist Homes when instalments of the grant are received from the Department of Health;
- (ii) That the Project Brief, as presented within the submitted report be approved.

### **203 Income Review for Community Care Services**

Further to minute 17, 11<sup>th</sup> June 2008, the Director of Adult Social Care submitted a report presenting the outcomes from the review of income for non-residential adult social care services following conclusion of a consultation exercise and recommending changes with respect to service user contributions.

#### **RESOLVED –**

- (i) That the outcomes of the consultation and the way in which they have been addressed as set out in section 7 of the submitted report be noted;
- (ii) That the outcomes of the equality impact assessment and the way in which they have been addressed as set out in section 8.2 of the report be noted;
- (iii) That the Charging and Contributions Policy Framework as set out at appendix 2 to the report be approved;
- (iv) That changes to service user contributions, as set out in sections 10.10, 10.11, 11.2, 11.4 and 11.5 of the report be approved;
- (v) That a summary document be prepared for service users outlining the service user contributions as detailed in section 11.8 of the report;
- (vi) That officers be requested to carry out additional work on carers support services and the community support enablement service, as outlined in sections 10.12 to 10.14 of the report and submit a further report to Members as soon as possible;
- (vii) That further reports be brought to Executive Board on any implications of implementing personalisation on the principles and detail of service user contributions, as set out in 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 in this minute)

## **DEVELOPMENT AND REGENERATION**

### **204 City Centre Vision - One Year On**

The Director of City Development submitted a report providing an update on the progress which had been made in achieving the City Centre Vision, as developed at the City Centre Vision conference in January 2008.

The Board discussed the possibility of holding a further event to consider some of the key themes detailed within the report.

#### **RESOLVED –**

- (i) That the progress achieved in delivering the City Centre Vision, as detailed within the submitted report, be noted;
- (ii) That a report be submitted to a future meeting of the Board outlining the options available with respect to the regeneration of Upper Briggate.

### **205 School Partnership Trust, Garforth**

Further to minute 151, 23<sup>rd</sup> January 2008, a joint report was submitted by the Chief Asset Management Officer and the Assistant Chief Executive (Corporate Governance) providing an update on the current position with respect of the terms approved by Executive Board on 23<sup>rd</sup> January 2008 for the transfer of relevant land and buildings at Garforth to the School Partnership Trust. As it had not been possible to agree the transfer terms in a form approved by Executive Board in January 2008, the report provided options for possible ways forward.

Following consideration of appendices 1, 2 and 3 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 –**

- (i) That the contents of the report be noted;
- (ii) That the terms of the Side Letter, as detailed in confidential appendix 1 to the report be approved;
- (iii) That the Chief Officer (Legal Licensing and Registration) be authorised to:-
  - negotiate terms in the Transfer Agreement – sufficient to protect the Council's position on any future disposal of assets by the Trust, or
  - if this cannot be achieved, to refer the matter to the Schools Adjudicator for determination;
- (iv) That the risks around school asset transfer, as outlined within confidential appendix 2 to the report, and the action being taken in relation to this, be noted;
- (v) That the investigations currently being undertaken into the ways in which the Council can address the issues arising from school asset transfer be continued as a priority, and that both the LGA and Core Cities be consulted on how they are addressing such matters.

**206 Leeds Arena - Proposed Project Delivery/Management Arrangements**

Further to minute 133, 5<sup>th</sup> November 2008, the Director of City Development submitted a report on the progress made in acquiring the site of the Brunswick Building from Leeds Metropolitan University and providing a summary of the current position relating to the conclusion of a legal agreement to facilitate the development of the arena.

Following consideration of appendix 1 and schedule 1 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 –**

- (i) That the procurement strategy for the design team and the retention of consultants to progress the design proposals for the arena development be approved;
- (ii) That the Director of City Development under the Council's scheme of delegation be authorised to determine the preferred form of construction contractor procurement;
- (iii) That the acquisition of the site of the Brunswick Building from Leeds Metropolitan University be noted;
- (iv) That the progress made in concluding the legal agreement to facilitate the development of the arena be noted;
- (v) That the project management arrangements for the arena development be noted.

(The matters referred to in this minute were not eligible for Call In on the basis that Executive Board at its meeting on 5<sup>th</sup> November 2008 took the decision to lead on the development of the arena, to appoint a design team and contractor and to determine the project management arrangements for the delivery of the project, and instructed officers to report back on the proposed delivery mechanism. The resolutions contained within this minute were consistent with decisions taken by Executive Board on 5<sup>th</sup> November 2008)

DATE OF PUBLICATION: 17<sup>TH</sup> FEBRUARY 2009  
LAST DATE FOR CALL IN: 24<sup>TH</sup> FEBRUARY 2009 (5.00 PM)

(Scrutiny Support will notify Directors of any items called in by 12 noon on 25<sup>th</sup> February 2009)

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