



SCRUTINY BOARD (CHILDREN'S SERVICES)

Meeting to be held in Civic Hall, Leeds on
Wednesday, 1st April, 2009 at 9.45 am

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

MEMBERSHIP

Councillors

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

Co-opted Members (Voting)

- Mr E A Britten - Church Representative (Catholic)
- Prof P H J H Gosden - Church Representative (Church of England)
- Mr 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

Agenda compiled by:
Guy Close
Governance Services
Civic Hall
LEEDS LS1 1UR
Tel: 24 74356

Principal Scrutiny Advisor:
Kate Arscott
Tel: 24 74189

CONFIDENTIAL AND EXEMPT ITEMS

The reason for confidentiality or exemption is stated on the agenda and on each of the reports in terms of Access to Information Procedure Rules 9.2 or 10.4(1) to (7). The number or numbers stated in the agenda and reports correspond to the reasons for exemption / confidentiality below:

9.0 Confidential information – requirement to exclude public access

9.1 The public must be excluded from meetings whenever it is likely in view of the nature of the business to be transacted or the nature of the proceedings that confidential information would be disclosed. Likewise, public access to reports, background papers, and minutes will also be excluded.

9.2 Confidential information means

- (a) information given to the Council by a Government Department on terms which forbid its public disclosure or
- (b) information the disclosure of which to the public is prohibited by or under another Act or by Court Order. Generally personal information which identifies an individual, must not be disclosed under the data protection and human rights rules.

10.0 Exempt information – discretion to exclude public access

10.1 The public may be excluded from meetings whenever it is likely in view of the nature of the business to be transacted or the nature of the proceedings that exempt information would be disclosed provided:

- (a) the meeting resolves so to exclude the public, and that resolution identifies the proceedings or part of the proceedings to which it applies, and
- (b) that resolution states by reference to the descriptions in Schedule 12A to the Local Government Act 1972 (paragraph 10.4 below) the description of the exempt information giving rise to the exclusion of the public.
- (c) that resolution states, by reference to reasons given in a relevant report or otherwise, in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.

10.2 In these circumstances, public access to reports, background papers and minutes will also be excluded.

10.3 Where the meeting will determine any person's civil rights or obligations, or adversely affect their possessions, Article 6 of the Human Rights Act 1998 establishes a presumption that the meeting will be held in public unless a private hearing is necessary for one of the reasons specified in Article 6.

10.4 Exempt information means information falling within the following categories (subject to any condition):

- 1 Information relating to any individual
- 2 Information which is likely to reveal the identity of an individual.
- 3 Information relating to the financial or business affairs of any particular person (including the authority holding that information).
- 4 Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or officer-holders under the authority.
- 5 Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.
- 6 Information which reveals that the authority proposes –
 - (a) to give under any enactment a notice under or by virtue of which requirements are imposed on a person; or
 - (b) to make an order or direction under any enactment
- 7 Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			<p>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</p> <p>To consider any appeals in accordance with Procedure Rule 25 of the Access to Information Rules (in the event of an Appeal the press and public will be excluded.)</p> <p>(*In accordance with Procedure Rule 25, written notice of an appeal must be received by the Chief Democratic Services Officer at least 24 hours before the meeting.)</p>	

Item No	Ward/Equal Opportunities	Item Not Open		Page No
2			<p>EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC</p> <p>1 To highlight reports or appendices which officers have identified as containing exempt information, and where officers consider that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, for the reasons outlined in the report.</p> <p>2 To consider whether or not to accept the officers recommendation in respect of the above information.</p> <p>3 If so, to formally pass the following resolution:-</p> <p>RESOLVED – That the press and public be excluded from the meeting during consideration of the following parts of the agenda designated as containing exempt information on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present there would be disclosure to them of exempt information, as follows:-</p> <p>Annex 2 – Primary Schools in Extended Partnerships – Report of the Chief Executive of Education Leeds to Executive Board on 13th February 2009 (agenda item 13 refers); and</p> <p>Annex 2 – Secondary Schools in Extended Partnerships – Report of the Chief Executive of Education Leeds to Executive Board on 13th February 2009 (agenda item 14 refers).</p>	
3			<p>LATE ITEMS</p> <p>To identify items which have been admitted to the agenda by the Chair for consideration.</p> <p>(The special circumstance shall be specified in the minutes.)</p>	

Item No	Ward/Equal Opportunities	Item Not Open		Page No
4			<p>DECLARATION OF INTERESTS</p> <p>To declare any personal/prejudicial interests for the purpose of Section 81(3) of the Local Government Act 2000 and paragraphs 8 to 12 of the Members' Code of Conduct.</p>	
5			<p>APOLOGIES FOR ABSENCE</p> <p>To receive any apologies for absence.</p>	
6			<p>MINUTES - 5TH MARCH 2009</p> <p>To confirm as a correct record the minutes of the meeting held on 5th March 2009.</p>	1 - 6
7			<p>YOUNG PEOPLE'S SCRUTINY FORUM – PROTECTING OUR ENVIRONMENT</p> <p>To receive and consider a report from the Head of Scrutiny and Member Development which requests the Board's approval of the Young People's Scrutiny Forum final report and recommendations in relation to 'protecting our environment'.</p>	7 - 28
8			<p>CHILDREN'S SERVICES AND THE CHILDREN AND YOUNG PEOPLE'S PLAN PRIORITIES UPDATE (APRIL 2009)</p> <p>To receive a report from the Director of Children's Services which updates the Board on the key developments across Children's Services and outlines progress against specific priorities contained within the Children and Young People's Plan.</p>	29 - 52
9			<p>PERFORMANCE REPORT QUARTER 3 2008/09</p> <p>To receive a report from the Head of Policy, Performance and Improvement which presents the key areas of under performance at the end of Quarter 3 (1st October to 31st December 2008).</p>	53 - 68

Item No	Ward/Equal Opportunities	Item Not Open		Page No
10			<p>RECOMMENDATION TRACKING</p> <p>To receive and consider a report from the Head of Scrutiny and Member Development which requests Members to confirm the status of recommendations from previous inquiries.</p>	69 - 94
11			<p>SCRUTINY INQUIRIES - SAFEGUARDING</p> <p>To receive and consider a report from the Head of Scrutiny and Member Development which updates Members on recent work undertaken by the Board's working groups on resources and preventative duty.</p>	95 - 96
12			<p>WORK PROGRAMME</p> <p>To receive a report from the Head of Scrutiny and Member Development which outlines the Scrutiny Board's work programme for the remainder of the current municipal year.</p>	97 - 128
13		10.4 (1, 2)	<p>UPDATE ON OFSTED INSPECTIONS AND SCHOOLS CAUSING CONCERN - PRIMARY</p> <p>To receive a report from the Head of Scrutiny and Member Development on the recent Ofsted inspection results.</p> <p>Annex 2 of the report is designated as exempt under Access to Information Procedure Rules 10.4 (1,2).</p>	129 - 246
14		10.4 (1, 2)	<p>UPDATE ON OFSTED INSPECTIONS AND SCHOOLS CAUSING CONCERN - SECONDARY</p> <p>To receive a report from the Head of Scrutiny and Member Development on the recent Ofsted inspection results.</p> <p>Annex 2 of the report is designated as exempt under Access to Information Procedure Rules 10.4 (1,2).</p>	247 - 316

Item No	Ward/Equal Opportunities	Item Not Open		Page No
15			<p>DATE AND TIME OF NEXT MEETING</p> <p>To note that the next meeting of the Board will be held on Thursday 7th May 2009 at 9.45 am with a pre meeting for Board Members at 9.15 am.</p>	

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Agenda Item 6

SCRUTINY BOARD (CHILDREN'S SERVICES)

THURSDAY, 5TH MARCH, 2009

PRESENT: Councillor W Hyde in the Chair

Councillors B Cleasby, G Driver, R D Feldman,
B Lancaster, J McKenna, V Morgan, K Renshaw and
C Townsley

CO-OPTED MEMBERS (VOTING):

Mr E A Britten	- Church Representative (Catholic)
Prof P H J H Gosden	- Church Representative (Church of England)
Mrs S Knights	- Parent Governor Representative (Primary)
Mr B Wanyonyi	- Parent Governor Representative (Secondary)

CO-OPTED MEMBERS (NON-VOTING):

Ms C Foote	- Teacher Representative
Ms C Johnson	- Teacher Representative
Ms J Morris-Boam	- Leeds Voice Children and Young People Services Forum Representative
Ms T Kayani	- Leeds Youth Work Partnership

92 Chair's Opening Remarks

The Chair welcomed all in attendance to the March meeting of the Scrutiny Board (Children's Services). In particular, the Chair welcomed to the meeting, Mr B Wanyonyi, the new parent governor representative (secondary), to his first meeting of the Board.

93 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 notes of the working group visits, which were to be considered as part of agenda item 9. The working group visits had only recently been completed and the notes were not available at the time of agenda despatch (Minute No. 100 refers).

The Chair also admitted to the agenda a report of the Meadowfield Primary School working group, which was to be considered as part of agenda item 10. The working group had only recently met at the time of agenda despatch and the report needed to be considered by the Board to determine whether further action was required (Minute No. 101 refers).

94 Declaration of Interests

There were no declarations made at this point, however declarations were made at later points in the meeting (Minute No. 100 refers).

95 Apologies for Absence

Apologies for absence were submitted by Councillor Elliott, Councillor E Taylor, Mr Falkingham and Mrs Hutchinson.

96 Minutes - 5th February 2009

Subject to an amendment to Minute No. 82 to read 'Ms Foote declared an interest in relation to agenda item 7, Draft Report – MAST Inquiry, due to her involvement with the MAST team as an officer of NASUWT ...' it was

RESOLVED – That the minutes of the meeting held on 5th February 2009 be confirmed as a correct record.

97 Matters arising from the minutes

One Member expressed concern that there had not been an opportunity at the February Council meeting for Members to comment on the minutes of the Scrutiny Board meeting held on 5th February 2009. The Chair reported that the Scrutiny Board approved the minutes, although they were also received by Council, where Members' opportunity to comment on them was subject to the Council Procedure Rules.

(Councillor Lancaster left the meeting at 9.52 am, during the consideration of this item).

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

The Director of Children's Services submitted a report which provided the Board with an opportunity to respond to the draft Children and Young People's Plan as part of the plan's final consultation period.

Appended for the Board's consideration was the draft Children and Young People's Plan 2009-2014.

A presentation on the CYPP: Context, Need and Priorities was provided to Members, which focussed on the following key areas;

- Progress to date;
- Emerging themes;
- Agreed new priorities and themes; and
- Next steps for consultation and approval.

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

- Rosemary Archer, Director of Children's Services; and
- John Maynard, Strategic Leader, Children's Services.

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

- The role of youth workers and the need for greater funding in this area of work, especially in terms of 'places to go and things to do'.
- Looked after children, particularly the importance of early intervention and parental responsibility.
- Workforce reform and the need for adequate consultation with staff and unions on the implications of changes. It was reported that consultation during the development of the draft Plan had been undertaken through open forums, local partnership and cluster meetings.
- Concern about efficiency savings, especially since there was a need for greater resources to meet priorities, and a growing demand for services.
- Concern that the term 'places to go things to do' was shapeless and needed further explanation. It was reported that the term referred to the youth agenda, particularly issues around play, transport and accessibility.
- Challenges in terms of finding suitable places to go for young people.
- The need to provide greater support for workless families, especially in terms of links with NEET and teenage conception.
- Developing a holistic approach, particularly in relation to work undertaken with area committees, for example in brokering local solutions to concerns about the location of facilities for young people.
- Clarification that young people had been consulted through the Youth Council, youth groups, ROAR and Breeze, and plans for reporting back to young people on what had been achieved.
- The need to increase the number of apprenticeships and opportunities for young people with learning difficulties and disabilities. It was reported that there was a programme for the development of apprenticeships, although the current economic climate was proving a challenge. In addition, reference was made to the Integrated Strategic Commissioning Board (ISCB), which had recently received a report on the commissioning of 14-19 pathways for young people with learning difficulties and disabilities.
- Confirmation that targets to be included in the Plan were still to be finalised.
- Future arrangements for the Scrutiny Board to monitor progress against the Plan.
- Concern that the Plan did not mean much to the person on the ground. It was reported that the Plan would be summarised as a 4-page document.
- It was agreed that if Members still had specific concerns then these should be forwarded to the Principal Scrutiny Adviser.

RESOLVED –

- (a) That the report and information appended to the report be noted;

Draft minutes to be approved at the meeting
to be held on Wednesday, 1st April, 2009

- (b) That if Members had any specific concerns then these be forwarded to the Principal Scrutiny Adviser; and
- (c) That the draft Plan be brought back to the Board's meeting in May, to report back on changes following the consultation period.

99 Sustainable Communities Act

The Head of Scrutiny and Member Development submitted a report, which provided the Board with background information on the Sustainable Communities Act and its implications for Leeds.

The Chair welcomed to the meeting Dylan Griffiths, Project Manager (Policy), to present the report and respond to Members' questions and comments.

The Board was invited to suggest proposals to be submitted under the Act and in brief summary, the main areas of discussion were:-

- Increased powers for local authorities over traffic regulations around schools.
- Increased powers for local authorities to resist transfer of assets to academies or trusts.

RESOLVED –

- (a) That the contents of the report be noted; and
- (b) That the suggested proposals be explored further as part of the council's response to the Sustainable Communities Act.

100 Scrutiny Inquiry - Education Standards - Entering the Education System

Further to Minute No. 58 of the meeting held on 11th December 2008, the Head of Scrutiny and Member Development submitted a report which introduced the evidence to be considered as part of the second formal session of the Board's inquiry into Education Standards – Entering the Education System.

Appended to the report was a copy of the agreed terms of reference and submission of evidence from Education Leeds, together with additional information requested arising from the first formal session held in December. In addition, the Board received the notes of the working group visits that had recently taken place.

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

- Christine Halsall, Head of Primary School Involvement;
- Dorothy Smith, Director of School Improvement;
- Andrea Richardson, Quality and Standards Manager (Early Years);
- Liz Bradley, Early Years Foundation Stage Improvement Manager; and
- Sharon Hogan, School Improvement Manager (Primary and Special).

The evidence which had been submitted was introduced and presented to the Board by relevant officers.

A question and answer session then ensued and the main areas of discussion were as follows:-

- The importance of greater integration between schools and Children's Centres.
- Concern about access to services for children with special educational needs (SEN).
- National developments in Children's Centres, especially in relation to meeting the needs of the community and the self-evaluation process.
- The need to engage more effectively with local and voluntary sector providers.
- Involving Area Management to develop local solutions.
- The process for assessing private sector providers through quality improvement programmes.
- Proposed changes to SEN funding. It was reported that the Inclusion Sub-Group had undertaken a review and a new strategy was now in place.
- Governance procedures and the role of area management.
- The need to provide figures as numbers as well as percentages.
- Teaching requirements in nursery provision.
- Concern about poor outcomes for the Gypsy/Roma and Traveller Irish Heritage groups.
- Concern about consistency of the figures provided and how different ethnic groups were identified.
- Additional support programmes, particularly the raising achievement agenda.

RESOLVED –

- (a) That the report and information appended to the report be noted;
- (b) That the issues discussed be incorporated in the draft report of the Board's Inquiry.

(Councillor Cleasby declared a personal interest in this item due to being a Governor at Westbrook Lane School).

(Councillor Driver declared a personal interest in this item due to being Chair of Windmill Children's Centre and a governor at Windmill Primary School and Middleton Primary School).

(Councillor Renshaw declared a personal interest in this item due to being a Governor at Rodillian High School, Seven Hills Primary School and East Ardsley Primary School).

101 Request for Scrutiny – Meadowfield Primary School

Further to Minute No. 66 of the meeting held on 8th January 2009, the Head of Scrutiny and Member Development submitted a report, which requested 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.

The report of the Meadowfield Primary School working group was circulated at the meeting for the Board's consideration.

The Chair welcomed to the meeting, Mr Shaw, Chair of Governors at Meadowfield Primary School.

RESOLVED – That the Scrutiny Board commission a further meeting of the working group to look in more detail at the issues identified in the report.

(Councillor Renshaw left the meeting at 11.54 am, at the conclusion of this item).

102 Work Programme

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

Appended to the report for Members' information was the current version of the Board's work programme, an extract from the Forward Plan of Key Decisions for the period 1st March to 30th June 2009, which related to the Board's remit, together with the minutes from the Executive Board meeting held on 13th February 2009.

It was reported that Ms Morris-Boam was a Member of the Safeguarding Working Group – Preventative Duty not Safeguarding Working Group – Resources.

Members agreed to consider development of the CYPP at the May Scrutiny Board meeting.

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

103 Date and Time of Next Meeting

Wednesday 1st April 2009 at 9.45 am with a pre-meeting for Board Members at 9.15 am.

(The meeting concluded at 11.57 am.)

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 1 April 2009

Subject: Young People's Scrutiny Forum – Protecting our Environment

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 The Young People's Scrutiny Forum brings together young people from Leeds Youth Council and ROAR (Reach out and Reconnect) to carry out scrutiny inquiries on topics chosen by young people.
- 1.2 'Protecting our Environment' is the third inquiry that the young people have undertaken, and has focused on waste management, sustainable building and education.
- 1.3 The Young People's Scrutiny Forum concluded its deliberations on 18th March 2009. A copy of the final report is attached as Appendix 1.
- 1.4 Scrutiny Board Procedure Rule 14.3 states that "where a Scrutiny Board is considering making specific recommendations it shall invite advice from the appropriate Director(s) prior to finalising its recommendations. The Director shall consult with the appropriate Executive Member before providing any such advice. The detail of that advice shall be attached to the report".
- 1.5 Any advice received will be reported at the Board's meeting for consideration.
- 1.6 Once the final report is published, the Director will be asked to formally respond to the Scrutiny Board's recommendations within three months.

2.0 Recommendations

2.1 The Board is requested to:-

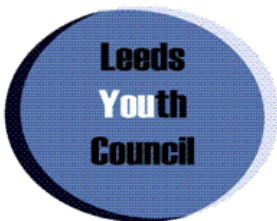
- (i) Approve the forum's final report and recommendations.
- (ii) Request that a formal response to the forum's recommendations is produced in line with normal procedures for scrutiny inquiry reports.

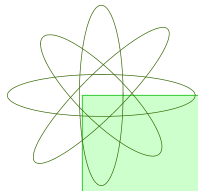
Background papers

None



***Protecting
our
Environment***
**Young People's
Scrutiny Forum
Inquiry—2008/09**





Summary

We were asked to do a piece of scrutiny work on a topic of our choice and we chose the Environment.

Protecting the environment is something that we all care passionately about, and we know that a lot of other young people feel the same way.

We wanted to make sure that the people who make the decisions in Leeds were aware of the views of young people on this important issue and that they would take action to deal with our concerns.

Because the environment is such a big topic we decided to focus on three areas which we thought were the top priorities. We also tried to choose topics where we could influence decisions and make a difference locally. The areas we decided upon were:

1. Waste Management
2. Environmental Education
3. Sustainability

We also put together a survey to find out what other young people thought about these issues.

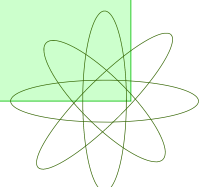
We found out that most young people really do care about the environment and want to increase the action they can take to protect it. For example, 85% of those who filled in our questionnaire agreed with the statement 'Recycling is useful but we need to do it more'. However, there was some confusion about what could be recycled in a household 'green bin'.

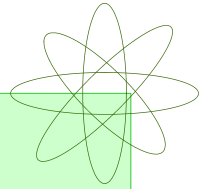
Also, overall young people felt that the Council and Education Leeds needed to do more to set a good example on environmental issues, and that the quality and quantity of environmental education needed to be improved.

We also did quite a bit of research of our own, and asked officers from Leeds City Council and Education Leeds to provide us with information.

We've come up with 11 recommendations for change which cover a whole range of areas, and we're looking forward to seeing how the Council and Education Leeds put these into action over the next year.

The Young People's Scrutiny Forum





Background

In December 2007 Scrutiny Board (Children's Services) asked the Youth Council to suggest a topic of importance to young people which could be the subject of a scrutiny review undertaken by young people on behalf of the board.

The Youth Council discussed a range of possible topics, and ultimately decided upon 'Protecting our Environment'.

Members of the Youth Council were then asked to volunteer to take part in the Young People's Scrutiny Forum, which would carry out this inquiry.

In order to involve as wide a range of young people as possible, it was decided to follow the example of the last Young People's Scrutiny Forum and invite young people from the participation group ROAR to join the forum. ROAR (Reach Out and Reconnect) is a network of young people that Children Leeds and other organisations work with to help develop services, projects and policy. It includes a wide range of young people, some of whom might not have generally become involved with more 'traditional' methods of participation such as the Youth Council. Members of ROAR made a very valuable contribution to the last Young People's Scrutiny Forum Inquiry - 'Catching the Bus'.

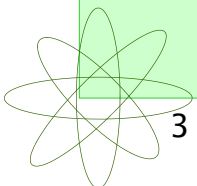
What we did

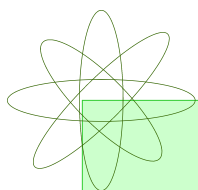
At our first meeting, in February 2008, we decided that the environment was far too large a topic for us to look at everything. Therefore we decided to focus our inquiry on three key areas, where we felt we would be able to influence decision making and make a difference locally. These were:

- * Waste Management
- * Environmental Education
- * Sustainability

We also decided that the aims of our inquiry should be:

- * To establish ways in which schools and other Leeds City Council services can reduce their impact upon the environment, and encourage them to implement these changes.
- * To encourage Leeds City Council and Education Leeds to play a part in raising awareness of environmental issues among the people of Leeds.
- * To ensure the opinions of young people in Leeds, with regard to environmental issues, are heard and acted upon by decision makers.





To support our third aim, we drew up two questionnaires – one to be filled in by individual young people, and one to be sent to school councils and other groups.

We promoted our questionnaires by sending them to schools, putting them on the Leeds Learning Network, putting them on the Council website and sending out a press release. We also asked our own friends and contacts to fill them in.

74 people responded to our questionnaire. Not everyone who responded told us their personal details, but of those who did:

- * 35% were male and 65% were female
- * The average age was 15
- * The postcodes provided showed that they came from across Leeds, with 49% from Inner Leeds (defined as post codes LS1-LS13) and 51% from Outer Leeds (defined as post codes LS14-LS29, BD3, BD11 and WF3)

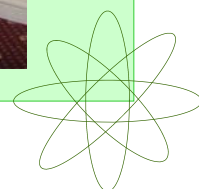
The responses which we got to our questionnaire were really helpful in telling us what young people really thought, and giving us the evidence to back up our own ideas. We would like to thank everyone who took part for their help.

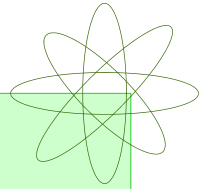
We also needed to do some research to find out what was already being done in Leeds to protect the environment, because we couldn't make recommendations for change without knowing what the current situation was. We put together a range of questions on each of our three topic areas and asked for a written response from officers in the Council and Education Leeds.

Once we'd had chance to discuss their responses (and think of plenty more questions!) we invited all the officers, and some Councillors, to join us at a delegate event, where we discussed the results of our survey and our research.

This is our final report, which shows all of our findings and recommendations.

Trying to persuade people to fill in our questionnaire...

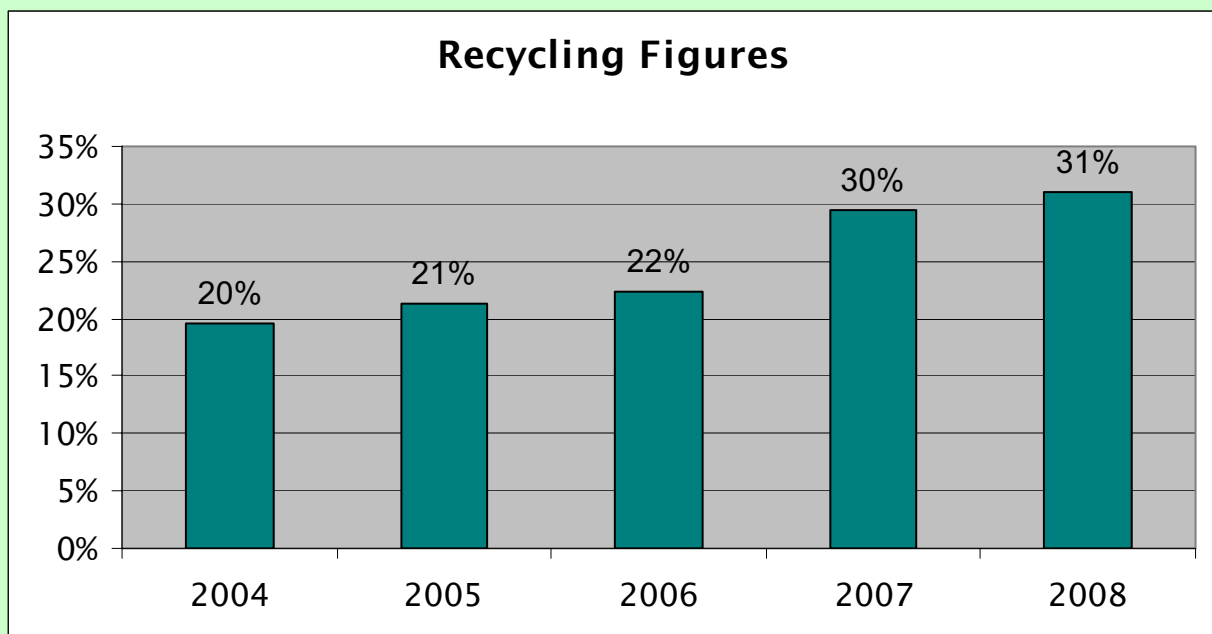




Waste Management

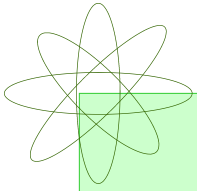
Recycling targets

- The first area that we looked at was waste management, and we focused on recycling.
- We found out that at the moment, most of the household waste in Leeds ends up in landfill.
- This is not only bad for the environment, but also bad for the city's budget, because the European Union and the Government are introducing laws to fine Councils for the amount of waste they send to landfill. If Leeds carries on at the current rate, we could face fines of up to **£200 million by 2020!**



- The Council is already taking action to change the way people in Leeds get rid of their waste. Most households in Leeds now have a green bin, and the amount of rubbish that we recycle is increasing rapidly. The graph below shows the progress that the city has made in the last five years alone.

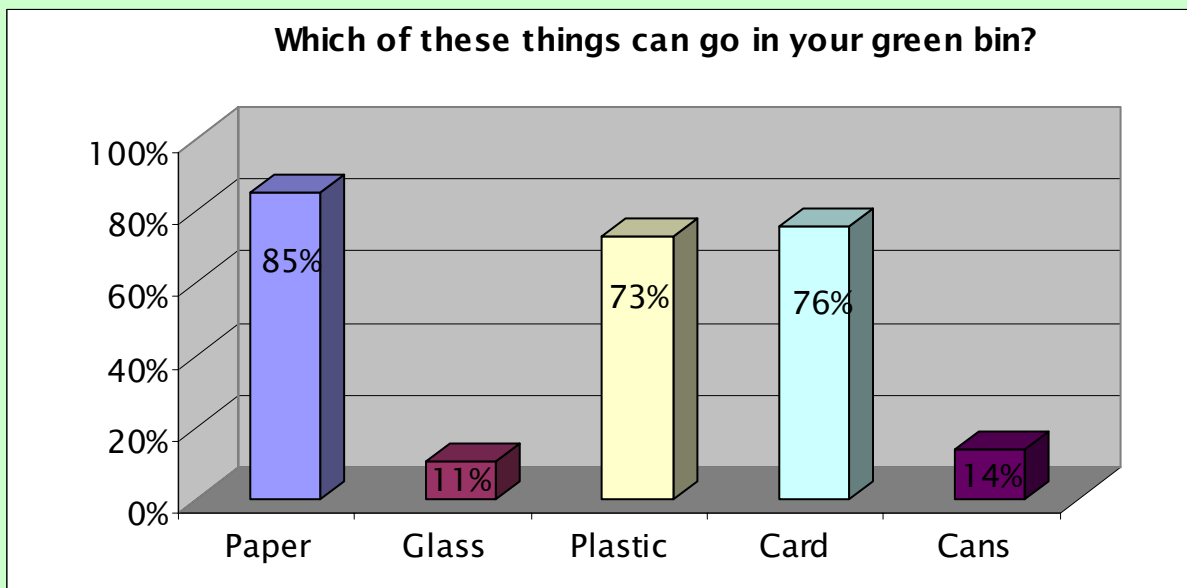
Year	Target
2010	40%
2015	45%
2020	50%



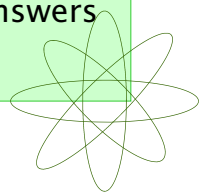
- We thought that these targets were excellent, but perhaps a bit ambitious. We thought that they could only be achieved if the Council did more to broaden the range of things that people can recycle, and to increase opportunities for everyone to recycle.

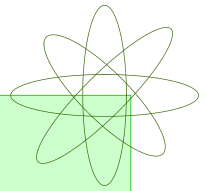
Opportunities to recycle more things

- According to the Council's website, the following things can be recycled in a green bin:
 - * Paper - junk mail, office paper, newspapers, magazines
 - * Cardboard - brown card, glossy card, egg boxes, inner tubes from toilet and kitchen roll
 - * Metal Cans - drink cans, food cans, pet food cans
 - * Plastics - types 1, 2 and 4 such as plastic bags, plastic bottles - lids off, plastic milk containers - lids off
- This is the response we got when we asked young people what they thought they could put in their green bin



- Most people got the answer right, which shows that most young people (or at least the ones we asked!) have a good general understanding of what can go in their green bin.
- However, there is also obviously some confusion about what goes in a green bin. 11% of the people we asked thought that it was okay to put glass in a green bin, probably because we all know that glass can be recycled.
- People also weren't sure what type of plastic could be recycled. When we asked young people what else could go in their green bin here are some of the answers we got:





Anything with the
recycle sign

Tea Bags

Packaging

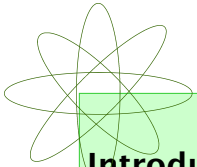
Wood

- The Council recycling collection doesn't accept glass, and it only accepts certain types of plastic. And it certainly doesn't take tea bags and wood! In fact if there are any of those things in someone's green bin it can contaminate everyone else's recycling, and a whole lorry load of recycling could end up going to landfill!
- One way to solve this problem might be to educate people more about what they can recycle. However, the Council already spends a lot of time and money doing this, and as we can see, it doesn't always work. We thought that a better solution (and one which would also reduce the overall amount of waste going to landfill) would be to increase the range of things which the council collects from people's homes for recycling.
- This is particularly important for plastics, because these are often the materials which cause the most confusion and contamination.

Recommendation 1

That Leeds City Council works to increase the range of materials which can be recycled as part of the doorstep collection, particularly looking at including glass and a wider range of plastics, and that progress is reported back to the Scrutiny Board (Children's Services) in September 2009.





Introducing a national recycling system

- We also found out that Council recycling collections are completely different in towns and cities across the country. To give just one example, Bradford Council does collect glass from people's houses. However, if you live in Bradford you have to put your recycling in a separate insert, and your green bin is where you put all of your other household waste to go to landfill.
- If you consider that a lot of people in Leeds (especially students) have moved here from other parts of the country, then it's no wonder that people get confused about what they can and can't recycle!
- The situation is made even more confusing by the fact that different companies all use different symbols and wording to label recyclable packaging. Sometimes the recycle symbol is hidden away on the bottom of an item, or is so small that it is difficult to read.
- We thought that there should be one system for everyone, and that it should be much clearer.

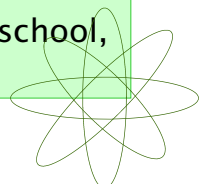


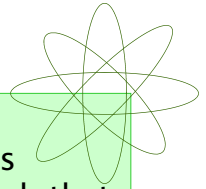
Recommendation 2

That Leeds City Council writes to DEFRA to ask that the government looks at introducing a national system for recycling, and a clearer national labelling system for recyclable waste, and that the response is brought to the Scrutiny Board (Children's Services) in September 2009.

Other opportunities for recycling

- Despite the problems listed above, we thought that overall the Council's green bin system seemed to be working fairly well.
- Most houses in Leeds now have a green bin, and the Council has also approved plans to start collecting green bins more frequently in the near future.
- However, we know that it is not possible for every household to have a green bin. For example, if you live in a flat, or a terraced house without much outside space, then there often simply isn't any room for an extra bin.
- At the moment, people without green bins have to take their recycling to a recycling centre. However, these are often out of town, or in supermarket car parks, and can be difficult to get to if you don't have a car, especially if you're carrying heavy bags full of newspapers and glass bottles!
- As a result, people without green bins often put recyclable waste in their black bin, even if they would like to recycle it.
- We think this is very unfair, and that more effort should be made to let everyone recycle - not just people who live in big houses in the suburbs.
- We also thought that recycling should be part of everyday life, and not just something that you do at home, but something that people do at work, at school,





and when they are out and about. This would make people see recycling as something automatic, and would also help to increase the amount of rubbish that gets recycled in Leeds.

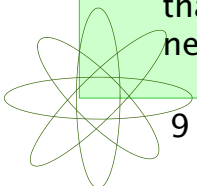
- 85% of the young people we questioned agreed with the statement “Recycling is useful, but we need to do it more”.
- One way to achieve this might be to have more public recycling bins – on city streets and in neighbourhoods where the majority of people don’t have green bins. That way people wouldn’t have so far to travel to recycle.
- These bins could also be bigger and more attractive than current recycling bins in public places. If they were nicely decorated – perhaps by local children or community groups – then people would feel more ownership of them and would be more likely to use them properly.
- 73% of young people we questioned also said that if they were in charge of recycling in Leeds, they would put recycling bins in all public buildings. This is just one of a variety of ways that the options for recycling could be increased.

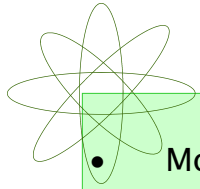
Recommendation 3

That Leeds City Council works to increase the opportunities for recycling besides using green bins, with a particular focus on making recycling more accessible to everyone. Options for including larger and more attractive recycling bins in the city centre and in public spaces such as parks should be considered, along with ways to encourage community ownership of these bins. That a report on progress is brought to the Scrutiny Board (Children’s Services) in September 2009.

Reduce and Reuse

- When we started our inquiry, most of us thought that the most important thing to do in terms of waste management was to get everyone recycling as much as possible.
- We still think that this is important, which is why we’ve made the recommendations above, but we also learnt that recycling is only part of the story.
- Recycling is often described as the third point in a ‘hierarchy’, the first two points of which are **reduce** and **reuse**.
- It’s important to reduce and reuse our waste as well as recycling it, because recycling still uses quite a bit of energy and this can have a negative impact on the environment. This is especially true of materials like tetrapak (which juice cartons are made of) as these take a lot of energy to sort and recycle.
- Another reason why reducing and reusing are important is because of the current economic crisis. During our inquiry we were horrified to read stories in the paper of Councils abandoning recycling, or storing recyclable materials in warehouses because they could no longer make as much money from selling them on. Hopefully this should only be a short term problem, but we need to bear in mind that there might not be an endless appetite for recycled materials, and that we need to look at other options too.





- Most of the people we questioned understood how to recycle, but we think that more needs to be done to teach the public about the other options.
- For example, people should be encouraged to think more about what they buy and what will happen to the packaging after they've used it.
- Shops could also do more to reduce the amount of packaging they produce, but this will probably only change if customers start demanding less packaging.
- At the moment, most of the information given out by the Council seems to focus on recycling. These are some of the comments that young people made about the information they had received:

Basically just a leaflet saying what to recycle.

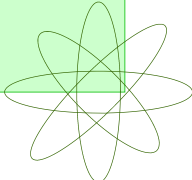
Sheets/ posters showing what to recycle and how to recycle it.

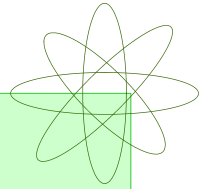
Recommendation 4

That Leeds City Council does more to promote the idea of 'reducing and re-using' as well as recycling, and that it also takes steps to make this easier - for example by working with local businesses to reduce the amount of packaging being given out, and by increasing the amount of facilities on offer for reusing unwanted items. That a report on progress is brought to the Scrutiny Board (Children's Services) in September 2009.



Having an intense discussion at our delegate event...





Sustainability

Funding for energy saving in the home

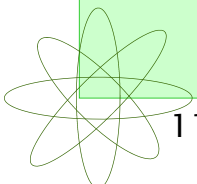
- We felt that the best way to approach environmental issues was to think about how our actions now will affect the world in the future, and whether we need to change the way in which we live to avoid any negative effects.
- The word used to describe this type of approach is sustainability.
- Sustainability is a huge concept which can be applied to almost anything.
- We decided to focus on how people in Leeds could make their day-to-day lives more sustainable by looking at the energy we use.
- Using less energy, and making homes and public buildings more energy efficient can help to reduce our carbon footprint, and in turn this can help slow down global warming.
- During our research we found that there is already some support on offer in Leeds for people who want to make their homes more energy efficient:

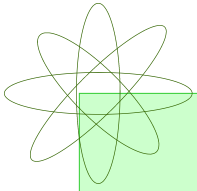
The Council provides Energy Funding via the energy company npower to the Arms Length Management Organisations (ALMOs - who manage council housing in Leeds) for cavity wall and loft insulation and a small sum for high efficiency boilers.

The Council work with npower to provide 'Community Warmth', a door to door contact mechanism to provide heating and insulation to those on state benefits, starting in the five most fuel poor wards.

The Council are working with npower to provide 'Health Through Warmth' grants to private sector households with a health need.

- There is also a Council-run freephone energy advice line, and letters are sent to targeted households with advice on how to save energy.
- While this is all positive, we thought that the range of support on offer was quite limited. While anyone can ask for advice about energy saving, funding to make improvements to your home is only available to people who live in Council houses, are on state benefits or who have severe health problems.
- The majority of people in Leeds don't fall into these categories, so any changes they make would have to be paid for out of their own pockets.





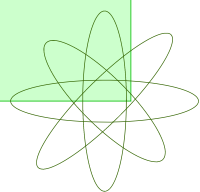
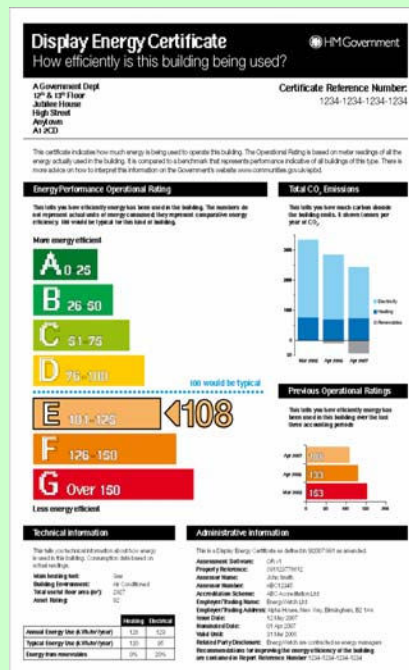
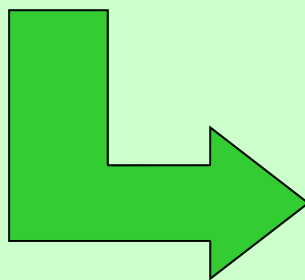
- We also learnt that there is no assistance available for people wishing to install renewable energy generating equipment in their homes, and that there is no relaxation in the planning rules. So anyone wishing to install a wind turbine would have to go through the same process as someone wanting to build an extension or make any other alteration to their home.
- We thought that changing the planning rules would be an easy way to encourage more people to install renewable energy generating equipment, at no extra cost the Council.

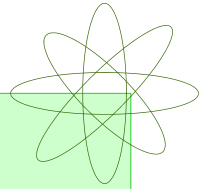
Recommendation 5

That Leeds City Council does more to help *everyone* in the city to use less energy, by making funding available for people to add insulation, double glazing and other energy saving devices to their homes. More assistance should also be offered to those wishing to install renewable energy generating equipment (such as solar panels) in their homes, and a relaxation of planning restrictions should be considered as part of this. That progress is reported to the Scrutiny Board (Children’s Services) in September 2009.

Display Energy Certificates

- As well as helping the people of Leeds to live more sustainably, we also think that the Council and Education Leeds have a role to play in setting an example, by making their own buildings more energy efficient.
- We found out about a government initiative called ‘Display Energy Certificates’ which requires all public buildings over 1000m² to have a certificate on display which shows how energy efficient the building is.
- The certificates look like this:



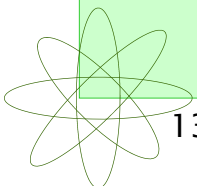
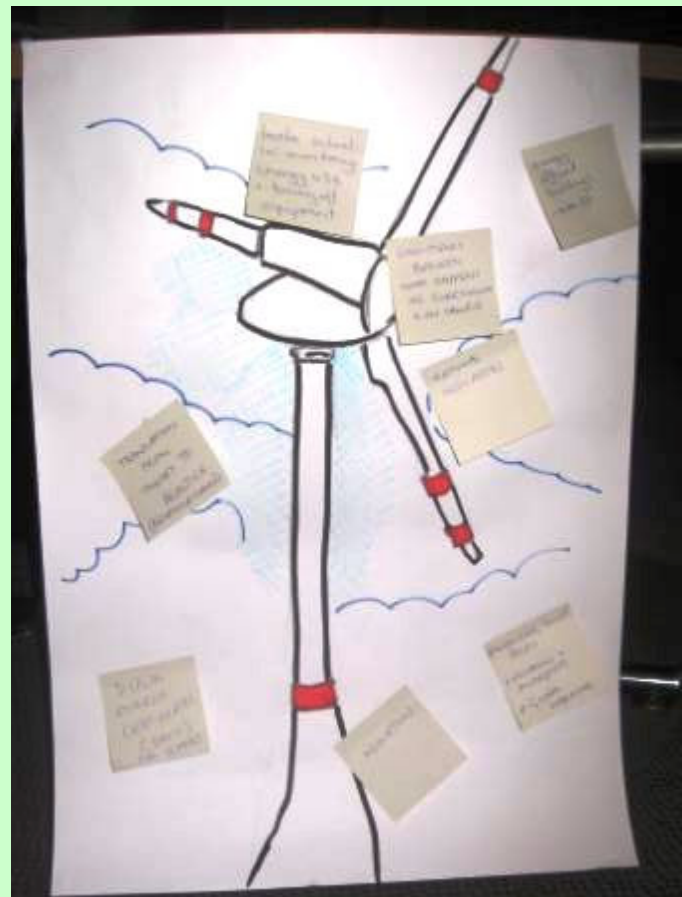


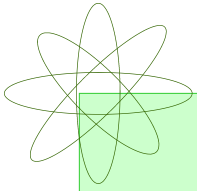
- They are renewed every year so that the public can see whether any improvements have been made.
- We think that this is a great scheme because it really shows up places which aren't doing enough to improve their energy efficiency.
- We looked in our schools and colleges to see if we could find any of these certificates and we also found the Civic Hall's certificate.
- The Civic Hall has an 'E' rating at the moment, which isn't great for the Council's headquarters. It was also quite small and only on display in the reception area, which meant that the people who actually work in the building and go in through the turnstiles wouldn't be likely to see it. We thought that more could be done to let people know about the Civic Hall's rating, and that steps should be taken to improve it.

Recommendation 6

That Leeds City Council and Education Leeds show their commitment to improving energy efficiency by having a Display Energy Certificate in every one of their buildings, no matter how big or small, and that every effort is made to improve the rating of each building. The certificates should also be prominently displayed - for example in lifts or next to doors. We would like to see the Civic Hall used as an example of this, and ask that an update on the Civic Hall's current rating and any improvement measures being undertaken is provided to the Scrutiny Board (Children's Services) in September 2009.

The result of our ideas 'brainstorm' for sustainability...

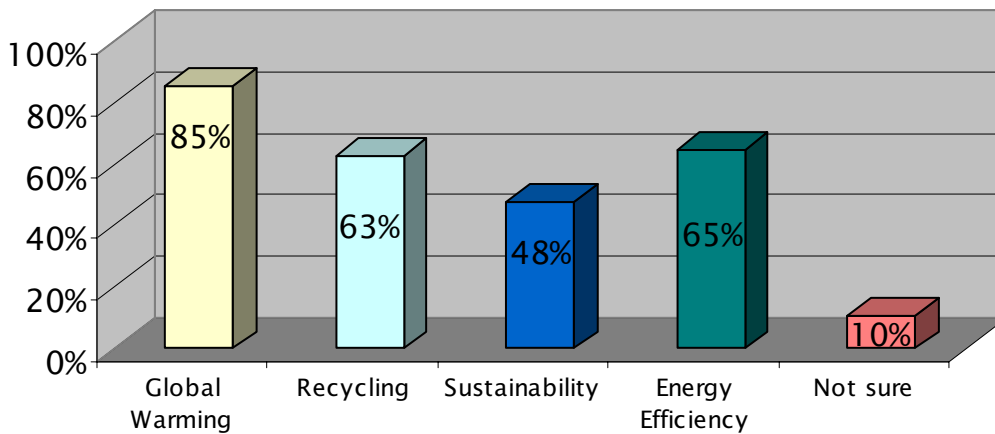




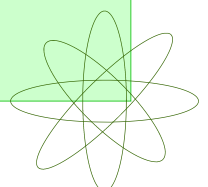
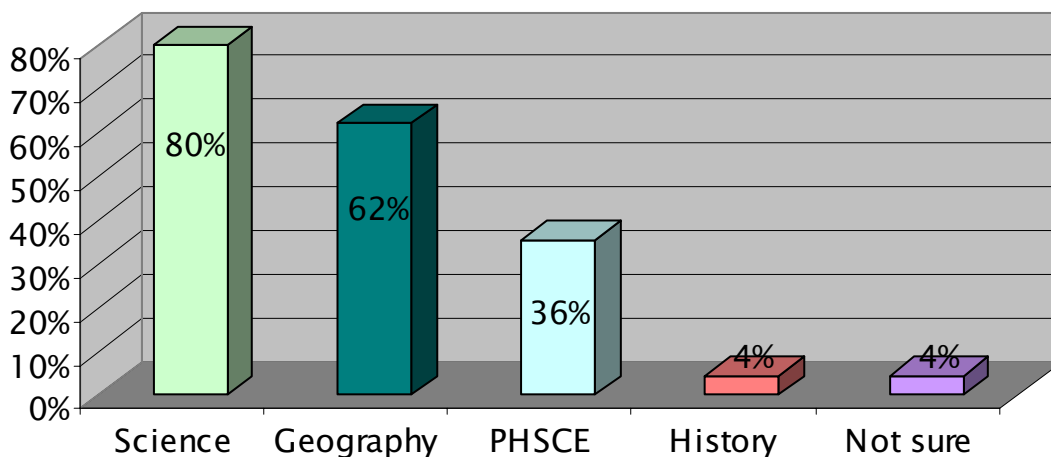
Education

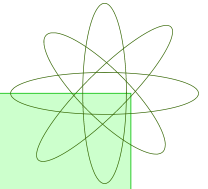
- Thinking about the environment means thinking about the future. Because of this we feel that the education system has a very important role in preparing young people today for the environmental challenges of the future, and teaching them about the difference that their actions can make.
- As part of our survey, we asked young people which environmental issues they have learnt about in school, and which lessons these topics were part of. Their responses are below.

Which of these environmental issues have you learnt about in school?



Which lessons have you learnt about the environment in?





- As this shows, environmental issues are already part of the curriculum, particularly in science.
- However, when we asked young people if they thought this was enough, 76% said **no**, they didn't think schools taught young people enough about the environment.
- We asked them what they would change if they were in charge of lessons. Here are some of their responses:

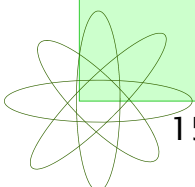
**More regular lessons.
Always referred to.**

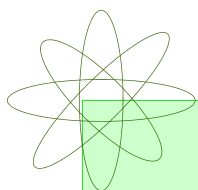
**Make it more engaging
and appealing**

**Just more about it in
general and what we, as
young people, can do to
help**

Recommendation 7

That Education Leeds does all it can to maximize the opportunities for learning about environmental issues in all school lessons, and that an attempt is also made to improve the quality of this education, by developing a coherent approach across all areas of the curriculum, and incorporating some of the ideas from 'Philosophy for Children'. That Education Leeds presents a plan for how this can be achieved to the Scrutiny Board (Children's Services) in September 2009.





Encouraging schools to do more practical things to benefit the environment

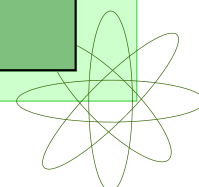
- However, lessons aren't the only way that young people learn in school. Some of the other responses we had from young people suggested that they thought schools should do more practical things to encourage students to think about environmental issues and change their behaviour.
- Some primary schools already do this, and we found out about some great examples. One of these is Farsley Farfield Primary school, which has a mini-organic farm; and another is Swarcliffe Primary, which held a special Environment themed 'Focus Friday' event.
- However, a lot of the young people we surveyed hadn't experienced this sort of things themselves.
- A really obvious way for schools to teach young people about environmental issues, and improve their own impact on the environment at the same time, is to encourage recycling in schools.
- We know that quite a few schools do recycle at the moment, but we were surprised to learn during the course of our research that there is no universal system for school recycling in Leeds, and in fact it is up to each individual school to decide how and what they recycle.
- Leeds City Council has set up a school recycling programme, but at the moment only 3% of schools use this system. The rest make their own arrangements with other waste companies.
- We thought that this arrangement was very confusing, and that it also potentially created a system where some schools might not be recycling at all.

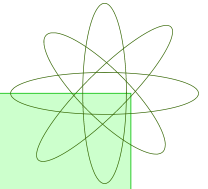
Recommendation 8

That Education Leeds and Leeds City Council work together to encourage all schools to join the Council school recycling programme so that they all have the same arrangements for recycling, and so that every young person in Leeds has the opportunity to recycle at school. A report on progress should be presented to the Scrutiny Board (Children's Services) in September 2009.

Recommendation 9

That Education Leeds encourages all schools in the city, particularly secondary schools, to involve their pupils in practical activities to increase their understanding of environmental issues. This could include environment clubs in schools, and city wide activities. We would also particularly like to see young people in every school involved in monitoring the energy efficiency of their school building by studying the Display Energy Certificate and keeping track of how the recommendations for improvement supplied with it are being progressed. A report on this should be presented to the Scrutiny Board (Children's Services) in September 2009.



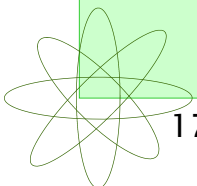


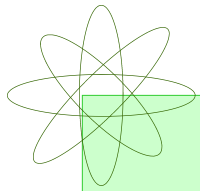
Sustainable Schools

- Of course, there are some schools in Leeds which are already doing an excellent job of teaching young people about environmental issues in a range of ways.
- Many of these are part of the 'Sustainable Schools' programme, which we learnt about as part of our research.
- To qualify as a 'Sustainable School' a school has to cover each of the following eight areas:
 - * Food and drink – considering how food for school meals can be ethically sourced.
 - * Energy and water – reducing the demand for energy and water through energy and water conservation.
 - * Travel and traffic – encouraging and supporting more eco-friendly journeys to and from schools e.g. walking and cycling.
 - * Purchasing and waste – reducing costs and supporting markets for ethical goods and services at the same time.
 - * Buildings and grounds – good design can translate into improved staff morale, pupil behaviour and achievement as well as nature conservation.
 - * Inclusion and participation – providing an inclusive, welcoming atmosphere that values everyone's participation and contribution
 - * Local well-being – acting as a hub of learning and change in the local community
 - * Global dimension – helping pupils to appreciate the impact of their personal values, choices and behaviours on the wider world.
- At the moment, there are 25 'Sustainable Schools' in Leeds.
- Education Leeds has a target of getting all schools in the city to become 'Sustainable Schools' by 2020. This is great, but it seems a very long way off to us.
- A child starting school in 2009 will be almost ready to take their GCSEs by 2020! This means that a whole generation of young people could lose out.
- We think that there is no time to lose, and more should be done to promote the 'Sustainable Schools' agenda as quickly as possible.

Recommendation 10

That Education Leeds moves the deadline to make every school in Leeds a 'Sustainable School' forward to 2015, and that it brings a report on how this can be achieved to the Scrutiny Board (Children's Services) in September 2009.

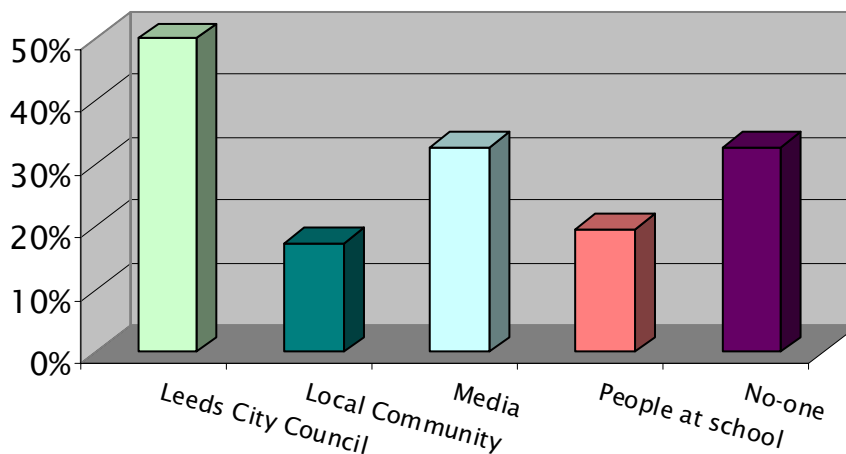




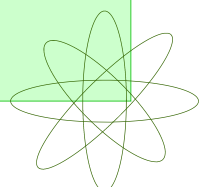
Environmental Education for all

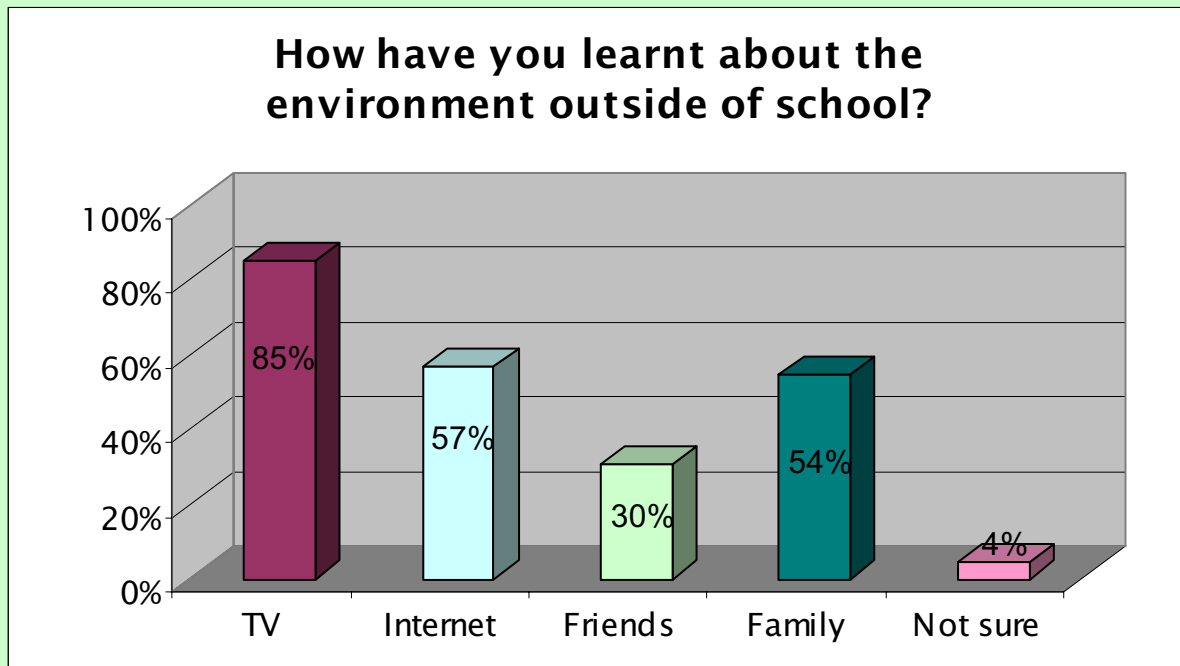
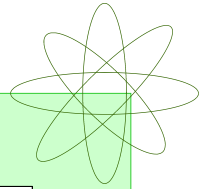
- Finally, we recognise that school isn't the only place where people can learn about the environment, and that there are a lot of other sources of information for people of all ages.
- We asked the young people in our survey about where they get help and information

Who helps you and your family to do things to protect the environment?



- 50% (the largest group), chose the Council as the main source of support.
- We looked at some of the information which the Council currently provides to people in the city about environmental issues.
- Some of it was interesting, but it was mostly in the form of leaflets and newsletters.
- We thought that some of the language used was quite 'dry' and not very 'people friendly'.
- There was also a huge range of styles and designs, which was a bit confusing.
- And we thought that giving out leaflets wasn't the greenest way to educate people!
- When we asked young people where they had learnt about environmental issues outside school, here is what they told us:



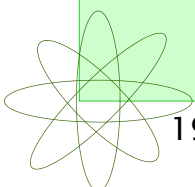


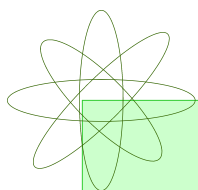
Recommendation 11

That Leeds City Council develops a central 'brand' for all of its environmental education materials, and that more innovative techniques are developed for engaging with people, rather than simply giving out leaflets. For example, more use could be made of the radio and the big screen in millennium square and posters could be put up on buses. That the Scrutiny Board (Children's Services) monitors the development of these new materials over the next 12 months.

Conclusion

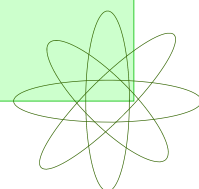
- We know that we have only covered some of the huge variety of environmental issues facing Leeds in this inquiry. For example, we haven't had time to touch on transport, air pollution or wildlife conservation, to name just a few areas!
- However, we hope that our work has shown how important the environment is to young people in Leeds, and that the city's decision makers will take notice of our commitment and passion.
- We look forward to seeing how our recommendations are followed up by the Council and Education Leeds over the next few months.
- We plan to ask the Youth Council to establish a way of formally monitoring our recommendations, potentially through the newly established Youth Council Scrutiny Group.





The Young People's Scrutiny Forum were:

Sally Leadbeater	Leeds Youth Council
Sukbir Kaur	Reach Out and Reconnect
Connor Prior	Leeds Youth Council
Ashley Linnecar	Reach Out and Reconnect
Ingi Hughes	Reach Out and Reconnect
Matthew Jackson	Leeds Youth Council
Poppy Johnson	Leeds Youth Council and Reach Out and Reconnect
Jessica Clayforth	Reach Out and Reconnect
Charlotte Ingram	Reach Out and Reconnect
Dain Hiscox	Leeds Youth Council
Poppy-Jo Lumley	Leeds Youth Council





Originator:	Adam Hewitt /Hilary Farmery /Ashley Wyatt
Tel:	0113 24 76940

Report of the Director of Children's Service

Scrutiny Board (Children's Services)

Date: 1st April 2009

Subject: Children's Services and the Children and Young People's Plan
Priorities Update (April 2009)

Electoral Wards Affected:	Specific Implications For:
All	Equality and Diversity <input checked="" type="checkbox"/>
	Community Cohesion <input checked="" type="checkbox"/>
	Narrowing the Gap <input checked="" type="checkbox"/>



1.0 Background

- 1.1 The Children's Services Scrutiny Board has a well-established process of receiving regular update reports providing a broad and brief overview of key developments across the children's trust arrangements and discussing progress against specific priorities within the Children and Young People's Plan.
- 1.2 These reports aim to give members: a feel for the strategic 'direction of travel' across children's services; an insight into key initiatives and developments; and a 'manageable' way of looking across the various priorities within the Children and Young People's (CYP) Plan over the course of the year.
- 1.3 Since September 2007 these reports have enabled the Board to consider the majority of priorities within the 2006 – 2009 Children and Young People's Plan. As discussed with the Board at their February 2009 meeting, the Children and Young People's Plan is now in the final consultation stage before a fully-revised version is published in summer 2009. This will see a new set of priorities put in place, with some of the priorities from the old Plan (whilst still clearly important areas of work) no longer included in the short-list of key priority areas.

- 1.4 The Chair of the Board has therefore agreed that this report will focus on assessing progress against two of the existing priorities that are not included in the priorities list of the new Plan, these are: work to reduce bullying; and work to improve services for children, young people and families with additional mental health needs. Both of these issues were last considered by the Board at its February 2008 meeting, this report therefore provides an update on progress against the initiatives outlined in that report, as well as information about any more recent developments in these areas. The Board may wish to consider if either of these issues are areas that they would like to continue monitoring when they are no longer included as part of the short list of priorities within the Children and Young People's Plan.
- 1.5 Like the previous 'update' reports brought to the board, this report follows the structure of firstly providing a brief overview of some recent key developments across children's trust arrangements and children's services and then highlighting the range of work being done around the priority areas of anti-bullying and improving services for children, young people and families with additional mental health needs.

2.0 Children's Trust Arrangements

- 2.1 The different parts of the children's trust arrangements continue to support commissioning, partnership and safeguarding work with children and young people across the city. An important period of development for trust arrangements is now approaching as the government introduces revised guidance to make them stronger and more effective. More detail on this is outlined following an overview of recent activity across the key standing city-wide groups within the trust arrangements.

Integrated Strategic Commissioning Board:

- 2.2 The ISCB has met twice since the last update report to scrutiny was written. An extraordinary meeting in January took the form of a workshop, where agencies were asked to demonstrate how they plan to contribute resources to meet the Children & Young People Plan (CYPP) priorities. The exercise confirmed a high level of commitment, which included budget realignments, pooled budgets, officer time and use of buildings to co-locate staff and deliver services. The information will be used to produce an appendix for the Children and Young People's Plan demonstrating the prioritisation of resources to meet the CYPP priorities.
- 2.3 At its February meeting the Board considered work taking place to develop integrated working across the city and how different strands of this are being managed. It also looked at a variety of commissioning projects, including 14-19 commissioning arrangements and the Play builder project.

Children Leeds Partnership

- 2.4 The Children Leeds Partnership has met once since the last update report to the Scrutiny Board. At its March meeting the Partnership were updated on progress in developing the new Children and Young People's Plan. They were also updated on work to introduce a new attendance strategy and took part in an exercise to consider the next stage for workforce development across children's services.
- 2.5 The main item on the agenda was the Young People's Alcohol Strategy and Action Plan. Young people joined members of the partnership and led table exercises challenging officers and partners to consider issues around alcohol misuse and how to address the problem. Young people are taking part in a further workshop to develop their own ideas and solutions around alcohol abuse, the discussions from the partnership are helping to inform this.

Leeds Safeguarding Children Board (LSCB)

- 2.6 The LSCB has met once since the last update report submitted to the Scrutiny Board. The Board is continuing to contribute to monitoring safeguarding activity following the Baby P case. It also looked at revisions to the process for Serious Case Reviews in view of recent ofsted and DCSF research and guidance around this. The Board also considered the initial findings of some evaluation work of safeguarding practice in Leeds (discussed further below) and considered progress made since the Ofsted inspection of the fostering service in 2008. The Board were also presented with the e-safety strategy for children and young people in Leeds (see the discussion in the 'bullying section below for more details).

Next Steps for Children's Trust Arrangements

- 2.7 In 2008 the Government consulted on plans to further develop local children's trust arrangements, based on learning from the first few years of their operation. Following on from this, the Apprenticeships, Skills, Children and Learning (ASCL) Bill contains the necessary primary legislation to implement the changes the Government has identified as a result of its evaluation. These primarily concern making children's trust arrangements a statutory function for every local authority (this was not the case in the 2004 Children Act). This will include a statutory requirement for a Children and Young People's Plan for each local authority area. As part of this, the number of relevant partners with a duty to cooperate is being expanded along with increased powers to align and pool resources; particularly in terms of delivery of action in Children and Young People's Plans. For example, schools and GP's will have a duty to co-operate and share ownership to deliver priorities from the local Plan.
- 2.8 Under the Government's proposals there is also a renewed focus on commissioning as a process for improving outcomes for children and young people (particularly those at most risk of poor outcomes). Both the ASCL Bill and the Education and Skills Act increase the commissioning responsibilities

of Children's Trusts, for example by transferring work previously undertaken by Connexions and the LSC.

- 2.9 Leeds is well placed to respond to these proposals. Children's trust arrangements in the city are well developed and have been organised to give greater prominence to the effective integrated strategic commissioning of services (the Scrutiny Board received a report on commissioning within children's services at its October 2008 meeting). The Children and Young People's Plan is widely known and understood across the city and is increasingly being used as the basis to target resources and initiatives around priorities. Guidance around the proposals is expected in the summer of 2009 and work will take place at this point to review the current arrangements in Leeds and address challenges presented by this, in particular it will be important to ensure that the expansion in the number of partners with a duty to co-operate is reflected effectively in the partnership arrangements Leeds has in place. The Scrutiny Board will be kept up-to-date on these developments through its regular update reports and the Corporate Governance and Audit Committee will also be engaged in this work.

3.0 Performance Monitoring

- 3.1 This report forms part of a package of regular 'performance monitoring' papers that are brought to Scrutiny on a quarterly basis and include the regular performance indicator information and updates on progress against recommendations from scrutiny reviews. In addition to these, children's services has recently been reviewing progress against recommendations from its recent key external inspections, specifically the Joint Area Review (JAR) published in May 2008 and the Annual Performance Assessment (APA) published in December 2008. A summary at appendix 1, extracted from an update report to be submitted to Executive Board on 1st April, assesses progress against each of the JAR and APA recommendations/areas for improvement. The summary indicates a mixture of good and satisfactory progress. Particular improvements have been made in relation to a number of recommendations around raising attainment, and on some key health issues, in particular reducing the number of teenage conceptions. Areas where ongoing, particular focus is needed include a number of issues relating to safeguarding (discussed further below) and work to reduce the number of young people who are not in education, employment or training. The Scrutiny Board may wish to consider this review of progress in helping it to determine its work plan for 2009/10.

4.0 National and Local Developments

Safeguarding

- 4.1 In the update report submitted to the Children's Services Scrutiny Board in January, Members were provided with an overview of the significant recent focus on safeguarding activity within local authorities, happening in the context of the Baby P case in Haringey. This focus has now been taken to the next stage with the publication of Lord Laming's paper 'The Protection of

Children in England: A Progress Report'. The report considers how well local authorities and other children's services partners have progressed in implementing the change developed through the Every Child Matters approach. It makes 58 recommendations for improvement to strengthen safeguarding work. The Government has accepted all of these recommendations. Children's Services partners locally are now working together to examine the implications of these recommendations and begin to develop and revise practice accordingly.

- 4.2 Throughout the period following the Baby P case, children's services in Leeds have been actively reviewing and responding to the changing context around safeguarding work. An audit of child protection cases for children aged 0-4 was completed by the end of February 2009. The initial part of a wider evaluation of safeguarding strengths and areas for development was also completed in this timeframe. Both of these exercises have helped establish better understanding around practice in Leeds and informed both longer-term planning and a number of immediate actions to strengthen practice. This process has been approached positively by staff and led by Service Delivery Managers. A management day for senior officers across children's services has also taken place to consider the wider implications of the Baby P case for work in Leeds and a further session is planned that will help to underpin action following the Laming report.
- 4.3 Whilst safeguarding is the responsibility of everyone working across children's services, those working at the front-line with some of the most vulnerable children and young people in Leeds have a particularly key role to play. As such, and in view of the learning from both the audit and evaluation work mentioned above, as well as input from external inspections, a specific transformation programme has been implemented in Children and Young People's Social Care. The aim of this work is to improve safeguarding performance and ultimately therefore outcomes for young people. This work identifies eight distinct strands that the programme will cover. It is being overseen by the Director of Children's Services. Appendix 2, again lifted from the update report being submitted to Executive Board on 1st April, provides more detail on this programme and recent learning around safeguarding in Leeds.
- 4.4 The Children's Services Scrutiny Board is conducting two ongoing reviews of safeguarding work and these will complement the measures discussed above to provide a platform to strengthen safeguarding work in the future.

Children and Young People's Plan 2009

- 4.5 As reported to the Board at its March 2009 meeting, the final consultation period on the new Children and Young People's Plan for 2009-14 is underway. The draft plan and consultation guidance have been shared with a wide variety of partners across the city. All responses have been requested by April 3rd 2009, after which a final draft will be developed. The comments of the Scrutiny Board in March will contribute to this process and a further report on the Plan will be brought to Members in May.

5.0 Priorities from the Current Children and Young People's Plan

- 5.1 The performance report that accompanies this paper provides supporting information giving an overview of progress across the various Children and Young People's Plan priorities. Below two of our priorities are discussed in more detail to enable members to explore these issues further.

Anti-Bullying

- 5.2 The Children's Services Scrutiny Board were last informed about work to address bullying in February 2008. This was identified as a priority in the Children and Young People's Plan particularly because it was an area that young people themselves had identified concerns over. A number of initiatives were outlined to the Scrutiny Board that have helped target this priority and progress has been good, although challenges remain and it is clear that anti-bullying messages need to be constantly reinforced and developed. The latest 'Tell Us 3' survey (carried out with children in local authorities across the country) identified 58% of young people in Leeds saying they had never been bullied in school and 78% saying they had never been bullied outside of school, in both cases this was better than the national average. The information below outlines some of the key pieces of work that have been done over the past year, including follow-up on those initiatives originally described to the Scrutiny Board.

Strategy Implementation and Future Development

- 5.3 In their latest update the Board were informed about the development of the Leeds anti-bullying strategy and in particular the involvement of children and young people in influencing and monitoring this. Young people have made many suggestions over the last two years, many of which have been acted upon directly. To ensure the strategy remains relevant to young people's lives and concerns review work is now taking place. On Thursday 26th March a consultation event will be held to give children, young people and adults the opportunity to contribute to the new anti-bullying strategy. The results of this consultation day will shape and inform the anti-bullying strategy 2009 to 2014.
- 5.4 The current strategy has five main themes:
- multi-agency partnership;
 - participation;
 - raising the profile;
 - ensuring prevention and support for children and young people and
 - managing the use of data.

There have been significant developments in each of these areas. The participation of children and young people continues to be integral to the success of the strategy. This is demonstrated by the level of participation in the Ambassador programme and anti-bullying events. The strategy group meets termly and has welcomed new members for Leeds Voice and Leeds

Rugby Foundation. A pilot initiative is underway for introducing a city-wide system to report incidents of bullying and racial harassment. In June 2009, the anti-bullying waved approach will be launched to all schools. This web based tool provides schools with detailed information on how to prevent bullying cultures and how to prevent and tackle bullying behaviours, whilst also supporting vulnerable children. This is part of the Emotional Health and Well-being strategy for Leeds. Cyberbullying and Homophobic bullying training has been delivered to primary schools using Social and Emotional Aspects of Learning (SEAL). The Anti-bullying Alliance and the DCSF have recognised the anti-bullying strategy for Leeds as a model of good practice.

Anti-Bullying week 2008

- 5.5 Anti-bullying week 2007 was used to launch the Anti-bullying Strategy and promote the 'Power of Me' campaign. Anti-bullying week 2008 built on this. Over 200 children and young people attended an anti-bullying information day at Beckett's Park, Leeds Met University. The event was opened by the Chief Executive of Education Leeds and started with an inspirational video. Guests had the opportunity to attend three workshops from a choice of: the role of anti-bullying ambassadors, homophobic bullying, raising resilience by practising immediate responses, disability bullying from KidzAware, a charity delivering disability awareness puppetry sessions, positive breaktime activities from Leeds Rugby Foundation and a Power of Me drama workshop.
- 5.6 To continue to raise the profile of anti-bullying, power of me branded material including posters, sticker sheets and travel wallets were distributed to schools, libraries, leisure centres and to youth workers across the city. This week also saw the launch of the new anti-bullying web site:

www.educationleeds.co.uk/powerofme

Anti-bullying Ambassadors Programme

- 5.7 In their latest update the Board were informed of the aims of this initiative - to pilot a participation programme within 10 high schools, training and enabling young people to actively support and raise awareness of the Anti-bullying Strategy. Progress on this work has been very positive. In November 2008, the Anti-bullying Ambassadors achieved the Diana Anti-Bullying Award. This national award publicly recognised the work that young people of all ages do to combat the problem of bullying in schools and communities. Two Ambassadors were invited to an Awards Ceremony in London. This reflected the achievement of the first group of 13 Ambassadors, from four secondary schools, who have made an impact in the way their schools prevent and tackle bullying.
- 5.8 In September 2008, a recruitment event for new Ambassadors, held at the Carriageworks was hosted by the current Ambassadors, supported by the Project and Education Leeds. This event had a 100% conversion rate meaning that there are now 70 Ambassadors from 13 secondary schools across the city. By the end of this academic year the Ambassadors will have effected policy change in school, be trained on how to deliver assemblies and

cyber-bullying workshops and will be able to deliver sessions on raising resilience by practicing immediate responses to their peers. This programme is run in partnership with the Project, with additional training provided by ChildLine.

- 5.9 The first staff network meeting took place in February 2009. This gave staff the opportunity to share good practice and ideas on how they could progress their anti-bullying work. It is anticipated the Ambassadors programme will continue to grow, with a recruitment event planned for June to introduce the programme to primary schools and an additional recruitment event planned for secondary schools in September.

The Anti-bullying Pilot with Ralph Thoresby school

- 5.10 In the previous update, Scrutiny were informed about a pilot initiative involving Ralph Thoresby and five of its feeder primary schools with the objective of measuring and evaluating positive anti-bullying intervention strategies. As part of this the peer support programme was launched during anti-bullying week 2007.
- 5.11 Ralph Thoresby school have been developing this work across the whole school. Their anti-bullying ambassadors recommended that the peer support programme should be extended across all year groups. In September 2008, the anti-bullying co-ordinator received over 250 applications from willing children and young people for 44 places, which extended beyond the sixth form. All the peer supporters received training from ChildLine and Leeds Mediation Service. The positive breaktimes initiative from Leeds Rugby Foundation provided a catalyst for introducing many new breaktime activities, including a popular cookery club, maths club, dance club and a self named 'geek' club.
- 5.12 This pilot was formally evaluated by an independent team of Education Psychologists in February 2009, the results will be available in June 2009. The intention is to roll out the pilot to the Ambassador schools during 09/10.

E-safety and preventing bullying

- 5.13 Over the past year, with the support of the Leeds Safeguarding Children Board, particular attention has been focused on developing an e-safety strategy for children and young people in Leeds. This has included the dissemination of a range of learning materials including CD Roms for parents and films for schools to raise awareness of e-safety. Addressing cyber-bullying is an important element of this work and young people have been significantly involved in both the development of the strategy and a conference run for schools across the city to raise awareness of this work. There is a cyber-bullying section on the anti-bullying website.

Next Steps:

- 5.14 As well as continuing to build on the work outlined above, anti-bullying initiatives will continue with the development of the ambassadors programme in primary schools; further development of the anti-bullying website and planning for anti-bullying week 2009, co-ordinating this with National Strategies for Social and Emotional Aspects of Learning (SEAL) and Ambassador schools.

Improving services for children, young people and families with additional mental health needs

- 5.15 The previous update report to members containing details of work to provide child and adolescent mental health services (CAMHS) gave a useful background summary of what these services involve and the type of problems they help to support. Members may find it helpful to refer back to this information as context for the section that follows.

Leeds Emotional Health Strategy/ National CAMHS review

- 5.16 Leeds has in place an Emotional Health Strategy and has been implementing this over the past year. The overall objectives of this Strategy - to build the capacity of all children's services staff to address emotional health issues - has been reinforced by the publication of the National CAMHS Strategy in 2008. The National Strategy requires all Children's Trusts to ensure emotional health is regarded as a high priority and that all partners play a role in supporting better mental health amongst young people, i.e. this is not just the business of specialist staff. This presents particular challenges for those staff who are not directly engaged in CAMHS work on a daily basis, but over time will help to raise understanding and skills across the children's services workforce about the mental health difficulties that young people face. The broader implementation of the Common Assessment will support this process by providing more clarity about when a child/family can have their emotional needs met within the setting they find themselves (e.g. a school or Children's centre), and when they require a referral to the CAMHS service.
- 5.17 Both the Leeds Emotional Health Strategy and the National Strategy support the aim for all universal services (such as schools and Children's Centres) to be able to provide "early intervention" emotional health services themselves for those children and families who need them. This is now being measured by a Public Services Agreement target (PSA 12). In Leeds more work is needed to develop services to be able to provide this type of support, and identify who they will be commissioned by.
- 5.18 To support this development the "Targeted mental health in schools" National pilot (of which Leeds is in the first phase) is providing a test bed to establish the relative roles of specialist staff and more generic staff in providing emotional health services in schools. One part of this pilot (in the South) has commissioned a voluntary organization, Place2Be, to provide emotional health services to a number of primary schools. This innovative development will be monitored carefully.

Development of the Social and Emotional Aspects to Learning (SEAL) Programme

- 5.19 The support and training programme available to schools that assists with social and emotional aspects to learning is continuing to make good progress. The number of schools involved is growing, with over 100 primary schools and 21 secondary schools now signed up. Those schools that have not signed up at this stage still have generic training available to them. Feedback from schools indicated that this work is having a positive impact on social and emotional health, for example by helping to give children in primary schools better coping strategies when something potentially upsetting happens. This in turn has a positive impact on related areas, such as attendance. Challenges remain to engage the full school community with the scheme, but overall progress in recent years has been positive.

The Multi-Systemic-Therapy (MST) Pilot

- 5.20 The Multi Systemic Therapy (MST) pilot in Leeds (again part of a national pilot) is being successfully implemented. This initiative is being led by Social Care, and provides intensive support to a small number of families that have complex needs, and where the child is “on the edge” of becoming looked after or sentenced to custody. This embodies a different model of intervention – where one therapist engages with the whole family on a very intensive basis (without a range of other professionals). This is a very evidence based intervention, and is one of a growing number of evidence based interventions which are now being promoted by DCSF.

Commissioning emotional health services

- 5.21 Commissioning CAMHS services is now being led by the Vulnerable Groups Commissioning Group – so that CAMHS input can be better integrated with other services provided to vulnerable groups. A key issue is the relative roles of this city-wide group, and the roles of locality commissioners (e.g. clusters of schools) in ensuring all settings have access to emotional health services. A specific review of CAMHS inpatient and day services is currently underway to ensure that services to the most complex children and families are providing good value for money, and are integrated with other specialist services provided by other agencies.

Ongoing challenges

- 5.22 In taking forward CAMHS a number of particular challenges need to be considered. These include:
- Achieving a balance between the NHS “18 week wait” requirements and the expectation arising from the National CAMHS review that a greater proportion of CAMHS staff time will be spent on supporting generic children’s service staff.

- Capacity to meet requests made of CAMHS by a number of services to second staff into their settings to improve their understanding and impact around CAMHS issues (e.g. Family Intervention Projects, Youth Offending teams, high schools etc).
- Keeping waiting times shorter. Significant progress has been made, but challenges remain in waiting times for autistic spectrum diagnosis in the East of the City
- Deciding when to increase the CAMHS/Adult mental health service age cut-off from the current 17th birthday to 18 years. This will increase the demands on the CAMHS service, but is agreed by all to be “best practice”.

5.23 There has been increased recognition both nationally and in Leeds of the importance of developing emotional resilience in children and young families. Leeds has a number of positive initiatives in place that are helping to take this work forward positively across a variety of services, however challenges remain to implement this type of support as a universal element of all services working with children and young people.

6.0 Conclusion

6.1 Children’s services are currently undergoing an important period of development. The particular focus on safeguarding and especially the requirement to implement the Laming recommendations present challenges to services that require a considered and co-ordinated response. Leeds is developing this through detailed evaluation activity, transformation within key front-line services and a collective focus on safeguarding across children’s services leadership. At the same time preparations are being made to respond to the anticipated changes around children’s trust arrangements and to continue progress in acting on the recommendations and areas for improvement from recent external inspections. The completion of the Children and Young People’s Plan later in 2009 will support this work.

6.2 The overall progress of work around the two priorities from the Children and Young People’s Plan that are discussed above has been good. However there are ongoing challenges to continue this progress and it is fully recognised that although these areas are not to be included in the short list of priorities in the new CYP Plan (reflecting, in part, the progress made), they remain vital areas of work to improve the lives of children and young people. As such, work will continue to build on the progress that has been made.

Background Papers

Children’s Services and the Children and Young People’s Plan Update Report (3rd Report) – Report to Children’s Services Scrutiny Board, February 2008

Children’s Services and the Children and Young People’s Plan Priorities Update (Looked After Children) – Report to Children’s Services Scrutiny Board, January 2009

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Appendix 1: Children’s Services JAR and APA Progress Monitoring:

The following table lists the recommendations/areas for improvement from the Joint Area Review and Annual Performance Assessment of Children’s Services in Leeds. For ease of reference only, the table uses the recognised Ofsted grading format of ‘poor’, ‘satisfactory’, ‘good’ and ‘excellent’ to self assess recent progress against this area of work in Leeds. Following the table there is more detailed explanation behind the assessments made, with brief detail about work done in each of the areas.

Joint Area Review Recommendation*:	Assessment of progress	Annual Performance Assessment area for Improvement	Assessment of progress
<p><u>14-19 Education:</u></p> <ul style="list-style-type: none"> • Reduce the proportion of young people who leave school with no qualifications • Increase the rate of progress made by pupils in low-performing secondary schools. • Complete the review of 14–19 provision and address the issues involving small school sixth forms, excessive competition and duplication of provision and the low outcomes for some vulnerable groups 	<p>Good</p> <p>Good</p> <p>Good</p>	<p><u>14-19 Education:</u></p> <ul style="list-style-type: none"> • There remain a high proportion of young people who are not in employment, education or training, especially from minority ethnic groups. Progress to improve this has been slow. • The proportion of young people obtaining a Level 3 qualification by the age of 19 is lower than in similar councils and is not improving. • Attendance rates are below those of similar councils despite a significant reduction in the number of persistent absentees. 	<p>Satisfactory</p> <p>Full data unavailable at the time of report publication</p> <p>Satisfactory</p>
<p><u>Outcomes for vulnerable groups:</u></p> <ul style="list-style-type: none"> • Reduce the number of fixed-term exclusions for looked after children • Improve the proportion of looked after children in education, employment and training at age 16 and 17 	<p>Good</p> <p>Satisfactory</p> <p>Good</p>	<p><u>Outcomes for vulnerable groups:</u></p> <ul style="list-style-type: none"> • The number of looked after children receiving final warnings or convictions over the past year is much higher than similar councils or the national average. • Whilst there has been some improvement in the rate of dental checks over the past year, there has 	<p>Good</p> <p>Satisfactory</p>

<ul style="list-style-type: none"> Ensure there is sufficient good quality education and training for young people who offend. 		<p>been a reduction in the number of looked after children receiving annual health checks. Performance remains much lower than in similar councils.</p> <ul style="list-style-type: none"> Despite marked improvements in the achievement of children of Black Caribbean and Black African heritage, the achievement of children from some other minority ethnic backgrounds remains low, particularly children of Kashmiri Pakistani origin. High levels of investment in family support and preventative services are not yet leading to improved outcomes for many young people. 	<p>Satisfactory</p> <p>Satisfactory</p>
<p><u>Health:</u></p> <ul style="list-style-type: none"> Establish the mental health needs of the increasing number of 0-19 Black and minority ethnic population. 	<p>Satisfactory</p>	<p><u>Health:</u></p> <ul style="list-style-type: none"> The number of teenage conceptions remains high and the rate has not decreased since the baseline of 1998. Although the council and its partners have taken action and have agreed a new strategy, in 2004-06 the infant mortality rate is significantly higher than the national average. 	<p>Good</p> <p>Good</p>
<p><u>Safeguarding:</u></p> <ul style="list-style-type: none"> Ensure all initial child protection conferences happen on time and all core assessments are of good quality Ensure the electronic case record system (ESCR) provides a fixed and permanent audit trail of entries made 	<p>Satisfactory</p> <p>Good</p>	<p><u>Safeguarding:</u></p> <ul style="list-style-type: none"> Action taken to improve the quality of children's homes has yet to have a significant impact across the provision as a whole. The council's fostering service has recently been judged inadequate. 	<p>Satisfactory</p> <p>Satisfactory</p>

		<ul style="list-style-type: none"> • The timeliness of reviews for looked after children has improved but remains significantly below the national average and that found in similar councils. • Despite continued improvement, the participation by looked after children in their reviews remains much lower than similar councils and nationally. • The percentage of unfilled posts for social care staff directly employed for children and families is high and there is too much reliance on temporary staff, with social care vacancy rates nearly twice those found in similar councils. 	<p>Good</p> <p>Satisfactory</p> <p>Good</p>
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* One JAR recommendation is not included in this list – this was to disseminate the findings of the report to children and young people. This recommendation was fully met through the development of a young people’s version of the final report, shared with young people through schools with the support of ‘the Project’.

1.0 14-19 Education

- 1.1 **Progress against three of the key areas** identified under this theme has been **good**. In terms of reducing the number of young people who leave school without a qualification, 97.7% of learners achieved a qualification in 2008. The rate of increase in 2008 was in the top 5% of authorities nationally and consequently the gap with the national average has now closed to 0.9% points. Progress in low-performing secondary schools has also been good. The number of schools below the 2011 Floor Target has reduced from 14 to 6, one ahead of target. Leeds' improvement is in the top 20% nationally. There have also been improvements in value-added scores. The review of 14 – 19 provision is progressing well. Arrangements for Confederations and new college structures have been agreed. The required progress is being made around 'Machinery of Governance' reform (i.e. the process for transferring LSC powers to local authorities). Most 14-19 Progress Check targets are recording good progress.
- 1.2 Progress to improve **attendance** has been **satisfactory** with evidence that Leeds is moving in a positive direction. Over the past year Leeds has seen its best ever levels of secondary school attendance and a significant fall in persistent absence. There has been a 22% reduction in the number of persistent absentees between 2005/06 and 2007/08. There has been particular progress in those schools targeted for specific focus. Attention in this area will continue as, whilst significant progress has been made, secondary attendance figures remain 2.5% below the national average. Leeds is classified by the DCSF as an intensive support authority and a reduction of 1.2 percentage points is required in the 2008/09 academic year for the authority to achieve its target of 7.7%. Ongoing intensive support to target schools will enable continued improvement; a new attendance strategy will be completed during the spring with ownership across key partners. Discussions with schools to enable the sharing of best practice and support are ongoing. Improving attendance will be a key priority in the new Children and Young People's Plan.
- 1.3 Progress on reducing **the number of young people not in education, employment or training (NEET)** has been **satisfactory**. There has been an improvement in the NEET rate, with the most recent annual figures showing a decline from 10% to 9.5%. The rate of improvement has not been as fast as hoped however. This was reflected in the Annual Performance Assessment. In view of this, the Integrated Strategic Commissioning Board, Children Leeds Learning Partnership, and the 14 to 19 Strategy Group have all made NEET a priority area for attention and effort over the coming year. Recent measures taken include the commissioning from April 2009 of a new main provider of Connexions services which has an excellent track record elsewhere in the country. Additional significant external funding has been secured for targeted NEET activity and new mobile provision has been introduced. Like attendance, reducing NEET numbers is also a priority in the new Children and Young People's Plan.

1.4 It is too early to make an assessment in relation to the proportion of young people obtaining a Level 3 qualification by the age of 19. Data relating to this from 2008 should be available during the week commencing 23rd March 2009 and an update should therefore be possible at the Executive Board meeting. Progress in this area is closely linked to the work being done to review 14-19 provision (see above). Detailed analysis of the causes behind the limited improvement in level 3 performance in recent years is helping partners identify issues that particularly need to be addressed and this has been supported through an action plan agreed with the Learning and Skills Council.

2.0 Outcomes for Vulnerable Groups

2.1 In terms of outcomes for looked after children, there has been **good progress** in relation to **reducing offending**, with a decrease in the number of offences committed by looked after children and stronger arrangements now in place for better joint working between key partners (e.g. children's homes and the police), faster, targeted referrals towards positive activities and more constructive arrangements to address 'low level' offences. There has also been **good progress** in relation to **LAC exclusions**, with a reduction from 353 in autumn 2007 to 282 in autumn 2008. More targeted support and capacity for this group is now in place.

2.2 Progress for **looked after children in terms of improved health outcomes**, specifically around dental health, is **satisfactory**. However, a number of measures have been established in recent months to target this area including a dedicated LAC Dental Health Team to provide dental services to all young people in care and the funding of a specialist sexual health nurse for Looked After Children. Further investment in the LAC Health Team and improvements in performance management over the coming year are expected to bring improvements in this area, when 2009 data becomes available. Progress in terms of **looked after children who are NEET** is **satisfactory**. This reflects the wider ongoing challenges around reducing NEETs. Within the context of the work being done to target NEETs, there is further capacity and targeted support to looked after children, but more development of this work is needed to increase its impact.

2.3 Progress has been **good** in **reducing the number of young offenders who are NEET** with increased numbers of these young people staying on in education. Leeds now has one of highest proportion of school age young offenders in full time provision.

2.4 Progress on **improving the achievement of black and minority ethnic groups** has been **satisfactory**. The APA area for improvement focuses on children of Kashmiri Pakistani origin and the 5+ A*-C measure for this group on pupil performance has increased by nearly 9% points. However, the 5+ A-C GCSEs including English and maths measure for Bangladeshi and Kashmiri Pakistani pupils has fallen back in the past two years. Overall the majority of black and minority ethnic groups recorded increases in the

numbers of pupils leaving school with a qualification in the past two years. Kashmiri Pakistani and Other Pakistani heritage pupils' rates are better than the Leeds average.

- 2.5 In primary schools a new project for fourteen schools with high numbers of Pakistani heritage children will consider the causes of underachievement in each school. Good practice is being identified in order for schools to learn from one another. There is evidence that targeted programmes can have a positive impact. However, embedding this success into mainstream provision and for all priority groups is an ongoing challenge. To support this, various programmes have been brought together into a raising attainment strategy, enabling a better targeting of resources.
- 2.6 In terms of improving outcomes as a result of **increased investment in family support and preventative services**, progress has been **satisfactory**. An analysis project in this area by partners at Leeds Metropolitan University has been completed and shared with leaders across children's services organisations through the Integrated Strategic Commissioning Board (ISCB). It has identified particular issues and groups of children (primarily 0-2 year olds and 10-14 year olds) where preventative services can be better targeted and care pathways for children and families most at risk need to be re-modelled, for example with better use of the common assessment framework (CAF) to assist earlier intervention. This intelligence will support more targeted work in the coming months and will also inform the transformation work in Children and Young People's Social Care that is discussed in more detail below.
- 3.0 Health:
- 3.1 Overall progress against health recommendations and areas for improvement has been **good**. The latest figures for **teenage conceptions** show rates are declining after several years of increase. In 2006 the rate was 50.9/1000 teenage conceptions in our 15-17 year old population. The rate for 2007 is showing a decrease, down to a rate of 48.1/1000. This is a 4.6% reduction from the baseline figure of 50.4/1000 in 1998. Reducing teenage conceptions remains a priority for children's services partners. New leadership and commissioning arrangements are now in place and starting to make an impact through more targeted service delivery. This has been underpinned with the agreement of a new strategy, additional investment to improve access to support for young people, a social marketing campaign and an initiative to target resources to the six wards with the highest levels of need.
- 3.2 Progress in **reducing levels of Infant mortality** has been **good**. The data for 2007 indicates a decline in the infant mortality rate. A support visit from the Department of Health national Support Team produced good outcomes, with the Team positive about the plans in place. The new Infant Mortality Strategy is being implemented with the development of targeted action plans for the areas with highest need.

- 3.3 Progress in **establishing the mental health needs of the BME population** has been **satisfactory**. The Joint Strategic Needs Assessment has identified the baseline mental health needs of this group. A more detailed assessment is taking place as part of the ongoing work programme relating to the commissioning of CAMHS provisions.
- 4.0 Safeguarding:
- 4.1 The specific work recommended in the JAR around the **electronic case record system (ESCR)** progress is **good**. At the time of the inspection the functionality for recording audit trails did exist, but was not readily accessible or user friendly. As part of the development to meet the national Integrated Children's System requirements this functionality was improved and is now easily accessible for users and more robust. All staff will be using the new version of ESCR over the coming months. As discussed below, improving the ESCR system is an important strand of the improvement programme taking place in children and young people's social care.
- 4.2 The **timeliness of child protection conferences and quality of core assessments**, show **satisfactory** progress. Child protection conferences processes have been improved, as have monitoring and management of the system. The latest data show 48.3% of conferences are completed on time, compared with 31% in the quarter prior to the publication of the JAR Action Plan. In terms of core assessments progress has been more limited. Implementation of the new national approach to assessment and IT systems (Integrated Children's System or ICS) is delayed, but assessment training is now ongoing and feedback to date on these sessions has been positive. Again this work forms part of the improvement programme outlined below.
- 4.3 Progress on **improving the quality of children's homes** has been **satisfactory**. All but one of these homes have now been judged by OfSTED to be adequate or better. One home was judged to be 'outstanding' with all but one of the remainder judged adequate or good.
- 4.4 Work to **improve the fostering service** following the inadequate grading at inspection has been **satisfactory**. There has been focused effort to address the areas for improvement identified by the inspection. An OfSTED monitoring visit took place in mid-February 2009 and at the time of writing no formal feedback has been received.
- 4.5 Progress on improving the **timeliness of looked after children's reviews** has been **good**. This reflects investment in additional capacity. During the second quarter, 98% of reviews were on time (although, the year end performance measure will be slower to change due to the cumulative way it is measured), improved performance is expected to continue into 2009/10. Progress on **looked after children and young people participating in their reviews** is **satisfactory**. As outlined in the January 2009 APA report, actions are in place to improve performance more significantly, including training, the development of a specialist participation sub-group within the

reviewing team and the introduction of a set of standards for participation. These should make a greater impact as the year progresses.

- 4.6 There has been **good** progress on **reducing the number of unfilled Children and Young People's Social Care vacancies**. Current field social worker vacancies are at approximately 1% and targeted initiatives for specific services areas have made a positive impact. This targeted approach will continue to maintain the trend of reducing the overall number of unfilled posts across Children and Young People's Social Care.

Appendix 2: Update on key safeguarding activity in Leeds.

Focused work on Safeguarding:

- 1.1 In recent months, particular attention has been focused on issues that fall within the category of safeguarding. This attention reflects the importance Leeds attaches to its safeguarding performance and areas for development identified in both the JAR and APA assessments which graded safeguarding practice as 'adequate'. It is also helping Leeds to respond effectively to the intensified national attention in this area, particularly following the 'Baby P' case, and to prepare for more focused and rigorous inspections specifically around safeguarding activity in the future. This specific focus on safeguarding is at the forefront of children's services work in Leeds. In the APA Report submitted to Executive Board in January a number of actions were outlined as part of this. These were:
- Strengthened arrangements for leadership and management: reviewing the role of Chief Officer for CYP Social Care and also concentrating more focus on strong operational management.
 - Investment in additional capacity for quality assurance and performance management.
 - An audit of child protection cases on all children aged 0-4 years.
 - Independently supported evaluation of services, to inform improvement and preparation for future inspections.
- 1.2 Progress against these areas of work has been good. The Chief Officer post was fully reviewed and subsequently advertised during March 2009, with recruitment on track to be completed by early summer 2009. Stronger operational management arrangements within the CYP Social Care leadership team are enabling the Acting Chief Officer to take a more strategic overview of current priorities and challenges across the service. Additional investment in capacity around quality assurance and performance management was agreed as part of the 2009/10 budget.
- 1.3 The audit of child protection cases was completed on time for the end of February 2009. Through this, a clearer understanding has been established around issues of caseload, quality, consistency and timeliness of recording practice, and supervision support in place for social workers. This has informed both longer-term planning within the service and a number of immediate actions including: clearer, distinctive focus on risk-assessment and case-work planning in organising Child Protection Plans; improved case recording practices; and training for social workers to support consistent evidence-based assessments, with feedback from the audit included in the training. This process has been approached positively by staff and led by Service Delivery Managers, with a clear message around opportunities to learn and improve practice collectively.
- 1.4 An initial evaluation of safeguarding practice was also completed at the end of February. This had a broader remit than the audit discussed above, looking at different aspects of practice including decision-making, service

management, performance management and workforce development. The evaluation identified a wide variety of good practice and strengths, as well as areas for improvement. Particular themes within the areas for improvement were: the need for greater consistency across a variety of areas of practice, for example in applying the common assessment framework and undertaking a common assessment in appropriate cases; the need to strengthen quality assurance arrangements across different areas of practice, for example by using the role of the Independent Reviewing Officers (IRO) more effectively; and the need to support staff development and retention by providing clearer career structure and opportunities.

Next Steps: CYP Social Care Transformation Programme

1.5 The audit and inspection activity, coupled with input from recent external inspections makes clear the need for targeted activity to strengthen and support those services with particularly significant safeguarding responsibilities relating to many of Leeds' most vulnerable young people. Within this context of improving safeguarding performance and ultimately therefore outcomes for young people, a specific transformation programme has been implemented in CYP Social Care. Working with the relevant service leaders, the Director of Children's Services has identified eight distinct areas of practice that this programme will cover. These are listed below, along with a brief explanation of some key elements:

- *Service Delivery:* This strand will pay particular attention to looked after children, establishing a stronger focus on LAC outcomes and using more targeted fieldworker support.
- *Service Transformation:* This incorporates both the re-design of service delivery in key improvement areas, for example in assessments and care planning. It also involves looking at how the workforce can be better supported and developed to deliver improved quality of practice, particularly through improved training.
- *Human Resources:* This strand focuses on ensuring the service is able to evidence safe recruitment practice, meeting the requirements of both the Bichard Review by July 2009 and of the new Independent Safeguarding Authority scheme (an improved checking and monitoring scheme launched by the government).
- *Information Management:* This strand focuses on the Electronic Social Care Record (ESCR) system. It has two parts. In the first part immediate work is being done to ensure the system meets existing core business requirements and strengthening business processes to ensure they meet DCSF best practice guidelines. In the second part, by June 2009 a review will be completed to assess how effective the system is in meeting the future data recording and referencing requirements and therefore whether it will enable staff to meet the standards necessary to ensure strong safeguarding practice. Following this review,

recommendations will be made about the short and longer-term future of the system.

- *Financial Management:* Over the coming financial year work will be done to establish formal pooled budgets (with health) for areas such as Children and Adolescent Mental Health Services (CAMHS), Children with Disabilities and Looked After Children.
- *Performance Management:* As part of a wider framework of performance management review across children's services this strand will develop more capacity for performance management within CYP Social Care and help to embed a performance management culture across the service. It will also improve capacity and processes for the independent monitoring of front-line practice to increase quality assurance. It is anticipated that the review and first stages of implementation around this work will be completed by September 2009.
- *Preparing for inspection:* A forward-plan of all known inspection activity across Children's services is now being developed to help support more targeted and sophisticated preparation for inspections within services with a particular safeguarding focus.

1.6 An action plan for each of these strands of work is being led by a senior officer within children's services, and overseen by the Director through regular reporting to the CYP Social Care Commissioning and Improvement Board. A variety of communication and engagement work with employees both within the service and across children's services more widely has taken place and more work in this area is planned. Taken together these focused strands of work encompass significant change to strengthen safeguarding practice. They will ensure good momentum and self-awareness is in place for the arrival of a new Chief Officer for Children and Young People's Social Care later in 2009.

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Report of the Head of Policy, Performance and Improvement

Meeting: Children's Services Scrutiny Board

Date: 1st April 2009

Subject: Performance Report Quarter 3 2008/09

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1 Executive Summary

- 1.1 This report discusses the key performance issues considered to be of corporate significance identified for each of the Directorates as at 31st December 2008.

2 Purpose of the Report

- 2.1 The purpose of this report is to present the key areas of under performance at the end of Quarter 3 (1st October to 31st December 2008).

3 Background Information

- 3.1 This 'highlight report' has been prepared in readiness for the Accountability process, which included the CLT meeting on 17th February, Leader Management Team on 19th February 2009 and the Scrutiny Boards in the March/April cycle.
- 3.2 The issues discussed in this report have been identified because performance in these areas impacts upon one of the following, the delivery of our corporate priorities, performance against the National Indicator set which will be reflected in our CAA judgement or the lack of assurance relating to data quality.
- 3.3 To accompany this report the following information is provided:

Appendix 1 corporate balanced scorecard – This provides an overall summary of progress for the whole of the Leeds Strategic Plan and Council Business Plan.

Appendix 2 Performance Indicator Report - This appendix list the Q3 performance indicator results for the indicators taken from the Leeds Strategic Plan, along with those from the rest of the 198 national indicator set and any locally agreed indicators for which quarterly results are available. Also included are the full year results for a number of indicators where these are now available.

4 Children's Services Performance Issues

Currently, there are two key indicators within Children and Young People's Social Care (C+YPSC) that are underperforming, namely **NI66 – Looked after children cases which were reviewed within required timescales** and **LSP – HW2Bi – number of children looked after and rate per 10,000**. Specific comments about these indicators are provided below but given the issues the service is currently facing, it is important to look at the overall context for change and improvement.

In order to address this a Social Care Transformation Programme has been developed. This is the most important priority within Children's Services currently and is being led by the Director of Children's Services and her senior leadership team. The key issues the programme is dealing with are: service delivery, service transformation, HR, information management, financial management, performance management and preparing for inspection.

The objectives of the transformation programme are:

1. To improve outcomes for all children, especially the most vulnerable;
2. To deliver a children's social care service that provides consistently high quality care and provides value for money;
3. To have in place a children's social care workforce with high levels of professionalism, confidence and quality of delivery;
4. To maximise the existing capacity within the wider children's services context

The key products of the transformation programme will be:

- Improved assessment and duty provision;
- Improved quality of children's social care practice;
- Services to better meet the needs of looked after children;
- Maximised resources and capacity within wider children's services
- Strengthened leadership and management
- Strong support services, system and business processes to support and inform the transformation agenda.

The programme will be delivered through a formalised rapid improvement methodology focused on using data and involving staff to identify and solve problems and achieve sustainable results quickly.

NI 66 – Looked after children cases which were reviewed within required timescales

This indicator measures the proportion of children in care which have had all the statutory reviews that they are due to have within the required timescales. The results achieved (77.4%) reflect the fact that throughout the year a number of children are not getting their reviews within the specified timescales. The year end predicted result (70% against an annual target of 80%) reflects the fact that reviews completed on time will continue in quarter 4 at the same rate as the first three quarters.

To increase the timeliness of reviews two additional Independent Reviewing Officers (IRO) will be recruited during quarter 1 and further changes to the IRO role will be made. The additional capacity to undertake reviews should significantly increase the timeliness with which they are taking place.

LSP – HW2Bi – number of children looked after and rate per 10,000

This indicator measures the number of citizen children being looked after by the local authority. The issues with this indicator have been well documented for a number of years. Currently at 81.6 per 10,000, Leeds performs less well than the England average (54.3 per 10,000) and its

statistical neighbours (59.5 per 10,000). The Integrated Service Board has agreed to tackle this issue as a joint commissioning process through the Children's Services Unit. In addition to this, achieving a sustainable decrease in the number of looked after children in Leeds is one of the major areas of work to be addressed within the Transformation Programme outlined above under the work stream relating to service delivery.

NI43 Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody

This indicator measures the number of young people in the youth justice system receiving a conviction who are sentenced to custody. Quarter 3 performance (11.3%) and the predicted full year result (12%) are far above the 6.8% annual target which is set by the Youth Justice Board. Performance can be affected by a number of issues including the sentencing approach of magistrates, scale and seriousness of offending etc. The YOS have been working with magistrates to discuss sentencing and the need to curb 'excess' custodial sentencing. The service has also used consultants to focus on specific issues to Leeds and is implementing the findings of their report. It should also be noted that Q3 performance was skewed by particularly high rates of sentencing in the west area of the city.

5 Recommendation

That the Children's Services Scrutiny Board note the Quarter 3 performance information and highlight any areas for further scrutiny.

Background Papers:-

Council Business Plan 2008 - 2011

Leeds Strategic Plan 2008 - 2011

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Corporate Balanced Scorecard 2008/09
(Based on predicted year end performance from quarter 3 results)

Citizen/Strategic Outcomes (Leeds Strategic Plan Indicators)				
Culture Indicators			Transport Indicators	
NI 8	Adult Participation in Sport and Active Recreation/Visits to sports centres	●	LSP-TR1bij	Local bus passenger journeys originating in the authority area
LSP-CU1ai	Number of physical visits to libraries	●	NI 167	Congestion - average journey time per mile during the morning peak
LSP-CU1aii	Total number of visits to Museums and Galleries	●	NI 47	People killed or seriously injured in road traffic accidents against baseline of 2006-2008 average
NI 11	Engagement in Arts	○	LSP-TR1bi	Increase the percentage of inbound, non-car journeys in the morning peak-period
LSP-CU2ai	Restore, refurbish and increase the cultural infrastructure of the city: a) Amount spent on developing facilities of national and international significance.	○	LSP-TR1a	Cycle trips to the City Centre in the morning peak period (7:30-9:30)
LSP-CU2aii	Restore refurbish and increase the cultural infrastructure of the city: b) Number of physical infrastructure capital build projects of national or international significance that will increase and/or improve culture provision.	○	NI 169	Percentage of the non-principal classified road network where maintenance should be considered
Economy & Enterprise Indicators			Harmonious Communities Indicators	
LSP-EE1a	Support the establishment of 550 new businesses in deprived communities in Leeds by 2011.	●	NI 1	% of people who believe people from different backgrounds get on well together in their local area
NI 157 - Majors	Processing of planning applications as measured against targets for major application types	●	NI 6	Participation in regular volunteering
LSP-EE2a	Percentage of UK residents surveyed who regard Leeds as a 'great place to live'.	○	NI 7	Environment for a thriving third sector
LSP-EE2b	Improve Leeds' image as a major centre for business.	○	NI 4	% of people who feel that they can influence decisions in their locality
LSP-EE1b	Result of annual satisfaction survey relating to Planning Performance Agreements.	○	NI 110	Young people's participation in positive activities.
Health and Wellbeing Indicators			Thriving Places Indicators	
NI 141	Percentage of vulnerable people achieving independent living	●	LSP-TP1e	Increase the number of new customers on low incomes accessing credit union services (savings, loans and current accounts)
NI 63	Stability of placements of looked after children: length of placement	●	LKI-HAS4	The number of homeless acceptances made in the year (cumulative)
NI 66	Looked after children cases which were reviewed within required timescales	○	NI 16	Serious acquisitive crime rate
LSP-HW2bi	Number of children looked after and rate per 10,000. This figure excludes unaccompanied asylum seeking children.	○	NI 20	Number of assaults with less serious injury (including racially and religiously aggravated) (as a proxy for alcohol related violent offences)
NI 130	Social care clients receiving Self Directed Support per 100,000 population	●	NI 30	Prolific and other Priority Offender re-offending rate
NI 132	Timeliness of social care assessment (all adults)	○	NI 152	Working age people on out of work benefits
NI 123	16+ current smoking rate prevalence	○	NI 153	Working age people claiming out of work benefits in the worst performing neighbourhoods
NI 123	16+ current smoking rate prevalence 10% SOA	○	NI 158	% non-decent council homes
NI 133	Timeliness of social care packages following assessment (all adults)	○	LSP-TP2bi	A complete count of the number of first time entrants into the youth justice system receiving a substantive outcome
NI 120	All-age all cause mortality rate - Females city wide	○	LSP-TP2bii	A complete count of offences committed by young people resulting in a substantive outcome during a bail or remand episode.
NI 120	All-age all cause mortality rate - Females 10% worst SOA	○	NI 155	Number of affordable homes delivered (gross)
NI 120	All-age all cause mortality rate - Males city wide	○	NI 154	Net additional homes provided
NI 120	All-age all cause mortality rate - Males 10% worst SOA	○	NI 187a	Tackling fuel poverty - % of people receiving income based benefits living in homes with a low energy efficiency rating
NI 121	Mortality rate from circulatory diseases at ages under 75 (per 100,000 population)	○	NI 187b	Tackling fuel poverty - % of people receiving income based benefits living in homes with a high energy efficiency rating
NI 57	Children and young people's participation in high-quality PE and sport	○	NI 40	Number of drug users recorded as being in effective treatment
NI 112	Under 18 conception rate	○	NI 69	Children who have experienced bullying
NI 58	Emotional and behavioural health of looked after children	○	NI 88	Number of extended schools
NI 139	The extent to which older people receive the support they need to live independently at home	○	Environment Indicators	
NI 136	People supported to live independently through social services (all adults)	○	NI 195a	Improved street and environmental cleanliness (levels of litter)
LSP-HW2bii	Estimated number of staff employed by the independent sector registered care services in Leeds that have received some training on protection of vulnerable adults that is either funded or commissioned by Leeds Adult Social Care	○	NI 195b	Improved street and environmental cleanliness (levels of detritus)
Learning Indicators			NI 195c	Improved street and environmental cleanliness (levels of graffiti)
NI 72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	○	NI 195d	Improved street and environmental cleanliness (levels of fly posting)
NI 92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	○	NI 192	Percentage of household waste sent for reuse, recycling and composting
NI 78	Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A* - C grades at GCSE and equivalent including GCSEs in English and Maths	○	NI 188	Planning to adapt to climate change
NI 75	Proportion of pupils in schools maintained by the authority achieving five or more GCSEs at grades A* - C or equivalent, including Maths and English	○	NI 185	CO2 emissions from local authority operations
NI 87	Secondary school persistent absence rate	○	Learning Indicators (cont.)	
NI 93	Key Stage 1-2 - to improve proportion progressing 2 national curriculum levels in English*	○	NI 117	16 to 18 year olds who are not in education, training or employment (NEET).
NI 94	Key Stage 1-2 - to improve proportion progressing 2 national curriculum levels in Maths*	○	NI 79	Achievement of a Level 2 qualification by the age of 19
NI 73	Key Stage 2 - to increase proportion achieving level 4+ in both English and maths *	○	NI 80	Achievement of a Level 3 qualification by the age of 19
NI 95	Key Stage 2-3 - to improve proportion progressing 2 national curriculum levels in English*	○	NI 163	Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 2 or higher
NI 96	Key Stage 2-3 - to improve proportion progressing 2 national curriculum levels in Maths*	○	NI 164	Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 3 or higher.
NI 74	Key Stage 3 - to increase proportion achieving level 5+ in both English and maths *	○	NI 99	Children in care - to increase proportion achieving level 4+ in English at Key Stage 2
NI 83	Key Stage 3 - to increase proportion achieving level 5 in science *	○	NI 100	Children in care - to increase proportion achieving level 4+ in maths at Key Stage 2
NI 97	Key Stage 3-4 - to improve proportion progressing equivalent of 2 national curriculum levels in English*	○	NI 101	Children in care - to increase proportion achieving 5 A*-C grades at GCSE and equiv Incl GCSE English and maths
NI 98	Key Stage 3-4 - to improve proportion progressing equivalent of 2 national curriculum levels in Maths*	○	NI 148	Care leavers in education, employment or training
Council Business Plan				
Valuing our Colleagues			Value for Money/Resources	
BP-17	Number of working days lost to the authority due to sickness absence (average per FTE)	●	BP-03	% variation from overall council budget in year
BP-18	Voluntary leavers as a percentage of staff in post	●	BP-05	% income collected from:
BP-23	% local authority staff from BME communities	●		a) council tax
BP-24	% local authority staff with disability	●		b) Non Domestic Rates
BP-25	% of top earners who are:	●		c) housing rents
	a) women	●	d) sundry debtors	
	b) From BME communities	●	BSC-8	% undisputed invoices paid within 30 days of receipt
	c) Disabled	●	NI 185	CO2 emissions from local authority operations
BP-26	IIP Accreditation	○	BP-01	EMAS Accreditation
			BP-02	% resource reprioritisation achieved compared to medium term financial plan
			BP-04	Use of Resources Score
Business Improvement/Excellence			Customers First	
BP-27	Equality Standard level	○	NI 14	% customer contacts which are of low or no value to the customer and can be avoided
BP-28	% implementation of the equality and diversity scheme	○	NI 140	% people who say that they have been treated with respect and consideration by local public services
BP-30	Number major projects not receiving independent project assurance	○	BP-08	Volume of total transactions delivered through customer self service
BP-31	Number major projects independently assured by Project Assurance Unit with a red rating for the effectiveness of overall project management arrangements	○	BP-09	% complaints responded to within 15 days
BP-32	Direction of Travel Score	○	BP-10	% letters from the public that are responded to within 10 working days
BP-33	Delivery of IO programme through % project milestones achieved vs those planned	○	BP-11	% emails from the public that are responded to within 10 working days
BP-34	% of colleagues who have an understanding of the Council's approach to the management, use and sharing of its information and knowledge	○	BP-12	% calls answered as a proportion of calls offered
BP-35	% of service areas audited where Information Governance Arrangements are assessed as being 'compliant' with corporate policy.	○	BP-14	% services which are accessible as assessed by:
BP-36	Data Quality measured by:	○		a) Self assessment
	a) number key systems using corporately agreed monitoring framework and defined metrics	○		b) Independent audit
	b) % strategic indicator set (LSP, CBP & NI) where we have "no concerns" on data quality	○		
BP-37	% key decisions which did not appear in the forward plan	○		
BP-29	Voter Turn Out	○		
Key				
●	Not forecast to hit target	●	Forecast to hit target	
○	Some problems in hitting target	○	No result or unable to traffic light (eg establishing baseline data)	
○	Annual Indicator - no quarterly result available			

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Children's Services Quarter 3 2008-09 Update

Performance Indicator Type	Reference	Title	Service	Frequency & Measure	Rise or Fall	Baseline	Last Year Result	Target	Qtr1	Qtr2	Qtr3	Predicted Full Year Result	Data Quality
1	Leads Strategic Plan Partnership Agreed	NI 63	Stability of placements of looked after children: length of placement	Children and Young People's Social Care	Quarterly %	Rise	70.50%	72%	72.50%	74.70%	73.5% (385 out of 524 children)	75%	No concerns with data
<p>Leeds has a tradition of doing well on this indicator, however there has been a slight downturn in performance but there is nothing to indicate that this is anything other than a slight variation. Performance remains good and currently exceeds the annual target.</p>													
2	Leads Strategic Plan Partnership Agreed	NI 66	Looked after children cases which were reviewed within required timescales	Children and Young People's Social Care	Quarterly %	Rise	66.30%	N.A.	84.51%	78.60%	77.4% (1,008 out of 1302 children)	70%	No concerns with data
<p>This indicator measures the proportion of children in care who have had all the statutory reviews that they were due to have within the required timescales. Therefore one would expect the percentage to continue to fall as the year progresses and some children fail to receive timely statutory reviews. In order to maintain the current percentage, 100% of all reviews due in the final quarter would need to be completed within statutory timescales. C&YPSC have estimated the reduction of 7% based on the fallout rate in the previous 3 quarters.</p> <p>To increase the number of reviews being undertaken within the required timescales two additional Independent Reviewing Officers (IROs) will be recruited and further changes are planned to the IRO roles. It is anticipated these changes will lead to improvements in capacity which will improve the timeliness of reviews.</p>													
3	Leads Strategic Plan Partnership Agreed	LSP-HW2B(i) B	Number of children looked after and rate per 10,000. This figure excludes unaccompanied asylum seeking children. (Rate)	Children and Young People's Social Care	Quarterly Numerical	Fall	83.8 per 10,000	76.0 per 10,000	82.6 per 10,000	80.8 per 10,000	81.6 per 10,000	78.5 per 10,000	No concerns with data
<p>Although there has been a slight downturn in this indicator, there is nothing to indicate that this is anything more than normal variation.</p> <p>The Integrated Services Board has agreed to tackle this issue as a joint commissioning process through the Children's Services Unit. Work is underway to establish what service models are required and how they will be commissioned. This work will encompass drivers for change which will ensure a clear, robust and focussed arena of integrated preventative services that will be in place to reduce the need for specialist services.</p> <p>The Acting Chief Officer for CYPSC is involved in work with her senior leadership team to develop processes that will ensure only those children and young people who need to be looked after by the Local Authority are, and all partners are engaged in supporting children and young people to remain in their family and community where possible.</p>													
4	Leads Strategic Plan Partnership Agreed	NI 88	Number of extended schools	Education Leads	Quarterly %	Rise	42%	N.A.	74%	65%	72%	72%	No concerns with data
<p>The latest quarterly result continues to show a strong rate of progress that compares most favourably with national and regional comparators. Our regular monitoring by TDA officers has told us that, for a large metropolitan city, we are doing extremely well. All 33 clusters across five wedges have strong cluster coordination in place. Three in four of our primary and secondary schools have fully engaged with the provision of extended services. In July 2007 the comparable figures were 40% of primary schools and 64% of secondary schools. Thus, over the last four terms our cluster and partnership arrangements have engaged a further 77 schools/SILCs - almost one in three of our educational establishments. This is recognised by the TDA as excellent progress.</p>													

Children's Services Quarter 3 2008-09 Update

Performance Indicator Type	Reference	Title	Service	Frequency & Measure	Rise or Fall	Baseline	Last Year Result	Target	Qtr1	Qtr2	Qtr3	Predicted Full Year Result	Data Quality
5	NI 51	Effectiveness of child and adolescent mental health (CAMHS) services	Leeds PCT	Quarterly Number	Rise	N.A.	N.A.	16	16	16	16	16	No concerns with data
The target is made up of four proxy measures for this target have scored 4 giving the achievement of 16, the highest score attainable and meets the 2008/09 target that was set.													
6	NI 53A	Prevalence of breast-feeding at 6-8 wks from birth (Breastfeeding prevalence)	Leeds PCT	Quarterly %	Rise	N.A.	N.A.	40.6%	28.0% (1,387)	29.0% (1,387)	37.0% (908 out of 2,466 children)	40.6%	No concerns with data
Progress continues towards the year end target and work is ongoing to increase prevalence.													
Because of the increased recording the prevalence of breastfeeding has improved since last quarter. Much work is ongoing in encouraging breastfeeding, For example opening of additional facilities such as breastfeeding cafes and providing advice and information on the benefits of breastfeeding.													
7	NI 53B	Coverage of breast-feeding at 6-8 wks from birth (Breastfeeding coverage)	Leeds PCT	Quarterly %	Rise	N.A.	N.A.	85.2%	64.4%	71.0% (3,329)	84.9% (2,095 out of 2,466 children)	85.2%	No concerns with data
Recording of breastfeeding information continues to increase and is close to achieving the year end target. During this quarter there has been significant improvement in the recording of the breastfeeding status. This is due to ensuring that the information is recorded by the health visitors as soon as possible after their visits and by the targeting of teams where recording had been identified as low.													
8	NI 59	Percentage of initial assessments within 7 working days of referral	Children and Young People's Social Care	Quarterly %	Rise	79.90%	79.90%	83%	76.40%	78.90% (1,832 out of 2,321 assessments)	78.20% (2,725 out of 3,485 assessments)	78.20%	No concerns with data
The position is little altered from the previous quarter. Although achievement of the target looks challenging, we have maintained performance in spite of an increase in the rate of referral that followed national coverage of the Baby P case.													
In relation to this issue Leeds fairs well in comparison with its statistical neighbours who in 07/08 were performing at 75.8% in 07/08.													
9	NI 60	The percentage of Core Assessments that were completed within 35 working days of their commencement	Children and Young People's Social Care	Quarterly %	Rise	77.40%	77.40%	80%	83.80%	83.50% (415 out of 497 assessments)	82.60% (579 out of 701 assessments)	82.60%	No concerns with data
Although there has been a slight downturn in this indicator, there is nothing to indicate that this is anything more than normal variation. Performance remains good and already exceeds the target for the year end this is a result of prioritising actions by managers. The biggest change to improve performance in this areas has been increasing the number of staff available to undertake assessments.													
In terms comparative performance on core assessments we are performing well in relation to other authorities on the basis of the information in the PWC reporting tool.													

Children's Services Quarter 3 2008-09 Update

Performance Indicator Type	Reference	Title	Service	Frequency & Measure	Rise or Fall	Baseline	Last Year Result	Target	Qtr1	Qtr2	Qtr3	Predicted Full Year Result	Data Quality
10 National Indicator	NI 61	Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption	Children and Young People's Social Care	Quarterly %	Rise	81.40%	N.A.	85%	76.90%	82.40% (28 out of 34 children)	83.00% (39 out of 47 children)	85%	Concerns with data
<p>There has been a marginal increase in performance, however this is not likely to improve significantly during quarter 4.</p> <p>The rearrangement of posts to make more staff time available for adoption will take place in February and will help improve performance. In addition 2 adoption staff posts have been advertised and should be in place by April 09. It is anticipated this will also have a positive impact on performance. The work currently taking place to transfer records into ESCR should address data quality issues.</p>													
11 National Indicator	NI 103A	Special Educational Needs - statements issued within 26 weeks -A) Percentage of final statements of special education need issued within 26 weeks excluding exception cases as a proportion of all such statements issued in the year.	Education Leads	Quarterly %	Rise	N.A.	N.A.	100%	93%	85.70% (30 out of 35 statements)	95.50% (21 out of 22 statements)	90.60%	No concerns with data
	NI 103B	Special Educational Needs - statements issued within 26 weeks B) Percentage of final statements of special education need issued within 26 weeks as a proportion of all such statements issued in the year.	Education Leads	Quarterly %	Rise	N.A.	N.A.	90%	74%	78.50% (51 out of 67 statements)	93.70% (59 out of 63 statements)	82.20%	No concerns with data
<p>This quarter performance has improved against both measures, due to improved processes to get information back from health agencies to meet the required timescales. An external progress check by National Strategies has given a green rating to the progress being made in this area.</p>													
12 National Indicator	NI 113	Prevalence of Chlamydia in under 25 year olds	Leeds PCT	Quarterly %	Rise	N.A.	N.A.	17%	3.56%	N.A.	N.A.	N.A.	No concerns with data
<p>Results and comments not provided</p>													
13 National Indicator	NI 126	Early Access for Women to Maternity Services	Leeds PCT	Quarterly %	Rise	N.A.	N.A.	85.00%	70.20%	78.70%	78.65% (1,887 out of 2,433 women)	85.00%	No concerns with data
<p>This result is slightly below last quarter. The number of bookings in October was higher than previous months, though due to time constraints, the data is yet to be fully validated. This validation may have a positive effect on the percentage figure. Work is continuing to ensure the year end target is reached.</p>													

Children's Services Quarter 3 2008-09 Update

Performance Indicator Type	Reference	Title	Service	Frequency & Measure	Rise or Fall	Baseline	Last Year Result	Target	Qtr1	Qtr2	Qtr3	Predicted Full Year Result	Data Quality
14 National Indicator	NI 43	Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody	Youth Offending Service	Quarterly %	Fall	10.60%	N.A.	6.80%	12.70%	12.30% (124)	11.30% (47 out of 416 young people)	12.00%	No concerns with data
		<p>There are numerous contributory factors that affect performance in this area such as the approach to sentencing by magistrates; scale and seriousness of offending in Leeds and magistrates confidence in community order options, etc. The YOS is focusing on all the elements of this indicator and has met with magistrates to discuss sentencing and additional needs to curb 'excess' custodial sentencing. The service has also revised processes and procedures around court reporting to ensure staff are available in court to discuss with sentencers the available community options. In addition, YOS is working to improve feedback to magistrates - and increase confidence in the Community Orders.</p> <p>The service has completed a study with consultants focussing on the issues specific to Leeds and is following many of the recommendations of the report.</p> <p>Last year's (08/09) quarter 3 performance was skewed by a very high out-turn in one area of the city (West) which was not foreseen - but all other areas averaged a 9% Sentencing rate - which is more in line with comparative areas.</p>											
15 National Indicator	NI 44	Ethnic composition of offenders on Youth Justice System disposals	Youth Offending Service	Quarterly %	Fall	N.A.	N.A.	4.10%	N.A.	N.A.	N.A.	4.60%	No concerns with data
		<p>Quarterly data has not been provided for this indicator due to a lack of information about the calculation methods used by Youth Justice Board. YOS has since discovered these calculation methods and agrees with the target that the YJB set for Leeds. The service is now able to replicate performance locally to reflect the annual YJB published figure. The YOS will report this PI in quarter four.</p>											
16 National Indicator	NI 45	Young offenders' engagement in suitable education, training and employment	Youth Offending Service	Quarterly %	Rise	68.20%	N.A.	73%	76%	75.70% (604)	76.25% (289 out of 379 young people)	76.25%	No concerns with data
		<p>Leeds YOS remaining high performing in Education targets. There are Education and Connexions workers at each area office who work with case holders to target the correct young people. ETE provision within Leeds YOS is above the national average and although ETE provision for over 16s is improving YOS managers will review a selection of cases to see if there is more that can be done to further improve performance.</p>											
17 National Indicator	NI 46	Young offenders' access to suitable accommodation	Youth Offending Service	Quarterly %	Rise	91.50%	N.A.	95.90%	91.20%	90.20% (790)	96.06% (414 out of 431 young people)	95.00%	No concerns with data
		<p>Performance has improved this quarter. Recent falling performance in accommodation was addressed by senior managers and the Partnership Board and support has been well received. The YOS has 3 additional accommodation workers within the areas teams enabling case holders and accommodation workers to work together to access resources.</p>											
18 National Indicator	NI 111	First time entrants to the Youth Justice System aged 10-17	Youth Offending Service	Quarterly Number	Fall	2,076	N.A.	1,877	293	355	417	1,800	No concerns with data
		<p>Figures this quarter are still within the acceptable range. The YOS is working with West Yorkshire Police to review offending rates of young people on prevention programmes in Leeds. This work will ensure the correct areas and young people are being targeted and that interventions continue to have the desired impact of reducing offending and first time entrants.</p>											

Children's Services Quarter 3 2008-09 Update

Performance Indicator Type	Reference	Title	Service	Frequency & Measure	Rise or Fall	Baseline	Last Year Result	Target	Qtr1	Qtr2	Qtr3	Predicted Full Year Result	Data Quality
19	Local Indicator BV-163	The number of children who ceased to be looked after during the year as a result of the granting of an adoption or special guardianship order, as a percentage of the number of children looked after at 31st March (excluding unaccompanied asylum seekers) who had been looked after for 6 months or more on that day	Children and Young People's Social Care	Quarterly %	Rise	N.A.	7.90%	8.00%	8.50%	8.60% (49 children)	7.60% (65 children)	8.60%	No concerns with data
		The annual target should be met this year although performance may flatten next quarter due to a decline in the number of special guardianship orders being made. Recruitment of staff to new posts in January should help to improve performance by April 09. 65 = children who were adopted or Special Guardianship Orders (SGO) (pro rata to 87) therefore 87/1145 = 7.6%											
20	Local Indicator LKI-IYSS1	The level of contact into the resident 13-19 population	Youth Service	Quarterly %	Rise	25%	N.A.	25% (18,108)	N.A.	N.A.	13% (9,663)	25% (18,108)	No concerns with data
		In this area the Youth Service, VCFS (voluntary, community and faith sector) and partners are on target with a further quarter's result to be added. The Cumulative result for quarters 1 - 3 is 23% (17,031). It is likely that by the end of quarter 4 Youth Work providers will exceed the target contact figure of 25% (18,108).											
21	Local Indicator LKI-IYSS2	The level of involvement into the resident 13-19 population	Youth Service	Quarterly %	Rise	11%	N.A.	15% (10,864)	N.A.	17%	11% (8,030)	18% (13,037)	No concerns with data
		Involvement / participation results to the end of quarter 3 have already exceeded the annual target figure of 10,864. The cumulative level of involvement achieved at quarter 3 stands at 12,416 young people (17%) with the expectation that by the year end this figure will rise to over 13,000.											
22	Local Indicator LKI-IYSS3	The percentage of young people aged 13-19 Youth gaining a recorded outcome compared to the percentage of young people in the local authority area	Youth Service	Quarterly %	Rise	N.A.	N.A.	9.0% (6,518)	N.A.	N.A.	3.8% (2,748)	6.7%	No concerns with data
		The level of contact, involvement and participation of young people is a prerequisite for recorded outcomes. Given good performance in relation to contact and involvement there needs to be an investigation as to why a corresponding increase in recorded outcomes has not occurred by the end of quarter 3. The figure for recorded outcomes in quarter 3 was 2,748 where the figures for quarter 1 and quarter 2 combined were only 273. The cumulative result for quarter 1 - 3 was 3,021 (4.2%). It is believed that quarter 4 may show a similar improvement in performance. The overall improvement in quarter 3 is a result of improved reporting due to an extensive roll out of system related training and a better understanding and awareness amongst staff of the four performance indicators, specifically recorded outcomes. In addition, amendments were made to the Management Information System to make it easier to record 'recorded outcomes'. Furthermore, there was improved accessibility to the system for staff which is likely continue once the findings from the mobile (remote) access pilot currently being undertaken have been applied. Further system related training will be rolled out in Feb/March to Youth Service staff working less than 18 hours per week and to Leeds Youth Work Partnership funded VCFS organisations. In 2009/10, utilisation of the MI system will be a condition of continued funding funded VCFS partners. Performance targets have been set at ward level, and further sub-divided between LCC Youth Service and VCFS partner organisations. The LCC Youth Service will rigorously monitor achievement against these targets via the supervision and appraisal process, on the basis of Youth Work manager ward responsibilities. In order to support this, corporate ICT colleagues are currently creating routines to enable reports to inform the supervision/appraisal process which will facilitate much improved supervision, monitoring and performance management in relation to the PI targets.											

Children's Services Quarter 3 2008-09 Update

Performance Indicator Type	Reference	Title	Service	Frequency & Measure	Rise or Fall	Baseline	Last Year Result	Target	Qtr1	Qtr2	Qtr3	Predicted Full Year Result	Data Quality
23	Local Indicator LKI-IYSS4	The percentage of young people aged 13-19 gaining an accredited outcome compared to the percentage of young people in the local authority area	Youth Service	Quarterly %	Rise	11%	N.A.	4.5% (3,259)	N.A.	N.A.	2.0% (1,520)	3.1%	No concerns with data
		The cumulative result for quarter 1 - 3 is 2.14% (1,549)											
		The number of accredited outcomes are directly related to level of contact, involvement and participation. This area is further complicated by the nature of the accreditation process, cost issues, time issues etc. The home produced Leeds Award was introduced in order to deal with these issues. The use of Leeds Award along with the Duke of Edinburgh Award has significantly increased over quarter 3 and is expected that this will continue to be the case in quarter 4.											
		The service will continue to encourage the use of the Leeds Award and Duke of Edinburgh Award and ensure that any under reporting is rectified. Achievement of, and accountability for this PI will be further emphasised via the supervision process.											
24	Local Indicator LKI-IYSS6	Number of children and young people involved in positive activities through the Target Activity Programme (TAP)	Youth Service	Quarterly Number	Rise	N.A.	N.A.	N.A.	77	617	613	2,000	No concerns with data
		At the close of quarter 3, 1,307 children and young people had been involved in positive activity. Some of the numbers reached during quarter 3 were obtained through projects that were anticipated to be run during the summer. As there were staffing issues and therefore a subsequent inability to run programmes, in what is traditionally the busiest of the holiday periods the projects were run during October half term. This led to partners running programmes over a 1 week period instead of 6 weeks and consequently some projects were unable to reach their target numbers.											
		The projects that were approved by the Youth Work Partnerships in quarter 3 are just beginning, and therefore have yet to submit data.											
		Funding has been awarded, and in some cases realigned. All projects have been advised that they must complete by the end of March and submit their data to the PAYP office.											
		At present more projects have failed to meet their targets than have exceeded them, however the service anticipates meeting its annual target as some very large projects have yet to submit their data.											
25	Local Indicator LKI-IYSS8	The number of positive activities in which Breeze card holders participate	Youth Service	Quarterly Number	Rise	N.A.	N.A.	N.A.	136,641	124,618	74,678	400,000	Checklist not completed
		This indicator is comprised of information from Breeze, leisure centres, sports development, and libraries. The majority of Breeze events tend to take place in quarter 1 and quarter 2. No Breeze events were held in quarter 3. The quarter 3 result represents the number of young people registering at libraries, actively borrowing, attending library activities and Breeze cardholders who have visited a leisure centre.											
		To ascertain whether a quarter's performance has been particularly good, comparison with the same quarter in the previous year(s) is necessary although this is limited due the variances in schedules year on year. This year (08/09) will be used to establish baselines. Next year, quarterly analysis on performance will be undertaken.											

Children's Services - End of Year Results 2008/09

Performance Indicator Type	Reference	Title	Service	Frequency & Measure	Rise or Fall	Baseline	Last Year Result	Target	Full Year Result	Data Quality
1 Leeds Strategic Plan - Government Agreed	NI 69	Children who have experienced bullying	Education Leads	Annually %	Fall	33.0%	N.A.	30.0%	43.3%	No concerns with data
<p>Although this result is above target, the method for calculating this indicator has changed since targets were set (and the new method was only published by the DCSF in Jan 2009). This change has had the effect of increasing the reported incidence of bullying for all local authorities. For this reason comparison of 2008 results with 2007 results, or with the 2008 target, is not appropriate. Despite this change, the Leeds result is the lowest in the Yorkshire region, is almost 5 percentage points below the national result and is in the top quartile of local authorities nationally. New targets will be set for future years now that the new methodology is known. Target-setting will also factor in the fact that we expect our figures to rise significantly as a result of the anti-bullying strategy, as children and young people have greater confidence in reporting bullying.</p> <p>A wide range of activities are being undertaken as part of the anti-bullying strategy, including the anti-bullying ambassador programme; a pilot with Ralph Thoresby and its feeder primary schools; information days; training; and a project to develop improved information management related to incidents of bullying. The anti-bullying alliance have reported to the DCSF that the anti-bullying strategy for Leeds is a model of good practice.</p>										
2 Leeds Strategic Plan - Government Agreed	NI 78	Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A* - C grades at GCSE and equivalent including GCSEs in English and Maths	Education Leads	Annually Number	Fall	13	N.A.	7	6	No concerns with data
<p>This result is now confirmed. An additional seven schools were above this floor target compared to 2007's result of 13 schools. Additional resource is to be provided to improve schools as part of the National Challenge; trained advisers will take on and extend the school improvement partner function. Examples of schools that were below floor target in 2007 and that recorded significant improvements against this measure in 2008 are Rodillian (up from 19% to 35%) and West Leeds (up from 25% to 34%). Strong gains were also made in non-national challenge schools such as Lawnswood, Brigshaw, and Morley.</p>										
3 Leeds Strategic Plan - DCSF	NI 72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	Education Leads	Annually %	Rise	47.1%	N.A.	48.5%	47.0%	No concerns with data
<p>This indicator has shown an improvement of 0.2% in Leeds in 2008, a slowing in improvement compared to previous years. This may be an indication that practitioners are continuing to refine the accuracy of their assessments (hence the reduction in outcomes in strands which historically have had high results), but are successfully maintaining the consistency of children's development in key areas.</p>										
4 Leeds Strategic Plan - DCSF	NI 75	Proportion of pupils in schools maintained by the authority achieving five or more GCSEs at grades A* - C or equivalent, including Maths and English	Education Leads	Annually %	Rise	41.2%	42.1%	48.0%	46.4%	No concerns with data
<p>This data is now confirmed. A significant programme of school improvement support is in place for National Challenge schools to raise attainment in this area. The gap to national performance has closed to be just over one percentage point. Leeds' performance has increased by 4.3 percentage points since 2007, whereas the national increase against this measure is less than one percentage point, which represents excellent progress by Leeds schools.</p>										
5 Leeds Strategic Plan - DCSF	NI 87	Secondary school persistent absence rate	Education Leads	Annually %	Fall	N.A.	N.A.	N.A.	8.9%	No concerns with data
<p>Overall persistent absence (PA) in Leeds secondary schools has reduced from 9.8% 2005/06 to 8.9% 2007/08. For the 18 target schools there was a greater rate of reduction from 14.8% to 13.1%. There is regular monitoring and responsive support for all target schools and for all schools at risk of becoming targets schools. Year on year lowering of national thresholds for target schools (from 8% in 2007/08 to 7% 2008/09) has resulted in an increase in target schools for current academic year to 22.</p>										

Children's Services - End of Year Results 2008/09

Performance Indicator Type	Reference	Title	Service	Frequency & Measure	Rise or Fall	Baseline	Last Year Result	Target	Full Year Result	Data Quality
6	NI 92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	Education Leads	Annually %	Fall	38.0%	38.2%	33.3%	39.8%	No concerns with data
<p>In 2008 there has been a decrease of 1 in the median score for the full cohort and a decrease of 2 in the mean score for the bottom 20%. This has resulted in a widening of the gap by 1.5%. This means that some of the improvement seen in 2007 has been lost this year, although the gap is still smaller than that seen in 2006. National comparison data is not yet available. An Early Years Advisor has been appointed to improve joint working between the School Improvement Service and Early Years Service. The adverts for four of the new consultants to provide target support to schools are due to go out after the half-term holidays.</p>										
7	NI 52A	Take up of school lunches - primary schools and SILCs	Education Leads	Annually %	Rise	N.A.	N.A.	N.A.	38.8%	No concerns with data
<p>This is the first time that this national indicator has been reported, and as such there is no target for this year. Improvement targets will be set for future years. Performance in Leeds is below the national average, but a range of initiatives are in place to boost school meal take-up. A toolkit for schools has just been launched to support schools in increasing free school meal take-up, which builds on the findings of a two-year research programme. Work is also ongoing to improve the coverage of schools included in this indicator. The recently-launched packed lunch policy also aims to increase uptake by shifting children from packed lunches to school meals in both primary and secondary but is likely to be most effective in primary schools.</p>										
8	NI 52B	Take up of school lunches (secondary schools)	Education Leads	Annually %	Rise	N.A.	N.A.	N.A.	31.5%	No concerns with data
<p>This is the first time that this national indicator has been reported, and as such there is no target for this year. Improvement targets will be set for future years. Performance in Leeds is below the national average, but a range of initiatives are in place to boost school meal take-up. A toolkit for schools has just been launched to support schools in increasing free school meal take-up, which builds on the findings of a two-year research programme. Work is also ongoing to improve the coverage of schools included in this indicator. Obtaining data from schools where catering is provided by PFI contractors has proved problematic, this is being addressed by involving PFI contract monitoring staff in data collection.</p>										
9	NI 55A	Coverage Obesity in primary school age children in Reception	Leeds PCT	Annually %	Fall	N.A.	N.A.	91.88%	93.80%	No concerns with data
<p>Result for 07/08. There is an increase in the number of children measured. Please note this is the annual result for this indicator.</p>										
10	NI 55B	Prevalence Obesity / overweight among primary school age children in reception. Return to national levels of year 2000.	Leeds PCT	Annually %	Fall	N.A.	N.A.	9.20%	8.47%	No concerns with data
<p>Result for 07/08. There is an increase in the number of children measured. Please note this is the annual result for this indicator.</p>										
11	NI 56A	Coverage Obesity in primary school age children in Year 6	Leeds PCT	Annually %	Fall	17.80%	N.A.	98.31%	98.60%	No concerns with data
<p>As with NI 55 there has been an increase in the number of children measured.</p>										
12	NI 56B	Percentage Obesity in primary school age children in Year 6.	Leeds PCT	Annually %	Fall	N.A.	N.A.	17.72%	19.34%	No concerns with data
<p>As with NI 55 there has been an increase in the number of children measured.</p>										
13	NI 84	Achievement of 2 or more A*-C grades in Science GCSEs or equivalent	Education Leads	Annually %	Rise	41.2%	N.A.	N.A.	44.2%	No concerns with data
<p>This data is now confirmed. The current academic year is the start of this national indicator. The gap to national performance for this indicator has closed by 3 percentage points, as performance in Leeds has improved while national performance has remained static.</p>										

Children's Services - End of Year Results 2008/09

Performance Indicator Type	Reference	Title	Service	Frequency & Measure	Rise or Fall	Baseline	Last Year Result	Target	Full Year Result	Data Quality
14 National Indicator	NI 89A	Reduction of number of schools judged as requiring special measures	Education Leeds	Annually Number	Fall	4	N.A.	0	4	No concerns with data
		One school came out of special measures during the 2006/07 academic year, while another because subject to it. The school improvement service provide a co-ordinated programme of support to schools in special measures, and monitoring inspection reports by Ofsted acknowledge the effectiveness of this support.								
15 National Indicator	NI 89B	Improvement in time taken to come out of special measures	Education Leeds	Annually Number	Fall	N.A.	N.A.	N.A.	21	No concerns with data
		1 school (Grimes Dyke) came out of special measures during the 2007/08 academic year. The three other schools that have been in special measures long enough to undergo monitoring inspections have all received good or satisfactory progress visits.								
16 Local Indicator	BV-38	Percentage of 15 year old pupils in schools maintained by the local education authority achieving five or more GCSEs at grades A*-C or equivalent.	Education Leeds	Annually %	Rise	N.A.	55.9%	59.5%	62.4%	No concerns with data
		This result is now confirmed. Performance against this indicator has improved again, to be above target for both the statutory target set and the local LAA target. The gap to national performance levels has closed by a further 3.2. percentage points. This is the last year that this indicator will be reported, it is being replaced by NI 75 (5 A*-C GCSEs including English and maths GCSEs) so school improvement efforts are now focused on improving performance in this area.								
17 Local Indicator	BV-39	Percentage of 15 year old pupils in schools maintained by the local education authority achieving five or more GCSEs or equivalent at grades A*-G including English and Maths	Education Leeds	Annually %	Rise	N.A.	85.8%	89.0%	88.9%	No concerns with data
		This data is now confirmed. Performance against this indicator has improved by more than the increase seen last year and Leeds is now ahead of national performance on this measure. This is the last year that this indicator will be reported, it is not being replaced by a national indicator.								
18 Local Indicator	BV-45	Percentage of half days missed due to total absence in secondary schools maintained by the local education authority	Education Leeds	Annually %	Fall	N.A.	9.1%	7.7%	8.5%	No concerns with data
		The performance table result for 2007/08 is 91.5%. Overall secondary attendance has improved in Leeds during the 07/08 academic year. Attendance Strategy Team managers and Link Attendance Advisers continue to attend Area Management Board meetings to raise the profile of attendance and persistent absence and to present area and cluster attendance data reports. Attendance links with AMBs/Children Leeds partnerships and key partner agencies are continuing to strengthen, with an emphasis on cluster delivery, common policy, procedure, local issues, greater ownership of attendance and sharing data. Local Area Partnerships are developing attendance action plans and partnership agreements with the Attendance Strategy Team.								
19 Local Indicator	BV-46	Percentage of half days missed due to total absence in primary schools maintained by the local education authority	Education Leeds	Annually %	Fall	N.A.	5.2%	4.6%	5.3%	No concerns with data
		This data is now confirmed from school census data from half terms 1-5. A range of work is ongoing to address this issue. With the identification of target primary schools for persistent absence, and an increase in the number of target secondary schools, resource planning is needed to offer support to schools to improve attendance. As a result, a new approach has been developed to support more regular monitoring of attendance at cluster level. Schools have agreed to share pupil-level data with clusters to support targeted improvement work with families. A range of initiatives have also been agreed to raise the profile of the Attendance Strategy; for example holding sessions on this at Integrated Strategic Commissioning Board, Headteachers' Forum and Governors' Forum. In addition, there will be a review of how the attendance targets are set to ensure that there is appropriate challenge to targets. A programme board will be re-established with representation from Children Leeds The Attendance Champions Team have seen improvements in primary school attendance and reductions in persistent absence in schools that have engaged with them through the "reach for the stars" initiative. A dvd of the work of the team is being finalised to promote the innovative work and good practice in Leeds in addition to a primary training pack for school delivery. The number of schools engaging with Attendance Champions initiatives is increasing year on year.								

Children's Services - End of Year Results 2008/09

Performance Indicator Type	Reference	Title	Service	Frequency & Measure	Rise or Fall	Baseline	Last Year Result	Target	Full Year Result	Data Quality
20 Local Indicator	CYP-POC5	The number of fixed term exclusions from schools maintained by the Local Education Authority, per 1,000 pupils	Education Leads	Annually Numerical	Fall	N.A.	60.15 per 1,000 pupils	25.00 per 1,000 pupils	48.20 per 1,000 pupils	No concerns with data
		The number of fixed-term exclusions has again reduced, although not to the original LAA target level. Work has taken place to improve data quality on this indicator, and termly meetings are now taking place between all Education Leads teams involved in recording and monitoring exclusions. The target remains at that set for the original LPSA2 agreement, which reflects our aspirational approach.								
21 Local Indicator	CYP-POC6	The number of permanent exclusions from schools maintained by the Local Education Authority	Education Leads	Annually Numerical	Fall	N.A.	65 per 1,000 pupils	40 per 1,000 pupils	51 per 1,000 pupils	No concerns with data
		The number of permanent exclusions has again reduced. Although not to target, performance is now above the 60% threshold for LAA reward grant. This indicator is being replaced by NI 114. The reduction is due to the collaborative work taking place as part of LLS objective 3. Exclusions are rigorously monitored and challenged. Partnership Boards are provided with data sets to provide early identification of children and young people at risk of permanent exclusion.								

Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 1 April 2009

Subject: Recommendation Tracking

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 Last year Overview and Scrutiny Committee adopted a new, more formal system of recommendation tracking, to ensure that scrutiny recommendations were more rigorously followed through.
- 1.2 As a result, each Scrutiny Board now receives a quarterly report on any recommendations from previous inquiries which have not yet been completed.
- 1.3 This will allow the board to monitor progress and identify completed recommendations; those progressing to plan; and those where there is either an obstacle or progress is not adequate. The board will then be able to take further action as appropriate.
- 1.4 A standard set of criteria has been produced, to enable the board to assess progress. These are presented in the form of a flow chart at Appendix 1. The questions should help to decide whether a recommendation has been completed, and if not whether further action is required.
- 1.5 For each outstanding recommendation, a progress update is provided. In some cases there will be several updates, as the board has monitored progress over a period of time.
- 1.6 To assist members, the Principal Scrutiny Adviser has given a draft status for each recommendation. The board is asked to confirm whether these assessments are appropriate, and to change them where they are not.

- 1.7 In particular, members should note that a number of recommendations have a draft status of 4 or 5. For these recommendations, the Principal Scrutiny Adviser suggests that progress has been made. However, the decision as to whether this progress is acceptable is a judgement for board members to make.
- 1.8 In deciding whether to undertake any further work, members will need to consider the balance of the board's work programme.

2.0 Next Steps

- 2.1 The next cycle of quarterly recommendation tracking reports will be presented to Scrutiny Boards in July 2009, enabling the Board to judge progress against outstanding recommendations.

3.0 Recommendations

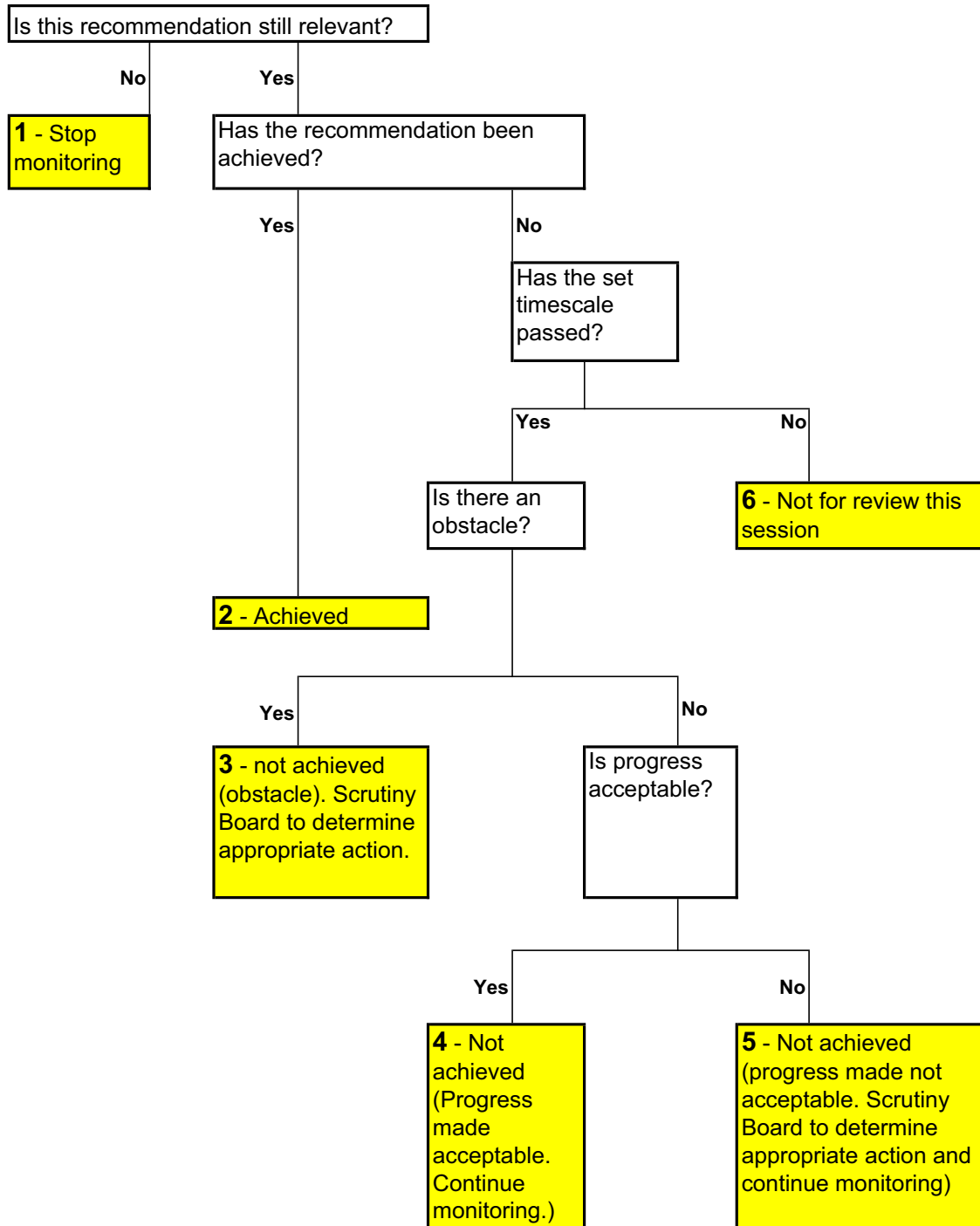
- 3.1 Members are asked to:

- Agree those recommendations which no longer require monitoring;
- Identify any recommendations where progress is unsatisfactory and determine the action the board wishes to take as a result.

Background Papers

Recommendation Tracking - Report to Overview and Scrutiny Committee – 4 December 2006

Recommendation tracking flowchart and classifications:
Questions to be Considered by Scrutiny Boards



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	Recommendation	Stage	Complete
3	<p>We recommend that the Director of Social Services considers whether a similar organisational approach to that taken in Liverpool would benefit adoption in Leeds, and reports back to us with a view within three months</p>		
Page 79	<p><u>April 2009 update</u> The Board decided in January that progress was not satisfactory, and requested a further report on the reason for the delays. This was considered by the Scrutiny Board in February 2009. The Board noted that posts had been advertised, and requested a further update in April 2009.</p> <p>The Board were informed in March that interviews had taken place for the Contact officer post and a candidate had been recommended for appointment.</p> <p>Only 2 applications were received for the Adoption worker posts, which were not of a standard suitable to interview. The posts are currently being re-advertised.</p> <p>A Delegated Decision report to approve a number of new fostering posts will be submitted at the beginning of April. If there are not sufficient suitable applicants for the adoption posts from the current re-advertising process, then there will be an opportunity to combine with the recruitment process for these new fostering posts.</p> <p><u>July 2007 position</u> This proposal will be considered as part of the full review of the service as it represents a significant change to current practice and has budgetary implications Timescale: October 2007</p> <p><u>October 2007 update</u> The timescale for the review to be completed is now January 2008.</p> <p><u>January 2008 update</u> The timescale for completion of the review is now March 2008.</p> <p><u>July 2008 Update</u> The Liverpool model has been considered and rejected on the basis that the benefits from that approach can be achieved by other means in Leeds. Specifically, Leeds has instead invested in 3 additional adoption officers to help shorten the timescale for assessments – a key priority for the service.</p>	<p>4 or 5 (not achieved)</p> <p>Board to determine whether progress is acceptable</p>	

	Recommendation	Stage	Complete
	<p><u>October 2008 update</u> <i>To create extra capacity within the adoptions service as soon as possible, 1.5 of the posts available will be used to take on fostering work that has been covered by those responsible for adoptions. This will free up those staff to work entirely on adoptions. Half a post will be used to increase contact work and the other half a post will add to existing capacity. The process for filling these posts is currently being carried through. To stay within budget it has been necessary to reduce the 3 additional posts to 2.5.</i></p> <p><u>January 2009 update</u> <i>In October the Board asked the Chair to monitor progress, with a view to signing off the recommendation once recruitment took place. The Chair has received a delegated decision report which is due to be considered by the Chief Officer (Children and Young People's Social Care) in January 2009, following which the posts can be filled/advertised.</i></p>		

	Recommendation	Stage	Complete
7	<p>We recommend that the Director of Children’s Services ensures that, in addition to existing consultation with service users, specific efforts are made to consult with non service users about their views on the Youth Service.</p>		
Page 75	<p><u>April 2009 update</u> Due to a range of other pressures, such as the careers company transition; other connexions services’ commissioning deadlines; the Youth Work Partnership commissioning arrangements; the Insight management information system training need; and recruitment and selection issues, the timeline in relation to the user survey has by necessity been revised.</p> <p>It is unlikely that the results will be available until August 2009, in view of these and other pressures on the Integrated Youth Support Services central support team.</p> <p>The user survey is in the process of being developed by the new Resources Officer. The survey will go onto the council’s consultation portal – Talking Point – with a link to this via the Breeze website in order to facilitate wider access and utilisation of the questionnaire.</p> <p>The issue of a non-user survey is being looked at. However, this piece of work was previously commissioned via The Project, costing in excess of £2,000. At this point it is uncertain if budget availability will facilitate such a piece of work. Subject to budgetary restrictions the non-user survey will happen in June/July 2009.</p> <p>It is hoped that making the survey available online will increase the numbers of respondents including non service users.</p> <p><i><u>October 2007 position</u></i> The Youth Service will be conducting its second annual user survey in October 2007. This is specifically designed to assess customer feedback and satisfaction ratings. Extensive public consultation with young people about the youth offer has been taking place during the summer as part of Breeze on Tour.</p> <p><i><u>January 2008 update</u></i> The annual user survey will now take place in February 2008.</p> <p><i><u>July 2008 Update</u></i> Reports from the user survey and a focus group with non service users have been circulated to members of the Scrutiny Board.</p> <p><i><u>October 2008 update</u></i> The next annual survey will be across IYSS instead of just Youth Service. In particular this involves extending the survey to Connexions clients. This means that the views of non Youth Service users will be captured. The results will be available by March 2009.</p>	<p>4 or 5 (not achieved)</p> <p>Board to determine whether progress is acceptable</p>	

	Recommendation	Stage	Complete
2	<p>That Metro should investigate the possibility of developing a concessionary scheme whereby young people pay for the first few journeys in the usual way and then get one/two free (buy four, get one free for example but avoiding the need to pay up front) and report their findings/actions to Scrutiny Board (Children's Services) in July 2007.</p>		
	<p><u>April 2009 update</u> Get Around for a Pound will run again this August. Promotional materials are being developed as well as links to sites such as Breeze. Particular links are being made to the Free Swimming initiative. The consultants' work on concessions is well underway and a report should be available after Easter.</p> <p><i><u>July 2007 position</u></i> Metro has agreed to consider this approach.</p> <p><i><u>January 2008 update</u></i> This type of scheme is conditional on the introduction of smart cards. Metro will keep the Scrutiny Forum informed of progress in this area.</p> <p><i><u>July 2008 Update</u></i> Operators have agreed to a 'get around for a pound' promotion over the summer holiday, entitling all young people (11-16) with a half fare pass to a £1 ticket. Other work to take this forward is still ongoing.</p> <p><i><u>October 2008 update</u></i> Metro are still in the process of compiling feedback from the 'get around for a pound' promotion. However, it is hoped that the promotion will be run again next summer. They are also continuing to explore the idea of free travel for young people, and are appointing a consultant to look at the costs and benefits of this.</p> <p><i><u>January 2009 update</u></i> Consultants have been appointed to review the ticketing options available to young people in West Yorkshire in order to address the issues of cost and complexity of the offering that have been consistent elements of feedback to Metro. Part of this work will consider whether there is a business case for free bus travel for young people as is the case in London. The first phase of the consultants' work is close to completion and was primarily around consultation. The feedback of Leeds young people has been a part of this phase. The second phase will take different economic models for ticketing offerings in order to establish the cost but also the benefits in their widest sense of different options (e.g. access to education, training and leisure, decongestion, health impacts). The 'carnet' idea is one of the options put forward to consultants for modelling. The consultants' report will be available in early summer.</p>	<p>4 (not achieved) Progress made acceptable. Continue monitoring</p>	

	Recommendation	Stage	Complete
5	<p>That Metro develop a text messaging comments and complaints system, promote this amongst young people and report progress to Scrutiny Board (Children’s Services) in July 2007.</p>		
	<p><u>April 2009 update</u> A text facility is being developed to inform parents of primary school children of late running services which may be extended to secondary school children in due course if found to be useful. Leeds Youth Council is represented on Metro’s Youth Forum which recently discussed the issue of making complaints. A free phone service, perhaps via MetroLine, was suggested as it enables complainants to communicate all information necessary to investigate the complaint fully and also to vent their frustration effectively! The feasibility of this option is under discussion.</p> <p><u>July 2007 position</u> Metro will consider this further following the launch of their young people’s website</p> <p><u>January 2008 update</u> The website has now been launched and complaints/comments can be submitted by email. Metro are still considering the possibility of introducing a text message system at some point in the future.</p> <p><u>July 2008 update</u> Metro has requested a quote for setting up and running a text messaging service.</p> <p><u>October 2008 update</u> A text messaging service has not yet been established, but Metro remain committed to this and are hoping to appoint an operator shortly.</p> <p><u>January 2009 update</u> Metro has established that this is technically feasible in terms of sending out messages to customers, e.g. about late running buses. By inference it is also technically feasible to receive such messages – the issues that remain to be resolved are (a) ensuring that customers send in sufficient information that such feedback can be followed up, and (b) ensuring adequate staffing levels to resolve issues in a timely manner. It is believed that a pilot with a small number of young people might help to understand these issues better and the possibility of running this will be explored in the New Year.</p>	<p>4 (not achieved) Progress made acceptable. Continue monitoring</p>	

	Recommendation	Stage	Complete
1	<p>That Education Leeds report quarterly to the Scrutiny Board (Children's Services) on any concerns regarding schools' use of delegated SEN funding raised through the school improvement process, and how schools have responded to challenge.</p>		
	<p><u>April 2009 update</u> (a) Recruitment to vacant SEN Monitoring Officer posts has been completed and all posts are now filled. This capacity will enable increased pace of improvement regarding the monitoring and evaluation of outcomes for children. Through improved scrutiny of Annual Reviews, schools and settings will be challenged to demonstrate the impact of provision resulting in good outcomes for children. Collaboration and partnership working between the Integrated Psychology and Support Service and SENSAP is targeted on supporting and challenging schools at cluster level to improve practice for children with SEN.</p> <p>(b) Data on pupil outcomes has been collected and analysed as part of the annual standards report. This was tabled at the Education Leeds Board earlier this term. Further work is required to agree how reports will be presented in the future so as to give increased focus on cluster and locality data.</p> <p><u>July 2008 Response</u> (a) Education Leeds are developing a monitoring and accountability framework that will include value for money judgements, against pupil outcomes and organisational practice. Working in partnership with schools, a document will be produced that sets out the full range of resources available to support children with SEN, with clear guidance as to how these resources can be utilised. An improved data set for Inclusion that will include both funding and outcomes for children will enable improved support and challenge mechanisms within which judgements can be made. Timescale January 2009</p> <p><u>October 2008 update</u> The FFI framework and handbook are being re-written with a full list of guidance for schools including criteria, outcomes and procedures available on the schools info-base. The Teams are still on schedule to deliver against the agreed timescale of January 2009. In addition work is ongoing to review the mechanism and procedures that are in place for reviewing the 2,500+ reviews that take place every year. Given the number of reviews that are ongoing Education Leeds focus on year 5, 9 transition reviews and requests for changes in placements. Work is still required to ensure the consistency and quality of advice coming through from some of the learning environments. Further work is required to ensure robust accountability mechanisms are in place that ensures more effective monitoring of pupil outcomes in relation to funding available, particularly for those pupils educated in mainstream schools. This will be strengthened through planned developments in Objective 1 of LILS including the revision of the School Improvement Policy and Procedures. Further strengthening of the annual review process and procedures and work being undertaken around FFI and the service specifications are being developed for locality working. Further work around value for money will be developed to link in with DCSF and Audit Commission recommendations and guidance.</p>	<p>2 (Achieved)</p>	<p>✓</p>

	Recommendation	Stage	Complete
Page 79	<p><u>January 2009 update</u> <i>The FFI handbook has been rewritten and reissued to all schools and learning settings. Joint working practices involving Integrated Children's Services and School Improvement Partners are being developed to both support and challenge schools in regard to their outcomes for children with SEN/LDD.</i></p> <p><i>The use of The National Strategies and Audit Commission Value for Money tool kit is an integral part of the support, challenge and school self evaluation process. Education Leeds were key partners in the development of this national school improvement tool kit.</i></p> <p><i>The annual reviews for children with and without statements in N2 and year 6 have been completed. Progress and consequent placement decisions continue to be monitored and delivered by Special Educational Needs, Statutory Assessment and Provision Officers and colleagues from the Integrated Support and Psychology Service. This will ensure that all placements for children with SEN will be aligned with the Admissions Protocol, actioned for September 2009 and subsequently monitored.</i></p> <p><i>Further work on the quality of information received from schools through the Annual Review is being embedded into team processes, good practice will be shared and areas of concern addressed through the School Improvement Policy. This policy is undergoing review and will be updated by the end of March 2009.</i></p> <p><u>July 2008 Response</u> (b) <i>Annual report to be prepared for the School Improvement Partnership Board and Scrutiny that highlights trends and actions taken both at an individual school level; extended school cluster; area and city level. Framework on which report will be presented to be agreed by September 2008.</i></p> <p>Timescale <i>First annual report to be produced April 2009</i></p> <p><u>October 2008 update</u> <i>There is still a need to agree a robust framework on which future judgements will be made for the annual report. Data is collected systematically at individual school level, extended service cluster, area and city level on which to form a base line.</i></p> <p><u>January 2009 update</u> <i>Utilising the existing data analysis and current frameworks, Funding for Inclusion protocols, School Improvement Policy, Analysis of School Improvement Advisor/Partner and OFSTED Reports as well as joint working with colleagues from the Financial Services Team, three primary schools, one Specialist Inclusive Learning Centre and two high schools that require further support and intervention have been identified. A further update on how these schools have responded to the support and intervention provided will be given in the next quarterly update to the Scrutiny Board.</i></p>		

	Recommendation	Stage	Complete
2	<p>That Education Leeds commits to early consultation with parents and professionals on any proposals for changes in the location of specialist SEN provision.</p>		
Page 80	<p><u>April 2009 Update (to be read in conjunction with Parent Carer Consultation Activity Plan)</u></p> <p>The Scrutiny Board working group met again in January 2009 and welcomed the progress now being made. At the February 2009 Scrutiny Board meeting, the Board received confirmation of the appointment of a Parent Information Officer, and a revised parent carer consultation activity plan. The Board agreed to revert to quarterly monitoring of progress, with the next report due in April.</p> <p>The Parent Information Officer (PIO) is in post and located at Merrion House. She is working with colleagues in the Education Leeds Communications Team on the next phase of information to be communicated (1.1) Children's Services are currently refreshing the existing Parent Participation Group and the PIO has arranged ongoing discussions with the Parenting Commissioner in order that she is engaged with parents at the refreshed group (1.2). The Family Support and Parenting Board have been updated on 25th February 2009 (1.3.). The PIO is working with the Parenting Unit to ascertain where the existing parenting groups are in localities and how they may be extended for formal consultation processes (1.4). Early indicators are that the CLC's will be the most suitable venues for formal consultation within the localities but further information will be sought from parents themselves (1.6). The Parent Partnership Service are to produce an action plan outlining how they may <i>impartially</i> offer support, advice and guidance to parents and carers through the formal consultation phase (1.8). A telephone number has been identified for parents and carers to make direct contact with the PIO – 0113 3950508(1.11). The PIO has been invited to sit on the Project Group in order to provide continual progress updates for monitoring by the Programme Board (1.12). In conclusion the action plan submitted to the working group remains on target.</p> <p><u>July 2008 Response</u></p> <p><i>(a) The development of Specialist Provision, including the SILCs is Objective 2 within LILS. An audit of current and future projections of the SEN population are informing the development of a range of provisions within localities to ensure improved pathways for children. Proposals for the development of specialist provision will be consulted on with a wide range of stakeholders including parents, young people and professionals.</i></p> <p><i>The audit is now well under way. SENSAP is working collaboratively with PMIT and Schools Organisation to ensure that the data set upon which model is based is as accurate and detailed as possible.</i></p> <p><i>Agreement has been reached with SILC Principals regarding the options for a future model for specialist provision. A briefing document as a precursor to a consultative document is currently being prepared. It is planned that this will be available by the end of July 2008</i></p> <p><i>Timescale By December 2008. (Active informal consultation will begin October 2008.)</i></p>	2 (Achieved)	✓

	Recommendation	Stage	Complete
Page 8 of 11	<p><u>October 2008 update</u> <i>Informal discussions have been held with the Silc Principals and key partners over the Summer term, both through the Silc Forum and the SILC Strategy group. An extraordinary LILS Programme Board was held last week to review available data and suggested ways forward. As a result a recommendation was made that further analysis be undertaken prior to the November Board meeting when a written report would be scheduled that will inform options on which to move forward with the next stages of discussions with key Stakeholders. Whilst this will delay the start of further informal discussions to nearer the end of the Autumn term the Board agreed that this was necessary to ensure all factors have been considered in more depth.</i></p> <p><u>July 2008 Response</u> (b) <i>A proposal will be taken to the Parenting Strategy Board early in the Autumn term that will propose establishing representative parent forums in each area of the City that can be used as a reference group for active participation and consultation of parents and carers as models emerge. The Education Leeds representative on the Parenting Strategy Board is working with parents to develop this. The Chair of the Parenting Strategy Board is on the LILS Programme Board.</i> Timescale <i>Proposal to Parenting Strategy Board September 2008. Groups in place for October 2008</i></p> <p><u>October 2008 update</u> <i>A paper has been written for both the LILS Programme Board and the Parenting Strategy Board that highlights proposals for strengthening area based forums that will be developed as reference groups for active participation and consultation with parents and carers as models emerge. The paper has been approved by the Parenting strategy Board and once formally approved by the LILS Programme will be available on the LILS section of info-base.</i></p> <p><u>July 2008 Response</u> (c) <i>Regular newsletters produced for parents that give updates, progress and opportunities to be involved from September 2008. Electronic and paper versions to be available. Initial newsletter produced as part of phase 2 of the LILS. This will become a regular part of phase 3 work that starts September 2008. Regular newsletters produced with parents that give all parents in the City up-dated information, and from the Autumn term and onwards, information on info-base.</i></p> <p><u>October 2008 update</u> <i>Plans are embedded within the parenting paper to address this recommendation.</i></p> <p><u>January 2009 update</u> <i>A working group met on 8th December 2008 to consider what progress had been made to date and to recommend any further steps that should be taken to ensure that the recommendation is achieved. The working group indicated that there was a need to keep a close watch on progress with implementing this recommendation in the short term, in order to see that commitments now being made are delivered. A further meeting of the group has been commissioned for January 2009 to:</i></p> <ul style="list-style-type: none"> • <i>monitor short term progress;</i> • <i>review the next stage of plans for informing/engaging/consulting parents and professionals;</i> • <i>receive and consider the further information identified in relation to the parent carer consultation activity plan.</i> <p><i>Following the meeting on 8th December, an update on the Leeds Inclusive Learning Programme has been issued to parents and carers via the SILCs and through a range of parent support groups.</i></p>		

	Recommendation	Stage	Complete
1	<p>That the Director of Children's Services reports to us within 3 months on how the new commissioning strategies being adopted by the Children Leeds Partnership will provide a more stable funding framework for services to 8-13 year olds.</p>		
	<p><u>April 2009 update</u> The current position is that the following services have been out to tender and are now in contract mobilisation for a 1st April start they all focus on children in this age group. These contracts have an end date of 31st March 2011.</p> <ul style="list-style-type: none"> • 8-13 City wide family support service focussed on super output areas 900K • Support for supplementary schools contract value 200k • Participation for children aged 5-16 the contract value element focused on 5-13 is 260k <p>A contract for Refuge and Asylum seekers has been extended until 31st March 2011</p> <p>A 400k contract is currently out to tender to secure mobile play provision in each wedge of the city, this provision is planned to be in place for July 2009. This provision will add value to the playbuilder capital programme that is intended to provide for 22 new or substantially refurbished play sites by March 2011.</p> <p><u>September 2008 response</u> More specific details on commissioning within Children's services in Leeds are contained in a separate report to Scrutiny on 18.09.08. The Joint Preventative Commissioning Panel has undertaken a range of commissioning around services for 8-13 year olds and further work in this area is planned - and a number of service contracts are now in the consultation, reflection and/or specification writing stage that will specifically affect those aged 8-13, these include work around:</p> <ul style="list-style-type: none"> ○ Family support for parents with older children ○ Services for minority groups ○ Extended services and supplementary schools ○ Participation ○ Play services ○ Services for refugees and asylum seekers <p><u>January 2009 update</u> The paper submitted to the scrutiny board in September 2008 detailed how a more stable funding framework is being provided. In line with this, specific commissioning activity relating to services for 8-13 year olds is continuing through the Joint Preventative Commissioning Partnership (JPCP). For example, recent approval has been given to contracts relating to capacity building work in the voluntary sector, vulnerable accommodation and youth inclusion programmes. The JPCP is soon to evaluate bids for family support and parenting services to 8-13's, participation work with 5-13's and targeted work with BME groups.</p>	<p style="text-align: center;">2 (Achieved)</p>	<p style="text-align: center;">✓</p>

	Recommendation	Stage	Complete
3	<p>That the Director of Children’s Services reports back to us within three months on how parents and families will be assisted and encouraged to access holiday activities for their children.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 89</p>	<p><u>April 2009 update</u></p> <ul style="list-style-type: none"> • Information about commissioned play service will be available on the Family Information Service by July 2009-03-13 • Co-ordination of Leeds Play network’s publication Play in Leeds with the Family Information Service is being undertaken to improve access to play information • A system is now in place whereby practitioners can inform the Family Information Service directly of all parenting programmes that are being run in the city. As practitioners increasingly register and sign up this will improve the city wide picture of what is available for parents across the city and across their children’s age ranges • The Parenting Unit is identifying a unified model that will enable more effective targeting of resources to those families who may not readily access services, be isolated or come from minority groups. Family Outreach Workers and Parent Support Advisers are working with many families at risk of social exclusion and supporting them to access services and gain confidence. Information is increasingly produced for localities and is distributed through the schools, children’s centres and the outreach workers. Increasingly targeted information is available to support door knocking and outreach work. <p><u>September 2008 response</u> <i>Parents and families will be assisted and encouraged through:</i></p> <ul style="list-style-type: none"> ○ <i>The development of a single point of information (through the Family Information Service) for accessing information, building on what is currently gathered and promoted through the Family Information Service, Extended Services and Breeze. It is the intention to be able to use the Family Information Service to bring all this information to a single point in time for the summer 2009 school holiday.</i> ○ <i>Active promotion of holiday activities to families through mail-outs and other ‘advertising’ routes.</i> <p>Timescale summer 2009</p> <ul style="list-style-type: none"> ○ <i>The developing role of the Parent Support Unit which will increasingly help to identify and then direct families who can particularly benefit from certain holiday (and other) activities.</i> <p>Timescale ongoing</p>	<p style="text-align: center;">2 (Achieved)</p>	<p style="text-align: center;">✓</p>

	Recommendation	Stage	Complete
5	<p>That the Director of Children’s Services ensures that there is comprehensive provision of local activity programmes and directories across Leeds, and reports back to us within three months on how this will be achieved.</p>		
	<p><u>April 2009 update</u> A series of meetings has taken place at Extended Services Advisor and Cluster Co-ordinator level to agree procedures and timescales to produce information on the full programme of Holiday activities Summer 2009. Extended Services Clusters will receive back the information they have provided to a central database in a format that will have some consistency city wide yet enable them to quickly and efficiently customise into their own locally produced booklets. Parents will receive the full programme of Holiday Activities: Registered / Non Registered and Educational/Cultural activities provided by Education Leeds. A workshop hosted by Government Office Y&H will take place in March/April that will develop the networking relationships and confirm the operational procedures that will deliver to the clusters at local level.</p> <p><u>September 2008 response</u> This will be addressed at two levels: Citywide the Chief Officer for Early Years and Youth Services will work with partners to take an overview of programmes in place and ensure that current good practice is built on to develop a more comprehensive programme. At a local level the ongoing strengthening of partnerships and integration between different services will continue to enable a more co-ordinated approach and therefore a wider offer locally.</p> <p><u>January 2009 update</u> Building on the above, following the Scrutiny review, this is being achieved through extended services and the Family Hub working in a much more co-ordinated way to develop local service provision and directories for each part of the city. This is helping to focus on a better city-wide approach so that previous gaps in provision are more easily identified and more consistency is achieved. I.T. improvements to the Family Hub, coupled with this closer working mean that local service directories will be available for each part of the city in the summer holidays of 2009.</p>	<p>4 (not achieved) Progress made acceptable. Continue monitoring</p>	

	Recommendation	Stage	Complete
9	<p>That the Director of Children’s Services commissions an in-depth review of transport, to promote more effective use of existing resources and improve children and young people’s access to services, and that she reports back to us within three months on progress.</p>		
	<p><u>April 2009 update</u> Transport considerations will form an important strand of the 'places to go and things to do' priority within the new Children and Young People's Plan. This will focus more attention in this area. Key partners are continuing to work closely to identify opportunities to improve transport provision, for example in supporting the progress of Metro's Strategy for Young People.</p> <p><i><u>September 2008 response</u></i> It is agreed that an in-depth review is required, but it is not possible with the resources available in this financial year to undertake the work to scope and conduct such a review. We have however, during the last three months undertaken informal discussions with key stakeholders about opportunities to take this forward. This recommendation from scrutiny will also ensure this matter is considered a priority within the revised Children and Young People’s Plan for 2009 and beyond. Meanwhile, work is progressing to look at the current availability and use of school transport so that it better supports the offer of extended services to young people.</p> <p><i><u>January 2009 update</u></i> The position is as above with respect to this becoming a priority within the revised Children and Young People's Plan for 2009 onwards.</p>	<p>4 (not achieved) Progress made acceptable. Continue monitoring</p>	

	Recommendation	Stage	Complete
10	<p>That the Director of Children's Services reports to us within three months on how the Children Leeds Partnership is ensuring that the core offer of universal provision is available to children across all areas of the city.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 86</p>	<p><u>April 2009 update</u> Progress against the initiatives outlined previously has been positive. Phase three of the children's centre programme is continuing to progress well, plans are in place for the capital work and plans are now being made with local schools and other relevant services in the reach area to develop effective partnerships. The extended services programme is also making progress and a varied programme of summer activities for 2009 is being developed. The Scrutiny Board have previously been updated on the progress of the Breeze Youth Promise and the Integrated Strategic Commissioning Board will receive an update on this work at its April meeting.</p> <p>Provision will be further strengthened by work in the coming months to progress the play strategy (i.e. the playbuilder programme mentioned in the latest response to recommendation 1) and particularly by the priority within the new Children and Young People's Plan - which young people themselves identified - to provide 'places to go and things to do'.</p> <p><u>Response</u></p> <p><i>There are several key initiatives in place to ensure the provision of the core offer is available across the city.</i></p> <ul style="list-style-type: none"> • <i>The roll-out of phase 3 of the children's centre programme so that each ward in the city has a children's centre by 2010.</i> • <i>The Breeze Youth Promise and the offer this develops for young people across the city.</i> • <i>The ongoing development of extended services clusters in each part of the city.</i> • <i>The commissioning of city-wide early intervention and prevention work</i> <p><i>Children Leeds partners are monitoring progress through the Integrated Strategic Commissioning Board, helping to oversee the co-ordination of these related strands of work.</i></p>	<p style="text-align: center;">2 (Achieved)</p>	<p style="text-align: center;">✓</p>

Leeds Inclusive Learning Strategy – Parent Carer Consultation Activity Plan

Team	Integrated Children's Services	Lead Officer	Wendy Winterburn	2008/09
Ref	Objective			
1.	To provide a coordinated approach to the staged informal and formal consultation in respect of the Leeds Inclusive Learning Strategy thus informing parents fully and allowing all parents, carers and families the opportunity to participate in the continuing development of the strategy.			
Ref	Success Criteria			
1.	Reduction in parental complaints			
2.	Increased parental satisfaction			
3.	Increased numbers of parents engaging in participation and consultation process			

Ref	Activity	Responsible officer	Timescale	Performance Indicator and target
1.	Work in partnership with Education Leeds Communication Team and Project Managers to plan and prepare the next phase of information to be disseminated and consulted upon	Margaret Cook	March 2009	Information prepared and ready for dissemination
2.	Liaise with Children Leeds Parent Participation Group in order to update them of intentions and consultation planning	Margaret Cook	March 2009	Parent Participation Group fully informed
3.	Prepare brief update for Family Support and Parenting Board	Margaret Cook	March 2009	Parenting Board briefed

Ref	Activity	Responsible officer	Timescale	Performance Indicator and target
4.	Work in partnership with Head of Parenting Unit to identify existing parent groups for the dissemination of information	Margaret Cook	February 2009	100% of existing parenting groups are in possession of information and aware of future informal and formal consultation
5.	Identify key officers within statutory and voluntary sectors who may support the dissemination of information	Margaret Cook	March 2009	100% of key officers within voluntary and statutory sector are informed and support is available
6.	Arrange LILS briefing/discussion meetings in the five locality areas	Margaret Cook	April 2009	Locality discussion and consultation meetings are arranged
7.	Ensure information is disseminated through Children Centres, Parent Governors, Specialist Inclusive Learning Centres and Pupil Referral Units	Margaret Cook	April 2009	100% of identified settings have information for dissemination
8.	Engage with Parent Partnership Services to ensure that parents and carers have an opportunity to discuss the strategy in confidence and provision of an impartial approach	Margaret Cook	February 2009	Parent Partnership Services are informed and prioritise availability for consultation periods
9.	Work in partnership with Communications Team to ascertain the value of producing information in a variety of formats.	Margaret Cook	February 2009	Reports are in place as to the value of production of information in a variety of formats
10.	Work in partnership to ensure that the LILS website is updated in an appropriate manner and accessible to parents and carers.	Margaret Cook	March 2009	Website is updated and information is shared with Parent Partnership Service for their website.
11.	Ascertain how a LILS helpline may be established specifically for parents and carers	Margaret Cook	February 2009	Helpline in place and publicised
12.	Plan and prepare suitable evaluation mechanisms for parents and carers	Margaret Cook	April/May 2009	Evaluation process approved by Project Group

Ref	Activity	Responsible officer	Timescale	Performance Indicator and target
13.	Plan and prepare how parents and carers may receive feedback from the discussions and consultation	Margaret Cook	April/May 2009	Documentation approved by project Group
14.	Plan and prepare reporting mechanisms for the Director Integrated Children's Service, Scrutiny Board, Project Managers	Margaret Cook	March 2009	Documentation approved by Project Group
15.	Establish collaborative working mechanisms with the newly appointed disability officer	Margaret Cook	May 2009	Working practice and shared responsibilities established

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**REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS
REPORT TO SCRUTINY BOARD
DATE: April 2009**

SUBJECT: Leeds Inclusive Learning Strategy

1.0 PURPOSE OF REPORT

- 1.1** The purpose of the paper is to update Scrutiny on progress to date regarding Recommendations 1 and 2 of the Leeds Inclusive Learning Strategy.

2.0 BACKGROUND

- 2.1** At its meeting in October 2007, Scrutiny Board considered the draft Leeds Inclusive Learning Strategy and appointed a working group to give more detailed consideration to two of the objectives:

- The further development of specialist provision, including the role of the SILCs;
- The further development of the behaviour continuum and provision, including the role of the pupil referral units.

The working group was also commissioned by the Board to review progress in implementing the recommendations made by the Scrutiny Board (Children's Services) in April 2006 arising from its inquiry into Specialist Inclusive Learning Centres (SILCs). The working group met on three occasions: 5th December 2007, 27th January and 6th March 2008. Following presentation of the working group's findings to the full Scrutiny Board, the Board agreed six recommendations. Four of the six recommendations have since been signed off.

- 2.2** Two recommendations, 1 and 2 are outstanding and are the subject of this report.

- Recommendation 1: That Education Leeds report quarterly to the Scrutiny Board (Children's Services) on any concerns regarding schools' use of delegated SEN funding raised through the school improvement process, and how schools have responded to challenge.
- Recommendation 2: That Education Leeds commits to early consultation with parents and professionals on any proposals for changes in the location of specialist SEN provision.

3.0 PROGRESS ON THE SPRING TERM ACTIVITIES (LEEDS INCLUSIVE LEARNING STRATEGY)

- 3.1** The programme plan is currently focusing on the further development of specialist provision, including the role of the SILCs and the development of the behaviour

continuum and provision, including the role of the PRUs. The LILS Project Team and Programme Board continue to meet monthly to move the programme forward.

- 3.2** The LILS Strategic Partnership Consultative Forum met for the first time in February 2009. It provides an opportunity for key stakeholders to influence and shape provision. A key function is also to ensure synergy across other key strategies e.g. the Disability Strategy, 14-19 Strategy and to ensure an effective joint agency partnership approach. It includes representatives from a wide range of stakeholders including a parent.
- 3.3** The specialist provision for learners with SEN made in SILCs and in specialist resourced provision in mainstream schools are under discussion. Proposals are being shared for learners with social, emotional and mental health needs, that is provision currently made in the BESD SILC, in Pupil Referral Units, and in other targeted provision.
- 3.4** During February and March 2009 a presentation entitled 'The further development of city wide provision to meet the needs of all learners with learning difficulties and disabilities' was delivered to the LILS Programme Board, meetings of the Area Inclusion Partnerships, Head teachers Forum, Specialist Inclusion Provision Group, SILC Governors and the LILS Strategic Partnership Consultative Forum. The presentation was delivered by Carol Jordan, Director Integrated Children's Services and by Pat Toner, Director, Organisational Improvement, who has been providing additional programme management capacity to the programme.
- 3.5** These groups were identified as they comprise key stakeholders and include those involved in the delivery of specialist provision. The participants provided feedback on the views of stakeholders on a range of options. Stakeholders were also given the opportunity to forward comments on the presentation following these meetings. The presentation was redrafted after each feedback session so that it was an active and organic process.
- 3.6** Further work is underway now to shape and refine these proposals in conjunction with the Executive Team of Education Leeds. They will be considered further by these key stakeholders prior to finalising draft proposals. A revised timescale recognises the need to engage further with key stakeholders including children, young people and families across the city before taking proposals forward. The Parent Information Officer is working hard to establish an effective mechanism for engaging with parents across the city, recognising the size and diversity of the population Leeds serves.
- 3.7** Colleagues involved in the delivery of the Leeds Inclusive Learning Strategy are also working closely with those involved in the delivery of the 14+ Strategy to consider how provision can be planned for 14-25 learners with learning difficulties and disabilities. An initial launch event with partners was held on 12th February 2009 to identify strengths and gaps in current 14+ provision for LLDD across the city and consider current patterns of 16+ destinations. This was the first of such partnership events and delegates welcomed the opportunity to come together, share knowledge and experience. A further event was held on 11th March 2009 focusing on good and outstanding practice and how existing partners can help to ensure better outcomes for LLDD in the future. Future planned activities have been agreed.

3.8 During March 2009 both Michael Purches and John Fryett will be returning to their substantive roles. Additionally Pat Toner will no longer be providing additional programme management capacity. Alternative programme arrangements for April 2009 to September 2009 are under development.

4.0 RESPONSE TO RECOMMENDATIONS FOLLOWING SCRUTINY INQUIRY – APRIL 09

4.1 Recommendation 1

4.1.1 (a) Recruitment to vacant SEN Monitoring Officer posts has been completed and all posts are now filled. This capacity will enable increased pace of improvement regarding the monitoring and evaluation of outcomes for children. Through improved scrutiny of Annual Reviews, schools and settings will be challenged to demonstrate the impact of provision resulting in improved outcomes for children. Collaboration and partnership working between the Integrated Psychology and Support Service and SEN Statutory Assessment and Provision is targeted on supporting and challenging schools at a whole school and cluster level to improve practice for children with SEN.

4.1.2 (b) Data on pupil outcomes has been collected and analysed as part of the annual standards report. This was tabled at the Education Leeds Board earlier this term. Further work is required to agree how reports will be presented in the future so as to give increased focus on cluster and locality data.

4.2 Recommendation 2

4.2.1 The Scrutiny Board working group met on 8th December 2008 and again on 22nd January 2009. At the February 2009 Scrutiny Board meeting, the Board received confirmation of the appointment of a Parent Information Officer, and a revised parent carer consultation activity plan (attached as annex 1). The Board agreed to revert to quarterly monitoring of progress.

4.2.2 The Parent Information Officer (PIO) is in post and is based at Merrion House. The focus of her activity includes the delivering of those actions outlined in the parent carer consultation activity plan. She is working with colleagues in the Education Leeds Communications Team on the next phase of information to be communicated (1.1) Children's Services are currently refreshing the existing Parent Participation Group and the PIO has arranged ongoing discussions with the Parenting Commissioner in order that she is engaged with parents at the refreshed group (1.2). The Family Support and Parenting Board have been updated on 25th February 2009 (1.3.). The PIO is working with the Parenting Unit to ascertain where the existing parenting groups are in localities and how they may be extended for formal consultation processes (1.4). Early indicators are that the City Learning Centres will be the most suitable venues for any formal consultation within the localities but further information will be sought from parents themselves (1.6). The Parent Partnership Service are to produce an action plan outlining how they may *impartially* offer support, advice and guidance to parents and carers through any formal consultation phase (1.8). A telephone number has been identified for parents and carers to make direct contact with the PIO 0113 395058 (1.11). The PIO has been invited to sit on the Project Group in order to provide continual progress updates for monitoring by the Programme Board

(1.12).

5.0 RECOMMENDATION

5.1 Scrutiny Board is invited to

- note the progress in relation to the delivery of the further development of specialist provision and the further development of the behaviour continuum
- note the progress to date on recommendations 1, and 2.



Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 1 April 2009

Subject: Scrutiny Inquiries – Safeguarding

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 (Children's Services) received a report on safeguarding in Leeds. This coincided with the publication of the latest Annual Performance Assessment (APA) for children's services in Leeds, which assessed safeguarding as 'adequate'.
- 1.2 Members were also informed that the Leader of Council had asked, through the Chair, that the Scrutiny Board undertake an inquiry into the safeguarding arrangements for children in Leeds.
- 1.3 The Board agreed to establish two working groups to focus on two key areas of safeguarding:
- Resources** – to consider the adequacy of current children's social work resources to meet core child protection responsibilities
- Preventative Duty** – to consider the universal safeguarding duty and preventative work, particularly at a wedge level
- 1.4 The working groups held initial meetings on 17 and 19 March respectively. Each working group met with relevant officers to discuss what further information and witnesses would be required to carry out their remit. The proposed courses of action will be circulated to Board Members in advance of the Board meeting.

2.0 RECOMMENDATION

2.1 The Board is asked to agree the next stages of the working groups' activity.

Background papers

None

Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 1 April 2009

Subject: Work Programme

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

- 1.1 A copy of the board's draft work programme is attached for members' consideration (appendix 1). The attached chart reflects the discussions at the board's 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 4 March (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
Meeting date – 7 May 2009			
Inquiry – 14-19 Education Review	To receive evidence as the second session of the Board's inquiry	Following completion of visits	DP
Draft Children and Young People's Plan 2009-2014	To consider the draft plan	Members considered the draft in March 2009 and decided that they wished to see the revised draft after the consultation period	DP
Response to MAST Inquiry report	To receive the response to the recommendations contained in the Scrutiny Board inquiry report published in February.		MSR
Inquiry Reports	To finalise the reports and recommendations arising from the Board's inquiries this year	Timing subject to confirmation	
Annual Report	To agree the Board's contribution to the annual scrutiny report		

Key: RFS – Request for scrutiny
 RP – Review of existing policy
 DP – Development of new policy
 MSR – Monitoring scrutiny recommendations
 PM – Performance management
 B – Briefings (including potential areas for scrutiny)

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

Working Groups			
Working group	Membership	Progress update	Dates
14-19 Education Review	Councillor Hyde Councillor Cleasby Councillor Driver Councillor Elliott Councillor Lancaster Councillor McKenna Mr Britten Mr Falkingham Professor Gosden	Agreed November 2008 To carry out visits and meetings as part of the Board's inquiry	21 April 30 April 1May
Safeguarding – Preventative duty	Councillor Driver Councillor Elliott Councillor Lancaster Mr Britten Mr Falkingham Ms Kayani Ms Morris-Boam	Agreed January 2009 To consider the universal safeguarding duty and preventative work, particularly at a wedge level	19 March
Safeguarding – Resources	Councillor Hyde Councillor Driver Councillor Elliott Councillor Morgan Mr Britten Mr Falkingham Ms Foote Prof Gosden	Agreed January 2009 To consider the adequacy of current children's social work resources to meet core child protection responsibilities	17 March

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

Working Groups			
Working group	Membership	Progress update	Dates
Meadowfield Primary School	Councillor Elliott Councillor Feldman Councillor McKenna Councillor Renshaw Mr Britten Mr Falkingham	Agreed January 2009 Remit agreed March 2009	April 2009
Attendance	Mr Britten Prof Gosden Mr Falkingham	Membership agreed October 2008	April 2009

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LEEDS CITY COUNCIL

FORWARD PLAN OF KEY DECISIONS

Extract relating to Scrutiny Board (Children's Services)

For the period 1 April 2009 to 31 July 2009

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made and email address to send representations to)
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
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	1/4/09	Horsforth West End Primary School	Design and Cost Report	Director of Children's Services tony.palmer@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)
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	1/4/09	Sharp Lane Primary School	Design and Cost Report	Director of Children's Services tony.palmer@leeds.gov.uk
Principal Case Workers for Child Protection Deleting Principle Case Workers for Child Protection Post to enable the creation of Independent Reviewing Officer Posts.	Director of Children's Services	1/4/09	With officers affected and Trade Union	Officers report accompanying the DDN	Director of Children's Services saalem.tariq@leeds.gov.uk
Fire safety works in schools Approval of a programme of fire safety works in Leeds schools, to commence during the 2009/10 financial year, and the associated authority to incur capital expenditure.	Deputy Director Children's Services (Commissioning & Partnerships)	1/4/09	Schools	Design and Cost Report	Deputy Director Children's Services (Commissioning & Partnerships) tony.palmer@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)
Phase 3 Children's Centres - Update Update on the locations for Boston Spa and Wetherby Children's Centre	Executive Board (Portfolio: Children's Services)	1/4/09	Education Leeds, Children's Service, Providers and stakeholders city wide	The report to be issued to the decision maker with the agenda for the meeting	Chief Officer - Early Years and Youth Service sally.threfall@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

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)
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.	Executive Board (Portfolio: Children's Services)	1/4/09	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.	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds
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	Executive Board (Portfolio: Children's Services)	1/4/09	Extensive consultation with ward members and local community	The report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services david.mcdermott@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>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>
<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>Bruntcliffe High School - Construction of New Science Teaching Accommodation</p> <p>Approval to carry out capital works and incur expenditure in relation to the proposed scheme to construct a new extension containing seven science classrooms together with office and storage facilities at Bruntcliffe High School.</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>1/4/09</p>	<p>Bruntcliffe 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>

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>Calverley Parkside Primary School - Replacement of Nursery Unit with New Foundation Unit</p> <p>Approval to carry out hospital works and incur expenditure in relation to the proposed scheme to replace the existing school nursery unit with a new foundation unit at Calverley Parkside Primary School</p>	<p>Director of Resources</p>	<p>1/4/09</p>	<p>Calverley Parkside Primary School</p>	<p>Design and Cost Report (to be submitted)</p>	<p>Director of Resources tony.palmer@leeds.gov.uk</p>
<p>Schools Devolved Formula Capital Budgets 2009/10</p> <p>Approval to carry out capital works and incur expenditure at Leeds schools, to be funded by Devolved Formula Capital grant</p>	<p>Deputy Director Children's Services (Commissioning & Partnerships)</p>	<p>1/4/09</p>	<p>Schools</p>	<p>Design and Cost Report</p>	<p>Deputy Director Children's Services (Commissioning & Partnerships) tony.palmer@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)
Schools Capital Investment Partnership 2009/10 Approval to carry out capital works and incur expenditure in respect of the 2009/2010 Schools Capital Investment Partnership Programme	Deputy Director Children's Services (Commissioning & Partnerships)	1/4/09	Schools	Design and Cost Report	Deputy Director Children's Services (Commissioning & Partnerships) tony.palmer@leeds.gov.uk
Great Preston CE Primary School Approval to carry out refurbishment and alteration works at Great Preston CE Primary School, and to incur capital expenditure from the approved capital programme.	Director of Resources	1/4/09	Great Preston CE Primary School	Design and Cost Report	Director of Resources tony.palmer@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)
School Partnership Trust - ICT Network Development Approval to carry out capital works and incur expenditure in relation to a proposed scheme to develop an ICT network system by the School Partnership Trust for schools in Garforth and their local community.	Director of Resources	1/4/09	Garforth schools and community	Design and Cost Report (to be submitted)	Director of Resources tony.palmer@leeds.gov.uk
Royal Park Primary School To decline the request from the Royal Park Community Consortium for a six-month delay prior to any decision as to disposal and to seek Members approval to the selection of a purchaser of the property.	Executive Board (Portfolio: Development and Regeneration)	1/4/09	Ward Members	The report to be issued to the decision maker with the agenda for the meeting	Director of City Development brian.lawless@leeds.gov.uk
Design Cost Report - Youth Capital Fund To give authority to incur expenditure of £429,000 (fully funded by DCSF).	Director of Resources	7/4/09	L£ cash panel of young people	Youth Matters	Director of Resources sally.threalfall@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>Design Cost Report - Playbuilders Capital Programme To give authority to incur expenditure of £1,000,000 (fully funded by DCSF) to replace and develop 22 play sites across Leeds</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>13/5/09</p>	<p>Children's Plan – published December 07 Play Strategy (DCSF) – December 08</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Chief Officer - Early Years and Youth Service sally.threalfall@leeds.gov.uk</p>
<p>Proposal to add Specialist Community Provision at Whitkirk Primary School for pupils with complex physical difficulties and medical needs Permission from Executive Board to consult on the proposal.</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>13/5/09</p>	<p>It is proposed that Whitkirk Primary School serve the east of the city as a specialist resource and make up to 14 places available for children who have complex needs (an average of 2 children per year group).</p>	<p>The report to be issued to the decision maker with the agenda for the meeting</p>	<p>Chief Executive of Education Leeds john.chadwick@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)	13/5/09	The following groups will be consulted on the OBC: <ul style="list-style-type: none"> • Project Steering Group • Design User Group • Education Leeds • PPP Unit Management Team • Planning 	The report to be issued to the decision maker with the agenda for the meeting	Chief Officer (PPPU) david.outram@leeds.gov.uk
Outcome of consultation on proposed changes to Education Leeds Policy for the provision of 16+ Transport Approval to withdraw 16+ discretionary provision	Executive Board (Portfolio: Children's Services)	13/5/09	23 Feb to 3 April 2009	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

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>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>13/5/09</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>
<p>Proposals for changes to primary provision in the Richmond Hill area Final decision following statutory notice</p>	<p>Executive Board (Portfolio: Children's Services)</p>	<p>22/7/09</p>	<p>n/a</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>

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.

LEEDS CITY COUNCIL

BUDGET AND POLICY FRAMEWORK DECISIONS

Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be considered by Decision Maker	Lead Officer
Children & Young People's Plan	Council	22 nd April 2009	Via Executive Board	Report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services
Youth Justice Plan	Council		Via Executive Board	Report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services

NOTES:

The Council's Constitution, in Article 4, defines those plans and strategies which make up the Budget and Policy Framework. Details of the consultation process are published in the Council's Forward Plan as required under the Budget and Policy Framework.

Full Council (a meeting of all Members of Council) are responsible for the adoption of the Budget and Policy Framework.

EXECUTIVE BOARD

WEDNESDAY, 4TH MARCH, 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

207 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 1 to the report referred to in minute 211 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosing the information because publication could prejudice the Council's commercial interests by prejudicing sensitive negotiations currently underway with private sector investors to secure a contribution to the schemes.
- (b) Appendix 1 to the report referred to in minute 214 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the public interest in maintaining the exemption outweighs the public interest in disclosure on the grounds that it contains commercially sensitive information about the respective financial and business affairs and commercial positions of the Council and Bidders.
- (c) The appendix to the report referred to in minute 225 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that it contains information relating to ongoing negotiations that are confidential and/or commercially sensitive. In these circumstances it is considered that the public interest in not disclosing this information outweighs the interests of disclosure.

208 Declaration of Interests

Councillor Brett declared a personal interest in the item relating to Brooksbank – Completion of Residential Care Strategy (minute 223) as a member of Burmantofts Senior Action Management Committee.

Councillor Wakefield declared personal interests in the items relating to The National Challenge and Structural Change to Secondary Provision (minute 217) and the Machinery of Government Changes and 14-19 Commissioning (minute 218) as a governor of Leeds City College and Brigshaw School.

Councillors J Procter, Harrand and Blake declared personal interests in the item relating to the City Varieties Music Hall (minute 222) as members of the Grand Theatre and Opera House Board.

Councillor Blake declared a personal interest in the items relating to the Joint Strategic Needs Assessment (minute 224) and Joint Service Centres (minute 225) as a non-Executive Director of Leeds NHS Primary Care Trust.

Councillor Finnigan declared, in relation to minute 225, that as a member of the Plans Panel (East) he had been involved in the planning approvals for the Chapeltown Centre.

209 Minutes

RESOLVED – That the minutes of the meeting held on 13th February 2009 be approved.

210 Chair's Announcement

The Chair reported on discussions which he had had with ITV in connection with local job losses at the company and the intention of the Council to work with the company and former employees to ameliorate the situation.

DEVELOPMENT AND REGENERATION

211 Refurbishment of Kirkgate and Bond Street, Leeds City Centre

The Director of City Development submitted a report on the proposed scheme design for the refurbishment of the pedestrianised section of Kirkgate that is bounded by Briggate and Vicar Lane and the refurbishment of Bond Street. Following consideration of appendix 1 to this 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 –

- (a) That approval be given to the scheme design as outlined in the report.
- (b) That approval be given to the injection of funding into the Capital Programme together with authority to incur expenditure as identified in the exempt appendix to the report.

212 Legible Leeds Project

The Director of City Development submitted a report on proposals to improve the legibility of Leeds City Centre by investing in the pedestrian wayfinding system.

RESOLVED –

- (a) That approval be given in principle to the phased implementation of a new contemporary on-street wayfinding system, the first phase focusing on the central retail area, as indicated in the report;
- (b) That the Director of City Development be requested to work up a detailed design and costed programme of works, and to progress funding proposals to a total cost of £1,200,000.

213 The Former Headingley Primary School

Referring to minute 115 of the meeting held on 14th November 2007 the Director of City Development and the Director of Environment and Neighbourhoods submitted a joint report detailing a proposal of Headingley ward members, on behalf of the Headingley Development Trust, for the Council to provide £500,000 to enable the Trust to develop its 'Heart' proposal at the former Headingley Primary School.

The report contained officer commentary on the current proposal from the Trust, the risks associated with the proposal and the steps which the Council could take in mitigation of those risks should members be minded to support the proposal.

RESOLVED –

- (a) That, having regard to all that is said in paragraph 8 of the report:-
 - (i) the request from Headingley Development Trust for the transfer of the former Headingley Primary School to the Trust be approved; and
 - (ii) Council funding, in the amount of £500,000, be made available to support the scheme
- (b) That the transfer and the funding be subject to the imposition of the conditions outlined in paragraph 9.1 of the report.

NEIGHBOURHOODS AND HOUSING

214 Little London and Beeston Hill and Holbeck Round 5 PFI Housing Project - Impact of Wider Economic Changes on Project Scope

The Director of Environment and Neighbourhoods submitted a report providing an update on the procurement of the Housing PFI Project covering Little London and Beeston Hill and Holbeck, including issues arising from bids received at the 'Detailed Solutions' stage of the procurement exercise and proposed changes to the scope of the project.

The proposed changes to the scope of the project were summarised as follows:

- removal of the Development Agreement including the removal of disposal of land for construction of private homes for sale
- retention of Meynell Heights for refurbishment
- removal of three development sites in Beeston Hill and Holbeck (Waverley Garth, Malvern Rise/Grove, Cambrian Street) and two sites in Little London (Leicester Place and Cambridge Road)
- removal of parts of the Holbeck Towers and Carlton Gate sites

- reduction in PFI new build development in Beeston Hill and Holbeck from 350 to 275 units.

Following consideration of appendix 1 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 -

- That approval be given to the changes to the PFI project scope as set out in the submitted report and in Appendices 2 and 3 thereto and that they be referred to the Homes and Communities Agency for approval.
- That the opportunity to consider land removed from the PFI project scope at this stage for alternative residential development be noted.
- That the revised timetable for the Invitation to Submit Refinement of Solutions and Final Tender stages of procurement be noted.
- That the Director of Environment and Neighbourhoods be requested to ensure that the annual review of the Lettings Policy considers options for the policy to be tailored to localised needs within the City.

215 The EASEL and West Leeds Gateway Worklessness Project

The Director of Environment and Neighbourhoods submitted a report outlining the approach taken to addressing worklessness following the Round Table discussions which had taken place with the Minister for Local Government, elected members, officers and partners.

RESOLVED – That the project, as outlined in the report, be endorsed and that a further report be brought to the Board on the outcome of the evaluation.

216 Under Occupation Scheme

The Director of Environment and Neighbourhoods submitted a report providing an update on the under occupation scheme launched in July 2008 and outlining proposals on how to encourage further customers who are currently under occupying to downsize.

RESOLVED –

- That, having noted that the scheme had released 27 homes up to January 2009, approval be given to the continuation of the scheme in 2009/10.
- That the Director of Environment and Neighbourhoods works with the Leeds ALMOs and the Belle Isle Tenants Management Organisation to increase the level of support offered to customers on the scheme.

CHILDREN'S SERVICES

217 The National Challenge and Structural Change to Secondary Provision in Leeds - Progress Report

The Chief Executive of Education Leeds submitted a report outlining recommended options for delivering the next phase in structuring secondary provision in Leeds, and in particular, the response to the National Challenge.

The report outlined options in relation to the individual elements of the Central Leeds Learning Federation, Primrose High School, City of Leeds High School, Parklands Girls' High School, Boston Spa School and Wetherby High School in Outer North East Leeds and presented two composite options dependent on the availability of BSF funding as follows:

OPTION A: If BSF Funding Is Available To Leeds

The Central Leeds Learning Federation

To propose that the Federation be dissolved and that the possibilities and opportunities of Trust developments be explored as other structural options are developed.

Primrose High School

To consult on a proposal that Primrose High School should be closed and be replaced by an Academy which should open in September 2010.

City of Leeds

To consult on a proposal that City of Leeds School should be closed and be replaced by an Academy which should open on the City of Leeds site in September 2010. To propose that the Academy be moved to new build provision in East Leeds as soon as possible and using the current site for girls only provision.

Parklands Girls High School

To consult on a proposal that Parklands Girls' High School should be closed and replaced by an Academy which should open in September 2010. It is intended that the Academy sponsor and the associated partners would help the school focus on developing academic and vocational excellence. The Academy should be moved to the City of Leeds site as it becomes available. The current site would be further developed through BSF and used for new mixed secondary provision to meet the demand for secondary places in the area.

Outer NE Leeds

To consult on a proposal to establish a federation between Boston Spa School and Wetherby High School which would move into newly-built provision in Outer North East Leeds to cater for young people living in Boston Spa and Wetherby. Such a federation could also become a sponsor for a new build provision in East Leeds with full extended services provision and incorporating community and special educational needs provision.

OPTION B: If No BSF Funding Is Available To Leeds

The Central Leeds Learning Federation

To propose that the Federation be dissolved and the possibilities and opportunities of Trust developments be explored as other structural options are developed.

Primrose High School

To consult on a proposal that Primrose High School should be closed and be replaced by an Academy which should open in September 2010.

City of Leeds

To consult on a proposal that City of Leeds School should be closed and be replaced by an Academy which should open in September 2010 and transfer to the Parklands site. To then propose to use the City of Leeds site for girls only provision.

Parklands Girls' High School

To consult on a proposal that Parklands Girls' High School should be closed and replaced by an Academy which should open in September 2010. It is intended that the Academy sponsor and the associated partners would help the school focus on developing academic and vocational excellence. The Academy should be moved to the City of Leeds site as it becomes available. The site would be used for a new Academy providing mixed secondary provision.

RESOLVED –

- (a) That, subject to additional BSF funding being available, option A above be adopted and that further reports be brought to the Board for final approval as each proposal moves to implementation.
- (b) That, in the absence of additional BSF funding, option B above be adopted and that further reports be brought to the Board for final approval as each proposal moves to implementation.

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

218 Machinery of Government Changes and 14-19 Commissioning Arrangements: Leeds/Sub-Regional Proposals

The Chief Executive of Education Leeds submitted a report on the proposed structures and governance arrangements that will form the basis for the next stage of local and sub-regional development work on the commissioning of 14-19 provision in Leeds.

RESOLVED –

- (a) That approval be given to the stage 2 Machinery of Government submission to the Department for Children, Schools and Families attached as annex 1 to the submitted report.
- (b) That the approach to establishing local authority and sub-regional level governance arrangements, as outlined in the report, be approved.

219 Proposal to Close South Leeds High School on 31st August 2009

Further to minute 142 of the meeting held on 3rd December 2008 the Chief Executive of Education Leeds submitted a report informing of the response to the statutory notice for the proposal to close South Leeds High School on 31st August 2009 and recommending the closure of the school on the same date.

RESOLVED –

- (a) That, noting that there were no responses to the statutory notice and having regard to the following four key reasons, approval be given to the unconditional closure of South Leeds High School on 31st August 2009:-
- The need to accelerate improvement, recognising that there has been improvement, but that there is a need to see this impact faster on the achievements of young people.
 - An academy would bring extra capacity (both professional expertise and other resources) to sustain improvement into the medium term.
 - In the School Partnership Trust (SPT) we have a local partner committed to sustaining and building upon South Leeds High School's contribution to the wider education community of Leeds.
 - SPT's knowledge and expertise involving local colleges, our universities, local health and social care services, the police and local businesses to improve opportunities and outcomes for young people is needed in South Leeds.
- (b) That the PFI development costs that will be incurred by the City Council arising from the closure of South Leeds High School and establishment of an Academy be noted.

220 Proposal to Close Intake High School Arts College on 31st August 2009

Further to minute 143 of the meeting held on 3rd December 2008 the Chief Executive of Education Leeds submitted a report informing of the response to the statutory notice for the proposal to close Intake High School Arts College on 31st August 2009 and recommending the closure of the school on the same date.

RESOLVED – That, noting that there were no responses to the statutory notice and having regard to the following four key reasons, approval be given to the unconditional closure of Intake High School Arts College on 31st August 2009:-

- The need to accelerate improvement. Whilst there has been improvement, there is a need to see this impact faster on the achievements of young people.
- An academy would bring extra capacity (both professional expertise and other resources) to sustain improvement into the medium term.
- Edutrust is an organisation that is geared up to maximise what Intake can learn from the family of schools in Leeds and that can supplement this with support from their network of academies.
- Edutrust's commitment to developing local communities means that there is an exciting opportunity, with a new state of the art school, to see learning becoming inspiring and accessible to everyone in Bramley, Stanningley, Armley and Kirkstall.

221 Feedback on Executive Board Requests for Scrutiny

The Head of Scrutiny and Member Development submitted a report providing feedback on the two requests made at the January meeting of the Board

Draft minutes to be approved at the meeting
to be held on Wednesday, 1st April, 2009

(Minute 175(b)) for work to be undertaken by the Scrutiny Board (Children's Services).

RESOLVED – That the response of the Scrutiny Board be noted.

LEISURE

222 City Varieties Music Hall

The Director of City Development submitted a report outlining the progress made on the refurbishment of the City Varieties Music Hall, advising of the Heritage Lottery Fund award and presenting proposals for further work to be undertaken.

RESOLVED –

- (a) That the HLF Stage 2 application award of £2,739,000 be noted.
- (b) That the Council enter into a grant agreement with the HLF on the terms and conditions detailed in the report subject to any further variations agreed by the Assistant Chief Executive (Corporate Governance).
- (c) That the decision of the Leeds Grand Theatre and Opera House Ltd Board of Management to increase their fundraising contribution to £1,261,000 to the project budget be noted.
- (d) That authority be given to incur expenditure of £8,210,000 on the refurbishment project including authority to enter into a building works contract.
- (e) That approval be given to an injection of £125,000 to the Capital Programme through an increase in the existing prudential borrowing arrangements for the purchase of the Swan Public house.
- (f) That a letter of intent be issued to carry out preliminary works, if required, to avoid delay to the project programme.
- (g) That the revised total project cost of £9,325,000 be noted.

ADULT HEALTH AND SOCIAL CARE

223 Brooksbank - Completion of Residential Care Strategy

The Director of Adult Social Services submitted a report providing an update on the progress made with respect to the Older People's long-term strategy and seeking specific approvals in respect of Brooksbank following external assessments of the building as life expired.

RESOLVED –

- (a) That the completion of the strategy approved in 2001 be noted.
- (b) That the Board agrees that Brooksbank as a building is life expired as a safe modern residential care home and declares it surplus to the requirements of Adult Social Care.
- (c) That the Director of Adult Social Care request the Asset Management Board to investigate alternative uses for the site, including its potential for an extra care scheme.

224 Joint Strategic Needs Assessment

The Director of Adult Social Services and Director of Children's Services submitted a joint report presenting the Joint Strategic Needs Assessment report, the data pack and other qualitative information used to arrive at the current findings.

RESOLVED –

- (a) That the findings of the first phase of the Leeds Joint Strategic Needs Assessment be endorsed and that approval be given for publication of the report Implementing the Leeds JSNA;
- (b) That the Director of Adult Social Services and the Director of Children's Services produce further reports on at least an annual basis, to report the results of future JSNA work;
- (c) That all Directors, and in particular the Directors of Adult Social Services and Children's Services be requested to ensure that all future commissioning plans and service plans reflect the health and well being priorities identified through the Leeds JSNA process.
- (d) That the interest already shown by the three relevant Scrutiny Boards, be noted and that they be asked to keep an oversight of JSNA work within their work programmes.
- (e) That the final report of Implementing the Leeds Joint Strategic Needs Assessment Framework, as attached to the report, be circulated to all members of Council for information and reference.

CENTRAL AND CORPORATE

225 Joint Services Centres at Chapeltown, Harehills and Kirkstall

The Deputy Chief Executive submitted a report on progress on the procurement of the Chapeltown and Harehills elements of the Joint Service Centres Project and on a package of proposals from Community Ventures Limited to develop a joint service centre at Kirkstall.

Following consideration of the appendix 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 -

- (a) That the Stage 2 Offer for the Chapeltown and Harehills centres as prepared by Community Ventures Limited be acknowledged and that the Deputy Chief Executive be authorised to formally accept the offer on behalf of the Council subject to completion of a satisfactory value for money assessment, to be undertaken by the District Valuer.
- (b) That the Deputy Chief Executive be authorised to submit the Offer for the Chapeltown and Harehills centres to the Leeds Lift Strategic Partnering Board for Stage 2 Approval under the LIFT process subject to completion of a satisfactory value for money assessment, to be undertaken by the District Valuer.
- (c) That approval be given to the financial implications for the Council of entering into the Joint Service Centre Project for the Chapeltown and Harehills centres ("Project") and that the maximum affordability deficit

- to be funded by the Council for these two Centres as set out in Appendix 1 to the report be approved.
- (d) That the Deputy Chief Executive be authorised to submit the Final Business Case for the Project to the Department of Communities and Local Government subject to the District Valuer having completed a satisfactory value for money assessment, and that the Project remains within the maximum affordability ceiling set out in recommendation c, above.
 - (e) That approval be given to the arrangements to Financial Close and implementation of the Project to include (but not by way of limitation) the award of/entry into Lease Plus Agreements with Community Ventures Limited (CVL), and, in connection therewith, that the Deputy Chief Executive (or in his absence the Director of Resources) be authorised to
 - (i) make any necessary amendments to the Final Business Case.
 - (ii) give final approval to the completion of the Project, including (but not by way of limitation) the terms of the Lease Plus Agreements together with any other documentation ancillary or additional to the Lease Plus Agreements necessary for the completion of the Project (“Project Documents”), subject to
 - (C) CLG approval of the Final Business Case.
 - (D) the Deputy Chief Executive (or in his absence the Director of Resources) being satisfied that the Project remains within the affordability constraints set out in recommendation (c) above;
 - (iii) approve the signing of any necessary certificates under the Local Government (Contracts) Act 1997 in relation to the Project;
 - (iv) approve the execution of the Project Documents, by affixing the Council’s common seal and/or signature (in accordance with Articles 14.4 and 14.5 of Part 2 of the City Council’s Constitution) and to approve (or authorise any officer of the Council to take) any necessary further action following approval of completion of the Project to complete the Project including any final amendments to the Project Documents.
 - (f) That the Stage 1 Offer for the Kirkstall Joint Service Centre as prepared by Community Ventures Limited be acknowledged and that the Deputy Chief Executive be authorised to formally accept that offer on behalf of the Council subject to completion of a satisfactory value for money assessment, to be undertaken by the District Valuer and that the offer is affordable to the City Council.
 - (g) That the Deputy Chief Executive be authorised subject to a successful Value for Money Assessment and the Project being affordable to the City Council, to submit the Stage 1 Offer for the Kirkstall Joint Service Centre to the Leeds Lift Strategic Partnering Board for Stage 1 for Approval under the LIFT process.

226 Amendments to the Leeds Strategic Plan 2008-2011

The Assistant Chief Executive (Policy, Planning and Improvement) submitted a report on a number of proposed amendments to the Leeds Strategic Plan 2008-11, the Local Area Agreement for Leeds.

RESOLVED –

- (a) That approval be given to Appendix 1 to the report as the Council's proposed revisions and additions to the 'Government Agreed' targets prior to submission to Government in time for 9 March 2009.
- (b) That the Assistant Chief Executive (Planning, Policy and Improvement) be authorised to make minor amendments, if required, prior to submission to Government. Should any revisions be required, the Assistant Chief Executive will inform Members of Executive Board prior to submission.
- (c) That future reports on the realism of targets in light of the impact of the economic recession be brought to the Board.

DATE OF PUBLICATION: 6TH MARCH 2009
LAST DATE FOR CALL IN: 13TH MARCH 2009 (5.00 PM)

(Scrutiny Support will notify Directors of any items called in by 12.00 noon on 16th March 2009).

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Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 1 April 2009

Subject: Update on Ofsted inspections and schools causing concern - primary

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Background

- 1.1 At the board's October 2006 meeting, members requested that the regular reports from Education Leeds to Executive Board which detail any recent Ofsted inspection results be submitted to this board for information.
- 1.2 Executive Board recently considered the attached report which is now submitted for this board's consideration:
 - Annual Standards Report: Primary
 - Annex 1: Overview of 2008 performance at Foundation Stage, Key Stage 1 and Key Stage 2
 - Annex 2: Primary schools in extended partnerships
 - Annex 3: Ofsted inspection summaries
- 1.3 Annex 2 of the report is confidential under Access to Information Procedure Rules 10.4 (1,2) as set out in the attached report.
- 1.4 Officers from Education Leeds will be present at the meeting to respond to members' questions and comments.

2.0 Recommendation

- 2.1 The board is requested to consider the attached report.

Background papers

None

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APPENDIX 2 NOT FOR PUBLICATION

Exempt/Confidential under Rule 10.4(1) and (2)

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 February 2009

SUBJECT: Annual Standards Report: Primary

EXECUTIVE SUMMARY

1.0 PURPOSE

- 1.1 The report provides an overview of the performance of primary schools at the end of 2007-8 as demonstrated through statutory national testing and teacher assessment. It also outlines the action taken by Education Leeds to fulfil its responsibilities to the Board and schools. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted reports on schools inspected since September 2007. This report also summarises some of the current key challenges and priorities for primary schools.
- 1.2 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information.

2.0 BACKGROUND

2008 Performance at Foundation Stage, Key Stage 1 and Key Stage 2

- 2.1 Two new targets were introduced in 2007 for end of Early Years Foundation Stage. The first target is to achieve a 'good level of achievement' which equates to 78 points across all strands of the Foundation Stage Profile, but also 6 points in each of the Personal Social and Emotional Development strands, and Communication Language and Literacy. The target set for Leeds was 50% and the outcome was 47%.
- 2.2 The second targets looks at the gap in attainment between the average overall performance and the overall performance of the lowest 20%. The target set for Leeds was 33% which was missed by 6%. There is therefore significant challenge

to continue to raise standards at EYFS while at the same time closing the gap.

- 2.3 Education Leeds is continuing to develop the relationship with the Leeds City Council Early Years Service through the 'hosting' agreement established in 2007. The joint appointment of an early years adviser has significantly increased the level of partnership working. A coordinated approach to moderation of outcomes and provision of targeted support is being developed.
- 2.4 Key Stage 1 results have dropped in all subjects while the performance of statistical neighbours has remained static. This key stage is a priority for Education Leeds. All schools are undergoing training and development while targeted support is focused on those schools which need to make significant progress.
- 2.5 Key Stage 2 performance is in line with previous years. The new indicators for performance are combined L4 in English and mathematics, and two levels of progress in English or mathematics from the end of key stage 1. Against the combined L4 indicator Leeds has remained at previous levels and is in line with national and statistical neighbours. Performance in mathematics is a key area for development in order to achieve the aspirational targets set for this subject.

Ofsted Inspections

- 2.6 Between September 2007 and July 2008, 75 primary schools were inspected. Of these 11% were judged to be outstanding, 52% good, 33% satisfactory and 4% inadequate. This performance is broadly in line with national outcomes with Education Leeds having slightly less schools in the inadequate category.

School Improvement Policy

- 2.7 Education Leeds School Improvement Policy makes provision for schools to be supported through a range of partnerships. The strategy for identifying concerns at an early stage is highly effective. During the last academic year 54 schools were considered to have an emerging concern. When these schools were subsequently inspected they all received a favourable outcome with only one exception.

3.0 RECOMMENDATIONS

- 3.1 Executive Board is asked to:

- Consider the progress that has been made in recent years
- Note the key issues and challenges that are currently being addressed.

APPENDIX 2 NOT FOR PUBLICATION

Exempt/Confidential under Rule 10.4(1) and (2)

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 February 2009

SUBJECT: Annual Standards Report - Primary

Electoral Wards Affected:

Ward Members consulted
(referred to in report)

Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in

(Details contained in the Report)

1.0 PURPOSE OF THIS REPORT

1.1 The report provides an overview of the performance of primary schools at the end of 2007-8 as demonstrated through statutory national testing and teacher assessment. It also outlines the action taken by Education Leeds to fulfil its responsibilities to the Board and schools. Evidence is drawn from national and local performance data, monitoring activities undertaken by school improvement advisers and Ofsted reports on schools inspected since September 2007. This report also summarises some of the successful schools improvement strategies used, as well as an indication of current key challenges and priorities for primary schools. Annexes include summaries of the outcome of recent Ofsted inspections, progress in schools in extended partnerships, and details of trends of improvement against key indicators.

2.0 BACKGROUND INFORMATION

2.1 Although Key Stage 2 performance is in line with previous years, there are significant issues emerging at Key Stage 1 and in the Early Years Foundation Stage where

performance is not yet high enough or even in decline. This paper summarises some of the key improvement strategies and the challenges ahead.

3.0 MAIN ISSUES

3.1 Standards and Achievement

Early Years Foundation Stage

- 3.1.1 There are two new statutory targets for benchmarking performance at the end of Early Years Foundation Stage. For a child to reach 'a good level of achievement' they need to have gained at least 78 points across all strands of the Foundation Stage Profile, but also need to have at least 6 points in each of the Personal, Social and Emotional Development (PSED), and Communication, Language and Literacy (CLL) strands. The 2008 outcome for children against this target was 47% in Leeds and 49% nationally. The target for Leeds was 50%. The results for Leeds are also below statistical neighbours.
- 3.1.2 The other indicator looks at the gap between the average overall performance of the full cohort and the overall performance of the lowest 20% of achievers'. National figures for this have only been published for 2007. However in Leeds the target for this gap was 33% which was missed by over 6%.

Key Stage 1

- 3.1.3 Key Stage 1 results have shown a drop in 2008 in all subjects. National and statistical neighbour performance has remained at 2007 levels for L2+. In relation to L3 performance in Leeds dropped for a second successive year while national result remained constant. Statistical neighbours fell by 2%.

Key Stage 2

- 3.1.4 Key Stage 2 performance has remained broadly in line with previous years. There are two new indicators for performance; combined level 4 for both English and mathematics, and two levels of progress in English or mathematics. Against the combined level 4 indicator, has remained at previous levels and is in line with national and statistical neighbours.
- 3.1.5 Schools have set ambitious targets for 2009 which are significantly above the top quartile estimate
- 3.1.6 Floor targets are now set at 55% for pupils achieving level 4 in both English and mathematics. This has been changed from the previous floor target of 65% English and/or mathematics. There are currently 31 schools below the new 55% floor target.

3.2 OFSTED INSPECTIONS

- 3.2.1 Seventy five primary schools were inspected between September 2007 and July 2008. 11% were judged as outstanding, 52% as good, 33% as satisfactory and 4% unsatisfactory. There is no national data available for this period. However in 2006-7 nationally there were 12.5% outstanding, 48.2% good, 34.3% satisfactory and 5% unsatisfactory.

	outstanding	good	satisfactory	inadequate
Leeds	11%	52%	33%	4%
National 2006 -7	12.5%	48.2%	34.3%	5%

3.2.2 Three schools entered an Ofsted category; one in special measures and two with a notice to improve. These schools have all received favourable reports following HMI monitoring visits and are judged to be making good progress. One school was removed from special measures following an HMI monitoring visit. These schools are supported through an extended partnership.

3.3 **SCHOOLS CAUSING CONCERN**

3.3.1 There are twelve schools causing concern supported by an extended partnership. Each of these schools is supported by a school improvement adviser as well as a school improvement partner. The school improvement adviser develops and coordinates the support plan for the school. This is carried out through a task group consisting of key officers from the local authority and key personnel from the school. The school improvement partner acts as an 'evaluation officer' who supports the governing body in the evaluation of the impact of the support strategy. This is carried out through termly or half termly meetings of the Joint Review Group which consists of the head teacher and key staff plus the school improvement partner the school improvement adviser and key personnel from Education Leeds, and the chair of governors.

3.3.2 A further 54 schools were discussed during the year as experiencing 'emerging concerns' as defined in the school improvement policy. None of these schools received a subsequent unfavourable Ofsted report. This was due to swift and timely action being taken. A school improvement adviser was allocated to each school for a short period to address the specific concerns, resulting in rapid improvement.

4.0 **SCHOOL IMPROVEMENT PARTNERSHIPS**

4.1 Following the school improvement partner visits to all schools in the summer term, each school entered into a partnership with Education Leeds. There are currently 49 schools in a Leading Partnership, 113 in a Learning Partnership, 45 in a Focused Partnership and 13 in an Extended Partnership. These partnerships were agreed with headteachers and chairs of governors following a scrutiny of the school's self evaluation strategies. This compares well with last year's results

	Leading	Learning	Focussed	Extended
2007-8	49 (22%)	113 (51%)	45 (22%)	13 (6%)
2006-7	21 (9%)	112 (51%)	72 (33%)	15 (7%)

5.0 **SUMMARY OF AREAS FOR DEVELOPMENT**

5.1 From the analysis outlined above, the following areas for development have been identified in order to address the dual challenge of raising attainment and narrowing the gap, with particular emphasis on children in underachieving groups:

- 5.2
- Improve the accuracy of assessment at Early Years Foundation Stage and Key Stage 1 through a revised moderation strategy and improved training for head teachers and coordinators.
 - Improve liaison between schools and children's centres.
 - Ensure support is targeted at schools and settings most in need, and particularly

those which recorded no children achieving a good level of progress in EYFS.

- Work with schools to improve the provision for more able children in Key Stage 1
- Improve the quality of mathematics teaching and subject knowledge in all key stages
- Ensure all schools are familiar with the strategies for Assessing Pupil Progress and accelerating learning
- Continue to improve the quality of leadership at all levels and to build capacity of leadership throughout the city.

6.0 SCHOOL IMPROVEMENT STRATEGIES

6.1 School Improvement Partners and School Improvement Advisers

6.1.1 As a universal offer every primary school is allocated five days of support from a school improvement partner, involving termly meetings on key aspects of school improvement. This is a relatively new initiative which is entering the second year. Headteachers' and governors' evaluations of the programme have been overwhelmingly positive in general, and in particular about the role the school improvement partner plays as adviser to the governing body performance management committee.

6.1.2 School improvement advisers are allocated to schools causing concern and provide leadership support on a regular basis. They develop the school support plan and lead the support team working in the school.

6.2 National Strategy (Leeds) Support for Schools

6.2.1 The main focus of support this year is on Assessing Pupil Progress (APP) in Mathematics, Reading and Writing. There are national materials for each of these subjects and these have been supplemented with additional support materials developed in Leeds. In addition, there is a focus on developing pedagogy, especially for Quality First Teaching and on using more interactive approaches to staff professional development. In previous years, much of the core training offered has been for Subject Leaders, but in 2008-09, the greater part of training is for teachers in Years 2-6. There is a recognition that Year 1 teachers will benefit from additional training and support next year. This will include offering training for Key Stage 1 SATs to Year 1 as well as Year 2 teachers.

6.2.2 In recognition of the changes being made in the assessment regime, a new appointment to the post of assessment adviser has been made. This adviser took up post full time from September 2008.

6.2.3 All schools can apply to work with an Advanced Skills Teacher and/or Leading Teacher. From January 2009, new funding is available for 1-1 tuition for a small number of pupils in each primary school.

6.2.4 Mathematics Wave 1 (Universal Provision)

Training for class teachers is taking place throughout the year. As well as focussing on assessment, including standardisation and moderation, schools have been supported in using 'Overcoming Barriers' materials. This is key development work for the city as mathematics has been an issue for some years. Plans are in place for the implementation of the Williams report where every school should have a mathematics 'champion'. Some schools have already begun a detailed audit of

teachers' mathematical subject knowledge.

6.2.5 Wave 2 (Lighter Touch Interventions and Support)

There are several programmes in place which are designed to meet the additional learning needs of pupils. These include national programmes such as Catch-up Maths and Talking Maths. In addition, there is a very exciting new programme, devised in Leeds, called Multi-sensory Maths (MSM). Around 40 schools will be involved in this programme which is for Early Years Foundation Stage and Key Stage 1. Around 20 more schools are involved in a Maths and EAL project and another 10 schools are working together on an Improving Schools programme to close their achievement gap between mathematics and English.

6.2.6 Wave 3 (More intensive support)

Twenty schools are receiving intensive support as part of the Improving Schools Programme, through support from a mathematics consultant. The other additional programme for young children experiencing real difficulty with mathematics is Every Child Counts which this year is a national pilot. Ten schools are involved and our own Teacher Leader is being trained. The programme will be expanded next year.

6.2.7 English

Wave 1 (Universal Provision)

Training for class teachers is taking place throughout the year. As well as focussing on assessment, including standardisation and moderation, schools are being supported in developing 'Talk for Writing' and in using 'shared and guided approaches' to teaching reading and writing more effectively. The phonics development work, CLLD is now in its third year. There has already been a very positive impact in terms of pupils' phonological awareness but limited impact on overall outcomes for Reading and Writing. This is a focus for schools this year. A small number of schools will be involved in a project with the Royal Shakespeare Company this year.

6.2.8 Wave 2 (Lighter Touch Interventions and Support)

There are several programmes and projects in place which are designed to meet the additional learning needs of pupils. There is a Reading Comprehension research project with 12 schools and training on Talk Partners and Catch-up Literacy.

6.2.9 Wave 3 (More intensive support)

Twenty schools are receiving intensive support as part of the Improving Schools Programme, through support from a Literacy consultant. The other additional programme for young children experiencing real difficulty with Reading is Every Child a Reader (Reading Recovery). Around thirty schools are involved and we now have our own Teacher Leader. Thirty schools this year have already been trained in the use of Fischer Family Trust Literacy (delivered by Teaching Assistants) and, because of high demand, we have secured additional funding to train another thirty schools.

6.3 Early Years Foundation Stage

6.3.1 Early Years Foundation Stage (EYFS) became statutory from September 2008. Education Leeds entered into a 'hosting agreement' with Leeds City Council, for the Early Years Outcomes Duty thus taking on responsibility for the outcomes for children at the end of the Early Years Foundation Stage.

6.3.2 This key stage has become an area of some concern for the local authority. A new

joint appointment to the post of Early Years Adviser has been made with LCC Early Years Service. A range of support strategies are in place centred on more focussed targeting of schools for specific intervention. This is particularly recognising schools in which no children were recorded as having a good level of achievement. School improvement partners and headteachers have received additional training and the EYFS was highlighted as part of the school improvement partner agenda with headteachers during the autumn term. A series of briefings have been held for EYFS coordinators to ensure they are familiar with the requirements of the Early Years Outcomes Duty.

6.4 Raising the Achievement of Black and Ethnic Minority Pupils

6.4.1 In order to achieve the challenge targets set by the DCSF, fourteen schools with high numbers of Pakistani heritage children are being targeted for a new project which will consider the causes of underachievement in each school. Good practice is being identified in order for schools to learn from each other. A key focus will be to secure excellent teaching in every classroom, and establish or build upon good links with parents. This project is being developed collaboratively with heads of service across Education Leeds.

6.5 School Leadership

6.5.1 In September 2008, 20 schools began the school year with a new headteacher. Many of these were new to headship while some were filled by experienced headteachers seeking larger schools or different challenges. Many posts were advertised more than once before a shortlist could be secured.

6.5.2 An induction programme, consisting of a residential conference and half termly networks and seminars, runs throughout the year. The focus for these sessions is based on a needs analysis of the new headteachers. This is well attended by heads in both their first and second year of headship. An experienced headteacher is assigned to act as a mentor. This is a voluntary role. A consultancy team is brokered to undertake a baseline assessment of the school during the first term of headship (Partnership Evaluation). This is highly valued by newly appointed headteachers as it provides an objective view of the school. This is particularly useful in cases where the evaluation identifies aspects for improvement that had not been previously acknowledged.

6.5.3 To improve the quality and quantity of headteacher applicants, following the successful pilot of the 'Trainee urban headteacher' programme, the Associate headteacher programme will run this year with 4 candidates. This programme prepares suitable candidates for headship in schools in challenging circumstances. This involves aspiring headteachers being placed, one day a week for the school year, in an urban school in which there is an outstanding leader. The participant also attends a programme of study with the NCSL.

6.5.4 Termly seminars are held for all primary headteachers. All headteachers come together to receive briefings on key issues, to share good practice and to network between families. The autumn term seminar this year was focused on narrowing the gap for children in Foundation Stage. This area had been identified as a key focus for the local authority through monitoring meetings with the national strategies regional advisers.

6.5.5 The Education Leeds Leadership and Governance Strategy is developing a

programme of support and experiences for leaders at all levels, including a programme specifically designed to increase the number of leaders from Black and minority ethnic backgrounds. There is a plan in place to address succession planning and to identify emerging leaders.

7.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

7.1 Members should note the progress that has been made in recent years but also be aware of continuing areas of underachievement. The coordination of effort from across Children Leeds will continue to be necessary to improve outcomes for underachieving groups and to close the gap between the most and least successful.

8.0 LEGAL AND RESOURCE IMPLICATIONS

8.1 Many schools continue to experience high levels of challenge and struggle to meet floor targets. The achievement of identified groups of pupils remains a concern. These schools must remain a high priority when allocating resources.

9.0 RECOMMENDATIONS

9.1 Executive Board is asked to:

- Consider the progress that has been made in recent years
- Note the key issues and challenges that are currently being addressed

Background Papers

Education Leeds School Improvement Policy 2006

Ofsted Framework for the Inspection of Schools 2005

Primary National Strategy Improving Schools Programme and related support programmes

Ofsted Guidance on Schools Causing Concern 2008

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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 February 2009

SUBJECT: Annex 1: Overview of 2008 Performance at Foundation Stage, Key Stage 1 and Key Stage 2

1 2008 Provisional school outcomes and benchmarks at Foundation Stage

- 1.1 The returns from schools were aggregated to produce overall scores for Leeds. The table below summarises the aggregated results for Leeds over the last three years with national data for comparative purposes where available.

Table 1: Percentage of Leeds pupils achieving 6+ points at the Foundation Stage 2005 to 2008, with national comparators

	2006		2007		2008	
	Leeds	National	Leeds	National	Leeds	National
Personal and Social Development:						
Dispositions and Attitudes	84	88	85	87	81	88
Social Development	79	80	80	80	76	82
Emotional Development	74	77	74	76	71	77
Communication, language and literacy:						
Language for communication and thinking	76	78	77	78	74	79
Linking sounds and letters	60	61	70	65	72	71
Reading	67	68	71	69	69	70
Writing	56	57	60	58	60	61
Mathematical Development:						
Numbers as labels for Counting	83	87	86	87	85	88
Calculating	66	69	67	70	67	72
Shape, space and measures	78	80	78	80	77	81
Knowledge & understanding of the world	74	77	73	77	74	79
Physical development	86	88	89	88	85	89
Creative Development	76	78	76	78	74	79

Leeds Historical Data Source: NCEP – KEYPAS

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

- 1.2 After the reversal of the long term downward trend in outcomes in 2007, results in 2008 have returned to 2006 levels. The 2% average increase in 6+ scores across all strands in 2007 has been followed by an almost 2% decrease in 2008.
- 1.3 At a strand level, there are significant differences in both the overall outcomes and the trends over time. There is a 25% gap between the strand with the lowest outcomes (Writing) and the strand with the highest outcomes (Physical Development). The average reduction in outcomes has not been seen consistently across all strands; Linking Sounds and Letters, which saw a 10% increase last year

has seen another improvement of 2% this year, but two other CLLD strands have seen a decrease in outcomes of between 1 and 3%. The most consistent and significant decreases have been observed in the PSED strand, where all strands have fallen by 3 to 4%. Little change has been observed in the Mathematical Development strands, there has been a small increase in Knowledge and Understanding of the World and reductions of 4% in Physical Development and 3% in Creative Development.

- 1.4 The benchmark indicator displayed above is used by DCSF as part of the statutory target setting and performance review process for LAs. For a child to reach “a good level of overall achievement” they need to have gained at least 78 points across all strands of the FSP, but also need to have at least 6 points in each of the PSED and CLLD strands.

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

	2005		2006		2007			2008		
	Leeds	Nat'l	Leeds	Nat'l	Leeds	Stat Neigh	Nat'l	Leeds	Stat Neigh	Nat'l
% of pupils with 78+ points and 6+ in all PSED and CLLD strands	46	48	43	45	47	50	46	47	52	49

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

- 1.5 This indicator has shown a fractional decrease in outcomes in Leeds. The percentage of pupils who reached this level of achievement rose by over 4% in 2007 and in contrast to the “average” 6+ percentage indicators, this level of achievement has seen a further small increase in 2008. Performance is below that seen in similar authorities and the national average. This trend would indicate that while there has been a reduction in the percentage of children reaching 6+ points in most individual strands, the proportion of children who are consistently performing well has remained stable.
- 1.6 The LA target for this indicator in 2008 was 50% and the target for 2009 is 53%. In order to reach this target there needs to be a step-change in the rate of improvement on this indicator. It is however, interesting to note that that in 2008 there were 642 children in Leeds maintained schools who missed out on reaching a “good level of achievement” by just one point in one of the PSED/CLLD strands. If all of these pupils had achieved 6 points instead of 5 points in the relevant strand, then the percentage of the cohort reaching this benchmark of achievement would have risen to 55%, exceeding both the 2008 and 2009 targets.
- 1.7 A second “target” indicator looks at the gap between the average overall performance of the full cohort and the overall performance of the “lowest 20% of achievers”. National figures for this indicator have only been published for 2007.

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

	2006	2007	2008
Low Achievers Gap (Difference between Median score of full cohort and Mean Score of lowest achieving 20%, expressed as a percentage of the Median score of the full cohort)			
Leeds	40.8	38.3	39.8
National		37	36

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

- 1.8 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. In 2008 there has been a decrease in the Median score for the full cohort (-1%) and a decrease in the mean score for the bottom 20% (-2%), resulting in a widening of the gap by 1.5%, although the gap is still smaller than that seen in 2006. The 2008 LA target of 33% was missed by over 6%, and the 2009 target of 30% presents an even greater challenge for next year.

Performance for priority groups

- 1.9 Pupil characteristics have been identified in previous years as playing a role in outcomes at the Foundation Stage. All analyses in this section relate to pupils attending Leeds Maintained schools only.

Table 4: Percentage of Children with a Good Level of Achievement by Gender

	2007	2008	2008 Cohort
Boys	38.6	37.7	4050
Girls	55.9	56.9	3673

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

- 1.10 Performance for boys in the Foundation Stage is significantly below that of girls in all areas and this shows in the percentage of pupils with a Good Level of Achievement. With boys performance falling in 2008 whilst the performance of girls improved, the gap increased by almost 2% from 2007.

Table 5: Percentage of Children with a Good Level of Achievement for FSM eligibility

	2007	2008	2008 Cohort
Not Eligible for FSM	52.0	51.7	6252
Eligible for FSM	27.9	26.1	1457

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

- 1.11 Pupils eligible for Free School Meals (FSM) account for 18.9% of the total cohort and perform at a significantly lower level than non eligible pupils, and the gap between groups widened in 2008.

Table 6: Percentage of Children with a Good Level of Achievement by Month of Birth

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

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

- 1.12 Performance for pupils born earlier in the academic year is significantly better than

their younger peers. The gap between those born in September and August is 26.5%, with less than half of pupils born in the second half of the year working at a Good Level of Achievement.

Table 7: Percentage of Children with a Good Level of Achievement by Ethnicity

		2007	2008	2008 Cohort
ASIAN or ASIAN BRITISH	Bangladeshi	18.0	33.6	110
	Indian	54.1	52.7	165
	Kashmiri Other	25.0	18.8	16
	Kashmiri Pakistani	35.4	35.6	180
	Other Pakistani	34.2	31.5	302
	Other Asian background	42.9	37.3	83
BLACK or BLACK BRITISH	Black African	34.2	33.3	234
	Black Caribbean	31.1	48.3	60
	Other Black Background	26.2	29.8	47
MIXED	Mixed Asian and White	52.6	48.6	74
	Mixed Black African and White	40.6	45.9	37
	Mixed Black Caribbean and White	41.5	41.6	101
	Other Mixed Background	50.0	51.4	
CHINESE or OTHER	Chinese	44.8	41.2	34
	Other Ethnic group	31.2	24.5	102
WHITE	White British	49.9	50.1	5746
	White Irish	55.6	56.5	23
	Traveller Irish Heritage	0.0	14.3	7
	Gypsy/Roma	12.5	0.0	22
	White Eastern European		13.9	36
	White Western European		52.6	19
	White Other	52.9	35.9	78
UNKNOWN	Information Not Obtained	61.5	42.9	14
	Information Refused	47.8	32.4	37
	No Categorisation	44.1	30.5	59

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

- 1.13 The performance of many of the ethnic minority groups is below that seen for all pupils. For Asian heritage pupils, only Indian pupils achieve above 40%, whilst for Black heritage pupils, only Black Caribbean pupils perform near city wide standards. The performance of Mixed heritage groups is in line with city averages, and within White heritage groups, the performance of both traveller groups and Easter European pupils is extremely low, albeit with low pupil numbers.

2 Key Stage 1

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

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

Data Source: DCSF Statistical First Release, Leeds school submissions

- 2.1 Key Stage 1 results have shown a drop in 2008 in all subjects. There was a 1% fall in reading and science, and a 2% drop in writing and mathematics. Nationally, performance has remained at 2007 levels. Statistical neighbour authorities have remained at 2007 levels apart for writing, where a 1% drop was recorded.

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

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

Data Source: DCSF Statistical First Release, Leeds school submissions

- 2.2 In relation to level 3 standards, performance in Leeds dropped significantly for a second successive year. Reading dropped 4% following a 3% fall the previous year. Writing fell 3%, repeating the drop of the previous year. Performance in mathematics fell 2% following a reduction of 3% in 2006, and science fell 1%, after a 4% fall previously. Guidance regarding the awarding of a level 3 has been changed in recent times and disseminated heavily across schools and this will have had an impact in this years figures again.

Attainment of Pupil Groups

Percentage attaining level 2 or above in Key Stage 1: Gender

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

2007 data is provisional

- 2.3 The drop in performance overall is mirrored for boys and girls. The gap in reading has maintained the gap seen in 2007 and is line with national differences, whilst in writing, performance fell more for girls than for boys. The gap is now 10%, 1% less than the national difference. The issue is similar in mathematics, as girls' performance fell 3% in 2008, compared to the 1% fall seen for boys, closing the gap to 2% locally, with the national gap closing to 3%

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

	2006		2007		2008
	Leeds	National	Leeds	National	Leeds
Reading	68	57	49	55	51
Writing	54	52	51	51	45
Maths	62	65	49	64	67

Source: DCSF statistical first release

Notes: 2008 data is provisional

- 2.4 The percentage of pupils attaining level 2 or above in Key Stage 1 has improved in reading and, significantly, mathematics. There has been a significant fall in writing performance. In 2007 outcomes were below national levels for reading and

mathematics, and in line with national performance in writing.

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

		2006		2007		2008	
		Leeds	Leeds	Leeds	National	Leeds	National
Reading	Non eligible	88	88	87	87	85	87
	Eligible	67	67	65	69	63	69
Writing	Non eligible	85	85	83	84	80	84
	Eligible	62	62	57	63	57	64
Maths	Non eligible	91	91	91	92	89	92
	Eligible	75	75	73	80	72	79

Note: 2008 data is provisional

- 2.5 The attainment of pupils eligible for free school meals is significantly below that of pupils who are not eligible with the largest gap in attainment for writing. The gap has closed in 2008 between the two groups, due to the lower performance of non eligible pupils. The gaps in attainment are wider in Leeds than those seen nationally.

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

		2006		2007		2008	
		Leeds	National	Leeds	National	Leeds	National
Reading	Action	45	56	42	55	46	57
	Action +	45	40	44	40	44	42
	Statement	26	26	19	24	13	23
Writing	Action	38	49	36	48	37	48
	Action +	39	34	36	33	35	34
	Statement	15	20	8	18	8	17
Maths	Action	59	74	51	74	56	74
	Action +	53	56	52	56	51	56
	Statement	19	30	25	28	22	27

Source: NCER KeyPAS; DCSF statistical first release

Notes: 2008 data is provisional

- 2.6 There is a mixed picture of performance for different areas of the special educational needs spectrum. For School Action pupils performance improved in all three subjects, closing the gap to national performance in all cases. For School Action plus pupils, performance fell 1% in writing and mathematics and remained unchanged in reading. These changes widened the gap to national performance in all subjects. Finally, for statemented pupils, there were significant falls in reading and mathematics, with writing performance remaining at the 8% seen in 2007. There are now significant differences between local and national performance for statemented pupils.

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

	Pupils 08	Leeds			National		
		2006	2007	2008	2006	2007	2008
<i>Asian Or Asian British</i>							
Bangladeshi	123	79	80	70.7	78	79	81
Indian	156	88	86	89.1	89	88	89
Kashmiri Pakistani	105	79	81	71.4	77	77	77
Other Pakistani	407	72	72	70.3			
Kashmiri Other	17	75	61	82.4	80	84	84
Other Asian background	81	80	73	74.1			
<i>Black Or Black British</i>							
Black Caribbean	70	82	81	72.9	80	81	80
Black African	198	63	67	70.7	78	79	81
Other Black Background	43	87	75	81.4	80	79	80
<i>Mixed Heritage</i>							
Mixed Black African & White	31	100	89	74.2	84	83	81
Mixed Black Caribbean & White	117	77	86	77.8	82	81	80
Mixed Asian & White	63	93	85	90.5	88	88	88
Other Mixed Background	110	83	77	82.7	85	84	85
<i>Chinese Or Other</i>							
Chinese	42	94	88	85.7	90	88	89
Other Ethnic group	104	73	64	67.3	74	75	76
<i>White</i>							
White British	5534	85	84	82.8	86	85	85
White Irish	18	85	76	94.4	85	84	86
Other White Background	101	80	64	69.3	78	75	75
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	33	25	11.1	30	33	32
Gypsy Roma	19	13	35	10.5	40	38	37

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

Notes: 2008 Data is provisional

- 2.7 Following the drop in performance across the city, there has been some significant falls in some priority ethnic groups. Performance for Bangladeshi, and Pakistani pupils fell significantly, whilst national performance remained stable or improved slightly. The performance for Black Caribbean, Mixed Black African & White and Mixed Black Caribbean & White pupils have also seen sharp falls in performance, these groups also showing national falls but at a lesser extent to that seen locally.

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

	Pupils 08	Leeds			National		
		2006	2007	2008	2006	2007	2008
<i>Asian Or Asian British</i>							
Bangladeshi	123	76	74	65.0	75	77	77
Indian	156	87	86	85.3	86	86	86
Kashmiri Pakistani	105	75	70	63.8	73	72	72
Other Pakistani	407	68	67	62.9			
Kashmiri Other	17	63	54	70.6			
Other Asian background	81	75	69	66.7	81	81	80
<i>Black Or Black British</i>							
Black Caribbean	70	74	67	67.1	76	75	74
Black African	198	61	60	67.2	74	74	75
Other Black Background	43	79	68	74.4	75	74	74
<i>Mixed Heritage</i>							
Mixed Black African & White	31	96	86	67.7	81	80	79
Mixed Black Caribbean & White	117	67	80	72.6	79	78	77
Mixed Asian & White	63	86	77	85.7	86	86	85
Other Mixed Background	110	72	72	78.2	82	81	81
<i>Chinese Or Other</i>							
Chinese	42	94	84	83.3	87	86	87
Other Ethnic group	104	64	66	57.7	71	71	72
<i>White</i>							
White British	5534	82	80	77.6	83	82	81
White Irish	18	78	76	88.9	82	81	81
Other White Background	101	76	58	68.3	75	72	71
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	33	25	11.1	30	30	28
Gypsy Roma	19	13	30	10.5	36	36	34

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

Notes: 2008 Data is provisional

- 2.8 Overall standards in writing have been falling for several years, both locally and nationally. This pattern is reflected for most BME groups, but patterns do vary. Outcomes have fallen significantly for all priority Asian heritage groups. Whilst nationally performance remains stable. Outcomes for all Black groups have improved in opposition to national stability or falls. Mixed Black African & White and Mixed Black Caribbean & White pupils have seen falls in performance whilst other Mixed heritage groups improved in 2008.
- 2.9 It should be recognised that the small cohorts under examination are likely to cause natural fluctuation in outcomes and clear trends may be difficult to identify. What can be said with some certainty is that levels of attainment in Writing at Key Stage 1 are significantly lower for some of the larger BME groups, especially those for whom English is often an additional language.

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

	Pupils 08	Leeds			National		
		2006	2007	2008	2006	2007	2008
<i>Asian Or Asian British</i>							
Bangladeshi	123	87	79	74	84	86	86
Indian	156	89	89	91	92	92	92
Kashmiri Pakistani	105	86	83	79	83	83	82
Other Pakistani	407	78	77	76			
Kashmiri Other	17	75	69	82	90	90	90
Other Asian background	81	89	82	88			
<i>Black Or Black British</i>							
Black Caribbean	70	82	83	74	86	85	85
Black African	198	72	74	74	84	84	85
Other Black Background	43	85	71	86	85	85	85
<i>Mixed Heritage</i>							
Mixed Black African & White	31	100	89	90	90	89	89
Mixed Black Caribbean & White	117	79	89	83	88	89	88
Mixed Asian & White	63	95	88	97	93	93	92
Other Mixed Background	110	84	81	81	90	90	90
<i>Chinese Or Other</i>							
Chinese	42	100	92	88	96	95	95
Other Ethnic group	104	75	74	80	84	84	84
<i>White</i>							
White British	5534	89	89	87	91	91	91
White Irish	18	78	86	100	91	90	91
Other White Background	101	89	78	82	88	86	86
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	56	50	33	50	52	52
Gypsy Roma	19	13	65	32	60	56	57

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

Note: 2008 Data is provisional

- 2.10 As in reading and writing, performance in mathematics fell for priority Asian groups, whilst national performance for these groups remained broadly in line with previous performance. Black African heritage pupils remained at 2007 levels but Black Caribbean pupil performance fell significantly, and are now in line Black African pupils. Mixed Black Caribbean & White pupils also recorded a significant fall in performance and are now below national standards for their peers, although the remaining Mixed heritage pupils remained at or improved on 2007 performance.
- 2.11 It should be recognised that the small cohorts under examination are likely to cause natural fluctuation in outcomes and clear trends may be difficult to identify. What can be said with some certainty is that levels of attainment in Writing at Key Stage 1 are significantly lower for some of the larger BME groups, especially those who have English an additional language (EAL) and in fact, there has been a significant increase in the number of EAL pupils in Key Stage 1 in the past three years and it stands at 16% in 2008.

3 Key Stage 2

Key Stage 2 Trends and Comparisons

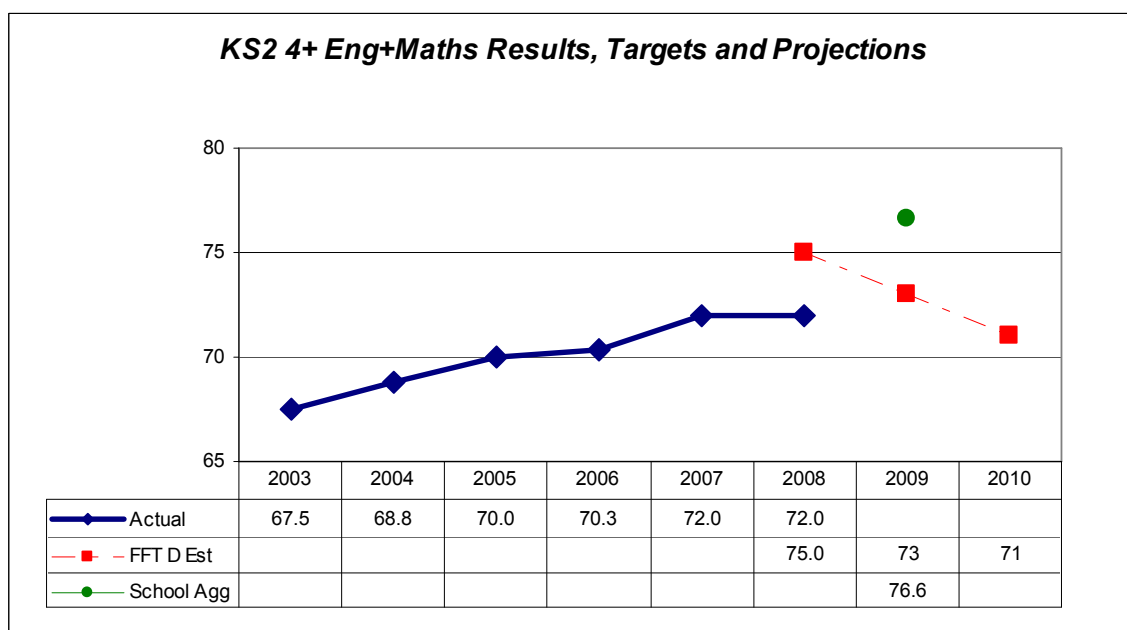
2006-2008 Percentage of pupils achieving Level 4 + at Key Stage 2

% pupils achieving level 4+	2006			2007			2008		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	79	79	78	81	80	80	80	80	80
Maths	76	76	76	77	77	78	77	78	79
English & maths	70	70	71	72	71	72	72	72	72
Science	85	87	85	87	87	88	86	88	88

Note: 2008 data is provisional

- 3.1 Key Stage 2 performance has remained broadly in line with previous levels. There was a 1% fall in English and science locally, with mathematics performance remaining at 2007 levels. However, the new indicator relating to performance in English and mathematics together has remained at previous levels and is line with national and benchmark authority averages.

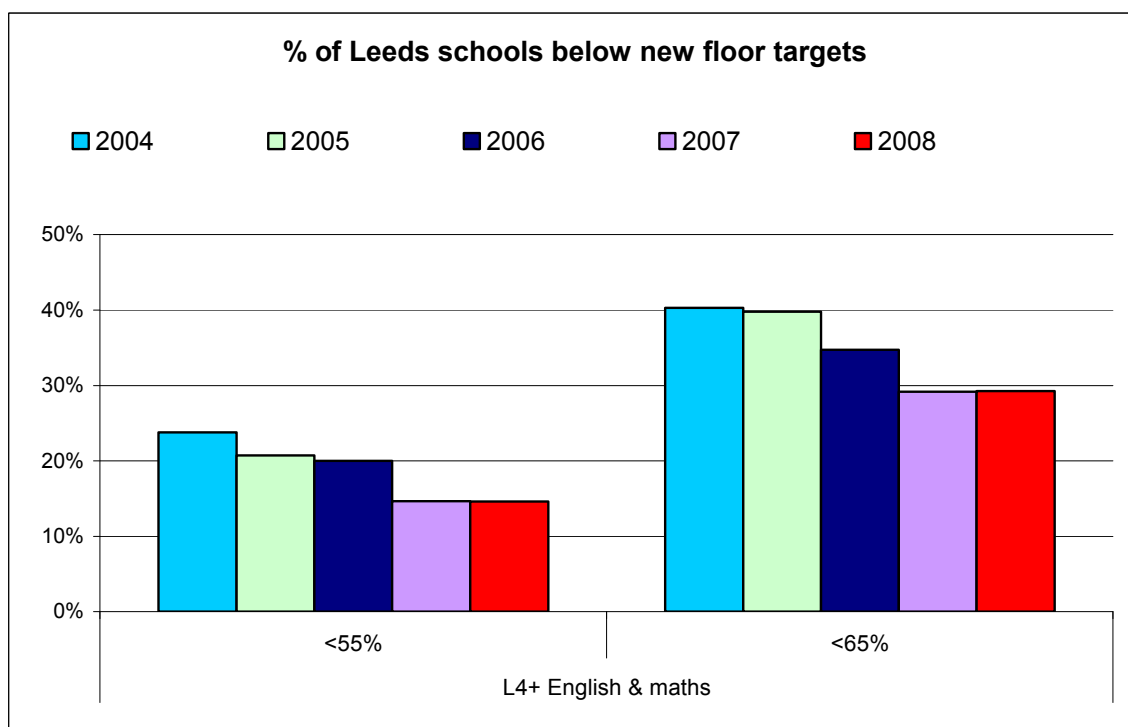
Key Stage 2 Trajectories



- 3.2 Performance in terms of level 4+ in English and mathematics has shown a broadly improving trend for several years. However, performance in 2008 was below that by the top quartile of similar pupils, as indicated by FFT D estimates. The indicator is a new one, and so estimates have not been available prior to 2008. Schools have set ambitious targets for 2009 that are significantly above the top quartile estimate for 2009, despite FFT estimates being lower than the 2008 estimate. This is because FFT take account of prior attainment and therefore reflect the recent downturn in overall Key Stage 1 performance.

Floor Targets

The definition of the floor targets has changed with the floor being lowered from 65% of pupils achieving L4+ in English and mathematics to 55%.



- 3.3 There has been a steady fall in the number of schools below the DCSF floor targets at Key Stage 2. There are currently 31 schools below the new 55% floor target, with twice that number below the old 65% floor. There is no benchmark information for national levels or for similar authorities currently available for this indicator.

Attainment of Pupil Groups

(National data on the attainment of pupil groups is unavailable)

- 3.4 Following issues surrounding the marking of scripts at Key Stage 2, there is no national pupil group data available for 2008 at the current time.

Percentage of pupils attaining level 4+: Looked After Children

	2006		2007		2008	
	Leeds	National	Leeds	National	Leeds	National
Cohort size	66		67		69	
English	35	43	40	46	43	
Maths	35	41	30	43	42	
Science	45	57	48	59	58	

Note: 2008 data is provisional

- 3.5 The performance of LAC rose at Key Stage 2 in 2008 in all three subjects. This puts performance in line with that seen nationally in 2007.

Percentage of pupils attaining level 4+: Free School Meal Eligibility

		2006		2007		2008	
		Leeds	National	Leeds	National	Leeds	National
English	Non eligible	83.8	83	85	83	84.4	
	Eligible	59.9	61	62.5	62	63.2	
Maths	Non eligible	80.9	79	80.9	80	81.2	
	Eligible	56.2	58	60.1	60	60.0	
Science	Non eligible	88.9	89	89.9	90	89.1	
	Eligible	70	73	72.5	75	73.1	

Note: 2008 data is provisional

- 3.6 The performance of FSM eligible pupils in 2008 in all three subjects broadly maintained the performance seen in 2007. In conjunction with falls for the non eligible cohort, the gap in performance narrowed in 2008. In 2007, Free School Meal eligible pupils performed in line with their peers nationally.

Percentage of pupils attaining level 4+: Special Education Needs

		2006		2007		2008	
		Leeds	National	Leeds	National	Leeds	National
English	Action	42.2	48	44.8	48	50.0	
	Action +	33.9	30	36.5	30	39.9	
	Statement	15.5	17	18.7	17	23.1	
Maths	Action	42.1	47	44.0	47	47.1	
	Action +	39.3	35	39.2	35	42.2	
	Statement	13.5	19	21.2	17	23.4	
Science	Action	61.9	70	63.8	70	67.0	
	Action +	55.3	59	57.0	59	58.0	
	Statement	24.8	34	28.5	33	31.0	

Note: 2008 data is provisional

- 3.7 The performance of all three groups of pupils on the special educational needs register has improved in 2008 in all three subjects. School Action pupils improved by at least 3% in all three subjects, with the largest improvement being seen in English.
- 3.8 School Action plus pupils improved 1% in Science and 3% in English and mathematics. These improvements were also seen for statemented pupils, where improvements were all over 2%. Standards in English and in mathematics are now above the national levels seen in 2007.

Percentage of pupils attaining level 4 or above in Key Stage 2 English

	Cohort 08	Leeds			National		
		2006	2007	2008	2006	2007	2008
<i>Asian Or Asian British</i>							
Bangladeshi	73	78	77	74	75	75	
Indian	165	80	83	89	85	85	
Kashmiri Pakistani	128	73	65	78	70	70	
Other Pakistani	284	66	68	73			
Kashmiri Other	10	86	67	70	77	77	
Other Asian background	59	70	74	56			
<i>Black Or Black British</i>							
Black Caribbean	105	71	82	78	73	73	
Black African	165	66	74	65	72	72	
Other Black Background	56	63	75	64	73	73	
<i>Mixed Heritage</i>							
Mixed Black African and White	20	88	88	75	81	81	
Mixed Black Caribbean and White	133	70	76	80		77	
Mixed Asian and White	68	74	79	86	77	85	
Other Mixed Background	92	81	75	86	83	83	
<i>Chinese Or Other</i>							
Chinese	40	86	89	88	86	86	
Other Ethnic group	79	59	61	69	69	69	
<i>White</i>							
White British	6179	81	82	82	80	80	
White Irish	34	90	93	94	82	82	
Other White Background	109	81	79	68	75	75	
<i>Traveller Groups</i>							
Traveller Irish Heritage	10	10	67	30	27	27	
Gypsy/Roma	17	31	31	41	35	35	

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

Notes: 2008 data is provisional

- 3.9 There have been some mixed results for priority ethnic minority groups in 2008. Bangladeshi pupils recorded a fall in English performance in 2008, whilst Pakistani pupils saw significant improvements, as did Indian pupils. Black heritage pupils performance dropped significantly, with Black African pupils falling 9%. Mixed Black African & White pupils have also seen a significant drop in performance, but Mixed Black Caribbean & White and Mixed Asian & White pupils recorded improvements in 2008. White British pupil's performance remained at 2007 levels and there was a drop in performance of Other White pupils, of 11%. This may be due to the performance of Eastern European pupils who make up 10% of this group and whose performance is significantly lower than the other White Other pupils at 54%.

Percentage of pupils attaining level 4 or above in Key Stage 2 maths

	Cohort 08	Leeds			National		
		2006	2007	2008	2006	2007	2008
<i>Asian Or Asian British</i>							
Bangladeshi	73	72	64	70	70	70	
Indian	165	76	78	84	81	81	
Kashmiri Pakistani	128	70	68	65	64	64	
Other Pakistani	284	62	64	65			
Kashmiri Other	10	86	33	70	76	76	
Other Asian background	59	75	71	66			
<i>Black Or Black British</i>							
Black Caribbean	105	62	70	71	62	62	
Black African	165	55	65	66	63	63	
Other Black Background	56	65	54	71	66	66	
<i>Mixed Heritage</i>							
Mixed Black African and White	20	94	92	65	75	75	
Mixed Black Caribbean and White	133	58	72	77	71	71	
Mixed Asian and White	68	80	77	87	83	83	
Other Mixed Background	92	81	70	75	77	77	
<i>Chinese Or Other</i>							
Chinese	40	97	95	93	92	92	
Other Ethnic group	79	63	63	73	70	70	
<i>White</i>							
White British	6179	77	79	79	77	77	
White Irish	34	93	85	79	80	80	
Other White Background	109	81	72	73	74	74	
<i>Traveller Groups</i>							
Traveller Irish Heritage	10	10	33	30	29	29	
Gypsy/Roma	17	31	25	47	32	32	

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

Notes: 2008 Data is provisional

- 3.10 Priority groups have seen small improvements in performance in mathematics in 2008. The Bangladeshi cohort saw the largest improvement, with 6%, whilst Pakistani pupils remained broadly in line with 2007 levels, and all Black heritage groups saw increases on previous levels. A more variable picture was seen for Mixed heritage pupils with Mixed Black African & White showing a significant fall of 27% although the cohort is small, but other Mixed heritage groups improved by at least 5%. White British pupil performance remained at 2007 levels.

Percentage of pupils attaining level 4 or above in Key Stage 2 science

	Cohort 08	Leeds			National		
		2006	2007	2008	2006	2007	2008
<i>Asian Or Asian British</i>							
Bangladeshi	73	78	81	82	79	79	
Indian	165	86	87	88	88	88	
Kashmiri Pakistani	128	70	68	83	73	73	
Other Pakistani	284	61	64	77			
Kashmiri Other	10	86	33	90		82	
Other Asian background	59	74	71	71	82		
<i>Black Or Black British</i>							
Black Caribbean	105	75	83	79	80	80	
Black African	165	70	74	75	76	76	
Other Black Background	56	74	84	73	79	79	
<i>Mixed Heritage</i>							
Mixed Black African and White	20	81	92	75	86	86	
Mixed Black Caribbean and White	133	77	88	87	85	85	
Mixed Asian and White	68	80	85	93	90	90	
Other Mixed Background	92	88	84	93	89	89	
<i>Chinese Or Other</i>							
Chinese	40	94	92	95	91	91	
Other Ethnic group	79	69	75	77	76	76	
<i>White</i>							
White British	6179	87	88	87	88	88	
White Irish	34	98	93	91	89	89	
Other White Background	109	86	85	76	82	82	
<i>Traveller Groups</i>							
Traveller Irish Heritage	10	30	50	50	41	41	
Gypsy/Roma	17	62	44	59	51	51	

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

Notes: 2008 Data is provisional

- 3.11 Priority Asian heritage groups showed improvements in 2008, with Bangladeshi and Pakistani groups all above national levels seen the previous year. Black African pupils improved slightly in 2008, but Black Caribbean and Black Other pupils fell back after improvements in 2007. As in mathematics, Mixed Black African & White showing a significant fall, the remaining Mixed heritage groups remaining broadly at 2007 levels or showed a modest improvement, given the size of the cohorts involved. White British pupils recorded a slight fall in performance.

Analysis of progress

(National data for two levels of progress from key stage 1 to key stage 2 is unavailable).

- 3.12 Analysis of performance in terms of value added at primary schools is not available as issues surrounding the marking of scripts in the summer has impacted severely on the provision of such information and at the current time, no analysis has been provided either by DCSF on RAISEonline or by Fischer Family Trust. Therefore analysis of progress with contextual adjustments cannot be done at this time. However, some analysis can be done on raw progress between Key Stage 1 and Key Stage 2.
- 3.13 Performance is now measured in terms of the percentage of pupils making two levels progress from Key Stage 1-2. This can be done separately for English and for mathematics, the only requirement being is that the child has a result for both key

stages.

Percentage of pupils making two levels progress from KS1 in English

	Leeds			National		
	2006	2007	2008	2006	2007	2008
L1	75.8	80.2	84.3	77.9	83.3	
L2c	66.9	73.5	77.1	65.4	70.0	
L2b	87.8	91.2	89.7	87.7	88.1	
L2a	97.6	97.5	98.6	97.4	97.3	
L3+	74.6	74.7	71.3	73.9	76.0	
Total	81.5	83.9	84.4	81.0	83.5	

Source: Erooms 2004-7; 2008: NCER KEYPAS (Leeds)

Notes: 2008 national data currently unavailable

- 3.14 There has been a steadily increasing percentage of pupils making two levels of progress in Leeds, and has consistently been higher than national levels. Progress in English has been consistently higher than mathematics, both locally and nationally.

Percentage of pupils making two levels progress from KS1 in mathematics

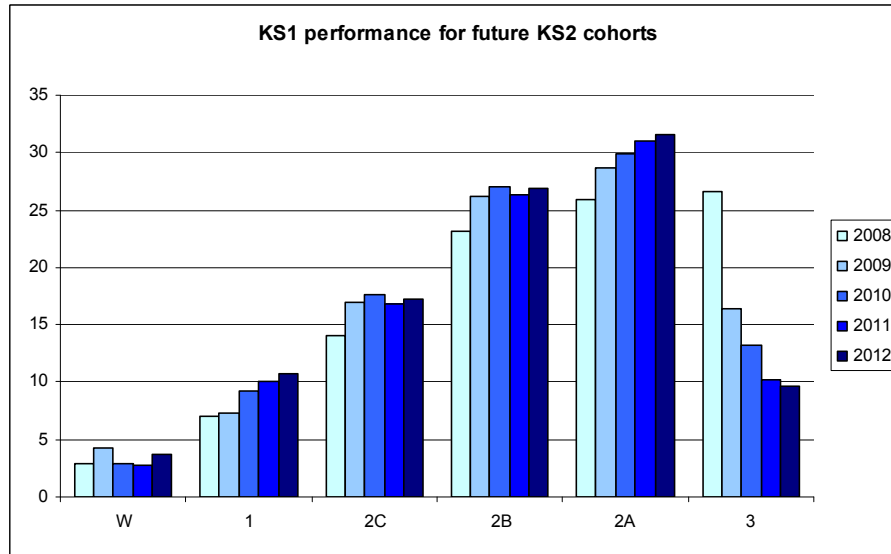
Maths	Leeds			National		
	2006	2007	2008	2006	2007	2008
L1	61.6	63.3	67.8	64.1	67.0	
L2c	43.2	46.4	49.4	44.1	48.6	
L2b	76.1	80.7	80.4	74.8	79.3	
L2a	93.3	95.1	96.1	92.2	94.4	
L3+	73.4	75.3	75.2	73.8	75.2	
Total	73.6	76.4	78.2	73.5	75.7	

Source: Erooms 2004-7; 2008: NCER KEYPAS (Leeds)

Notes: 2008 national data currently unavailable

- 3.15 There is a significant difference in the pupils making two levels of progress from differing Key Stage 1 levels. In both subjects, fewest pupils make 2 levels progress from level 2c, which is understandable as these pupils have the furthest to 'travel' to make two levels progress, whilst most pupils make two levels progress from level 2a, as they have the shortest distance to progress. However, Leeds performance is higher than national levels in nearly all cases, the exceptions being pupils at level 3 in English which is 6% below 2007 national standards, and level 3 in mathematics that is in line with 2007 national standards.

3.16 It should be noted that in recent times, the decline in Key Stage 1 performance has resulted in a significant increase in the number of pupils awarded level 2c at Key Stage 1.



3.17 This analysis highlights the possibility of performance falling at Key Stage 2 in the next four years as the proportion of pupils historically less likely to reach level 4 increases.

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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 February 2009

SUBJECT: Annex 3: Ofsted Inspection Summaries

SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

1 Aberford Church of England Voluntary Controlled Primary School (July 2008)

1.1 Grade: 2

This is a good school. Pupils agree and say that the best things about their school are the 'sports' and the way that, 'Everyone is helpful and nice to each other.' This is why the school has a happy family atmosphere, behaviour is good and attendance is well above average. The school has an accurate view of its strengths and areas for improvement. It is building on its past successes and forging ahead successfully with its aim to raise achievement further and enrich pupils' awareness of cultural diversity.

- 1.2 Achievement is good. From broadly average starting points in Reception, pupils go on to reach above average standards overall by the end of Year 6 although in some year groups standards are well above average at the end of Year 6. In 2007 the school's overall results in national tests were in the top 10% in the country, confirming the upward trend of the last three years. However, results in national tests tend to vary depending on the mix of pupils in the very small year groups. Standards in mathematics are consistently slightly higher than those in English because throughout the school the subject is taught with a strong focus on problem solving. A concerted push since January on improving presentation, accuracy and writing longer pieces of work has had a marked impact on the quality of pupils' writing. Standards in English are rising rapidly as a result. Pupils say they 'work hard sometimes but some of the work is easy, especially reading and science.' They agree they work harder in mathematics 'because we have to think'. Their comments point to a relative weakness in the way pupils are taught. Teaching quality is undoubtedly good, because teachers have high expectations and hence pupils learn well overall. However, pupils are not given sufficient opportunities to work independently, to ask questions to which they want to find out the answers and to think and work things out for themselves. This means they tend to learn at the pace set by the teachers, who guide them through each stage of their learning. This weakness in teaching holds back pupils' achievement and especially that of the more able. Opportunities are also missed to give pupils responsibility for checking their own learning. Teachers' marking, especially in English and science, encourages but does not always give precise points for improvement. Therefore pupils are unsure exactly what they have to do to improve their work and tend to repeat mistakes. The missed opportunities for independent learning and for helping pupils to learn from their mistakes prevent achievement from being outstanding. Pupils with learning difficulties and/or disabilities and vulnerable pupils achieve well because they are given good individual support and guidance from

skilled teaching assistants. Provision for vulnerable pupils is good, with the role of the learning mentor playing a key part in successfully providing for a wide range of needs.

- 1.3 Leadership and management are good. Dynamic yet sensitive leadership by the headteacher results in staff having high aspirations and a strong sense of common purpose. Senior leaders check the work of the school carefully, which is why self-assessment is accurate and the school has a clear sense of direction. A revised leadership structure is helping to accelerate improvement through enabling leadership at all levels. It is also evident in the way the headteacher leads alongside staff, teaching in every class and leading by example. This means that changes are based on detailed knowledge and experience. For instance, rigorous assessment of pupils' progress highlighted the fact that boys, as well as outnumbering girls, generally do better. Teachers are currently trialling positive strategies to encourage girls, based on more accurate assessment of pupils' relative achievements.
- 1.4 Governance is good. Governors ask the right questions to hold the school to account for its actions. Their increased understanding of information from national test data and the school's own assessments has sharpened their awareness of the school's potential. While the majority of parents have very positive views a significant minority are more cautious, expressing concerns centring on teaching, learning and behaviour. The inspection judges all these areas to be good. Governors and staff are aware of the need to develop further the partnership with parents and to keep them closely informed. Planned changes to ensure that parents are more fully involved with their children's learning are timely and well judged. The school takes good care of its pupils and safeguarding fully meets current government requirements. Pupils are adamant, 'There is no bullying because we are all friends.'
- 1.5 Pupils have good awareness of the importance of fruit, vegetables and exercise to maintain health. They see their energetic play at break and lunchtimes as high spots of the day, especially since the school council purchased new play equipment. The role of the school council has developed considerably in recent months as they now have a budget and have learned to double it through 'match funding'. Pupils therefore have an increased say in what goes on at their school. All pupils have responsibilities. Pupils in Years 2 and 6 act as 'buddies' to promote friendship and pupils in Years 3 and 4 take turns to be playground equipment monitors. With their good literacy, numeracy and computer skills, and healthy competitiveness in sports, pupils are well prepared for their future lives. The school's ability to identify and tackle areas for improvement clearly demonstrates its good capacity to improve further.

1.6 **Effectiveness of the Foundation Stage**

Grade: 2

From broadly average starting points children make good progress. By the start of Year 1 almost all are working securely within expected levels and a large proportion exceed them. Children make the best progress in personal, social and emotional development and in their communication, language and literacy skills, which are relative weaknesses when they first join the Reception year. They are well taught and develop into confident, articulate individuals as a result, capable of spending extended periods of time on one activity if it interests them. Opportunities are missed, however, to develop children's curiosity and independence through providing them with a wide range of thought-provoking activities both indoors and outdoors to extend their learning. Children set their own challenges but staff do not always follow their lead and this inhibits children's investigative skills. The provision is well led and managed by the headteacher. Progress has improved as a result of precise assessments of what children know and can do which are then used to plan the next steps in learning.

Children are well cared for.

1.7 **What the school should do to improve further**

- Give pupils, including children in the Foundation Stage, more opportunities to be active, independent learners so as to encourage their curiosity, develop their thinking skills and provide a greater level of challenge, especially for the more able pupils.
- Ensure that teachers' marking gives precise points for improvement and that pupils are involved in checking their own learning so that they know exactly what they need to do to improve their work.

2 **Allerton Bywater Primary School (May 2008)**

2.1 **Grade: 4**

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

2.2 The school is not effective and has failed to promote improvement since the last inspection. Although pupils' personal development is well catered for and pastoral care is very good, academic standards overall are too low. While children get off to a good start in the Nursery and Reception classes, and in the last two years have started Year 1 with standards that were above national expectations, these good foundations have not been built upon. Standards at the end of Key Stages 1 and 2 have been drifting downwards in recent years. The school has been slow to take action to halt the decline and as a result standards at the end of both of these key stages are currently below average and pupils' achievement is inadequate. Writing skills are weak and this hampers pupils' progress in other subjects, particularly science. The progress of those with learning difficulties and/or disabilities is also inadequate.

2.3 After a long period of turbulence, staffing is now more stable. Currently, there is a team of young enthusiastic teachers who contribute to an upbeat atmosphere that is recognised and valued by parents who say that staff are 'really helpful'. Although no examples of inadequate teaching were observed during the inspection, teaching over time has been inadequate and this is reflected in pupils' inadequate achievement. Currently in Key Stages 1 and 2, there is not enough good teaching to accelerate pupils' progress and help them catch up. Activities are not always matched precisely enough to pupils' needs which results in insufficient challenge, especially for the more able pupils.

2.4 The school has a strong track record of success in promoting pupils' personal development. Their behaviour is good because staff promote firm but fair discipline and ensure that the school is open and friendly. Pupils say, 'We all get on really well here.' They like school and make a good contribution to the school community. They have access to a satisfactory curriculum, and the extra activities, including the breakfast club, are enjoyed by all. The good programme for personal, social and health education ensures that pupils are well informed about how to keep healthy and safe. Adults know the personal needs of their pupils well. The pupil welfare team works hard, successfully providing the best possible pastoral support for vulnerable pupils and their families.

2.5 However, despite the good work to promote personal development and care, leadership and management are inadequate overall because there has been insufficient concentration on standards and achievement. The school has not gathered enough information about the standards pupils reach and has not focused sufficiently on the progress they make in lessons and over time. The school's view of its effectiveness is too positive because it does not analyse clearly enough the links between the quality of what it is offering pupils and why their standards and achievement are faltering. They are unable to pinpoint with enough accuracy the groups of pupils making insufficient progress. The recent appointment of an associate headteacher has strengthened leadership and management. In the very short time she has been in post she has worked very hard to try to address the many issues facing the school. Although middle managers including subject leaders are keen and committed, they have not had the opportunity to develop their management skills and are unable to provide the associate headteacher with much needed support. Consequently, she is trying to manage too many aspects of the school's work. The school is now starting to understand how to move forward and to plan for urgently needed improvements. However, these plans are in the early stage of development and there has not been time for them either to be fully implemented or to have a sustained positive effect on outcomes.

2.6 **Effectiveness of the Foundation Stage**

Grade: 2

Children start Nursery with skills that are broadly typical for their age. Children achieve well by the time they join Year 1. They usually reach standards that are above expectations, and in 2007 girls reached standards that were even higher. This is because teaching is good. Adult intervention is usually of good quality and develops children's thinking and their language skills. The provision for teaching communication, language and literacy, mathematical development, and knowledge and understanding of the world is planned well. This ensures that tasks are carefully matched to children's needs and children of all abilities are able to make good progress. However, the curriculum is satisfactory overall because some child-initiated tasks are not sufficiently exciting and challenging. Children are very well cared for in both the Nursery and Reception classes. Parents report that their children are extremely happy and typically talk about the 'friendly caring atmosphere'. At present, the associate headteacher manages the Foundation Stage and this contributes towards her unrealistically heavy load.

2.7 **What the school should do to improve further**

- Raise standards and accelerate achievement in Key Stages 1 and 2 particularly in writing.
- Rigorously monitor pupils' progress in order to identify and eradicate underachievement.
- Ensure that teachers use assessment information more effectively to make sure that work is precisely matched to pupils' needs and provides effective challenge for all pupils including the most able.
- Ensure that management roles and responsibilities are more equitable and that middle managers are empowered to make a full contribution to leading and managing the school.

3 **Asquith Primary School (May 2008)**

3.1 **Grade: 2**

Asquith Primary is a good school with some outstanding features. The outstanding quality of both the Foundation Stage and the personal development and well-being

of pupils provides a strong basis for the development of independent and mature young people who enjoy their learning and are proud of their achievements.

- 3.2 The school has excellent partnerships with parents and outside agencies to promote pupils' well-being. Pupils are very well cared for and provision for vulnerable pupils is outstanding. Pupils' sense of responsibility towards each other in school and their understanding of the needs of the whole school community are very good. Their spiritual, moral, social and cultural development is outstanding. Pupils behave exceptionally well and there has recently been a substantial improvement in school attendance. Their commitment to healthy lifestyles is superb.
- 3.3 The good leadership and management team is lead by an outstanding headteacher who shares her vision of an inclusive school where everyone will succeed very effectively with staff and governors. All work hard to implement this vision and develop a strong school ethos based on care, learning and enjoyment. The team has effectively established a new school by researching best practice in other schools and establishing very good procedures for school organisation and monitoring. Quality is maintained by frequent comparisons with other schools particularly in relation to standards because, as a new school, it does not have enough data of its own for comparison. The school's regular, effective evaluation of its performance enables it to grow successfully. This process recently identified the need for the training of subject leaders; sound progress is being made in this aspect already. The budget is well managed and the school provides good value for money.
- 3.4 Pupils attain standards in line with national expectations in English, mathematics and science in both Key Stage 1 and Key Stage 2. They achieve well in relation to attainment on entry to the Nursery, which is below the nationally expected levels for their age. Pupils with learning difficulties and/or disabilities and vulnerable pupils make similar progress to other pupils in response to the good quality of support they receive. Good teaching enables pupils to learn well and make good progress, partly because their achievements are evaluated well. However, there is some inconsistency in the quality of teaching. It ranges from outstanding to satisfactory, so progress in some classes is better than in others. Furthermore, the quality of marking and the use of learning targets are variable. In some classes they are exemplary and help pupils to understand what they need to do to improve their work but in other classes marking and target setting are less helpful.
- 3.5 Pupils' progress is well supported by a good, well constructed curriculum that develops a good range of skills. The introduction of specialised programmes of work to teach letters and their sounds in the Foundation Stage is now working its way through Key Stage 1 and is producing significant improvements in all aspects of literacy. The school has made noticeable advances since it was opened and has a good capacity to improve even further.
- 3.6 **Effectiveness of the Foundation Stage**
Grade: 1
Children make outstanding progress. They make large gains in reading, writing, speaking and listening. Meanwhile, the more recent emphasis on role play linked to number has enabled children to make similar progress in their mathematical skills. The first-rate leadership and management of the Foundation Stage together with very effective teaching and high quality provision also enable children to make very swift progress in relation to their personal, social and emotional development. By

the end of the Foundation Stage they are confident pupils who enjoy talking about their achievements. Most attain the expected standards and a minority exceed them. Children with learning difficulties and/or disabilities also make very good progress as they are extremely well supported because teachers make excellent use of the skills of teaching assistants and nursery nurses. Planning is thorough and the assessment and tracking of children's progress is exemplary. The learning environment is stimulating and well resourced. The outdoor play area is very well developed and reflects the quality of the indoor area. It is very well used by children. Work is marked thoroughly and children have targets that they understand. They enjoy earning rewards for achievement and this motivates them to become involved in their learning and to develop their independence. They play happily together and keep the work areas tidy. Staff take exceptionally good care of children, so health, hygiene and safety are high priorities enabling them to learn in a safe and harmonious environment.

3.7 **What the school should do to improve further**

- Improve the quality of some teaching so that it reflects the best practice in the school.
- Ensure that pupils, from Year 1 onwards, are made consistently aware of what they have achieved and what they need to do to improve their work.

4 **Austhorpe Primary School (November 2008)**

4.1 **Grade: 3**

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The school now provides a satisfactory education for its pupils and some aspects of its work are good. Good leadership has proved effective in tackling weaknesses and leaders and managers have a very clear view as to what to do next to make further improvements. This gives the school good capacity to improve.

4.2 Monitoring and evaluation are rigorous and used well to identify priorities, set targets and to check on progress. There is a common sense of purpose shared by staff. Senior leaders encourage and support teamwork, helping staff to work in partnership with other colleagues and to feel more confident. The governing body has a clear and shrewd understanding of the school's strengths and weaknesses and of the actions needed to secure further improvement.

4.3 The quality of teaching has improved and is good because of the effective management focus in this area. This good teaching has accelerated pupils' progress. In the best lessons, teaching is lively and animated and exciting activities allow pupils to investigate problems and to think for themselves. Accurate assessment of pupils' skills has been used to good effect to raise standards. For example, following an initiative to boost pupils' writing, this has improved considerably. Pupils reach standards that are above average at the end of Year 6. However, at present pupils' achievement is satisfactory overall as they are still overcoming the effects of previously weaker teaching. Challenge for higher attaining pupils, is not consistently strong enough to help them reach the high levels of which they are capable. Pupils with learning difficulties and/or disabilities make the same satisfactory progress as other groups.

4.4 Pupils' spiritual, moral, social and cultural development is satisfactory overall. Their social and moral development is good but their understanding of Britain as a diverse society is limited, as is their experience of cultures other than their own.

Pupils' positive attitudes to school are reflected in their above average attendance. They have a good understanding of how to stay safe and reflect this in their sensible approach to all aspects of school life. Although often enthusiastic, pupils' enjoyment varies, because the curriculum and lessons do not always interest them fully. Pupils are capable of taking on responsibilities and contribute to the wider community, as the excellent Year 6 'Hope for Harry' campaign shows. However, they do not have regular opportunities to use their initiative or to show such leadership skills and this limits the extent of their contribution to the wider community. The curriculum is effective in ensuring pupils get a good grounding in the basic skills of literacy, numeracy and in the use of information and communication technology (ICT). Although their literacy, numeracy and ICT skills are well developed, the development of independence and leadership skills are weaker.

4.5 Leaders secure pupils' health and safety well. Procedures for safeguarding pupils meet requirements. The school is supportive and every child is cared for well. Pupils' work is marked regularly. This, along with individual and whole-school targets, provides pupils with suitable guidance as to how to improve their work. Increasingly, the school is working in partnership to secure pupils' well-being and to extend their horizons.

4.6 **Effectiveness of the Early Years Foundation Stage**

Grade: 2

Children join the Reception class with skills that are typical for their age. Good teaching ensures they make good progress. By the end of the Reception year, most children are working securely at the levels expected for their age and a significant number achieve beyond this. Last year, good use of accurate assessment information highlighted a relative weakness in writing. As a result, an increased emphasis with the current Reception class on linking sounds and letters has ensured that children are getting off to a good start in language and literacy. The Reception classroom is well organised to allow children to experience all of the areas of learning, both indoors and outside. Adults are effective in engaging individuals and groups in exploration and play. However, opportunities for children to initiate their own learning are less well developed. Children are well cared for and this ensures they settle quickly into class routines and school activities. Good leadership and management enable all adults to work well together. This ensures children achieve well in Reception.

4.7 **What the school should do to improve further**

- Increase the consistency of challenge for higher attaining pupils.
- Provide more opportunities in the curriculum to promote pupils' enjoyment and interest in learning.
- Enable pupils to show greater independence, responsibility and initiative in order to help them extend their contribution to the community and further develop the skills they will need for future life.
- Extend pupils' understanding of cultures other than their own.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

5 Beeston Hill St Luke's Church of England Primary School (June 2008)

5.1 **Grade: 1**

This outstanding school provides excellent value for money. Since its previous

inspection, it has gone from strength to strength and responded amazingly well to the many new challenges it has faced due to a changing social setting. It is a very welcoming and purposeful school, where pupils thoroughly enjoy their education and work and play together in total harmony. Although so very close to the city centre and to a major motorway network, the school provides an oasis of calm. Pupils play outdoors in complete safety among the natural green surroundings that have been lovingly shaped and created over the years for their benefit. It is little wonder that parents think very highly of the school and that pupils look so happy and say that they enjoy coming.

- 5.2 Pupils' achievement from their widely varying starting points is outstanding. This is because the school sets them challenging learning targets, and very enthusiastic, hard-working teachers take every step necessary to ensure that they reach them. Careful financial planning means that pupils are taught in small classes, small groups or even have individual help if they need it. Well trained support staff make a considerable contribution to the outstanding quality of teaching, learning and the curriculum. Consequently, pupils' progress is often rapid, and they reach broadly average standards at the end of Years 2 and 6. The curriculum places great emphasis on ensuring that pupils learn basic literacy, numeracy, speaking and listening, and information and communication technology (ICT) skills. This is why pupils are very well placed to succeed in the future.
- 5.3 A growing proportion of pupils go beyond the level of attainment expected for their age, as shown by the improvement in unconfirmed results of recent Year 2 assessments in reading, writing and mathematics, and in the school's records of the attainment of pupils currently in Year 6. Gifted and talented pupils do as well as they possibly can because staff go that extra mile to push them on as far as they can go, including when they transfer to secondary schools. Pupils with learning difficulties and/or disabilities, pupils who need help to speak English and pupils arriving partway through this stage of their education make outstanding progress. This is because of the excellent care, guidance and support they receive that help them to overcome barriers to their learning. Partnerships with others, such as other schools and outside agencies, contribute significantly to the school's determined approach to catering for pupils' specific needs.
- 5.4 Pupils' outstanding personal development and well-being stem from the united approach of all adults to setting high expectations and rewarding pupils for their efforts. Pupils understand and follow school rules. Members of the school council, for example, explain why 'no contact' (physical) is best, and say that they are free from bullying. Pupils' behaviour is exemplary and their attendance continues to improve. They know how to stay healthy and safe. At lunchtime most pupils select fruit, vegetables and salad and many who eat packed lunches bring healthy options. They love running around outside, playing games, using equipment or just enjoying the wealth of physical activities they can select from. Pupils enjoy making a contribution to their school and wider community. They talk with enthusiasm about recycling, litter prevention and raising funds for charities and repairs to the church roof. They are very proud of the new toilets they helped to plan.
- 5.5 Leadership and management are outstanding. A key factor in pupils' excellent achievement is the cheerful, inspirational, energetic and devoted leadership of the headteacher. Staff love their jobs and enjoy playing their individual and collective parts in the school's continuing development. The deputy headteacher makes an equally impressive contribution to the school's success, and other senior staff are key players in ensuring that no stone is left unturned when it comes to pupils'

learning and welfare. Teamwork is at the very heart of the school's leadership and management, and the keenly reflective, shared approach of the headteacher and deputy headteacher ensures that pupils' needs are never overlooked.

5.6 This is a school that does not rest on its laurels. There are clear plans in place and firm action is already being taken to tackle even the smallest weaknesses. Strenuous efforts are being made to succeed with plans to replace the old Nursery premises and provide up-to-date accommodation on the main school site. When taking account of the many challenges faced by this school, improvement since the previous inspection is outstanding.

5.7 **Effectiveness of the Foundation Stage**

Grade: 1

When children start Nursery, their skills are poor, especially in personal, social and emotional development and in communication, language and literacy. This represents a decline since the previous inspection. As a result of outstanding leadership, management, teaching and learning, children make exceptional progress from their varying starting points. At the end of Reception, most reach the goals set nationally for children of their age - a remarkable achievement! Staff are clearly focused on getting children talking. Many positive and caring adults and a wealth of exciting activities to talk about ensure that children soon feel confident to answer and ask questions. Staff are determined to work together as a strong team and to overcome the problems of working on two sites. As a result, children settle quickly into Nursery and overcome any fears of moving over the road to Reception when they start full-time school. Staff make the most of the old Nursery premises, and do not allow children's enjoyment to be hampered by lack of up-to-date facilities. Consequently, children come happily, learn to get along with other children and adults and start Year 1 with the skills they need to make a successful start with more formal work.

5.8 **What the school should do to improve further**

- The school has no major issues for improvement.

6 **Brownhill Primary School (June 2008)**

6.1 **Grade: 3**

The school provides its pupils with a satisfactory standard of education. There are good features to its work, which include notable strengths in the personal development of its pupils and in the provision of high quality care. The headteacher, governors and other staff know that their key task is to raise standards and they are working hard to make sure that all pupils make the progress that is expected from their well below average starting points.

6.2 Standards at the end of Years 2 and 6 are well below average. However, pupils' achievement is satisfactory from their low starting points on entering the school, when language skills are particularly weak. As pupils move through the school, progress in mathematics is faster than in English. However, work still remains to be done to bring the standards in both subjects up to at least average levels.

6.3 The related factors of below average rates of attendance and frequent disruption to the school's population adversely affect the rate of pupils' progress. The school makes strenuous efforts to try to ensure pupils come to school regularly. A range of strategies is used to encourage parents to make their children regular attenders. Improvements have been made in the attendance rate this year although it remains

stubbornly below average. The pupils who attend regularly and stay at the school for a sustained period of time make satisfactory progress and some do better.

- 6.4 The school provides a supportive and caring environment for all pupils. It is highly effective in promoting pupils' good personal and social development, on which the parents place a very high value. By Year 6, many pupils are mature and confident individuals. They readily accept newcomers as members of their community in all aspects of school life. They are happy at school because they like their teachers and appreciate the orderly atmosphere. They are proud of the very good relationships they have with one another and with the adults in the school.
- 6.5 Most pupils have many barriers to overcome in order to make satisfactory progress in their learning, particularly with regard to their language skills. The quality of teaching is satisfactory. Careful monitoring and evaluation help to ensure that much of the teaching is good. However, the quality is not consistent and pupils' progress is not as fast as it might be. Progress is best when teachers match work closely to pupils' needs. Teachers have developed good relationships in the classroom by managing pupils' behaviour confidently and effectively. This has secured firm foundations for putting a clear focus on the promotion of pupils' learning. The school has developed and is refining assessment and tracking systems, enabling the identification of pupils who need extra support or additional challenge. However, information is not always used with enough rigour to identify precise, expected improvements in the progress of individual pupils. Academic support offered to pupils in order to help them improve their work is not yet consistent throughout the school. Marking does not always help pupils understand what they must do next and, although many pupils are aware of their targets, they are not always clear about how they can achieve them.
- 6.6 Leadership and management are satisfactory overall. The good leadership of the headteacher inspires others and so senior leaders form a cohesive team and share a clear vision for the school's future development. The headteacher and senior staff give a strong lead and are determined to bring about improvements, although they understand that there is still some way to go. Monitoring procedures are thorough and extensive, giving the school a generally accurate view of its strengths and areas for development. However, the use of the information gathered is not always as effective as it could be. Action taken to remedy identified weaknesses in the quality of teaching has not been effective in bringing about improvement quickly enough.
- 6.7 In recent years the school has had to deal with an increased proportion of pupils with learning difficulties and/or disabilities, a significant number of pupils with complex social and emotional needs and high numbers of pupils who have joined and left the school during the course of the school year. The positive impact of the action taken to maintain an orderly, supportive and positive climate for learning against a background of difficult and challenging circumstances indicates that the school has good capacity to bring about further improvements. The school is now well placed to strengthen its focus on achievement and standards and enable its pupils to make better progress in English and mathematics.
- 6.8 **Effectiveness of the Foundation Stage**
Grade: 2
Most children join the Nursery class with low level skills; their language skills being particularly underdeveloped. Children achieve well and make good progress from their individual starting points so that by the end of Reception, standards,

especially in communication, language and literacy, have improved; although these remain well below those expected for their age. Improvements are as a result of the Foundation Stage staff providing carefully designed activities to develop language skills.

6.9 Most children who attend regularly and stay for the whole of Foundation Stage reach their early learning goals. This represents good achievement from their low starting points. A high priority is given to developing positive attitudes towards learning and this is reflected in the calm atmosphere that encompasses this key stage.

6.10 The Nursery is particularly attractive and it benefits from very high quality resources, which adults use well to provide exciting and imaginative play opportunities for all children. In the Reception class teachers' expectations of children's learning are clear and lessons are focused on individual needs, helping to develop language and communication skills. However, some areas are not as well resourced, for example, the home corner, and the rate of development in some areas of learning slows.

6.11 The inclusive curriculum meets the very diverse needs of individual pupils. The children are able to enjoy a wide range of activities, both child and adult initiated, in a safe and secure environment. Clear assessment procedures enable staff to gain an accurate understanding of children's strengths and what they need to do next to improve.

6.12 **What the school should do to improve further**

- Raise standards and achievement in English and mathematics.
- Ensure that the work in lessons is matched to all pupils' needs in order to extend their learning.
- Ensure that assessment procedures identify expected improvements in individual pupils' progress and that marking helps pupils to understand what they need to do to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

7 Chapel Allerton Primary School (October 2008)

7.1 **Grade: 3**

Chapel Allerton Primary School provides its pupils with a satisfactory and improving education. It has strengths in the good personal development of pupils and in its effective partnership with the local community. A key success is the way that pupils are taught to appreciate and respect the rich and diverse cultures that are represented at the school. The school makes a positive contribution to creating a cohesive community. There are many opportunities for pupils to be involved in the local community, such as visiting the local library and senior citizens' homes, and taking part in the 'Chapel Allerton Festival'.

7.2 There have been many staff changes and staffing difficulties following the previous inspection and, as a result, the school has not been as successful as it wanted to be in addressing some of the key issues. These staffing difficulties have been a contributory cause of the variability in pupils' progress and the quality of teaching and learning. Nonetheless, the school is recovering well from this turbulent time and is now back on track and progressing well.

- 7.3 Pupils make satisfactory progress overall. They start in Year 1 with skills and knowledge that are usually typical for their age, and standards are average when they leave in Year 6. Between Year 1 and Year 6, however, progress and standards are inconsistent from year to year and across subjects. This unevenness is linked to variability in the quality of teaching, which is satisfactory overall. Where progress is good, it is because lessons are interesting and provide appropriate challenge for pupils. Progress slows down in some year groups because work does not sufficiently inspire or stretch all pupils; this is particularly the case for some of the more able pupils who do not always make the progress that they could. Standards at the end of Year 2 declined between 2005 and 2007 but have recently begun to rise again. The standards reached by pupils who speak English as an additional language, particularly Pakistani speaking pupils, are generally lower than other groups, but their progress is nonetheless satisfactory. The standards reached by Year 6 pupils in 2007 improved and 2008 un-validated results show further improvements, particularly in reading, where a large majority attained expected levels. In writing, however, standards lag behind, with a lower than average proportion reaching the higher levels. The achievement of Black and mixed heritage pupils has been an area of development for the school and recent improvements show that this group of pupils has been well supported. In 2008, provisional results show that they reached similar standards to their peers.
- 7.4 The satisfactory curriculum is enriched by an interesting range of after-school activities. The school has recently begun to reorganise the curriculum to ensure that it better reflects and interests the school's diverse pupil population. To this end, there has been an interesting array of visits, visitors and dance, music and art activities. However, this work is not yet embedded in the day-to-day curriculum. Interactive whiteboards are used to make learning interesting and some good use is made of the computer suite, where pupils practise their information and communication technology (ICT) skills in different subjects.
- 7.5 Leadership and management are satisfactory overall and the school runs smoothly on a daily basis. Systems for self-evaluation are effective and the school has accurately assessed its current strengths and areas for improvement. Resources are managed efficiently and the school provides satisfactory value for money. Whilst some subject leaders are driving forward change and raising standards, this is not the case in all areas. Sometimes there is insufficient focus on checking the work and standards reached by pupils, and on the required actions likely to bring about improvements.
- 7.6 **Effectiveness of the Early Years Foundation Stage**
Grade: 3
The provision for pupils in the EYFS is satisfactory and improving, and children make satisfactory progress overall. Children join with skills and knowledge that are broadly in line with what is typical for their age. However the range of skills and knowledge are wide and varied. They make satisfactory progress in most areas of learning with some good gains in their personal and social development and in their knowledge of letters and sounds. Progress is slower in some aspects of mathematical development and writing. An increasing number of children are starting the EYFS with English as an additional language. Language development is a priority and there is a strong focus on encouraging pupils to be able to speak and listen clearly. Leadership of the EYFS is good. The recently appointed EYFS leader has brought about many positive changes to the learning environment, and a comprehensive system of pupil assessment, that is being used to plan activities

to meet the needs of each child. Provision for outdoor play is good. There are opportunities for climbing, and role play, and a good blend of child and adult-led activities. Children play confidently on their own and with others. Play is harmonious and pupils from all backgrounds relate positively to each other. Procedures for ensuring the welfare of pupils are in place and good behaviour is encouraged. Pupils with specific needs are quickly identified and supported in an inclusive environment.

7.7 **What the school should do to improve further**

- Improve the attainment and progress of the most able pupils, particularly at Key Stage 1, and in writing across the school.
- Improve the quality of teaching so that more is consistently good or better.
- Ensure that all subject leaders are more effective in monitoring and influencing practice to raise standards across the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

8 **Cobden Primary School (June 2008)**

8.1 **Grade: 2**

This is a good and improving school. The recently appointed headteacher, ably supported by her newly appointed effective leadership team, is the driving force that has led to improvements in standards and achievement. Her clear sense of purpose, quiet authority and determination to enable all pupils to be as successful as possible, is central to the success of the school. There is now a clear focus on rigorous assessment and on regularly checking pupils' progress. The information gained is used well to set challenging targets, identify any possible underachievement and to celebrate success. School data, which has been carefully monitored by the local authority, show that pupils make good progress. Even so, standards in reading, writing and mathematics are below average by the end of Year 2. It is recognised by the leadership that a few pupils could do better. Currently, overall standards in Year 6 are broadly average and pupils' achievements are good.

8.2 Pupils' personal development is good. Children make a fine start in the Nursery and Reception classes, making good progress, especially in their social and personal skills. Most pupils enjoy school and have good attitudes to their work. They respect each other and are invariably polite. Most pupils behave well. They work well in groups and relationships are strong because of the school's good promotion of their personal and social development. Pupils know how to live healthily and to keep safe. They contribute well to the school community through the effective school council. For example, pupils enthusiastically use the play equipment at break that the school council suggested should be purchased. Parents are comfortable working with the school because of the 'open door' policy introduced by the headteacher. Many speak highly of how the school has helped their children develop personally and academically. It is clear that pupils feel safe and well cared for. Attendance is below average with a particularly high proportion of unauthorised absence, despite the school's strenuous efforts to improve the position.

8.3 Pupils learn effectively because they are well taught by enthusiastic teachers and support staff. Pupils know their learning objectives, their targets and what they need to do to achieve these, because of the good advice teachers provide. The

introduction of booster groups to focus on improving the attainment of pupils who need more individual support has been successful in raising their achievement. Pupils with learning difficulties and/or disabilities make good progress as their specific needs are clearly identified and effective measures put in place to help them. The curriculum is good. There is a wide range of experiences for pupils to enjoy. For example, theme days such as one that was related to Africa enable pupils to increase their excellent understanding of other cultures. The calm and supportive atmosphere in assemblies also helps to promote very well pupils' outstanding spiritual development.

8.4 **Effectiveness of the Foundation Stage**

Grade: 2

Children enter the Nursery with skills that are well below those expected for their age. Their language and social skills are particularly weak. Children make good progress because of well planned provision and effective leadership and management. All staff work efficiently as a team to meet the needs of each child in their care. There is, for example, a strong emphasis on providing play to help children develop their social skills. By the end of Reception, many children achieve the nationally expected learning goals in their personal and social development. However, their writing skills and their ability to calculate are relatively weaker. Learning is made enjoyable so that children concentrate well on their chosen activities, listen attentively and are keen to answer questions. Occasionally, adults miss opportunities to fully promote children's speaking skills or to challenge them fully. Children enjoy using the spacious outdoor area which is used well to provide additional valuable experiences in all areas of children's learning.

8.5 **What the school should do to improve further**

- Raise standards for average and higher-attaining pupils in reading, writing and mathematics in Key Stage 1.
- Improve pupils' attendance and reduce the amount of unauthorised absence.

9 Colton Primary School (June 2008)

9.1 **Grade: 2**

This is a good school with many outstanding features. The senior leaders provide a clear vision and direction for improvement. Consistently high standards reached by pupils at the end of Year 6 result from the dedication and hard work of the staff, effectively supported by governors. An extremely caring and supportive school community underpins pupils' outstanding personal development. The school's commitment to the needs of local families is reflected in the range of activities before and after school. Parents are pleased with what the school has to offer and the progress their children make.

9.2 The headteacher, supported ably by staff, is determined to improve all aspects of pupils' academic achievement. As a result of setting challenging targets standards are consistently high by the end of Year 6. This same robust approach is now being applied in Years 1 and 2 where standards have not been as consistent in recent years and were broadly average in 2007. From starting points that are typical for their age children achieve well in Nursery and Reception. By the end of Year 2, overall achievement is satisfactory. Whilst standards are improving in reading and writing, too few pupils are reaching the higher standards expected for their age. The pupils' improved rate of progress in reading and writing is the result of teachers more closely matching tasks to their needs and interests. Achievement is good by the end of Year 6 and stems from good quality teaching. Standards in

the current Year 6 remain high, as in previous years, with mathematical skills exceptionally high. Strategies and initiatives adopted to boost standards in English further, to match those in mathematics, are having a positive impact.

9.3 Pupils are very happy and display a great deal of enthusiasm for all that the school does. This is reflected in their excellent attendance. Behaviour and relationships in lessons are outstanding and pupils adopt very safe attitudes in and around school, for example, when using the adventure play equipment. A wide range of celebration events, first-hand contact with visitors and visits, including residential trips, give pupils a firm understanding of themselves and their place in the wider world. Pupils' high standard of academic and personal skills, by the end of Year 6, prepare them extremely well for their responsibilities and experiences in a diverse society.

9.4 The outstanding curriculum helps pupils of all abilities enjoy their work and achieve well in many subjects. Experience of other cultures and beliefs helps pupils develop respect and tolerance for difference. Where necessary the curriculum is effectively adapted to provide a closer match to pupils' specific individual needs to make certain all do as well as they can. The successful use of personal learning logs gives pupils opportunities to spend time extending their talents and build on their own interests. Care, guidance and support are excellent and are underpinned by an extremely strong family atmosphere. This includes high quality support for pupils with learning difficulties and/or disabilities to ensure they make at least good progress.

9.5 Leadership and management are good. Recent appointments have strengthened the senior leadership. This hard working dedicated team recognise that their skills can be further refined in order to help the school realise its high aspirations. Governors play a full part bringing strong support and expertise to school development. There has been good progress since the last inspection and the school has a good capacity to continue to move forward. The school provides good value for money.

9.10 **Effectiveness of the Foundation Stage**

Grade: 2

Children start school with skills and knowledge typical for their age. They settle in quickly and enjoy their learning. Children make good progress and standards at the end of Reception are above those expected for their age. Parents appreciate the value of the close relationships with staff which they recognise gives their children valuable early confidence. It is typical of parents to appreciate the well-managed transition from home to school, which is, 'smooth and easy'. Close attention to the welfare of each child reflects the commitment to high standards of care and security. Every effort is made to ensure activities are interesting and enjoyable. There is a good balance between adult led activities and those that children choose for themselves. Adults encourage and support learning well with good emphasis placed on developing their listening skills, which are weak for some children. On occasions, opportunities for children to learn independently are not always purposeful enough or children leave an activity and spend too much time deciding what to do next. This is particularly the case in outdoor learning. Staff set high expectations of learning and behaviour. Thorough assessment, using recorded observations of the progress that children make, helps staff plan what to do next. The Foundation Stage is well led and managed.

9.11 **What the school should do to improve further**

- Improve standards and raise pupils' achievement in reading and writing in Years 1 and 2, particularly for the more able.

10 Ebor Gardens Primary School (September 2008)

10.1 Grade: 1

This is an outstanding school. Parents, carers and pupils agree, as shown in the very positive response to the inspection questionnaire and pupils' comments such as, 'Fantastic, best school and cool, very cool'.

10.2 Outstanding leadership and management underpin the school's success and its growing reputation in the local community. The headteacher, supported exceptionally well by the deputy headteacher has achieved much in the last two years in the face of challenges such as the rising proportion of pupils from countries affected by war and growing number of pupils who have English as an additional language. The school also copes well with the significant mobility of pupils. In the current Year 6, for example, only half the pupils have remained in the school from Year 2. The headteacher's dynamic approach, dedication and determination to make a difference help the school to meet and overcome the challenges each day brings.

10.3 The very high mobility of pupils and high proportion of pupils with specific learning difficulties mean that there is not a consistent pattern in the standards reached from one year to another at the end of both key stages. However, by the end of Year 6, standards are broadly average in English, mathematics and science. The school's exceptionally detailed tracking of pupils' progress clearly demonstrates that pupils' achievement from their very low starting points is outstanding. Pupils who have remained at the school from Year 2 do particularly well, benefiting from the support provided in the literacy and numeracy instructional groups. Pupils from Year 2 to Year 6 are grouped for English and mathematics lessons after an assessment of their reading skills. This ensures that all pupils, including those at the early stages of learning English, are provided with the support they need to succeed.

10.4 By the end of Year 2, standards also vary quite significantly but overall pupils make good progress in Key Stage 1. However, standards in reading and writing are typically below those reached in mathematics. The school has recognised the importance of raising standards, particularly in reading and writing and has invested heavily in providing two teachers and two teaching assistants for the Year 1 class. This is enabling all pupils, but especially those new to English and the many with learning difficulties to continue to benefit from the close support of adults which they had in the EYFS. It also enables staff to continue to provide a curriculum which more closely meets pupils' needs and incorporates many aspects of the EYFS curriculum. It is too early to evaluate the full impact of this provision on pupils' standards.

10.5 The impact of teaching on learning is highly effective. Detailed evaluations of how well pupils are doing every eight weeks and the excellent range of support programmes for those identified as falling behind are significant factors in the exceptional progress pupils make during their time in school. Specialist language teachers effectively support those learning English and highly trained support staff make a major contribution to a range of programmes designed to accelerate learning.

- 10.6 Pupils' personal development is outstanding. The school's contribution to community cohesion is excellent. Pupils from all backgrounds are welcomed and fully included in all the school has to offer. The wide cultural diversity is appreciated and valued. Excellent opportunities are provided for pupils to mix with, learn from and find out about those from different backgrounds. Pupils in Year 3, for example, compared the things they would pack as evacuees from the Second World War with things refugees moving to their school actually brought with them. Behaviour is exemplary. Excellent relationships exist between pupils and between pupils and staff. There is a strong sense of belonging within the school community and staff are quick to recognise and celebrate pupils' considerable achievements. Attendance is below average, despite relentless efforts to improve it. The school has worked effectively with parents and agencies to improve the attendance of a number of persistent absentees with some success, but a minority continue to adversely affect the overall levels of attendance.
- 10.7 Teachers' enthusiasm is infectious and has a very positive impact on pupils' attitudes and progress. 'Our teacher is excellent!' commented one pupil proudly. All staff plan effectively to meet the diverse needs of their pupils and make good use of the computers based in their classrooms and the new electronic whiteboards to enhance pupils' learning. The school is developing a creative, exciting curriculum in order to enthuse and motivate pupils, promote learning and raise standards. There is a good emphasis on gaining literacy and numeracy skills. Effective links between subjects enable pupils to draw on skills they have gained from all areas of the curriculum. Year 6, for example, thoroughly enjoyed their Tudor day with the music team staff as they learnt a Tudor dance and prepared to re-enact the battle of Bosworth. A varied range of after-school clubs, visits, including a residential visit and Spanish and French sessions further enhance pupils' learning experiences. Pupils develop an excellent awareness of healthy lifestyles and are keen to take part in an extensive programme of physical education, games, swimming and sports.
- 10.8 Care, support and guidance are outstanding. Safeguarding procedures are securely in place. Strengths include the transition arrangements for children from Reception to Year 1, the highly effective roles developed for the learning mentor and family liaison officer (FLO) and the excellent assessment of pupils' progress. The latter triggers involvement in the relevant support programme for pupils. Provision for pupils with learning difficulties and/or disabilities is another strength enabling pupils to do exceptionally well. All pupils have challenging targets which support their personal and academic development.
- 10.9 The headteacher, staff and governors share a common vision and all are keen to see the school improve further. All have a very good understanding of the school's strengths and areas which need to be developed. The monitoring of standards and achievement is a strong aspect. Representative teams have been established to evaluate the school's performance and, in particular, the quality of teaching and learning. Governance is good. Governors are very supportive and keen to do their part in helping the school to evaluate its effectiveness. The school provides outstanding value for money and has an excellent capacity to improve further.
- 10.10 **Effectiveness of the Early Years Foundation Stage**
Grade: 2
Children enter school with skills that are significantly lower than those normally expected for their age. Their speaking skills and social skills are very poor. By the end of the Reception, despite making good progress their skills remain below

expectations. As at the end of Key Stage 1 and 2, children's skills can vary significantly due to the make up of the cohort and mobility. Children are extremely well cared for. They benefit from the very favourable pupil to adult ratio and well managed provision which enables them to achieve well. Individual children have the encouragement and attention they need to help them settle into school and enjoy the good range of exciting and challenging activities provided for them. Occasionally, staff miss opportunities to encourage and develop children's speaking skills. Sometimes, children are just too excited to listen and respond. The spacious indoor and outdoor learning areas are well organised and used effectively. Despite the rain, children outdoors were totally engrossed in building a new supermarket, loading and unloading the cement mixer and using wheelbarrows to carry bricks and sand to the building site. Finding a dinosaur bone in the sand prompted a useful discussion about the kind of dinosaur it came from. Leadership and management of the EYFS are good.

10.11 What the school should do to improve further

- Raise standards in reading and writing by the end of Year 2.
- Improve attendance, particularly of those pupils who are persistently absent.

11 Greenmount Primary School (November 2008)

11.1 Grade: 1

This is an outstanding school. The great majority of parents agree with that statement. They say that their children make excellent progress here and are very happy. Children enter the Nursery class with knowledge and skills well below those expected. A very large proportion of those who join the school in Years 1 to 6 also arrive with standards that are well below average. All pupils make outstanding progress from their starting points and, by the end of Year 6, their overall standards are average. Pupils' strongest attainment is in mathematics, where standards are above national averages. Pupils are very good at using their numeracy skills to successfully and independently solve problems. In pursuing their ambition to raise standards further, the school's leaders have focused very effectively on improving pupils' writing skills. This has raised standards in English and also the quality of pupils' written work in other subjects. However, a reflection of the pupils' weak skills on entry is that, despite making outstanding progress in Reception and in Years 1 and 2, they still leave Year 2 with below average standards. Pupils' overall excellent progress is continued through Key Stage 2 and, by the end of Year 6, pupils' attainment matches national averages overall. The needs of the pupils who find it difficult to master basic literacy and numeracy skills and those who are at an early stage of learning to speak English, are carefully identified and provided for very effectively. As a result, they also make outstanding progress.

11.2 Pupils benefit from consistently good and often outstanding teaching. Teachers make learning objectives very clear in all lessons and carefully explain how pupils can meet these. Work is planned carefully to meet all pupils' needs. Teamwork between teachers and teaching assistants is very effective in ensuring that pupils who learn at a slower rate than others are able to keep up. Lessons provide a variety of activities, which help to keep pupils fully involved in their work. Pupils thoroughly enjoy lively activities but are equally happy working quietly, with excellent concentration.

11.3 The curriculum very effectively promotes pupils' outstanding progress and their excellent personal development. The school is justly proud of the high quality of its music provision which is taught by specialists. Pupils have excellent access to

computers and routinely use these to enhance their work in all subjects. A well-planned personal, social and health education (PSHE) programme and subjects such as science, very effectively ensure that pupils learn how to keep safe and healthy and develop as well-rounded individuals. Many parents comment favourably about the school's outstanding range of very well attended extra-curricular clubs. The school's leaders are improving the curriculum further by developing integrated activities that ensure pupils apply the skills they learn in different subjects to solve problems and to investigate. For example, a 'Pirates Day' activity, involving map work, helps pupils to develop their mathematical, information and communication technology (ICT), geographical and speaking and listening skills.

11.4 The school provides outstanding care for its pupils. Systems to ensure their safety are very well organised and carried out diligently. Staff have the necessary training in child protection and first-aid and this is updated regularly. Several parents praise the close links between the school and themselves to ensure the very best care. Links with specialist agencies to provide additional care for those pupils who need it are also excellent. Systems to track pupils' progress and to share the information gained amongst staff, are highly effective. This knowledge helps teachers to set challenging targets for their pupils and to choose appropriate strategies to help any who are in danger of falling behind academically.

11.5 Pupils' spiritual, moral, social and cultural development are outstanding. Pupils say emphatically that they enjoy school. They show this through their excellent behaviour. Attendance is satisfactory and improving. However, a small minority of pupils continue to take extended periods of absence. Pupils are proud that adults listen to the good ideas they express through the school council. This has resulted recently in a new range of clubs. Pupils' progress in all subjects prepares them very well for their futures. They understand their roles as members of their local community. This is supported significantly by the school's close links with other schools, including other faith schools. Pupils are also knowledgeable about other communities and show this by, for example, their willingness to raise funds for good causes elsewhere in the world.

11.6 Leadership and management are outstanding. The headteacher has a strong determination to provide the very best for all pupils and a clear vision to secure this. The quality of teamwork at all levels is extremely high. All managers rigorously check on the quality of provision and on pupils' performance. They are strongly encouraged to contribute their ideas for further improvement. Governors are knowledgeable, highly committed and willing to challenge the school's leaders when necessary. The well-focused initiatives arising out of this excellent practice promote continued improvement and have built on the significant strengths reported at the time of the last inspection. This means that the school demonstrates an outstanding capacity for further improvement.

11.7 **Effectiveness of the Early Years Foundation Stage**

Grade: 2

Although they vary from year to year, children enter the Nursery with skills well below those typical for their age. About one third of children start school without speaking any English. Good teaching and very well planned activities that take account of their individual needs ensure that children develop well in all areas of learning, especially in their personal, social and emotional development. Children's increasing confidence and evident enjoyment of the provision in the Early Years Foundation Stage (EYFS) is, in part, a consequence of well-organised admission

arrangements which include planned visits to their homes. Staff are skilled in engaging children in conversation which promotes their language skills well and also supports and extends their learning. Parents are very happy with the provision and typically say that 'staff are very hard working and look after the children well.' Learning diaries compiled from when children start in the Nursery, confirm the good progress made in communication and language. Assessment arrangements are thorough and have identified the need for activities that engage boys more effectively in learning. Staff are quick to notice where children's curiosity is leading them and, for example, a 'pizza parlour' enables children in the Nursery to improve their language and communication skills. Leadership and management are good and have rightly identified that better and more consistent use of the outdoor provision in the Reception classes will accelerate the children's progress even more.

11.8 What the school should do to improve further

- Ensure that the outdoor provision for the Reception class is planned for and is purposeful so that children learn more effectively in that setting.
- Continue to do all it can to discourage the small number of families from taking extended holidays in order to improve children's attendance.

12 Greenside Primary School (September 2008)

12.1 Grade: 2

In this good school pupils' personal development is first-rate and a key to the school's success. True to its aims the school provides 'good quality learning for all groups of pupils within a caring and happy community'.

12.2

The arrangements for pupils' care and guidance are outstanding as is the way in which the school nurtures pupils' personal development from the outset. These aspects contribute greatly to the school's supportive and very caring community. A typical comment expressed the views of many by explaining that pupils 'just soak up' a mature sense of right and wrong, excellent manners and outstanding behaviour. This is because staff are firm, fair and friendly and provide clear role models to which pupils eagerly respond. Pupils have a very happy disposition, an engaging manner and a clear sense of mutual respect and moral responsibility. This enables them to cooperate enjoy their time at school and form high quality relationships. These qualities prepare pupils very well to contribute to society and form a springboard for very close links with the local and wider communities as exemplified by the school's Stephen Lawrence Award. Pupils gain a very broad knowledge of how to keep safe and stay healthy, through the plentiful opportunities the school provides such as healthy school meals and plenty of time for discussion, exercise and sports.

12.3

Staff and pupils have great pride in the recent improvements to accommodation: classrooms are exceedingly conducive to very effective teaching and learning. Pupils are taught well and this leads to successful achievement for all groups of pupils. This means that having entered Reception with skills typical for their age pupils progress well and leave Year 6 with above average standards. A larger proportion than average attain above expected levels. Provisional standards in science at Key Stage 2 show a slight decline in 2008 from the above average levels in 2007. This is mainly because pupils were not adept at applying their scientific knowledge to practical situations. The school has taken innovative action to improve the continuity of pupils' learning by creating curricular teams responsible for groups of subjects. This enables staff to share expertise for the benefit of all.

Standards in mathematics are higher than expected for pupils' ages, with relative strengths in problem solving but with a relative weakness in calculation. The curriculum serves pupils' needs well and encourages pupils' exceptional appreciation of how they can contribute to wide and diverse groups of people in this country and abroad.

12.4 Leadership and management at all levels are of good quality. Leadership is outward looking and forms very strong partnerships with others to support learning. There is an excellent team spirit with staff keen to work together to raise standards and help pupils succeed. Parents are very happy with what the school provides for their children.

12.5 **Effectiveness of the Early Years Foundation Stage**

Grade: 2

Overall, children achieve well in the EYFS. Their skills on entry are those typically expected for their age and children make good progress so that most exceed the goals set nationally by the time they enter Year 1. Excellent induction arrangements are a starting point for the outstanding care provided. This enables children to settle quickly and have an exceedingly happy and productive start to school life. Pupils receive much support to become independent in their learning and to cooperate with others very well. As a result, in their personal and social development children attain highly. Learning is of good quality because the teaching is lively with high expectations of what children can achieve. Staff use assessment well to plan work at the right level for individuals. The good curriculum meets children's needs and is based increasingly on their interests. The outside play and activities are of good quality, although they do not always sufficiently link to learning that takes place inside. As a result, at times, children's learning is not as integrated as it could be. The EYFS is well led with teamwork at the heart of its success, which reflects the whole-school approach ably led by the headteacher.

12.6 **What the school should do to improve further**

- Improve the accuracy and speed of pupils' mathematical calculations.
- Provide more opportunities for practical work in science so that standards are raised by the end of Key Stage 2.

13 **Grimes Dyke Primary School (July 2008)**

13.1 **Grade: 3**

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that the school no longer requires special measures.

13.2 The school now provides a satisfactory education for its pupils and satisfactory value for money. When it was inspected in 2006, fundamental aspects of its work were not good enough, these included pupils' achievement, attendance, teaching, and leadership and management. Despite the instability in staffing, there have been significant improvements in all these areas. As a result of better teaching and sharply focused management, gaps in pupils' learning caused by past underachievement are gradually being overcome. Consequently, all pupils, including those in the speech and language resource provision, are now making satisfactory progress. In working towards this goal the headteacher has been very ably supported by the deputy headteacher. They have drawn together an energetic, enthusiastic committed senior leadership team and together they have established robust systems to check pupils' progress and enable the school to

move forward. Thorough monitoring of lessons and pupils' work has led to improvements so that the quality of teaching and learning is now satisfactory and improving. The best teaching keeps pupils fully engaged in their learning through practical, imaginative activities set at the right level of challenge. However, sometimes teaching lacks these good qualities which the pupils need to maintain their interest and get the most out of their learning.

13.3 Although standards are improving, they remain below average overall and could still be higher. Pupils' achievement is satisfactory. Throughout the school some variations in standards and achievement are evident in different subjects due to the previous shortcomings in teaching. The school has understandably given priority to improving pupils' performance in English and mathematics and, in particular, to improving standards in writing. This strategy is proving particularly successful in English. School data indicate that for pupils in the current Year 6, standards are broadly average in English, below average in mathematics and well below average in science. The school recognises that science has not received enough attention recently and is taking suitable steps to remedy this. The excellent systems for tracking every pupil's progress underpin the improving standards and achievement. Challenging targets are set for pupils and their progress towards these is checked through regular assessment. Those falling behind are quickly spotted and helped to get back on track through a range of effective programmes of support.

13.4 The school has made a start on redesigning the curriculum by giving a greater emphasis to linking different subjects to make it more exciting and responsive to pupils' needs and interests. However, it does not yet provide sufficient systematic opportunities across all subjects to help pupils develop and practise their literacy and numeracy skills. Pupils receive a high level of care and pastoral support. The strong team of staff provides valuable support to those pupils who are particularly vulnerable. Consistent management of pupils' behaviour and improved systems of rewards and sanctions mean that pupils are clear about what is expected of them. As a result, pupils' behaviour is now good. Those pupils with specific behavioural difficulties are increasingly aware of how to control their emotions and stay calm. Pupils are responding appropriately to the improvements in school life. Their attendance has improved and is now in line with the national average. Pupils have a good understanding about keeping safe and healthy and they love taking part in all the sporting activities and competitions on offer.

13.5 In bringing about the significant improvements seen in the school, the leadership, including governors, have demonstrated that the school has a good capacity to improve further. These improvements have had a positive effect on all aspects of school life and the environment for learning is much improved.

13.6 **Effectiveness of the Foundation Stage**
Grade: 2

Children start the Nursery with skills that are at a low level, particularly their communication, personal and social skills. Parents value the way staff work closely with them to help their children settle happily into their new surroundings. Consistently good teaching enables the children to make good progress, although by the time they leave Reception their skills are still below those expected for their age. A high priority is given to developing the children's personal and communication skills by engaging them in purposeful dialogue and questioning. Consequently, the children achieve particularly well in their reading and writing skills and in developing their independence and social skills. Children enjoy learning. They persevere with their tasks whether they have chosen them for

themselves or been directed to them by the staff. The classrooms are attractive, well resourced and provide a calm and purposeful learning environment. The Foundation Stage staff work very effectively as a team. They plan imaginative, exciting activities both inside and outdoors, which capture the children's interests and ensure they have fun. The assessment systems have been improved and now present a more accurate picture of children's achievements than in previous years. Close observations and careful recording of children's progress enable the staff to focus precisely on the next steps in learning for each child. At the start of this academic year there was extensive renovation to the Foundation Stage building and a complete new staff team. The Foundation Stage staff together with the headteacher have led and managed the developments effectively to ensure good quality provision.

13.7 **What the school should do to improve further**

- Raise standards in all subjects but particularly in science and mathematics.
- Ensure all teaching engages pupils fully and provides the right level of challenge to enable them to get the most out of their learning.
- Provide systematic opportunities across the curriculum to enable pupils to extend their literacy and numeracy skills.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

14 **Hugh Gaitskell Primary School (September 2008)**

14.1 **Grade: 3**

Hugh Gaitskell School is providing a satisfactory and rapidly improving standard of education. Pupils' personal development is good and their achievement is satisfactory. Parents are overwhelmingly positive about the school and the following comments sum up the views of many of them, 'all the teaching staff and everyone who works in the school are very approachable and always willing to help and advise us' and 'There have been many positive changes - the head and her team must take pride in seeing the results of their hard work'. Good leadership and management have been central to the improved success of the school and have successfully reversed a declining trend. The headteacher has provided the school with a clear vision and direction that is now coming to fruition. She has reorganised staffing so that the senior leadership team has been in place in its current format for just under a year. The role of each member of the leadership team is clearly defined and middle leaders welcome their increased responsibility. Leaders have worked hard to instil a common purpose amongst the staff of self-reflection, accountability and a determination to drive up standards. They are bringing about effective changes to the curriculum, assessment, teaching and learning and in promoting the health and well-being of pupils and adults. Governors know and challenge the school well. The school has a very good partnership with the local authority and is aware of what it needs to do to improve further. There are many new strategies in place with clear plans to help raise achievement further. Some of these strategies are too recent and are yet to be fully embedded to ensure they have a sustained impact on raising pupils' achievements. Pupils too say that there have been improvements. They report that behaviour has improved and the work they do is more interesting - 'even the handwriting'. They describe their school as, 'hard work, but enjoyable' and one that, 'welcomes all nationalities'. They understand well what it means to be healthy and they say that they feel safe in school. They report that bullying is not tolerated and that any that does occur is

dealt with swiftly and efficiently. Pupils feel valued and are proud of the part they play in school life. They enjoy helping younger pupils through their work as 'Buddies' and in the 'Manners Group'. One pupil remarked that when he helps in the Nursery, 'you leave there with a good spirit'. Children enter the Nursery with knowledge and skills well below the expected level for their age. They develop well and make good progress in the EYFS due to the good provision for their welfare and learning. Pupils make satisfactory progress throughout their time in the main school. They enter Year 1 with standards that are below average and by the time they leave Year 6, their steady progress results in satisfactory achievement and standards that are just below those seen nationally. Teaching is satisfactory and improving. However, pupils are not yet fully involved in the assessment of their learning in lessons and consequently they do not always have a clear understanding of what they need to do to improve their learning. Focused support for pupils who have learning difficulties and/or disabilities has resulted in their progress matching that of their peers. The curriculum is satisfactory and care, guidance and support are good. The marking of pupils' work means that older pupils know their targets, the levels at which they are working and what they need to do to improve their work. They say that the 'steps for success' used in their books is helping them to learn better. The recent changes which have been made and pupils' improving achievement indicate clearly that the school has a good capacity to improve.

14.2 **Effectiveness of the Early Years Foundation Stage** **Grade: 2**

Provision in the EYFS is good and helps children to achieve well. On entry to Nursery, the children's skills and understanding are overall much lower than those expected for their age. Not all children continue through to Reception and a significant percentage of new children join, some with little or no pre-school experiences. Staff have high expectations, provide well planned and purposeful activities and promote good social skills. As a result, children gain positive learning attitudes, develop co-operative learning skills and confidence. At the beginning of the day children arrive ready to participate. They quickly become engaged in experimenting and learning. They respond well to the warm welcome provided by the staff in a relaxed and calm atmosphere. Teachers' planning is thorough and takes account of the multiple needs of children, including those with English as an additional language and those with learning difficulties and/or disabilities. In Reception, carefully selected and varied activities secure children's interest. Teaching and learning are good partly because staff ensure that learning is fun, from counting in a 'dinosaur' voice to having number hunts in the quadrangle. The good quality care and welfare is provided by committed, diligent staff and children are safe and feel secure. Teaching assistants make a good contribution to children's learning and personal development, taking time to listen to children and to sustain good relationships. The EYFS is well led and managed and there is a strong and genuine team spirit present.

14.3 **What the school should do to improve further**

- Improve the quality of teaching, particularly in involving pupils in the assessment of their learning.
- Ensure that the recent changes which have been made are embedded to maximise their effect on raising pupils' achievement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

15 Iveson Primary School (November 2008)

15.1 **Grade: 3**

This is a satisfactory school that provides satisfactory value for money. The headteacher has successfully tackled the challenges arising from significant changes in staffing, which have slowed pupils' progress across Years 3 to 6 in English, science and, particularly, mathematics. Staffing is now stable and the senior leadership team has been empowered to address recent underperformance, particularly in mathematics, and to raise standards quickly. Early indications show that this work is bearing fruit. Standards reached by the end of Year 6 are now broadly in line with nationally expected levels and achievement is satisfactory, although there is room for even more improvement.

15.2 Effective care of pupils lies at the heart of the school's work. Adults are very supportive and keen to involve all pupils at all times. This is especially so for pupils with particular learning difficulties and/or disabilities and for those who speak English as an additional language. The quality of the care provided before and after school, is good. Parents recognise this good work and are highly supportive of the school. They say that Iveson primary is 'a safe, encouraging and happy place to learn'.

15.3 Most children start school with skills that are below those typical for their age. They get off to a good start in the Nursery, with many working within the Early Learning Goals by the time they leave the Reception year. Pupils' progress is uneven across Years 1 to 6, because some pupils still have gaps in their learning as a result of the disruption to teaching brought on by the number of teachers leaving and joining the school in the last two years. Nevertheless, pupils' achievement is now satisfactory in English and science due to a much more settled teaching team and specific strategies to develop pupils' writing skills. Standards are rising quickly and are, by the end of Year 6, broadly average, though standards in mathematics are lower. Achievement in mathematics is satisfactory but pupils' calculation and problem solving skills are still below average. The quality of teaching is satisfactory overall, with some which is good, and enables pupils to make satisfactory progress overall. Many teachers increasingly encourage pupils to think for themselves and to work independently. However, in some lessons pupils spend too much time listening, rather than doing, and activities are not as stimulating as they might be. As a result, on these occasions progress is slower. This variability in the quality of teaching prevents pupils' progress from being better than satisfactory overall.

15.4 Pupils' personal development is good. Pupils enjoy school and their attendance is mostly satisfactory, although not as high as the school would wish. The sense of community in school is good. The vast majority of pupils behave well and are very supportive of each other. Through their links with schools abroad and with the local community, they develop a good appreciation of the qualities required to take their part in society. Most have a good understanding of how to keep safe and healthy. Their improving information and communication technology (ICT) and literacy skills and their growing understanding of the world of work, prepare them adequately for their future lives. The curriculum is satisfactory. There is a good range of enrichment and extra-curricular opportunities.

15.5 Self-evaluation has identified the right priorities to move the school forward, although procedures to monitor and analyse the impact of teachers' work on pupils' learning are not sharp enough. The governing body is supportive and fulfils its statutory responsibilities. The committed leadership by the headteacher and

determination of the senior leadership team are improving the work of the school. These factors ensure that the school has satisfactory capacity for improvement.

15.6 **Effectiveness of the Early Years Foundation Stage**

Grade: 2

Parents say they are pleased about the way the school welcomes new children. Although there is a spread of attainment, the majority enter the Nursery with skills that are below those typical for their age. Overall, they make good progress in the Early Years Foundation Stage (EYFS), so that by the end of Reception, most children are working within the Early Learning Goals. A strong team, led by a skilled and enthusiastic EYFS leader, knows the children's needs well and ensures they get off to a confident start. Furthermore, those children who attend the before and after school care facilities receive good support in their personal development. A good range of activities, in a stimulating and safe environment, results in happy, confident children, who thoroughly enjoy their learning. For example, Sidney the spider's amazing eight legs captivated children's imaginations as they counted together. Good progress has been made since the last inspection in ensuring that assessments of children's progress are regular and accurate and used effectively to support individual's needs. A good balance of child-initiated and adult-led activities develop well children's creative and physical skills and their knowledge and understanding of the world around them. Many make especially good progress with their personal, social and emotional development, but are less confident in writing for a purpose and carrying out simple calculations.

15.7 **What the school should do to improve further**

- Raise achievement and standards particularly in mathematics.
- Ensure all teaching matches the best practice in the school to increase the rate of progress for all learners.
- Refine systems to monitor more rigorously the impact that teaching has on pupils' learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

16 **Kippax Ash Tree Primary School (October 2008)**

16.1 **Grade: 3**

This is a satisfactory school with many good features. It has successfully emerged from a period when a significant number of pupils were not making enough progress and standards were below average. Now pupils achieve satisfactorily and by the end of Year 2 and Year 6 standards are broadly average. It is not yet a good school entirely because standards could be higher. Sometimes the more able pupils require a greater level of challenge to ensure that they achieve as well as possible. Moreover, despite accelerating progress, the measures for improvement have not been in place long enough to have had a significant impact on standards.

16.2 The school has dealt effectively with the development points raised in the last inspection. The quality of teaching is now routinely checked by senior staff who provide constructive advice about how it might be improved. Teaching is good overall and, as a result, pupils progress is increasing in lessons towards meeting their targets. Pupils' achievements are checked regularly. The headteacher has termly meetings, with class teachers, to discuss the progress of their pupils. Consequently, those pupils in danger of falling behind are identified early and provided with appropriate support. Pupils with learning difficulties and/or disabilities

achieve well because of the effective support they receive from well trained teaching assistants and the school's links with staff from the local special school.

16.3 This inclusive school enjoys the wholehearted support of parents who make comments such as; 'Our children enjoy all aspects of their school lives. Every day they look forward to learning new things.' Parents value the high level of care provided for their children which helps to promote their good personal development. Pupils respond well to high expectations from the staff. They feel safe and secure and enjoy school. Those who sometimes experience emotional or behavioural difficulties respond well to the support they receive from the learning mentor. Pupils receive positive encouragement from the adults in school and good advice about what they have done well and they need to do next. Pupils make a good contribution to the school community through the school council, monitoring duties, acting as play leaders and running the healthy tuck shop. They enjoy lessons although they can become restless and inattentive if teachers talk for too long during lessons. This affects the rate of progress made in these lessons by all groups of pupils. The good curriculum is well enriched by an interesting variety of visits, visitors and special events which help to promote pupils' enjoyment and enhance their learning.

16.4 The improvements of the last two years have largely been the result of the very strong leadership of the headteacher, who is determined to maintain the strengths of the school while improving achievement and standards. Senior colleagues are now given considerable responsibility and are fully involved in checking the school's performance and ensuring that it moves forward. The good progress made since the last inspection and the clear evidence of improving achievement provide evidence of the school's good capacity for further improvement.

16.5 **Effectiveness of the Early Years Foundation Stage
Grade: 2**

The effective leadership and management of the EYFS, generally good quality teaching and learning, and close links with parents ensure that provision is good and most children achieve well. Children enter the school below expected levels of attainment and receive a good start to their education. As a result, when they enter Year 1, most children are working at nationally expected levels. Children are well cared for in a safe and secure environment in which health and safety are strongly emphasised. This ensures that children enjoy learning and behave well. There is usually a good balance of adult-led tasks and independent activities which encourage children to make choices and take responsibility for their learning. Children respond well to the warm welcome provided by staff and the good support they receive. Teaching assistants make a good contribution overall to children's learning and personal development, although occasionally the questions they ask do not extend the children's learning well enough. The outdoor environment is not yet used widely enough to help children extend learning and acquire physical skills.

16.6 **What the school should do to improve further**

- Raise achievement and standards further by ensuring that more able pupils make as much progress as possible.
- Reduce the time the teacher talks to the whole class so that all pupils have more time to work on activities set at their ability level.
- Ensure that the outdoor area of the EYFS is fully used to promote pupils' learning.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted

inspector before their next section 5 inspection.

17 Low Road Primary School (July 2008)

17.1 Grade: 3

This is a satisfactory and rapidly improving school. Parents are very supportive and say the school 'caters for every child's needs, emotional, physical and educational'. The governors' decision to federate Low Road with a local primary school, in autumn 2007, has resulted in an excellent partnership which has seen overall teaching and learning improve and pupils' standards rise. Much of this is due to the vibrant leadership of the headteacher who now oversees both schools. She has developed a strong team of teachers and support staff who work hard to create an inclusive environment in which all pupils feel valued and enjoy their learning.

17.2 Governors and senior leaders know the school well and have identified the right priorities to sustain improvement. For example, they recognise correctly that there is more work to be done to ensure that all pupils learn well in all lessons so that they make better progress, particularly across Years 1 and 2. They also know that pupils' standards and achievement in writing are not yet high enough across the school.

17.3 Most pupils start school with below average skills and make satisfactory progress maintaining below average standards in English, mathematics and science by the end of Year 6. Those in Years 3 and 4 are making particularly good progress. Standards are rising, particularly in mathematics, with more and more pupils reaching national expectations by the time they leave the school. This is because the school now has more stable staffing, has improved much of the teaching and learning, and is using information about pupils' progress more regularly to tackle underperformance. Although teaching is satisfactory overall, the quality is inconsistent and it is not sufficiently challenging and stimulating in all classes to ensure that all pupils achieve as well as they can. Much has been done to improve the curriculum. It is now good and a significant factor in raising attainment. Many of the activities have links with the local community. This means that learning is more meaningful. The regular themed weeks, visits and visitors to the school help to make learning more fun.

17.4 Pupils' personal development is good. They have a good enjoyment of school, their behaviour is good and the vast majority attend regularly. They have a good understanding of how to keep healthy and they involve themselves well in the life of the school and the local community. They are adequately prepared for their future lives because of their improving information and communication technology (ICT), literacy and numeracy skills. The quality of care and guidance is good. The school provides helpful information so that most pupils understand the next steps they need to take to improve their learning.

17.5 Leadership and management of the school are good. The energetic and far-sighted leadership by the headteacher, in partnership with the deputy headteacher and the chair of governors, is driving the school forwards. This has led to clear improvements in provision and standards recently and also since the last inspection. Parents recognise the quality of the work that is taking place. They say, 'The staff throughout the school are constantly striving to make it even better.' Consequently, there is good capacity for further improvement.

17.6 Effectiveness of the Foundation Stage

Grade: 3

Although group sizes are small and there is a spread of ability, the majority of children enter the Nursery with skills that are below those expected for their age. The communication and number skills of a significant number are particularly weak. They make satisfactory progress across the Foundation Stage so that by the end of Reception most gain confidence to relate well to each other. Many learn to read adequately but their mathematical skills and knowledge of the world around them are below the levels typical for their age. The school's emphasis on children's social development starts effectively and, as a result, children know how to behave appropriately from an early age. Relationships are positive and staff participate regularly in children's work and play. Nonetheless, opportunities are missed to deepen children's thinking by more searching questioning and discussion, and activities are not always as engaging and challenging as they might be. The indoor and outdoor environments are well resourced and afford an appropriate range of learning opportunities. However, some of these are too directed by adults, rather than chosen by children. Satisfactory leadership means that staff work together as a team, providing levels of care that ensure that children feel happy in their play. The day-to-day assessment of children's learning plots their progress adequately in individual profiles but the information is not always used to full effect when planning activities.

17.7 What the school should do to improve further

- Raise achievement and standards in writing throughout Years 1 to 6.
- Improve pupils' progress in all subjects across Years 1 and 2.
- Ensure that all teaching is good or better to enable all pupils to learn as well as they can.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

18 Lower Wortley Primary School (June 2008)**18.1 Grade: 3**

This is a satisfactory and improving school. It has some good features. Children get off to a good start in the Foundation Stage. By the end of Year 6, standards in English, mathematics and science are broadly average. This represents satisfactory progress from pupils' relative starting points in Year 1. The school enjoys the wholehearted support of its parents. Pupils speak highly of the school making such comments as, 'teachers give you all sorts of interesting things to do'.

18.2 The pupils' good personal development is reflected in their positive attitudes to school life, their outstanding behaviour and obvious delight in their education. The exemplary care and support they receive and initiatives such as the 'worry box', where pupils can express their concerns confidentially, ensure that they feel safe and secure. They know that someone will help them if a problem occurs. The good advice pupils now receive about their achievements and next steps in learning is helping them to improve their progress in lessons. Pupils make a good contribution to the community. Older pupils, for example, take on a range of responsibilities such as lunchtime helpers, road safety officers, team leaders and 'champions' or 'angels' who read, write and play mathematical games with the younger pupils.

18.3 Whilst teaching is satisfactory overall, staff's efforts to improve its quality are evident. Increasingly, teaching and learning have good features, and are impacting positively on pupils' achievement. This improvement has yet to show fully in

improved standards, and in the results in national tests. The good curriculum is providing an effective foundation upon which the school is building stronger learning opportunities for all of its pupils.

18.4 The school has comprehensive systems in place to check the progress of individual pupils. This is now being used more successfully. Those with learning difficulties and/or disabilities make good progress because their needs are quickly identified and effective support provided. The progress made by more able pupils has improved because they have been presented with more challenging work. The school has been slightly less successful, however, in challenging the large group of middle ability pupils. The need for this had not been focused on sufficiently in the past because, despite the large amount of assessment information, the school did not use it sharply enough to provide them with a clear picture of the progress made in each year group. This situation has been remedied. Senior leaders use the information to check the impact of improvements in meeting challenging targets for pupils' achievement. Consequently, leadership and management are now good and becoming increasingly effective. The improved assessment arrangements and evidence of pupils' accelerating progress in writing and mathematics demonstrate the school's good capacity for further improvement.

18.5 **Effectiveness of the Foundation Stage**

Grade: 2

Parents speak highly of the Foundation Stage, a typical comment being, 'My child is always talking about the interesting things learnt and clearly enjoys school very much.' This is because the enthusiastic and imaginative teaching meets children's needs well and ensures that they enjoy learning. A good mix of exciting adult-led and self-chosen activities, indoors and out, promotes the children's learning and personal development well. For example, in the Nursery outside classroom, children benefit from a good range of facilities such as the 'reading shelter' where they choose books to look at. Thoughtful questioning of the children allows the teachers to check children's progress and modify activities to provide a good level of challenge. Very good use is made of adult support. For example, children visit the well-equipped 'travel agency' where skilful questioning by the teaching assistant develops the children's speaking and listening and enhances their learning in a number of other areas. As a result of the good teaching and exciting curriculum, children make good progress from their mostly below average starting points. They enter Year 1 at broadly expected levels, well prepared for the next stage in their education. Teachers in Key Stage 1 work closely with the Foundation Stage so that the transition is seamless. The success of the Foundation Stage is due to the good leadership, close integration with the rest of the school and strong links with parents.

18.6 **What the school should do to improve further**

- Raise standards in English, mathematics and science by the end of Year 6.
- Improve achievement, especially that of the middle ability pupils.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

19 **Meanwood Church of England Primary School (July 2008)**

19.1 **Grade: 1**

This is an outstanding school that provides the highest quality of care and

education. Parents agree, they say, 'This school is simply amazing.' All staff and governors are totally united in creating a very secure foundation for pupils' outstanding personal and academic development. From entering the Reception class with below average skills, children make excellent progress through both Key Stage 1 and 2 to achieve above average standards by the end of Year 6. Pupils are exceptionally knowledgeable and well informed in mathematics, science and reading. Writing standards are broadly average and the school has accurately identified improving pupils' skills in story writing and extending their vocabulary as a priority. The continuous improvement to pupils' achievement and standards over recent years reflects the outstanding leadership and management and the relentless drive to improve standards.

- 19.2 Outstanding teaching and learning are based on exceptionally high expectations for every pupil. These are based on excellent knowledge of every pupil's individual needs. Lessons are very exciting and pupils really enjoy their learning. In a Year 2 lesson, pupils added to their understanding and application of life skills by weighing, peeling and preparing vegetables. They had dug these up from the school garden. Teachers, together with support staff, plan lessons very well so that they meet the needs of all pupils. Those pupils who have learning difficulties and/or disabilities are supported extremely well and make outstanding progress. Pupils are included in the assessment of their learning and this ensures that they are aware of how they are doing in their work and what is needed to prepare them for the next steps in their learning. Pupils' progress is rigorously tracked and evaluated and effective action is taken if pupils are in danger of falling behind.
- 19.3 Excellent provision for information and communication technology (ICT) has improved pupils' skills in all other subjects, particularly in mathematics. Another example of the outstanding curriculum is the way in which teachers incorporate a creative approach to learning in a range of areas in English, mathematics and ICT lessons. Consequently, pupils are well-informed, for example, about current affairs, personal fitness, art and music. The very successful choir includes most of the older pupils who relish performance and enjoy advising members of the parents' choir.
- 19.4 Parents acknowledge that, 'There is a strong sense of community and our children have the confidence to achieve.' This reflects the pupils' outstanding personal development. Pupils' behaviour is exemplary and they are very welcoming and courteous. They make an outstanding contribution to their community through musical performances and enthusiastic fund-raising for the local hospice. In turn, representatives from the community are happy to work with the school. Local, elderly residents, for instance, visit school to speak about local history and teach pupils' how to play playground games from the past. Pupils are proud to represent their school on the school council, as school captains, sports and music captains and in responsible roles helping others such as 'Peer mediators' and play organisers. They choose to eat healthily and enjoy the many sporting opportunities that are available for them. Their excellent attitudes are based on adults' respect for them and the school's emphasis on care and tolerance towards all. Pupils thrive at Meanwood and attend well.
- 19.5 The school's outstanding headteacher promotes excellence in care and education for all. Excellent leadership and management ensure that pupils are safeguarded and that their care, guidance and support are outstanding. Pupils know how to keep safe and they are very well prepared for the future. Challenging targets are used very well to raise standards. Links with outside services such as educational

psychologists, special educational needs specialists and local authority partners make an outstanding contribution to pupils' achievement and well-being. There have been some changes to the governing body in the last year and governors are committed to training in order to further develop their roles. They question the personal and academic development of pupils and regularly attend school both to support pupils and to check on the school's effectiveness. Based on a strong record of improvement since the previous inspection and the impact of its very effective self-evaluation, the school has outstanding capacity to improve further.

19.6 **Effectiveness of the Foundation Stage**

Grade: 1

Children in the Foundation Stage settle very quickly because of excellent provision for their personal development and welfare. Parents have many opportunities to come into the Reception class before their child joins the school so that they can help their child prepare for school life. Children make outstanding progress from their below average starting points because of excellent teaching and leadership. Consequently, by the time children leave Reception, many have exceeded the early learning goals for their age. Planning is exceptionally detailed and rigorous in order to excite children and to involve them in their learning. It incorporates the teaching of letter sounds and of number recognition into children's everyday activities. This has accelerated children's progress in writing and their knowledge of numbers. A secure foundation of care and commitment to every child's welfare ensures that children become much more independent, confident and self-reliant.

19.7 **What the school should do to improve further**

- Improve standards in writing, particularly story writing and use of vocabulary.

20 **Middleton Primary School (October 2008)**

20.1 **Grade: 3**

Middleton Primary School is a satisfactory school with good features. Recently appointed leadership has ensured that staff and governors have a good understanding of the school's strengths and areas for improvement. A good start has been made in using this information to improve provision. Standards of care provided for pupils are outstanding, enabling all to feel secure and happy. The majority of parents are pleased with the quality of education provided. They comment positively about recent changes made by the leadership team and the good care their children receive.

20.2 Standards at the end of Year 6 have improved during the last academic year. This is because well thought out target-setting procedures are in place and pupils' attainment and progress are regularly checked against challenging targets. Recently introduced initiatives are ensuring an exciting curriculum with more practical activities in lessons is being delivered. Pupils enjoy these new approaches and have made up ground in English particularly and to a lesser extent in mathematics and science. Standards by the end of Year 6 have risen but are still below national averages. Pupils enter Year 1 with poor skills in early writing and speaking. They make satisfactory progress although currently standards remain well below those expected nationally by the end of Year 2. Standards across the school are rising but they are still not as high as they could be however, because new initiatives have had insufficient time to impact fully on pupils' progress. Pupils' achievement overall, including those with learning difficulties and/or disabilities and those with English as an additional language, is satisfactory overall.

- 20.3 The quality of teaching is satisfactory but varies too much from class to class which impact on the overall progress pupils make. Although teachers have good subject knowledge and organise lessons effectively they do not consistently use their assessments to provide work closely matched to pupils' needs. This limits pupils' progress. Pupils sometimes sit for long periods of time. When teachers spend too long talking the opportunities for pupils to consolidate and practise new skills are diminished. Consequently, the pace of learning slows and progress is satisfactory rather than good.
- 20.4 A particular strength of provision is pupils' personal development, including spiritual, moral, social and cultural development. Pupils enjoy school and take up is high in clubs such as gardening and 'funky choir.' Behaviour is good and vulnerable pupils respond well to the safe haven provided by the learning mentors. Pupils adopt healthy lifestyles and many speak enthusiastically about the healthy lunchtime choices. Pupils are keen to learn, develop respect for themselves and others and are polite and friendly. Through initiatives such as the school council and school nutrition action group (SNAG) pupils contribute to the decision-making process. The curriculum for personal and social development is particularly effective in helping pupils to learn about dangers such as the misuse of drugs. There are very beneficial links with other agencies that share the school site; for example, the specialist resource provision for pupils with speech and language difficulties has a significant impact on pupils' improving oracy.
- 20.5 The recently appointed headteacher has set a clear direction for the school and, together with the leadership team has rigorously ensured a shared understanding of areas for development. Monitoring of teaching and learning is now firmly established and used rigorously to raise standards. Not all subject managers, however, are effective and initiatives are in place to develop their expertise in monitoring and evaluating their subjects and taking positive action. The drive of the headteacher and senior leaders, improvements to the curriculum, assessment and the improving picture of pupils' standards and achievement provide the school with a good capacity to improve.
- 20.6 **Effectiveness of the Early Years Foundation Stage**
Grade: 3
Provision in the Early Years Foundation Stage (Reception classes) is satisfactory as are leadership and management. Effective links with the children's centre provide children with a smooth transition into school. Consequently, they settle quickly and happily. On entry to Reception, standards are very low, particularly in speaking, personal and social development and coordination skills. Children achieve satisfactorily overall. However, on entry to Year 1 many aspects of children's learning, particularly early writing and calculations, remain well below expectations for their age. Children's progress is more rapid when working in small focused groups but slows down when staff are less proactive in assessing where children need support. Some planned activities that children choose lack clear learning intentions, reducing the scope of learning and opportunities. As a result, opportunities to reinforce children's poor speaking skills are sometimes missed. Relationships are strong and staff ensure high levels of care. Behaviour is well managed so that children respond by being polite and friendly. Links with parents are good. Effective systems to assess children's learning are beginning to be used to plan activities that more closely match children's interests.
- 20.7 **What the school should do to improve further**
- Raise standards in English, mathematics and science.

- Improve the quality of teaching so that it is consistently good across the school.
- Develop the expertise of all leaders to improve the consistency of monitoring and evaluation for all groups of pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

21 Otley The Whartons Primary School (November 2008)

21.1 Grade: 1

This is an outstanding school that has maintained, and improved on, its high level of provision since 2005. Parents hold very positive views of the school. 'We couldn't wish for a better start for our children,' is typical of their opinions. According to them, pupils often go home saying that they have had a, 'brilliant day'. This is understandable given the school's exciting curriculum, its first-rate teaching and the enormous regard for pupils' personal development. Daily life in school includes fascinating assemblies, very positive relationships, a wealth of exciting things to do outside lessons including yoga, ice-skating and keeping chickens and an inspiring introduction to global issues such as sustainability. All of which ensure that pupils enjoy school to the maximum, keep very healthy and possess outstanding spiritual, moral, social and cultural development. Behaviour is exemplary because the vast majority of pupils act responsibly as a matter of course without needing prompts. As a result, pupils feel very safe and confident in school. They are fired up by the many rewards and incentives. These have very effectively promoted self-discipline and a deep-seated regard for other people.

21.2 Inspection evidence shows that standards in 2008 at the end of Year 6 were above average and exceptionally high at the end of Year 2, particularly in reading and writing. Standards in previous years were often exceptionally high at the end of both key stages. Most pupils progress at a rapid rate, including those with learning difficulties and/or disabilities. The proportion of pupils who find learning difficult has doubled over the last few years owing to the school's good and growing reputation for meeting their needs very well. They often join the school in Years 3 to 6 partway through their primary education. A team of well-trained teaching assistants support these pupils extremely well. These pupils feel immensely positive about their learning. They reach standards that represent a major advance from their starting point, whether in academic terms or in relation to their behaviour.

21.3 Currently, pupils in Year 2 are outstripping the expectations for their age at a fast rate because the excellent teaching in Years 1 and 2 has boosted their progress greatly. In Year 6, all pupils are moving swiftly towards ambitious targets designed to place the majority at, and many above, expected levels. This is because teaching in Years 3, 4 and 5 has been so steadfast in developing learning and in Year 6 it helps pupils make even faster progress. The pace of progress is not quite always so fast in writing. Pupils invariably communicate their ideas clearly, but their punctuation and their lack of the adventurous use of vocabulary are relative weaknesses. The school appreciates this, but its strategies to tackle it are new and have not yet taken full effect. This is particularly the case for more able pupils, in Years 3 to 6.

21.4 Leadership and management are outstanding because of their compelling influence in every area of the school. For example, superb arrangements for care, guidance and support enable pupils' personal development to be top quality. Moreover, strong efforts to respond to the changing profile of pupils, with a range of

different needs, have produced a school where achievement is outstanding. Teamwork between the highly effective governors, the senior managers and the staff is remarkable. It is steered expertly by the vision and magnetism of the headteacher, which results in adults and pupils feeling proud of their achievements and doing things for themselves. The school's self-review is thorough and accurate. All interested parties, including parents and pupils, make valuable contributions. The slight over emphasis in the self-evaluation on the changes in standards as opposed to pupils' first-rate achievements, means that the school tends to undervalue its overall effectiveness. Nevertheless, these are marginal features in an otherwise accurate picture of the school. The school has fulfilled its potential for further improvement, as judged in 2005, in implementing a good system to track pupils' academic progress using computer software. The work on sustainability, the use of the locality to support the curriculum and the perspective pupils get from their residential visit to Hexham, all represent good provision for community cohesion. These aspects and the school's success in maintaining high achievement signify excellent value for money and an outstanding capacity to progress even further.

21.5 **Effectiveness of the Early Years Foundation Stage**

Grade: 1

The quality of the EYFS is excellent. Learning and development in Reception is led and managed expertly. As a result, children achieve very well across all areas of learning. Children's personal development is excellent because arrangements for their welfare are strong. Over the last three years, there has been a slight change in the skills possessed by children when they start in Reception. Currently, children's skills on entry is broadly in line with national expectations, partly because children's personal development and their early skills of reading and writing are a little lower than they used to be. Nevertheless, teaching has adapted very well to new demands and the majority of children reach expected levels for their age by the end of the year with many doing better than that in personal development and communication, language and literacy. Provision is successful because learning is so well organised, allowing children to choose their own activities and to receive direct teaching in small groups. For example, freely chosen tasks, such as making puppets or laying bricks to make a house for the three bears, stimulate very good personal development and stretch children's thinking. Very well taught sessions on letters and their sounds ensure that the early stages of reading are grasped thoroughly. Children's learning is assessed in great detail and their progress is tracked in ways that make sure that their next steps are planned with precision. Parents are justifiably delighted with the way their children learn and with the links between home and school.

21.6 **What the school should do to improve further**

- Improve achievements in writing, particularly for those older pupils who are capable of higher attainment.

22 **Pudsey Bolton Royd Primary School (July 2008)**

22.1 **Grade: 2**

This is a good school with a number of outstanding features. Highly effective leadership and management provide a vibrant learning environment in which pupils of all ages, abilities and home backgrounds achieve well. Parents hold very positive opinions of the education their children receive. 'My child is in very safe hands amongst people who care.' and 'Our daughter has blossomed since starting at Pudsey Bolton Royd.' are typical views. Pupils enjoy school thoroughly and gain

a great deal from it, both personally and academically. A comment they made to inspectors says it all, 'You have fun and then you discover it was learning!'

- 22.2 Many children enter with low levels of attainment and quite often with limited experience of English. They are taught well and make good progress. Standards rise systematically and by the end of Year 6 are approaching the national average. Well constructed programmes for the teaching and learning of literacy, coupled with carefully targeted and effective language support, are helping to raise standards, not only in English but across the curriculum as a whole. The gains pupils make in English are considerable and, with few exceptions, they leave at the end of Year 6 confident and competent in speaking and listening, reading and writing. For pupils who speak English as an additional language, this represents excellent progress. Actions taken to raise standards in mathematics are having a positive effect but to a lesser extent than in English. While pupils' achievement in mathematics is satisfactory, standards are below average.
- 22.3 In response to the extensive provision the school makes and the excellent relationships they have with staff, pupils make outstanding progress in their personal development. Pupils from different home and cultural backgrounds work and play extremely well together. They are very happy in each other's company, readily help one another and show care and consideration at all times. Pupils' spiritual, moral, social and cultural development is outstanding and they mature into sensible and confident young people with a very clear understanding of right and wrong. Standards of behaviour in class and around school are excellent. Pupils feel completely safe and have no concerns about bullying or racism. They are extremely proud of their school and, with few exceptions, attend regularly. Pupils take on responsibilities with enthusiasm and carry them out diligently. Their understanding of how to stay healthy is excellent and they enjoy taking regular exercise. A good range of academic and personal skills prepares pupils well for the future.
- 22.4 Pupils enjoy lessons because teachers provide them with interesting opportunities to learn. This generates an enthusiasm for new ideas and knowledge which makes classrooms lively and stimulating places to be. In most lessons teachers explain clearly what pupils can expect to learn, but this is not always followed up and opportunities for pupils to evaluate for themselves how well they are progressing are missed. The curriculum makes good links between different subjects and enables pupils to use their developing skills in meaningful ways. The quality of care pupils receive is outstanding and systems for supporting and guiding their personal and academic development are extremely thorough. Safeguarding procedures are applied rigorously. Pupils' attainment is assessed regularly and checked systematically giving staff a very clear picture of the progress they are making. Support for those whose progress may be slowing arrives very quickly, with teaching assistants working closely with teachers to address pupils' needs. Pupils with learning difficulties and/or disabilities benefit considerably from the support they receive.
- 22.5 The headteacher, ably supported by the deputy headteacher and senior staff, leads and manages the school with considerable skill, vision and purpose. There has been good improvement since the last inspection. In particular the school has adapted very well to changes in its pupil population and has moved to new premises with a minimum of disruption to pupils' education. The opportunities provided by the new building are being utilised fully and now that the settling in period is complete, standards are rising. Procedures for checking the school's

performance provide detailed and high quality information, enabling the school to plan decisively for further improvement. The school's capacity to improve in the future is outstanding. Governors are closely involved with the school and play an active part in its development.

22.6 **Effectiveness of the Foundation Stage**

Grade: 2

Provision in the Foundation Stage is good and children achieve well. On entry to Nursery children's skills and knowledge are often much lower than those usually found at that age, with a significant proportion having little or no English. Children make good progress across the areas of learning as a result of good teaching that meets their needs. Staff provide a language rich environment and many children make considerable gains in English. Despite these gains, children's attainment remains below expectations for their age by the end of Reception and some are still not communicating at the level expected. Good links with parents and effective induction procedures ensure that children settle quickly and are happy and secure. They develop very positive attitudes to learning, behave well and gain in confidence. Staff have very good relationships with children and plan well to cater for their interests and needs, including those with learning difficulties and/or disabilities. Exciting provision, both indoors and out, stimulates pupils' interest and encourages their participation. Leadership of the Foundation Stage is outstanding and provision has cohesion and focus. Staff work effectively as a team, monitoring children's progress closely and providing the support they need to enjoy school to the full.

22.7 **What the school should do to improve further**

- Accelerate progress and raise standards in mathematics so that pupils' achievement at least matches that in English.
- Involve pupils more in checking the progress they are making in lessons.

23 **Ryecroft Primary School (July 2008)**

23.1 **Grade: 3**

Ryecroft is a satisfactory and rapidly improving school. Pupils' personal development and well-being are good and underpinned by effective care, guidance and support. The school is successful in its aim to provide a 'calm, caring, secure environment where everyone feels valued, safe and important'. This is very much appreciated by many parents, typically commenting: 'Our children love coming to school. The staff believe in the children and treat them as individuals.' Good relationships and consistent approaches to encourage good behaviour help pupils grow in confidence. Behaviour has improved significantly and most pupils behave well so they can work and play without interruption. Pupils develop important life skills as they are encouraged to explore ideas, such as how to stay safe and happy, for themselves. For example, a younger pupil explained that they really enjoy playtimes, because: 'We don't have rules to be mean. We have rules to keep us safe.' Older pupils make films to explain how to make the 'right choices' in 'tricky' situations. Pupils express their ideas with confidence and work well with others as they consider how to improve their school environment. The school council are currently redesigning the dining hall, wanting to have round tables and different coloured walls, 'so it feels more like a caf!'

23.2 All staff play a part in helping pupils succeed. The quality of teaching and learning has improved recently and is now at least satisfactory. This leads to satisfactory rates of progress overall. Some pupils are beginning to make faster progress, as

the teaching they receive is more effective. However, this good level of teaching expertise is not always shared effectively to help accelerate the learning of all pupils. As a result of more rigorous systems to check pupil progress, the school is quick to provide extra support for pupils who may be falling behind in their work. Pupils with learning difficulties and/or disabilities are supported well in their learning and make good progress. Standards in English, mathematics and science are below average at the end of Year 6. This is partly because a high proportion of pupils move into and out of the school between Year 1 and Year 6, which depresses standards reached overall. Some teaching in the recent past has not been so effective and has led to some pupils having gaps in their learning to make up.

23.3 The school provides a satisfactory curriculum and has rightly focused on developing the key skills of literacy, numeracy and science to raise standards. The curriculum generally meets the needs of the pupils. However, the more able pupils in some classes are not always stretched and challenged enough to reach the higher levels. Pupils particularly enjoy the good range of interesting additional activities, such as those during themed weeks, film-making, growing vegetables and cooking. A group of younger children proudly showed their rhubarb and berries, exclaiming, 'Everyone will be really excited when they see what we have grown!' The school is currently developing the curriculum to provide more exciting and challenging ways for pupils to improve their key skills across a range of subjects.

23.4 Leadership and management are good. The strong leadership of the headteacher and senior leadership team has been the key factor in recent improvements made by the school. School leadership has a clear understanding of the school's strengths and knows clearly what it needs to do to improve further. Plans for school improvement are well thought out and clearly focused on the most important priorities. The headteacher successfully fosters the potential of all members of staff, harnessing a hardworking and enthusiastic staff team focused on the school's priorities. It is well placed to continue to improve.

23.5 **Effectiveness of the Foundation Stage**
Grade: 3

There is a range of attainment on entry to school, but overall ability levels are well below national expectations. A significant proportion of children have speech and language difficulties. Good relationships with parents and carers, and the recent development of the 'Branches' extended schools provision on the school site, help children settle well into the Reception class. They feel safe and secure because of positive relationships with staff in school. Children enjoy a range of learning activities around all areas of learning indoors. However, outdoor learning activities do not support children's progress as effectively, as they do not have the same clear learning focus. Children make satisfactory progress overall. Standards on entry to Year 1 remain very low, especially language development and personal and social development. The school has plans in hand to reorganise the provision in the Foundation Stage and develop closer links with the attached Nursery.

23.6 **What the school should do to improve further**

- Raise standards in English, mathematics and science, particularly amongst the more able pupils.
- Improve the consistency of teaching in school to that of the best, particularly in relation to the pace of learning and the level of challenge provided for pupils.
- Ensure pupils in Reception have access to a wider range of outdoor learning

activities to improve their skills in all areas of learning.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

24 Sharp Lane Primary School (May 2008)

24.1 Grade: 2

Sharp Lane is a good school in which pupils of all ages achieve well. Under the focused leadership of the headteacher, pupils are provided with high quality care, support and guidance. This ensures that all pupils feel valued and those who may otherwise have had problems engaging with school attend regularly and enjoy their learning. Pupils say they are happy at school because 'the teachers are nice and will always help if you are stuck'. Most parents are pleased with the education their children receive. Those who have transferred their children from other schools are particularly positive, typically describing this as the best thing they could have done.

24.2 As a result of the good teaching they receive and the effective support provided for their learning, pupils make good progress. When they join the Nursery children's language is often poor and their attainment in other areas underdeveloped. From this low starting point standards rise systematically and by Year 6 they are approaching national averages. The school has had considerable success in raising standards in mathematics. In the national tests in 2007 almost all pupils attained or exceeded the expected level for their age. Results in science were equally positive. While standards in English are rising in response to the school's initiatives, they are below average and the proportion of pupils attaining the above average level is relatively low. Lower-attaining pupils and those with learning difficulties and/or disabilities achieve well. They benefit from carefully planned provision and are given the confidence to succeed. Teaching assistants work seamlessly alongside class teachers to help provide a blanket of support for all pupils.

24.3 Pupils' personal development is good and they mature into sensible and sociable young people. The role model of care provided by all staff has a strong influence on pupils' attitudes and their approach to others. They adhere to rules and school procedures, valuing rewards and respecting the need for sanctions. They support each other, working well in groups, discussing their thoughts and ideas sensibly. Pupils' spiritual, moral, social and cultural development is good. They grow in confidence and, with an increasing awareness of what they need to do to succeed, start to take on responsibilities for their own learning. Preparation for what life holds in the future is good. Pupils have a strong sense of community and older pupils in particular readily help around school. Winning funding for outdoor play equipment by all working together is a source of considerable pride. Pupils have a strong sense of right and wrong. In a drama lesson in Year 4, pupils showed good understanding of the moral implications of ivory poaching. The need for a healthy lifestyle is understood well. Many pupils take regular exercise during and after school, recognise the dangers associated with drugs, tobacco and alcohol and appreciate the importance of a balanced diet.

24.4 Pupils' behaviour in lessons and around school is good. A minority of pupils need regular help to behave well but this is readily available. A Pupil Development Centre is staffed by learning mentors and provides extensive support for all aspects of pupils' personal development but particularly their social development.

The work in this Pupil Development Centre, plus the continual support provided by all staff, helps pupils to develop the skills they need to behave well, relate to others and socialise effectively. Procedures for child protection and safeguarding pupils meet requirements and pupils feel safe and secure in school. Pupils' personal and academic development is tracked carefully enabling staff to respond quickly to their needs. Systems for care, guidance and support work extremely well and are a key factor in the good progress pupils make in their personal development and academic achievement. Pupils know that if they have something they wish to discuss there is always someone there to listen and help.

24.5 Lessons are planned well and provide interesting activities which stimulate pupils' curiosity. Relationships are good and the atmosphere in classrooms is pleasant and productive. Lesson objectives are made clear to pupils at the start of each lesson but these are not always referred back to often enough to help pupils measure the progress they are making and identify how to make their work better. Teachers give clear information, but at times they give a little too much detail and opportunities for pupils to work things out for themselves are missed. Pupils' work is marked well and they are given good guidance on how to improve. Displays, in classrooms, of pupils' work and prompts from teachers provide valuable additional support and guidance. Pupils are set clear academic and personal targets for improvement, which are reviewed and revised regularly. The curriculum meets the needs of pupils well and they gain considerable enjoyment from the many visitors and educational visits the school provides.

24.6 The school is led and managed well and runs smoothly. Leaders provide clear direction and the strong sense of purpose this generates is shared by all staff. Key to the school's success is the well judged balance struck between high achievement and standards and effective personal development. Standards have risen since the last inspection and there has been good improvement overall. Procedures for checking the school's performance are rigorous and provide clear and reliable information. This enables senior staff and governors to make correct decisions and to plan accurately for the school's further development. Governors play an active part in supporting the school and in encouraging it to do even better. The school's capacity to continue to improve is good.

24.7 **Effectiveness of the Foundation Stage**

Grade: 2

Provision in the Foundation Stage is good. Children are taught well and make good progress. Although they achieve well, a significant proportion are still some way short of the targets for their age at the end of Reception. Staff establish excellent relationships with children and take every opportunity to promote children's personal, social and emotional skills. From having few social skills on entry, children learn to work and play happily together, although they often need reminders about how to address others correctly. Through constant encouragement to engage in conversation and listen to others, children develop the basics of spoken language but many lack confidence and have only a limited vocabulary. Frequent opportunities to practise letter sounds and make marks that eventually become words provide a solid start to early reading and writing. The Foundation Stage is managed well and provision has improved substantially since the last inspection. Children's response to the many and varied activities provided both in and out of doors is monitored closely and their progress checked regularly. Staff work closely together using the information gained to plan carefully for the next stages in children's learning.

- 24.8 **What the school should do to improve further**
- Increase the proportion of pupils who attain at an above average standard in English.
 - Improve teaching to involve pupils more in working things out for themselves and checking their own progress.

25 **Southroyd Primary and Nursery School (November 2008)**

25.1 **Grade: 2**

This is a good school with a number of outstanding features. As a result of the excellent quality of support and care staff provide, pupils' confidence and self-esteem develops rapidly and they achieve well in all aspects of their learning. Pupils of all ages make huge strides in their personal development, maturing into sensible and considerate individuals who value education and take considerable pride in what they are able to achieve. Pupils feel that theirs is a 'really good school' because they have teachers who 'will listen to any problems and help'. Most parents hold equally positive views, describing staff as very supportive, caring and approachable and the school as providing a motivating and nurturing environment.

- 25.2 From a relatively low starting point on entry, pupils make good progress as they move through the school and by Year 6 standards match the national average. The school is continually looking for ways to raise attainment and there are early, but clear signs that standards are rising with an increasing proportion of pupils attaining at an above average level. The school sets challenging targets for pupils' performance in the national tests and meets or exceeds them. The good levels attained in Key Stage 2 reflect the hard work done in EYFS and Key Stage 1 to provide pupils with the confidence and will to achieve. This takes time to build, but the school is relentless in its efforts to equip all pupils with the attitudes and skills they need to be effective learners. One of the keys to the school's success is the outstanding curriculum, closely tailored to pupils' needs and providing the motivation for pupils to do their best at all times. Pupils say that they find school highly enjoyable because 'teachers do all sorts of things with you' and 'work is fun'. They are clearly stimulated to learn by the opportunities provided and in lessons levels of concentration, interest and enthusiasm are high.

- 25.3 The curriculum provides pupils with a very wide range of experiences in lessons and beyond. Very productive and well organised links with a local sports college, for example, extend the range of physical activities available to pupils helping to keep them fit and healthy. Pupils recognise the benefits this brings and pay close attention to their own health and safety. Some act as junior road safety officers and under the guidance of a member of staff give regular advice to other pupils on how to keep safe while out and about. In lessons, around school and in the playground, behaviour is excellent. Pupils listen very carefully to what teachers are saying and join in activities readily at every opportunity. They willingly help others, with older pupils organising games equipment at playtimes and helping to support younger pupils around school. These duties are taken seriously and carried out very conscientiously. On occasions, older pupils assess each other's work, providing thoughtful and sensible peer guidance to help each other improve. Safeguarding procedures are in place and as result pupils feel safe and secure in school. While they accept there is the occasional 'falling out,' they have confidence in staff and in the older pupils, who act as peer mediators, to resolve any problems quickly and effectively.

- 25.4 Teaching and learning are good. Relationships between teachers and pupils are

excellent and the atmosphere in classrooms is relaxed but busy. Pupils are set very clear objectives at the start of lessons and given understandable instructions about how to achieve them. Teachers give common messages and provide useful prompts which instil good practice, such as always reading through written work to make sure it says what it should. The teaching of English is good in most respects, but the teaching of handwriting has inconsistencies and does not enable all pupils to develop a fluent and consistent style. Care guidance and support procedures are extremely well planned and matched carefully to the needs of the individual. All pupils are included fully in the life of the school and have equal opportunities to learn. As a result, pupils with learning difficulties and/or disabilities and those from minority ethnic backgrounds maintain the same rate of good progress as other pupils. Teaching assistants work closely with class teachers, providing valuable additional support for pupils. Nurture groups are provided for those with low self-esteem or who need additional support for their social development. These do much for pupils' confidence and ability to learn effectively alongside others. Pupils' academic progress is assessed and tracked rigorously, enabling support and guidance to be offered when and where needed. Teachers mark pupils' work carefully and give good guidance for future improvement.

25.5 The manner in which community cohesion is promoted both within the school and local communities and much further a field is outstanding. For several years the school's highly productive links with one in India have provided pupils with a valuable insight into a community that is in some ways similar to their own, but in others is very different. As a result, pupils respect for and appreciation of other cultures and communities is highly developed. Now that the funding for this project has come to an end pupils have taken on the task of raising money so that it can continue. Such experiences give pupils an early appreciation of money management, which when coupled with a very good range of basic skills provides an excellent platform for future learning and life.

25.6 Supported by the deputy headteacher and a cohesive team of senior staff the headteacher leads and manages the school with vision and purpose. Since the school was last inspected it has made good improvement. The school's strengths have been built upon and new initiatives that enrich pupils' learning have been undertaken. Major building and development work has taken place quite recently. This has been managed well with a minimum of disruption to pupils' education. School self-evaluation is accurate and the school sets extremely challenging targets to raise standards and maintain the momentum of development. Governors carry out their statutory responsibilities well. They support the school conscientiously and play a full and active part in checking its performance. Capacity for further improvement is good.

25.7 **Effectiveness of the Early Years Foundation Stage**
Grade: 2

Provision in the EYFS, including that for the small number of young children who attend the before and after school club, is good. When children enter the Nursery their attainment is often below that typical of the age group and in some instances well below. Many lack language skills and are not yet communicating or socialising with others confidently. Children make good progress in EYFS because they are well taught and cared for. Although the majority of children attain the targets for their age by the end of Reception, a significant minority are still below the expectations on entry to Year 1, particularly in writing and calculation. Children make very good progress in their speaking and listening. This is because adults are skilled at asking questions that encourage children to communicate their

thoughts and ideas. For example, during an activity to bake a cake for the toys' birthday party, children sensibly reasoned why they did not put jam in the cake before it was baked. Nursery children had huge fun on a 'bear hunt' out of doors, describing what they saw, heard and felt, 'squelching' through mud and 'trampling on crackling leaves'. Teachers plan their lessons conscientiously, but the activities in the Nursery are not always as sharply focused as those in the Reception classes. When this happens opportunities to extend and develop children's knowledge and understanding are missed because the steps in learning are too broad. Leadership and management of the EYFS are good. Despite an unsettled period during the construction of the Children's Centre, when the Nursery was housed in temporary accommodation, good quality provision has been maintained. Systems to ensure the welfare of children and adults are good, and the provision meets the new requirements. Links with parents and other professionals are good and the letter sounds sessions, that enable parents to help their children at home, have achieved very positive results. Very good links with Year 1 allow the children to make a smooth transition into Key Stage 1.

25.8 **What the school should do to improve further**

- Ensure the teaching and learning of handwriting provides all pupils with the opportunity to develop a fluent and consistent style.
- Ensure that activities planned in the Nursery have a clear and sharp focus and identify appropriate steps in children's learning.

26 **St Chad's Church of England Primary School (June 2008)**

26.1 **Grade: 1**

This is an outstanding school. It provides excellent value for money. The care, guidance and support that the school gives its pupils result in their first-rate personal development and well-being. All safeguarding procedures meet current requirements. Pupils' behaviour, their spiritual, moral, social and cultural development, enjoyment of learning and understanding of how to stay fit and healthy are outstanding. As pupils move through the school they flourish and grow into mature, thoughtful members of the school community. Older pupils take great pride in their roles as monitors and play-leaders (fitbods). They organise and oversee a wide range of play-time activities extremely well. The school council is adamant that bullying is not tolerated in any form and that the school is a happy, calm and friendly place of learning. Parents are overwhelmingly supportive of the school, some remarking on how well their children were welcomed into school as new arrivals. Attendance is satisfactory. Despite leaders' best efforts, some parents insist on taking their children on holiday in term time. The school works in highly productive partnerships with the local community, for example, with local places of worship and colleges: these colleges provide additional expertise in teaching sports.

26.2 Since the previous inspection, more pupils have been admitted from different minority ethnic backgrounds. Several of these pupils are at an early stage of learning to speak English. The school, through its provision of additional help and deployment of teaching assistants, has adapted extremely well to this change and has maintained well above average standards in English and mathematics and above average standards in science in Key Stage 2. This demonstrates the school's excellent capacity to improve.

26.3 Pupils' achievement over time is outstanding. Children begin in the Nursery with skills that are broadly in line with expectations for their age although several of

them now have underdeveloped skills in English language. On entry, this group of children does not meet the age related expectations in communication, language and literacy and in using mathematical language. However, most children do. Overall pupils' achievement is outstanding. This is because progress is consistently good in the Foundation Stage where children benefit from an excellent curriculum. It is good in Key Stage 1 and outstanding in Key Stage 2. No pupils underachieve. Pupils with learning difficulties and/or disabilities and those at an early stage of learning to speak English outperform similar groups of pupils nationally. By the end of Key Stage 1, standards are above average in reading, writing and mathematics. They were well above average in 2007. Progress in Key Stage 2 was outstanding in 2007, when standards were well above average. Currently, pupils are attaining above average standards. Their achievement from a lower starting point is outstanding. In science, fewer pupils than expected make outstanding progress because they do not consistently build upon their investigative skills from one year to the next. This is the reason why the curriculum is good rather than outstanding. However, the curriculum is adapted extremely well to help all groups of pupils to learn. There is an excellent range of extra-curricular activities, which have a large take up. In addition, pupils experience a significantly wide range of visitors and visits to enhance their first hand learning.

- 26.4 Teaching and pupils' learning is outstanding because teachers' and leaders' use of assessment to plan relevant work is accurate. The assessment system is used to pinpoint when pupils are at risk of not meeting their targets, or have achieved them early. Teachers then provide either extra work to help them catch up, or additional learning opportunities for the most capable pupils. This was summed up neatly by a member of the school council who said, 'The progress is pretty good. On Monday, children can't do something and by Friday they generally can.'
- 26.5 Children who can do (something) by Tuesday get challenged on Wednesday.' They also appreciate teachers' strengths and different teaching styles. Pupils comment, 'In every lesson there is something physical to do, like using the smartboard or hot seating. We're not just sitting writing.' Inspirational teaching is exemplified by teachers' focus on what pupils need to do next to improve further and through their class management skills which provide attractive, calm learning environments in each classroom.
- 26.6 Outstanding leadership and management are behind pupils' achievement. The headteacher and deputy headteacher, ably supported by senior staff, and in partnership with an active governing body, decides on the priorities to achieve each year. These translate into individual targets for staff to meet. Additional professional development is provided externally and internally to aid staff to meet their targets. The headteacher and governors have constructed new leadership teams and these share a strong sense of purpose and an unswerving commitment to raising pupils' achievement further, for example, in music. One of the senior managers, a Nursery nurse, now leads the entire team of teaching assistants. This has resulted in this group having a voice in the decision making process and a greater sense of ownership of pupils' learning. The school's evaluation of its work is overly modest. It has graded itself as good rather than outstanding in most elements of its work. This typifies leaders' strong belief that their work can always improve further. Governance has improved markedly since the previous inspection. Individual governors are very committed to the school, spend time visiting classes, teachers and pupils and are fully involved in planning future developments. They know how good the school is and what it needs to do to improve further

26.7 **Effectiveness of the Foundation Stage**

Grade: 1

Learning in the Foundation Stage is outstanding. Although most children have skills expected for their age when they begin in the Nursery, an increasing proportion has little or no English. Through careful provision of extra help and very good modelling of language and social skills all children make consistently good progress in their learning, so that, when they are ready to begin in Year 1, most have reached the expectations for their age. There is an excellent balance between indoor and outdoor learning and between adult led and children's own independent learning activities. Children are presented with interesting and lively first hand learning experiences. For example, during the inspection, children studied fish from the fishmonger, comparing them to the live fish they had in their fish tank. This activity enhanced the acquisition of language skills very well.

26.8 **What the school should do to improve further**

- Increase opportunities for pupils to plan their own investigations in science.

27 **St Edward's Catholic Primary School, Boston Spa (July 2008)**

27.1 **Grade: 1**

This is an outstanding school where pupils learn exceptionally well. The school fully meets its aim: 'For all children to reach their potential academically, spiritually, morally, socially, creatively and physically.' This is because of outstanding leadership and management, an exceptionally rich curriculum, outstanding teaching quality, and excellent care, support and guidance for all learners. Partnerships with other schools make an outstanding contribution to pupils' well-being. Pupils say, 'We'd like the school to be a bit bigger but apart from that it's perfect.' They especially like the teachers, explaining, 'You can have a conversation with them. The fun in the lessons makes you work hard and gives you confidence.'

27.2 Standards are high and achievement is outstanding. Recognising the pupils' above average starting points when they enter Year 1, the school expects them to progress at a much more rapid rate than usual and, therefore, sets challenging targets at each stage of their education. The checking of pupils' progress is so finely tuned that as soon as a pupils' progress slows, the school quickly intervenes and helps. This ensures that no one falls behind. Consequently, results in national tests at the end of Year 2 are consistently well above average. By the end of Year 6, the value added by the school placed it in the top 1% nationally in 2007, compared to the top 4% in 2006. The trend in the school's results is upwards and the school regularly exceeds its very challenging targets at end of Year 6. Part of the school's success is due to its outstanding provision for pupils with learning difficulties and/or disabilities. Skilled support from teaching assistants together with very well thought out individual education plans enable all with learning difficulties and/or disabilities to reach nationally expected standards in English, mathematics and science by the end of Year 6. Equally, more able pupils are exceptionally well challenged. Pupils with special gifts and talents have individual education plans which ensure that they, too, make outstanding progress. As a result, two-thirds of pupils consistently exceed expected levels in English and mathematics and almost all pupils exceed them in science.

27.3 Standards in the current Years 2 and 6 show further improvement still. This is because of outstanding teaching quality and exceptional leadership which analyses carefully where the weaknesses are and sets about improving them systematically

and rigorously. Literacy and numeracy are fully integrated into other subjects and so pupils have lots of opportunities to use their skills for a purpose. Lessons are skilfully balanced between intensive taught time in small groups and extended periods when pupils work on their own. Questioning is a notable strength, challenging pupils to think for themselves.

27.4 The key to the school's success is the extent to which pupils learn independently. For example, in science, pupils regularly decide the question they want to investigate and select their own resources in order to find the solution. They, therefore, learn a great deal about the importance of fair testing and working methodically. It is a similar picture in other subjects too. They assess their own learning and, therefore, learn from their mistakes. Pupils in Years 5 and 6 are expected to set their own challenges and to lead others. This aids their personal development which is outstanding. For example, older pupils take the Friday Celebration assemblies, to which all parents are invited, and they devise and teach the routines for the daily physical exercise designed to 'wake up and shake up' both staff and pupils at the start of afternoon school. In Lent, pupils in each class organise stalls to raise money for charities and for their partner schools in other countries. This contributes to their outstanding spiritual, moral, social and cultural development. Through the democratically elected school council pupils raise money for play equipment which older pupils then supervise, taking turns at being play leaders and 'buddies' so that everyone has something and someone to play with. No wonder then that behaviour is exemplary and attendance consistently above average.

27.5 Pupils are exceptionally well prepared for their future lives because of this high level of independence and their extremely good basic skills. They have an excellent awareness of why it is important to lead healthy lives, demonstrated in their sporting successes in local competitions and the produce from their vegetable garden. The school's strong commitment to caring for pupils as individuals shows in the efforts made by staff to ensure that their varying needs are understood and provided for. Consequently, pupils feel safe, know who to go to for help and receive extremely good support whenever they need it. The school's safeguarding procedures fully meet current government guidelines.

27.6 The school's self-evaluation accurately evaluated pupils' achievements and personal development as outstanding but judged all aspects of its provision to be good. This arose from a genuine sense that there is always more to be done to improve further. The school improvement plan, based on regular verification of pupils' progress and the effectiveness of teaching, shows a purposeful sense of direction. Currently, all staff include an international dimension to their lessons as part of the school's drive to expand its multicultural provision beyond a yearly international week and European day. Governance is outstanding, offering a sensitive balance of support and challenge based on thorough knowledge of the school from regular checks on its effectiveness. The school has outstanding capacity to improve further.

27.7 **Effectiveness of the Foundation Stage**
Grade: 1

From broadly average starting points children make rapid progress throughout the Reception year. By the start of Year 1 the majority are working securely above nationally expected levels. They make exceptional progress in communication, language, literacy and mathematical development because these skills are extremely well taught. The curriculum is good, offering a balance of taught activities

and those which children learn through finding out for themselves. The range of activities on offer indoors is wider than that offered outdoors and so children who choose to work outside cannot access all areas of learning equally well. Children are extremely well cared for and, consequently, their readiness for learning comes on apace. By the end of the year they concentrate for long periods of time, play purposefully together and talk and ask questions because they have become curious learners. Teaching is lively and follows children's lead extremely well. This is why children make excellent progress. The provision is outstandingly well led and managed.

27.8 What the school should do to improve further

- Extend the outdoor provision for Foundation Stage children so they can learn equally well outdoors as indoors.

28 St Theresa's Catholic Primary School (November 2008)

28.1 Grade: 2

This is a good school. Typical comments from parents include, 'children love it', and, 'we wish they could stay here 'til they were 18'. The energy, expertise and experience of the headteacher are making a big difference. Effective leadership and management are improving the quality of teaching and learning and as a result, standards are rising. The headteacher's skills are complemented well by those of the deputy headteacher. With the full support of the staff, and governors of both schools, the recent changes to the school population and staff have been managed superbly.

28.2 Pupils enter the EYFS with skills that are generally below those typical for their age. Achievement is good across the school. Inspection evidence shows rising standards at Year 6 in English, mathematics and science from the overall above average levels of 2007. Standards are rising at Year 2 but not enough pupils are achieving highly and the boys' performance lags significantly behind that of the girls. Effective strategies have been put into place to raise standards throughout the school. Pupils are grouped by ability for mathematics in Years 5 and 6, for example, but not for English, as literacy is promoted through work for pupils in most other subjects. Teachers' assessments of pupils' achievement helps staff to intervene effectively and support any pupil not making the progress expected of them.

28.3 There is no doubt that pupils enjoy coming to school and this is reflected in their above average attendance. Pupils' spiritual, moral, social and cultural development is good. Most behave very well in lessons but, occasionally, when teachers do not provide sufficiently challenging or interesting work, pupils' behaviour suffers. All have a sound knowledge about other religions and cultures and their contribution to the school and local community is good. Pupils are prepared well for their future. Literacy and numeracy are taught well and staff lead by example to promote pupils' social skills in the caring and supportive atmosphere of the school.

28.4 The quality of teaching and learning is good and has a major impact on pupils' good attitudes towards school and their good progress. Examples of outstanding teaching were seen in Years 4, 5 and 6. Teachers' enthusiasm and knowledge ensure pupils are highly motivated and as a result, most make exceptional progress in these lessons. Teaching is less effective when pupils are not sufficiently challenged by the tasks they are given. There has been a strong emphasis on raising standards in English, mathematics and science and the good

quality curriculum reflects this. Staff are developing 'our school curriculum' to give more emphasis to creative skills and the development of investigative skills through topics. In some classes, pupils do not have enough opportunity to be creative.

28.5 Parents clearly appreciate all that the school does for their children. The level of care, support and guidance is good and has a significant impact on pupils' personal development. The management of provision for pupils with learning difficulties and/or disabilities and for those learning to speak English as an additional language is outstanding. It enables all to be fully included in lessons and to do well.

28.6 Overall, leadership and management are good. Each educational phase has its own designated leader and effective support by subject leaders. Good systems for monitoring and evaluating the school's work, including standards, give staff an accurate assessment of all aspects of the school. The skill and drive of the headteacher is helping to weld staff, governors and pupils into a cohesive community which is striving for excellence. This reflects the schools' status as an Investor in People. As a result, there is a good capacity for the school to continue improving.

28.7 **Effectiveness of the Early Years Foundation Stage**
Grade: 2

Provision is good and is a developing strength of the school largely due to the good quality of leadership and management. Improvements over the last year have paid dividends in the significant increase in standards. Most children enter school below the levels expected for their age. In particular, many children have immature speech and underdeveloped social skills. Despite this, most achieve very well in the EYFS to attain levels above those expected for their age by the end of their Reception year.

28.8 Teaching is good with classrooms that are efficiently organised and managed and warm relationships between adults and children. Activities are well planned and geared nicely to all the areas of learning. There are good opportunities for children to develop their speech through well planned role play and discussion. Arrangements to track the progress of each child and to monitor the choices they make are efficient. Children behave well, although a small minority have yet to learn to adapt to the systems and expectations. The good relationships with adults help children to feel safe and secure. Despite the school's best efforts, the limitations of the accommodation impede the extent to which staff can provide an exciting and imaginative range of activities to promote learning outdoors. The school is preparing to fund improvements.

28.9 **What the school should do to improve further**

- Raise standards by the end of Year 2 in reading, writing and mathematics for boys and more able pupils.
- Provide a more creative curriculum which encourages and develops skills of exploration, investigation and problem solving.

29 **St Joseph's Catholic Primary School, Pudsey (October 2008)**

29.1 **Grade: 2**

This is a good school with outstanding features. The clear vision and drive of the headteacher, supported by a reflective and analytical senior leadership team, means the school is constantly developing. Outstanding care and guidance enables pupils of all abilities to develop extremely well in a safe and very positive

community. 'My child enjoys school very much - is well taught and looked after to a high standard.' is a comment typical of the views of the vast majority of parents. Good teaching and an effective curriculum contribute well to pupils' good achievement. Children get a good start to their education in the EYFS.

29.2 From starting points typical for their age, pupils achieve well and leave Year 6 with standards that are above, and sometimes well above, average. Standards are especially high in reading by Year 6. There has been a good trend of improvement in pupils' achievement, particularly in English, because the school is quick to identify and address any dips in progress. The school is very inclusive so pupils with learning difficulties and/or disabilities make good progress. Pupils' skills in information and communication technology (ICT) are well developed and used in many subjects, which is a good improvement since the last inspection.

29.3 Pupils' personal development and well-being are outstanding. Their spiritual, moral, social and cultural development is excellent: pupils are very thoughtful and positive in their attitudes. Pupils behave very well and show tolerance, respect and care for others. Their understanding of healthy living is excellent and they take full advantage of the school's healthy meal service and daily 'Wake up and Shake up' physical activity. Pupils make an outstanding contribution to the school and wider community through the school council and roles such as prefects. Attendance and punctuality are outstanding.

29.4 Excellent relationships underpin the good quality teaching and learning. Pupils are clear about the purpose of lessons and work hard to achieve success. Occasionally, in mathematics in particular, work set is not matched closely enough to individual pupils' needs to promote the highest achievement.

29.5 The wide-ranging and high quality extra-curricular opportunities contribute very well to pupils' personal development. There is very good support for pupils with emotional and social needs and those with learning difficulties and/or disabilities, which helps all groups make good progress. The planning for teaching of mathematics is largely new and has not yet had a full impact on achievement. Personal, social and health education is very effective. Care, guidance and support are outstanding. Systems to track pupils' achievement are accurate and rigorous.

29.6 Leadership and management are good. The headteacher provides an exceptional momentum to all the school's work through a strong drive and commitment to training and supporting staff. The senior leadership team provides good guidance and support to others. Procedures to monitor and evaluate all aspects of the school's work are very well established and continuously developed. The effective governing body provides considered and reflective support and challenge. The school's positive and inclusive atmosphere is highly valued by parents and the wider community. It is a 'thinking school' with a good capacity to improve.

29.7 **Effectiveness of the Early Years Foundation Stage**

Grade: 2

Many children enter the EYFS with skills and knowledge generally comparable to most children of that age group. They leave with at least the nationally expected skills and often above in early reading and writing. Children's personal development is outstanding as they quickly become independent, curious and eager. This good and improving achievement is the result of very effective leadership and the staff's effective use of accurate assessments to set individual steps for children to achieve. Children are very well looked after and feel safe and

secure. There are excellent relationships with parents which aid children's development. 'All staff are very supportive of children and parents.' is one of many similar views parents express. The quality of teaching and learning is good. Staff extend children's learning by careful questions and full involvement in their role play, snack and lunchtimes. However, some activities are overly reliant on the intervention of adults to provide challenge for different abilities: this slightly limits pupils' independent learning. Very occasionally, the pace of learning is too slow because the teacher talks to too large a group of pupils at the same time. The curriculum is of good quality. Children learn about the world around them through exciting and relevant themes such as the story of Diwali. There is a clear purpose to all lessons and activities which is shared well with the children. Excellent use is made of the outside for all areas of learning and in particular for large construction and physical activities.

29.8 What the school should do to improve further

- Match work very closely to the needs of pupils of all abilities to ensure they are challenged to attain the highest standards, particularly in mathematics.

30 Swarcliffe Primary School (June 2008)

30.1 Grade: 2

This is an improving school that provides a good quality of education for its pupils. Parents are highly supportive of the work of the school. They say that in recent years, 'The school has gone from strength to strength.' and that, 'It is a school that always listens to the children and parents.' The headteacher and committed staff work hard to create a happy and inclusive environment, in which all pupils feel valued and enjoy their learning. In particular, the headteacher has shown determination to address the challenges arising from recent and significant changes in staffing to raise achievement and standards. As a result measures to improve pupils' writing skills and to respond to the marked decline in Year 6 performance in mathematics in 2006 are now successful features of the school's work.

30.2 Most staff are actively involved in checking pupils' progress to ensure that none are left behind. Self-evaluation is accurate and has identified the right priorities to sustain improvement. For example, the school recognises correctly that there is more work to be done to increase standards in writing and mathematics. Teachers work in teams to share good practice, with a real determination to try and make sure that every lesson is the best it can be. Parents recognise this good work. They say that their children are given 'lots of encouragement to do well in all subjects' and that they 'enjoy the regular access to up to date technology'.

30.3 Standards in the current Year 6 are improving, but are still below average in English and mathematics. This represents good achievement overall for these pupils, from their well below average starting points in reading, writing and number work. Nevertheless, standards can improve further. Children get off to a good start in the Nursery and Reception classes, due to the supportive relationships, many opportunities for independent play and well-planned activities to develop their communication and social skills. Across the rest of the school, in Years 1 to 6, pupils are now making good progress overall, as a result of the largely good teaching. However, on occasions where teaching is insufficiently challenging or engaging, pupils learning slows and their progress is satisfactory. The use of information and communication technology (ICT) and an emphasis on speaking and listening activities, encourage pupils to think for themselves. The curriculum is

good. Pupils are excited by the regular theme days, visits and visitors to the school and by the opportunities to use their imagination and develop their creative talents.

30.4 Pupils' personal development is good overall and their spiritual, moral, social and cultural development is outstanding. Pupils really enjoy school and their behaviour is good. They have an excellent understanding of how to keep safe and healthy and make outstanding contributions to the life of the school and the local community. They are well prepared for life beyond school because of their good ICT skills, improving levels of literacy and numeracy skills and positive attitudes to learning. The quality of care and guidance is good. Pastoral care is excellent. The school provides increasingly helpful information so that parents know how well their children are doing and pupils understand the next steps they need to take to improve their learning. Pupils with learning difficulties and/or disabilities are challenged and supported well in all lessons and make good progress.

30.5 The good leadership by the headteacher and senior leadership team, and the developing strengths of the governing body, have led to some recent successes in raising standards. Consequently, the school shows good capacity for further improvement.

30.6 **Effectiveness of the Foundation Stage**

Grade: 2

Children enter Nursery with skills that are well below national expectations, particularly their personal and communication skills. They settle happily and get off to a good start. Good teaching across the Foundation Stage enables them to make good progress. By the end of Reception, although children reach skill levels that are overall broadly typical for their age, levels remain lower in personal and mathematical development. The stimulating indoor and outdoor learning environments encourage children to make choices, learn to share with others and become increasingly independent in their work and play. The easy access between indoor and outdoor activities is particularly strong, and promotes continuous hands-on experiences. Children enjoy, and are enthusiastic, about their learning. Systems to assess children's progress are good and their welfare is very well promoted. Those who find learning more difficult make good progress because of the well-conceived opportunities to play actively and interact with adults who are good role models. The quality of questioning challenges children to think for themselves and to develop confidence in sharing ideas in front of others. Recent changes in the leadership of the Nursery, and overall Foundation Stage, have brought about considerable improvements in children's learning and personal development in a short time.

30.7 **What the school should do to improve further**

- Raise achievement and standards in English and mathematics across the school and particularly by the end of Year 6.
- Ensure all teaching is sufficiently challenging to engage pupils in their learning and enable them to make the best possible progress.

31 **Templenewsam Halton Primary School (September 2008)**

31.1 **Grade: 2**

This is a good school with a number of outstanding features. The dedication of the headteacher and commitment of the staff to all pupils are held in high regard by the local community. 'The values that are at the heart of this school have given my children a fantastic start in life,' is typical of the many positive comments parents

make. Pupils are equally appreciative and are very mature. 'Only way you get a good job is if you're smart and that's what the school teaches you to be.'

- 31.2 The staff provide good teaching, outstanding care, guidance and support and pupils of all ages achieve well. Pupils' attainment rises from below that typically expected on entry to broadly average or a little above by Year 6. Improvements since the last inspection, particularly in Key Stage 1, are having a positive effect and standards are on an upward trend. As a result of successful development, pupils' writing has improved of late, although this is not yet fully evident in the school's results in the national tests. The work pupils are given in lessons is often linked to their individual needs but on occasions the most able pupils have insufficient challenge. Consequently, while most pupils attain the expected standard for their age comparatively fewer go on to attain highly.
- 31.3 Pupils' personal development is outstanding. Pupils are sociable and considerate young people who are a pleasure to be with. They behave extremely well, show considerable care for others and work very hard in class. Attendance is good. Pupils feel safe and secure in the school's warm and welcoming atmosphere. They have an excellent understanding of the importance of healthy eating and regular exercise and appreciate the good quality food the school provides at lunchtimes. Older pupils in particular willingly help around school and pupils are very sensitive to the needs of those less fortunate than themselves. They represent the school with much enthusiasm and take considerable pride in what they are able to achieve on the wider stage.
- 31.4 Consistency in the quality of teaching ensures that pupils learn effectively and make good progress throughout the school. Lessons are lively and stimulate pupils' enthusiasm for new ideas. Teachers assess pupils' progress continually and use the information well when planning what comes next. Teaching assistants make a very positive contribution to pupils' learning, particularly for those pupils with learning difficulties and/or disabilities. The curriculum is of good quality: an improvement since the last inspection. Useful links between subjects combine with many interesting visits and visitors to enliven pupils' learning. The attention paid to pupils' care, guidance and support is exemplary. Despite this being a large school, staff know each pupil extremely well and respond rigorously to pupils' individual needs. All pupils are valued equally and included fully in the life of the school. The achievement of the Inclusion Charter Mark shows the school's success in this. Pupils' personal and academic development is tracked very closely and outcomes are acted upon decisively. The school's links with the local community and other schools and outside agencies are excellent. Pupils benefit from the close working relationship that exists. Links with the wider community are also established, although opportunities for pupils to appreciate their place in multicultural Britain are underdeveloped.
- 31.5 The school's extremely positive ethos and popularity with pupils and parents is due in no small part to the management and interpersonal skills of the very experienced headteacher. She leads a cohesive team of senior teachers who effectively promote a common vision for the school based on all pupils reaching their full potential. Efficient management ensures that all those concerned with pupils' education are clear about their roles and responsibilities and reflects the school's status as an Investor in People. Governance is good. Finances are managed carefully and the school provides good value for money.
- 31.6 **Effectiveness of the Early Years Foundation Stage**

Grade: 2

On entry to Nursery the skills of a significant proportion of children are below those generally typical of the age group. They make good progress in the EYFS and most attain the targets for their age by the end of the Reception year. Staff visit children at home before they start the Nursery and this helps children settle in quickly. Parents are very happy with the links that are established. 'The teachers continually tell us what the children are doing, how we can help and what is expected.' Learning diaries are compiled from the first day children start in the Nursery. These confirm the outstanding progress children make in their personal, social and emotional development and the good progress they make in communication and language. Because children in the Nursery and Reception area mingle freely during outdoor activities, the transition they make from one year to the next is seamless. Similarly, increasingly structured learning activities in the Reception year emphasising letters and sounds eases the move to Year 1. The EYFS is led and managed well with a clear focus on continuous improvement. Staff work as a team and observe and assess children continuously. They use the information well to plan interesting and stimulating activities. 'We take the learning to them,' staff said, explaining the large collection of clipboards, whiteboards, chinks and large paint brushes that surrounded a muddy 'building site' created by five Reception-age workpeople. The care and well-being of the children is at the heart of the EYFS.

31.7 What the school should do to improve further

- Ensure that in all lessons higher-attaining pupils are sufficiently challenged and can achieve to the best of their abilities.
- Provide pupils with more opportunities to appreciate and understand the multicultural nature of British society.

32 Swillington Primary School (October 2008)**32.1 Grade: 2**

This is a good school. It has improved rapidly after a time when standards dropped temporarily to below average in 2007. Many parents appreciate the school's quick recovery. Some are very happy with the progress being made in all classes, but particularly in Year 6. Inspection findings agree largely with these sentiments. Achievement is good, considering that children's attainment is well below expected levels on entry to the Nursery. Recent initiatives and the influence of new staff have created a calm atmosphere in which good behaviour thrives. As a result, pupils' academic progress has quickened and standards are back at the nationally expected level in Year 6. Moreover, pupils respond enthusiastically to the demanding challenges presented to them. This year, for example, pupils in Year 6 are eagerly striving to exceed their previous best because the school has held fast to its ambition to raise standards.

32.2 All groups of pupils make good progress, which is a tribute to the support given to, sometimes quite sizeable groups of pupils with learning difficulties and/or disabilities. Relationships are positive, which results in a climate of participation and enjoyment. Pupils' good personal development, effective teaching, a curriculum that makes learning fun and the rigorous support provided for individual pupils all combine to make achievement good. Pupils love talking about trying to be healthy and how they feel safe from bullying and 'bad behaviour'. The outward-looking nature of the school and its productive links in the community give pupils a good start in gaining skills needed at their next school and in the workplace. The number of exclusions has fallen to zero this year. The majority of boys respond well

to the increasing number of lessons that contain practical work and learning through activities such as drama.

32.3 There are differences between subjects in terms of pupils' progress. In writing, progress is often satisfactory rather than good. Children enter school with fewer skills in this aspect and have generally below average standards in writing at the end of Year 2. This contrasts with reading and mathematics where standards are usually broadly average. By the end of Year 6, pupils progressed well in 2008 but writing was the weakest aspect of their performance.

32.4 Leadership and management are good because the headteacher and a core group of governors have tackled temporary problems of poor behaviour by a minority of pupils and brought standards up again. The context in which these developments have taken place has been challenging. There have been many changes to the governing body; fewer pupils, which placed pressure on the budget; and several new appointments of key staff and therefore a need to reallocate management responsibilities. Delegation, in this respect, from the headteacher has been good. New subject leaders have laid out a clear direction for the future but have lacked opportunity to observe and evaluate teaching to judge the success of their initiatives and provide advice. This affects the uniformity of pupils' progress, for example in the relative weakness of pupils' writing.

32.5 Generally, parents have a good opinion of the school, although a few are concerned about the progress their children are making in job-share classes and about the level of communication between home and school. The inspection found no evidence to confirm these concerns. The improvements to teaching, the curriculum and standards since the last inspection demonstrate the school's good capacity to consolidate its successes and progress even further.

32.6 **Effectiveness of the Early Years Foundation Stage
Grade: 2**

Children make good progress in the EYFS, largely owing to the very positive relationships in the setting and the strong links between home and school. Typical of parents' views is the claim that provision in the EYFS is 'wonderful'. By the time they leave Reception, children's skills are below expected levels but they have done well, particularly in personal development. Whenever slower areas become apparent, effective programmes are launched. This happened recently in reading. Children are achieving higher levels with regard to letters and their sounds as a result of thoughtful teaching. Learning is good because teaching provides a very well balanced set of activities using well chosen resources. Moreover, useful assessments of learning are made. Children's personal profiles, which are shared with parents, are excellent examples of assessments being used to promote progress. Outdoor learning is always available and children love the contrast between sitting quietly inside the trunk of the Thinking Tree, for example, and splashing in the puddles. When playing alone or in groups children use well the ideas they have learned with staff. For example, many children were successful in using the correct language for the different bowls when pretending to be the three bears in the cottage kitchen. The EYFS is well led and managed in a way that has quickly recognised what is successful and what needs to be improved. For example, children's writing is an area of slightly lower performance and this is being tackled now. Regard for children's welfare is good because the staff have a close knowledge of children and their families.

32.7 **What the school should do to improve further**

- Improve standards in writing, by the end of Year 2 and Year 6, to match or exceed those currently being attained in reading and mathematics.
- Develop a comprehensive approach to the monitoring and evaluation of teaching and learning across the leadership team to raise standards further.

33 Thorner Church of England Voluntary Controlled Primary School (October 2008)

33.1 Grade: 2

Thorner is a good school with outstanding features. The first-rate care provided for pupils is as effective as it was when the school was last inspected in 2006. This high level of support and guidance still produces outstanding personal development among pupils. 'A good village school.' typifies the opinion of the vast majority of parents. They often use words such as 'stimulating' and 'supportive' when talking about the quality of teaching provided for their children. Inspection findings agree with these sentiments. Good, and occasionally outstanding, teaching makes sure that pupils progress well in virtually all aspects of their learning.

33.2 Current standards, as demonstrated by inspection evidence, are above the levels expected for pupils' age at the end of Year 2 and well above them at the end of Year 6. This represents good achievement. Pupils' progress in reading and mathematics is good but in science, at Year 6, where standards are very high in relation to expected levels, achievement is excellent. The progress made by pupils in mathematics has quickened lately owing to the school's successful diagnosis of some relative weaknesses in teaching. Pupils make satisfactory progress in writing. The school has identified, correctly, that achievement in this area could be better and has implemented some measures to tackle the situation. Nevertheless, there is not yet a common understanding among pupils about how to compose a greater variety of sentences with powerful vocabulary and apt punctuation.

33.3 Pupils speak enthusiastically about the school in every respect. Behaviour is often impeccable and pupils are industrious and conscientious in lessons. They are quick to applaud a curriculum that encourages them to be healthy, keep safe, enjoy specialist work from experts in sport and music and learn about issues like environmental sustainability. Pupils take great pleasure in composting apple cores, for example, and entering competitions for collecting the most telephone directories for recycling. The pride with which older pupils mention being house captains or members of the school council also demonstrates how well adults inspire them to get involved. The school is a thriving community with very regular contacts within the community and with some local schools. Pupils' horizons are broadened by frequent trips out of school and well established links with a school in Sri Lanka. As a result spiritual, moral, social and cultural development is outstanding.

33.4 Teachers are skilful at planning work to suit pupils' particular needs, which makes learning relevant and enjoyable. Tasks for pupils, for example in English and mathematics, are generally tailored equally well for higher attainers and those with learning difficulties and/or disabilities. A team of well qualified teaching assistants makes sure that pupils who need extra help get good quality support. For example, in one lively English lesson, a group of pupils in Year 1 received beneficial help to catch up in their reading. Demands on pupils' writing in some lessons are not high enough, but these are balanced by occasions when teaching is superb at helping pupils to produce mature pieces of writing. For example, in a Year 5/6 lesson pupils were inspired to write very well by the teacher's expert use of the interactive

whiteboard to present them with a range of stimulating advice.

33.5 Good leadership and management have ensured that teaching has improved since the last inspection. Furthermore, the headteacher and governors have instigated a major extension to the accommodation and the number of pupils is growing. Parents praise these improvements. A few are concerned about the effect that part-time teaching or large mixed-age classes might have on their children's progress. Inspection findings reveal that the headteacher and governors make sure that learning progresses at a similar rate for all pupils in Years 1 to 6. Management is good partly because governors take a keen interest in the school, work well to evaluate its progress and plan constructively for the future. All of these positive aspects demonstrate good capacity for further development. Subject leaders are beginning to take on more responsibility for evaluating pupils' standards and achievement.

33.6 **Effectiveness of the Early Years Foundation Stage**

Grade: 3

Standards are in line with nationally expected levels by the end of Reception. This represents sound achievement from entry levels that are broadly typical for children's age. Leaders have a good knowledge of strengths and aspects for development in EYFS, but have satisfactory impact because work to improve the setting is only partly accomplished. Care for children's welfare is excellent, which accounts for their good personal development. It is only the occasional lack of opportunities to show independence that prevent personal development from being outstanding. Learning is more accomplished when children are taught directly by an adult. In this way, children do well, for example, in learning about letters and their sounds and gaining information about healthy lifestyles and the world around them. In one session children discovered a lot about their senses by conducted tasting experiments with an adult and by spotting materials with different textures. However, the statutory requirements for a play-based education are not fully in place. The space outside the classroom is not established to enable children to re-enforce all aspects of their learning through educational play. This also applies to a lesser extent to opportunities for play indoors. Teaching by all adults is good at providing knowledge and asking questions to check understanding but not quite as good at helping children to think for themselves.

33.7 **What the school should do to improve further**

- Improve standards in writing to at least match those in reading and mathematics.
- Provide more and fully effective opportunities, inside and outside the classroom, for children in EYFS to learn through educational play.

34 **Whinmoor St Paul's Church of England Primary School (November 2008)**

34.1 **Grade: 2**

This is a good school that enjoys a very strong reputation locally. 'I could not be happier with St Paul's' sums up the views of many parents. They believe that their children thrive because of the school's caring ethos, openness and the varied and interesting experiences they have for learning. The pupils are equally enthusiastic and talk eagerly about their lessons, the help their teachers give them, the great visits they go on and the many other extra activities they enjoy. They feel safe and secure and appreciate that the school listens to them and acts appropriately on their suggestions, such as those that have led to improvements in the outdoor play provision.

- 34.2 Pupils enjoy school, their attendance is good and they behave well overall. Around school and in most lessons their behaviour is excellent although occasionally, when teaching is ordinary, behaviour is satisfactory. Everyone gets on very well together and pupils work effectively on collaborative tasks. They have an excellent understanding of what they need to do to keep fit and healthy. They enjoy the many opportunities they have to exercise, both in lessons and in the many sports based clubs that are open to them and mostly make sensible choices with their food. This reflects the school's achievement of the Healthy Schools Award. Pupils are keen to help, for example, the older ones assist younger ones at the start of the school day and at break-times. Pupils enjoy being involved in the wider community through, for example, the church, singing in the choir at local venues and participating in events for the city's schools. Their appreciation of what it is to live in a multicultural society and of different ways of life around the world is satisfactory. Overall pupils' personal development is good, rather than outstanding as the school judges. Together with their good basic skills it ensures they are well placed to face life's future challenges.
- 34.3 Pupils make good progress from starting points that are broadly average to reach standards that are above average by Year 6. This represents good achievement. There has been a marked decline in standards in Key Stage 1 from significantly above national averages in 2006 to in line with them in 2008. The implementation of more rigorous assessment, effective tracking systems and more sharply focused teaching, particularly in reading and writing, is ensuring that this trend is being reversed. Inspection evidence and the school's tracking of pupils' progress shows that across Key Stage 1 pupils are now making good progress. Results in Key Stage 2 have been significantly above average since 2004 and provisional data for 2008 suggests further improvement in English and mathematics. In science, however, there was a marked drop. The school's tracking of pupils' progress shows pupils are on course to attain well. This reflects the effectiveness of strategies used to boost attainment, including using targets for pupils' improvement and more focused teaching.
- 34.4 The quality of teaching is good and ensures that pupils make good progress. Lessons have a clear purpose that is shared with pupils and successfully focuses their efforts. The needs of different groups are identified through regular and accurate assessment and are successfully met, often with the effective use of skilled teaching assistants. Marking of work provides good direction to pupils and helps them to improve what they do. Occasionally, lessons are ordinary when the teacher does not ensure pupils are always listening or working purposefully and progress is then at best satisfactory. In the best lessons, exciting and purposeful activities are provided that challenge pupils to apply and extend their skills, to work collaboratively and to make decisions.
- 34.5 The curriculum is good. It is regularly reviewed and modified to improve pupils' learning. For example, the implementation of a different approach to teaching writing is having a significant impact on standards in writing across the school. Theme weeks, residential visits in Years 4, 5 and 6, coaching provided through links with a nearby sports college and numerous clubs enrich and extend pupils' learning. The school's caring ethos, positive relationships with parents and effective arrangements for pupils' welfare and safety ensure that pupils are well looked after. Assessment is used well to keep an eye on the progress of all pupils, to identify those who would benefit from extra support and to provide targets that help individual pupils take the next steps in their learning. As a result vulnerable pupils,

those with learning difficulties and/or disabilities and pupils from minority ethnic backgrounds all make the same good progress as other pupils in school and this reflects the school's accolade of the Inclusion Chartermark.

34.6 The school is well led by the headteacher who is very ably supported by the deputy headteacher and by other staff in their roles as subject leaders and coordinators. There is a clear understanding of what needs to be done to continue to move the school forward. Leadership and management of the EYFS are satisfactory. There is a lack of clarity about the responsibilities of the EYFS coordinator and the Nursery manager. This is holding back the integration of the Nursery and the Reception class into a fully effective EYFS unit. Self-evaluation is good but occasionally over generous. However, it is used well to underpin the planning of improvements and the actions taken have been effective. Governors have a satisfactory understanding of the school but are over reliant on the reports and the information they receive from the school. Good use is made of the school's budget and resources to promote pupils' learning. The school has a good capacity to improve further.

34.7 **Effectiveness of the Early Years Foundation Stage**

Grade: 3

Children's achievement is satisfactory. They enter Nursery with typical levels of attainment for their age and by the end of the Reception year mostly meet the goals for their age.

34.8 Much has been done to improve the provision in the Nursery since the governing body took responsibility for it. In September 2008 a teacher was appointed for the first time. Planning is good and identifies the individual needs of each child and is closely focused on delivering the EYFS curriculum. Improved and effective assessment systems help staff monitor and track children's progress. Progress is getting better as improvements are being made to the provision. Opportunities for learning indoors are broad, well led and supported. They include a mixture of focused activities and opportunities for independent work. Key Stage 1 pupils use the outdoor area as a playground and this reduces access, and therefore the effectiveness, of the outdoor provision, although there are opportunities across all the areas of learning.

34.9 Leadership and management of the EYFS are satisfactory because there are differences in the effectiveness of planning and nature of the provision in the Nursery and Reception class. This is because both operate as separate entities and the role of the EYFS is unclear. In the Reception class planning takes insufficient account of the needs of different children and on occasion higher attaining pupils are not well challenged. There is separate outdoor area available for Reception children but this is not used sufficiently well. Children in the EYFS are well cared for and well looked after.

34.10 **What the school should do to improve further**

- Ensure that the leadership of the EYFS improves the continuity and consistency of provision across this stage so that children make the same good progress as pupils in Key Stages 1 and 2.
- Ensure that pupils have a better understanding of the diverse nature of the wider community in Britain and of the different cultures and ways of life found across the world.

35 Whitkirk Primary School (November 2008)

- 35.1 **Grade: 2**
Whitkirk Primary School is a good and improving school where pupils make increasingly good progress because, as one parent said, 'It has a very happy learning environment.' The school is proud of its inclusive nature and accordingly gives its pupils outstanding care and support so they are happy and feel safe and secure in school. It is at the heart of its community. The Silver Friends group is an outstanding example of cooperation between senior citizens and pupils and there are strong links with a nearby multicultural school. Parents especially appreciate the wide range of opportunities available to their children and the way teachers try to make learning fun.
- 35.2 Effective action has been taken to ensure that the process of setting targets is becoming more effective in enabling pupils to make good and rapidly improving progress. Teaching and learning are good because teachers offer fun lessons which engage pupils in a range of interesting, independent and group work activities. They make it clear to pupils what they are to learn. In a small number of lessons the pace is not brisk enough, work is not matched carefully enough to the needs of the most able and teachers do not allow enough time for pupils to practise new learning. As a result progress on these occasions is less pronounced. The curriculum is good because it is based on pupils' interests and is enhanced by an impressive range of activities and visits which promote learning and community cohesion. Increasingly, links are made between subjects, enabling pupils to practise and apply skills such as writing.
- 35.3 Year 6 pupils who took national tests in 2007 entered the EYFS with levels that were below what is typical for their age. They left with standards which were broadly average, representing good progress. Evidence from the inspection and from the school's own detailed tracking data indicates that while standards have not yet risen significantly, pupils' achievement remains good overall although pupils make more rapid progress in Key Stage 2.
- 35.4 Outstanding care and support from a caring staff promote pupils' good personal development. Behaviour and attitudes are good because of the high profile given to the 'Whitkirk Way', a clear set of behaviour rules, which pupils know and follow. 'Teachers are friendly and you can have a laugh with them, but you know you have to work hard.' is a typical pupil comment that helps to explain why pupils like school. They readily take on responsibilities, such as being school council members or playground helpers. Pupils have a good understanding of how to keep healthy and stay fit, as the school strongly promotes these qualities. Pupils develop effective life skills as they move through the school because of the varied and good quality experiences they receive.
- 35.5 Leadership and management are good. The headteacher has established a leadership team which shares his clear vision of school improvement. Initiatives to improve behaviour management, teaching and learning and the quality of pupils' writing have had an impact on improving pupils' progress in their work. There is strong teamwork and the headteacher encourages all teachers and the team of teaching assistants to develop their leadership roles. There is a clear understanding of the school's strengths and weaknesses. The highly effective action already taken shows that the school has a good capacity to improve.
- 35.6 **Effectiveness of the Early Years Foundation Stage**
Grade: 2

Children enter the EYFS with skills which are below what is typical for their age. They make good progress so that they start Year 1 with skills which are broadly in line with expectations. Their social development is good. They are confident and behave well, listening carefully and settle quickly to work. They are safe and secure and show a developing knowledge and understanding of other faiths and cultures. They are encouraged to make healthy choices about what they eat and enjoy the many opportunities for exercise. Teaching is good with a strong emphasis on phonics and mathematical development. Children enjoy being actively involved in their learning and there are many opportunities for them to explore and investigate together, both indoors and outdoors. Occasionally, it is not clear how activities help children to learn and in these instances their progress is less pronounced. A wide range of diverse needs are well catered for because support is good and adults get to know all children well before they start in the Reception classes. Children are prepared well for entry into Year 1 through a programme of visits and regular working with older children. The provision is well led. The EYFS leader has a clear picture of how children learn and monitors their progress very carefully. She ensures that children in both Reception classes have the same learning opportunities, although opportunities are missed for all children to work together. Parents are welcomed as partners in children's learning. They are very supportive of the way their children are cared for and encouraged to shine.

35.7 What the school should do to improve further

- Raise standards, especially in Key Stage 1.
- Ensure that the quality of all teaching and learning across school, including in the EYFS, matches the school's best practice.

36 Windmill Primary School (September 2008)

36.1 Grade: 2

This is a good school. The leadership and management are strongly focused on raising achievement and leave no stone unturned in seeking ways to assist pupils in overcoming barriers to learning. Consequently, the care, guidance and support provided for pupils are outstanding. Pupils respond with excellent behaviour and enthusiasm for learning. They understand what is expected of them, know how to improve their work and try hard. As a result, their progress is good. Parents recognise these qualities and the school has a deservedly high reputation in its community. Parents typically thank the school for, 'doing its best to make sure all children have a good education'.

36.2 Standards are below average but have been rising steadily since the last inspection. All groups of pupils achieve well from their generally low starting points on entry as there is good quality provision in the EYFS and in Key Stages 1 and 2. The school has robust systems for assessing pupils' needs and keeps a close check on their progress. It uses this information thoughtfully to organise the curriculum appropriately for different ability groups. Teachers know their pupils well and work closely with teaching assistants to ensure that pupils of all abilities get the right level of work and learn well. There is rightly a strong emphasis on learning basic skills and teachers are quick to adopt new methods to help pupils make more rapid progress in these. There has been a successful focus during the past year on improving reading and pupils are now reaching broadly average standards by the end of Year 6. However, despite the school's efforts to improve, the standards in writing are well below average, which is reflected in pupils' performance in national tests.

36.3 Pupils enjoy school and eagerly take part in all that is offered. They understand the importance of good attendance and the great majority attend regularly. Pupils know how to lead healthy lifestyles because of the emphasis that the school places on this in the curriculum. The school is a safe and harmonious community: pupils respect one another, follow school rules and willingly accept responsibilities.

36.4 Classrooms are bright and welcoming and, as one pupil said, 'teachers provide lots of clues' in displays and in table top resources to help them learn. Teaching has many good qualities and most lessons move along at a demanding pace. A wide range of effective strategies are applied to motivate and involve pupils in their learning. However, many pupils have weak oral skills and the opportunities provided by teachers to develop confidence in speaking and listening are not given enough priority. This hampers pupils' progress in thinking about and discussing new ideas and information.

36.5 Leadership and management are good. The headteacher provides excellent strategic leadership which has successfully focused on establishing a culture of continuous improvement. The school knows itself and the needs of its community well. Teachers and support staff are highly motivated by an ethos of high expectations and they work together cooperatively and productively. Opportunities provided by the new federation have been used beneficially for staff development. Consequently, the school has a good capacity to further improve even in those areas where gains are hard to come by due to the nature of the challenging circumstances it faces.

36.6 **Effectiveness of the Early Years Foundation Stage**
Grade: 2

Children make a good start to school in the Reception class. They enter with skills that on average are well below those typical of their age group. Many also have learning difficulties and/or disabilities. A well organised curriculum and good teaching ensure that they make good progress across all areas of learning. This results in just over half of the children reaching the learning goals expected by the time they enter Year 1. However, children's skills in the areas of emerging reading and writing are lower than their standards in other learning areas. Staff understand the needs of young children, including those at an early stage of learning English, and plan well tailored and engaging activities which stimulate their curiosity and desire to learn. Progress is assessed systematically and thoroughly, which enables the right level of support or extra challenge to be given. Daily activities provide a good balance between those led by adults and those chosen by the children. Children settle into school quickly and begin to learn confidently because they feel secure and staff are vigilant in helping those who need additional care and guidance. The EYFS is led and managed well. This ensures good team work and effective transition from the children's centre and into Key Stage 1. There is a strong commitment to involving parents in their child's learning but opportunities are sometimes missed to put this into practical effect.

36.7 **What the school should do to improve further**

- Raise standards in writing.
- Make more effective use of speaking and listening to improve learning.

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Originator: Kate Arscott

Tel: 247 4189

Report of the Head of Scrutiny and Member Development

Scrutiny Board (Children's Services)

Date: 1 April 2009

Subject: Update on Ofsted inspections and schools causing concern - secondary

Electoral Wards Affected:

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Background

- 1.1 At the board's October 2006 meeting, members requested that the regular reports from Education Leeds to Executive Board which detail any recent Ofsted inspection results be submitted to this board for information.
- 1.2 Executive Board recently considered the attached report which is now submitted for this board's consideration:
 - Annual Standards Report – Secondary Schools
 - Annex 1: Ofsted inspection summaries
 - Annex 2: Secondary schools in extended partnerships
 - Annex 3: Overview of 2008 Performance at KS3 and KS4
- 1.3 Annex 2 of the report is confidential under Access to Information Procedure Rules 10.4 (1,2) as set out in the attached report.
- 1.4 Officers from Education Leeds will be present at the meeting to respond to members' questions and comments.

2.0 Recommendation

- 2.1 The board is requested to consider the attached reports.

Background papers

None

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APPENDIX 2 NOT FOR PUBLICATION

Exempt/Confidential under Rule 10.4(1) and (2)

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13th February 2009

SUBJECT: Annual Standards Report - Secondary

EXECUTIVE SUMMARY

1.0 PURPOSE

- 1.1 This report summarises progress in secondary school improvement in Leeds, with a commentary on successful strategies, and challenges for further improvement. Annexes include summaries 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 for priority groups.
- 1.2 The public interest in maintaining the exemption of Appendix 2 on this subject outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information.

2.0 BACKGROUND

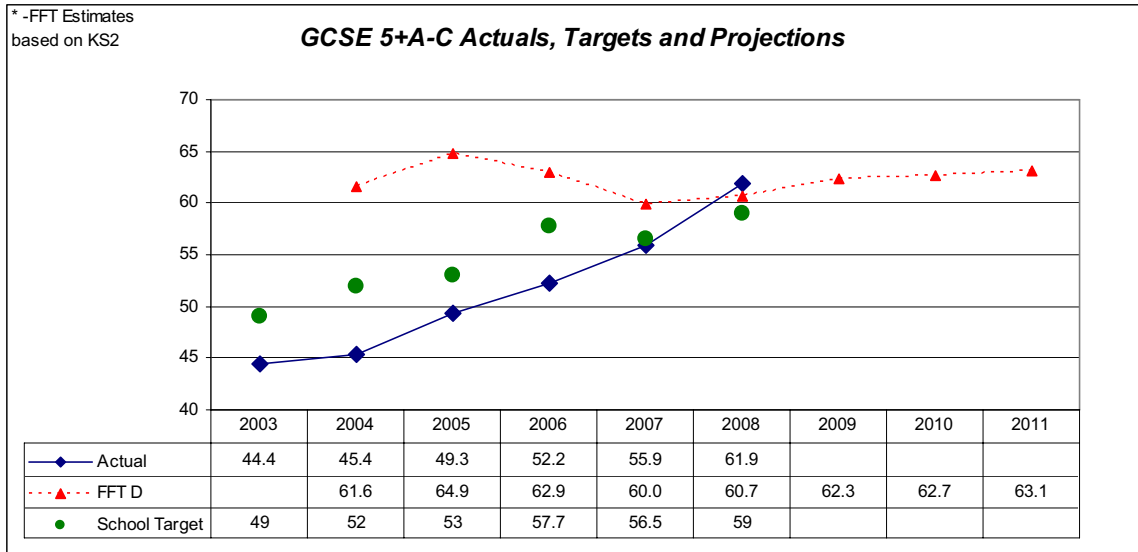
- 2.1 In 2001 performance at Key Stage 4 in Leeds was weak. Under 40% of students achieved 5A*-C; this was 10% below the national figure. In 2008, with 62% of students in Leeds achieving this level, the gap has largely been closed. This paper summarises some of the key improvements made over the past few years, and the challenges that remain.

3.0 MAIN ISSUES

- 3.1 After many years of underachievement in secondary schools, 2008 is the first year that outcomes have been in line with national performance. Both the wider indicator of 5A*-C (percentage of students achieving Level 2 by age 16) and the specific indicator of 5A*-C including English and maths are close to national averages, at 62% and 46% respectively. These increases place Leeds in the top performing Local Authorities for improvement in 2008, and show a continuous trend of rising achievement and a narrowing gap with national figures each year since 2001. (See graph below and detailed figures in Annexe 3.) The graph

shows the increased expectations (targets) of schools as well as improved results. This increase represents 1500 students every year with an improved chance of further progress towards higher qualifications.

3.2



3.3

There is a difference in culture in schools in Leeds compared with the time before 2001. Schools are proud of their success and have ambition to improve further. The substantial investment in new buildings and technology offers opportunities for new approaches to learning that can help to engage more students.

3.4

The School Improvement Policy has helped to identify where support should be focused. Schools with the greatest challenges have been supported to improve through extended partnerships. School improvement partners have brought experience from other Local Authorities and have been responsive to the needs and priorities of Leeds schools. The partnership with school improvement advisers, who have been able to spend less time monitoring and more on support and advice, has been a huge strength of the service over the past three years.

3.5

Schools have invested in improved systems for supporting the progress of students, often aided by a more diverse workforce with skills in pupil monitoring or data recording and analysis. Improved tracking, targeting and personalisation coupled with stronger managerial practices and clear accountability has improved consistency and improved standards. Investment in buildings and in technology has opened up new opportunities for learning that pupils find relevant and interesting.

3.6

The improvement made in Leeds has been faster than predicted in recent years. Further gains will be made by achieving more consistent progress across subjects for all young people, and taking advantage of new curriculum and learning opportunities.

4.0

RECOMMENDATIONS

4.1

Executive Board are asked to:

- Note the progress that has been made in recent years
- Note the key issues and challenges that are currently being addressed

APPENDIX 2 NOT FOR PUBLICATION

Exempt/Confidential under Rule 10.4(1) and (2)

REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 February 2009

SUBJECT: Annual Standards Report - Secondary

Electoral Wards Affected:
ALL

Ward Members consulted
(referred to in report)

Specific Implications For:

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in
(Details contained in the Report)

1.0 PURPOSE OF THIS REPORT

1.1 This report summarises progress in secondary school improvement in Leeds, with a commentary on successful strategies, and challenges for further improvement. Annexes include summaries 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 for priority groups.

2.0 BACKGROUND INFORMATION

2.1 In 2001 performance at Key Stage 4 in Leeds was weak. Under 40% of students achieved 5A*-C; this was 10% below the national figure. In 2008 the gap has largely been closed. This paper summarises some of the key improvements made over the past few years, and the challenges that remain.

3.0 MAIN ISSUES

3.1 Strengths and Achievements

- 3.1.1 The results at Key Stage 4 in 2008 have been very significant for schools in Leeds. After many years of underachievement in secondary schools this is the first year that outcomes have been in line with national performance. Both the wider indicator of 5A*-C (percentage of students achieving Level 2 by age 16) and the specific indicator of 5A*-C including English and maths are close to national averages, at 62% and 46% respectively. These increases place Leeds in the top performing Local Authorities for improvement in 2008, and show a continuous trend of rising achievement and a narrowing gap with national figures each year since 2001. (See detailed figures in Annexe 3.)
- 3.1.2 In 2001 fewer than two-fifths of students achieved 5A*-C; in 2008 it is more than three fifths. Five years ago only about a third of students achieved 5A*-C with English and maths; now it is about a half. This improvement represents 1500 students every year with an improved chance of further progress towards higher qualifications.
- 3.1.3 There is also clear improvement in achievement at A*-G where the number of young people leaving school with no qualifications has been reduced to below 3% for the first time, and the number having 5GCSEs has risen by 2%.
- 3.1.4 At school level, 32 schools showed improvement at 5A*-C and 26 at 5A*-C including English and maths. Seventeen schools achieved results in the top quartile for progress from KS4. Of the fourteen schools below the new floor target of 30% 5A*-C including, English and maths, eight achieved the target. The gap between the bulk of what used to be lower performing schools and higher performing schools has closed.

3.2 What has worked

- 3.2.1 There is a difference in culture in schools in Leeds compared with the time before 2001. Schools are proud of their success and have ambition to improve further. There is a more creative and optimistic approach to improvement, more collaboration and more recognition of continued changes to school organisation and curriculum. The substantial investment in new buildings and technology offers opportunities for new approaches to learning that can help to engage and extend more students.
- 3.2.2 The School Improvement Policy has helped to identify where support should be focused. Schools with the greatest challenges have been supported to improve through extended partnerships where consultants and staff from Education Leeds have worked with the school and its partners on a shared plan. Additional capacity and expertise has been brought in from partner schools where required. Highly talented school leaders have been prepared to share their expertise and assist other schools. Schools have been supported out of special measures, and many others have improved so that they are no longer in danger of being placed into a category by Ofsted.
- 3.2.3 School improvement partners have brought experience from other local authorities and have been responsive to the needs and priorities of Leeds schools. Over time

they have been able to assist schools in setting clear priorities for improvement and, by working closely with advisers in Education Leeds, have brokered appropriate support. The partnership with school improvement advisers, who have been able to spend less time monitoring and more on support and advice, has been a huge strength of the service over the past three years. Schools expect a challenging conversation with school improvement partners and know that issues can be followed up and supported throughout the term by the advisers. Schools are also more confident about using support from a variety of sources including the Specialist Schools and Academies Trust and National College of School Leadership, as well as local consultants.

3.2.4 Support for schools has become more coordinated. School improvement advisers have regular discussions about progress with National Strategy consultants who have focused their work in line with priorities agreed with schools, and have had an outstanding impact in particular schools. Advanced Skills Teachers have allowed regular specialist support to be directed to particular schools and subject areas. Staff from Learning Communities have, through courses offered at City Learning Centres, enabled selected groups of students to achieve good outcomes on new courses that they find interesting and relevant. There are good examples of support before and after school, and during holiday periods, that have contributed to improved achievement.

3.2.5 Schools have invested in improved systems for supporting the progress of students, often aided by a more diverse workforce with skills in pupil monitoring or data recording and analysis. Improved tracking, targeting and personalisation coupled with stronger managerial practices and clear accountability has improved consistency and improved standards. Advisers and consultants have worked well together to increase the rigour of assessment, school tracking and performance management. Improved curriculum choices allow students to be directed onto suitable pathways, meeting their needs and aptitudes. Schools have paid particular attention in the last year to young people with lower prior attainment, and there is an increased understanding from teachers of how every student and every grade makes a difference to school improvement.

3.2.6 Investment in buildings and in technology has opened up new opportunities for learning that pupils find relevant and interesting. Schools that have progressed beyond the short term pressures that accompany such change are using the flexible spaces, easier access to virtual resources and whiteboard technology to improve learning and achievement. Education Leeds is preparing to evaluate more systematically the impact of this investment on pupil well-being and achievement.

3.2.7 The lever of national policy including Ofsted inspections and floor targets provides a stimulus for change and improvement. The improvements in achievement have been accompanied by a declining number of schools in an Ofsted category over this period.

3.3 **Areas and opportunities for improvement**

3.3.1 High schools in Leeds have demonstrated strong capacity for improvement in the 2008 results. We are now working with this capacity on further challenges. Leeds is still below national averages for attainment and achievement and it aspires to be among the best; CVA is still in the lower 990s indicating that more progress should be made. The gap between the successful and the lower achievers is still too

large and evidenced by data on achievement by ethnic group and by social and economic class. There remain a number of important challenges to maintain the improvements of the past few years.

- 3.3.2 Recent improvement at Key Stage 4 has been supported by improvements in earlier key stages. The good results of Year 11 in 2008 indicated that they have fulfilled the potential that they showed in primary school. The levelling-off of performance at Key Stage 2 means that high schools will need to improve the progress of young people further if we are to continue to see improvements in the key benchmark indicators.
- 3.3.3 Most schools can identify subjects which are not achieving at the standard of the best. Schools need further support in performance management systems, and access to specialist advice on assessment, teaching and learning to improve.
- 3.3.4 Although it is possible to demonstrate the impact of projects such as the Black Boys and Black Pupils achievement projects the performance of some ethnic groups, particularly Pakistani groups, remains unacceptably low. A group of schools has met to discuss strategic approaches to improvement and review current practice. The Ethnic Minority Achievement team will present them with further case studies of successful students so that work is disseminated and supported by school leaders.
- 3.3.5 The National Challenge has brought an impetus for change to the small group of schools that are furthest from the floor target. This is welcome, but it comes with the cost of creating short term uncertainty, and sometimes disruption, where major changes are implemented. Managing this change is an area where schools require a lot of support and external expertise. For the majority of improving and lower risk schools it has been frustrating that the national challenge has taken a lot of management time, but that no additional resource has been allocated by the DCSF by the end of the Autumn Term. Unless schools have anticipated the funding, the opportunity to support progress in Year 11 will have been missed. Implementing the programme requires careful management as it ignores existing structures for evaluating, challenging and reporting that have already proved successful in Leeds.
- 3.3.6 Poor attendance continues to be a barrier to achievement. Levels of absence and persistent absence are too high. There are twenty two schools in the DCSF target programme. Monitoring and recording have improved but increases in attendance are small. Sanctions for frequent absence are being balanced by rewards for improved attendance. Students will attend school when they are healthy, safe and successful, and plans for new curriculum and learning opportunities offer the potential to involve and engage more young people. The success of curriculum reform in the next few years will need to be evaluated in terms of attendance and achievement.
- 3.3.7 Reforms at 14-19 with new curriculum opportunities and new investment will help to improve achievement. Schools have engaged positively with area structures, collaborating on new courses and providing services to pupils. Schools will need to rationalise internal provision if students are educated off-site as currently this is frequently an additional cost without any reduction in internal budgets. Analysis of data for post 16 shows numerous small groups studying the same subject within a comparatively small geographical area. Rationalisation can bring improvements in quality and achievement as well as reduced costs, and some groups of schools

are beginning to form powerful consortia that will be able to offer an extended programme at a viable cost.

- 3.3.8 The improvement made in Leeds has been faster than predicted in recent years. Further gains will be made by achieving more consistent progress across subjects for all young people, and taking advantage of new curriculum and learning opportunities.

4.0 **IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**

- 4.1 The continued low performance of many minority and vulnerable groups means that tackling inequalities remains a very high priority for Leeds, and has strong connections with other areas of council responsibility.

5.0 **LEGAL AND RESOURCE IMPLICATIONS**

- 5.1 The need to continue these improvements in secondary education and the scale of the challenge faced by a number of schools, particularly in inner Leeds means that this must remain a high priority when allocating resources.

6.0 **RECOMMENDATIONS**

- 6.1 Executive Board is asked to:

- Note the progress that has been made in recent years
- Note the key issues and challenges that are currently being addressed

7.0 **Background Papers**

Relevant guidance on national policy is given in:

National challenge: A Toolkit for Schools and Local Authorities. DCSF 2008

Gaining Ground: Improving Progress in Coasting Schools. DCSF 2008

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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 February 2009

SUBJECT: Annex 1: Ofsted Inspection Summaries

SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

1 Allerton High School (October 2008)

1.1 Grade: 2

Allerton High is a good school with a number of outstanding features. The headteacher provides outstanding leadership by prioritising well and providing a very clear vision for the school. The promotion of community cohesion is outstanding and Allerton High is a very inclusive school where students from many different ethnic backgrounds and religions work extremely well together. The quality of the care, guidance and support given and students' personal development and well-being are both outstanding. Most parents are very strongly supportive of the school.

1.2 Achievement is improving in all key stages, particularly in Key Stage 4 where students are making very good progress and standards are rising year on year. However, standards are not improving as quickly in the core subjects of English, mathematics and science in Key Stage 3.

1.3 The outstanding personal development and well-being of students is supported well by an excellent personal and social education curriculum. Students feel very safe, there is very little bullying but any incidents are dealt with effectively, and students show respect and understanding for each other. Behaviour is very good and attendance is good and improving. Most students participate in sports and/or community activities and they are very active fundraisers. Students are prepared well for the future and the specialism supports the development of their economic well-being very successfully.

1.4 Teaching and learning are good. The school has a very effective and bespoke programme of staff development that facilitates the efficient sharing of good practice. Inspectors agree with the school's records of lesson observations, showing that the quality of most lessons is good or better.

1.5 The curriculum is good and has been considerably enhanced since the last inspection offering many more opportunities to personalise learning, in order to meet the many and diverse needs of students. Changes to the Key Stage 4 curriculum are already contributing to the improvement in examination results.

There is a particularly good range of courses in the specialist subjects.

- 1.6 Parents and students speak very highly of the outstanding personal support that students receive. As one parent said, 'The school provides excellent pastoral support – it's embedded in the school's ethos.' Academic guidance has been strengthened since the previous inspection and there are very robust systems to track students' progress and provide appropriate support quickly. Vulnerable students are cared for extremely well.
- 1.7 Leadership and management are good. The headteacher consults widely so that staff, parents and students feel part of the decision-making process. Nonetheless, she does not shy away from making very tough decisions when necessary. The senior leadership team works well together and they have played a key role in keeping the school operating smoothly during the move to the new building. The move has been managed very well and although there have been a number of 'teething problems', particularly with the information and communication technology (ICT) system, students are extremely positive about the move and are very proud of the new facilities. Governance of the school is outstanding. The senior leadership team is very ably supported by governors who are well informed, but not afraid to question and challenge senior leaders if they feel it is necessary. The main school provides outstanding value for money and has a good capacity to improve.

1.8 ***Effectiveness and efficiency of the sixth form***

Grade: 3

Issues in the sixth form have been addressed more slowly than in the main school. Achievement is improving and although standards are broadly average they are lower on academic courses than on vocational programmes. There is too much variation in achievement between advanced level subjects. The majority of teachers adapt their teaching to match the changing needs of the students, but a minority have been slow to change and achievement in those subjects remains less satisfactory. The curriculum has expanded and is satisfactory. Courses are offered in partnership with other sixth forms, widening the choice of advanced level courses. However, options are limited for students entering the sixth form with fewer than five GCSE passes at grade C. Students are set challenging targets. Successful monitoring systems used in the main school were introduced into the sixth form last year and have contributed to the improvement in achievement. Systems have been strengthened further this year with the appointment of an 'achievement coach' who monitors progress, completion of assignments and attendance on a daily basis and offers immediate support. Advice on entry to the sixth form has improved this year and students receive good support when applying to university, planning a gap year and looking for employment. Many of the improvements in the sixth form have been made recently and it is too early to assess their full impact.

- 1.9 **What the school should do to improve further**
- Raise standards in Key Stage 3 in the core subjects.
 - Improve the overall effectiveness of the sixth form.

2 Allerton Grange School (July 2008)

2.1 **Grade: 3**

This is a satisfactory school. The extended absence of the former headteacher and a subsequent period under an acting headteacher created a degree of uncertainty among staff. While the school was effectively managed, too low a priority was given to monitoring students' progress and the quality of teaching. The appointment of a new headteacher has had an immediate impact. The school self-evaluation has been sharpened to recognise accurately key areas requiring improvement.

2.2 Over the last three years standards have improved at both key stages. However, distinct groups of students continue to make less progress than they should; these include students with learning difficulties and/or disabilities and those of Black Caribbean and Pakistani heritage. Strategies are now in place to tackle this but they have yet to have a substantive impact on student achievement.

2.3 Students make satisfactory progress in their personal development and enjoy school. Behaviour in lessons and around the site is satisfactory and improving. Attendance has improved from a low base and is currently at the national average. Teaching and learning are satisfactory. There were many examples of good and some outstanding teaching observed. However, too much teaching is satisfactory and fails to sufficiently challenge and motivate students and consequently some students make less progress than they should. There is a significant proportion of inadequate teaching in mathematics. The curriculum is satisfactory and improving but does not yet match the interests and needs of all students. Links have not been fully developed with post-16 providers to enrich student opportunities. Care, guidance and support are satisfactory.

2.4 Leadership and management are satisfactory and improving. The school has dealt effectively with a number of issues raised in the last inspection report. Self-evaluation has been sharpened. The new headteacher is laying firm foundations for the future and giving the school increased capacity to improve. New appointments have been made to strengthen senior management. The school does not use data to evaluate performance effectively and extract key messages to drive improvement. There remain inconsistencies in the application of quality assurance systems across the range of provision. The school has now a satisfactory capacity for further improvement.

2.5 ***Effectiveness and efficiency of the sixth form***

Grade: 3

The effectiveness of the sixth form is satisfactory. The sixth form curriculum has become broader and now includes Level 2 and Applied GCE courses; however, it does not yet meet the needs of all students. Few partnerships have been established with other providers to offer a suitable range of curriculum options especially in vocational and work-based skills. Students achieve a the national average for GCE A level and above for GCE AS level. However, too many students fail to achieve their target grades. Guidance and induction procedures are satisfactory. Student progress is tracked with regular feedback on development. Students praise the good relationships they have with staff and the helpful support they receive. Sixth formers play a very positive mentoring role in the 11-16 school. Leadership and management in the sixth form are satisfactory. Self-evaluation is accurate and the school is aware of where further improvements can be made.

2.6 What the school should do to improve further

- Improve progress at Key Stage 3 and 4 particularly among lower attaining students and those from Black Caribbean and Pakistani heritage.
- Improve the quality of a significant amount of satisfactory and some inadequate teaching that does not engage students, particularly in mathematics.
- Improve curriculum choice to match the aspirations and needs of all students.
- Improve the use of data to evaluate the quality of provision.
- Embed rigorous quality assurance systems across the school.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

3 Carr Manor High School (September 2008)

3.1 Grade: 2

Carr Manor is a good school with outstanding features, with an inspirational headteacher. Staff and pupils are very optimistic about the future of the school and proud of its recent achievements. The new building and improving examination results have increased local confidence in the school and a growing number of local parents/carers are sending their children to Carr Manor. The new school building provides a very attractive and conducive learning environment but there are many other factors that have contributed to the rapid improvement of the school. As one pupil observed, 'It's not just the building -you wouldn't believe how everything has got so much better in the last two or three years'. The headteacher provides outstanding leadership and a clear vision for the school and is supported by a capable team of senior and middle managers. Teaching and non-teaching staff work together extremely well. There is a very positive atmosphere in school and optimism and confidence amongst staff and pupils. The vast majority of parents/carers are very strongly supportive of the school. Pupils make good progress in their learning and GCSE pass rates have improved considerably in the last two years. Standards at the end of Key Stage 4 are still lower than average, but are rising at a faster rate than the national trend. The school works hard to ensure that pupils gain qualifications and skills that will equip them well for the future and the number of pupils leaving Carr Manor who do not go on to further education, training or employment has fallen markedly. The personal development and well-being of pupils is good and some aspects are outstanding. Pupils from very different cultures and backgrounds work well together and show respect for each other. Behaviour around the school and in lessons is good and pupils report that there is virtually no bullying or racism. The Inclusion Team play a key role in maintaining the calm and purposeful way that the school operates throughout the day. The quality of teaching and learning have improved since the last inspection and are good. Teachers encourage pupils to take more responsibility for their learning and to assess the quality of their own work and that of their peers. In a small number of lessons, however, the work and activities set are not stretching pupils sufficiently. Pupils are set challenging targets and are these are monitored closely, which is helping to drive up standards. Changes to the curriculum have also contributed to the improving pass rates. The Key Stage 4 curriculum has been enhanced to include more work-related and vocational courses that are engaging

pupils and enabling them to make better progress. Improvements have been made to the Year 7 curriculum to accelerate the progress made in Key Stage 3. The school has made a good start in promoting the newly awarded specialist status and extending its range of sports provision. The school provides outstanding care, guidance and support for its pupils, particularly those that are troubled and vulnerable. The innovative coaching system provides stability and guidance, particularly to pupils with little support at home. Both teachers and non-teachers act as coaches, enabling the school to support and guide pupils in small 'family groups'. A typical comment was, 'My coaching group is my family and I turn to them for help'. The headteacher, governors and managers know the school very well. Their analysis of its strengths and weaknesses is very accurate and they have made very rapid progress in implementing plans for improvement. Resources are very carefully managed and staff are deployed extremely well to provide maximum benefit to pupils. The school provides outstanding value for money and has an outstanding capacity to improve.

3.2 ***Effectiveness and efficiency of the sixth form***

Grade: 3

Post 16 provision is being transformed across the city and moving towards collaborative provision with local schools and colleges working together to offer a range of programmes across the various institutions. Up to the end of last Year, the sixth form curriculum at Carr Manor included both AS level and vocational courses, but the school is now offering just one vocational course, in sports studies at advanced level. This course provides a firm platform to attract increasing numbers of students in the future, but current numbers are very small. In the past, achievement was satisfactory on vocational courses, but students did not achieve as well on AS level courses. The personal development of sixth formers is satisfactory. They contribute to the school's coaching programme, assist with the Year 7 residential visit and gain additional qualifications through links with Leeds Metropolitan University. Sixth formers testify to the very high level of care and guidance that the school provides and there is a strong community ethos. The school recognizes the need to broaden the curriculum and increase numbers.

3.3 **What the school should do to improve further**

- Broaden the curriculum and opportunities for enrichment in the sixth form
- Ensure that lessons include activities that stretch and challenge pupils of all abilities.

4 Horsforth School (September 2008)

4.1 **.Grade: 2**

Horsforth School offers a calm, safe and happy environment in which students feel valued and enjoy their education. It is a good school with many significant outstanding features. Achievement is good and standards are exceptionally high. The proportion of students who leave school with five higher grade passes at GCSE is significantly above the national average. All students, including those with learning difficulties and/or disabilities, make good progress. The personal development of students is outstanding. Students are confident and their behaviour in and out of lessons is exemplary. They are developing good practice in healthy living, often through the excellent range of sporting activities available to them.

- 4.2 Specialist college status has helped improve results in both specialist subject areas of science and mathematics at Key Stage 4. Teachers in science and mathematics have led developments across the curriculum, including the use of electronic learning resources. There has been an increase in numbers opting for science subjects in the sixth form. Specialist status has also led to the development of a wider range of courses. In Key Stage 4, all students study GCSE statistics in Year 10. School data for 2008 indicate that results are high and above the national average. Whilst the school has struggled to deliver some of its programme of activities to the wider community because of a lack of take-up, it has supported partner schools and regional educational institutions extremely well.
- 4.3 Teaching and learning are good and there is much that is outstanding. Most lessons are challenging because teachers have high expectations of their learners. The curriculum is good and improving and meets the needs and interests of learners well. The school's specialist status in science has been used effectively to support developments in other areas of the curriculum. The quality of care and support that students receive is outstanding. There are many examples of best practice in the school including the excellent provision for a small number of Year 7 students who the school has identified as needing extra support, especially with their literacy skills. As a result of this provision, these students improve their skills rapidly, gain self-confidence and settle quickly into school life.
- 4.4 Leadership and management are good. The headteacher, with excellent support from a strong and experienced leadership team and the governing body has steered the school successfully through major changes and staffing difficulties. He has set a clear direction for the school and is unequivocal in his determination to ensure that all students succeed, whatever their ability. Collaboration and engagement with the local community, local schools and other partners is outstanding and benefit students. An overwhelming majority of parents are supportive of the school and hold it in very high regard.
- 4.5 The school has made good progress in tackling the main issues raised in the last inspection. Leaders and managers have a clear understanding of both the school's strengths and areas where improvement is needed. Inspectors agree with the school's view that it has good capacity to improve further.

4.6 ***Effectiveness and efficiency of the sixth form***

Grade: 3

The sixth form is well managed and is improving. Standards of attainment at GCE A level are good. Students generally make satisfactory progress when compared with their prior attainment at GCSE. In recent years, results on AS courses have been significantly below the national average and many students did not make as much progress they could. The school has taken action to address this issue and as a result, attainment on AS courses improved markedly in 2008. The curriculum is good. There is a broad range of academic subjects and some vocational provision which meets the needs and interests of current learners well. Most learners complete their courses and a very high proportion of them progress to higher education, employment or training. However, the school recognises that more work needs to be done, through collaboration with other providers, to broaden the range of vocational options and to secure the existence of some subjects where current enrolment numbers are small. Although progress in the sixth form has been slower than the rest of the school, strengths and areas where it

needs to improve have been identified. Strategies to address issues, such as low performance at AS level, are already having a positive impact.

4.7 ***What the school should do to improve further***

- Improve achievement in the sixth form.
- Broaden provision in the sixth form through collaboration with other providers.

5 **Ralph Thoresby School (July 2008)**

5.1 **Grade: 3**

Ralph Thoresby is a satisfactory and improving school. The school has moved forward following the appointment of a new headteacher last summer, with parents, teachers and students recognising and appreciating the range of improvements that he has put in place this year.

- 5.2 The school has experienced declining standards and achievement in the past. But the headteacher, supported by governors and managers, has accurately identified the issues that needed to be addressed and implemented a successful plan of action that is moving the school forward.
- 5.3 The quality of teaching was recognised as a priority area for improvement and an intensive programme of training and support was introduced. Lesson observations, carried out by external consultants and the school's managers, show that teaching is improving and the number of unsatisfactory lessons has been considerably reduced; none were seen during the inspection. Whilst there are examples of good and outstanding practice, there is still insufficient good teaching overall. In many of the less effective lessons, lower achieving students are not sufficiently challenged or the pace of the lesson is not appropriate to their individual needs.
- 5.4 More vocational courses have been introduced and they are enabling students to make better progress. A new tracking system has been established making it possible for teachers and managers to monitor individual students' progress closely and provide support quickly if necessary. The evidence from the internal tracking data, modular examination results and mock examinations suggests that standards reached in national examinations will be higher this year, reversing the downward trend. Students are making satisfactory or better progress in lessons and internal data suggest that achievement is also improving.
- 5.5 The personal care and support that students receive, especially students with learning difficulties and/or disabilities, is good but academic guidance is still being developed and is satisfactory. Students treat each other with respect and they take care of one another - even the most vulnerable students say that they feel safe in school. Students' personal development and well-being are satisfactory.
- 5.6 Partnership working has improved and is good. The school works well with local schools and colleges to offer students a broader curriculum. Links with the community, through the specialist arts status, are strong but the school is not yet making the best use of its specialist status within school.

The management team is energetic, capable and focused on improvement. The new headteacher has restructured the senior leadership team and given managers, at all levels, more responsibility. Resources are carefully managed, the school no

longer has a budget deficit and it is providing satisfactory value for money. The school has a satisfactory capacity to improve. Managers at all levels have a realistic view of the school's current position and they are clear about plans for further development.

5.7 ***Effectiveness and efficiency of the sixth form***

Grade: 3

The school works in partnership with three other local high schools to offer students a good choice of subjects but valuable teaching time is being lost due to travel between sites. The schools are reviewing timetabling arrangements in order to address this and meanwhile teachers are providing extra support outside of lessons to compensate. Students' attainment on entry to the sixth form is average and they attain broadly average standards; performance at A level is better than at AS. Achievement declined in 2007 and there is wide variation between subjects but internal data and modular results suggest an improvement this year. The personal development of students is good. Sixth formers enjoy their learning and appreciate the very positive relationships they have with staff. Attendance in the sixth form has improved. Sixth formers contribute well to the life of the school and the community. They provide peer and in-class support for younger students and play an active role in community events. Sixth formers appreciate the guidance and support they receive. They have regular one-to-one sessions with their tutor to discuss the progress they are making against individual subject targets and they receive good advice when considering subject and career options. Leadership and management of the sixth form have been strengthened recently, plans for strengthening the provision have been implemented and developments are underway.

5.8 **What the school should do to improve further**

- Secure the improvement in achievement across all key stages.
- Increase the proportion of good teaching.
- Match the teaching of lower achieving students more closely to their individual needs.
- Increase the impact of the specialist status within the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

6 St Mary's Catholic Comprehensive School, Menston (September 2008)

6.1 Grade: 2

St Mary's is a good school, where standards are high and students achieve well. Students enter the school with levels of attainment that are above national expectations for their age and attain standards by the end of Key Stage 4 that are well above average. Students' performance at GCSE is steadily improving. Students achieve well because of the good teaching and outstanding support that they receive: in a high proportion of lessons seen during the inspection, teaching was good or better. Particular strengths of the teaching include the use of discussion between students to develop ideas, the selection of varied and interesting activities and the use of information and communication technology (ICT) to support learning. In the small number of less successful lessons, learning

was slower because teachers' planning did not cater sufficiently for the individual needs of students of different abilities.

6.2 Good leadership and management have helped the school to improve in recent years, both in terms of students' academic results and in the pastoral care offered. Self-evaluation is strong and the school has good capacity for further improvement. A commitment to promoting equal opportunities and eliminating discrimination is evident in all the school does. Managers are increasingly taking opportunities to listen to the views of students and this has contributed to improvements in teaching. The school makes a good contribution to community cohesion particularly through the high number of students who participate in a wide range of local and international projects. The impact of sports college status is impressive, both within and outside school, for example, in developing students' leadership skills. Extensive work with local primary schools, initiating a sports club for disabled young people and extending opportunities for local young people to be coached in tennis have all made excellent contributions to the local community. Parents are highly supportive, and the school enjoys a justifiably strong local reputation. For example, 98% of the parents who returned the inspection questionnaire felt that their child was safe and well cared for in school and was also making good progress in lessons. One parent commented that, 'My children find the teaching and learning enjoyable, innovative, challenging and aspirational " the school has very high expectations of behaviour, social skills and academic achievement.'

6.3 Students' personal development is outstanding. Behaviour in lessons and around school is excellent because teachers have high expectations and develop strong relationships with students. Students say that they feel very safe in school. Where very rare incidents of bullying occur they are dealt with well. Attendance is well above average as a result of rigorous monitoring of absence and highly effective links with parents. Students benefit from outstanding levels of care, guidance and support. The curriculum is well matched to students' needs and this contributes to their good progress. Curricular provision supports the development of students' moral, social and spiritual education through group work in lessons and sports coaching and mentoring. The school has identified where current provision is less strong and recognises the need to develop further its range of vocational courses and to broaden opportunities for students to undertake more work-related learning and enterprise education.

6.4 ***Effectiveness and efficiency of the sixth form***

Grade: 2

Standards in the sixth form are above average and improving, and provisional 2008 results suggest that the rising trend of results has been maintained. Standards are lower than in the main school, because of the school's open-access policy which encourages students from a wide range of backgrounds, not just the most able, to find a suitable course. Students achieve well overall and particularly well in A level mathematics and French. Students' achievement on vocational courses is satisfactory. A developing curriculum includes new courses in physical education and health and social care. The school recognises the need to develop vocational opportunities further through its established partnership arrangements with neighbouring schools and other post-16 training providers. The good progress that students make is the direct result of the good teaching and excellent academic guidance that they receive. The sixth form is well led and managed. Good use of data helps to track and support the progress of individual students and also contributes effectively to the school's evaluation of its provision. Students feel well

supported and cared for and know that their views are listened to. They show excellent personal qualities: they are confident, sensible and articulate young adults who enjoy school and relish the additional responsibilities they have. Several students benefit from training to become learning mentors so that they can support students in the main school on academic, social and emotional issues.

6.5 ***What the school should do to improve further***

- Develop the curriculum to include further opportunities for students to follow vocational pathways and work-related learning.
- Improve personalised learning through teaching that gives a greater focus to the needs of the individual.

7 **Wortley High School (October 2008)**

7.1 **Grade: 2**

This is a good school which responds well to the needs of its increasingly diverse community. The school prides itself on including students whatever their circumstances and the desire to ensure that all achieve is at its heart. Attainment on entry to the school is below average, particularly in literacy and numeracy skills. All students make good progress from their very diverse starting points. There is a continuing trend of improvement. While overall standards reached are just below national averages, the unvalidated 2008 data shows that the school exceeded the challenging target set for the percentage of students reaching five A* to C grades at GCSE. Exceptionally high numbers of students attained five higher grades, including a functional English and mathematics qualification which covers the core skills needed for working life. However, the proportion reaching five A* to C grades, including GCSE English and mathematics, was well below the national average and below the minimum expected level. The school has instigated a robust plan to raise achievement in this measure and inspection evidence indicates that standards are improving in both English and Mathematics.

7.2 Students' personal development and well-being are good. Moral, cultural and social development is good and the spiritual dimension is satisfactory. Good plans, emerging through the recently gained Arts College status, are beginning to improve all these aspects. The vast majority of students behave well in lessons and around the school. This is a result of the new behaviour for learning policy which was developed jointly by students and staff. This collaboration is a key factor in its success. Overall attendance is satisfactory. The school works very hard to improve attendance and is reaching its expected target. However, there remains a persistent minority of students who do not attend regularly despite the school's best efforts.

7.3 The quality of teaching and learning is good with much that is outstanding, a result of high quality training, an improved curriculum and the success of the strategy to improve behaviour. Consequently, students enjoy their lessons, are willing to participate in learning and achieve well. As Year 7 representatives said, 'Lessons are exciting, but we still learn.' The curriculum is dynamic and responsive to the needs, interests and aspirations of individual students and particular year groups.

7.4 The school community has changed significantly since the previous inspection. A higher proportion of students has learning difficulties and/or disabilities or little or no English. There are more students who have not settled at other schools. These

groups of students arrive in all years. Outstanding provision for care, guidance and support ensures that, within a short space of time, all are very effectively integrated into the school community and their specific needs are met. The school rightly takes pride in its well planned programme for 'hard to reach' students as nearly all leave with some qualifications including the functional skills of literacy and numeracy. Just as importantly, they leave with higher levels of self-esteem.

7.5 The headteacher shows high quality leadership. Her shared vision that all students are important and can achieve lies at the heart of all this school does for its community. She has driven significant improvements since the previous inspection, responding well to the significant challenges brought about by the changing school community, despite the potential distractions of the forthcoming merger. She is ably supported by a strong and talented senior leadership team, a good governing body and a committed team of teachers and support staff. This combination has led to rising academic standards and improved students' personal development. The school clearly has good capacity to improve even further in these remaining months.

7.6 ***Effectiveness and efficiency of the sixth form***

Grade: 2

The school is part of a consortium delivering sixth form education in the locality. The effectiveness of the school's contribution to this consortium is good. Overall standards are below average but this represents good progress as nearly all students start with well below average results at GCSE compared to sixth forms nationally and progression rates to work based learning or higher education are good. Work seen during the inspection indicates improving standards as courses are now allocated to specific schools to match the strengths in subject provision more closely. Students' personal development is good. They are mature and responsible and have high aspirations for future study or employment. Their personal development is supported well through visiting speakers and specific days used to address the issues facing young adults. However, they have insufficient opportunities to act as role models by leading and supporting students lower down the school. Overall the quality of teaching and learning is good. Good and outstanding teaching involves students in taking charge of the learning and in assessing their own and others' work and their contribution to the lesson. In some subjects there is insufficient challenge so that students are not clear on how standards and expectations have risen compared to courses taken in Year 11. The good links with other providers ensure a wider range of academic and vocational courses, including more basic skills courses, than at the time of the last inspection. Consequently, the curriculum is now good, well matched to students' needs and is raising achievement. Good care and guidance, particularly the regular 'learning conversations' with form tutors as part of the behaviour for learning lessons, enable students to feel confident about their courses and focus on what they need to do to improve. Good leadership of the sixth form by senior managers, particularly in developing consortia links has resulted in good improvements since the previous inspection.

7.7 ***What the school should do to improve further***

- Improve attendance.
- Raise standards in English and mathematics and increase the proportion of students reaching five A* to C grades including GCSE English and

mathematics.

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REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 February 2009

SUBJECT: Annex 3: Overview of 2008 performance at KS3 & KS4

1.0 Key Stage 3

- 1.1 The issues regarding the national data collection cycle has affected KS3 more than KS2 for Leeds' schools. Anecdotal evidence suggests that many schools are awaiting for remarked scripts to be returned, particularly in English. However, Education Leeds is not in a position to quantify exactly how many schools are affected. There is also a significant delay in the data cycle between schools receiving updates marks and Education Leeds being able to access this information.

Table 7: 2006-2008 Percentage of pupils achieving Level 5 + at Key Stage 3

% pupils achieving level 5+	2006			2007			2008		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	70	72	71	71	74	72	69	73	
Mathematics	75	77	75	73	76	75	75	77	
Science	69	72	72	69	73	72	69	71	

Data Source: DCSF Statistical First Release

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

- 1.1.2 In light of the uncertainty, performance at Key Stage 3 has again fluctuated both in Leeds and nationally. English performance has fallen 2% compared to 2007, with national performance falling 1%, the gap widening to 4%. Following a fall in 2007, maths performance has improved by 2% back to the 75% level achieved in 2006, while national standards improved 1%, the gap closing to 2%. Performance in Science has now remained at 69% for the past three years. Nationally, performance dipped by 2%, the gap to Leeds performance now standing at 2%.
- 1.1.3 Due to the much publicised issues with the data capture and checking this year, no local authority data has been published on a national scale, and so no statistical neighbour information is available as yet.

2.0 Key Stage 4

2.1. Key Stage 4 Trends and Comparisons

Performance at KS4 has shown improvement across all headline indicators.

2006-2008 Percentage Benchmark indicators for GCSE

% pupils achieving:	2006			2007			2008		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
5+A*-C	52.2	59.0	53.5	55.9	61.4	57.8	61.9	62.9	64.2
5+A*-C (inc Eng & maths)	40.4	45.6	39.9	42.1	46.3	43.6	46.5	47.3	46.6
5+A*-G	86.5	90.1	89.3	88.1	90.9	90.9	90.6	91.3	92.5
No Passes	4.4	2.7	3.4	4.4	2.0	2.3	2.8	1.5	1.7

Note: 2008 data is provisional

National figures are for all maintained schools only

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

2.1.1 The headline percentage at 5+ grades A*-C has increased again, this year by 5.5. The 5+A*-C including English and maths indicator shows that Leeds performance has improved by 4.2%. The gap between the percentage of pupils getting 5 good GCSEs and those getting 5 good GCSEs including English and maths has been smaller in Leeds compared to the national and statistical neighbour averages in previous years and this remains the case in 2008. The gap has widened in Leeds in 2008, but at a slower rate to that seen nationally and for similar authorities

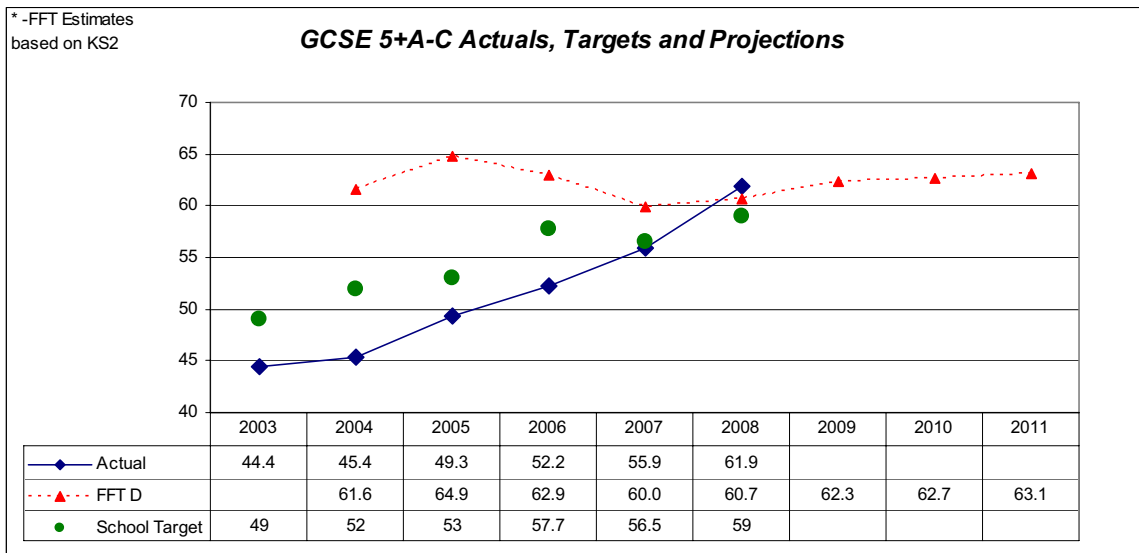
2.1.2 There has also been a significant improvement on 5+A*-G performance in Leeds with an increase of 2.5%, building on the 1.6% increase in 2007. Finally, the number of pupils leaving without any qualifications has fallen 1.6% to 2.8%, after remaining at 4.4% for the previous two years.

Key Stage 4		2006		2007		2008	
	gender	Leeds	Nat	Leeds	Nat	Leeds	Nat
5 or more A*-C	Girls	55.9	63.9	59.0	64.0	64.9	67.7
	Boys	47.5	54.3	53.3	54.8	59.4	58.3
5 or more A*-C (inc Eng & Maths)	Girls	43.8	50.2	45.9	49.7	50.0	51.6
	Boys	36.6	41.5	39.0	41.4	43.1	43.2
5 or more A*-G	Girls	88.6	92.9	89.6	93.2	92.2	93.4
	Boys	83.9	88.3	86.7	89.4	89.0	89.3
No Passes	Girls	4.3	1.4	3.6	1.9	2.0	1.0
	Boys	6.1	2.5	5.2	2.8	2.6	2.1

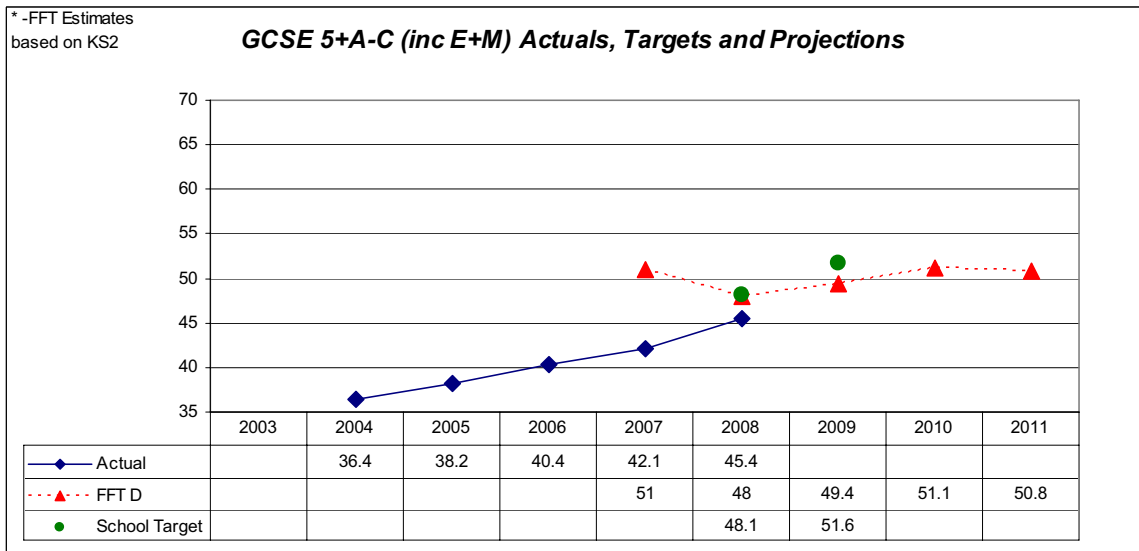
Note: 2008 data is provisional

2.1.3 The gap in attainment between boys and girls has maintained the levels of 2007 with both boys and girls improving by broadly the same amount. The only exception is for No passes, where the rate for boys halved. The gender gap is smaller in Leeds than the national levels in 2008 for all indicators, due in the main to boys' performance being closer to or in fact above their peers nationally.

2.2 Key Stage 4 Trajectories



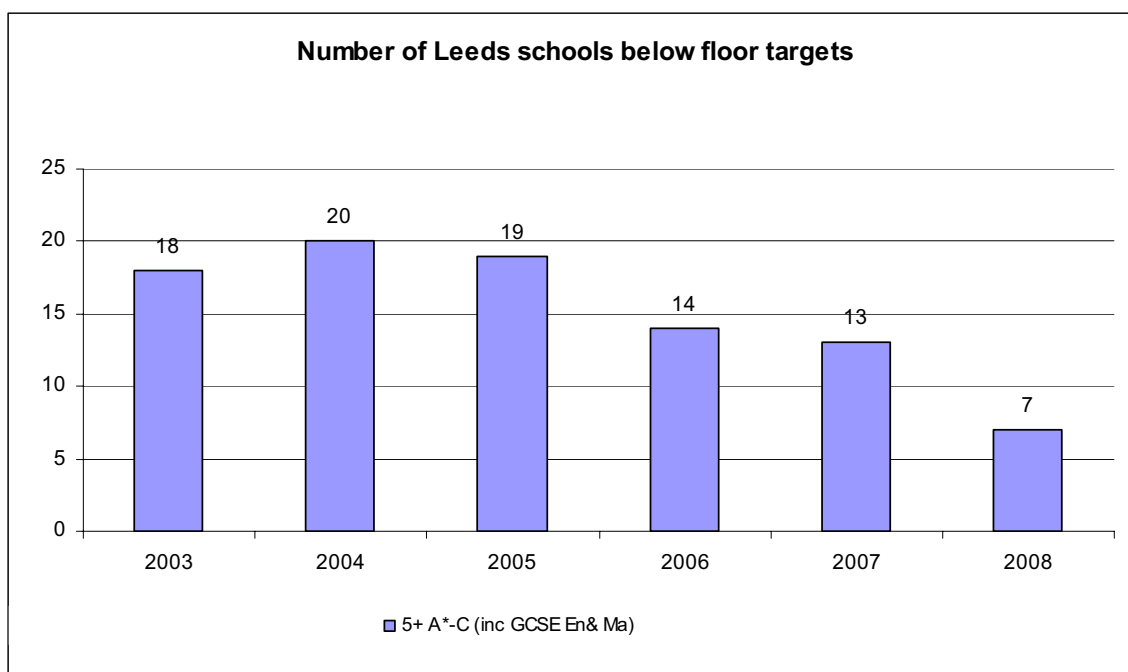
2.2.1 The target for 2008, set in January 2006 set has been exceeded and, for the first time, performance is above that estimated by FFT 'D' estimates at the time that targets were set.



2.2.2 Although the target was achieved for the 5+A*-C including English and maths standard, the gap was less than 3%. Schools have set ambitious targets for 2009 that reflect a 3% increase in performance from their previous target and above the FFT D estimate that was available to them

2.3 Key Stage 4 Floor Targets

Numbers and percentages of schools below Key Stage 4 floor targets



2.3.1 Performance in relation to KS4 floor targets shows significant improvement. 13 schools (34.2%) were below the new floor target of 30% of pupils achieving 5 or more A*-C including English and maths in 2007, and this has been reduced to seven in 2008.

2.4 Attainment of Pupil Groups

Percentage of pupils attaining Key Stage 4 benchmarks: Looked After Children

	2006		2007		2008
	Leeds	National	Leeds	National	Leeds
Cohort size	104				
not entered	31	36	34	32	38
5+ A*-C	6	11	8	13	13
5+ A*-G	49	41	39	43	40
1+ A*-G	67	60	62	64	65

Note: 2008 data is provisional

National data for 2008 is currently unavailable

2.4.1 The percentage of Looked After Children in Key stage 4 that sat exams, fell slightly in 2007. The percentage achieving 1 or more A*-G and 5 or more A*-G also fell. The percentage achieving 5 or more A*-C increased slightly to 8%. In 2006 the percentage achieving 1 or more A*-G and 5 or more A*-G was above national performance, but below for 5 or more A*-C. In 2007, 4% of LAC achieved the new gold standard measure of 5 or more GCSEs including English and maths.

Percentage of pupils attaining Key Stage 4 benchmarks: Free School Meal Eligibility

		2006		2007		2008	
		Leeds	National	Leeds	National	Leeds	National
5+ A*-C	Non eligible	58.8	60.7	62	61	67.4	67.0
	Eligible	22.3	32.6	26.9	33	34.6	40.0
5+ A*-G	Non eligible	90.9		91.5		94.3	
	Eligible	69.5		71.7		78.5	
No passes	Non eligible	3	2.2	3.1	2.1	1.1	1.5
	Eligible	11.2	6.3	10.3	6.2	5.5	4.2

Note: 2008 data is provisional

- 2.4.2 Performance of FSM eligible pupils improved significantly for all indicators in 2008 closing the gap to performance of pupils not eligible for Free School Meals. National data is not available for 2008, but performance locally in 2008 was better than that seen nationally in 2007.

Percentage of pupils attaining Key Stage 4 benchmarks: Special Education Needs

		2006		2007		2008	
		Leeds	National	Leeds	National	Leeds	National
5+ A*-C	Action	17.8	21.6	23.6	21.9	31.0	33.6
	Action +	8.6	14.9	14.1	15.3	17.6	21.6
	Statement	4.3	8.5	9.8	8.7	11.9	10.7
5+ A*-G	Action	66.4		71.0		82.8	
	Action +	47.2		54.4		63.4	
	Statement	28.8		32.8		48.7	
No passes	Action	8.6	4.6	8.4	4.5	2.9	2.2
	Action +	23.4	12.8	18.4	12.0	8.8	7.0
	Statement	42.8	18.6	37.3	18.4	19.9	17.2

Note: 2008 data is provisional No National data for 5+A*-G or for 2008

- 2.4.3 Pupils on the SEN register have made significant improvements in KS4 performance in 2008. School Action pupils recorded an above local average improvement in all three indicators, whilst School Action + pupils recorded improvements in all three indicators, but the 5+A*-C improvement was below the Leeds average. Finally, statemented pupils also made significant improvements, particularly the proportion leaving with no qualifications, which fell by 17.4% in 2008, which is a significant success.

Percentage of pupils attaining 5 or more A-C: Ethnicity*

		Pupils 2008	5+A*-C					
			Leeds			National		
			2006	2007	2008	2006	2007	2008
ASIAN	Bangladeshi	50	59.0	39.6	40.0	56.6	58.4	62.3
	Indian	155	66.9	67.4	73.5	71.7	74.7	78.3
	Kashmiri Pakistani	106	36.8	36.4	45.3	48.4	53.0	58.2
	Other Pakistani	220	41.0	50.8	47.3			
	Kashmiri Other	6	40.0	33.3	66.7			
	Other Asian background	60	55.6	63.9	58.3	63.8	64.1	66.1
BLACK	Black Caribbean	92	28.0	48.4	54.3	41.7	49.1	54.0
	Black African	118	49.6	50.9	54.2	48.3	55.6	60.3
	Other Black Background	25	26.2	41.5	64.0	41.7	49.7	56.2
MIXED	Mixed Black African and White	36	33.3	50.0	55.6	56.8	57.6	63.4
	Mixed Black Caribbean and White	112	32.3	39.0	51.8	47.3	48.8	55.3
	Mixed Asian and White	35	63.8	52.2	68.6	68.9	69.5	72.1
	Other Mixed Background	50	40.0	37.9	50.0	58.7	61.1	65.8
OTHER GROUPS	Chinese	41	75.8	85.3	87.8	80	83.3	84.3
	Other Ethnic group	36	56.6	51.1	66.7	56.3	57.2	60.6
WHITE	White British	7113	53.1	57.4	62.2	57.5	59.5	63.8
	White Irish	39	51.4	55.9	59.0	61.3	63.1	69.0
	Traveller Irish Heritage	6	20.0	12.5	16.7	19	15.6	17.4
	Gypsy/Roma	19	11.1	0.0	26.3	10.4	14	15.7
	Other White Background	66	60.9	60.2	77.3	60.1	58.8	60.8
Total	Leeds	8449	52.0	56.1	61.9		59.3	63.5

Source: University of Bath EPAS (Leeds), DCSF Statistical First Release (National)

Notes: ¹ 2008 Data is provisional

² National 2008 data for BME groups not available at time of writing

- 2.4.4 Standards against this headline indicator in Leeds have improved by 10% in three years, compared to a national improvement of 3.9 percentage points in the same timeframe. This encouraging overall improvement has been exceeded by the improvement in outcomes for the Black heritage cohorts; the percentage of Black Caribbean heritage pupils achieving this level of attainment has risen by 26% and Other Black heritage pupils improved by 38%, although the cohort size here is small.
- 2.4.5 Of the Asian heritage pupils, most improved since 2006 at a rate broadly in line with the Leeds increase. Bangladeshi pupil performance has fallen, due to a significant drop in 2007 and 2008 performance remained at the 2007 level. General levels of attainment for Asian heritage pupils do remain well below average, with the exception of Indian pupils.
- 2.4.6 The performance of Mixed heritage pupils has also increased at or above the overall rate seen locally, with Mixed Black Caribbean & White and Mixed Black African & White showing significant improvements.
- 2.4.7 As at other Key Stages, very few pupils from Gypsy/Roma and Traveller heritage backgrounds achieve the “expected” level of attainment.

Percentage of pupils attaining 5 or more A-C (inc English & maths): Ethnicity*

		Pupils 2008	5+A*-C (EM)					
			Leeds			National		
			2006	2007	2008	2006	2007	2008
ASIAN	Bangladeshi	50	41.0	30.2	32.0	39.0	41.0	44.5
	Indian	155	50.9	52.0	54.8	59.1	61.6	64.9
	Kashmiri Pakistani	106	29.9	26.5	23.6	34.6	36.8	39.7
	Other Pakistani	220	27.0	33.0	32.7			
	Kashmiri Other	6	40.0	33.3	50.0	51.6	50.4	52.1
	Other Asian background	60	44.4	47.2	46.7			
BLACK	Black Caribbean	92	21.6	30.2	35.9	29.5	32.7	35.9
	Black African	118	41.9	40.2	33.1	37.5	40.2	43.3
	Other Black Background	25	14.3	36.6	48.0	31.2	33.1	39.0
MIXED	Mixed Black African and White	36	28.6	42.3	33.3	43.1	42.2	46.4
	Mixed Black Caribbean and White	112	27.1	30.5	30.4	32.6	33.7	37.8
	Mixed Asian and White	35	46.8	47.8	51.4	59.4	58.4	58.2
	Other Mixed Background	50	34.0	27.6	26.0	45.2	48.2	50.6
OTHER GROUPS	Chinese	41	60.6	55.9	73.2	65.8	70.2	69.5
	Other Ethnic group	36	49.1	40.0	47.2	41.7	42.2	44.3
WHITE	White British	7113	41.3	43.3	47.8	44.3	45.8	48.0
	White Irish	39	37.8	47.1	35.9	50.1	51.9	56.6
	Traveller Irish Heritage	6	0.0	0.0	0.0	11.1	8.4	7.3
	Gypsy/Roma	19	11.1	0.0	5.3	3.9	7.0	6.8
	Other White Background	66	52.9	49.4	56.1	46.8	45.8	45.7
Total	Leeds	8449	40.4	44.0	46.3	48.2	45.4	47.8

Source: University of Bath EPAS (Leeds), DCSF Statistical First Release (National)

Notes: ¹ 2008 data is provisional

² National 2008 data for BME groups not available at time of writing

- 2.4.8 Local performance has improved by nearly 6% in the past two years, but with a mixed picture for different ethnic groups. Bangladeshi and Kashmiri Pakistani pupils have fallen back in the past two years. Other Pakistani and Other Asian pupils have seen improvements over the same time period although by a lesser amount than the local

average.

2.4.9 Black Caribbean and Black Other heritage pupils have made significant improvements since 2006 with increases of 14% and 34% respectively, but Black African pupils have fallen back 8.8% . Of the Mixed heritage groups only Mixed Other pupils have seen performance fall since 2006, with the largest increase seen for Mixed Black African & White with 4.7%, although there was a drop in performance, in 2008. Mixed Asian & White pupils have improved each year. The overall increase was largely due to improvements for White British pupils.

Percentage of pupils attaining 1 or more A-G: Ethnicity*

		Pupils 2008	1+A*-G					
			Leeds			National		
			2006	2007	2008	2006	2007	2008
ASIAN	Bangladeshi	50	97.4	100.0	98.0	98.6	98.3	98.6
	Indian	155	98.9	99.4	100.0	99.1	99.2	99.2
	Kashmiri Pakistani	106	95.7	95.5	98.1	97.9	98.2	98.5
	Other Pakistani	220	97.0	99.0	98.6			
	Kashmiri Other	6	100.0	100.0	83.3	97.4	97.4	97.7
	Other Asian background	60	88.9	91.7	98.3			
BLACK	Black Caribbean	92	93.6	98.4	97.8	97.4	98.0	98.1
	Black African	118	96.6	97.3	99.2	97.8	98.1	98.3
	Other Black Background	25	97.6	100.0	96.0	96.4	97.6	97.3
MIXED	Mixed Black African and White	36	100.0	100.0	97.2	96.9	97.0	97.2
	Mixed Black Caribbean and White	112	92.7	92.4	93.8	96.3	96.5	97.6
	Mixed Asian and White	35	95.7	93.5	97.1	97.8	97.7	98.4
	Other Mixed Background	50	90.0	89.7	96.0	97.2	97.3	97.8
OTHER GROUPS	Chinese	41	100.0	100.0	97.6	99.1	99.2	98.8
	Other Ethnic group	36	90.6	95.6	94.4	96.7	96.9	97.0
WHITE	White British	7113	95.3	95.7	96.8	97.3	97.7	98.2
	White Irish	39	97.3	97.1	100.0	96.6	97.1	97.7
	Traveller Irish Heritage	6	80.0	62.5	66.7	77.0	67.5	71.6
	Gypsy/Roma	19	77.8	36.4	89.5	78.6	79.6	84.8
	Other White Background	66	97.7	95.2	97.0	97.5	97.2	97.4
Total	Leeds	8449	95.3	95.7	96.9	97.9	97.6	98.2

Source: University of Bath EPAS (Leeds), DCSF Statistical First Release (National)

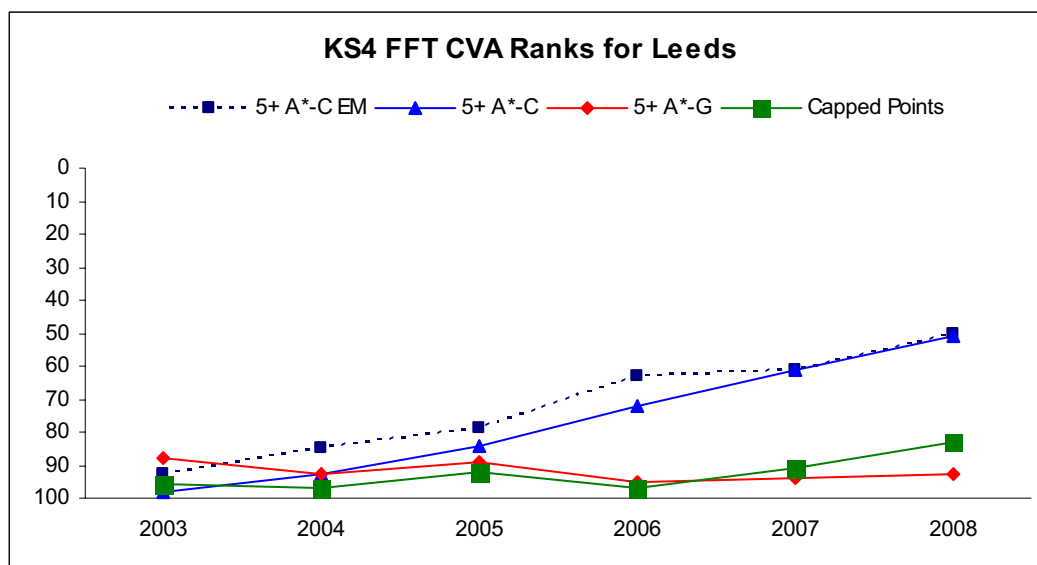
Notes: ¹ 2008 Data is provisional

² National 2008 data for BME groups not available at time of writing

2.4.10 Most minority ethnic groups recorded increases in the numbers of pupils leaving with a qualification in the past two years. Pakistani heritage pupils have seen significant improvements, as have Black Caribbean and Black African pupils. Mixed heritage pupils have also recorded improvements – apart from Mixed Black African & White, but the cohort is a size that some changes are almost inevitable.

3.0 Contextual Value Added

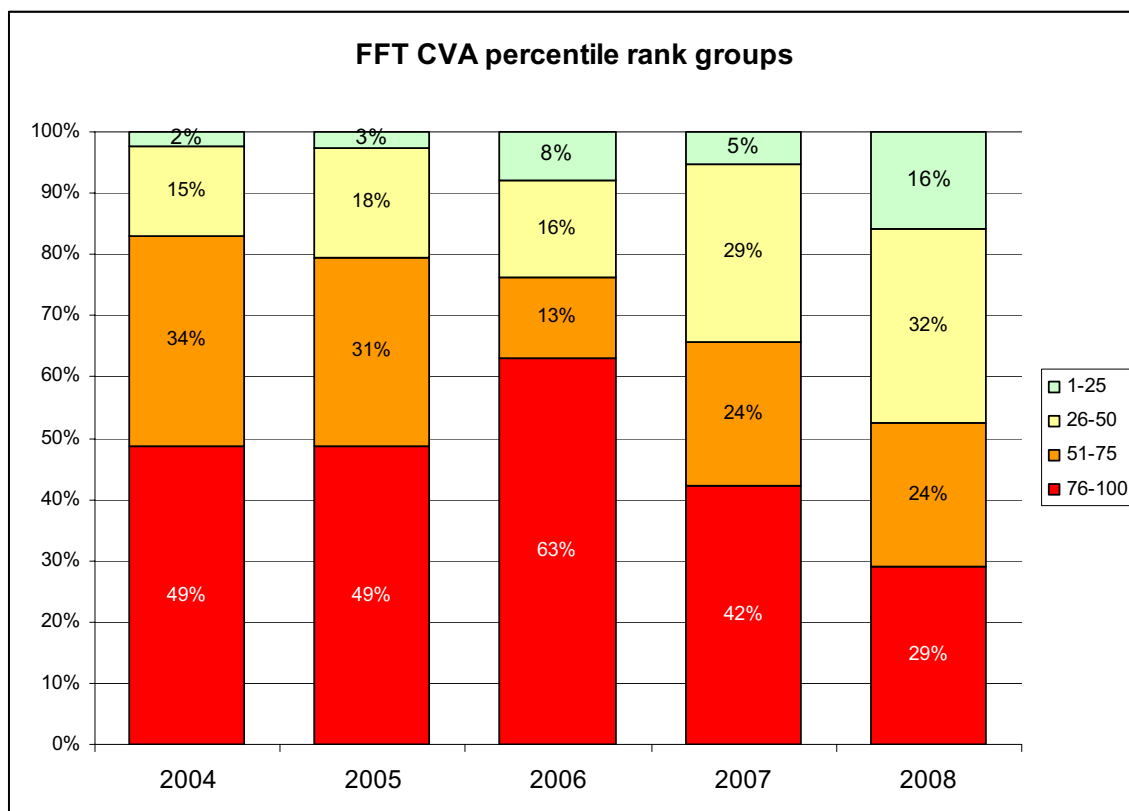
Analyses generated through the Fischer Family Trust (FFT) 'Value Added Project' model show that progress in secondary schools is still a significant issue in Leeds. Students in a large proportion of the schools in Leeds do not make the progress expected compared with national expectations. However, the improvement in 5+ A*-C progress shown last year has quickened in 2008 and the position of being within the bottom 10% for capped points, has improved in 2008.



3.1. Overall, the performance of Leeds as a whole measured by value added between Key Stages two and four is still low. Key judgements show that city wide performance, once the context of the pupils and the school attended is taken into account, is in the bottom 15% for the indicator closest to DCSF.

3.1.1 Performance at 5+ A*-C has improved and is now at the 50th percentile, with the 5+A*-C(EM) indicator at the 51st percentile. however it may be that this continues to some extent to the detriment of 5+ A*-G and overall points score.

4.0 Number of Schools in each Fischer Family Trust Quartile



4.1. There has been a significant improvement in the performance of schools in comparison to FFT estimates based on KS2 results. In 2006, two-thirds of schools were in the bottom 25% of schools in the country in terms of Capped Points scores in comparison to FFT estimates. And only one-quarter were in the top 50%. In 2008, 48% of schools are in the top 50%, which is broadly in line with expectations and 29% in the bottom quarter, representing a significant improvement at school level.

4.1.1 FFT data allows a detailed analysis of the performance of the major pupils groups in Leeds to be produced. In this analysis, performance is compared to estimate, and the difference is shown below. Three year trends are also shown, with significant differences and changes over the three years highlighted.

Pupil group	5+ A*-C (EM)			5+ A*-G			Capped Points score			Trend		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	5+A*-C (EM)	5+ A*-G	Capped Points
ALL PUPILS	-0.7	-0.6	0.4	-2.8	-2.2	-1.8	-11.9	-8.7	-5.7	↑	↑	↑↑
Boys	-0.8	-0.6	0.5	-2.9	-1.8	-2.0	-12.4	-7.3	-5.3		↑	↑
Boys – Lower	-1.7	-2.1	-1.2	-3.6	-1.7	-1.8	-20.5	-11.7	-10.7			↑
Boys – Middle	-1.3	-1.0	2.3	-3.6	-3.0	-2.4	-12.2	-9.7	-2.4	↑		↑
Boys – Upper	1.0	1.9	0.5	-1.4	-0.7	-1.7	-2.7	1.2	-2.0		↓	
Girls	-0.6	-0.7	0.3	-2.7	-2.5	-1.6	-11.4	-10.3	-6.2		↑	↑
Girls – Lower	-2.2	-2.0	-2.5	-4.2	-3.2	-1.3	-24.9	-19.0	-15.6		↑	↑
Girls – Middle	0.4	-1.0	1.4	-2.6	-3.3	-2.3	-7.6	-11.1	-4.7			↑
Girls – Upper	-0.3	1.2	1.7	-1.1	-0.5	-0.9	-1.7	0.7	2.1			

↑	Significantly increase over 3 years	↓	Significant fall over three years
	Significantly above 3 year estimate		Significantly below 3 year estimate

4.1.2 For most indicators by gender groups, performance is significantly below FFT estimates.

However, significant improvements have been recorded for 5+A*-C (including English and Maths) and for Capped Points score. Upper ability boys performance is significantly above estimate, and all groups have made significant improvements in terms of Capped Points score, which is the closest equivalent to the DCSF/OfSTED Contextual Value Added methodology.

Pupil group	5+ A*-C (EM)			5+ A*-G			Capped Points score			Trend		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	5+A*-C (EM)	5+ A*-G	Capped Points
ALL PUPILS	-0.7	-0.6	0.4	-2.8	-2.2	-1.8	-11.9	-8.7	-5.7	↑	↑	↑↑
Bangladeshi	4.6	-2.7	-13.5	4.1	0.3	-1.9	-6.5	-27.2	-38.5	↓		↓
Indian	-8.7	-8.8	-8.0	0.4	0.5	0.3	-9.5	-7.6	-4.6			
Pakistani	-10.0	-8.2	-10.3	-2.3	-0.1	0.3	-27.6	-18.4	-20.8			
Other Asian	-2.9	-6.3	-4.0	-2.4	-3.3	-0.9	-14.5	-28.1	-3.9			↑
Black African	-6.5	6.9	-1.2	-0.2	-2.1	-5.9	-19.2	-1.7	-13.7	↑		
Black Caribbean	-0.2	1.5	-1.6	-8.2	-9.4	-2.4	-30.5	-20.6	-9.9		↑	↑
Chinese	-10.9	-12.8	-6.0	-1.8	-1.2	1.6	-7.2	11.6	6.1			
Any Other	-1.9	-1.8	-5.1	-5.0	-7.4	-7.3	-14.9	-16.8	-14.1			
White	0.0	-0.1	1.3	-2.3	-1.7	-1.7	-10.1	-7.3	-4.6	↑		↑↑
No Information	-4.7	-1.4	5.7	-18.2	-8.3	-3.8	-45.0	-14.1	-1.8		↑	↑

4.1.3 The data is not available at as detailed a level as would be preferred, but there has been some significant improvements in performance for several priority groups. Several groups are now in line with FFT estimates in terms of 5+ A*-C. All Asian groups are now in line with estimates in terms of 5+ A*-G. However, the improvement in terms of capped points scores for all pupils is not reflected in improvements for minority ethnic groups, with only White pupils showing a similar level of improvement. Black Caribbean and Other Asian pupils made significant improvements, but the performance of Bangladeshi pupils showed a significant fall from 2006 onwards.

Pupil group	5+ A*-C (EM)			5+ A*-G			Capped Points score			Trend		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	5+A*-C (EM)	5+ A*-G	Capped Points
ALL PUPILS	-0.7	-0.6	0.4	-2.8	-2.2	-1.8	-11.9	-8.7	-5.7	↑	↑	↑↑
Looked After Children	-5.7	-0.9	-6.6	20.3	18.5	16.4	60.4	33.0	44.6			
With FSM	-0.9	-0.5	-1.1	-8.0	-7.1	-6.1	29.7	23.3	20.2			↑
Without FSM	-0.7	-0.7	0.7	-1.7	-1.2	-1.0	-8.1	-5.8	-3.0	↑		↑↑
No SEN	-0.8	-0.9	1.1	-0.9	-0.3	-0.3	-8.5	-5.2	-1.4	↑	↑	↑↑
SEN Action	0.1	0.7	-2.9	-8.6	-6.7	-3.6	30.7	25.3	19.6	↓	↑	↑
SEN Action Plus	-0.6	0.8	0.1	18.1	13.6	12.4	39.1	29.1	26.6			
SEN Statement	-0.7	-0.1	-0.2	14.2	15.9	10.1	16.2	12.6	10.2			

4.1.4 Performance for other priority groups is not encouraging although there has been an improvement at 5+A*-C(inc English and maths), where FSM eligible and SEN pupils all in line with estimates. In almost all other areas, performance was below estimate, although there has been some significant improvement in the points score for SEN Action and FSM eligible pupils.

5.0 Attendance in secondary schools

5.1 Overall attendance and absence

5.1.1 Attendance in Leeds secondary schools increased by 0.71 percentage points in the

2007/08 academic year and is now at the highest level since attendance monitoring began and this is the largest one year increase in attendance achieved in Leeds. Despite this significant improvement, the challenging Local Public Service Agreement target of 92.3% was not achieved. The improvements in attendance were larger than achieved nationally and by statistical neighbour authorities, thereby narrowing the gap, although secondary attendance remains over one percentage point lower than nationally and similar authorities..

Percentage attendance in secondary schools

	Leeds target	Leeds	National	Statistical Neighbour Average
2003/04	90.8	91.03	91.95	91.89
2004/05	91.1	91.33	92.19	92.14
2005/06	91.9	90.85	92.08	91.92
2006/07*	92.2	90.93	92.24	92.28
2007/08*	92.3	91.64	92.73	92.85

Source: Forvus returns; * half-term 1-4 from School Census

- 5.1.2 The tables below indicate that the improvement in attendance has been achieved through reductions in both authorised and unauthorised absence. Authorised absence reduced by almost half a percent, in line with improvements achieved nationally and in similar authorities. Unauthorised absence reduced by almost a quarter of a percent, almost five times higher than the national and statistical neighbour reduction.

Percentage authorised absence in secondary schools

	Leeds	National	Statistical Neighbour Average
2003/04	6.94	6.92	6.96
2004/05	6.75	6.58	6.51
2005/06	7.29	6.70	6.72
2006/07*	6.51	6.30	6.16
2007/08*	6.04	5.86	5.65

Source: Forvus returns; * half-term 1-4 from School Census

Percentage unauthorised absence in secondary schools

	Leeds	National	Statistical Neighbour Average
2003/04	2.03	1.13	1.16
2004/05	1.91	1.23	1.35
2005/06	1.85	1.22	1.37
2006/07*	2.56	1.46	1.56
2007/08*	2.32	1.41	1.51

Source: Forvus returns; * half-term 1-4 from School Census

5.2 Persistent absence in secondary schools

- 5.2.1 The DCSF have now been targeting persistent absence in secondary schools for two years.

5.2.2 Persistent absence is now the DCSF criteria for identifying target secondary schools and local authorities for attendance. The criteria are based around the number and percentage of pupils that are persistent absentees in a school. Each year, the criteria for being a target school becomes more stringent as the DCSF work towards their target of reducing persistent absence by a third and having no Local Authority with persistent absence above 5% by the end of the 2010/11 academic year.

5.2.3 2005/06 criteria

- at least 80 or more persistent absentee pupils
- these pupils formed 10% or more of each school's population

5.2.4 2006/07 criteria

- at least 70 or more persistent absentee pupils
- these pupils formed 9% or more of each school's population

5.2.5 2007/08 criteria

- persistent absentees formed 7% or more of each school's population

5.2.6

In the 2005/06 academic year, 15 Leeds secondary schools were identified as target schools, this rose to 18 in 2006/07, with 2 of the 2005/06 cohort of schools no longer target schools, but an additional five schools were added to the target schools list. Despite improvements achieved in 2007/08, the two percentage point drop in the threshold level of persistent absence means that in 2008/09 there are 22 secondary schools that are target schools for persistent absence. Having over half of secondary schools as target schools poses challenges to the Attendance Strategy Team and National Strategies in terms of resources to provide additional support to these schools.

5.2.7 Significant improvements have been seen in persistent absence in Leeds, with the number of PA students falling by 22% between 2005/06 and 2007/08. However, the level of persistent absence remains 2.5% higher than national, although the gap has narrowed. The level of persistent absence in Leeds means that the authority is classified by the DCSF as an intensive support authority. A reduction of 1.2 percentage points is required in the 2008/09 academic year for the authority to achieve it's target of 7.7%.

Persistent absence in secondary schools: autumn and spring terms

	Leeds		National	Statistical Neighbours
	Number PA	% PA	% PA	% PA
2005/06	4625	10.7	7.8	NA
2006/07	4055	9.8	6.9	7.2
2007/08	3629	8.9	6.4	6.5

Source: DCSF Statistical first release

5.2.8 Levels of persistent absence have fallen in Leeds as the authority and schools have focused on this issue. However, due to the complicated nature of the issue of persistent absence, a more co-ordinated response across Children's Services is required to tackle some issues. A research project undertaken by Education Leeds in 2007/08 to look at reasons for persistent absence, found that there are a wide range of social and family issue that can lead to a pupil becoming persistently absent and that improved partnership working is required to address the wide range of factors

that can lie behind persistent absence. An outcome of the research project is a Children's Service's Attendance Strategy, setting out the contribution each agency can make to tackling persistent absence.

6.0 School performance

6.1 Target schools

6.1.2 Targeted support has been effective in reducing levels of persistent absence in target schools. In addition to the target schools, six schools were identified as potential target schools and were also given additional support during 2007/08. It should be noted that these potential target schools were identified on the basis that the threshold for becoming a target school would continue to fall by 1% each year, however the threshold was dropped by 2 percentage points this year, therefore incorporating schools that were not supported as potential target schools.

Persistent absence in target schools

	2006/07 % PA	2007/08 % PA	change
Target schools	14.8	13.2	-1.6
Potential target schools	7.8	7.1	-0.7
Other schools	4.7	4.8	0.1
All schools	9.8	8.9	-0.8

6.1.3 The table above shows that levels of persistent absence in target schools fell by double the amount of reduction seen in Leeds overall. Of the 18 target secondary schools, 11 saw reductions in PA in 2007/08. Of these 18 target schools, since the reduction in the target school threshold, one school (Allerton Grange) has been removed from target status. The six potential target schools achieved reductions in line with the overall for Leeds, four of these schools did not become target schools in 2008/09. Persistent absence increased slightly in other secondary schools and three of these schools became target schools in 2008/09.

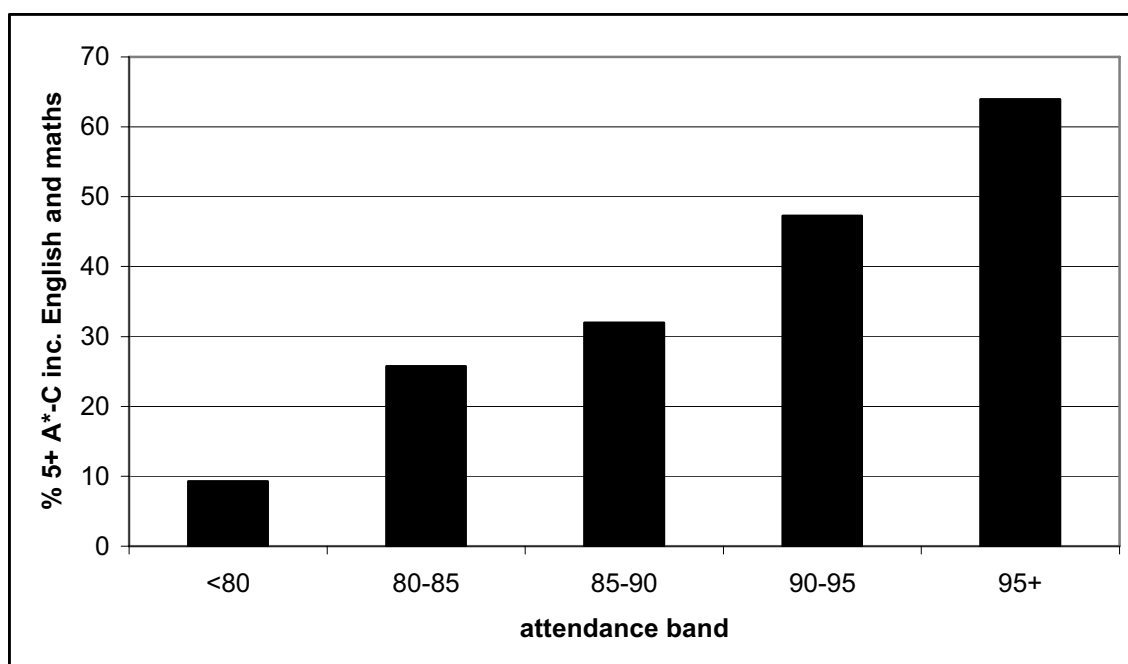
6.2 School performance against targets

6.2.1 In the 2007/08 academic year, 12 schools met their absence targets. However, in this year, school targets were challenging to account for the level of improvement required to achieve the Local Public Service Agreement target for the authority. This year, schools are setting targets with their School Improvement Partner based on guidance from the DCSF stating that schools should target to be at or below the median level of absence for schools with the same level of free school meal eligibility.

7.0 Attendance and attainment

7.1 The importance of tackling poor school attendance can be seen by considering the link between attendance and levels of attainment and other outcomes. The chart below shows that very few pupils with low levels of attendance achieve 5 or more GCSEs at grades A*-C including English and maths. In 2008, less than 10% of pupils with below 80% attendance achieved this standard, compared to over 60% of those with attendance above 95%. Over 20% of those pupils with less than 50% attendance and 10% of those with below 80% attendance achieved no GCSEs at the end of school.

Percentage of pupils achieving five or more GCSEs grades A-C including English and maths by attendance band*



7.1.1 Pupils with lower levels of attendance are also more likely to be Not in education, Employment or Training (NEET) after leaving school, with over a third of those with less than 50% attendance and over a quarter of those with below 80% attendance being NEET after leaving school in 2007 (compared to 7% for all pupils). There are also links between poor attendance and other poor outcomes, for example recent research undertaken in Education Leeds has shown that a third of secondary age pupils that were persistently absent in 2005/06 or 2006/07 were also young offenders.

7.1.2 The links between attendance and attainment has implications for raising levels of attainment, particularly in those schools in the National Challenge that also have high proportions of pupils that are PA. The table below shows that, overall, half of pupils have a good level of attendance (above 95%), however, almost a quarter of pupils had attendance less than 90% in 2007/08.

Percentage of pupils in each attendance band; autumn and spring terms

Attendance Band	2006/07	2007/08
<80%	9.8	9.4
80-85%	5.1	5.4
85-90%	10.8	10.7
90-95%	25.0	24.5
95%+	49.2	50.0

Source: School Census

Note: the below 80% attendance band is not the same as the persistent absence figure because it is based on % attendance instead of a threshold number of absence sessions

8.0 Permanent exclusions

8.1 Permanent exclusion trends

- 8.1.1 The number of permanent exclusions in Leeds schools has fallen significantly in recent years, with a 69% reduction since 2003/04. This pattern of reducing exclusions is not matched nationally, where the percentage of pupils permanently excluded has been stable in recent years. The percentage of pupils permanently excluded in Leeds has been below national levels since 2004/05, the percentage of pupils excluded in Leeds in 2007/08 is less than half the national rate for 2006/07.
- 8.1.2 Despite the continued reduction in the number of pupils permanently excluded from school, the challenging Local Public Service Agreement target of 40 or less exclusions in 2007/08 was not achieved.

Comparative permanent exclusion data

	Leeds			National
	Target	Number of Exclusions	Percentage of pupils excluded	
2003/04		166	0.15	0.13
2004/05		120	0.11	0.12
2005/06	100	85	0.08	0.12
2006/07	70	65	0.06	0.12
2007/08	40	51	0.05	

Source: Leeds data: Education Data Management System; National Data: Statistical First Release

- 8.1.3 In 2007/08 there was one permanent exclusion from a Leeds primary school, this is the first primary permanent exclusions since 2003/04. The trend of no permanent exclusions from SILCs was continued. Therefore there were 50 permanent exclusions from maintained secondary schools in Leeds. The rate of exclusion from secondary schools in Leeds fell to 0.11% of pupils in 2007/08, this is half the national rate of exclusions for 2006/07.

Permanent exclusions by school type

	Primary		Secondary		Special	
	Leeds	National	Leeds	National	Leeds	National
2003/04	0.01	0.03	0.33	0.25	0.00	0.33
2004/05	0.00	0.03	0.25	0.24	0.00	0.31
2005/06	0.00	0.02	0.17	0.24	0.00	0.23
2006/07	0.00	0.02	0.14	0.22	0.00	0.12
2007/08	0.02		0.11		0.00	

Source: DfES statistical first release

- 8.1.4 One significant factor contributing to the reduction in the number of permanent exclusions has been the number of exclusions that have been successfully challenged and overturned by the Pupil Planning Team. A total of 42 permanent exclusions were avoided through partnership working between the Pupil Planning Team, schools, Behaviour Partnerships and families. A further 14 permanent exclusions were withdrawn by head teachers before governors as alternative solutions had been found through working in partnership with the exclusions team. 20 primary permanent exclusions were avoided by collaborative working with Pupil Support Centre at Oakwood and 3 exclusions were overturned by governors of Independent Appeal Panel.

8.3 School performance

School analysis of permanent exclusions

Number of exclusions	Number of schools			% of exclusions		
	2005/06	2006/07	2007/08	2005/06	2006/07	2007/08
5+	6	4	2	45	45	22
2-4	12	10	11	41	40	61
0-1	24	25	25	13	15	18

Data Source: Education Data Management System

- 8.3.1 The number of schools permanently excluding 5 or more pupils decreased to two in 2007/08 (Cockburn College of Arts, Intake High School), these two schools accounted for 22% of exclusions in 2007/08.

8.4 Fixed Term exclusions

8.4.1 Fixed term exclusion trends

- 8.4.2 The number of fixed term exclusions continued to decrease in 2007/08, falling by 21% from the figure in 2006/07. The number of fixed term exclusions has now decreased by 38% since 2003/04. Despite this significant reduction, the challenging Local Public Service Agreement target of 25 exclusions per thousand pupils was not achieved. The rate of exclusion in Leeds in 2006/07 was below that seen nationally and the continued fall indicates it is likely that rates of exclusion in Leeds will remain below national levels when the national data is published in June 2009.

Comparative fixed term exclusion data: rate of exclusion per 1000 pupils

	Leeds			National ²
	Number of exclusions	Target (rate of exclusion)	Rate of exclusion per 1000 pupils	
2003/04	8310		73.74	44.9
2004/05	7612		68.26	51.2
2005/06	7513		68.09	na
2006/07	6527	39	60.15	56.6
2007/08	5175	25	48.20	

Source: Leeds data: Education Data Management System; National Data: Statistical First Release

Notes: 1: not including exclusions from Pupil Referral Units; 2: national data is not available for 2005/06 or 2007/08

- 8.4.3 The decrease in the number of exclusions has been achieved through reductions in levels of exclusion in secondary schools, where the rate of exclusion fell by 26% in 2007/08. This trend of reducing exclusions from secondary schools has not been replicated nationally and the rate of exclusion in 2007/08 was below the national rate for secondary schools in 2006/07. The rate of exclusion rose slightly in primary schools, with the number of exclusions rising from 338 in 2006/07 to 398 in 2007/08, the rate of exclusions for primary schools still remains significantly lower than the national rate in 2006/07. The rate of exclusion from SILCs more than doubled again in 2007/08, with the number of exclusions rising from 146 in 2006/07 to 374 in 2007/08. The majority of this increase is due to the increase in exclusions from Elmete Central BESD SILC, where exclusions rose from 130 in 2006/07 to 293 in 2007/08.

Comparative fixed term exclusions by school type: rate of exclusion per 1000 pupils

	Primary		Secondary		Special (SILCs)	
	Leeds	National	Leeds	National	Leeds	National
2003/04	12.0	9.7	153.7	86.6	164.9	174.5
2004/05	9.4	10.4	145.3	99.4	43.2	189.1
2005/06	6.0	na	144.8	104.0	79.9	na
2006/07	5.5	11.1	129.6	108.3	162.2	185.6
2007/08	6.6		95.8		406.1	

Source: Leeds data: Education Data Management System; National Data: Statistical First Release

- 8.4.4 The number of pupils receiving fixed term exclusions also continued to fall in 2007/08, falling by 23% to 2.4% of pupils.

Number of pupils with fixed term exclusions

	Number of pupils	% of pupils
2003/04	4052	3.6
2004/05	3666	3.3
2005/06	3603	3.3
2006/07	3336	3.1
2007/08	2575	2.4

Source: Education Data Management System

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