



## SCRUTINY BOARD (CHILDREN'S SERVICES)

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Meeting to be held in Civic Hall, Leeds on  
Thursday, 28th January, 2010 at 9.45 am

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

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### MEMBERSHIP

#### **Councillors**

- B Cleasby - Horsforth;
- D Coupar - Middleton Park;
- G Driver - Middleton Park;
- R D Feldman - Alwoodley;
- B Gettings - Morley North;
- W Hyde (Chair) - Temple Newsam;
- G Kirkland - Otley and Yeadon;
- B Lancaster - Moortown;
- K Renshaw - Ardsley and Robin Hood;
- B Selby - Killingbeck and Seacroft;
- E Taylor - Chapel Allerton;

#### 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)
- Ms N Cox - Parent Governor Representative (Special)
- Mrs S Knights - Parent Governor Representative (Primary)

#### Co-opted Members (Non-Voting)

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

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**Agenda compiled by:**  
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**Civic Hall**  
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**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

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# A G E N D A

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			<p><b>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</b></p> <p>To consider any appeals in accordance with Procedure Rule 25 of the Access to Information Rules (in the event of an Appeal the press and public will be excluded).</p> <p>(*In accordance with Procedure Rule 25, written notice of an appeal must be received by the Chief Democratic Services Officer at least 24 hours before the meeting.)</p>	
2			<p><b>EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC</b></p> <p>1 To highlight reports or appendices which officers have identified as containing exempt information, and where officers consider that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, for the reasons outlined in the report.</p> <p>2 To consider whether or not to accept the officers recommendation in respect of the above information.</p> <p>3 If so, to formally pass the following resolution:-</p> <p><b>RESOLVED</b> – That the press and public be excluded from the meeting during consideration of the following parts of the agenda designated as containing exempt information on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present there would be disclosure to them of exempt information, as follows:-</p> <p>Agenda item 12, Leeds Residential Home Investigation Findings – under Access to Information Procedure Rule 10.4 (2) (information which is likely to reveal the identity of an individual).</p>	

Item No	Ward/Equal Opportunities	Item Not Open		Page No
3			<p><b>LATE ITEMS</b></p> <p>To identify items which have been admitted to the agenda by the Chair for consideration.</p> <p>(The special circumstance shall be specified in the minutes.)</p>	
4			<p><b>DECLARATION OF INTERESTS</b></p> <p>To declare any personal/prejudicial interests for the purpose of Section 81(3) of the Local Government Act 2000 and paragraphs 8 to 12 of the Members' Code of Conduct.</p>	
5			<p><b>APOLOGIES FOR ABSENCE</b></p> <p>To receive any apologies for absence.</p>	
6			<p><b>MINUTES - 10TH DECEMBER 2009</b></p> <p>To confirm as a correct record the minutes of the meeting held on 10<sup>th</sup> December 2009.</p>	1 - 6
7			<p><b>OFSTED INSPECTION OF SAFEGUARDING AND LOOKED AFTER CHILDREN SERVICES IN LEEDS: OUTCOMES AND WIDER IMPROVEMENT ACTIVITY</b></p> <p>To receive and consider a report from the Interim Director of Children's Services presenting the findings of the integrated Ofsted and Quality Care Commission announced inspection together with a brief update on some of the key activities that are supporting improvement in Children's Services.</p>	7 - 54
8			<p><b>ANNUAL STANDARDS REPORT - PRIMARY</b></p> <p>To receive and consider a report from the Head of Scrutiny and Member Development presenting an overview of the performance of primary schools at the end of 2008-09.</p>	55 - 96

Item No	Ward/Equal Opportunities	Item Not Open		Page No
9			<p><b>ANNUAL STANDARDS REPORT - SECONDARY</b></p> <p>To receive and consider a report from the Head of Scrutiny and Member Development presenting an overview of the performance of secondary schools at the end of 2008-09.</p>	97 - 128
10			<p><b>DRAFT INTERIM SCRUTINY INQUIRY REPORT - SAFEGUARDING</b></p> <p>To receive and consider a report from the Head of Scrutiny and Member Development presenting the draft interim scrutiny inquiry report, specifically addressing the issue of children's assessment and care management social worker resources, prior to the finalisation of budget proposals for 2010/11.</p> <p><b>(Copy of Draft Scrutiny Inquiry Report to follow)</b></p>	129 - 130
11			<p><b>WORK PROGRAMME</b></p> <p>To receive and consider a report from the Head of Scrutiny and Member Development outlining the Scrutiny Board's work programme for the remainder of the current municipal year.</p>	131 - 164
12		10.4(2)	<p><b>LEEDS RESIDENTIAL HOME INVESTIGATION FINDINGS</b></p> <p>To receive and consider a report from the Interim Director of Children's Services presenting key investigation findings in relation to a residential home in Leeds.</p>	165 - 170
13			<p><b>DATE AND TIME OF NEXT MEETING</b></p> <p>To note that the next meeting of the Board will be held on Thursday 25<sup>th</sup> February 2010 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, 10TH DECEMBER, 2009

**PRESENT:** Councillor W Hyde in the Chair

Councillors D Coupar, G Driver, R D Feldman,  
B Gettings, G Kirkland, B Lancaster, K Renshaw,  
B Selby and E Taylor

### 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)

### 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

### 65 Chair's Opening Remarks

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

### 66 Late Items

The Chair admitted to the agenda as additional information the Corporate Area Assessment and Children's Services Annual Rating, which was to be considered under agenda item 7, Performance Report 2009/10 Quarter 2 (Minute No. 71 refers).

### 67 Declaration of Interests

There were no declarations of interest made at this point, however a declaration was made at a later point in the meeting (Minute No. 72 refers).

### 68 Apologies for Absence

Apologies for absence were submitted by Councillor Cleasby and Co-opted Member Mrs S Hutchinson.

**69 Minutes - 12th November 2009**

**RESOLVED** – That the minutes of the meeting held on 12<sup>th</sup> November be confirmed as a correct record.

**70 Matters Arising from the Minutes**

Minute No. 61 - Connexions Intensive Support Wedge Based Services

The Board was provided with an update on the delegated decision to award the Connexions Intensive Support Wedge Based Services contract to igen. The Chair advised that a letter had been submitted to the Chief Executive highlighting the Board's concerns, particularly whether decisions were being taken at the appropriate level. The Board expressed concern that no response had been received to date. The Chair also advised that the Corporate Governance and Audit Committee had discussed some of the issues raised by the Scrutiny Board.

**71 Performance Report 2009/10 Quarter 2**

The Head of Policy and Performance submitted a report which presented an overview of performance against the priority outcomes relevant to the Children's Services Scrutiny Board, including an analysis of performance indicator results at the end of Quarter 2.

The following information was appended to the report for Members' information:

**Appendix 1** – Summary sheet showing the overall progress rating against the improvement priorities relevant to the Children's Services Scrutiny Board.

**Appendix 2** – Amber and red rated action trackers, including a contextual update and key performance indicator results.

**Appendix 3** – Performance Indicator report containing quarter 2 results for all performance indicators which can be reported in year from the National Indicator set and relevant key local indicators.

The Chair welcomed to the meeting Councillor Golton, Executive Member (Children's Services) and Councillor Harker, Executive Member (Learning).

In addition, the following officers attended the meeting:

- Keith Burton, Deputy Director of Children's Services;
- Chris Edwards, Chief Executive (Education Leeds);
- Jackie Wilson, Chief Officer for Children and Young People's Social Care; and
- Nicola Engel, Head of Performance, Policy and Improvement, Children's Services.



The Deputy Director of Children's Services reported on particular areas of concern following the recent inspection of Children's Services:

- Outcomes for looked after children
- The number of children needing to go into care
- Safeguarding procedures
- NEET
- Educational achievement of vulnerable groups and
- Attendance levels.

Key performance issues were then highlighted and in brief summary the main areas of discussion were:

- The need to focus on performance indicators allocated an amber traffic light status, particularly those at risk of becoming red.
- Concern about overall progress made in relation to teenage conception. The Board was advised that appropriate actions were now in place and that this was recognised at the national level of monitoring.
- The role of housing services in supporting young parents.
- Preventative work with young men, and support for young fathers, especially in ensuring access to relevant services.
- The socio-economic context, particularly issues around NEET figures and teenage conception.
- The role of Area Committees in monitoring local performance, identifying priorities and recommending improvements to localised delivery.
- Concerns about the increase in social care referrals. The Board was advised that 8 Advanced Practitioners were due to start in the new year.
- Confirmation that the post of Head of Integrated Services for Looked After Children was being advertised shortly.
- The recently announced Improvement Board, and the relationship with the Scrutiny Board.

**RESOLVED** – That the report and information appended to the report be noted.

## **72 Children's Services and the Children and Young People's Plan Update (December 2009)**

As part of the process of receiving regular progress reports on the Council's Children and Young People's Plan, the Board considered a report submitted by the Director of Children's Services which included updates on two particular aspects of the Plan;

- The CYP Plan priority of providing young people with places to go and things to do; and
- The strategic development of locality working arrangements for children's services.

Appended to the report for Members' information was the following information:

- Executive Summary of Ofsted's 2008/09 Annual Report;
- Executive Summary of Consultation on New Statutory Children's Trust Guidance and New Children and Young People's Plan Regulations;
- Review of Leeds Children's Services' Leadership, Managerial and Partnership Arrangements – Scoping Paper;
- Monitoring Audit of Joint Area Review (JAR) Recommendations and Annual Performance Assessment (APA) Areas for Improvement; and
- Draft Terms of Reference and Constitution for Area Children Leeds Partnerships.

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

- Councillor Golton, Executive Member (Children's Services);
- Councillor Harker, Executive Member (Learning);
- Keith Burton, Deputy Director of Children's Services;
- Chris Edwards, Chief Executive (Education Leeds);
- Jackie Wilson, Chief Officer for Children and Young People's Social Care; and
- John Paxton, Head of Integrated Youth Support Services.

In brief summary, the key areas of discussion were:

- Actions taken to address the number of looked after children, particularly around returning young people to their families.
- Concern about NEET figures, especially young people whose destination was not known.  
Actions being taken to address this included:
  - Personal Advisors working with schools
  - Youth Services operating door knocking exercise
  - Joint working with colleges and universities to develop learning opportunities.
- The October NEET figure for Leeds was 22%, which equated to approximately 4,000 young people.
- Acknowledgement of work undertaken at Area Committee level as part of the Local Leadership Challenge, highlighting the need for further work with schools and children's centres.
- Concern about hard to reach groups, particularly the post-17 age group and challenges providing suitable courses, etc.
- Examples of good practice, e.g. Darlington transport scheme.
- Concern about limited public transport in some areas and the need to develop local youth provision e.g. mobile youth bus.
- Targeted work by libraries with autistic children. It was agreed to provide the Board with further information.
- New locality working arrangements, particularly the role of Members.

(Councillor Driver declared a personal interest in this item as a Member of the Corporation of Leeds College of Building.)

(Councillor Renshaw left the meeting at 11.43 pm, Councillor Driver at 12.05 pm, Councillor Coupar at 12.08 pm, Councillors R D Feldman, Gettings and E Taylor at 12.12 pm and Mr Wanyonyi at 12.15 pm, during the consideration of this item.)

**RESOLVED** – That subject to the above comments, the update report be received and noted.

### **73 Recommendation Tracking**

The Head of Scrutiny and Member Development submitted a report which requested Members to confirm the status of scrutiny recommendations (Children's Services).

Appended to the report was the recommendation tracking flowchart and draft status of recommendations.

The Principal Scrutiny Advisor provided a verbal update from Children's Services on the recommendation relating to services for 8-13 year olds as follows:

#### **Recommendation**

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

#### **December 2009 update**

'The current position is as previous updates. The prioritisation of time and capacity to other key areas of children's services work at the present time means that the in-depth review requested cannot be carried out in the immediate future. In the meantime there is continued support for the ongoing positive work that Metro are doing with young people.'

#### **RESOLVED –**

(a) That the report and information appended to the report be noted; and  
(b) That the Board approves the status of recommendations, subject to recommendation 3 on 'Adoption in Leeds' and recommendation 9 on 'Services for 8-13 year olds' being given a status of 4, continue monitoring and that young people's views be sought to confirm that recommendations 2 and 5 on 'Catching the Bus' could be signed off.

**74 Scrutiny Board Inquiry - The Impact of Population Growth for Children's Services in Leeds**

The Head of Scrutiny and Member Development submitted a report which proposed the remit of a further session of the Inquiry to be held in February 2010.

A copy of the agreed terms of reference were appended to the report for Members' information.

**RESOLVED** – That a further session of the Inquiry be held in February 2010.

**75 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 update on working group activity, an extract from the Forward Plan of Key Decisions for the period 1<sup>st</sup> December 2009 to 31<sup>st</sup> March 2010, which related to the Board's remit, together with the minutes from the Executive Board meeting held on 4<sup>th</sup> November 2009.

It was reported that the Safeguarding Working Group had agreed to undertake further work in the new year.

**RESOLVED** – That the work programme be approved.

**76 Date and Time of Next Meeting**

It was noted that the next meeting would be held on Thursday 28<sup>th</sup> January 2010 at 9.45 am with a pre-meeting for Board Members at 9.15 am.

(The meeting concluded at 12.22 pm.)



Originator: Adam Hewitt

Tel: 0113 24 76940

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## Report of the Interim Director of Children's Service

### Scrutiny Board (Children's Services)

Date: 28<sup>th</sup> January 2010

**Subject: The Ofsted and Care Quality Commission Announced Inspection of Safeguarding and Looked After Children Services in Leeds: Outcomes and wider improvement activity**

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**Electoral Wards Affected: All**

**Specific Implications For:**

Equality and Diversity



Community Cohesion



Narrowing the Gap



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## 1.0 Background

- 1.1 On 9<sup>th</sup> November 2009, Leeds received notification that there would be an announced inspection of Leeds' safeguarding and looked after children's services taking place two weeks later between 23<sup>rd</sup> November and 4<sup>th</sup> December. The report into the findings of the inspection was published on 7<sup>th</sup> January 2010. The inspection forms part of Ofsted's wider framework for inspecting Children's Services, published in May 2009. Leeds was early in the programme of these new announced inspections, only a small number of others had been completed as at the date Leeds received notification.
- 1.2 This report to the Scrutiny Board presents the findings of the integrated Ofsted and Care Quality Commission announced inspection, with the full report itself attached at appendix 1. This report also provides a brief update on some of the key activities that are supporting improvement in Children's Services, particularly in view of the recent announced inspection and the unannounced inspection of contact, referral and assessment from July 2009.
- 1.3 The importance of making the improvements highlighted in the inspection has been fully recognised and is being given the highest priority within the Council. Work to achieve this in the coming weeks and months will build on

the momentum gained during 2009 through a range of improvement work. This progress is acknowledged positively in the announced inspection report.

#### Details about the inspection process

- 1.4 On 9<sup>th</sup> November, Leeds were notified of Ofsted's intention to carry out an announced inspection. Before the inspection took place a list of over 50 key lines of enquiry were provided by Ofsted, highlighting the issues they had a particular interest in exploring. The inspection was carried out by a team of five Ofsted inspectors and one inspector from the Care Quality Commission. The two week on-site inspection involved over 100 meetings, with inspectors seeing over 25 parents and over 80 children and young people. There was a formal, detailed analysis of 20 case files, as well as follow-up work on 35 case files, linked back to the unannounced inspection from July 2009.

## **2.0 Key Findings**

- 2.1 The full inspection report is attached at appendix 1. Unlike some previous inspection reports (such as the Joint Area Review), the announced inspection does not provide a single, definitive judgment across the full range of issues covered. Instead it makes a number of important judgments within different categories under both the safeguarding and looked after children themes.

- 2.2 These judgments are accompanied by narrative highlighting strengths and recent improvements and areas for further development and focus. It is very encouraging that the report recognises the significant effort and impact made by staff since the unannounced inspection and the positive direction of travel. It also highlights some specific areas of good practice and in particular important progress in relation to some key outcomes for looked after children. However it continues to raise some significant challenges requiring intensive focus and effort. The list below is not comprehensive, but covers several of the key themes within the report. Following this, the two tables summarise the judgments under first the safeguarding and then the Looked after children themes:

- As suggested above, the report is largely positive about the improvement work that has been taking place in recent months, particularly following the unannounced inspection, including the commitment amongst members and senior officers to taking this forward.
- It is too early however, to see or assess the full and longer term impact of many of these improvements in terms of safeguarding work. As such, a number of important issues identified in the July 2009 unannounced inspection continue to be highlighted as challenges. These include the quality of assessments and recording, the timeliness of actions, management oversight of quality and the levels of caseloads of social workers.
- On the important judgments about the effectiveness of services in taking reasonable steps to ensure that children and young people *feel* safe and

are safe, Leeds has been rated as adequate. This stems from extensive analysis of case files and is different to the judgment formed at the time of the unannounced inspection in July 2009, where it was found that there were children left at potential risk of serious harm.

- The report praises a number of aspects of partnership working within the children’s trust arrangements including the contributions of particular partners. However, it identifies the importance of strengthening the role and effectiveness of the Leeds Safeguarding Children Board. This issue is being addressed through an independent review of the Safeguarding Board, which is being finalised.
- A variety of good work and strong commitment in relation to services for looked after children is highlighted, with outcomes relating to ‘health’ and ‘enjoy and achieve’ issues rated as good. This is balanced against several areas requiring further improvement and focus, for example around external placements, quality of assessments and implementing the Care Promise.
- Resources are a key theme throughout the report and are seen as an important influence on capacity for future improvement. More detail around this issues has been discussed with the Scrutiny working group looking at resources as part of their safeguarding inquiry.

Summary Tables:

**Safeguarding:**

<b>Overall effectiveness</b>	Inadequate
<b>Capacity for Improvement</b>	Adequate
<b>Children and young people are safe</b>	Adequate
<b>Children and young people feel safe</b>	Adequate
<b>Quality of Provision</b>	Inadequate
Service responsiveness	Inadequate
Assessment & direct work with children & families	Inadequate
Case planning, monitoring & review	Inadequate
<b>Leadership and management</b>	Inadequate
Ambition and prioritisation	Adequate
Evaluation, including performance management	Inadequate
User engagement	Adequate
Partnerships	Adequate
Equality & diversity	Good
Value for Money	Inadequate

## Looked After Children:

<b>Overall effectiveness</b>	Adequate
<b>Capacity for Improvement</b>	Adequate
<b>Outcomes for looked after children and care leavers</b>	
Being Healthy	Good
Staying safe	Adequate
Enjoying and achieving	Good
Making a positive contribution	Adequate
Economic well-being	Adequate
<b>Quality of Provision</b>	Adequate
Service responsiveness	Adequate
Assessment & direct work with children & families	Inadequate
Case planning, monitoring & review	Adequate
<b>Leadership and management</b>	Adequate
Ambition and prioritisation	Good
Evaluation, including performance management	Inadequate
User engagement	Adequate
Partnerships	Good
Equality & diversity	Good
Value for Money	Adequate

2.3 The report identifies 14 specific areas for improvement in relation to safeguarding and 10 in relation to looked after children. These were identified as requiring either immediate action, action within three months, or actions within six months.

2.4 The areas for improvement in relation to safeguarding are:

### Immediately:

- Refresh the existing children's service improvement plan to take account of the priorities for action and other issues set out in this report.
- Undertake a full evaluation of the allocation of children's service resource to ensure that the capacity of the workforce is sufficient to meet the demand for service at the published threshold.
- Tackle the unacceptably high level of social worker caseloads and insufficient team manager capacity, and ensure that newly qualified social workers are protected from carrying high and complex caseloads.
- Re-configure the contact centre procedure and practice for the classification of contacts and referrals so that these are more closely aligned with the definitions set out in national guidance; and evaluate the implementation of recent improvements to consolidate and inform further development.
- Improve the timeliness and quality of social work responses for assessments, case planning and recording, including the analysis of risk, to meet minimum standards.
- Accelerate plans to introduce a comprehensive performance management and quality assurance framework to support casework practice relating to contacts, referrals and assessments.



- Ensure that the combined resources and expertise of the council, partners, the Government Office and specialist contractors prioritise and tackle the difficulties associated with the electronic recording system.
- Ensure that the capacity for the delivery of child protection conferences matches the demand for service, that child protection core group meetings are effective and actions and outcomes for individual children are monitored against their child protection plan.

Within three months:

- Ensure children and young people and their parents receive information on how to make complaints and gain access to the advocacy service.
- Ensure that the involvement of children, young people and their families in the child protection process is consolidated and records demonstrate that practice is being implemented effectively and their views taken into account.
- Improve access to multi-agency child protection training delivered by the Leeds Safeguarding Children Board in order to ensure all partner agency staff are well informed and they know and understand their child protection roles and responsibilities.

Within six months:

- Strengthen the Leeds Safeguarding Children Board arrangements in providing challenge and monitoring safeguarding across the partnership so that more rapid progress is made in delivering robust safeguarding services across Leeds for children and young people.
- Complete an analysis of why there is such a high proportion of children who are the subject of a child protection plan for two or more years.
- Ensure that there is a suitably trained, experienced paediatrician available across the city 24 hours every day of the week to support effective child protection medical examinations involving children.

2.5 The Areas for Improvement in relation to looked after children are:

Immediately:

- Review the level of resource made available to deliver key social work tasks for the looked after children's service so that a sufficient professional social worker capacity is provided to meet the demand for service.

Within three months:

- Improve the quality of core assessments and case records.
- Strengthen the arrangements for monitoring the quality and outcomes of external placements, particularly in residential special schools and for those children and young people who are in schools out of the city.
- Ensure all looked after children and young people are made aware of how to make a complaint; that clear systems exist so lessons learned from complaints can help shape services and strengthen access to the children's rights services, particularly for those in out of city placements.

- Ensure the views of looked after children and young people are sought and taken into account in the reshaping of services for looked after children.
- Develop a clear and understandable set of measures and targets for the achievement of the Children's Promise.
- Review the level of resource available to support the children in council care and increase awareness of its role and membership so that it is more representative of the looked after children population.

Within six months:

- Improve the range of placement choice available, particularly those from minority ethnic communities or for those children and young people with complex needs.
- Improve the effectiveness and relevance of personal education plans.
- Improve the regularity and timeliness of information-gathering on the progress of looked after children at a strategic level to enable regular tracking of pupils' progress and more timely evaluation of the impact of actions and interventions on progress and learning of looked after children.

### **3.0 Improvement Planning**

- 3.1 The Council recognises the importance of addressing all of the areas highlighted in the report. As the inspectors acknowledged, many of the issues raised are already starting to be addressed through a range of improvement activity (much of which has been reported to Scrutiny previously, or discussed in detail at safeguarding inquiry working groups). It is anticipated that as this activity continues, so the positive impact it is making will become more embedded. Nevertheless, there must be an ongoing significant effort to respond directly to the areas for action from this report and ensure this is done in a way that connects to the other improvement work currently ongoing.
- 3.2 To help with this and to feed in to the new Improvement Board (discussed below), a single Improvement Plan is currently being developed that is clear about priority areas for action and how these link to and address actions from recent inspection feedback. This Improvement Plan will be the key monitoring tool for the new Improvement Board.
- 3.3 This Improvement Plan will draw together the key drivers of priority areas for improvement across children's services work, specifically:
- The 2009-14 Children and Young People's Plan priorities
  - The findings of the announced and other key Ofsted inspections, in particular the unannounced inspection from July 2009
  - The 2009 Comprehensive Area Assessment (specifically the annual rating for children's services within this).
  - Feedback and input from central government

It will structure these drivers under the key themes of:

- Effective leadership and governance of integrated children's services in Leeds
  - Excellent safeguarding standards and practice
  - Improve outcomes for looked after children
  - All young people participating fully, socially and economically
  - A highly skilled, well supported, motivated and continually developing workforce.
- 3.4 This Improvement Plan will be reported to the March 2010 Executive Board meeting and will then be used regularly by the Improvement Board. Further details about it could be brought to scrutiny if requested, possibly as part of the suite of quarterly performance management information.
- 3.5 The Improvement Plan will be a particularly important tool for monitoring actions from the announced inspection because, unlike with previous children's services inspections, such as the Joint Area Review, Ofsted does not set out a specific requirement for local authorities to submit an Action Plan of response to the issues raised in the announced inspection. The Improvement Plan will therefore be clear in referencing which inspection findings are being addressed by which set of actions.
- 3.6 The Improvement Plan and the actions it will underpin will form a comprehensive overview of priorities and key actions across children's services over the coming months. It will build on the momentum gained over the past year and will support the Council's senior leadership and key partners across the city to understand the improvement agenda and contribute as necessary.

#### **4.0 Wider Improvement Activity Update**

- 4.1 Much of the work that will impact on the issues identified in the announced inspection is taking place within specific services (particularly Children and Young People's Social Care) and directly involves front-line staff. However, members are also aware that in addition to the development of the Improvement Plan, a range of wider activity is currently taking place to deliver the necessary rapid change and improvement in children's services that is a high priority for the Council. Below is a brief update on these areas, with the intention that any further and more timely updates will be shared at the scrutiny meeting and future meetings as appropriate:

##### Appointment of an Interim Director of Children's Services

- 4.2 Following the retirement of Rosemary Archer at the end of December 2009, since the start of January, Sandie Keene has temporarily taken on the role of interim Director of Children's Services. Sandie is also Director of Adult Social Care in Leeds and will divide her time between these two roles with support from the leadership teams in both areas. As well as having a well-established understanding of the current context and challenges facing Leeds, Sandie also has a background of working in Child Protection and helping to implement the Every Child Matters agenda. This is helping Sandie support

work on the key improvement priorities within the service, as well as contributing to the wider Children Leeds agenda.

- 4.3 It is anticipated that Sandie will be in the role for several weeks whilst an interim Director of Children's Services is appointed for a more extended period, prior to the role being filled permanently later in the year.

#### Establishment of an externally Chaired Improvement Board

- 4.4 Following the outcomes of the July 2009 unannounced inspection the Council responded quickly, establishing a Children's Services Corporate Improvement Board, Chaired by the Chief Executive and consisting of senior corporate officers and Elected Members, to oversee the improvement plan in response to the unannounced inspection. This work has helped provide a greater degree of reassurance that children and young people in Leeds are safe from the potential risk of serious harm.
- 4.5 However, during November 2009 in view of the outcomes from the unannounced inspection and the then pending Comprehensive Area Assessment Ofsted performance rating, Elected Members and Senior officers held detailed discussions with Ministers and officials from the DCSF. These discussions focused on the need to satisfy all those involved that the response to Leeds' children's services performance issues had sufficient pace, support and challenge to bring about the required improvement.
- 4.6 Through these discussions it was agreed that to build on the impact of the internally led improvement board, there would be an externally led Improvement Board. This will be able to provide additional challenge and oversight of Leeds improvement priorities for Children's Services.
- 4.7 A report providing the background to the establishment of this Board was submitted to Executive Board on 6<sup>th</sup> January and a further update on this work will be submitted to the March Executive Board. The key points from the January report are outlined in a summary attached at appendix 2.
- 4.8 A key role for this Improvement Board will be to monitor the implementation of the overarching Improvement Plan discussed earlier in this report, which will incorporate and clearly reference the actions resulting from the announced inspection. It will be for the Council's Executive Board to agree the Improvement Plan, prior to it being submitted to the DCSF.
- 4.9 The information at appendix 2 makes reference to the possibility of an Improvement Notice being issued by the DCSF, setting out targets and milestones that Leeds is expected to deliver over the coming months. The requirements within such a notice would be built into the Improvement Plan before it is finalised. If available, more details on any such improvement notice can be shared with Scrutiny members at their meeting, by which point more detail should be known.

- 4.10 The new Improvement Board will meet for the first time on 19<sup>th</sup> January, it will be chaired by Bill McCarthy, Chief Executive of NHS Yorkshire and the Humber and previously a Chief Executive of City of York Council.

#### Review of Children's Services

- 4.11 The regular children's services update report considered by the Scrutiny Board in December 2009 outlined the work underway to carry out a broad review of children's services in Leeds. It informed members of the context for this review in terms of: the changing context for children's services around inspections, trust arrangements and safeguarding; the desire across Leeds to learn from progress and challenges over the last three years; and most importantly the need to ensure children's services move forward in a way that best delivers the priorities of the Children and Young People's Plan. The December report included the terms of reference for the review as an appendix.
- 4.12 Work on the review has continued and extensive feedback will build a clearer picture of how children's services arrangements are currently positioned and what must be considered for the future to respond appropriately and effectively to the challenges outlined above. The findings will be reported to Executive Board in March.

### **5.0 Conclusions**

- 5.1 The announced inspection of safeguarding and looked after children's services, whilst recognising recent improvement and some examples of good practice, has highlighted some significant ongoing challenges for Leeds. Improvements in the necessary areas of children's services are being given the highest priority. As well as the specific service related activity that is continuing, particularly in Children and Young People's Social Care, some important wider developments around leadership, monitoring and challenge and wider service review are continuing. This report has outlined recent developments in these areas. Scrutiny will continue to be kept informed.

#### **Background Papers:**

Children's Services and the Children and Young People's Plan: Update Report (December 09) – report to Children's Services Scrutiny Board 10<sup>th</sup> December 2009

Children's Services Improvement Board: Report to Executive Board 6<sup>th</sup> January 2010

Ofsted Guidance on the Inspection of Safeguarding and Looked After Children's Services (published May 2009) see [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

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# Inspection of safeguarding and looked after children services

Leeds City Council

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**Inspection Reference Number:** 36564

**Inspection dates:** 23 November to 4 December 2009

**Reporting inspector:** Gary Lamb HMI

**Age group:** All

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## About this inspection

1. The purpose of the inspection is to evaluate the contribution made by relevant services in the local area towards ensuring that children and young people are properly safeguarded and to determine the quality of service provision for looked after children and care leavers. The inspection team consisted of four of Her Majesty's Inspectors (HMI) one Additional Social Care Inspector and one inspector from the Care Quality Commission. The inspection was carried out under the Children Act 2004.

2. The evidence evaluated by inspectors included:

- Discussions with 80 children and young people and 25 parents and carers receiving services, front line managers, senior officers including the Director of Children's Services and the Chair of the Local Safeguarding Children Board, elected members and a range of community representatives.
- Analysing and evaluating reports from a variety of sources including a review of the Children and Young People's Plan, performance data, information from the inspection of local settings, such as schools and day care provision and the evaluations of a serious case review undertaken by Ofsted in accordance with 'Working Together To Safeguard Children', 2006.
- A review of 34 case files for children and young people with a range of need. This provided a view of services provided over time and the quality of reporting, recording and decision making undertaken.
- The outcomes of the most recent annual unannounced inspection of local authority contact, assessment and referral centres undertaken in July 2009.

## The inspection judgements and what they mean

3. All inspection judgements are made using the following four point scale.

Outstanding (Grade 1)	A service that significantly exceeds minimum requirements
Good (Grade 2)	A service that exceeds minimum requirements
Adequate (Grade 3)	A service that only meets minimum requirements
Inadequate (Grade 4)	A service that does not meet minimum requirements

## Service information

4. Leeds is the second largest city council in England. It has 178,000 children and young people aged 0 to 19, which represents 23% of the population of the city. There is significant variation in the social background of children and young people in Leeds. Over 33% are resident in areas classified as among the 20% most deprived areas of the country, whilst 6% of children and young people in Leeds schools live in areas that are among the 10% most affluent in the country.

5. Of the 107,000 children and young people who attend maintained schools in Leeds, 22,000 (20.5%) are of minority ethnic heritage. In recent years the population of young people in Leeds has risen and the proportion of minority ethnic pupils has increased steadily, with a greater increase in primary than in secondary schools.

6. Leeds established its Children's Trust arrangements in 2006. They were developed with a particular focus on responding to the size and diversity of the city. They incorporate a broad partnership that works regularly with children and young people to shape and influence policy and strategy through the Children Leeds Partnership. This work is led by a senior leadership group which takes forward collective commissioning of services to target priority areas, the Integrated Strategic Commissioning Board. These citywide arrangements have been complemented by an emphasis on locality working, connected to the council's elected members through area committees. The Leeds Safeguarding Children Board has an independent chair and brings together the main

organisations which work together to protect and safeguard children. The work of the Leeds Safeguarding Children Board is the subject of an independent review and the trust arrangements in Leeds are being reviewed in response to the new guidance issued by the DCSF. The contact, referral and assessment arrangements for child protection responses are currently subject to a formal improvement plan, led by the Chief Executive of the council and supported by Government Office.

7. Leeds has recently launched its new Children and Young People's Plan for 2009-14, which includes a mixture of immediate priorities and longer term ambitions.

8. Over the past year children and young people's social care in Leeds has received nearly 10,000 referrals. Leeds has experienced a significant increase in referrals during 2009, up 19.4% on the previous year. The council consistently has approximately 5,500 cases of children or young people receiving some form of support from social care. At the time this inspection started, 432 children in Leeds were the subject of a child protection plan. Children and young people's social care service responses are delivered across three fieldwork localities and a designated children's health and disability service.

9. In July 2009 Leeds had 1366 looked after children including 73 unaccompanied asylum seeking children. This figure is high compared to statistical neighbours. More than 50% of children live with in-house foster carers, while 351 children live with parents or family carers. Some 13% of primary, and 15% of secondary school age looked after children and young people are placed outside Leeds. Leeds has 13 residential homes providing 134 places and commissions one other children's home from an external provider. One of the 13 is a secure children's home, which provides 36 places, of which 34 are contracted to the Youth Justice Board. Specialist support for looked after children includes the work of the headteacher of the virtual school for looked after children, the Pathway Planning (leaving care) team, the Children's Asylum and Refugee team, a specialist looked after children's health team and the Fostering and Adoption service. There is one young offender institution in the area. Services for children and young people who are at risk of offending or have offended are provided through the Leeds youth offending service.

10. There are 48 children's centres in Leeds, with a further 10 due for completion. Leeds has 267 schools. This includes 219 primary schools, 38 secondary schools (of which three are academies), six specialist inclusive learning centres and four pupil referral units. Education services are provided by Education Leeds, a separate company wholly owned by the council. Schools work with a range of partners, through extended services clusters, to provide the core offer to their communities. Joint working between priority schools and the police through the Safer Schools Partnership supports the promotion of stronger, safer communities.

11. NHS Leeds, the local Primary Care Trust (PCT), commissions health services for people in Leeds and shares the same boundary as Leeds City Council. These services include child and adolescent mental health services (CAMHS), health visiting and children's community nursing. These are delivered by the organisation's provider arm, NHS Leeds Community Healthcare. NHS Leeds also commissions general practitioners, pharmacists and dentists to provide healthcare services for local people.

12. The main provider of children's acute hospital services is the Leeds Teaching Hospitals NHS Trust. NHS ambulance services throughout the city are provided by the Yorkshire Ambulance Services NHS Trust, which was formed in July 2006; this Trust was not part of this inspection. NHS organisations are performance managed by NHS Yorkshire and the Humber.

## The inspection outcomes: Safeguarding services

### Overall effectiveness

### Grade 4 (Inadequate)

13. The overall effectiveness of services in Leeds to ensure that children and young people are safe is inadequate. The council does not meet all its statutory responsibilities, as set out in national guidance, for its core business of child protection relating to contact, referral and assessments. In July 2009 the unannounced inspection of the contact, referral and assessment arrangements in the city found significant weaknesses in the provision of safeguarding services. This included weaknesses in the management and delivery of services to protect some of the most vulnerable children. Although the council's response to referrals and child protection (section 47) enquiries has since improved, the findings from this inspection confirm that some of the serious weaknesses in child protection practice identified in the unannounced inspection remain. The threshold for access to child protection services was until very recently set too high and the cost of delivering effective child protection services across the city is not yet fully understood by the council.

14. Significant work has recently been undertaken to prioritise improvements in frontline child protection services. Action has been taken to set the threshold for service at the right level, tackle poor performance, redesign systems and processes, and audit case management decisions to ensure that there is appropriate access to services. However, it is too early to demonstrate improved outcomes across all these areas of service operation. The legacy of poor decision making and increased demand for referrals associated with the new threshold for access to services have had a significant impact on workload pressures experienced by front line staff. As a result, the timeliness and quality of assessments is poor. There are delays in following up decisions; responses to referrals and assessments are not adequately recorded; and monitoring systems are over stretched. The Leeds Safeguarding Children Board does not provide effective leadership and not all members of the board are at the right level of seniority to ensure prompt decision making. Challenge across Children Leeds, the Leeds Safeguarding Children Board and the Integrated Strategic Commissioning Board to ensure child protection practice is safe and effective has improved since the unannounced inspection but remains insufficient.

15. The contribution made by Education Leeds to the broad safeguarding agenda delivered through schools is good. Leadership across all health partners has ensured strengthened governance arrangements, with clear commitment to partnership working. Revised monitoring of performance has led to safeguarding being prioritised through contractual requirements. There is good evidence of lessons learnt from three serious case reviews, with appropriate actions taken to implement changes. There is adequate Health Visitor provision to allow a planned early intervention model of care, although implementation of the Common Assessment Framework (CAF) has been slow across health

services in Leeds. User involvement in service planning is underdeveloped. There are examples of effective joint commissioning with CAMHS provision and sexual health services are able to demonstrate improved outcomes.

## **Capacity for improvement**

## **Grade 3 (Adequate)**

16. The capacity for improvement is adequate. The council and its partners have made safeguarding children their highest priority. There are many areas where improvements have been made across universal services for safeguarding and a new senior management team is now in place in children and young peoples services. However, the council's track record of delivering improvement in child protection services overall since the joint area review is variable, showing only very recent signs of improvement. Although the council identified in April 2009 that child protection services needed to improve and an improvement plan was developed, the unannounced inspection of the contact, referral and assessment arrangements July 2009 nonetheless identified serious weaknesses.

17. The council has responded well to the findings of the inspection in July 2009 and taken swift action to improve the situation. The improvement plan has been refreshed and implemented, and immediate action has been taken to ensure policy, procedure and practice, including a robust risk register, meet minimum standards for child protection (section 47) enquiries. There is a strong corporate steer for improvement from lead members and the Chief Executive of the council has demonstrated responsibility for the implementation of improvements through the chairing of the improvement board. Significant work has already been undertaken to prioritise improvement. Poor staff performance is being addressed and some systems and processes have already been redesigned to support improvement. For example, case management decisions are now subject to robust auditing. The threshold for access to the child protection services is now appropriate and this work is being prioritised but the timeliness and quality of assessments remain a challenge. The Integrated Strategic Commissioning Board and the Leeds Safeguarding Children Board have identified capacity shortfalls in the Leeds Safeguarding Children Board support team and the Integrated Strategic Commissioning Board has agreed an enhanced budget for the Leeds Safeguarding Children Board for 2010/11.

18. These early successes demonstrate the council can make improvements. However, the lowering of the threshold for child protection interventions and the staffing shortages seriously impact on the ability of the council to make further progress on the improvement plan. In particular, social worker caseloads are too high, front line management capacity is insufficient and the electronic recording system is not fit for purpose. Additional staffing resources have been identified and advanced practitioners are being recruited. The council's budget allocation for children's social care is to increase in 2010-2011. The delivery of this critical operational area will remain a significant challenge until plans to strengthen the social worker staffing levels are fully implemented.

19. The Integrated Strategic Commissioning Board fulfils its statutory duties and provides an appropriate level of leadership, with the exception of its links to the Leeds Safeguarding Children Board. The Leeds Safeguarding Children Board is not a full member of the Integrated Strategic Commissioning Board, although the Leeds Safeguarding Children Board Chair has recently been given the right to attend meetings at her discretion. The Leeds Safeguarding Children Board has not been in a position to challenge and scrutinise progress effectively across the area and its performance management framework is not comprehensive.

20. Priorities for the city include national and local issues and the aspirations of children and young people. Overall, progress on the Children and Young People's Plan (CYPP) demonstrates a good level of achievement with significant progress in some aspects of safeguarding. The role of the Commissioning Champion is well developed and effective. Services have been reorganised in localities to deliver sharply focused early intervention services which are closely aligned to meet local community needs. The Leeds Safeguarding Children Board has effectively undertaken three serious case reviews and has ensured lessons learnt have improved the quality of services across partner agencies and outcomes for children.

21. The engagement of health partners is good. The priority given to improving health outcomes for children and young people is reflected well in the commissioning strategy and priorities are identified, agreed and articulated in the CYPP. Additional resources are being allocated to improve service provision, although health inequalities in Leeds remain a priority area for improvement for the partnership. There are long standing issues with a high infant mortality rate and a high level of teenage pregnancies, which are both above the national average. There are early signs that the infant mortality rate is improving but the teenage pregnancy rate remains high.

## **Areas for improvement**

22. In order to improve the quality of provision and services for safeguarding children and young people in Leeds, the local authority and its partners should take the following action:

### **Immediately:**

- Refresh the existing children's service improvement plan to take account of the priorities for action and other issues set out in this report.
- Undertake a full evaluation of the allocation of children's service resource to ensure that the capacity of the workforce is sufficient to meet the demand for service at the published threshold.
- Tackle the unacceptably high level of social worker caseloads and insufficient team manager capacity, and ensure that newly qualified



social workers are protected from carrying high and complex caseloads.

- Re-configure the contact centre procedure and practice for the classification of contacts and referrals so that these are more closely aligned with the definitions set out in national guidance; and evaluate the implementation of recent improvements to consolidate and inform further development.
- Improve the timeliness and quality of social work responses for assessments, case planning and recording, including the analysis of risk, to meet minimum standards.
- Accelerate plans to introduce a comprehensive performance management and quality assurance framework to support casework practice relating to contacts, referrals and assessments.
- Ensure that the combined resources and expertise of the council, partners, the Government Office and specialist contractors prioritise and tackle the difficulties associated with the electronic recording system.
- Ensure that the capacity for the delivery of child protection conferences matches the demand for service, that child protection core group meetings are effective and actions and outcomes for individual children are monitored against their child protection plan.

#### **Within three months:**

- Ensure children and young people and their parents receive information on how to make complaints and gain access to the advocacy service.
- Ensure that the involvement of children, young people and their families in the child protection process is consolidated and records demonstrate that practice is being implemented effectively and their views taken into account.
- Improve access to multi-agency child protection training delivered by the Leeds Safeguarding Children Board in order to ensure all partner agency staff are well informed and they know and understand their child protection roles and responsibilities.

#### **Within six months:**

- Strengthen the Leeds Safeguarding Children Board arrangements in providing challenge and monitoring safeguarding across the partnership so that more rapid progress is made in delivering robust safeguarding services across Leeds for children and young people.

- Complete an analysis of why there is such a high proportion of children who are the subject of a child protection plan for two or more years.
- Ensure that there is a suitably trained, experienced paediatrician available across the city 24 hours every day of the week to support effective child protection medical examinations involving children.

## **Outcomes for children and young people**

### **The effectiveness of services in taking reasonable steps to ensure that children and young people are safe. Grade 3 (Adequate)**

23. The effectiveness of services in Leeds to ensure that children and young people are safe is adequate. Recent improvements in the contact, referral and assessment arrangements for front line child protection services ensure children in need of protection and safeguarding are appropriately identified. Examination of children and young people's case files which were the cause of concern at the unannounced inspection July 2009, and those sampled as part of this inspection, demonstrate that practice has improved sufficiently to ensure children are now safe. Families are increasingly able to benefit from a wide range of locality-based early intervention and family support services provided through effective multi-agency work. All of the parents interviewed by inspectors reported their satisfaction with these services. Despite a slow start in health services, the use of the CAF is increasing and the most recent figures show that 81% of new Common Assessment Framework led to a multi-agency plan to support the needs of children and families. The number of CAF abandoned due to families disengaging is low and reducing with the result that more families are benefiting from this type of support.

24. The impact of services to reduce road traffic accidents and serious injuries to children is effective. The rate of children killed or seriously injured in Leeds has been reducing and performance is now in line with the national average. Arrangements to tackle the weaknesses identified in the July 2008 Private Fostering inspection have been effective. The number of schools judged to be good or better for the effectiveness of their safeguarding procedures following their Ofsted inspection is at least similar to those found nationally and in some cases better. Joint work between schools and the police through the Safer Schools Partnership is a strong feature in making children safe in their schools and wider communities. Initiatives in schools to improve pupils' safety are good. Many pupils are being empowered to support their peers to tackle bullying and there are good examples of pupils leading initiatives which are reaching a large number of children and young people and are making a difference.

### **The effectiveness of services in taking reasonable steps to ensure that children and young people feel safe. Grade 3 (Adequate)**

25. The effectiveness of services to ensure children and young people feel safe is adequate. Examination of case files demonstrates that front line social

workers are assessing child protection risk through appropriate direct work with children to ensure the threshold for access to service is identified and action is taken to protect some of the most vulnerable children. The police are working well with vulnerable families, particularly those where domestic violence is having an impact on children's safety. Although this is a growing area of work, more families are using services and this is helping to reduce the level of risk to children. The small number of parents interviewed by inspectors reported that the CAF process is making a difference to the level of support they get and is improving outcomes. Targeted work to reduce young people's involvement in anti social behaviour is increasingly effective. However, the responses made by the small number of young people who spoke to inspectors was mixed. Although one group of young people explained how well they were engaged in activities which are helping them to stay out of trouble, another group of young people said they did not feel safe because of the presence of teenage gangs in their home communities.

26. There has been a strong focus on improving the behaviour of young people in secondary schools and this has shown some success. The most recent local data indicate that the proportion of schools judged good or better for behaviour of pupils has improved to 81% and is much better than that found in 2007. Schools support pupils well. There are good arrangements in place to gain the views of pupils and this is helping to shape services. There is a good range of interventions, including mentoring programmes which are making a positive difference to pupils' perceptions of their safety and well-being. Local survey information indicates 80% of 7,000 pupils who responded in 2008/9 consider they are well informed about staying safe from bullying. Tackling discrimination, bullying, including cyber bullying and e-safety, is a high priority for the council and children and young people, and this is being addressed well. The proportion of pupils reporting bullying has fallen in the last two years and there has been a good increase in the percentage of pupils who thought that their school dealt well with bullying. The small number of pupils interviewed by inspectors report that support programmes and their positive relationships with teachers are making a difference.

## **The quality of provision**

## **Grade 4 (Inadequate)**

27. Service responsiveness including dealing with complaints, is inadequate. From the cases seen, child protection concerns are addressed appropriately through section 47 enquiries, risks are correctly identified, and action is taken to safeguard children. However the quality and timeliness of all actions, including assessments, do not comply with minimum standards. Thresholds for access to children in need and child protection services have been lowered and this has led to more children being effectively protected. Management oversight has been strengthened to ensure child protection decisions are closely monitored. Joint work with the police has improved but there is still a lack of consistent practice regarding single or joint visits with the police.

28. The rise in demand for child protection services has increased the workloads of front line social workers to an unacceptable level. Social workers report feeling stressed and anxious about the high number and level of complexity of their caseloads. Social workers express concerns about their ability to meet the demand of new referrals and the delays in passing cases to longer term care management teams. Social workers report they are driving long distances across large geographic areas due to the inefficient arrangement of teams. This leads to lost time and creates increased pressure on the ability of social workers to respond in a timely way. The level of staff experience across social work teams is variable. Some teams are fully staffed, stable and have the right balance of experience. Other teams do not and are staffed almost entirely by inexperienced staff who carry complex work well beyond their experience. The support provided for newly qualified staff is inadequate. As a result of the increased work demands, newly qualified social workers hold large and, in some instances, complex caseloads and they do not receive the level of training and caseload protection they require.

29. There is a well established complaints and representations process. The outcome of complaints has been used well to improve service developments and better access to information has been provided as a result. However, it is unclear from the records whether the requirement to give children and young people and their carers information on complaints and advocacy is met. The time taken to respond to some complaints does not meet the council's own standard and performance is being closely monitored by corporate services. Recording procedure and practice of the work undertaken with families is underdeveloped. The council recognises the proforma used for child protection plans is unsuitable for sharing with carers and an improved version is being introduced. It is not evident from the records that child protection plans and minutes from child protection meetings are given to carers or that reports are fully shared with them prior to meetings.

30. The management of allegations made against staff is adequate and the role of the local authority designated officer is well established and understood. Training to support good practice has taken place across the partnership, with a particular focus on schools. The highest number of allegations is reported from the secure estate which is being appropriately considered by the Leeds Safeguarding Children Board. However, the police and health staff figures for reporting allegations are very low and the number of professionals referred to the barred or restricted employment list is low; this remains an area of challenge for the Leeds Safeguarding Children Board. Multi-agency public protection arrangements are good. The management of offenders who present serious risk to children and communities is sound.

31. The arrangements for the assessment of, and direct work with, families are inadequate. The timeliness and quality of front line child protection contact, referral and assessment responses are inadequate overall. Systems and practices underpinning this work are inadequate. Progress has been made to set the threshold for access to child protection services at the right level,

implement effective auditing arrangements of team managers' decisions and improve the initial sifting of child protection referrals. However, the timeliness of responses does not always meet minimum standards except for those children with a high level of need. The level of recording by social workers and their managers is poor. Similarly, the quality of the referrals received by the assessment teams from partner agencies remains generally poor. Staff in the assessment teams struggle to understand and action these referrals effectively.

32. The out of hours service works effectively and good examples were seen of prompt referrals and good inter-agency working. Multi-agency early intervention services in localities are having an increased impact on positive outcomes for families. For some children where there were child protection concerns, the level of risk has been reduced and they have not been made the subject of a child protection plan because of this early intervention. The family group conference service has resulted in good outcomes for children and parents, which is effectively reducing the level of risk experienced by children. As yet, these effective small scale projects do not have the capacity to address the extent of need across the city and the sustainability of some of these early intervention services is not yet financially secure.

33. The arrangements for the roll out of safeguarding training are adequate and the quality is good. There is a strong focus on child protection level one and CAF training, and staff across the partnership demonstrate a good level of knowledge and understanding. However, access to multi-agency child protection training delivered by the Leeds Safeguarding Children Board is poor. There are long delays organising the delivery of training because not all partners have provided trainers to support this work. The Leeds Safeguarding Children Board inter-agency child protection procedures provide a sound basis for child protection work and are regularly updated. Effective action has been taken to support the safeguarding improvement plan and the workforce is well informed regarding the new children's services child protection procedures and the threshold for access to child protection services. The proportion of children who are subject to a child protection plan for two or more years is higher than similar authorities, and the reasons for these higher numbers need further investigation by the service.

34. Effective arrangements are in place to identify, trace and recover children and young people missing from education, home or care. The management of high risk offenders is good, as indicated by the low re-referral rate to MARAC. Joint working arrangements are in place to safeguard children and young people living in families where domestic violence is a risk factor. The incidents of reported domestic violence are rising, indicating more effective identification, and recording and a growing confidence by women in the services available. Although progress has been slow, there is now a protocol between the police and the local authority to improve the appropriateness and quality of domestic violence notifications leading to improved responses.

35. The health service provides an adequate level of consultant paediatrician support to conduct examinations between normal office hours. However, out of hours medicals are carried out by the general consultant paediatrician on call in the Trust which does not guarantee an appropriate level of expertise. NHS Leeds has identified a lack of clarity and continuity around the service delivery of medical care for children with special needs and disabilities, with provision spread across both community and acute providers. Improvements are underway; however parents have not yet been involved in this process.

36. Procedures and practice for case planning, review and recording are inadequate. Although child protection work is being prioritised effectively, the demand for social work services for children in need is outstripping existing resources. As a result, low level work and some assessments are subject to delays and the quality of social work recording is generally poor as workers struggle with priorities. It is not always clear from file records why decisions have been made and there are many examples of uncompleted assessments. Social workers are not always recording the reason for case closure before the full assessment is completed. Managers do not always review and approve decisions to take no further action. The council has recognised that the electronic recording system does not adequately support the work of social work professionals and this is leading to delays and a poor level of information to assist management decisions. Plans are in place to procure a new system, and work has already been started to manage the transition. The council has made some improvements to the existing system as a short term measure to support social workers and to assist decision making. Child protection conferences are not delivered within statutory timescales and this position is worsening with the increased levels of demand. As a result children are not effectively protected by a multi-agency plan soon enough.

37. Case planning overall is inadequate, although there are some individual examples of good child-centred, reflective and focused work. The majority of cases sampled during this inspection indicate a lack of professional rigour, with a lack of clarity about the objectives and outcomes intended for the child or young person. In several cases there was no evidence of challenge or comment by the supervising line manager or effective oversight by multi-agency core groups. The visiting frequency is well recorded but records do not always state whether a child or young person was seen on their own. From the cases sampled, multi-agency attendance at case conferences by general practitioners and the police is poor, other than by the police in domestic violence cases where they are already involved.

38. Child protection plans are inadequate. This has been recognised by the council. A revised format for child protection planning has been agreed and is being implemented immediately following this inspection. Core groups are not effectively monitoring the implementation of child protection plans or updating plans clearly to reflect changes in circumstances. Effective senior and middle management oversight of performance in this area is hindered by weaknesses in the electronic recording system. Child protection reviews are generally held

on time but are chaired by people who do not chair the initial conference which limits the consistency and effectiveness of oversight. Social workers to whom cases are transferred do not routinely attend conferences and therefore do not hear at first hand the level of detailed discussion which would inform their practice. There are some delays in transferring cases to social workers from the assessment worker.

## **Leadership and management** **Grade 4 (Inadequate)**

39. Leadership and management of safeguarding services for children and young people are inadequate. The wider safeguarding agenda is being tackled well by agencies but leadership and management have not applied sufficient rigour to the core child protection business and there are serious weaknesses in the delivery of services which do not meet minimum standards.

40. Ambition and prioritisation are adequate. At the beginning of the year, key areas of improvement were identified in the delivery of children's services child protection arrangements and changes have been made at senior management level to support this programme of work. However, at the time of the unannounced inspection in July 2009, these improvements had not yet been realised. In accordance with the council's own assessment, the unannounced inspection concluded that services fell well short of that which is required for the protection of children and that children were potentially being left at risk. The council has engaged with the Government Office and has taken swift action to tackle the presenting issues. It has been recognised at the highest level of the council that improvement needs to take place and an improvement board has been set up, led by the Chief Executive. A comprehensive action plan is being implemented and there is transparency across all agencies about how weaknesses are being tackled. Elected members demonstrate a strong commitment to champion the needs of vulnerable children and they are appropriately challenging the rate of progress on the delivery of the improvement plan. Although some early successes have been realised, progress is being hindered by a lack of social work capacity. This remains a considerable challenge for the council.

41. Determined leadership of Children Leeds, the Integrated Strategic Commissioning Board and the Leeds Safeguarding Children Board has ensured that all agencies demonstrate a strong commitment to the broad safeguarding agenda, including the voluntary and independent sector, and to the delivery of services which closely match local needs. Service users have demonstrably helped to shape the CYPP and the plan relates well to user needs. The key priorities are effectively communicated across the city. Services are beginning to make a difference and are improving the lives of some of the most vulnerable and needy children and families. Provision for children and young people with learning difficulties and/or disabilities, and for other vulnerable groups, is informed by a detailed needs analysis and the partnership is taking steps to improve further services to meet the needs of these vulnerable children.

42. The leadership and management of health service provision across the city are adequate. Safeguarding policies and procedures are in place and reflect Leeds Safeguarding Children Board guidance and there is evidence of regular reviewing of risk to children and young people. The priorities of health organisations are effectively linked to the Children and Young People's Plan. Workforce strategies are in place and priority has been given to ensuring that every member of staff directly or indirectly providing health care to children young people or parents will have undergone Level One safeguarding training by end of December 2009.

43. Aspects of evaluation, including performance management, quality assurance and workforce development are inadequate. Workforce planning has not ensured sufficient numbers of qualified and experienced social workers to deliver service priorities, particularly in front line child protection services. Respondents to the social work survey reported that they are well supported by their managers and they receive a good level of supervision. However, records of supervision are of poor quality and do not demonstrate that social workers receive the right balance of support and challenge. Some workers report they are not able to access training due to work pressures. Recruitment and retention of social work staff remain a key challenge for the council in the delivery of the children's service improvement plan. The initial plan to recruit 25 advanced practitioners has been implemented. Although the council is undertaking an evaluation of the staff resource requirements for the delivery of children's services, the scale and cost of this are as yet unknown.

44. The arrangements for the evaluation of performance and financial management are embedded in some services but systems are not consistent across the partnership and are insufficiently robust to provide managers with the information they need to make effective decisions. The council has recognised that the existing electronic recording system, which supports the work of children's services, is not fit for purpose and does not support the effective delivery of the children's services core business processes. Front line staff are working hard to overcome these difficulties and there are plans to procure a new system. Meanwhile the current arrangements are having a serious, detrimental impact on the ability of social workers and managers to deliver their work to the right standard and to record essential material in a timely way.

45. Quality assurance and performance management are underdeveloped. New arrangements are in place to ensure the effective monitoring of initial child protection decisions, but the monitoring of some important areas of work is not sufficiently robust, for example the evaluation of child protection referrals made at the contact centre which do not lead to a referral to children and young people's services. Processes to ensure safe recruitment meet the statutory minimum requirements. All health care partners in Leeds have declared compliance with Core Standard 2 for safeguarding.



46. Service engagement with users is adequate. Services for some of the most vulnerable children and young people and their families do not promote user engagement. The practice and procedures for the involvement of children and young people and their families in child protection conferences are poor. Although some children do attend, the council has identified this area of work as needing better planning. The Leeds Safeguarding Children Board does not include representation from Black, minority ethnic and faith communities. The membership of the Integrated Strategic Commissioning Board is appropriate and includes a good range of cross-sector representation, including children and parent carers. Engagement with service users on the wider safeguarding agenda is good and is effectively promoted through Children Leeds. There is evidence throughout the CYPP of the contribution made by children and young people, their parents and carers in the planning processes for universal and targeted services. The children and young people interviewed by inspectors talked in detail about a series of specific projects which they had helped to shape and which feature in the plan. The implementation of locality based service has increased user involvement and influence on service design. The advocacy service for children and families in schools is good. This includes support around bullying and discrimination and for children and young people with learning difficulties and/or disabilities. The work of Education Leeds, delivered through schools, ensures that the views of pupils contribute effectively to shaping services. This is a particularly strong feature of the design of services around anti-bullying and of peer mentoring.

47. Partnership work is adequate. The level of challenge provided by partner agencies and through the Leeds Safeguarding Children Board and Integrated Strategic Commissioning Board has been insufficiently robust. Although Education Leeds and NHS Leeds make a good contribution to the core business of children's social care and the wider safeguarding agenda, children's social care is not delivering services at the right level for children and families. The Leeds Safeguarding Children Board does not provide effective community and professional leadership in relation to universal, targeted and specialist safeguarding services and its influence is not felt sufficiently across all areas where the safety and welfare of children and young people are concerned. One of the three serious case reviews undertaken by the Leeds Safeguarding Children Board has been judged good and two adequate. The lessons learnt from these have been effectively disseminated and implemented through good partnership engagement. The well-planned implementation of integrated services in localities is leading to some good joined-up multi agency work. These services are making a difference in relation to the most challenging aspects of safeguarding work, for example work with gangs and knife crime. The council has provided proactive and inclusive leadership on behalf of the partnership in the development of services in localities and there has been good support from a wide range of partners, including NHS Leeds, police, youth justice service and voluntary sector. The current arrangements for commissioning need to be reviewed and this work is being tackled by the Integrated Strategic Commissioning Board.

48. The promotion of equality and diversity arrangements is good. The city council is strongly committed to valuing diversity and tackling discrimination and this priority is shared across the partnership and clearly evident in corporate and children's services strategic plans. The vision is clearly articulated in the CYPP and the Local Area Agreement and is comprehensive, ensuring at least adequate levels of access and a very strong focus on vulnerable groups. The council's good performance is demonstrated in the achievement of Level 3 in the Equality Commission's Equality Standard. Managers report that the council's position is embedded. The council's aspirations are shared by its staff; these guide their practice and provide a sound base for improvement. There is a strong focus on diversity at all officer levels, supported by a staff performance and development framework which ensures all staff are monitored on their effectiveness at promoting equality and diversity. The need for, and planning of, services for vulnerable groups have been the subject of a thorough needs analysis. Equality impact assessments are carried out rigorously; risks are identified and acted upon with tenacity. Recruitment and selection processes are sensitive to the diversity of candidates and the workforce population is increasingly reflective of the multi-cultural make up of the local population.

49. There are many examples of strategies which are having an impact and improving the lives and achievements of children and young people across the diverse communities of the city. The roll out of locality services is helping to deliver more integrated, multi-agency services which are increasingly successful and designed to meet local needs. The majority of children and young people, parents and carers spoken to during the inspection believe services support good access for all minority groups and that they are making a positive difference. There is a strong focus on community cohesion. Consultative groups ensure the diverse cultural needs of communities are well represented. Access to parent support advisors, children's centres and health visitors is well developed in the five localities across the city. Children's centres deliver a plethora of services in line with government requirements and the priorities in the Children and Young People's Plan and the Local Area Agreement. The inclusion of parents, particularly from hard to reach and vulnerable families, is prioritised and promoted well. There are good examples of user sub groups and committees helping to shape services to support this work. Testimonies from parents involved in a range of multi-agency support from children's centres show how services working together have made a difference in supporting them in times of need and helping them to develop good relationships with their children. Concerted and prioritised actions by all partners to narrow the gap between vulnerable and diverse groups of children and young people are both improving outcomes for them and making sure their achievements are moving closer to those found in other groups across the city. For example, strong partnership working with Gypsy and Roma families has resulted in an increase in the proportion of Year 11 pupils attaining five good GCSEs in 2009. Work with families of children with an identified special educational need or a disability is developing. Small-scale consultations involving these families have ensured that the views of some parents have been taken into account and

more action is being taken to engage more parents from across the city in helping shape these services.

50. Value for money is inadequate. The children's services business operation is under resourced and there is insufficient capacity to meet business objectives. This has resulted in serious weaknesses in the delivery of services and poor responses to service users. Children and young people and their families report that social work staff are responsive and helpful, although some said there are not enough of them and they experience a poor level of service. This position is not sustainable for the council. Although unit costs in children's services are low, this does not reflect value for money as staffing resources, in particular the number of professionally qualified social workers, do not match the demand for service in key areas of service operation resulting in unmanaged risk and poor value. The true cost of delivering an effective contact, referral and assessment service has not been evaluated and this remains unknown. Systems to support performance management, quality control and the evaluation of impact are underdeveloped across services. The council has concluded that the electronic recording system, which supports the work of children's services, is no longer fit for purpose. Staff and managers report that the system does not support them in their work and is wasteful. Some work has been undertaken to address this, although a solution is not imminent.

51. The Integrated Strategic Commissioning Board actively considers how safeguarding and child protection objectives can be achieved effectively and economically. There are good systems in place to monitor budgets across the council. This practice is embedded across the partnership. Managers responsible for the financial management of their respective services know and understand the constraints of their budgets. There are some individual examples of good evaluation of value for money in specific projects and these are expressed well against outcomes for children, such as the achievement of the youth offending service in reducing the number of young people who receive a custodial sentence. The voluntary and community service sectors provide sharply focused services which are good value for money, but progress has been limited due to complicated funding arrangements which are currently subject to review. NHS Leeds and the local authority are working well together and the contribution of NHS Leeds is making a significant difference. For example, the CAMHS is providing a good level of support for some of the most troubled children and families in the city, with demonstrably improved outcomes.

## The inspection outcomes: services for looked after children

### Overall effectiveness

### Grade 3 (Adequate)

52. The overall effectiveness of services for looked after children is adequate.

53. The CYPP expresses clear ambition and priorities for looked after children. An active corporate carers' group is rightly focusing attention on a wide number of priorities for looked after children with evidence of improvements in key outcome areas. Effective partnerships and joint working arrangements support outcomes which are at least adequate; some are good and nearly all demonstrate an improving picture, although the pace of change has been slow overall. Health outcomes are improving. The virtual school is resulting in improvements in participation in education and attainment for looked after children and their attendance is improving as a result of a clear focused attendance strategy.

54. Throughout this inspection, inspectors received strong messages from young people, social workers and team managers, parents, carers and other professionals about the heavy and complex caseloads being managed by social workers, independent reviewing officers and pathway advisors and the impact this inevitably has on outcomes and the services received. While some action has been taken, this is a major weakness which needs to be promptly and systematically addressed. The numbers of looked after children remain high and the reasons for this are becoming more clearly understood. Action is beginning to be taken to safely reduce numbers in several ways, for example through more intensive work with families. This resource is not yet sufficiently widely available to create the wider impact that is required. Placement stability remains satisfactory for the majority of young people, although there is insufficient placement choice particularly for those from minority ethnic backgrounds or young people with more complex needs. Nevertheless, additional resources have now been secured for the fostering team to strengthen family finding and support to family network carers.

### Capacity for improvement

### Grade 3 (Adequate)

55. Performance across a number of outcomes is improving, albeit slowly in some instances, or has remained steadily adequate. Although a new senior management team is now in place in children and young people's services and some progress is being made, service improvements are jeopardised by significant weaknesses in the capacity of the social care workforce and the extent of the challenges facing the service. Prompt action has been taken in response to previously inadequate judgements from regulatory inspection of two children's homes and the fostering service. These are now judged adequate overall and safeguarding has been judged at least adequate in all regulatory settings for looked after children. The council has good knowledge of the

weaknesses in services for looked after children, is realistic about the extent of the challenges involved, and is implementing a transformation plan to reshape and improve services. Managers, staff and carers describe a service which is slowly improving. There are strong, effective partnerships which have demonstrated commitment and prioritisation to looked after children. Partners are driving forward improvement through the allocation of resources, working to strengthen jointly commissioned services and adding capacity.

## **Areas for improvement**

56. In order to improve the quality of provision and services for looked after children and care leavers in Leeds, the local authority and its partners should take the following action:

### **Immediately:**

- Review the level of resource made available to deliver key social work tasks for the looked after children's service so that a sufficient professional social worker capacity is provided to meet the demand for service.

### **Within three months:**

- Improve the quality of core assessments and case records.
- Strengthen the arrangements for monitoring the quality and outcomes of external placements, particularly in residential special schools and for those children and young people who are in schools out of the city.
- Ensure all looked after children and young people are made aware of how to make a complaint; that clear systems exist so lessons learned from complaints can help shape services and strengthen access to the children's rights services, particularly for those in out of city placements.
- Ensure the views of looked after children and young people are sought and taken into account in the reshaping of services for looked after children.
- Develop a clear and understandable set of measures and targets for the achievement of the Children's Promise.
- Review the level of resource available to support the children in council care and increase awareness of its role and membership so that it is more representative of the looked after children population.

**Within six months:**

- Improve the range of placement choice available, particularly those from minority ethnic communities or for those children and young people with complex needs
- Improve the effectiveness and relevance of personal education plans
- Improve the regularity and timeliness of information-gathering on the progress of looked after children at a strategic level to enable regular tracking of pupils' progress and more timely evaluation of the impact of actions and interventions on progress and learning of looked after children.

**Outcomes for children and young people**

57. Services to promote health outcomes among children in care are good. NHS Leeds has demonstrated a strong commitment to improve services for looked after children delivered through increased investment. This has led to a good level of improvement in the proportion of looked after children with an up to date health needs assessment rising significantly from 72% in 2006/7 to 83% in 2007/8. Close scrutiny of local data shows this trend has been sustained and is now reported to be 89%. There has also been a strong focus on the protection provided through immunisations, which has also increased to a good level. Mental health needs are well met through a jointly commissioned and integrated CAMHS. There is a good approach to aligning services through the joint therapeutic social care/CAMHS team. Access to the specialist team is appropriately prioritised and this ensures looked after children receive timely support for their assessed emotional and mental wellbeing needs. The therapeutic social worker team provides effective support to foster and residential carers to enable them to identify concerns earlier. The team is effectively supporting placement stability for many looked after children. For example, out of 84 cases seen at fostering surgeries held over last two years, only eight suffered a placement breakdown.

58. There is good targeting of care demonstrated through sexual health support for looked after young people. This support is effectively delivered through the funding of a specialist nurse attached to the pathway planning team. The arrangements to support the health needs of unaccompanied asylum seeking children are good. Increased resources for the looked after children health team has enabled a good level of health promotion for unaccompanied asylum seeking children through a recently established boys' group. Health promotion work is particularly sensitive to cultural beliefs, values and sexual health practices and support is effectively delivered to meet the diverse needs of this group of young people.

59. Safeguarding arrangements for looked after children are adequate. Nearly all looked after children and young people have a named qualified social

worker. Most see their social worker regularly including being seen alone, although this is not always clearly recorded. Most children and young people seen by inspectors said they feel well supported, particularly where they have experienced consistency in their social worker or placement. The survey conducted for this inspection identified 78% of those who responded, report that they feel very safe and a further 12% felt fairly safe. The arrangements for looked after children reviews have improved from a very low base and are now adequate. More looked after children are having their reviews completed on time. The council's own data show that at September 2009 84.6% of reviews were held on time and this improvement was confirmed by parents, carers and other professionals who spoke to inspectors. There is a range of support available to children in their placements, for example support to children with their emotional and behavioural needs through the dedicated therapeutic team. The consultation and support provided by CAMHS to social workers, carers and children have become increasingly flexible and more readily available through foster carer clinics or professional consultations and are highly regarded by professionals and carers.

60. Placement stability is given appropriate priority and a range of services is available to support children in their placements. The survey conducted for this inspection identified 83% of the children who responded felt that they were currently living in the right place, while 73% reported that their most recent placement move had been in their best interests. However, 86% of children reported that there was no placement choice available and this is confirmed by professionals working with them. Processes to support the placement of children for adoption remain strong and placement decisions are made quickly. There is limited use of external placements which are used appropriately for a relatively small number of children with specialised or complex needs. Some action is being taken to improve placement choice. For example, a contract has recently been developed with six independent fostering agencies. This is subject to monitoring in line with the national framework and includes a focus on safeguarding. Although monitoring of external placements takes place using information from regulatory inspection reports and the social work visiting and reviewing process, the scrutiny of the quality of services through commissioning is too reactive.

61. The impact of services to enable looked after children and young people to enjoy and achieve is good. Partners are working successfully with the council in their shared ambition to improve outcomes and to narrow the gap between looked after children's performance and that of other young people in Leeds and nationally. All key outcomes are improving and there have been some notable successes. For example, in summer 2009 when national results remained similar to the previous year, the proportion of 11 year old looked after children attaining average levels in their Key Stage 2 tests in English and mathematics rose by 10 percentage points. Similarly, at Key Stage 4 the proportion of 16 year olds sitting and attaining 5 GCSEs grade A\*-G has risen significantly and the gap between their results and the national figure has narrowed well. There has been an impressive 20 percentage point narrowing of

the gap in the proportion attaining at least one GCSE. The proportion attaining five higher level GCSEs or equivalent has also improved at 19%, although still well below average, represents effective progress since 2008. Standards are also rising at a similar rate for looked after children identified with a special educational need or disability.

62. Good direct work with looked after children, including those facing challenges or who are underachieving, is helping to improve their placement stability, enjoyment and achievements. This includes direct action by the headteacher of the virtual school and the Education Projects team, one-to-one tuition, Stepping Stones, the Find Your Talent programme and the Creations Project which is run in partnership with the library service. Young people, schools, parents and carers confirm that they are also supported and encouraged to attend a wide range of activities that meet their needs. Schools speak highly of the good and regular training for designated teachers of looked after children that not only keeps them up to date with the requirements of the role, but also challenges and supports them to improve practice and raise achievement. Headteachers report that the appointment of the headteacher for the virtual school for looked after children has raised the profile of this group, heightened school's accountability for them and enabled more timely direct interventions and support leading to improvement.

63. The attendance of looked after children in primary schools is better than that of other children in Leeds, although still below that found nationally. Partners have also made effective progress in improving the attendance of secondary-aged looked after children in 2009, through targeted support and help where required. Attendance improvement officers and schools are effectively tracking and working with those who are absent. The proportion of looked after children who are persistently absent is also reducing and has decreased by over four times the Leeds' average rate.

64. Although standards are rising, the headteacher of the virtual school is aware that the capacity to monitor the educational progress of looked after children is restricted to twice a year because of current recording systems. This limits the opportunity for him, his team and the Multi-Agency Looked After Partnership to monitor consistently underachievement or the impact of the significant number of interventions provided. Looked after children's personal education plans are reviewed within timescales. Evaluation by the virtual headteacher has shown the quality to be inconsistent and the format cumbersome. Designated teachers for looked after children spoken to during the inspection agree. Nevertheless, annual and challenging targets for improvement are set for each looked after child following dialogue and debate between schools. These are evident in the plans and are reviewed half-yearly. Effective action is taken to tackle any concerns.

65. Opportunities for looked after children and young people to make a positive contribution are adequate. Looked after children and care leavers are consulted on a range of issues and there is some evidence of changes to



service delivery as a result. There are annual conferences for young people leaving care, during which young people express their views on a range of issues. For example, the input of young people has resulted in an increase in care leavers' allowances. Children and young people were consulted on a draft children's pledge and the 'Children's Promise' was launched in August 2009 using the word 'promise' in place of pledge in response to children's views. It is as yet insufficiently clear how progress against the 'Children's Promise' will be measured and evaluated. A Children in Care council has recently been formed with an as yet small core group of regular members. This has the makings of an excellent group and links are developing with the corporate carers group. However, there is insufficient awareness of the children's council amongst the wider group of looked after children and the staff and carers who work with them.

66. The corporate carers group has recognised the need to increase membership in order to be more effective and more representative of looked after children's views. The young people interviewed by inspectors were not sure if the necessary support and resources are in place from the council to enable the group to have the impact that is hoped for. The survey carried out for this inspection identified that 69% of children surveyed felt that their views were listened to in their reviews either well or very well, while 77% of children felt that adults always or usually kept them informed about changes in their lives. Multi-agency work with looked after children who offend or are at risk of offending is slowly reducing incidents. Although remaining much higher than average for similar young people, most recent local information suggests that the percentage of young people convicted or subject to final warning or reprimand has reduced from 15.5% in 2008 to 13.8% in November 2009.

67. The impact of services to enable looked after children and young people and care leavers to achieve economic well-being is adequate. Services are improving as a result of strong leadership, more appropriate curriculum choices, partnership working, targeted support and effective interventions. Although still comparatively high, the proportion of 16 year old looked after children not in education, training or employment has reduced by 5 percentage points over the last year. The percentage of 19 year old care leavers in education, training or employment has also improved from 31% in March 2008 to 41% in March 2009, and is now approaching the average for similar councils.

68. The capacity of services to meet the needs of looked after children and care leavers is increasingly effective through actions such as the appointment of additional Connexions personal assistants and specific workers to support those with special educational needs or disability and ensuring young people have regular access to support, advice and guidance. Although in the early stages, the development of designated tutors in colleges is also beginning to improve the support and guidance in the further education sector. Colleges now offer flexible support and apprenticeships are beginning to be developed with the Care2Work project. Over 34 care leavers have been successfully supported into higher education.

69. Good, timely individual support is also provided to older unaccompanied asylum seekers and they report with conviction the positive difference this has made to their safety, care, aspirations, access to college and improvements in their competency in English. Projects such as Aiming High are also raising the aspirations of looked after children and care leavers, including those with a special educational need or disability. Additional capacity to support transitions to adult social care for care leavers with special educational needs or disabilities has been added and this is beginning to improve outcomes for them. Young people spoken to during the inspection who were in Year 11 reported positively on their residential experience in higher education.

70. Services work effectively to meet the accommodation needs of care leavers and bed and breakfast accommodation is used for a small number of young people as a last resort. Access to decent housing and support packages has improved as a result of the post-18 placement policy and prioritisation through Multi-Agency Looked After Partnership and Corporate Carers group. Provision now includes access to four hostels and semi-independent living with support packages provided through an independent service provider. Floating support is offered by various providers to over 60 young people. Services are currently reviewing the contract for some housing providers to ensure that it is all of suitable quality and in suitable locations.

### **The quality of provision**

### **Grade 3 (Adequate)**

71. The quality of service provision for looked after children is adequate.

72. Service responsiveness is adequate. The number of looked after children in Leeds at approximately 1,360 is significantly high compared to similar councils. However, whilst the number of looked after children has increased in comparator councils in the last quarter of 2008, the population of looked after children in Leeds has remained static. Analysis undertaken by the council indicates there are many reasons for the high numbers. These include: relatively high numbers of children placed at home with parents or with family members on care orders; significant numbers of young unaccompanied asylum seeking children who arrive in the city; the need for more effective assessment, planning and review as well as the need for more effective and timely early intervention services. In common with similar authorities, there has been an increase in children becoming looked after because of drug and alcohol misuse and domestic violence. External research commissioned by the council earlier in 2009 identified a number of these factors and some actions have been taken to reduce safely the numbers of looked after children. These include reviewing the need for care orders for those young people placed with families, or the development of more effective and timely intervention programmes such as family network groups and multi-systemic therapy pilots. These are at an early stage but are already showing early signs of impact in terms of enabling children and young people to remain safely at home.

73. The needs of looked after children are taken into account when placement decisions are made but few of them experience any real placement choice due to the limited capacity of the service provision. The level of support provided by social workers in care management teams meets only the minimum standards. Social workers carry mixed caseloads which include looked after children, children with child protection plans and children in need. Workloads are heavy and the work is frequently complex resulting in social workers and team managers facing significant work pressures and having to balance competing demands. This impacts on the quality of service offered to looked after children and families with consequent risks.

74. The arrangements for looked after children and young people to make a complaint are satisfactory. Most looked after children are aware of how to make a complaint although the survey of looked after children undertaken for this inspection indicates a significant number did not. The survey also indicates that nine out of ten children who had made a complaint felt that it had been sorted out fairly. In a small number of cases seen there were significant delays in resolving formal complaints. The arrangements for improving the quality of services based on the lessons learned from complaints is under developed. The children's rights services is commissioned from a large voluntary organisation and this provides a good level of independence to support this area of work. Although there are regular advocacy sessions provided for children in children's homes, other children including those living in placements commissioned outside Leeds are only informed about the service through their reviews.

75. Assessments and direct work with looked after children and young people are inadequate. In the cases seen by inspectors, there were some examples of very good practice and direct work with families and some children interviewed by inspectors described how services are making a positive difference to their life. However, the quality of social care practice overall is too variable and the limited capacity of the social care workforce is having a significantly detrimental impact on the quality of assessment and direct work with looked after children. The quality of core assessments is too variable and while there are examples of good or adequate assessments, many lack depth and analysis. Young people leaving care were very aware of the impact of the work pressures on their pathway advisors, reducing their ability to provide them with the levels of support they needed. A number of services commissioned from local or voluntary agencies provide valued additional support to young people leaving care.

76. A multi-systemic therapy pilot, funded nationally, provides excellent support to a small number of families and young people on the edge of care. The pilot has evidence of early positive outcomes, with the majority of young people remaining safely at home after intervention. Parents are extremely positive about the impact of the project, reporting that it has kept their families together and enabled them to '...get back in control'. The family group conferences pilot in south Leeds is resulting in good outcomes for a small number of children on the threshold of becoming looked after. As yet these

effective small scale projects do not have the capacity to address fully the extent of need across the city and sustainability remains a concern for workers and families as the initial funding guaranteed is not yet secure.

77. The arrangements for case planning, review and recording are mostly adequate. Looked after children have up to date care plans which are reviewed regularly. A small number of parents who spoke with inspectors said they understood the plan for their child and felt that their views and their children's views were taken into account when plans were reviewed. Independent reviewing officers, however, report weaknesses in pathway planning for young people leaving care and plans sampled by inspectors were insufficiently clear about the overall objectives for the young person. Reviews sampled by inspectors were clearly written and understandable, with follow up of previous actions and clear recording of future actions and responsibilities. Independent reviewing officers provide a good level of challenge and a number of improvements have recently been made to strengthen their role, including the creation of independent management arrangements and increasing their capacity. However independent reviewing officers also carry heavy caseloads which are stretching their capacity. Looked after children are offered consistent chairing of their reviews and this strengthens effective planning. There is a good level of focus on engaging with parents, for example where parents or children have not attended reviews, Independent reviewing officers offer a separate meeting. The review process is supported appropriately by key professionals, such as from health or education.

78. The level of support provided by the Children's Asylum and Refugee Team is adequate and highly valued by the young unaccompanied asylum seeker children. However the systems and processes which underpin the service are weak. There have been significant changes in staffing and management of the team and there is a need for greater clarity about the focus and planning of the work with individual young people. The standard of case recording is poor. There is currently a dual system of recording in operation with some information on paper files and some held electronically. This results in gaps in recording which are compounded by the workload pressures experienced by social workers.

## **Leadership and management**

## **Grade 3 (Adequate)**

79. Leadership and management of services for looked after children and young people are adequate.

80. Ambition and prioritisation are good with firm commitment from elected members and front line staff to improve outcomes for looked after children and care leavers. There is a strong focus on narrowing the gap between this group of young people and young people across Leeds and the national average. The vision and priorities for looked after children are clearly articulated in a range of strategic plans and link clearly to the top priority within the CYPP. This commitment has translated into some improved outcomes for looked after

children, for example in improving their achievements and educational outcomes and in improving health outcomes.

81. Evaluation, including performance management, quality assurance and workforce development is inadequate. The existing arrangements for the delivery of social work support for looked after children does not ensure sufficient priority is given to this area of work. The workforce capacity in social care is currently insufficient to meet the needs of the service. Social worker caseloads are high and workers are struggling with workload pressures so that all children do not receive the level of service required. Managers of the service acknowledged there are gaps in the skills and experience of workers. The council has identified the need to develop a more dedicated and integrated service for looked after children and is developing plans for this. Some improvements have already taken place, for example in educational support for looked after children. These actions are beginning to make a positive difference to the way that services are working together to improve outcomes for children. Although some initiatives are too early in their development to show measurable outcomes, there are some examples of good impact such as the one to one work to support the education of looked after children and the interventions taken to support children to remain in education and reduce their absence from secondary school.

82. Systems to support management decisions have recently improved, with a new, more focused approach to performance management arrangements and quality assurance. A more robust framework for performance management has been developed and a dedicated team is being established to drive improvements in service quality. Clearer requirements for the auditing of practice have been introduced at team and practice level in social care but team managers report that existing work pressures prevent them from fulfilling these requirements. At the strategic level, performance reporting is regular and the Corporate Carers group and the Executive Board receive detailed reviews of progress towards the many targets to improve outcomes for looked after children.

83. Effective self-evaluation by the Multi-Agency Looked After Partnership and audit information show that managers have a clear understanding of the strengths and areas for improvement within and across services and in the outcomes for children. They have conducted a range of research and analysis to make sure that priorities are well informed by national and local contexts. Regular reviews of the educational achievements of looked after children take place and they have a clear view of what needs to improve. For example, they are aware of the need to improve monitoring and evaluation of the impact of provision for pupils placed out of the city, including the small number who are educated in residential special school provision.

84. User engagement is adequate. Action taken to consult with and encourage the participation of looked after children and care leavers is adequate. A wide range of consultations has taken place. However, the number of participants is

sometimes low and it is not always clear how representative the groups are of looked after children. There is, however, some evidence of services changing as a result of young people's views, such as the care leavers service. The consultation on the health needs of looked after children has identified the need for male workers to work with young men and some action has been taken to tackle this. A more flexible choice of venues has also been developed as a result of their views. It is, however, unclear how young people will be involved in the reshaping of services for looked after children including residential care.

85. Work in partnerships is good. There is good partnership working at a strategic and local level to improve outcomes for looked after children. Strong and effective partnership working with schools, early years' providers and other educational settings has made a demonstrable difference to the attainment and progress of looked after children and care leavers and to their enjoyment, as evidenced in their increasing attendance rates at school. NHS Leeds has demonstrated good prioritisation and commitment to improving outcomes for looked after children. Additional resources have been allocated to increase the looked after children health team, enabling them to provide increased health promotional activities and preventive work in a range of innovative ways. This work is supported effectively by other professionals and a range of community health staff have received a good level of training to enable them to improve health outcomes for looked after children.

86. The development of locality and inter-agency working is increasingly developing the capacity of local areas to meet the diverse needs of looked after children and is making a positive difference to outcomes for them. Commissioning of services has been undertaken by the long established joint financial action group. The remit of this group has recently been reviewed and plans are in place to establish a more robust, joint-commissioning framework by April 2010. Commissioning of external placements for looked after children is developing positively from a reactive model to a more proactive, strategic model that is based on audit of need. Voluntary and community sector representatives are strongly involved in partnerships but feel insufficiently involved in strategic planning. They consider that their expertise and knowledge about needs and gaps in services are currently under used within the existing commissioning structures and with the extent of changes which are taking place. The process for decommissioning of services is not always timely and the outcomes are not always effectively communicated.

87. The promotion of equality and diversity is good. The outcomes for looked after children are improving; the gap between these and the outcomes for the general child population in Leeds is narrowing well. Health inequalities are being addressed effectively by a range of targeted support and through the provision of a range of services which are responding to different cultural needs and which are making a positive difference to the timeliness of their health and dental assessments. Annual evaluation of the achievements of looked after children from diverse communities shows that they make broadly the same progress as looked after children in general. Impressive partnership working

with the specialist inclusive learning centres and partners across localities is helping to include and meet the individual needs of young looked after children. The Aiming High for Disabled Children programme is reaping good rewards and is effectively helping to narrow the gap between their performance and other children in Leeds. Young unaccompanied asylum seekers spoken to by inspectors were positive about the support they receive, including for their specific cultural or religious needs. Transitions into adult disability services are being revised to make sure there is a seamless route for all, although services are aware that this is in the early stages of development. However, despite a range of positive initiatives to involve and include parents, a small number of parents and carers of children with disabilities feel that services have been slow to tackle their children's needs, although they have commented that things are improving. The service is taking action to widen participation in consultations with this group in order to more effectively respond to their views.

88. Value for money for looked after children is adequate. Virtually all outcomes for looked after children and young people are getting better. Services are committed to maintaining that improvement through regular evaluation and review. Comparisons of costs take place against costs in similar areas and the national average. Budgets have been realigned and efficiencies achieved through the scrutiny of high cost commissioned contracts. Services are increasingly being integrated across localities; new services are being commissioned and additional resources secured to support the delivery of this key priority, for example £1.6 million to provide residential accommodation to support some looked after children with complex needs. In order to strengthen the reviewing processes and to improve the quality of placements there has been an additional investment of £100,000 to increase the capacity of the Independent Reviewing Team. Examples of effective joint commissioning with services includes Connexions, Supporting People and children's social care to meet more effectively the housing needs of care leavers and looked after young people aged 16 and above. Joint funding of Tier 3 mental health therapeutic services has also been developed to support looked after children and to support placement stability through placement clinics.

## Record of main findings: Leeds City Council

<b>Safeguarding services</b>	
Overall effectiveness	Inadequate
Capacity for improvement	Adequate
<b>Outcomes for children and young people</b>	
Children and young people are safe: effectiveness of services in taking reasonable steps to ensure that children and young people are safe	Adequate
Children and young people feel safe: effectiveness of services in helping to ensure that children and young people feel safe	Adequate
<b>Quality of provision</b>	
Service responsiveness including complaints	Inadequate
Assessment and direct work with children and families	Inadequate
Case planning, review and recording	Inadequate
<b>Leadership and management</b>	
Ambition and prioritisation	Adequate
Evaluation, including performance management, quality assurance and workforce development	Inadequate
User engagement	Adequate
Partnerships	Adequate
Equality and diversity	Good
Value for money	Inadequate



<b>Services for looked after children</b>	
Overall effectiveness	Adequate
Capacity for improvement	Adequate
<b>Outcomes for looked after children and care leavers</b>	
Being healthy	Good
Staying safe	Adequate
Enjoying and achieving	Good
Making a positive contribution	Adequate
Economic well-being	Adequate
<b>Quality of provision</b>	
Service responsiveness	Adequate
Assessment and direct work with children	Inadequate
Case planning, review and recording	Adequate
<b>Leadership and management</b>	
Ambition and prioritisation	Good
Evaluation, including performance management, quality assurance and workforce development	Inadequate
User engagement	Adequate
Partnerships	Good
Equality and diversity	Good
Value for money	Adequate

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## **Children's Services Improvement Board** **Key Information from the Report to Executive Board**

A proposal regarding the establishment of the new Board was formally made to Dawn Primarolo MP, Minister of State for Children Young People and Families, in a letter from the Leaders of Council dated 4 December 2009, which also included an early draft of our improvement plan.

The Minister responded on the 7 December 2009 confirming her support for the proposal and this was then subject to a press announcement by the Minister on the same day (7 December 2009) of the action being taken.

The Board will be led by an independent chair and Bill McCarthy, Chief Executive of NHS Yorkshire and the Humber, has kindly agreed to fulfill this role. He will be supported by a small strategic board consisting of the following representatives:

- i) Cllr Golton, Lead Member for Children's Services.
- ii) Paul Rogerson, Chief Executive of Leeds City Council.
- iii) Chief Superintendent Gerry Broadbent, Leeds North East Divisional Commander, West Yorkshire Police.
- iv) Peter Roberts, Chief Executive of Leeds City College.
- v) John Lawlor, Chief Executive of NHS Leeds.
- vi) An external children's services professional (e.g. a DCS from another authority, or Chair of a Safeguarding Children Board) – to be appointed.

The Board will also be attended by key officers of the Council, including the Assistant Chief Executive (Planning, Policy and Improvement), who will be the key corporate officer supporting the Chair. Senior colleagues from children's services and Education Leeds will also report into the Board as required.

We have also extended an invite for a GOYH representative, as well as a member of the DCSF Intervention team, to also attend the Improvement Board in an observer capacity.

The work of the Improvement Board will be enshrined in an Improvement Plan, incorporating not only the key inspection findings from both the unannounced and the more recent announced inspections, but also the outcomes of the significant review of children's services leadership, governance and partnership arrangements that we have been conducting over recent weeks and which will report shortly.

We also propose to include within the Improvement Plan other key performance issues, such as our response to the National Challenge on school performance; improvements on NEETs and other related children's services priorities.

We will be finalising this Improvement Plan following publication of the inspection of Safeguarding and Looked After Children services which will be published on 7 January 2010. It is anticipated that this Improvement Plan will be finalised and approved by both the Council and the Improvement Board during February/ March 2010.

The Minister of State for Children, Young People and Families has also indicated that she may issue an Improvement Notice which would set out the targets and milestones the Minister expects to see delivered over the coming months.

If the Minister is minded to issue such a notice, we will receive a draft copy of this prior to formal issue and our improvement plan will need, therefore, to be amended to incorporate relevant aspects of such Improvement Notice.

The Chair of the board will report every two months to both the city council leadership and the Minister of State for Children, Young People and Families.

It is also proposed that the internally led improvement board continue, in order to provide a supporting role for the externally led board, but also to ensure that sufficient corporate focus is given to responding to the improvement issues identified. In order to avoid any confusion between the two boards, the internally led board is proposed to be re-titled as the "Children's Services Improvement Support Group".

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 28 January 2010

Subject: Annual Standards Report - primary

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**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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## 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
  - Appendix 1: Primary Standards and Achievement
- 1.3 Officers from Education Leeds will be present at the meeting to respond to members' questions and comments.
- 1.4 It should be noted that the figure for the number of schools not reaching the 55% floor target listed in paragraph 3.8 of Appendix 1 to the report should read 34 and not 40.

## 2.0 Recommendation

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

## Background papers

None

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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD:** 6 January 2010

**SUBJECT:** Annual Standards Report: Primary

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### EXECUTIVE SUMMARY

#### 1.0 PURPOSE

- 1.1 The report provides an overview of the performance of primary schools at the end of 2008-9 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. This report also summarises some of the current key challenges and priorities for primary schools.

#### 2.0 BACKGROUND

- 2.1 New targets were introduced for Key Stage 2, two years ago, with the added challenge being the combined level 4 in English and mathematics. This has proved difficult for schools. Standards in English and mathematics separately remain broadly in line with previous years but too many schools fail to reach the combined level 4 target with the result that 34 schools are now below the floor target of 55% against this indicator.
- 2.2 Two new targets were introduced last year for Early Years Foundation Stage: to increase the number of children who achieve a Good Level of Achievement (GLA) (ie at least 78 points across all 13 scales of the Early Years Foundation Stage with at least 6 points in each of the Personal Social Emotional Development and Communication Language and Literacy scales), and to narrow the gap between the average score of children in the lowest 20% and the median. This year more children gained a GLA and the gap has closed to

some extent. This paper summarises some of the key improvements made over the past few years, and the challenges that remain.

### **3.0 RECOMMENDATIONS**

The Board is asked to consider:

- 3.1
  1. the progress that has been made and be aware of the implications of the new Ofsted framework;
  2. the future provision of support, challenge and intervention in Leeds as stated in the Government white paper on 21<sup>st</sup> Century Schools..



**Agenda Item:**

**Originator: Dirk Gilleard**

**Telephone: 0113 247 5882**

## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 6 January 2010**

**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 2008-9 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 partners and advisers and Ofsted reports on schools inspected. 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.

## 2.0 BACKGROUND INFORMATION

2.1 New targets were introduced for Key Stage 2, two years ago, with the added challenge being the combined level 4 in English and mathematics. This has proved difficult for schools. Standards in English and mathematics separately remain

broadly in line with previous years but too many schools fail to reach the combined level 4 target with the result that 34 schools are now below the floor target of 55% against this indicator.

- 2.2 Two new targets were introduced last year for Early Years Foundation Stage: to increase the number of children who achieve a Good Level of Achievement (GLA) (ie at least 78 points across all 13 scales of the Early Years Foundation Stage with at least 6 points in each of the Personal Social Emotional Development and Communication Language and Literacy scales), and to narrow the gap between the average score of children in the lowest 20% and the median. This year more children gained a GLA and the gap has closed to some extent. 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 Standards and Achievement**

##### **Early Years Foundation Stage**

- 3.1.1 In 2008 there was an average decrease of around 2 percentage points in the proportion of children scoring 6 or more points on each assessment scale. This pattern has been reversed in 2009 with improvements seen for every assessment scale.
- 3.1.2 The percentage of children in Leeds who reached a good level of achievement (GLA) by the end of the foundation stage is over 50% for the first time since this indicator has been monitored. The 2009 Leeds figure is above the national figure for 2008 and is likely to be close to the 2009 national figure.
- 3.1.3 A second target indicator looks at the gap between the “average” performance of the full cohort and the “average” performance of the “lowest 20% of achievers”. In 2008 the gap actually widened, but in 2009 there has been a very encouraging reduction of 3 percentage points in the gap. The gap indicator in Leeds for 2009 is at the same level as the national gap figure for 2008.

##### **Key Stage 1**

- 3.1.4 Overall performance, as measured by Average Points Score (APS) in Leeds has improved in 2009, following four consecutive years of falls. National performance has remained at consistent levels over the same time period, resulting in an ever widening gap in performance for Leeds.
- 3.1.5 The performance of similar authorities has also maintained previous levels and has been relatively static since 2005, with average level just over a level ‘2b’. The performance in Leeds schools had dropped significantly below that level, but in 2009 has risen back to that seen in 2007. National and comparator authority performance are not currently available for 2009.
- 3.1.6 The proportion of pupils achieving a level 2As and 2Bs both increased up to 2007, but fell back in 2008, which, when coupled with the fall in level 3s resulted in a significant fall in overall performance, but this has recovered in 2009. In 2009, the proportion of pupils achieving a level 3, 2b and 2c all increased, with falls seen in those achieving a 2a, a level 1 and below level 1. This combination is likely to

improve the APS and this has duly happened in 2009.

3.1.7 There was a 2% increase in reading, a 3% rise in writing and a 1% increase in mathematics in terms of level 2+ performance. This reverses the trend of the previous three years. Performance is broadly in line with levels seen in 2007.

3.1.8 In relation to level 3 standards, performance rose in all three subjects; in reading by 2%, and by 1% in writing and mathematics. This is a significant reversal of the trend in recent years following changes in the assessment methodology. The assessment method used in Leeds was embraced by DCSF National Strategies as an example of good practice. This practice has now embedded and the increase in performance in 2009 can be viewed as an accurate indication of real improvement, not changing assessment methodology.

## **Key Stage 2**

3.1.9 Performance at Key Stage 2 remains a relative strength. However, Key Stage 2 performance dropped in 2009, in English, where a fall of 2% was recorded, 1% larger than the fall seen nationally and for similar authorities. Performance locally and nationally in mathematics remained at 2008 levels whilst similar authorities recorded a rise of 1%, with the resulting gap from Leeds' performance standing at 3%. In science, performance locally, nationally and for similar authorities, remained stable. The fall locally in English performance is not reflected in the performance in the new indicator for primary schools relating to performance in English and mathematics. Locally, performance remained the same, as that seen nationally at 72% whilst the performance of similar authorities fell back 1% closing the gap to Leeds performance to 1%.

3.1.10 Performance in terms of level 4+ in English and mathematics has shown a broadly improving trend for several years but in 2009 was at 2008 levels.

The rate of progress made by the cohort in 2009 from key stage 1 was greater than that seen previously and this is borne out by FFT analysis that shows that the percentile rank for Leeds schools has improved in 2008.

3.1.11 Schools have set ambitious targets for 2010 that are significantly above the top quartile estimate for 2010. These higher targets reflect the commitment of primary schools to maintain high standards for their pupils. This will be even more challenging in 2010-12 as the Key Stage 1 results achieved by these cohorts dropped year on year. The definition of the floor targets specifies that 55% of pupils achieve a level 4 or higher in English and mathematics. There has been a steady fall in the number of schools below the DCSF floor targets at Key Stage 2 until 2009. There are now 34 schools below the 55% floor target, six more than in 2008. This increase of 2.7% is the same as that seen in similar authorities, who have risen from 11.3% to 14% of schools below floor target in 2009, whilst nationally it has risen 0.8% to 10.9%

## **3.2 Attainment of pupil groups**

3.2.1 In the early years foundation stage, outcomes for pupils living in the more deprived areas of the city have improved, but the gap between their attainment and that of their peers remains larger than the equivalent national gap. There have been encouraging improvements for summer born pupils, Pakistani heritage pupils and Black heritage groups.

- 3.2.2 At Key Stage 1, the wider improvement in performance across the city has been reflected for several pupil groups including: pupils on the SEN register; those eligible for Free School Meals; Looked After Children; and Black and minority heritage children.
- 3.2.3 Following issues surrounding the marking of scripts, national data for Key Stage 2 was not yet available for this report. The proportion of Looked After Children achieving a level 4 for both English and mathematics improved by 13%. However, the performance of children eligible for Free School Meals, those on the SEN register, and those with English as an additional language all fell in 2009. Similarly, several ethnic groups fell in performance on the English and mathematics indicator with only Black African and Gypsy Roma groups improving attainment. Overall, the progress of most ethnic groups is in line with predictions from Key Stage 1 attainment with the exception of Indian, Bangladeshi and Pakistani heritage children.
- 3.2.4 A more detailed analysis can be found in the appendix. This analysis will inform a range of strategies focusing on the performance of groups of children who are underachieving (see paragraphs 4.7.1 to 4.8.9)

### 3.3 Ofsted Inspections

- 3.3.1 The Ofsted Framework for the inspection of schools has been revised with a new framework implemented from September 2009. The outcomes for primary schools inspected throughout the previous four year framework is as follows:

	Outstanding	Good	Satisfactory	Inadequate
Leeds	35 15.5%	115 51%	74 33%	1 0.4%

- 3.3.2 Fifty four primary schools were inspected in the academic year 2008 – 9. Of these 15 (28%) were judged to be outstanding, 25 (46%) good, 13 (24%) satisfactory and one (2%) notice to improve. No schools were deemed to require special measures.
- 3.3.3 The effectiveness of the school improvement policy for schools in Ofsted categories was again confirmed this year.
- 3.3.4 A school which had been subject to special measures was inspected in the summer term and was judged to no longer require special measures. This demonstrated very good progress by the school, having been placed in this category in summer 2008. One school previously given a notice to improve, was inspected in the summer term and was judged to no longer require significant improvement and is now judged to be good. This represents very good progress having been placed in this category in summer 2008. One school previously given a notice to improve was inspected in the summer term and was judged to no longer require significant improvement and judged to be satisfactory. This represents good progress having been placed in this category in spring 2008. There was only school in an Ofsted category by the end of the last academic year which was given a Notice to Improve in May 2009. This school is making very good progress.
- 3.3.5 A revised Framework for the Inspection of Schools has been in place since September 2009. This framework brings with it increased challenge for schools and

many will find it difficult to maintain the grades received under the previous framework. Schools receiving a satisfactory grade will be subject to an annual 'no notice' monitoring visit. All schools inspected under the new Framework so far have been successful.

### 3.4 Education Leeds School Improvement Partnerships

3.4.1 School improvement partners (SIPs) annually engage schools in a thorough self evaluation process to evaluate progress and agree priorities. As part of this process each school agrees a partnership with Education Leeds (School Improvement Policy 2006) which will ensure the school either receives the most appropriate support, or offers support based on identified good practice. At the end of the last academic year the partnerships agreed were as follows:

Leading	Learning	Focussed	Extended
57	111	37	14
26%	51%	17%	6%

### 3.5 Schools Causing Concern and Schools Below Floor Target

3.5.1 There are 34 schools which this year performed below floor target against the combined level 4 in English and mathematics indicator. Twenty five of these schools receive additional support through a school improvement adviser (SIA) allocated to the school. This adviser works closely with the headteacher, often on a weekly basis, to ensure the school has the most effective school improvement systems in place. The SIA builds capacity in the school leadership team by modelling good practice, mentoring the headteacher, and coaching the leadership team. The SIA also works closely with the SIP to ensure that the school is focused on the most appropriate priorities. In many of these schools the SIA and the SIP hold regular monitoring meetings with a group of governors. The SIA usually supports the school in building a partnership with a more successful school in the locality. Of these schools:

- Twenty eight of these schools are being supported through the Improving Schools Programme. They receive regular support from National Strategies consultants for a range of programmes including English and/or mathematics with the aim of increasing the number of children who become successful in both subjects.
- Ten schools are making very good progress and are supported through a range of programmes with additional support from their SIP. Eight schools are being supported by a National Strategies Regional Adviser who has been allocated to Leeds to provide additional capacity.
- Thirty four of the schools in this group have been successful in their Ofsted inspections with ten schools being judged as good, with good leadership capacity.
- Fourteen of these schools are judged by Education Leeds to lack capacity to improve quickly and are being given maximum support through an Extended Partnership.
- A further four schools remain a cause for concern having been recently removed from an Ofsted category. These schools are being monitored closely by a SIA as new strategies become embedded.

### 3.6 School Leadership

3.6.1 During this academic year twenty one new headteachers and 8 deputy headteachers

were appointed. The governors were supported in all cases by a school improvement adviser. A comprehensive induction programme has been established and is well attended by new headteachers. Each headteacher is also offered a headteacher mentor.

- 3.6.2 As part of the Education Leeds headteacher retention strategy, experienced and successful heads are encouraged to take on a range of system leadership roles. These include becoming an executive headteacher to two schools, or becoming accredited as a SIP and taking on this role with three-four schools. In addition this year we have recruited six headteachers to become National Leaders of Education and a further eight who have become Local Leaders of Education. These heads will be deployed by Education Leeds to provide support beyond their school.

## **4.0 THE PRIMARY SCHOOL IMPROVEMENT STRATEGY**

### **4.1 School Improvement Partners**

- 4.1.1 Each school is allocated a school improvement partner (SIP) who works with the school leadership and governors to ensure good progress. Where a school identifies a short term need for support the SIP can offer up to three additional days support throughout the year. Fifteen schools have drawn on this offer this year. All schools receive short term additional support from the SIP prior to an Ofsted inspection, checking through the pre- inspection briefing and supporting the leadership team to gather evidence. The SIP also meets the inspection team where possible and attends the Ofsted feedback meeting.

### **4.2 School Improvement Advisers**

- 4.2.1 Where a school has agreed to enter into an Extended Partnership with Education Leeds or requires significant support in a Focussed Partnership, a SIP working in another school, will take on the role of School improvement adviser working sometimes on a weekly basis to support the leadership team, engaging in monitoring activities with the leadership team and providing reports for governors. The SIA devises the support plan coordinates the support team, and with the SIP evaluates progress.

### **4.3 National and Local Leaders of Education**

- 4.3.1 The team of headteachers who have taken on these system leadership roles are being deployed to support identified needs in schools experiencing difficulties.

### **4.4 National Strategies in Leeds Primary schools**

- 4.4.1 The core offer to all schools included significant continuing professional development (CPD) for class teachers in Years 2-6 using key materials which focussed on overcoming barriers to learning and supporting colleagues in using a wider range of pedagogical styles including guided group work. In addition, there was training and two conferences for Subject Leaders in Mathematics and Literacy. Training for Statutory Assessment at end of Key Stage 1 included an opportunity for Year 3 teachers to attend, to support progression and continuity.

- 4.4.2 A new and successful element of the core offer was the programme of 'Taster Twilights' for headteachers and senior leaders. Around 20 sessions took place over the year covering a wide range of school improvement strategies such as use of

Assessing Pupil Progress (APP) materials, Making Effective Use of Data, Learning Walks, Pupil Progress Meetings etc. Sessions took place in Leeds Primary Schools and included a case study contribution from the host school.

- 4.4.3 The core offer was further strengthened by ensuring that all Heads and SIPs received a summary of each core CPD opportunity which included an outline of any implications for leadership. In addition, the Collaboration Zones on Leeds Learning Net, containing all key materials and case studies, are now accessed by the vast majority of schools.
- 4.4.4 The main programme offering focussed support was the Improving Schools Programme (ISP). This was offered to 40 schools on a differentiated basis according to need. To maximise the capacity across as many schools as possible, some support was offered through networks and group projects such as the Wave 1 Mathematics Projects, Mathematics and EAL, reading comprehension, Learning Conversations and the Mathematics Conversion Rate Project.
- 4.4.5 Additional large scale programmes included Multi-sensory Mathematics (MSM) which supported 41 schools across Early Years Foundation Stage and Key Stage 1. The phonics support programme CLLD continued to support 43 experienced schools and 11 new schools. In our second year as part of the Every Child a Reader programme (ECAR) 24 new schools joined the existing 11 schools. Eleven schools piloted the Every Child Counts programme (ECC). ECAR and ECC both focus on the lowest 5% of children in either Reading or Mathematics. 1-1 Tuition was piloted across 90% of Key Stage 2 schools.
- 4.4.6 Training in a substantial programme of interventions has continued to be offered including Fischer Family Trust Wave 3 Literacy, Catch up Literacy and Catch up Mathematics, Talking Partners and Talking Maths. A final year of training for Intervention Managers has ensured that all but three primary schools in Leeds have had support in maximising the potential strategic impact of this role.
- 4.4.7 There is a lot to celebrate at individual school level and some positive outcomes for the Local Authority as a whole. However, there are significant variations in the impact of this work from school to school.
- 4.4.8 The 20 fully funded ISP schools made gains of 4-6% at end of Key Stage 2. This is greater than the national gains for ISP schools. Between 73-80% of children made accelerated progress within the 1-1 Tuition pilot. The overall gains for MSM schools in Mathematics at end of Key Stage 1 were L2+ 3%, L2B+ 4% and in Calculations and Numbers as Labels and for Counting in the Foundation Stage Profile were 7% and 4% respectively. The gains in ECAR were 3.3% at L2b+ in reading and for ECC L2+ 7%, L2B+ 2%. Both these are in line / ahead of national gains. In CLLD, the data outcomes for Leeds are once again ahead of those nationally. End of Key Stage 1 outcomes are above LA figures at all levels for reading and writing.
- 4.4.9 For the smaller scale projects and interventions, many schools can evidence good progress although there is greater variation from school to school. However, the factors in common where there are successful outcomes include high levels of commitment from the school, especially the school leaders. An example would be in ECC, where the headteacher ensures that teaching sessions are not missed and that key messages about learning and progress are shared and used across the whole school. Similarly in ISP, better progress is made where senior leaders ensure that they are the main 'Leader of Learning' and model a 'can do' culture of high

expectations and shared accountability for pupil progress.

#### **4.5 Assessment Strategy**

4.5.1 At the Assessment Conference in 2008, headteachers in Leeds requested support in various areas including training for Assessment Coordinators, practical help on pupil tracking, easy access to assessment information, support for standardisation and moderation and further support in embedding Assessment for Learning (AfL) and extending Assessment Networks. The Assessment Team supported schools in various ways including Coordinators being invited to a one day conference on the AfL strategy and its role in the progression agenda. The Assessment Collaboration Zone was populated to offer easy access to a wealth of materials and the team continued to support schools by publishing a fortnightly Assessment Newsletter. Headteachers were also invited to a 'Taster Twilight' to explore the assessment and progression agenda in Leeds. School colleagues who wished to join voluntary assessment networks were given support from Leading teachers and the Assessment Team supported Strategy colleagues in introducing all schools to Education Leeds Assessing Pupil Progress materials.

4.5.2 In addition, Education Leeds designed and trialled a tracking system, Analysing Pupil Progress Leeds (APPL), which has been warmly welcomed by schools.

#### **4.6 Early Years Foundation Stage Strategy**

4.6.1 The Early Years Outcomes Duty (EYOD) Board, which has representatives from Education Leeds and the Leeds City Council Early Years Service, has conducted an evaluation of the EYOD action plan and identified a range of factors which have contributed to improved outcomes. These fall under two broad headings i.e. improved communication and improved training and guidance at all levels of leadership and management.

4.6.2 Improved communication was achieved through a range of actions including a highly successful conference for headteachers at the start of the year, regular briefings with Early Years Co-ordinators in schools, improved partnership working between Education Leeds and Early Years Service, briefings for headteachers on Children's Centre development, the introduction of a new Early Years Newsletter for schools each half term which reinforced key messages, an emphasis on identifying and developing high quality provision for children in the bottom 20% at all key events and finally a clear commitment to improved knowledge about the Early Years Outcomes Duty including the publication and distribution of 2,000 leaflets.

4.6.3 Improved training and guidance included wider implementation of "Stepping into the EYFS" – Local Authority guidance on tracking across the Early Years, School Improvement Partner training, Headteacher twilights, setting up of Early Years Collaboration Zone, Local Authority exemplification materials for moderation of Personal Social and Emotional Development judgements and training programme, focussed / funded programmes e.g. Communication Language and Literacy Development (CLLD), Communicating Matters, Multi Sensory Maths plus the introduction of referral form for consultant support made available to SIPs and schools.

#### **4.7 The Black and Minority Ethnic (BME) Pupil Achievement Strategy**

##### **Partnerships**



- 4.7.1 The Equality and Entitlement Team (EET) has used a partnership approach to develop co-ordinated intervention programmes working with other Education Leeds teams particularly, school improvement advisers, school improvement partners, National Strategies consultants and the admissions team. Partners in the third sector and community groups particularly the Children's Society, LCC teams, particularly the Harmonious Communities team and NHS Leeds also work with the team to ensure programmes adopt an holistic approach and that all stakeholders in raising attainment and achievement are engaged and co-ordinated.

### **Intervention Programmes**

- 4.7.2 Data is analysed to make evidence based judgements of where gaps need to be narrowed and evaluated to identify specific priorities. Intervention programmes with clear objectives and focussed actions have been implemented to raise the attainment and achievement of key BME groups. Specific programmes are designed to meet specific needs in which the progress of targeted pupils is carefully tracked and final impact measured. A schools network is to be further developed utilising the expertise of our outstanding schools and their leadership teams. Good practice is shared at network meetings and more widely on Leeds Learning Net and on our national website so that all schools can access materials produced.

### **Primary African Caribbean Excellence and the Black Children's Achievement Programme**

- 4.7.3 This programme worked with the leadership teams in nine schools with the largest numbers of black pupils in the city to improve the relevance of the curriculum, pupil engagement, parental and community involvement and tracking and monitoring systems. A positive evaluation for the programme identified that from 2006 to 2009 for programme pupils "English and mathematics performance at Key Stage 2 has risen significantly and shows an improvement rate above that for the schools as a whole, above pupils of similar origin in the city and although is below the performance for Leeds as a whole, has risen at a sharper rate. Performance in Science has also risen sharply and is in line with performance for all Leeds schools. It is above that of their peers in the schools as a whole and above that for pupils of BCAP heritage across the Leeds". A celebration of the "gap closing" for these schools was held at the Civic Hall.

### **Pakistani heritage pupil's attainment and achievement – RAISE project**

- 4.7.4 This programme established a network of leadership teams from the fourteen schools with the largest numbers of Pakistani heritage pupils in the city. This new network approach has utilised Directors, Heads of Service and advisers to work with schools to identify barriers to improvement. This evaluation informed an Education Leeds training and support programme for schools to support them to deliver school action plans in 2009-10.

### **International New Arrivals**

- 4.7.5 Leeds is a major dispersal centre for refugees and asylum seekers. The work done by the EET team to support schools to create effective induction, assessment and personalised teaching and learning programmes for all international new arrivals was recognised as a national example of good practice in 2008 and the work was presented to Baroness Estelle Morris at the House of Lords. A successful bid has

been made to the Migration Impacts Fund to continue and develop this work in 2009-10. Data identified Early Years as a key area for development and there has already been some improvement in results for key groups. This will continue next year with more co-ordinated work with Children's Centres. The extension of school based English classes for new parents will inform them how they can support their children to succeed in our education system.

### **The Stephen Lawrence Education Standard**

- 4.7.6 Forty four schools have engaged with the standard this year to develop their work in the promotion of race equality and community cohesion.

### **A Schools Linking Programme**

- 4.7.7 This was piloted in twenty schools to promote community cohesion using funding from the National Schools Linking Network. This work will continue and extend in 2009-10.

### **4.8 School Improvement Strategy 2009-10**

- 4.8.1 The support programmes central to the School Improvement Strategy will continue this year as outlined above. SIPs will continue to engage headteachers in a discussion about how they will ensure maximum impact from the national strategies core offer and additional support. Recommendations from the SIP are at the heart of the development work for each school. Within the Improving Schools Programme, the role of SIA will continue to ensure maximum impact at leadership level.

- 4.8.2 The Early Years Outcomes Duty board is currently in the process reviewing its action plan and key priorities for the coming year, these are to include, coordination of strategy and support for schools and settings in their work with parents, publication of leadership and management guidance "Are we there yet – leading together in the Early Years", and a clear policy on a 'Level of support strategy'. Many of the successful strategies from 2008 -09 will continue.

- 4.8.3 In 2009-10, most existing elements of support will continue although the differentiation within key programmes will increase (eg within ISP and CLLD.) The core offer will include additional CPD opportunities for all headteachers on aspects of pedagogy. Training for the schools involved in ISP will include increased emphasis on Leadership and Management, including system management. The programme of Taster Twilights will continue, encompassing a wide range of School Improvement focus areas such as Exemplary Practice in Early Years, Progression in Science, Making Maths Exciting and Assessment for Learning.

- 4.8.4 All ISP schools are being encouraged to use the Leeds Pupil Tracking system APPL. The schools below floor targets which have not been part of ISP or which are not in ISP this year are being targeted for other support including funded Assessment Networks and two new Leading Teacher programmes focussing on Writing and Mathematics. Around 80 schools will be involved in the Leading Teacher programmes and by the end of the year it is hoped that 120+ schools will be in funded Assessment Networks.

- 4.8.5 Programmes for EAL pupils will be maintained including Mathematics and EAL, Talking Partners and Talking Maths. There will be a day per week of additional EAL support for the most vulnerable schools.

- 4.8.6 MSM has been taken up by 51 new schools and an additional intervention using Numicon is being offered to schools. 24 new schools are involved in ECC and an additional 12 schools in ECAR. Intervention Managers and Headteachers are being offered the opportunity to attend joint training on Value for Money Provision Mapping
- 4.8.7 1-1 Tuition has been expanded with 2125 places being offered across Key Stage 2. This number will double in 2010-11. The DCSF has high regard for the plans which Leeds has put in place which take into account each school's performance trends. Extensive training and support has been put in place within a very short timescale, but this remains very challenging for some schools to manage.
- 4.8.8 The two new Leading Teacher programmes use collaborative learning in the form of 'Lesson Study': i.e. a skilled practitioner working with a colleague from another school in their classroom. Leading Teachers will sharpen their skills in their own school first, before working with another school. They will focus on a group of children who have made limited progress. Three of these children in each school will also receive 1-1 Tuition.
- 4.8.9 Closer liaison with the Parenting Strategy and the Extended Schools strategy will ensure that the School Improvement Strategy will address some of the broader issues facing children in their communities.

## **5.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**

- 5.1 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.

## **6.0 LEGAL AND RESOURCE IMPLICATIONS**

- 6.1 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.

## **7.0 RECOMMENDATIONS**

- 7.1 The Board is asked to consider:
1. the progress that has been made and be aware of the potential risk posed by the new Ofsted framework;
  2. the future provision of support, challenge and intervention in Leeds to minimise this risk in the light of the implications of the Government white paper on 21<sup>st</sup> Century Schools.

### **Background Papers**

Appendix Primary Standards and Achievement - attached

A summary of Ofsted reports is available on request.

Detailed information in relation to progress in schools with focused and extended partnerships, designated as exempt under Access to Information Procedure Rule 10.4(1) and (2), is available to members of the Board upon request.



## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: January 2010**

**SUBJECT: Appendix - Primary Standards and Achievement**

### 1.0 Early Years Foundation Stage

1.1 The returns from schools were aggregated to produce overall scores for Leeds. The table below summarises the aggregated results for each assessment scale 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 2006 to 2009, with national comparators**

	2007		2008		2009	
	Leeds	Nat'l	Leeds	Nat'l	Leeds	Nat'l
<b>Personal and Social Development:</b>						
Dispositions and Attitudes	85	87	81	88	83	89
Social Development	80	80	76	82	79	83
Emotional Development	74	76	71	77	75	79
<b>Communication, language and literacy:</b>						
Language for communication and thinking	77	78	74	79	77	82
Linking sounds and letters	70	65	72	71	73	74
Reading	71	69	69	70	71	72
Writing	60	58	60	61	62	62
<b>Problem Solving, Reasoning &amp; Numeracy</b>						
Numbers as labels for Counting	86	87	85	88	86	88
Calculating	67	70	67	72	69	73
Shape, space and measures	78	80	77	81	79	82
<b>Knowledge &amp; understanding of the world</b>	73	77	74	79	77	81
<b>Physical development</b>	89	88	85	89	87	90
<b>Creative Development</b>	76	78	74	79	77	80

*Leeds Historical Data Source: NCER – KEYPAS*

*National Data Source: DfES Statistical First Releases (SFR03/2006, SFR03/2007 & SFR 32/2007, SFR26/2009)*

1.2 In 2008 there was an average decrease of around 2 percentage points in the proportion of children scoring 6 or more points on each assessment scale. This pattern has been reversed in 2009 with improvements seen for every assessment scale.

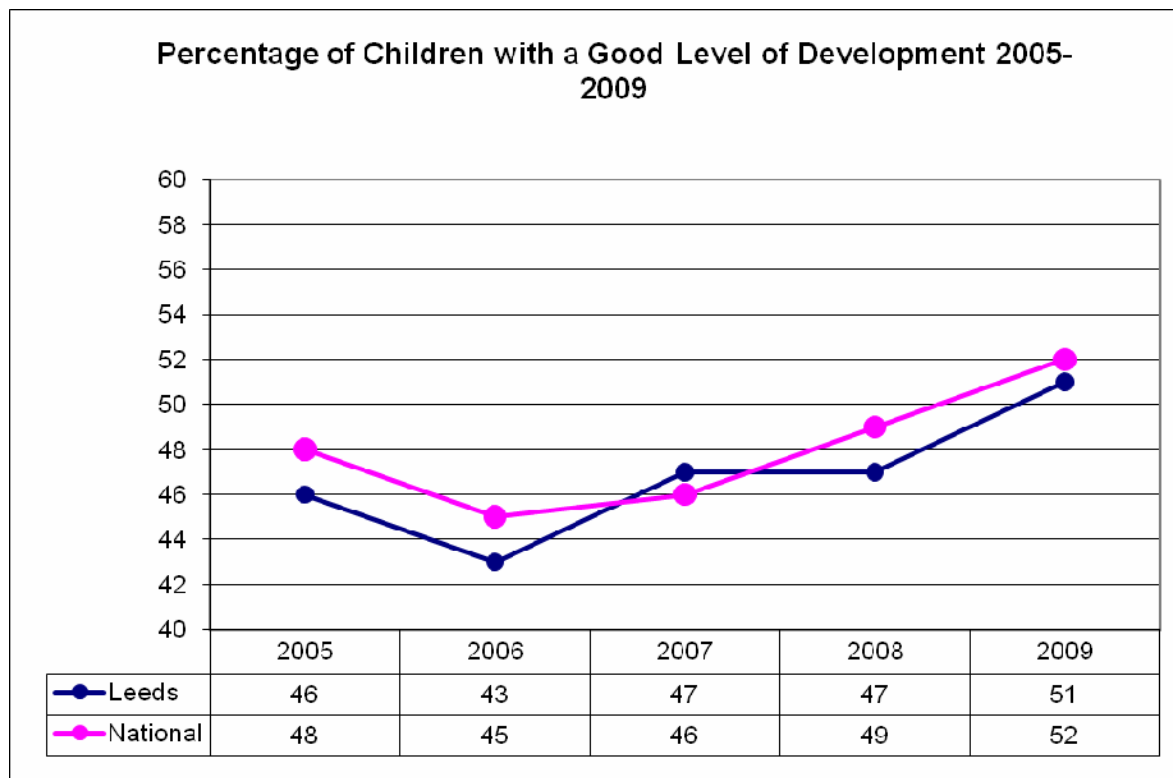
- 1.3 The most consistent improvements have occurred in the *PSED* scales, with 2-4 percentage point increases in the proportion of children scoring 6 or more in all three strands. More modest improvements have been observed in the *CLLD* scales, however, the 2 percentage point improvement on the *Writing Scale* and the 3 percentage point improvement on the *Language for Communication and Thinking* scale are very encouraging. Consistent improvements have also been observed in the mathematical development scales and in the three single-scale assessment areas.
- 1.4 The 6+ scores in 2009 have returned to similar levels to the 2007 scores, after the dips in outcomes which were seen for most scales in 2008. Three scales have enjoyed consistent improvement over the three year period; these are *Linking Sounds and Letters*, *Writing* and *Knowledge and Understanding of the World*.
- 1.5 Nationally, improvements of around 1-2 percentage points have been observed on most assessment scales. This means that outcomes in Leeds remain around 1-4 percentage points below the national figure on most assessment scales. The exception to this is in *Writing* where outcomes are in line with the national figure.

**Table 2: Percentage of pupils with a good level of development at the Foundation Stage 2006 to 2009.**

	2006		2007		2008		2009	
	Leeds	Nat	Leeds	Nat	Leeds	Nat	Leeds	Nat
% of pupils with 78+ points and 6+ in all PSED and CLLD strands	43	45	47	46	47	49	51	52

Leeds Historical Data Source: NCER – KEYPAS

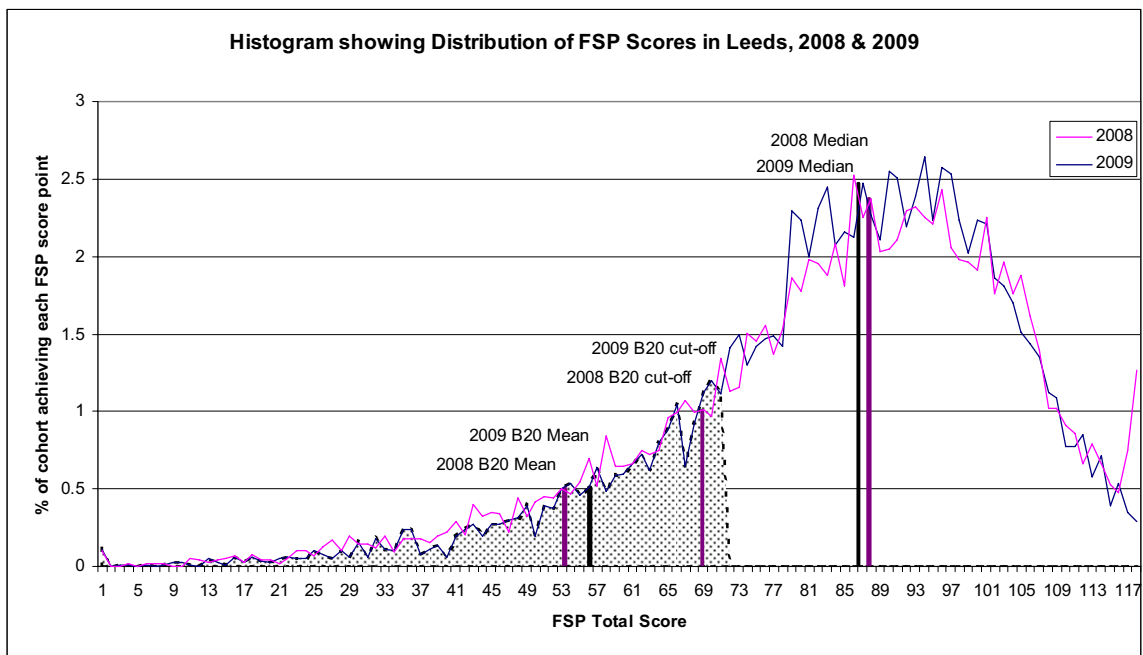
National Data Source: DfES Statistical First Releases (SFR03/2006, SFR03/2007 & SFR 32/2007, SFR26/2009)



- 1.6 The benchmark indicator displayed in Table 2 is used by DCSF as part of the statutory target setting and performance review process for LAs. For a child to reach “a good level of development” 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. After remaining stable in 2008, this indicator has improved by an encouraging 4 percentage points in 2009. This rate of improvement is similar to that observed in 2007 and has probably been helped by the strong performance observed in the PSED and CLLD strands; which are key to this indicator.

- 1.7 The percentage of children in Leeds who reached a good level of development (GLD) by the end of the foundation stage is over 50% for the first time since this indicator has been monitored. The 2009 Leeds figure is above the national figure for 2008 and is likely to be close to the 2009 national figure.
- 1.8 This improvement appears to have been achieved by a marked increase in the number of children who just reached the required level of development. The histogram below illustrates this well; there is a clear “bulge” in the proportion of children scoring just over 78 points. In 2009 almost 2% more children scored 78 points than in 2008, while the difference in the percentage of children scoring 88 points is negligible. Moreover, in 2008 only 17% of the children whose total FSP score was between 78 and 83 points achieved a GLD; in 2009 27% of these “borderline” children achieved a GLD. It would appear that more children who are scoring “mostly 6s” are now scoring 6s in the indicators which are crucial to achieving a GLD. This may be evidence of the impact of a growing awareness amongst practitioners for the need to monitor children’s development in relation to achieving the GLD indicator and of the importance of encouraging children’s secure and appropriate development in the key areas of PSED and CLLD.



Leeds Historical Data Source: NCER – KEYPAS

- 1.9 In 2008 we identified that a large number of children were missing a good level of development by 1 point on one of the PSED or CLLD assessment scales. This has happened again in 2009 (see Table 3), despite the improvement in the GLD indicator. However, it is interesting to note that there have been reductions in the proportions of children missing GLD because of scoring 5s in the PSED area – especially Emotional Development. This reduction will have been achieved through well focussed support within school, but may have also been supported by the following external influences: greater moderated assessments for PSED made able to settings, training around the LAs PSED document, effective implementation of the key person role as required by the EYFS framework, greater investigation and

challenge on this issue from SIPS. If these improvements can be mirrored in the CLLD areas in 2010, this could help to further improve the GLD figure in 2010. Further stand level analysis will help to identify the individual scale points within CLLD, particularly writing and reading strands, which children have not attained. This will be explored through the work of the CLLD Team; work has already begun on the development of a CLL moderation document similar to the PSED document produced earlier this year.

**Table 3: Number and percentage of pupils missing a Good Level of Development by 1 point, 2008 and 2009.**

	Personal, Social & Emotional Development			Communication, Language & Literacy Development				Total number of children missing GLD by 1 point
	Dispositions and Attitudes	Social Development	Emotional Development	Language for comm. & thinking	Linking sounds & letters	Reading	Writing	
2008	20 0.3%	53 0.7%	112 1.4%	52 0.7%	46 0.6%	78 1.0%	293 3.7%	654 8.3%
2009	17 0.2%	49 0.6%	74 0.9%	55 0.7%	71 0.9%	85 1.1%	307 3.8%	658 8.2%

Leeds Historical Data Source: NCER – KEYPAS

1.10 Following challenge from National Strategies, Leeds was set an aspirational target of 53% for performance against this indicator in 2009. Despite the accelerated progress observed in Leeds this year, the target was missed by over 1 percentage point.

1.11 A second target indicator looks at the gap between the “average” performance of the full cohort and the “average” performance of the “lowest 20% of achievers”.

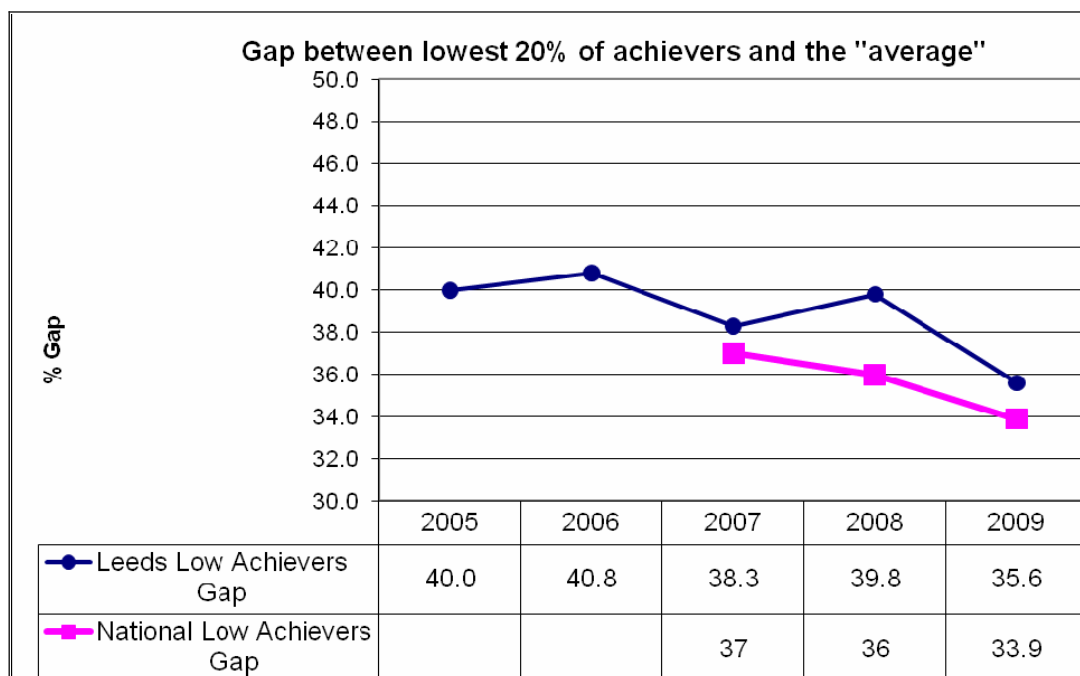
**Table 4: The gap between outcomes for the lowest achievers and the average for all pupils, Leeds 2007-2009.**

	2007	2008	2009
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	38.3	39.8	35.6
National	37	36	33.9

Leeds Historical Data Source: NCER – KEYPAS

National Data Source: DfES Statistical First Releases (SFR03/2006, SFR03/2007 & SFR 32/2007, SFR26/2009)





1.12 The “Gap” indicator is derived by calculating the difference between the median score of the full cohort and the mean score of the lowest achieving 20% percent of the cohort. The challenge to LAs is to improve outcomes for the lowest achieving children at a faster rate than the “average” child; thus “closing the gap”.

1.13 In 2008 the gap actually widened, but in 2009 there has been a very encouraging reduction of over 4 percentage points in the gap. The gap indicator in Leeds for 2009 is at a similar level to the national gap figure for 2008.

1.14 It is worth considering how this reduction has been achieved. As stated, the two key measurements in the gap indicator are the median score of the full cohort and the mean score of the lowest 20% of achievers. In order to close the gap, there needs to be a bigger increase in the mean of the lowest 20% than the increase in the median score of the full cohort. As the histogram on page 4 shows, there has been a 3 point increase in the mean score of the lowest 20%, but there has also been a decrease of 1 point in the median score of the full cohort; thereby accentuating the closure of the gap. The outcomes of the 2009 cohort have therefore been “squeezed” at both the lower and upper ends of the achievement spectrum.

1.15 The biggest changes in the profile of the lowest 20% appear to be amongst those pupils who are working at the lower levels of the Early Learning Goals (points 4-6). In 2009 2.6% fewer pupils scored 67 points or less (average of 5 points across all scales) than in 2008. Obviously there are much larger numbers of pupils at the higher ability end of the lowest 20% of achievers; therefore widespread improvements in the outcomes for this group of children will have a much more significant overall impact than improvements for those children who are at the very lowest end of the development spectrum. Further investigation will be undertaken to identify if there have been significant changes to outcomes on specific assessment scales for the lowest 20%.

1.16 The apparent lowering of outcomes at the top end of the spectrum has mainly been brought about by the marked reduction of children being awarded 9s in most, or all, of the assessment scales. In 2008 4.5% of children were awarded 114+ points. In 2009 this number dropped to 2.9%. There has also been a more general, but less distinct, depression in outcomes throughout the higher range of scores. In 2008, 19.3% of the cohort achieved a score of 100+ points, but in 2009 only 17.1%

achieved 100+ points.

- 1.17 While it is reasonable to hope that further improvements can be made in the outcomes for the lowest 20%, it would be dangerous to hope to further depress outcomes of the higher achievers. While this year's reduction could be seen positively as further evidence of more accurate assessments; significant further reductions in outcomes for higher achievers may impact negatively on the potential of these children to achieve at a high level later in their school careers.
- 1.18 Taking the above into account, it will be more challenging to close the gap at the same rate in future years. While it may still be possible to improve the performance of the lower achievers, it should not be seen as desirable to further reduce "average" outcomes through continued depression of high achievers' outcomes.
- 1.19 Despite the encouraging reduction in the gap indicator, the aspirational target of 30% was not achieved. Both the GLD target and the gap target were set following significant challenge from DCSF National Strategies; while the improvements achieved in Leeds this year are likely to be above the national average, they still fall short of the expectations of government.

### Results from other Local Authorities

*Table 5: The percentage of pupils with a good level of overall achievement*

	Good Level of Development		Gap Indicator	
	2008	2009	2008	2009
Bolton	55	51	38	34.0
Bury	49	45	31	32.6
Calderdale	49	50	35	34.4
Darlington	48	51	37	38.1
Derby	45	54	34	35.6
Kirklees	55	54	36	35.0
North Tyneside	58	54	28	32.9
Sheffield	45	49	35	35.5
St. Helens	55	57	33	31.6
Stockton-on-Tees	64	63	32	33.3
<b>Average of Stat Neighbours</b>	<b>52</b>	<b>53</b>	<b>34</b>	<b>34.3</b>
<b>Leeds</b>	<b>47</b>	<b>51</b>	<b>39</b>	<b>35.6</b>
<b>England</b>	<b>49</b>	<b>52</b>	<b>36</b>	<b>33.9</b>

LA Data Source: DfES Statistical First Releases (SFR03/2006, SFR03/2007 & SFR 32/2007, SFR26/2009)

- 1.20 In 2008 our statistical neighbour LAs generally reported better outcomes on both the Good Level of Development and Gap indicators. This is again true in 2009, but the improvements in Leeds have closed the gap considerably. Leeds was 5 percentage points behind the average of its statistical neighbour LAs for the GLD indicator in 2008; this has closed to 2 percentage points in 2009. On the Gap indicator Leeds was also 5 percentage points behind its statistical neighbour LAs; this has closed to just over 1 percentage point in 2009.

### Results from Leeds Maintained Schools

- 1.21 Although there remains a significant degree of variation in the level of development reported by individual schools in Leeds, this variation does appear to have reduced somewhat this year. The table below shows the range in the proportion of pupils

assessed as having a good level of development. This analysis will be useful to individual schools in benchmarking their own outcomes against the distribution of results across Leeds.

**Table 6: The distribution of school level outcomes**

<i>The percentage of pupils with a good level of overall development in Leeds Schools</i>		
	<b>2008</b>	<b>2009</b>
Highest	100	96
95th Percentile	80	80
Upper Quartile	64	66
Median	50	51
Lower Quartile	33	38
5th Percentile	4	16
Lowest	0	0

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

- 1.2.2 The number of schools reporting 0% GLD fell from 9 in 2008 to 2 in 2009. Moreover, this year we didn't have any schools reporting 100% GLD. These reductions in the extremities of the reporting patterns of schools mirror a more general move towards uniformity. In 2008, schools at the 5<sup>th</sup> percentile were reporting that 4% or fewer pupils had reached GLD; in 2009 the lowest 5% of schools were reporting 16% or fewer pupils with GLD.

### **Geography, Demography and Deprivation**

- 1.2.3 Analysis of the assessments from Extended Services Clusters of schools does show some variation. This analysis is of the scores from schools in each cluster and is intended to illustrate variation across areas in Leeds. An analysis of the scores of children living in Children Centre reach areas will be undertaken at a later date.

**Table 7: Outcomes for Families of Schools**

<b>2009 extended schools cluster</b>	<b>2008 extended schools cluster (if different)</b>	<b>% GLD 2008</b>	<b>% GLD 2009</b>	<b>Cohort 2009</b>
Aireborough		66.8	64.6	356
Alwoodley		58.8	54.7	236
Ardsley & Tingley		57.2	65.7	207
Armley		33.5	47.0	281
Beeston Hill and Holbeck		29.4	24.3	267
Bramley		42.9	42.3	324
Brigshaw		53.7	56.8	229
C.H.E.S.S.	Prev Space <sup>2</sup>	36.4	39.0	344
EPOS - Boston Spa and Villages South	EPOS - Boston Spa	66.0	62.9	197
	EPOS - Villages South	52.6		
EPOS - Villages West and Wetherby	EPOS - Villages West	73.3	59.3	270
	EPOS - Wetherby	64.2		
ESNW		47.3	54.7	247
Farnley		41.5	59.6	178
Garforth		47.9	44.7	237
Horsforth		51.8	73.5	238
Inner East GH		14.7	32.4	238
Inner East LB		24.7	37.3	166
Inner East RH		41.8	43.1	137
Inner NW Hub	Inner NW 2	52.6	54.7	276
LS10XS		38.2	40.3	201
Middleton		9.3	27.2	169
Morley	Morley North	65.9	58.8	422
	Morley South	43.2		

N.E.X.T.		47.2	57.7	345
NEtWORKS		54.6	65.6	244
OPEN XS		30.9	26.0	154
Otley/Pool/Bramhope		62.1	65.5	197
Pudsey (Inner)	Pudsey	52.8	53.4	292
Pudsey (Outer)			57.2	257
Rothwell		63.8	56.9	357
Seacroft Manston CGS		22.1	35.9	153
Seacroft Manston SSM		49.0	48.2	191
Seacroft Manston WNS		59.5	48.3	143
Temple Newsam Halton		20.2	19.2	104
Temple Newsam Halton TN		51.3	46.5	157
Upper Beeston and Cottingley		29.8	39.4	193

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

1.2.4 As in previous years, the highest levels of attainment are observed in schools which are located in more affluent areas (e.g. Aireborough), while the lowest levels of attainment are observed in the inner areas of Leeds (e.g. Inner South). However there have been some interesting changes compared to 2008. A number of inner areas have seen significant improvements, for example Middleton, Armley, Farnley, Inner East and Upper Beeston and Cottingley. However, there have also been reductions in outcomes in other areas, both in inner and outer Leeds.

1.2.5 The LA has been under a duty to monitor and target areas of high deprivation, as defined by National Census measures. The table below shows the differential outcomes for children living in the 30% most deprived Super Output Areas (SOAs).

**Table 8: Outcomes for Pupils in Deprived Areas**

	2007 Actual Attainment		2008 Actual Attainment		2009 Actual Attainment	
	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs	Pupils in 30% most deprived SOAs	Pupils not in 30% most deprived SOAs
(a) % scoring 6 or more in all PSED scales	58	78	59	77	58	79
(b) % scoring 6 or more in all CLL scales	40	63	36	56	44	64
% achieving both (a) and (b)	36	58	33	53	40	61

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

1.2.6 This analysis demonstrates that outcomes have improved in 2009 for children living in the more deprived areas, but only at a similar level to that of children living in the less deprived areas. This issue remains a significant challenge for Leeds since the gap between the outcomes of our poorer children compared to our more affluent children is 6 percentage points wider than the national gap.

### **Pupil Characteristics**

1.2.7 Pupil characteristics have been identified in previous years as playing a role in outcomes at the end of the EYFS. These factors have again provided evidence of differential attainment in 2009. All analyses in this section relate to pupils attending Leeds maintained schools. Cohort sizes may differ for these analyses due to the availability or otherwise of pupil characteristic data.

## 1.2.8

While there is still an outcome “gap” for many groups of children, there has been some encouraging developments this year. Results for Free School Meal eligible pupils, summer born pupils, Pakistani heritage pupils and some Black heritage groups have all improved by more than the average for the cohort.

**Table 9: Outcomes for Pupils Eligible for Free School Meals**

Percentage of Children with a Good Level of Development	2007	2008	2009	2009 Cohort
Not Eligible for FSM	52	51.7	55.9	6205
Eligible for FSM	27.9	26.1	31.1	1618

Data Source: KEYPAS - FSP assessment returns from Leeds schools and School Census 2009)

**Table 10: Outcomes by Gender**

Percentage of Children with a Good Level of Development	2007	2008	2009	2009 Cohort
Boys	38.6	37.7	41.0	4093
Girls	55.9	56.9	60.5	3924

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

**Table 11: Outcomes by Month of Birth**

Percentage of Children with a Good Level of Development	2007	2008	2009	2009 Cohort
September	58.8	61.7	66.0	712
October	58.2	60.3	61.9	612
November	55.5	55.5	59.5	610
December	51.3	57.0	56.9	713
January	52.6	50.1	51.7	700
February	52.3	47.0	50.7	631
March	43.8	44.2	52.5	608
April	46.5	45.7	48.7	680
May	41.5	38.4	43.2	688
June	40.2	37.6	43.7	686
July	32.4	35.3	35.3	674
August	32.3	29.6	37.8	703

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

**Table 12: Outcomes by Ethnicity**

Percentage of Children with a Good Level of Development	2007	2008	2009	2009 Cohort
<b>ASIAN or ASIAN BRITISH</b>				
Bangladeshi	18	33.6	32.7	101
Indian	54.1	52.7	62.7	169
Kashmiri Other	25	18.8	-	0
Kashmiri Pakistani	35.4	35.6	30.0	160
Other Pakistani	34.2	31.5	39.5	347
Other Asian background	42.9	37.3	39.0	136
<b>BLACK OR BLACK BRITISH</b>				
Black African	34.2	33.3	42.2	256
Black Caribbean	31.1	48.3	52.9	68
Other Black Background	26.2	29.8	41.0	61
<b>MIXED</b>				
Mixed Asian and White	52.6	48.6	49.4	79
Mixed Black African and White	40.6	45.9	41.2	34
Mixed Black Caribbean and White	41.5	41.6	48.0	123

Other Mixed Background	50	51.4	45.6	158
<b>CHINESE OR OTHER</b>				
Chinese	44.8	41.2	30.6	36
Other Ethnic group	31.2	24.5	36.3	146
<b>WHITE</b>				
White British	49.9	50.1	54.0	5512
White Irish	55.6	56.5	64.3	14
Traveller Irish Heritage	0	14.3	-	0
Gypsy\Roma	12.5	0	21.1	19
White Eastern European		13.9	30.6	36
White Western European		52.6	68.8	16
White Other	52.9	35.9	45.7	175
<b>UNKNOWN</b>				
Information Not Obtained	61.5	42.9	73.7	19
Information Refused	47.8	32.4	58.5	41
No Categorisation	44.1	30.5	42.3	300

Data Source: KEYPAS - FSP assessment returns from Leeds schools and School Census 2009)

**Table 13: Outcomes by Special Educational Needs**

Percentage of Children with a Good Level of Development	2007	2008	2009	2009 Cohort
No SEN	N/A	50.9	55.1	7000
School Action	N/A	13.6	16.2	364
School Action+	N/A	13.9	13.3	429
Statemented	N/A	4.2	3.3	30

Data Source: KEYPAS - FSP assessment returns from Leeds schools and School Census 2009)

**Table 14: Outcomes by Mother Tongue**

1.2.9

This analysis has been included for the first time this year and contains 2009 data only. It shows that while results for children with English as an additional language are generally lower, there is some significant variation for individual mother tongues spoken. The table shows outcomes for the 20 most commonly spoken languages in Leeds. There were 76 different languages recorded as being spoken by children in the Reception Year in Leeds in the 2009 school census.

Percentage of Children with a Good Level of Development	GLD%	Cohort 2009
English	53.9	6068
Urdu	28.8	222
Punjabi	47.6	147
Bengali	31.3	96
Arabic	32.4	71
French	44.6	56
Punjabi Mirpuri	23.6	55
Polish	22.2	54
Shona	34.8	23
Hindi	68.8	16
Kurdish	25.0	16
Filipino	50.0	16
Pakhtu	35.7	14
Portugese	21.4	14
Persian / Farsi	35.7	14
Somali	28.6	14
Czech	8.3	12
Malay	66.7	12

Chinese	9.1	11
Russian	70.0	10
<b>EAL</b>	<b>39.2</b>	<b>1280</b>

Data Source: KEYPAS - FSP assessment returns from Leeds schools and School Census 2009)

**Table 15: Outcomes for Looked After Children**

1.2.10 This analysis has been included for the first time this year and contains 2009 data only. It shows that children recorded as being Looked After by the LA in the school census had significantly lower than average outcomes.

Percentage of Children with a Good Level of Development	GLD%	Cohort 2009
Looked After	19.6	46
Not Looked After	50.7	7971

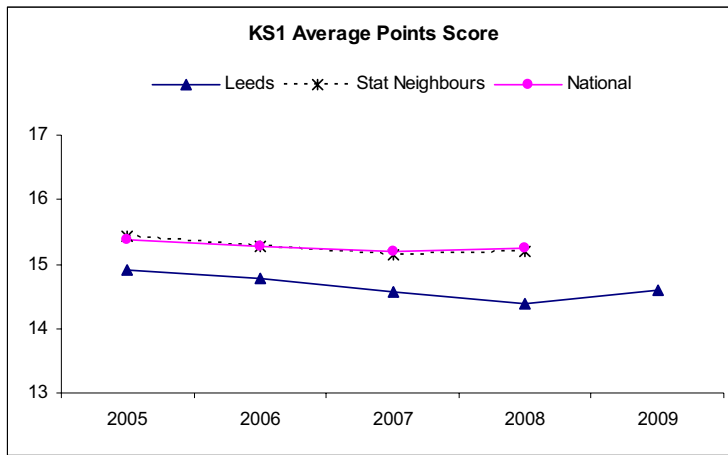
Data Source: KEYPAS - FSP assessment returns from Leeds schools and School Census 2009)

### Summary and Recommendations

- 1.2.11
- There have been very encouraging improvements in the headline indicators for outcomes at the end of the EYFSP in 2009.
  - Despite these improvements, the aspirational targets which were set for 2009 have not been met.
  - Analysis of outcomes in individual assessment scales shows that the most consistent improvements have occurred in the PSED Area of Learning.
  - A much higher proportion of children who score “mostly 6s” on the assessment scales have reached a Good Level of Development than in previous years.
  - Large numbers of children are still missing out on a Good Level of Development by 1 point on one assessment scale.
  - The reduction in the gap between the lowest 20% of achievers and the “average” has been mainly been achieved by improving the outcomes of children working within the Early Learning Goals (4-6) and by a reduction in the number of children who were assessed as working consistently beyond the Early Learning Goals on most of the assessment scales.
  - Outcomes in Leeds continue to be lower than the average outcomes for our statistical neighbour LAs. However the gap between Leeds and its statistical neighbours has closed considerably in 2009.
  - Fewer schools are reporting that none of their pupils have reached a Good Level of Development and no schools have reported that all of their children have reached this level. Variation between schools’ results is still significant, but less than in previous years.
  - Outcomes for pupils living in the more deprived areas of the city have improved, but the gap between their outcomes and those of their less deprived peers has not been closed and remains larger than the equivalent national gap.
  - Variations in outcomes by area and by pupil characteristic are still significant, but some encouraging improvements for historically low performing groups have been observed.

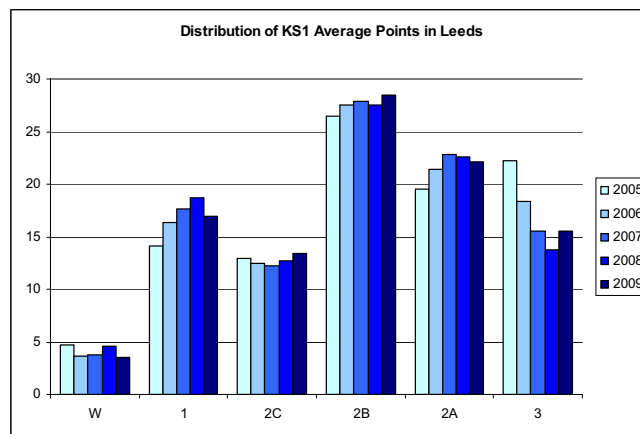
## 2.0 Key Stage 1

2.1 The chart below show that overall performance, as measured by Average Points Score (APS) in Leeds has improved in 2009, following four consecutive years of falls. National performance has remained at consistent levels over the same time period, resulting in an ever widening gap in performance with Leeds.



Source: DCSF statistical releases and KeyPAS  
 Stat. Neighbour: Bolton, Calderdale, Darlington, Derby, Kirklees, Leeds, Milton Keynes, North Tyneside, Sheffield, St Helens, Stockton-on-Tees

- 2.2 The performance of similar authorities has also maintained previous levels and has been relatively static since 2005, with average level just over a level '2b'. The performance in Leeds schools had dropped significantly below that level, but in 2009 has risen back to that seen in 2007, but remains below that seen prior to 2007. National and comparator authority performance are not currently available for 2009.
- 2.3 The falls seen from 2005 coincided with a change in the assessment methodology used at Key Stage 1, which was implemented in Leeds the same year. Tests and teacher assessments were replaced by solely a teacher assessment being submitted, though a test should be used to help inform the teacher assessment. The changes in the requirements of what is required for a pupil to achieve a Level 3 have also had a significant impact on the city's average points score as there has been a significant decline in the number of pupils being awarded a Level 3.
- 2.4 The level of decline at the higher ability levels can be seen in the chart overleaf. The distribution of APS shows that there had been a significant fall in the percentage of pupils awarded a level 3, while at the same time a year on year increase in pupil awarded a level 1.
- 2.5 The proportion of pupils achieving a level 2A's and 2B's both increased up to 2007, but fell back in 2008, which, when coupled with the fall in level 3s resulted in a significant fall in overall performance, but this has recovered in 2009.



- 2.6 In 2009, the proportion of pupils achieving a level 3, 2b and 2c all increased, with falls seen in those achieving a 2a, a level 1 and below level 1. This combination is likely to improve the APS and this has duly happened in 2009.



## Subject performance

2.7 Key Stage 1 results have shown an increase in 2009 across all subjects.

**Table 1: 2007-2009 Percentage of pupils achieving Level 2 + at Key Stage 1**

	2007			2008			2009		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>Reading</b>	82	84	84	80	84	84	82	84	84
<b>Writing</b>	77	80	80	75	80	79	78	81	81
<b>Mathematics</b>	87	90	89	85	90	89	86	89	89

2.8 There was a 2% increase in reading, a 3% rise in writing and a 1% increase in mathematics in terms of level 2+ performance. This reverses the trend of previous three years where falls were recorded across all three subjects. Performance is broadly in line with levels seen in 2007.

**Table 2: 2007-2009 Percentage of pupils achieving Level 3 + at Key Stage 1**

	2007			2008			2009		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>Reading</b>	15	26	25	14	25	23	16	26	25
<b>Writing</b>	6	13	12	5	12	12	6	12	12
<b>Mathematics</b>	11	22	22	10	21	20	11	21	20

Data Source: DCSF Statistical First Release, Leeds school submissions

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

2.9 In relation to level 3 standards, performance rose in all three subjects; in reading by 2%, and by 1% in writing and mathematics. This is a significant change in trend as performance has fallen significantly in recent years following changes in the assessment methodology. The assessment method used in Leeds was embraced by DCSF National Strategies as a good practice example. This has now embedded and the increase in performance in 2009 can be viewed as an accurate indication of real improvement, not changing assessment methodology.

## Priority pupil groups

2.10 The improvement in performance across the city has been replicated for several pupil groups, some of which are regarded as a priority group for the city. These are currently, pupils on the SEN register, those eligible for Free School Meals, Looked After children and children of any Black and Ethnic Minority heritage whose performance has below city averages.

## Ethnic groups

Level 2+ results by ethnicity & language	2007			2008			2009			
	Reading	Writing	Maths	Reading	Writing	Maths	Pupils	Reading	Writing	Maths
<b>Leeds</b>	<b>81.7</b>	<b>77.2</b>	<b>86.5</b>	<b>80.5</b>	<b>75.3</b>	<b>85.3</b>	<b>7570</b>	<b>82</b>	<b>78</b>	<b>86</b>
Bangladeshi	80.2	74.4	79.1	70.7	65.0	74.0	117	65.0	53.0	71.8
Indian	86.5	85.8	89.4	89.1	85.3	91.0	150	87.3	84.0	88.7
Kashmiri Other	61.5	53.8	69.2	82.4	70.6	82.4	7	42.9	57.1	57.1
Kashmiri	80.7	69.7	82.8	71.4	63.8	79.0	126	69.0	61.1	73.8
Pakistani	72.1	67.2	77.0	70.3	62.9	75.9	393	78.9	71.2	79.9

Other Asian	73.4	68.8	81.5	74.1	66.7	87.7	103	75.7	75.7	84.5
Black African	66.7	60.1	73.9	70.7	67.2	73.7	197	72.1	69.0	75.6
Black Caribbean	80.8	66.7	83.3	72.9	67.1	74.3	77	79.2	74.0	77.9
Black Other	75.0	68.2	70.5	81.4	74.4	86.0	43	72.1	69.8	76.7
Mixed Asian & White	84.8	77.3	87.9	90.5	85.7	96.8	75	76.0	69.3	82.7
Mixed Black African & White	88.9	86.1	88.9	74.2	67.7	90.3	35	77.1	74.3	74.3
Mixed Black Caribbean & White	86.2	79.8	89.0	77.8	72.6	82.9	126	81.0	77.0	83.3
Other Mixed heritage	76.7	72.2	81.1	82.7	78.2	80.9	120	83.3	74.2	83.3
Chinese	88.0	84.0	92.0	85.7	83.3	88.1	31	83.9	83.9	90.3
White British	83.8	79.6	88.5	82.8	77.6	87.1	5524	85.3	81.5	89.3
White Eastern European				43.8	43.8	68.8	36	63.9	63.9	77.8
White Irish	76.2	76.2	85.7	94.4	88.9	100.0	21	85.7	85.7	90.5
White Other	64.4	58.4	78.2	69.3	68.3	82.2	81	67.9	63.0	79.0
White Western European				62.5	50.0	87.5	19	84.2	84.2	89.5
Gypsy Roma Traveller of Irish heritage	35.0	30.0	65.0	10.5	10.5	31.6	21	23.8	19.0	33.3
Other heritage	64.0	66.3	74.2	67.3	57.7	79.8	94	73.4	66.0	77.7
Not Obtained	56.5	56.5	72.7	71.8	69.2	82.1	128	53.9	46.9	56.3
Refused	82.8	75.9	89.7	84.6	84.6	88.5	37	81.1	81.1	86.5

English as an additional Language	72.3	67.2	78.2	69.2	64.0	77.0	1263	69.4	64.1	74.0
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Source: KEYPas database; School census

2.11 In 2009, there has been significant increase in performance, in all three subjects, of Black African, Black Caribbean, Other Pakistani and Mixed Black Caribbean and White heritage pupils. Both traveller groups also made improvements on last year, although the numbers in these cohorts should be borne in mind. White British pupils improved in all areas, as expected given the increase at authority level. The performance of Bangladeshi and Kashmiri Pakistani pupils fell in all three subjects, a drop of note given their status as priority groups.

### English as an additional language

2.12 Performance is below that seen across the city, which is to be expected. Following significant falls in 2008 in all three subjects, performance has recovered and is now above that seen in 2007 and 2008. It should also be noted that the proportion of pupils in this category has risen to 16.6% of the total cohort, from 955 pupils in 2007, to 1263 in 2009

### Pupils with Special Educational Needs

2.13 Pupils in the SEN register have shown significant improvements in performance in comparison to 2008 levels.

Level 2+ results for SEN register pupils	2007			2008			2009			
	Reading	Writing	Maths	Reading	Writing	Maths	Pupils	Reading	Writing	Maths
<b>Leeds</b>	<b>81.7</b>	<b>77.2</b>	<b>86.5</b>	<b>80.5</b>	<b>75.3</b>	<b>85.3</b>	<b>7570</b>	<b>82</b>	<b>78</b>	<b>86</b>
No SEN	90.9	87.0	94.0	89.7	85.3	93.4	6010	91.6	88.4	94.4
School Action	42.3	35.6	57.2	46.2	36.9	56.2	839	46.2	37.9	56.9
School Action +	43.8	35.7	51.6	43.6	34.5	50.6	553	47.9	40.7	55.0
Statement	19.4	8.3	25.0	12.7	7.9	22.2	61	26.2	19.7	24.6

Source: KEYPas database; School census

2.14 School Action pupils have improved in writing and mathematics, with reading remaining at 2008 levels, which increased significantly in 2008. The performance of School Action Plus pupils fell in all three subjects in 2008, but has improved in 2009 and is significantly above performance in 2007, with increases of over 4% in each subject. Pupils with statement of special educational need have seen highly significant increases in performance in reading and writing, with one-quarter achieving a level 2 in reading and one-fifth in writing. Maths performance rose 2% in 2009 and is broadly similar to performance in reading.

### Pupils eligible for Free School Meals

2.15 Pupils from more deprived backgrounds do not perform as well as their peers. However, the gap between the two groups has closed in recent years, largely due to significant improvement in performance of those eligible for Free School Meals (FSM).

Level 2+ results by FSM eligibility	2007			2008			2009			
	Reading	Writing	Maths	Reading	Writing	Maths	Pupils	Reading	Writing	Maths
<b>Leeds</b>	<b>81.7</b>	<b>77.2</b>	<b>86.5</b>	<b>81.7</b>	<b>77.2</b>	<b>86.5</b>	<b>7570</b>	<b>81.7</b>	<b>77.2</b>	<b>86.5</b>
Eligible	64.6	57.3	72.9	63.2	57.1	72.2	1553	67.0	60.6	73.8
Non Eligible	87.0	83.2	90.8	84.9	79.8	88.5	5910	86.9	83.3	90.1
Unknown	69.8	64.2	75.5				107	49.5	41.3	51.4

Source: KEYPas database; School census

2.16 This was again the case in 2009, where performance for those pupils eligible for Free School Meals rose 3.8% in reading, 3.5% in writing and 1.6% in mathematics., closing the gap from the levels seen in 2007 by 2.4%, 3.2% and 1.5% respectively.

### Looked After Children

2.17 Pupils who are in care have not performed as well as their peers in previous years and this remains the case in 2009. Care should be taken as the true Looked After Children cohort as comparable to previous years is not currently available

Group	2007			2008			2009			
	Reading	Writing	Maths	Reading	Writing	Maths	Pupils	Reading	Writing	Maths
<b>Leeds</b>	<b>81.7</b>	<b>77.2</b>	<b>86.5</b>	<b>80.5</b>	<b>75.3</b>	<b>85.3</b>	<b>7570</b>	<b>82</b>	<b>78</b>	<b>86</b>
LAC	82.1	77.6	87.0	51.0	45.1	66.7	40	52.5	47.5	52.5
Non LAC	57.3	52.0	54.7	80.7	75.5	85.4	7423	82.9	78.8	86.9

2.18 There has been slight improvements in performance in Reading and writing, but these could be down to the cohort size. Performance in mathematics fell significantly, with half of pupils achieving a level 2, compared to two-thirds of Looked After Children in 2008.

## 3.0 Key Stage 2

2007-2009 Percentage of pupils achieving Level 4 + at Key Stage 2

% pupils achieving level 4+	2007			2008			2009		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	81	80	80	81	81	81	79	80	80
Maths	77	77	78	77	79	79	77	79	80

English & maths	72	71	72	72	73	74	71	72	73
Science	87	87	88	86	88	89	86	88	88

Source: DCSF Achievement and Attainment tables

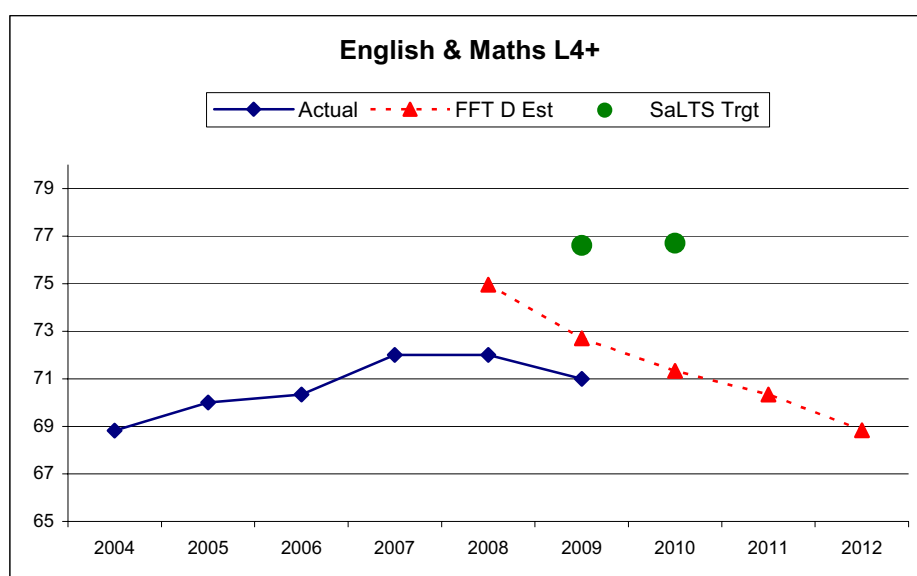
Note: 2009 data is provisional

3.1 Key Stage 2 performance dropped in 2009, particularly in English, where a fall of 2% was recorded, 1% larger than the fall seen nationally and for similar authorities. Performance locally and nationally in mathematics remained at 2008 levels whilst similar authorities recorded a rise of 1%, with the resulting gap from Leeds' performance standing at 3%. In science, performance locally and national remained stable, while similar authorities fell back 1%.

3.2 These falls in English and mathematics are reflected in the performance in the new indicator for primary schools relating to performance in English and mathematics. Locally, performance fell 1% in 2009, the same as that seen nationally and for similar authorities, the gap remaining at 1% and 2% respectively.

### Key Stage 2 Trajectories

3.3 Performance in terms of level 4+ in English and mathematics has shown a broadly improving trend for several years.



3.4 However, performance in 2009 fell 1% and remained below that by the top quartile of similar pupils in previous years, as indicated by FFT D estimates.

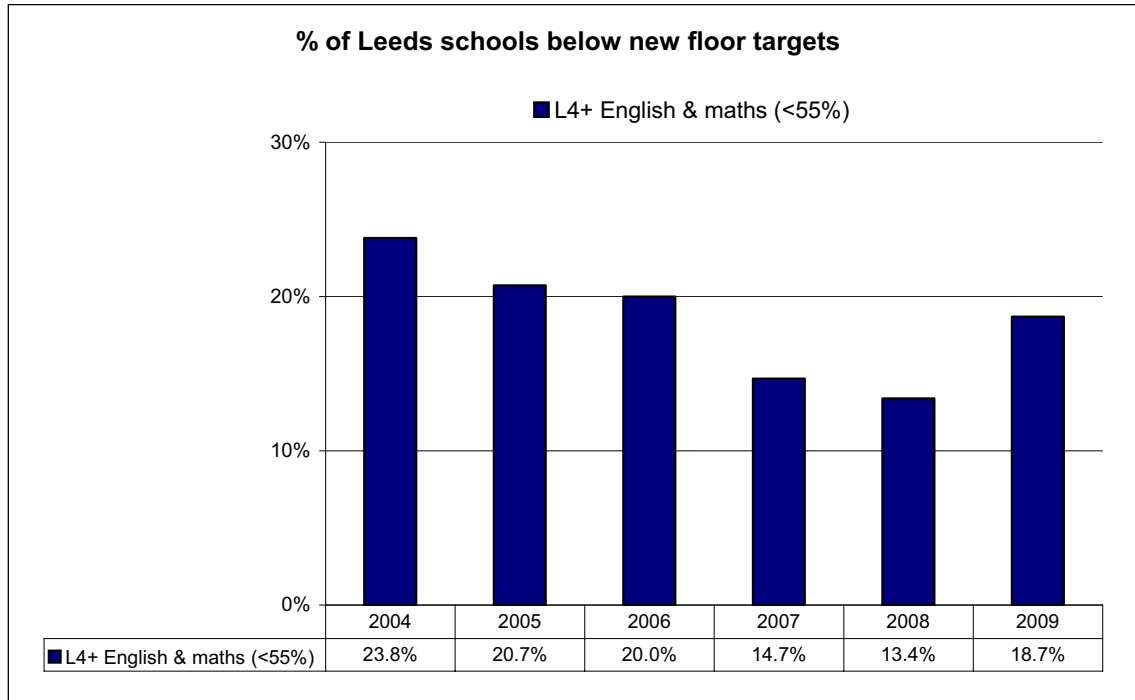
3.5 However, the gap to these estimates has closed significantly, as the expected drop in performance was greater than that actually recorded. This suggest that the rate of progress made by the cohort in 2009 was greater than that seen previously and this is borne out by FFT analysis that shows that the percentile rank for Leeds schools has improved in 2008, if not significantly.

3.6 Schools have set ambitious targets for 2010 that are significantly above the top quartile estimate for 2010, despite FFT estimates being lower than the 2009 estimate. These higher targets reflect the commitment primary schools have in maintaining high standards for their pupils, which will be even more challenging in 2010-12 as the Key Stage 1 results achieved by these cohorts dropped year on year.

### Floor Targets

3.7 The definition of the floor targets specifies that 55% of pupils to achieve a level 4 or

higher in English and mathematics.



3.8 There has been a steady fall in the number of schools below the DCSF floor targets at Key Stage 2 until 2009. However, there has been a rise in this number in 2009. There are now 40 schools below the 55% floor target, nine more than in 2008. There is no benchmark information for national levels or for similar authorities currently available for this indicator.

#### Attainment of Pupil Groups

3.9 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

	2007		2008		2009	
	Leeds	National	Leeds	National	Leeds	National
Cohort size	67	2700	69	2700		
English	40	46	43	46	59	
Maths	30	43	42	44	55	
English & Maths	27		34		47	
Science	48	59	57	60	55	

Note: 2009 data is provisional and only relates to Looked After Children educated in Leeds schools

3.10 The proportion of Looked After Children achieving a level 4 or above in Key Stage 2 increased by over 10% for both English and mathematics. The proportion achieving the expected level in both of these subjects continued to improve, increasing by 13 percentage points in 2008/09.

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

		2007		2008		2009	
		Leeds	National	Leeds	National	Leeds	National
English	Non eligible	85	83	84.5	84	82.8	
	Eligible	62.5	62	63.2	65	61.2	
Maths	Non eligible	80.9	80	81.2	81	81.4	
	Eligible	60.1	60	60.0	63	58.4	

English & Maths	Non Eligible	76.4	74.8	77.0	76.4	76.1	
	Eligible	52.5	51.0	52.1	54.1	50.3	
Science	Non eligible	89.9	90	89.1	90	89.1	
	Eligible	72.5	75	73.1	77	72.5	

Note: 2009 data is provisional

- 3.11 The performance of FSM eligible pupils in 2009 in all three subjects fell, by 2% in English, 1.6% in mathematics and 0.6% in science. These falls were greater than that seen for pupils not eligible for free meals, thus widening the gap between the two groups. National performance is not currently available, but performance for FSM pupils in Leeds is lower than that seen nationally in 2008.

Percentage of pupils attaining level 4+: Special Education Needs

		2007		2008		2009	
		Leeds	National	Leeds	National	Leeds	National
English	Action	44.8	48	50.0	55	47.9	
	Action +	36.5	30	40.0	36	35.8	
	Statement	18.7	17	24.0	19	10.1	
Maths	Action	44.0	47	47.0	53	48.5	
	Action +	39.2	35	43.0	41	39.4	
	Statement	21.2	17	24.0	21	13.8	
English & Maths	Action	31.3	37	34.2	40	35.8	
	Action +	24.7	24	32.6	27	28.7	
	Statement	14.4	15	17.8	16	6.5	
Science	Action	63.8	70	67.0	75	68.9	
	Action +	57.0	59	59.0	64	55.9	
	Statement	28.5	33	30.0	34	20.3	

Note: 2009 data is provisional

- 3.12 The performance of all three groups of pupils on the SEN register has fallen in 2009 in all three subjects bar School Action pupils in mathematics and in the overall English and mathematics indicator. Statemented pupils have seen the largest drops, with the proportion of pupils achieving a level 4 almost halving in all subjects.
- 3.13 The proportion of Looked After Children achieving a level 4 or above in Key Stage 2 increased by over 10% for both English and mathematics. The proportion achieving the expected level in both of these subjects continued to improve, increasing by 13 percentage points in 2008/09.
- 3.14 National performance is not yet available, but performance is generally below the benchmark seen in 2008.

Percentage of pupils attaining level 4+: English as an additional language

		2007		2008		2009	
		Leeds	National	Leeds	National	Leeds	National
English	Non EAL	82.1	81	82.0	82	80.7	
	EAL	72	73	71.0	74	65.9	
Maths	Non EAL	78.1	78	79.0	79	78.7	
	EAL	69.3	71	67.0	74	66.3	
English & Maths	Non EAL	72.9		73.5		73.4	
	EAL	62.5		58.6		57.2	
Science	Non EAL	87.9	89	87.0	89	87.7	
	EAL	79.0	80	76.0	81	74.7	

Note: 2009 data is provisional

3.15 The performance of pupils where English is an additional language also fell in 2009. English performance fell 5%, but mathematics and the English and mathematics indicator saw more modest falls, of 0.7% and 1.4% respectively. Science performance also fell 1.3%.

3.16 The gap in performance in English has widened by approximately 4% to almost 15%; in mathematics it closed slightly to approximately 12%; and the gap in performance in English and mathematics has widened by 1.3% to over 16%.

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

	Cohort 09	Leeds			National		
		2007	2008	2009	2007	2008	2009
<i>Asian Or Asian British</i>							
Bangladeshi	70	77	74	64.3	75	78	
Indian	139	83	89	87.8	85	86	
Kashmiri Pakistani	117	65	78	64.1	70	74	
Other Pakistani	324	68	73	70.7			
Kashmiri Other	5	67	70	100.0	77	78	
Other Asian background	61	74	56	55.7			
<i>Black Or Black British</i>							
Black Caribbean	99	82	78	70.7	73	76	
Black African	193	74	65	65.3	72	75	
Other Black Background	44	75	64	70.5	73	74	
<i>Mixed Heritage</i>							
Mixed Black African and White	24	88	75	70.8	81	82	
Mixed Black Caribbean and White	123	76	80	75.6	77	80	
Mixed Asian and White	63	79	86	88.9	85	86	
Other Mixed Background	97	75	86	72.2	83	83	
<i>Chinese Or Other</i>							
Chinese	28	89	88	92.9	86	85	
Other Ethnic group	68	61	69	66.2	69	70	
<i>White</i>							
White British	6038	82	82	81.0	80	82	
White Irish	25	93	94	84.0	82	87	
White Eastern European	29		53.8	58.6			
White Western European	13		100.0	84.6			
Other White Background	71	79	68	69.0	75	72	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	67	30	11.1	27	33	
Gypsy/Roma	20	31	41	35.0	35	40	

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

Notes: 2009 Data is provisional

\* - White Other includes White Eastern European and White Western European in 2007

3.17 Performance in English at Key Stage 2 has fallen for several ethnic groups, with Black Caribbean, Kashmiri Pakistani and Bangladeshi being amongst the largest groups with significant falls, although White British were also a group with a significant fall in performance. Almost all Asian groups recorded falls, but of the Black groups, Black African and Other Black back heritage pupils saw increase in performance. Gypsy Roma pupils also saw a rise in performance.

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

	Cohort 2009	Leeds			National		
		2007	2008	2009	2007	2008	2009
<i>Asian Or Asian British</i>							
Bangladeshi	70	64	70	61.4	70	75	
Indian	139	78	84	79.9	81	84	

Kashmiri Pakistani	117	68	65	64.1	64	71	
Other Pakistani	324	64	65	67.0			
Kashmiri Other	5	33	70	100.0	76	81	
Other Asian background	61	71	66	68.9			
<i>Black Or Black British</i>							
Black Caribbean	99	70	71	62.6	62	69	
Black African	193	65	66	62.2	63	70	
Other Black Background	44	54	71	63.6	66	69	
<i>Mixed Heritage</i>							
Mixed Black African and White	24	92	65	62.5	75	77	
Mixed Black Caribbean and White	123	72	77	69.9	71	75	
Mixed Asian and White	63	77	87	84.1	83	82	
Other Mixed Background	97	70	75	73.2	77	79	
<i>Chinese Or Other</i>							
Chinese	28	95	93	100.0	92	92	
Other Ethnic group	68	63	73	73.5	70	74	
<i>White</i>							
White British	6038	79	79	79.3	77	79	
White Irish	25	85	79	80.0	80	83	
White Eastern European	29		61.5	69.0			
White Western European	13		100.0	84.6			
Other White Background	71	72	73	76.1	74	76	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	33	30	22.2	29	30	
Gypsy/Roma	20	25	47	45.0	32	39	

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

Notes: 2009 Data is provisional

\* - White Other includes White Eastern European and White Western European in 2007

3.18 Performance in mathematics has fallen for several ethnic groups, noticeable for Bangladeshi and Black Caribbean pupils, where performance fell by over 8%. Mixed Black Caribbean and White and Other Black heritage pupils, with falls of over 7% also recorded significant drops in performance in 2009, and Black African, Mixed Black African and White and Mixed Asian and White pupils also saw falls from levels seen in 2008.

3.19 However, there were some groups that recorded rises in 2009; Other Pakistani heritage pupils improved by 2%, and Other Asian and Other White pupils also saw rises of around 3%.

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

	Cohort 2009	Leeds			National		
		2007	2008	2009	2007	2008	2009
<i>Asian Or Asian British</i>							
Bangladeshi	70	55.3	61.1	51.4	65.5	68.8	
Indian	139	75.0	80.9	77.7	77.2	80.1	
Kashmiri Pakistani	117	59.7	59.4	54.7	60.5	64.2	
Other Pakistani	324	57.8	57.2	60.2			
Kashmiri Other	5	33.3	60.0	100.0	70.7	72.5	
Other Asian background	61	72.1	47.3	54.1			
<i>Black Or Black British</i>							
Black Caribbean	99	65.8	62.7	51.5	59.1	63.0	
Black African	193	64.3	55.9	56.5	59.9	63.9	
Other Black Background	44	46.9	53.6	54.5	559.3	61.8	
<i>Mixed Heritage</i>							
Mixed Black African and White	24	84.0	65.0	58.3	70.2	73.0	
Mixed Black Caribbean and White	123	62.3	75.8	65.0	67.5	69.5	
Mixed Asian and White	63	72.9	80.3	82.5	78.5	78.8	



Other Mixed Background	97	61.6	71.4	66.0	72.9	74.3	
<i>Chinese Or Other</i>							
Chinese	28	91.7	87.5	92.9	82.7	83.5	
Other Ethnic group	68	62.0	62.3	60.3	61.6	64.2	
<i>White</i>							
White British	6038	73.6	73.7	73.9	72.3	74.0	
White Irish	25	85.2	75.8	80.0	77.3	79.6	
White Eastern European	29		46.2	55.2			
White Western European	13		100.0	84.6			
Other White Background*	71	67.4	63.3	66.2	64.4	66.2	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	28.6	30.0	11.1	24.7	22.3	
Gypsy/Roma	20	20.0	35.3	30.0	24.8	29.0	

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

Notes: 2009 Data is provisional

\* - White Other includes White Eastern European and White Western European in 2007

### 3.20

Performance in the new English and mathematics indicator dropped in 2009 for several groups particularly for Black Caribbean, Mixed Black Caribbean and White, Bangladeshi, Other Mixed heritage, Kashmiri Pakistani and Indian pupils, with all groups falling by more than 2% from 2008. There were however, improvements for Other Asian, Other Pakistani, Other White and Mixed Asian and White heritage pupils. Whose improvements were all above 2% on the previous year, whilst White British pupils showed a slight increase of 0.2%. There are no national figures for 2009 at this stage for comparison.

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

	Cohort 09	Leeds			National		
		2007	2008	2009	2007	2008	2009
<i>Asian Or Asian British</i>							
Bangladeshi	70	81	82	72.9	79	84	
Indian	139	87	88	87.8	88	90	
Kashmiri Pakistani	117	68	83	72.6	73	80	
Other Pakistani	324	64	77	76.5			
Kashmiri Other	5	33	90	100.0	82	84	
Other Asian background	61	71	71	73.8			
<i>Black Or Black British</i>							
Black Caribbean	99	83	79	77.8	80	84	
Black African	193	74	75	71.0	76	81	
Other Black Background	44	84	73	88.6	79	81	
<i>Mixed Heritage</i>							
Mixed Black African and White	24	92	75	79.2	86	88	
Mixed Black Caribbean and White	123	88	87	82.1	85	88	
Mixed Asian and White	63	85	93	92.1	90	90	
Other Mixed Background	97	84	93	82.5	89	89	
<i>Chinese Or Other</i>							
Chinese	28	92	95	92.9	91	91	
Other Ethnic group	68	75	77	83.8	76	79	
<i>White</i>							
White British	6038	88	87	88.0	88	89	
White Irish	25	93	91	88.0	89	91	
White Eastern European	29		69.2	65.5			
White Western European	13		100.0	92.3			
Other White Background	71	85	76	80.3	82	81	
<i>Traveller Groups</i>							
Traveller Irish Heritage	9	50	50	22.2	41	43	
Gypsy/Roma	20	44	59	60.0	51	56	

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

Notes: 2009 Data is provisional

\* - White Other includes White Eastern European and White Western European in 2007

3.21 There were some significant falls in performance in Science for several ethnic groups including Kashmiri Pakistani, Bangladeshi, Mixed Black Caribbean and White and Black African pupils, with these groups falling by 4% or more. White British pupils improved by 1%, with significant improvements seen for Other Asian, Mixed Black African and White, Other White, Any Other heritage, Kashmiri Other, and Other Black pupils with all these groups achieving increases of 3% or more.

#### 4.0 Analysis of progress

4.1 Performance in terms of raw progress 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		
	2007	2008	2009	2007	2008	2009
W	97.0	78.2	97.1	85.2	85.4	
L1	80.2	83.3	84.1	83.3	83.5	
L2c	73.5	77.7	73.3	70.0	71.5	
L2b	91.2	89.1	87.6	88.1	88.9	
L2a	97.5	98.3	97.9	97.3	97.6	
L3+	74.7	71.2	72.7	76.0	69.3	
Total	83.9	84.4	85.2	83.5	82.2	

Source: 2007; 2008Erooms; 2009 NCER KEYPAS (Leeds)

Notes: 2009 national data currently unavailable

4.2 There has been a steadily increasing percentage of pupils making two levels of progress in Leeds. In 2009, the proportion of pupils who have made two levels progress for a level 2c has dropped almost 4% and there is a increasing number of pupils with a level 2c in the following year groups still in Key Stage 2.

*Percentage of pupils making two levels progress from KS1 in mathematics*

Maths	Leeds			National		
	2007	2008	2009	2007	2008	2009
W	99.4	82.2	97.7	84.8	86.6	
L1	63.3	66.9	69.4	67.0	69.3	
L2c	46.4	49.2	53.1	48.6	52.0	
L2b	80.7	79.4	85.5	79.3	81.2	
L2a	95.1	95.5	97.5	94.4	95.2	
L3+	75.3	75.2	88.7	75.2	74.9	
Total	76.4	78.2	83.3	75.7	77.8	

Source: Erooms 2007; 2008: NCER KEYPAS (Leeds)

Notes: 2009 national data currently unavailable

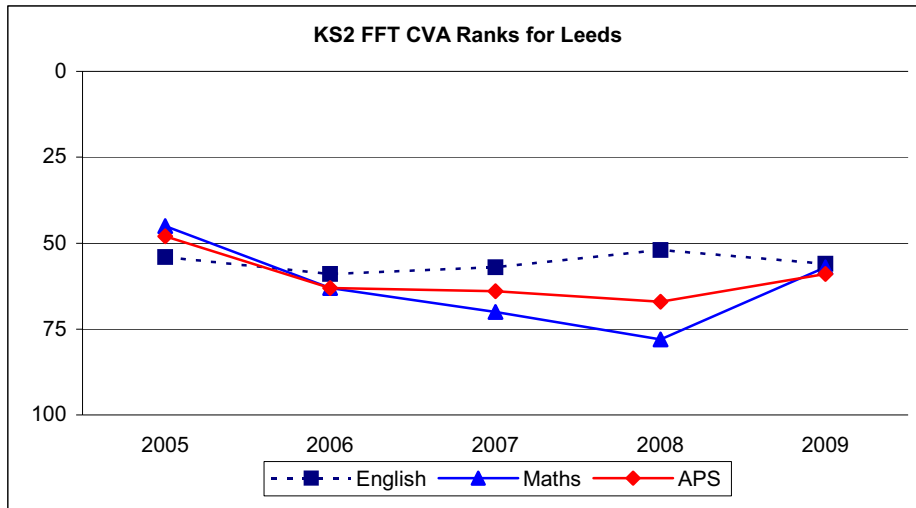
4.3 There has been a significant increase in the rate of pupils making two levels progress in mathematics, from 78% in 2008, to 83% in 2009. There remains a significant difference in the pupils making two levels of progress from differing Key Stage 1 levels. In both subjects, fewest pupils make 2 levels 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. There has been an improvement in the percentage of pupils making two levels progress in mathematics from a level 2c at Key Stage 1, but it is still significantly lower than from other Key Stage 1 performance levels.

4.4 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.

## 5.0 Contextual Value Added

5.1 Analysis of performance in terms of contextual value added (CVA) in primary schools is currently limited to Fischer Family Trust (FFT) analysis as the DCSF CVA measure is not yet available. For FFT analysis, the lower the percentile rank, the greater the progress that pupils make through the key stage. A number of 10 or smaller, places an authority in the highest 10% of all authorities; a number of 75 or greater, puts an authority in the lower quartile.



Source: FFT v 12.18

5.2 In recent years, performance has fallen in terms of overall average points score (APS) and in mathematics, but in English performance had improved slightly. However, this has been reversed in 2009, with English CVA ranking dropping slightly to 56, whilst mathematics – up 21 to 57 – and average points score – up 8 to 57 – have shown improvements in terms of progress made. This reflects that while raw standards have dropped, the starting point from Key Stage 1 was significantly lower than in previous years and so the progress made was relatively better.

### Contextual Value Added for groups of pupils

5.3 Contextual Value Added can also be used to evaluate the progress of priority pupil groups.

	English & Maths			English			Maths			3 Year Trend		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	Eng & Ma	Eng	Maths
All Pupils	0.4	-0.7	0.0	0.2	-0.5	-0.5	-0.5	-1.7	-0.7	↓		
Girls	1.6	-0.5	0.4	0.7	-0.6	-0.7	-0.5	-1.8	-1.0	↓	↓	
Girls - Lower	-0.3	-3.4	-2.7	-1.9	-3.9	-4.7	-3.2	-5.5	-4.9			
Girls - Middle	2.5	0.2	1.9	2.4	0.9	1.3	0.0	-1.1	0.5		↓	
Girls - Upper	2.1	1.5	1.9	0.8	0.8	0.9	1.5	0.9	1.4			
Boys	-0.7	-0.9	-0.4	-0.3	-0.5	-0.4	-0.5	-1.5	-0.5			
Boys - Lower	-3.2	-4.2	-2.2	-2.9	-2.9	-2.0	-2.4	-4.7	-2.9			
Boys - Middle	0.4	1.0	0.2	1.5	1.2	0.3	0.4	0.7	1.1			
Boys - Upper	1.1	1.7	1.7	0.8	1.2	1.3	0.7	0.8	0.8			

Source: FFT v 12.18

5.4 FFT analysis shows that performance for all pupils is in line with expectations for

English and for English and mathematics together, but is significantly below expectations in mathematics alone. What is also worth noting is that, when analysis is split by prior ability, both boys and girls of higher prior ability progress significantly more than expected, but those in the lower third of national performance progress significantly slower than expected. They may not be expected to achieve national standards or age related expectations, but they are not achieving the lower progress related expectations either.

	English & Maths			English			Maths			3 Year Trend		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	Eng & Ma	Eng	Maths
All Pupils	0.4	-0.7	0.0	0.2	-0.5	-0.5	-0.5	-1.7	-0.7	↓		
White	1.0	-0.2	0.9	0.7	-0.2	0.0	0.0	-1.3	0.1	↑ ↓		
Black Caribbean	-0.7	2.8	-4.1	-0.8	-0.8	-2.5	0.3	1.0	-3.3	↓		
Black African	-1.5	0.3	0.7	1.2	-4.3	0.9	-3.8	3.2	-0.9			
Indian	-3.5	-1.9	-4.8	-2.0	-0.9	-1.1	-4.8	-3.7	-5.3			
Pakistani	-3.6	-7.5	-6.2	-6.5	-1.2	-5.6	-3.0	-8.4	-6.1		↑	
Bangladeshi	-18.1	-11.6	-19.3	-4.0	-6.8	-15.6	-15.9	-11.1	-14.6		↓	
Other Asian	0.6	-1.1	-2.1	3.8	-2.7	-1.6	-1.9	0.0	-4.8			
Chinese	0.2	-1.1	9.6	-1.5	-3.2	8.1	-0.8	0.7	5.4			
Any Other	-1.0	-1.5	-2.5	-2.3	-0.2	-3.5	-3.6	-2.7	-2.1			
No Information	4.2	-9.6	2.8	-1.6	-1.1	-0.5	2.8	-6.4	-1.1	↓		

Source: FFT v 12.18

5.5

The performance of most ethnic groups is in line with expectations. However, Groups of Asian origin are performing significantly below expectations over the past three years in English and mathematics and therefore the English and Maths indicator overall. Other groups are broadly in line with expectations, with White pupils significantly above expectations, although the underlying trend for this is shown to be variable.

	English & Maths			English			Maths			3 Year Trend		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	Eng & Ma	Eng	Maths
All Pupils	0.4	-0.7	0.0	0.2	-0.5	-0.5	-0.5	-1.7	-0.7	↓		
Looked After - Yes	-0.6	0.4	-0.3	3.2	1.8	2.3	-5.0	-1.1	-2.9			
SEN Action	-0.8	-4.2	-0.1	-2.2	-3.1	-1.3	-1.5	-5.2	-1.4	↑		
SEN Action Plus	1.3	2.7	1.7	4.8	3.0	2.3	2.9	0.3	0.7			
SEN Statement	3.2	2.8	-3.3	3.5	4.8	-1.1	4.1	2.3	-0.6	↓		
Without FSM	0.5	-0.4	0.3	0.4	-0.2	-0.4	-0.5	-1.3	-0.3			
With FSM	0.1	-2.0	-1.3	-0.9	-1.8	-1.0	-0.6	-3.3	-2.6			

Source: FFT v 12.18

5.6

The performance of Looked After Children, although below expectations, is not significantly so. Those with School Action on the SEN register are significantly below expectations across all three areas, but those with School Action Plus are above expectations, whilst statemented pupils are in line with expectations. Finally, those eligible for Free School meals are significantly below expectations in English and in mathematics, but across the two subjects overall.

## KEY STAGE 2 – Addendum

Following the publication of the 2009 Primary Attainment and Achievement tables the following additional analysis has become available and updates initial figures provided in the main report.

### Key Stage 2 Trends and Comparisons

2007-2009 Percentage of pupils achieving Level 4 + at Key Stage 2

% pupils achieving level 4+	2007			2008			2009		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
English	81	80	80	81	81	81	79	80	80
Maths	77	77	78	77	79	79	77	79	80
English & maths	72	71	72	72	73	74	72	72	73
Science	87	87	88	86	88	89	86	88	89

Source: DCSF Achievement and Attainment tables

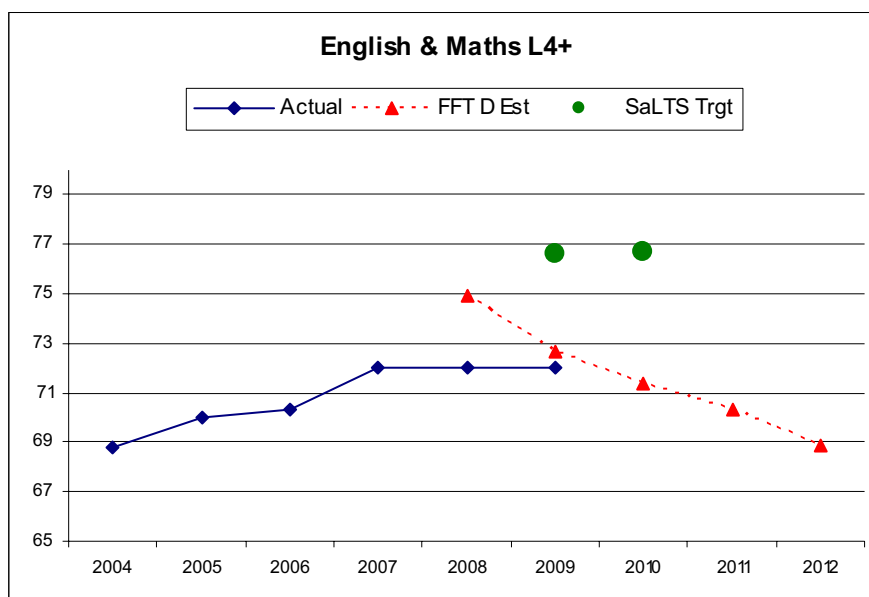
Note: 2009 data is provisional

KS2 performance dropped in 2009 in English, where a fall of 2% was recorded, 1% larger than the fall seen nationally and for similar authorities. Performance locally and nationally in mathematics remained at 2008 levels whilst similar authorities recorded a rise of 1%, with the resulting gap from Leeds' performance standing at 3%. In science, performance locally, nationally and for similar authorities remained stable.

The fall locally in English performance is not reflected in the performance in the new indicator for primary schools relating to performance in English and maths. Locally, performance remained the same as that seen nationally, at 72%, whilst the performance of similar authorities fell back 1%, closing the gap to Leeds' performance to 1%.

### Key Stage 2 Trajectories

Performance in terms of level 4+ in English and maths has shown a broadly improving trend for several years. Performance in 2009 was unchanged and remained below that seen by the top quartile of similar pupils in previous years, as indicated by FFT D estimates.



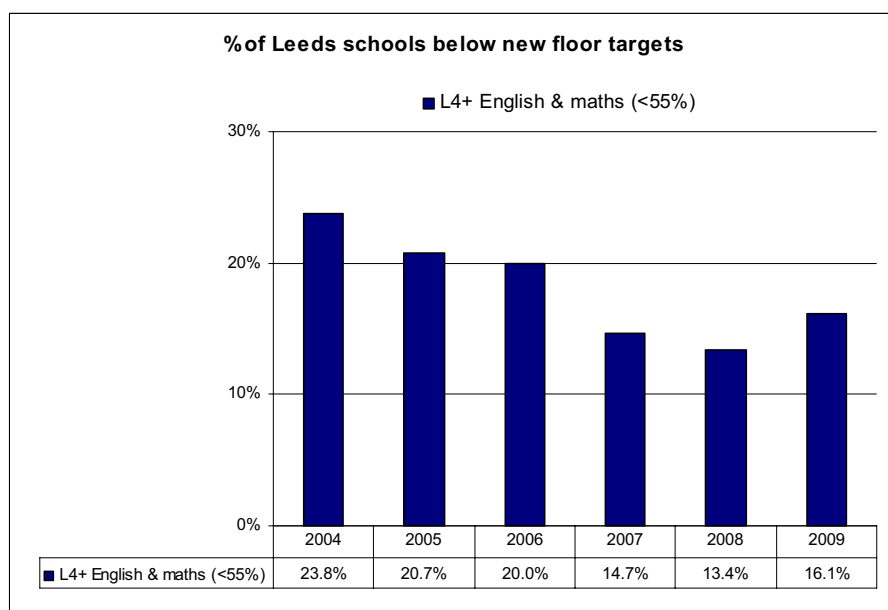
However, the gap to these estimates has closed significantly, as the expected drop in performance was greater than that actually recorded.

This suggests that the rate of progress made by the cohort in 2009 was greater than that seen previously and this is borne out by FFT analysis that shows that the percentile rank for Leeds schools has improved in 2008, if not significantly.

Schools have set ambitious targets for 2010 that are significantly above the top quartile estimate for 2010, despite FFT estimates being lower than the 2009 estimate. These higher targets reflect the commitment primary schools have in maintaining high standards for their pupils, which will be even more challenging in 2010-12 as the KS1 results achieved by these cohorts dropped year on year.

## Floor Targets

The definition of the floor targets specifies that 55% of pupils to achieve a level 4 or higher in English and maths.



There has been a steady fall in the number of schools below the DCSF floor targets at KS2 until 2009. However, there has been a rise in this number in 2009. There are now 34 schools below the 55% floor target, six more than in 2008. This increase of 2.7% is the same as that seen in similar authorities, who have risen from 11.3% to 14% of schools below floor targets in 2009, whilst nationally, it has risen 0.8% to 10.9% .

Originator: Kate Arscott

Tel: 247 4189

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 28 January 2010

Subject: Annual Standards Report - secondary

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**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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## 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
  - Appendix 1: Ofsted Inspection summaries
  - Appendix 2: Overview of 2008 performance at KS3 and KS4
- 1.3 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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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 6 January 2010**

**SUBJECT: Annual Standards Report - Secondary**

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### EXECUTIVE SUMMARY

#### 1.0 PURPOSE

- 1.1 This report summarises progress in secondary school improvement in Leeds, with a commentary on challenges for further improvement. Annexes include summaries of the outcome of recent Ofsted inspections, and details of trends of improvement for key indicators including for priority groups
- 1.2 Detailed information in relation to progress in schools in the National Challenge and those with focused and extended partnerships, designated as exempt under Access to Information Procedure Rule 10.4(1) and (2), is available to members of the Board upon request

#### 2.0 BACKGROUND

- 2.1 Schools have improved strongly since 2001 but are facing particular challenges in 2009. These are grouped into three issues:
- The continuing drive to raise standards
  - Meeting the National Challenge for schools below 30% 5A\*-C including English and maths
  - The higher expectations of the revised Ofsted framework introduced in September 2009

#### 3.0 MAIN ISSUES

- 3.1 Two major challenges for raising standards are identified. One is concerned with increasing the number of young people with a good GCSE grade in English and in maths. The other is about improving the achievement of young people from disadvantaged backgrounds, while acknowledging recent improvements for Looked after Children, those with special needs, and those from particular minority ethnic groups.

3.2 Many schools have responded well to the National Challenge and improved their results. There is a small number of schools which are unlikely to meet the target in 2011 or which do not attract sufficient pupils to be viable. Leeds City Council has agreed to consult on proposals to close these schools and to open two academies in East Leeds.

3.3 The new Ofsted framework, introduced in September 2009, is more rigorous and poses a risk to many schools. There are much higher expectations of several outcomes including attainment, behaviour and pupils' well-being. Some schools formerly judged 'satisfactory' are at risk of being judged 'inadequate'.

#### **4.0 RECOMMENDATIONS**

4.1 The Board is asked to consider:

1. the progress that has been made and be aware of the implications of the new Ofsted framework;
2. the future provision of support, challenge and intervention in Leeds as stated in the government white paper on 21<sup>st</sup> Century Schools..

**Agenda Item:**

**Originator: Brian Tuffin**

**Telephone: 0113 2144068**

## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 6 January 2010**

**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 challenges for further improvement. Annexes include summaries of the outcome of recent Ofsted inspections, progress in schools in the and details of trends of improvement for key indicators including for priority groups
- 1.2 Detailed information in relation to progress in schools in the National Challenge and those with focused and extended partnerships, designated as exempt under

Access to Information Procedure Rule 10.4(1) and (2), is available to members of the Board upon request

## 2.0 **BACKGROUND INFORMATION**

2.1 By 2008, secondary schools in Leeds had enjoyed a long period of success. Standards had risen substantially across all indicators in the previous eight years, and the number of schools below the floor target of the National Challenge had been halved. Data from Ofsted inspections showed that the number of good and outstanding schools had increased. There were only two schools in an Ofsted category (i.e. a 'notice to improve' or 'special measures') and both were making good progress. Leeds started the new Ofsted cycle in September 2009 without any secondary or special schools in a category.

2.2 In 2009 we are still building on this improvement but the position is more complex and the future less certain. There are three particular issues that present an increased challenge:

- Standards measured by the most prominent and politically important indicator – 5A\*-C including English and maths – have ceased to rise incrementally and consistently. Progress in narrowing the achievement gap is mixed, with some success and some persistent issues.
- The schools remaining under pressure from the National Challenge are those with the most complex circumstances for which urgent solutions are required.
- The new Ofsted framework, introduced in September 2009, is more rigorous and poses a risk to many schools.

## 3.0 **MAIN ISSUES**

These three issues are explained below.

### 3.1 **Standards**

3.1.1 A detailed report on standards is presented in Annexe 3, but the main headlines are summarised below.

3.1.2 The strong rise in achievement at Level 2 (5A\*-C) at age 16 continues, with an increased of 63% to 67%, close to the national figure. This represents an extra 350 young people achieving at a level which offers a better route to further education and training. The improvement results from a different approach from schools which offer a personalised opportunity to students to take advantage of a broader curriculum. There is a different attitude in schools and young people towards success, and higher expectations of staff and students. This is combined with better tracking, guidance and support. In 2001 under 40% of Leeds students achieved 5A\*-C, a long way below the national figure. Eighty percent is a realistic target for Leeds for 2012

3.1.3 At 5A\*-C including English and maths the result for 2009 at 45.6% was 0.8% lower than in 2008. Although this still shows a 7% rise over 4 years, this year's performance is not in line with predictions or school targets. A few schools, including those with above average attainment and good systems for monitoring and tracking students, experienced a significant fall. Subject specialist consultants are helping schools review their practice around assessment in the core subjects and their response to recent syllabus changes and examination requirements. The outcomes in English and maths and the school's response to improving

standards will be the focus on this term's school improvement partner (SIP) visit, allowing a further city-wide review of progress at the end of this term.

- 3.1.4 The number of pupils not achieving any passes fell again in 2009, but there is scope for this to be halved again from the current position. The number of students gaining five passes (a significant indicator for progress to further education and training) improved slightly but still needs to be a continuing focus. This issue has definite links to attendance. Schools have been successful in reducing the number of students who are persistently absent by over a quarter since 2005/6, but there are still over 3000 students in this category, and 22 schools are identified for targeted support.
- 3.1.5 The success of students in care improved significantly with a doubling of the success rate at 5A\*-C from previous years. Over 90% received a qualification and nearly two-thirds achieved five passes or better. Looked after children have been a focus for challenge by school improvement partners (SIPs) and schools have improved their practice in monitoring progress and identifying appropriate support in partnership with other services. The performance of pupils on the special educational needs (SEN) register improved across the board, and particularly at 5A\*-C where success rates have nearly doubled since 2007.
- 3.1.6 This success is still not shared sufficiently by students eligible for free school meals. Only 16% achieved 5A\*-C including English and maths, compared with over 50% of other pupils. Five percent of students eligible for free school meals (FSM) fail to achieve a single pass compared with just one percent of other pupils. As well as allocating additional support to schools with high proportions of FSM students, the school improvement team is engaging schools in a 'narrowing the gap' project including groups identified by ethnicity and free school meals.
- 3.1.7 This kind of work with schools is having an impact on improving outcomes for students from black and minority ethnic (BME) groups, although success is not consistent. Groups performing below the Leeds average improved in 2009, notably Bangladeshi and Pakistani, and African groups. However, outcomes for Black Caribbean pupils were lower in 2009, and Bangladeshi pupils did not improve in English and maths. While we have some evidenced success in programmes that work with identified Black groups, we need to work with schools to ensure greater consistency. The 'narrowing the gap' collaborative group and the School Improvement Partner conversation are central to developing this improvement.
- 3.1.8 Improvement in value added measures is slow, but steady. City wide progress, measured by overall points scored at Key Stage 4 compared with Key Stage 2 outcomes, has improved steadily since 2006 from a very low base, but is still in the lower quartile. Further improvements to inclusion and ensuring a range of achievement at 5A\*-G for all pupils is a major element of further improvement. The distribution of schools across the contextual value added (CVA) scores remains broadly the same as in 2008. Although only 40% of schools are in the top half of the national distribution, this maintains the large improvement from 2005 and 2006 when fewer than 25% of Leeds schools reached this level.

## 3.2 National Challenge

- 3.2.1 A number of schools have met the challenge and succeeded. Of the fourteen schools originally selected for the programme, six have been above the floor target

for the past two years, and another two schools exceeded the target in 2009.

- 3.2.2 Six schools were below the floor target in 2009. Of these six, West Leeds High school and Wortley High School have merged in September to form the new Swallow Hill High School. The school faces a big challenge but also a rare opportunity of opening in a brand new building with a new leadership team. The National Challenge Adviser is helping Education Leeds to support the school with the urgent need to raise standards. South Leeds High school has closed and reopened as the South Leeds Academy, and there is confidence that the new leadership team will secure the progress to the floor target in the next two years. Carr Manor is a very good school with outstanding leadership, but the starting points of many of its students means that it has to make well above average progress to reach the 30% floor target. We are confident that pupils here have the best chance of improvement and would like to extend the very good practice to other students in this area of north Leeds. City of Leeds and Primrose High School still face major challenges to improve teaching, attendance, and behaviour as well as standards. Education Leeds has negotiated additional support for leadership which will improve outcomes in the short term. In the longer term, however, Education Leeds is to consult on the closure of the existing federation and its replacement with an academy and a 14-19 centre. One additional school, Parklands Girls High, has made very good progress under the leadership of its new acting headteacher and in partnership with another Leeds school. However, the declining roll and difficult financial situation presents an insuperable problem where cutting the financial input to a viable level would severely damage the prospects of the students already at the school. Education Leeds will consult on replacing the school with a co-educational academy.
- 3.2.3 The National Challenge has released some useful material on management systems, some of which was developed in Leeds, to strengthen schools' systems and ensure greater rigour in securing improvement in student achievement, particularly in the core subjects. Leeds national strategy consultants and school improvement advisers have helped schools to access these materials in an organised way and have worked with a wide range of schools, including those in the national challenge.
- 3.2.4 Education Leeds has also been able to use resources from another Department of Children, Schools and Families (DCSF) project, 'Gaining Ground', to support six schools to make improved progress in terms of value added from Key Stage Two. Four of the schools have already made significant improvement in 2009, and the project will give them a focus to improve further. The schools have made good use of the programme arranging for increased academic tutoring for targeted students, and entering partnerships on a specialist area for improvement through the Specialist Schools and Academies Trust. SIPs have supported schools in developing these plans. We are waiting for the DCSF to give final approval for three further schools to join this project.

### 3.3 **The New Ofsted School Inspection Framework**

- 3.3.1 Ofsted has been clear that the new framework raises the bar for all schools. Every school, whether judged previously as outstanding, good or satisfactory, will have to improve in order to retain that judgement. Although Leeds began this framework without any schools in an inadequate category, a large percentage – over half of schools – were satisfactory. This group needs particular support. The main risks for Leeds schools come from:

- New judgements on attainment and progress
- New criteria about the expectations of students' behaviour
- Aspects of student's relationships and supervision that affect judgements about safety and well-being

- 3.3.2 Schools must be judged as 'satisfactory' for achievement if they are to be satisfactory overall. 'Achievement' takes into account 'attainment' and 'progress'. Schools are graded as satisfactory for attainment only if they are at least broadly in line with national standards. There is no allowance for prior performance or the social or economic background of students. Decisions are based on the past three years of results. Many Leeds schools have not been at national averages over this period. Schools which are graded inadequate for attainment need to demonstrate 'good' progress in order to be judged as satisfactory for achievement overall. Currently Leeds has schools where progress is satisfactory, but raw attainment is low. The risk is that this will lead to an inadequate judgement.
- 3.3.3 Attendance is also judged against national norms. Levels of attendance in Leeds, although improving, have been below this level in many schools, and will be judged as unsatisfactory by Ofsted.
- 3.3.4 New criteria require pupils to show a consistent application to learning without significant intervention by teachers. Inspectors set very high expectations of pupil behaviour. Lessons judged as good under the old framework are now being judged as only satisfactory, and a number of formerly satisfactory lessons as inadequate. Advisers are helping schools to re-calibrate their internal evaluations. This work will be linked to the 'Behaviour Challenge' from the Secretary of State in which schools deemed 'satisfactory' by Ofsted for behaviour will be given additional training and support to improve standards.
- 3.3.5 Schools need to be very secure about their procedures for ensuring the safety of students and for supervising and making arrangements for off-site learning, monitoring absence and responding to pupils' concerns about relationships. Education Leeds is encouraging schools to pay more attention to developing procedures for listening and responding to the views of pupils and parents.
- 3.3.6 The timetable of inspections and increased monitoring of satisfactory schools means that over half the secondary schools in Leeds could be visited during this year. The more stringent criteria increase the likelihood that schools will receive harsher judgements in the short term. Some of the crucial judgements depend on data from the past three years, which cannot be changed.
- 3.3.7 With these criteria in mind the School Improvement Service has written to all schools to negotiate a renewed partnership under the School Improvement Policy. Nine schools - including specialist inclusive learning centres (SILCs) and pupil referral units (PRUs) - are in an extended partnership; two have recently been placed in special measures; others are at risk. There are 15 schools in a focused partnership of which five are a particular priority. These need to improve to avoid an Ofsted judgement of inadequate. All these schools have priority and additional support from Education Leeds. Task groups have been established to co-ordinate the support around the school's priorities, and include the school leaders and governors in monitoring and planning.

#### 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. Improving standards is a core element of the 'narrowing the gap' agenda, and 'going up a league'.

## 5.0 **LEGAL AND RESOURCE IMPLICATIONS**

5.1 The need to continue the improvement 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 The Board is asked to consider:

1. the progress that has been made and be aware of the implications of the new Ofsted framework;
2. the future provision of support, challenge and intervention in Leeds as stated in the government white paper on 21<sup>st</sup> Century Schools.

## 7.0 **Background Papers**

There are 2 annexes to this paper:

Annex 1 Ofsted Summaries

Annex 2 Data tables and commentary

The schools in Extended and Focused Partnerships report was used as background to this report.



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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD:** January 2010

**SUBJECT:** Annex 1: Ofsted Inspection Summaries

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### SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

#### 1 Burley Park Centre (July 2009)

##### 1.1 Grade: 2

The effectiveness of Burley Park Centre is good. It successfully re-engages pupils with education and enables them to move forward with their lives.

1.2 Attainment on entry is generally low due to a variety of factors, such as pupils' learning difficulties, including the limited attention of some pupils; school time missed due to lengthy absences or exclusion; and some pupils' transient and troubled family backgrounds. However, pupils achieve well. Most make good progress and attain broadly average standards by the end of Key Stage 3.

1.3 Pupils' personal development and well-being are good. Most pupils attend regularly. The centre is working hard and with some success at improving attendance, but the persistent non-attendance of a small group of pupils has a detrimental effect on their learning. Pupils' spiritual, moral, social and cultural development is good. Pupils say they appreciate what the centre does for them. They enjoy being involved in contributing to the running of the centre and appreciate how well staff listen and take account of their views; for example, in relation to extending lunchtime to allow pupils some leisure time.

1.4 The committed staff are central to the good progress pupils make across their learning. Teaching and learning are good because teachers plan their lessons to ensure that the individual needs of all pupils are met. Teachers' calm yet purposeful approach towards all pupils plays an important part in improving pupils' behaviour and attitudes to school, as well as promoting good learning. However, some support assistants have not been trained sufficiently well to allow pupils to think carefully for themselves and complete their work independently. The curriculum is satisfactory. It is being further refined to become more skills based to enhance pupils' life skills. Enrichment is provided by indoor and outdoor activities at lunchtime and many visits and visitors, such as artists and break-dancers. These activities add to the pupils' enjoyment of school and extend their experiences and

personal skills, which, in turn, prepare them well for success beyond the centre.

- 1.5 The good level of care, guidance and support benefits pupils' overall development, not only while they are in the classroom, but in other areas of their lives. Reintegration is a strength of the centre so that a large number of pupils have a smooth transition back into mainstream education. Child protection and safeguarding are strong components of the care the centre gives its pupils. The young people make a good contribution to the wider community, for example, taking part in various charitable events.
- 1.6 Senior leaders are working hard to improve the centre and establish secure leadership after the staffing disruptions during the last year. After a turbulent time the centre has now settled down with a leadership and management team who are determined to succeed. A good, collaborative ethos is being developed, which is having a positive impact on staff morale. The management committee is supportive and carries out its duty well to hold the centre to account. The centre has made satisfactory progress since the last inspection bearing in mind the upheavals that have taken place over the last 12 months. At the present time it has satisfactory capacity to improve further
- 1.7 **What the school should do to improve further**
- Improve the attendance of those pupils who are persistently absent so that they are able to benefit from the centre's good provision.
  - Improve the consistency of support from teaching assistants so that all are successful in enabling pupils to think for themselves and become independent learners.

## **2 Lawnswood School (September 2009)**

### **2.1 Grade: 4**

In accordance with Section 13 (3) of the Education Act 2005. Her Majesty's Chief Inspector 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.

Lawnswood has successfully developed some aspects of its work since the last inspection. For example, the addition of new courses and routes into post-16 education or training is helping to meet more students' needs. The introduction of a system to track students' progress has contributed to the improved achievement of targeted groups, such as African/Caribbean girls and Kashmiri Pakistani boys. Following a dip in standards in 2007, attainment improved in 2008 and the most recent examination results at Key Stage 4, although slightly lower, show that attainment remains broadly in line with average.

Nevertheless, the rate of students' progress is uneven, with progress at Key Stage 3 being slower than that at Key Stage 4. The quality of learning is often severely affected by students' poor behaviour. Staff do not always manage behaviour well in lessons, and this, when combined with weak planning and generally low expectations, leads to too many lessons being inadequate. A significant proportion of students have poor attitudes to learning and are

disrespectful to adults and to their peers, both in and out of lessons. Students do not always have an accurate perception of their own safety and occasionally behave in such a way as to put each other at risk of injury. The school's systems for ensuring that students remain safe are not always effective.

The school makes adequate, and sometimes good, provision for its most vulnerable students. However, too many of the students identified as having special educational needs and/or disabilities are not consistently provided with suitable work and support, and therefore do not always make the progress of which they are capable. Attendance rates, although improved since the last inspection, remain below average and this has a significant impact on outcomes for students. The school has implemented a number of strategies to improve attendance, but these have not been fully effective and too many students fail to attend regularly.

The school's specialist status has had a positive impact in some respects; for example, the school has met its Key Stage 4 targets for information and communication technology (ICT) for the last two years, and although attainment in mathematics declined significantly in 2009, increased numbers of students in the sixth form have chosen to study mathematics.

The sixth form is a strength of the school. It provides good-quality education for students. The effective leadership and management of the sixth form helps to ensure that students are supported well, both academically and personally, and outcomes for students are consistently good.

Leaders and managers have been too generous in evaluating many aspects of the school's work. The monitoring of teaching and learning, including the management of students' behaviour, has not been effective enough, and so the school's policies and procedures are not consistently applied by all staff. Behaviour and attendance were highlighted as areas for improvement at the time of the last inspection and too little progress has been made in addressing these weaknesses. Overall, improvement since the last inspection is inadequate: this, combined with the school's inaccurate view of its effectiveness, means that there is insufficient capacity for sustained improvement.

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

- Ensure that systems and procedures for the safeguarding of students are fully effective.
- Improve students' behaviour by ensuring consistent implementation of strategies for behaviour management across the school.
- Raise the quality of teaching by making sure that all staff have sufficiently high expectations of students and plan learning effectively.
- Improve attendance so it is at least in line with the national average

### **3 Rodillian School (June 2009)**

#### **3.1 Grade: 3**

In accordance with section 13 (5) of the Education Act of 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- 3.2 Rodillian is a satisfactory school with some good features. The new headteacher is a strong leader with a clear vision for the school. He is very ably supported by governors, managers and staff and is transforming the school at a rapid pace. The headteacher took up post in June 2008 and a new senior leadership team has been appointed over the last year. Together they are working relentlessly to improve the education and life chances of the students and although standards remain below average, they are rising faster than the national average. Teaching, which was inadequate at the last inspection, is improving and is now satisfactory; behaviour has improved and is now good; and the quality of care, guidance and support has also improved and is good. Leadership and management are going from strength to strength and are now good. There is a new mood of optimism and a growing pride in the school. Most parents are supportive and very pleased with the way that the school is improving.
- 3.3 Improving students' achievement and standards is a major priority for the school. The percentage of students obtaining five or more high grade GCSEs at grades A\* to C including English and mathematics went up from 19% in 2007 to 35% in 2008. The school's internal data and modular GCSE results indicate that a similar rise is expected this summer. The impact of the new curriculum in Year 10 will not show in external examination results until 2010 but internal school data show that it is already having a very positive effect on students' achievement. Students now make satisfactory progress across the school.
- 3.4 Much effort has gone into improving the quality of teaching. Vacancies have been filled, weak teaching has been addressed and the quality continues to improve as the impact of effective performance management and training is felt. Inspectors saw examples of outstanding lessons in which students were enthusiastic and played a full and active part in their learning. However, in other lessons students behaved well but were passive and not enjoying learning.
- 3.5 Behaviour has improved markedly and is good. The school has been successful in working with external agencies, students and their families to improve attendance. Good and improving care, guidance and support ensure that every student is increasingly well supported. Vulnerable students are very well cared for and they make good progress. Robust target setting and monitoring of students' progress alongside a good intervention programme are helping to improve standards and achievement.
- 3.6 The school's specialism makes a very good contribution to all aspects of its work. Teachers in the specialist subjects are often called upon to share good practice with colleagues at training events. Much of the work with local communities and primary schools is driven by the specialist team and the specialist subjects make a very valuable contribution to students' personal development.
- 3.7 Leadership and management are good. Managers at all levels are relatively new in post but they are having a very positive impact and show tremendous promise as their expertise continues to grow. Governance is outstanding. Governors have guided the school through challenging times and are playing an important role in its transformation. It is difficult to see how any more could have been done to move

the school forward in the time available. The school has good capacity to improve.

### 3.8 ***Effectiveness and efficiency of the sixth form***

#### **Grade: 3**

Standards on entry to the sixth form are lower than average and standards reached in both Years 12 and 13 were below average in 2008 reflecting the legacy of inadequate provision. However, the work seen in lessons and reliable school data show a marked improvement and satisfactory achievement. Retention rates are high, helped by the new school building and facilities plus sixth formers' recognition of other recent improvements. They talk of enjoying the sixth form more recently and are more motivated because of closer monitoring of their academic progress and developing relationships with their personal tutors. Targets are known and are challenging. Students are satisfactorily prepared for their future economic well-being and receive sound careers advice. Sixth formers' personal development and well-being is satisfactory. Teaching and learning are satisfactory with examples of good or better practice, particularly in the specialist subjects where students are encouraged to develop as independent learners. However, too many lessons in the sixth form are no better than satisfactory because students show little enthusiasm and avoid full and purposeful engagement. The curriculum has developed since the last inspection and meets the needs and abilities of students, who speak well of performing arts subjects. Leadership and management of the sixth form are satisfactory. The recently appointed director is beginning to have a positive effect. He has a clear understanding of the strengths and weaknesses of the provision. Plans are in place to affect further improvements but it is too early to see the full impact of the changes.

### 3.9 **What the school should do to improve further**

- Raise standards so they are at least in line with national averages
- Ensure that teaching encourages independent learning and greater enjoyment in lessons.
- Maintain the pace of improvement and implement plans for the curriculum and sixth form.

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

## **4 Temple Moor High School Science College (September 2009)**

### 4.1 **Grade: 3**

The school delivers a satisfactory quality of education and provides satisfactory value for money. This is clearly reflected in the mainly satisfactory impact of the school's provision on outcomes for student's over time. Within this adequate picture there are some good features. Equally, there are a number of issues that need addressing.

4.2 At present, the school is in a state of transition between the old and the new and this has impacted on the effectiveness and pace of school improvement. Since the previous inspection several members of senior management, including the principal, have left the school. In addition there has been a turnover of more than a fifth of teaching and support staff and significant on-going disruption, including loss of teaching rooms, as a result of the re-building of the school. To the school's

credit, against this backdrop of turbulence, senior leaders and other staff have maintained an even keel and continue to provide students with a suitable education overall and to tackle the areas for improvement highlighted by the previous inspection.

- 4.3 Students, including those with special educational needs and/or disabilities make satisfactory progress and the standards they attain are in line with national averages. This is confirmed when you consider that students' prior attainment on entry to the school is average and they go on to reach standards at the end of Year 11 that are also in line with national average. Standards and students' achievement have risen in each of the past three years and students' performance in English has been outstanding, while students' attainment in the specialist subject of science has been above the national average. A number of other subjects fail to add value, including the core subject of mathematics, where standards have lagged behind English. The school's results fell below their targets this year. However, inspection findings confirmed that students are currently making satisfactory progress.
- 4.4 The quality of teaching is satisfactory overall and is having a satisfactory impact on students' learning. Whilst there are pockets of good and very good practice there is too much inconsistency in the effectiveness of teaching, which is a limiting factor on students' progress. Positive aspects of teaching include the good and outstanding subject knowledge staff possess, which in the best lessons they use to maximum effect to develop students' knowledge and understanding, stimulate their enthusiasm and enable them to take responsibility for their own learning. Less successful aspects include a lack of challenge and a tendency to talk at, rather than fully involve students in their own learning.
- 4.5 Most students' behaviour is satisfactory. They feel safe and enjoy school. However, there is a 'hard core' minority of students who regularly present challenging behaviour and are not fully responding to the school's strategies to modify their behaviour. Students develop a good awareness of the benefits of adopting healthy lifestyles. There is also good evidence that students' social, mental and emotional health and well-being is effectively developed through the guidance programme and in partnership with a number of outside agencies. Students make a good contribution to the school and wider community. They know their rights and responsibilities and are active members of the school and year councils. They have been successful in securing improvements to school lunches and helped to formulate the anti-bullying policy. As sports leaders some students work with partner primary school pupils, including those from a neighbouring special school. Students are gaining a range of workplace and other skills that will contribute to their future economic well-being, such as involvement in enterprise activities, excellent literacy skills and the confidence to work independently and as part of a team. However, the impact is only satisfactory overall because of their below average numeracy skills, a high persistent absence rate and below average attendance.
- 4.6 Students' spiritual, moral, social and cultural development is currently satisfactory. There are attempts to broaden students' social horizons, celebrate cultural and religious diversity and raise their awareness of moral dilemmas: there are cultural exchanges abroad, groups, such as African drummers, come into school and students learn about the Holocaust and work with children from the neighbouring special school. Students' development is limited however, by the lack of a strong sense of common values across different societies and a lack of respect and/or

tolerance for others in some quarters. A good aspect of the school's work is the extent to which the curriculum meets students' needs. The care, guidance and support students receive are having a satisfactory impact. The school provides suitable pastoral care and emotional support for students, especially those who are vulnerable or who are at risk of disaffection, although there is a problem with levels of attendance and the number of exclusions, although falling, remains high. The 'Nurture' groups in Year 7 are effective and are helping students to settle quickly into school life.

4.7 The impact of leadership and management is satisfactory. The school's management structure has been re-designed and the senior team extended. In addition, substantial work has gone into ensuring staff are aware of the part they have to play in helping to move the school forward. This has resulted in a wider distribution of responsibility, increased accountability and greater clarity of purpose. At this stage it has not led to significantly improved outcomes for students or an improvement in the quality of provision. Governors are both supportive and challenging and fulfil their duties adequately. Statutory responsibilities are met and governors, through their participation in a range of sub-committees and attachment to faculties, are supporting the tackling of identified weaknesses and gaining an insight into the effectiveness of the school. Self-evaluation is broadly accurate although on occasion assessments are overly optimistic. The school's specialist status is contributing to the improvement process, particularly in supporting the introduction of advanced skills teachers into mathematics to accelerate students' learning. The school has satisfactory capacity for sustained improvement evidenced by its track record and the current indicators in terms of the effectiveness of the actions taken and strategies implemented to drive improvement. The two areas for improvement highlighted by the previous inspection are not fully resolved, although some headway has been made in the use of data to support the progress of different groups. Although generally supportive, a sizeable minority of parents expressed negative perceptions of the school's management of unacceptable behaviour, the quality of the school's communication with parents, school leadership and disruption caused by the building programme. Inspectors found little or no evidence to confirm parents concerns about the school's leadership and communications with parents.

#### 4.8 **What the school should do to improve further**

- Raise students' achievement and attainment particularly in mathematics.
- Share and embed more effectively the best practice in teaching and learning in order to accelerate student progress.
- Increase students' rate of attendance and reduce persistent absence.
- Improve the persistent poor behaviour of a small minority of students.
- Ensure that parents' perceptions of how effectively the school manages student behaviour and the quality of communications from school improves.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### 5 **Wetherby High School (June 2009)**

#### 5.1 **.Grade: 2**

Wetherby High School is a good school. It is led and managed well. Standards at

GCSE have risen significantly over the last three years, under the leadership of the headteacher, and are now above average. Students make good progress in both their personal development and academically because they are taught well. The school has good capacity to continue improving and it gives good value for money.

- 5.2 Students' personal development is good. Students are confident, courteous and their behaviour in lessons and around the school is good. They enjoy school and the broad range of enrichment activities. A notable feature is the school's strong partnership with the Salvation Army in the development of students' personal skills. The on-site provision offers opportunities for students to mix socially at the café and the youth club. Individual students access mentoring sessions which are effective in helping those with behavioural, social and emotional difficulties. This partnership has a positive impact in raising the students' confidence, self-esteem and enjoyment, particularly for those students who are vulnerable.
- 5.3 Students achieve well because teaching is good. Assessment of students' progress is rigorous and teachers use information from assessment well when planning work for their classes. Teachers have good subject knowledge and ensure a swift pace to lessons. However, the quality of the marking of students' work is inconsistent across the school and does not always guide students effectively on how to improve.
- 5.4 The curriculum is good. Provision for the students' personal development is good and there are effective opportunities for students to make progress in their subjects. Students benefit well from the wide range of additional activities, including sport, music, drama and residential visits.
- 5.5 The care, guidance and support for the individual needs of students are good and potential barriers to students' learning are tackled successfully. Monitoring of students' progress leads to targeted intervention. This intervention is provided by placing students in 'sets' for lessons in some subjects according to their ability. There is a good system of individual mentoring for those students experiencing personal difficulties. These strategies have a positive impact on improving rates of progress. Students with learning difficulties and/or disabilities make good progress.
- 5.6 Promotion of community cohesion is satisfactory. There are good links with a number of other schools and activities involving the local and wider community and a few students enjoyed an exchange visit with students from the Netherlands. However, opportunities for students to experience and understand other cultures are at an early stage of development.
- 5.7 ***Effectiveness and efficiency of the sixth form***

### **Grade: 3**

The effectiveness of the sixth form is satisfactory and improving. The largely academic curriculum offers satisfactory pathways for most students. Not all of the students leaving Year 11 attend the sixth form at Wetherby. Some students attend other provisions. Students enter the school's sixth form with standards that are slightly below the national average and make satisfactory progress to reach standards that are broadly similar to other students with similar abilities. Most students who enter Year 12 complete their courses and remain in school to pursue A levels in Year 13. Students are well cared for, guided and supported during the time they are in the sixth form. The vast majority of students continue on to further education, employment or training.



- 5.8 The current leadership has introduced monitoring arrangements that review student progress on a more regular basis through the year. The resulting intervention is helping to secure better progress. The improved atmosphere of learning and progress is drawing greater numbers of students to choose the sixth form for their post-compulsory education. Students speak positively about experiences in lessons but these are not always challenging enough to secure good progress.
- 5.9 Teaching is satisfactory overall in the sixth form. In some lessons, there are more elements of good teaching as students are more actively engaged and challenged. A range of opportunities to take responsibility alongside enrichment activities, including speakers and visits, are contributing to the good personal development and well-being of students.
- 5.10 Leadership and management in the sixth form are satisfactory and improving, resulting in changes that are benefiting students. While some use of the data is resulting in effective intervention, it has yet to be fully analysed and used to have a more positive impact on standards. Evidence of successful intervention in the recent past confirms the good capacity for further improvement.
- 5.11 ***What the school should do to improve further***
- Improve teaching and learning and further develop the curriculum to raise achievement and standards in the sixth form.
  - Improve marking so that it better informs students about the next steps of their learning.
  - Ensure that the governing body promotes community cohesion beyond the school and the local area.

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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD:** January 2010

**SUBJECT:** Annex 2: Overview of 2008 performance at KS3 & KS4

### 1.0 Key Stage 4

#### 1.1. Key Stage 4 Trends and Comparisons

1.1.2 Performance at KS4 has shown improvement across all headline indicators, with the 5+ A\*-C rate continuing a strong upward trend, with a rise of 4.2% in 2009, broadly in line with that seen nationally.

*2006-2008 Percentage Benchmark indicators for GCSE*

% pupils achieving:	2007			2008			2009		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>5+A*- C</b>	55.9	61.4	57.3	62.5	63.9	64.7	66.7	69.2	69.3
<b>5+A*-C (inc Eng &amp; maths)</b>	42.1	46.3	42.6	46.4	47.6	46.2	45.6	50.4	48.1
<b>5+A*-G</b>	88.1	90.9	90.8	90.6	91.5	92.2	90.9	93.4	93.4
<b>No Passes</b>	4.4	2.0	2.3	2.3	1.5	1.6	1.9	0.5	1.2

*Note: 2009 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*

1.1.3 The performance of similar authorities has improved at a slightly quicker rate, widening the gap from Leeds performance. In terms of the gold standard, Leeds' performance fell back 1% in 2009, whereas performance nationally and in similar authorities has improved by around 2%, again widening the gap.

1.1.4 In terms of 5+ A\*-G, Leeds' improvement of 0.3% was smaller than that recorded in similar authorities (1.2%) and nationally (1.9%). Locally the number of pupils achieving at least one pass locally increased by 0.4% to 98.1%, whilst similar authorities rose by 0.4% to 98.8% and nationally, performance rose by 1% to 99.5%.

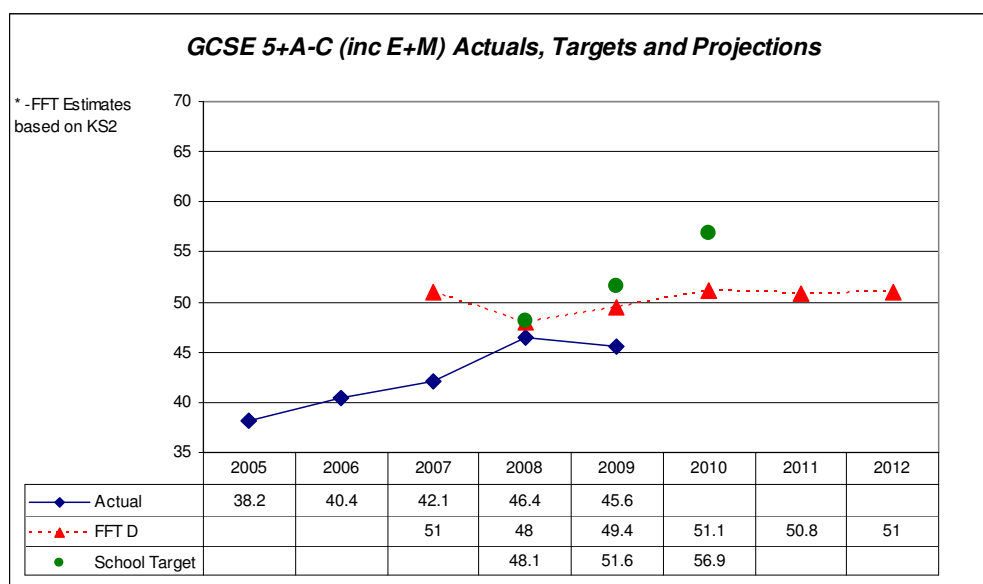
	gender	2007		2008		2009	
		Leeds	Nat	Leeds	Nat	Leeds	Nat
5 or more A*-C	Girls	59.0	64.0	64.8	68.3	71.0	73.4
	Boys	53.3	54.8	59.9	59.1	62.7	65.2
5 or more A*-C (inc Eng & Maths)	Girls	45.9	49.7	49.9	51.9	48.9	54.2
	Boys	39.0	41.4	42.8	43.5	42.5	46.8
5 or more A*-G	Girls	89.6	93.2	92.1	93.6	92.6	95.0
	Boys	86.7	89.4	89.0	89.5	89.4	91.9
No Passes	Girls	3.6	1.9	2.0	1.0	1.5	0.2
	Boys	5.2	2.8	2.5	2.0	2.3	0.8

Note: 2008 data is provisional

1.1.5 The gap in attainment between boys and girls has widened significantly in terms of 5+ A\*-C in Leeds and is now in line with the national gap. This is due in the main to a significant improvement in the performance of girls in Leeds in 2009, who rose by 6.2%, whilst boys improved by 2.8%. The gap in 5+ A\*-C (EM) maintained previous levels, with falls seen for both genders, but for 5+ A\*-G the gap was closed by national performance, meaning the Leeds gap is now in line with national levels having been 1% smaller previously. Finally, the gap for No passes reversed with national improvements much larger than that seen locally.

## 1.2 Key Stage 4 trajectories

1.2.1 Schools and local authorities are no longer required to set targets for 5+ A\*-C, but for 5+ A\*-C (including English and maths) only. There were targets set for progress from KS3, but following the abandonment of testing at KS3, these have also been removed. In their place, from this autumn term, schools are required to set targets for progress from KS2 to KS4.

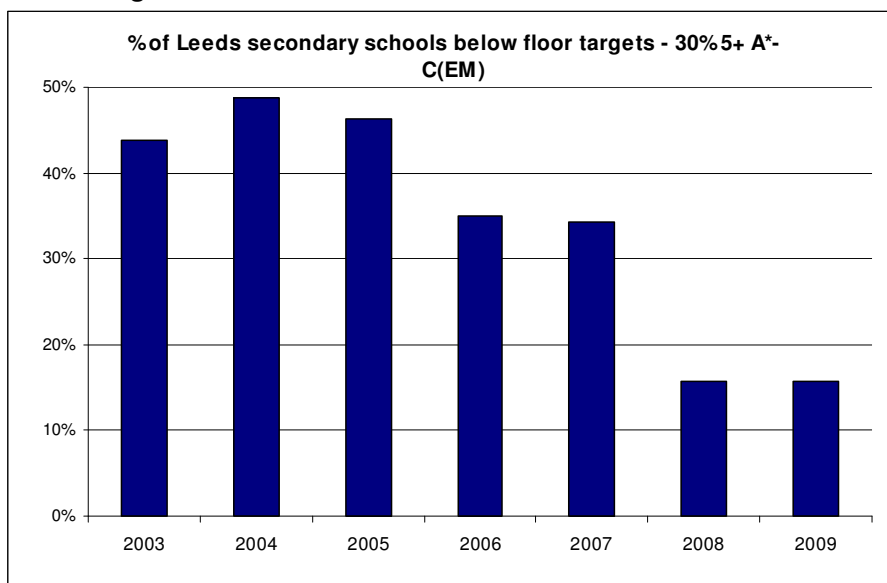


1.2.2 The drop in performance in 2009 for KS4 5+ A\*-C including English and maths widens the gap to the target set by schools, which was agreed in January 2008. The target set in January 2009 maintains an aspirational trajectory and is well above the estimate shown by FFT top quartile estimates.

## 1.3 Performance of individual schools

- 1.3.1 Within the local authority improvements, there has been a more mixed picture at school level.

#### Key Stage 4 Floor Targets



- 1.3.2 Of the original 14 schools that were part of the National Challenge, only six remained in this category at the end of the 2008/09 academic year. Three of these schools have now closed: West Leeds and Wortley have merged to become the new Swallow Hill Community College (which remains a school in the National Challenge) and South Leeds High has closed and become an academy. Leeds has a strong record of implementing the changes necessary to reach these targets and approved improvement plans are in place for all schools that remain in the National Challenge. Proposals are being presented to Executive Board for consultation to take place on structural changes for three schools that are designed to raise standards and secure rates of improvement that are above the floor target.

#### 1.4 Attainment of Pupil Groups

- 1.4.1 Information is available to allow the monitoring of performance of several priority groups of pupils. However, this information is not currently available at a national level and so benchmarking can only be done against national data from the previous year..

##### *Percentage of pupils attaining Key Stage 4 benchmarks: Looked After Children*

	2007		2008		2009
	Leeds	National	Leeds	National	Leeds
Cohort size					115
5+ A*-C (inc Eng & maths)					4.4
5+ A*-C	8	13	9		16.5
5+ A*-G	39	43	34		58.3
1+ A*-G	62	64	64		84.4

*Note: 2009 data is provisional*

*National data for 2009 is currently unavailable*

- 1.4.2 The percentage of pupils in care achieving 5+ A\*-C has risen significantly in 2009, with almost 17% of pupils achieving this standard, nearly double that seen in 2008. The 5+ A\*-G performance also rose significantly, as did the 1+ A\*-G figure with 84% of pupils achieving at least one qualification.

*Percentage of pupils attaining Key Stage 4 benchmarks: Free School Meal Eligibility*

		2007		2008		2009	
		Leeds	National	Leeds	National	Leeds	National
<b>5+ A*-C (inc Eng &amp; maths)</b>	<b>Non eligible</b>	47.7		52.3		52.0	
	<b>Eligible</b>	15.9		19.5		16.0	
<b>5+ A*-C</b>	<b>Non eligible</b>	62	61	67.4	67.0	73.0	
	<b>Eligible</b>	26.9	33	34.6	40.0	38.0	
<b>5+ A*-G</b>	<b>Non eligible</b>	91.5		94.3		94.0	
	<b>Eligible</b>	71.7		78.5		75.0	
<b>No passes</b>	<b>Non eligible</b>	3.1	2.1	1.1	1.5	1.0	
	<b>Eligible</b>	10.3	6.2	5.5	4.2	5.0	

*Note: 2009 data is provisional*

1.4.3 Performance of FSM eligible pupils improved for 5+ A\*-C and for 'No passes' although the gap for 5+ A\*-C widened to 35% in 2009, significantly larger than the national gap in 2008.

1.4.4 Performance fell back with regards to the gold standard measure, where 16% of FSM eligible pupils now achieve the level required, down from almost 20% in 2008. The gap to non eligible pupils has widened 3% to 36%. Performance of FSM eligible pupils at 5+ A\*-G also fell 3.5% to 75%, widening the gap to 19% in 2009.

*Percentage of pupils attaining Key Stage 4 benchmarks: Special Education Needs*

		2007		2008		2009	
		Leeds	National	Leeds	National	Leeds	National
<b>5+ A*-C (inc Eng &amp; maths)</b>	<b>Action</b>	12.9		16.1	16.7	19.0	
	<b>Action + Statement</b>	6.4		10.8	10.9	12.0	
		4.5		5.5	5.2	7.0	
<b>5+ A*-C</b>	<b>Action</b>	23.6	21.9	31.0	33.6	45.0	
	<b>Action + Statement</b>	14.1	15.3	17.6	21.6	25.0	
		9.8	8.7	11.9	10.7	12.0	
<b>5+ A*-G</b>	<b>Action</b>	71.0		82.8		88.0	
	<b>Action + Statement</b>	54.4		63.4		66.0	
		32.8		48.7		42.0	
<b>No passes</b>	<b>Action</b>	8.4	4.5	2.9	2.2	2.0	
	<b>Action + Statement</b>	18.4	12.0	8.8	7.0	6.0	
		37.3	18.4	19.9	17.2	19.0	

*Note: 2009 data is provisional*

*No National data is available for 2009*

1.4.5 The performance of pupils on the SEN register improved again in 2009. The performance in terms of the gold standard improved for all groups, as it did for 5+ A\*-C. Performance at 5+ A\*-G improved for School Action and School Action Plus pupils, but fell almost 7% for statemented pupils. Finally, the percentage of pupils leaving without any qualifications fell for all groups., although it remained high for statemented pupils at 19%.

Percentage of pupils attaining 5 or more A\*-C: Ethnicity

		Pupils 2009	5+ A*-C					
			Leeds			National		
			2007	2008	2009	2007	2008	2009
<b>ASIAN</b>	Bangladeshi	66	39.6	40.0	62.1	58.4	62.3	
	Indian	175	67.4	73.5	61.7	74.7	78.3	
	Kashmiri Pakistani	149	36.4	45.3	53.7	53.0	58.2	
	Other Pakistani	222	50.8	47.3	63.5			
	Kashmiri Other	9	33.3	66.7	66.7	64.1	66.1	
	Other Asian background	55	63.9	58.3	61.8			
<b>BLACK</b>	Black Caribbean	88	48.4	54.3	43.2	49.1	54.0	
	Black African	160	50.9	54.2	68.1	55.6	60.3	
	Other Black Background	48	41.5	64.0	52.1	49.7	56.2	
<b>MIXED</b>	Mixed Black African and White	32	50.0	55.6	56.3	57.6	63.4	
	Mixed Black Caribbean and White	128	39.0	51.8	58.6	48.8	55.3	
	Mixed Asian and White	58	52.2	68.6	60.3	69.5	72.1	
	Other Mixed Background	75	37.9	50.0	61.3	61.1	65.8	
<b>OTHER GROUPS</b>	Chinese	38	85.3	87.8	86.8	83.3	84.3	
	Other Ethnic group	59	51.1	66.7	67.8	57.2	60.6	
<b>WHITE</b>	White British	6695	57.4	62.2	67.6	59.5	63.8	
	White Irish	30	55.9	59.0	70.0	63.1	69.0	
	Traveller Irish Heritage	11	12.5	16.7	18.2	15.6	17.4	
	Gypsy/Roma	20	0.0	26.3	30.0	14	15.7	
	White Eastern European	38		33.3	71.1			
	White Western European	10		50.0	90.0	58.8	60.8	
	Other White Background	36	60.2	77.3	63.9			
<b>Total</b>	Leeds		56.1	61.9	66.7	59.3	63.5	

Source: University of Bath EPAS (Leeds), DCSF Statistical First Release (National)

Notes: <sup>1</sup> 2009 Data is provisional

- 1.4.6 Standards against this headline indicator in Leeds have improved by over 10% in three years. This encouraging overall improvement has been exceeded by the improvement in outcomes for the Black heritage cohorts, despite a fall in performance for Black Caribbean pupils in 2009 of 11%.
- 1.4.7 Of the Asian heritage pupils, most improved since 2007 are Bangladeshi pupils, whose performance has improved by 23% over the time period, the majority of this increase occurred in 2009. General levels of attainment for Asian heritage pupils do remain below average, including Indian pupils in 2009 having previously been well above the Leeds average.
- 1.4.8 The performance of Mixed heritage pupils is less encouraging, with all groups performing below the city average with falls in performance for Mixed Asian & White pupils or modest increases, as seen for other Mixed heritage pupils.
- 1.4.9 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 2009	5+A*-C (EM)					
			Leeds			National		
			2007	2008	2009	2007	2008	2009
<b>ASIAN</b>	Bangladeshi	66	30.2	32.0	28.8	41.0	44.5	
	Indian	175	52.0	54.8	61.7	61.6	64.9	
	Kashmiri Pakistani	149	26.5	23.6	31.5	36.8	39.7	
	Other Pakistani	222	33.0	32.7	36.5			
	Kashmiri Other	9	33.3	50.0	44.4	50.4	52.1	
	Other Asian background	55	47.2	46.7	40.0			
<b>BLACK</b>	Black Caribbean	88	30.2	35.9	27.3	32.7	35.9	
	Black African	160	40.2	33.1	38.8	40.2	43.3	
	Other Black Background	48	36.6	48.0	18.8	33.1	39.0	
<b>MIXED</b>	Mixed Black African and White	32	42.3	33.3	31.3	42.2	46.4	
	Mixed Black Caribbean and White	128	30.5	30.4	33.6	33.7	37.8	
	Mixed Asian and White	58	47.8	51.4	48.3	58.4	58.2	
	Other Mixed Background	75	27.6	26.0	45.3	48.2	50.6	
<b>OTHER GROUPS</b>	Chinese	38	55.9	73.2	52.6	70.2	69.5	
	Other Ethnic group	59	40.0	47.2	47.5	42.2	44.3	
<b>WHITE</b>	White British	6695	43.3	47.8	47.2	45.8	48	
	White Irish	30	47.1	35.9	53.3	51.9	56.6	
	Traveller Irish Heritage	11	0.0	0.0	9.1	8.4	7.3	
	Gypsy/Roma	20	0.0	5.3	5.0	7.0	6.8	
	White Eastern European	38		25.0	21.1			
	White Western European	10		50.0	60.0	45.8	45.7	
	Other White Background	36	49.4	56.1	55.6			
<b>Total</b>	Leeds		44.0	46.3	45.6	45.4	46.2	

Source: University of Bath EPAS (Leeds), DCSF Statistical First Release (National)

Notes: <sup>1</sup> 2009 data is provisional

- 1.4.10 Local performance has improved by 1.6% in the past two years, but with a mixed picture for different ethnic groups. Bangladeshi pupils have fallen back this year, despite the significant improvements in 5+ A\*-C performance. The reverse is true for Indian pupils whose performance in the gold standard has improved, despite a fall in 5+ A\*-C performance. Pakistani pupils have improved in 2008, but performance is below local averages and the national level of performance in 2008.
- 1.4.11 The performance of Black heritage pupils has fallen back since 2007, particularly that of Black Other pupils. The majority of Mixed heritage groups have not improved significantly in the past three years, with only Other Mixed groups improving. Mixed Black African & White pupils continued the fall seen in 2008, and although Black Caribbean & White and Mixed Asian & White groups improved in 2008, these rises were not significant ones.



Percentage of pupils attaining 1 or more A\*-G: Ethnicity

		Pupils 2009	1+A*-G					
			Leeds			National		
			2007	2008	2009	2007	2008	2009
<b>ASIAN</b>	Bangladeshi	66	100.0	98.0	97.0	98.3	98.6	
	Indian	175	99.4	100.0	99.4	99.2	99.2	
	Kashmiri Pakistani	149	95.5	98.1	98.7	98.2	98.5	
	Other Pakistani	222	99.0	98.6	96.8			
	Kashmiri Other	9	100.0	83.3	100.0	97.4	97.7	
	Other Asian background	55	91.7	98.3	100.0			
<b>BLACK</b>	Black Caribbean	88	98.4	97.8	97.7	98.0	98.1	
	Black African	160	97.3	99.2	98.8	98.1	98.3	
	Other Black Background	48	100.0	96.0	91.7	97.6	97.3	
<b>MIXED</b>	Mixed Black African and White	32	100.0	97.2	100.0	97.0	97.2	
	Mixed Black Caribbean and White	128	92.4	93.8	93.8	96.5	97.6	
	Mixed Asian and White	58	93.5	97.1	96.6	97.7	98.4	
	Other Mixed Background	75	89.7	96.0	97.3	97.3	97.8	
<b>OTHER GROUPS</b>	Chinese	38	100.0	97.6	100.0	99.2	98.8	
	Other Ethnic group	59	95.6	94.4	100.0	96.9	97.0	
<b>WHITE</b>	White British	6695	95.7	96.8	97.8	97.7	98.2	
	White Irish	30	97.1	100.0	96.7	97.1	97.7	
	Traveller Irish Heritage	11	62.5	66.7	90.9	67.5	71.6	
	Gypsy/Roma	20	36.4	89.5	75.0	79.6	84.8	
	White Eastern European	38			100.0			
	White Western European	10			100.0			
	Other White Background	36	95.2	97.0	97.2	97.2	97.4	
<b>Total</b>	Leeds		95.7	96.9	97.3	97.6		

Source: University of Bath EPAS (Leeds), DCSF Statistical First Release (National)

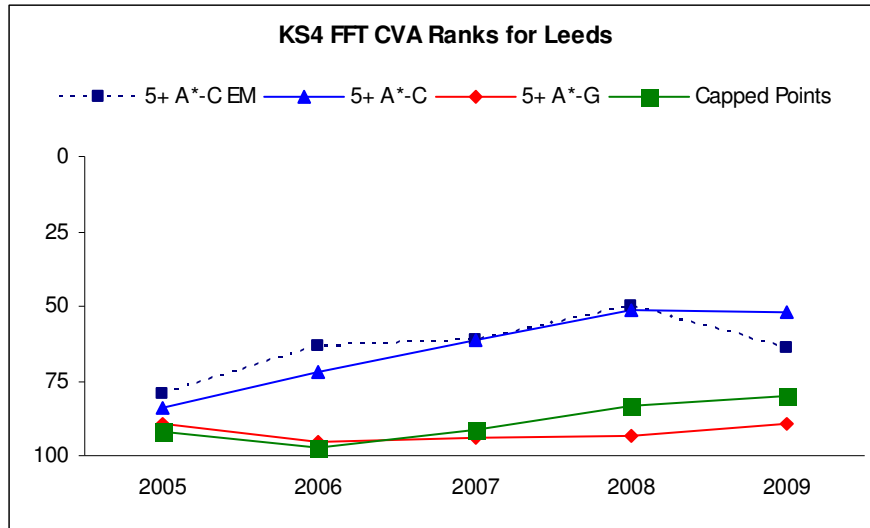
Notes: <sup>1</sup> 2009 Data is provisional

1.4.12 Most minority ethnic groups recorded increases in the numbers of pupils leaving with a qualification in the past three years. Other Pakistani heritage pupils have fallen back, as have Black Caribbean and Other Black heritage pupils.

1.4.13 Mixed heritage pupils have also recorded improvements over the past three years, although there was a drop seen for Mixed Asian and White pupils in 2009. Both traveller groups have seen improvements on this measure since 2007, although there was a slight drop for Gypsy/Roma pupils in 2009.

## 2.0 Contextual Value Added

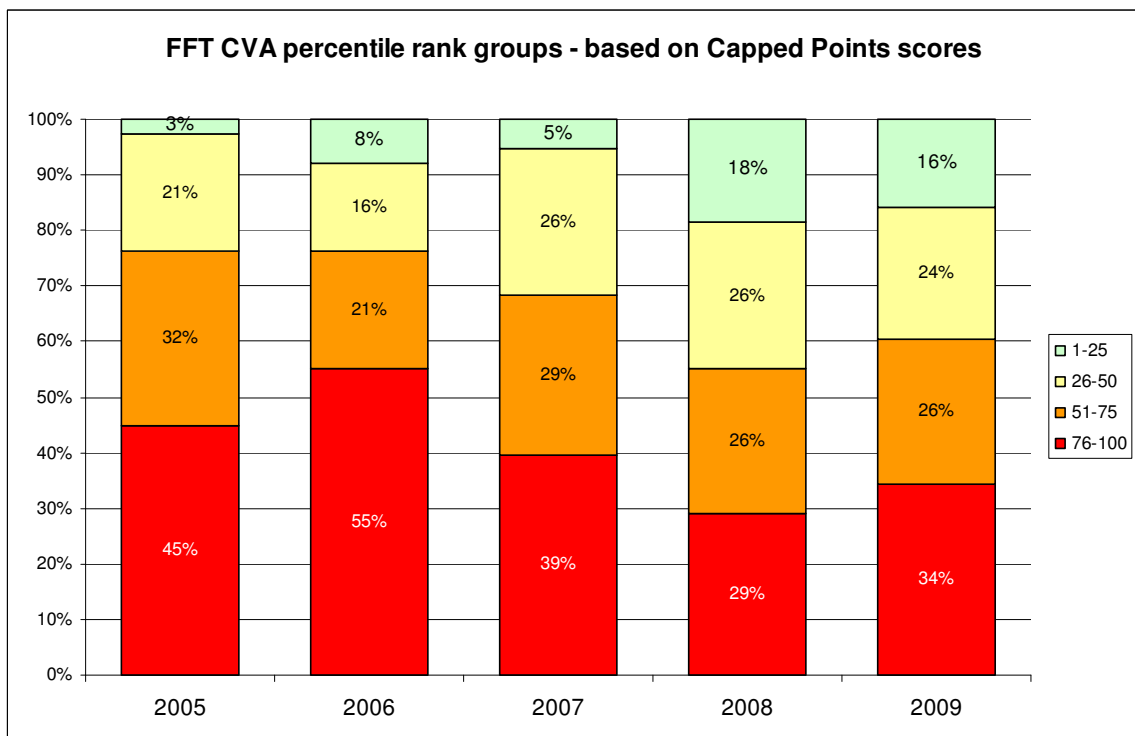
2.1 Analyses generated through the Fischer Family Trust (FFT) 'Value Added Project' model show that progress in secondary schools is still a significant issue in Leeds. Students in a large proportion of the schools in Leeds do not make the progress expected compared with national expectations. The improvement in 5+ A\*-C progress shown last year has remained approximately at the 50<sup>th</sup> percentile.



2.1.2 Overall, the performance of Leeds as a whole measured by value added between Key Stages two and four is still below expectations. 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 20% for the indicator closest to DCSF methodology, but the improvement has been consistent since 2006 when performance was within the bottom 3%.

## 2.2 Number of Schools in each Fischer Family Trust Quartile

2.2.1 There had been a significant improvement in the performance of schools in comparison to FFT estimates based on KS2 results up to 2008, but there has been a slight fall back in performance in 2009.



Source: FFT Database v12.18

2.2.2 In 2005, nearly half of Leeds schools were in the bottom quarter of schools nationally in terms of Capped Points scores in comparison to FFT estimates. In 2009, although

better, over a 5 year trend, the proportion of schools in the bottom quarter rose to one-third. The proportion in the second and third quartiles is in line with expectations, but only one-sixth of schools are in the top quartile.

2.2.3 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 Groups	5+ A*-C EM			5+ A*-C			5+ A*-G			Capped Points			3 year trend			
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	5+ A*-C (em)	5+ A*-C	5+ A*-G	Points
All Pupils	-0.55	0.93	-0.72	-1.04	0.63	0.30	-2.36	-0.82	-0.97	-8.9	-3.9	-4.3	↑ ↓	↑	↑	↑
Boys	-0.50	1.17	-0.46	0.13	2.30	0.20	-2.07	-0.54	-0.60	-7.5	-2.4	-4.5	↑ ↓	↑ ↓	↑	↑
Boys - Lower	-1.96	-1.04	-0.77	-0.88	1.29	-0.12	-1.88	-0.76	0.18	-11.8	-8.3	-10.8				
Boys - Middle	-0.99	2.87	-0.88	-1.30	3.19	-0.24	-3.35	-0.39	-1.59	-10.1	1.3	-3.3	↑ ↓	↑ ↓	↑	↑ ↓
Boys - Upper	1.93	1.87	0.44	3.11	2.51	1.12	-0.75	-0.45	-0.34	1.1	0.4	1.8		↓		
Girls	-0.60	0.68	-1.00	-2.29	-1.09	0.41	-2.68	-1.09	-1.37	-10.4	-5.3	-4.1	↓	↑	↑	↑
Girls - Lower	-2.27	-2.33	-2.10	-4.39	-2.49	-0.05	-3.55	-0.74	-0.36	-19.7	-14.7	-7.7		↑	↑	↑
Girls - Middle	-0.65	2.02	-1.34	-3.37	-2.42	0.63	-3.47	-1.79	-3.12	-10.9	-3.7	-5.1	↓	↑	↑ ↓	↑
Girls - Upper	1.37	2.14	0.47	1.61	2.20	0.63	-0.60	-0.56	-0.45	0.8	2.6	0.7		↓		

<b>Significantly increase over 3 years</b>	↓	<b>Significant fall over three years</b>
<b>Significantly above 3 year estimate</b>		<b>Significantly below 3 year estimate</b>

2.2.4 For most indicators by gender groups, performance for 5+ A\*-C and the gold standard have varied over the past three years. The performance of lower ability girls is significantly below expectations, whilst upper ability pupils have performed significantly above expectations. However, significant improvements have been recorded by many groups for 5+A\*-G and for Capped Points score, but overall performance remains below expectation.

Pupil Groups	5+ A*-C EM			5+ A*-C			5+ A*-G			Capped Points			3 year trend			
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	5+ A*-C (em)	5+ A*-C	5+ A*-G	Points
All Pupils	-0.55	0.93	-0.72	-1.04	0.63	0.30	-2.36	-0.82	-0.97	-8.9	-3.9	-4.3	↑ ↓	↑	↑	↑
Bangladeshi	-2.70	-12.56	-13.66	-14.63	-24.32	-8.54	0.18	-2.11	-1.28	-27.2	-36.5	-14.4		↑		↑
Indian	-8.89	-7.93	-4.64	-6.75	-3.39	1.72	0.30	0.20	0.49	-8.2	-5.1	-0.4		↑		↑
Pakistani	-8.45	-10.33	-6.65	-9.48	-10.27	-3.69	-0.59	1.00	1.38	-19.9	-20.1	-10.5		↑		↑
Other Asian	-6.51	-3.37	-1.12	-10.47	-1.99	-3.76	-3.66	-1.72	-4.63	-29.8	-6.4	-7.0				↑
Black African	6.91	0.37	-2.15	-1.84	2.69	1.69	-2.16	-1.51	-0.42	-2.0	-3.9	-3.6				
Black Caribbean	1.20	-2.68	-4.37	0.53	-0.18	-6.33	-9.87	-1.72	-1.82	-21.9	-11.2	-11.7			↑	
White	-0.03	1.83	-0.04	-0.32	1.33	0.81	-1.91	-0.73	-0.85	-7.4	-2.7	-3.4	↑ ↓	↑	↑	↑
Chinese	-14.24	-1.03	-13.57	6.29	4.65	3.21	-1.59	1.51	-2.27	9.0	7.7	15.0				
Any Other	-1.90	-1.49	-0.80	-5.55	1.36	-2.02	-7.87	-5.93	-8.17	-18.6	-9.7	-19.7				
No Information	-1.01	5.69	7.02	-4.34	5.72	4.96	-8.09	-3.98	-2.77	-12.6	-2.4	-0.9				

↑	<b>Significantly increase over 3 years</b>	↓	<b>Significant fall over three years</b>
	<b>Significantly above 3 year estimate</b>		<b>Significantly below 3 year estimate</b>

2.2.5 The data is not available at as detailed a level, 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, including Black African and Black Caribbean pupils. All Asian groups are now in line with estimates in terms of 5+ A\*-G and despite remaining below expectations, these pupils have shown significant improvement for 5+ A\*-C.

2.2.6 Performance in terms of capped points scores for several groups is improving significantly, notably Asian heritage pupils but, significantly, Black Caribbean pupils performance is consistently below expectations in terms of Capped points.

Pupil Groups	5+ A*-C EM			5+ A*-C			5+ A*-G			Capped Points			3 year trend			
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	5+ A*-C (em)	5+ A*-C	5+ A*-G	Points
All Pupils	-0.55	0.93	-0.72	-1.04	0.63	0.30	-2.36	-0.82	-0.97	-8.9	-3.9	-4.3	↑ ↓	↑	↑	↑
Looked After - Yes	-0.98	-6.84	-5.59	-2.50	-8.81	-12.41	-18.84	-14.37	-10.79	-33.8	-41.0	-37.5	↓	↓	↑	↑
SEN Action	0.73	-2.66	-3.85	-1.79	-3.15	-3.30	-6.89	-2.48	-0.69	-25.5	-17.4	-13.4	↓	↓	↑	↑
SEN Action Plus	0.83	0.40	0.53	-0.95	-5.64	-5.47	-13.99	-12.29	-11.51	-29.6	-25.5	-24.9			↑	↑
SEN Statement	-0.48	0.11	0.80	-0.93	-0.58	-2.44	-16.65	-10.06	-7.45	-16.3	-9.5	-6.1			↑	↑
With FSM	-0.42	-0.25	-1.84	-2.81	-0.43	-2.53	-7.34	-4.47	-6.74	-23.7	-16.6	-23.7			↑	↑

↑	Significantly increase over 3 years	↓	Significant fall over three years
	Significantly above 3 year estimate		Significantly below 3 year estimate

2.2.7 Performance for other priority groups is not encouraging, with several groups remaining significantly below expectations. Most groups show improvements at 5+ A\*-G, but remain below expectations and all groups except SEN stated pupils are below expectations for 5+ A\*-C (EM). Points scores have improved for School Action pupils, but remain below expectation, and those eligible for Free School meals have been inconsistent over the three year period.

## 2.2.8 School level results

	Pupils	5+ A*-C inc E&M	5+ A*-C	5+ A*-G	1+ A*-G	Any Qual
Leeds	8309	45.6	66.7	90.9	97.3	98.1
National		50.4	69.2	93.4		99.5
Abbey Grange C of E High	204	62.7	77.0	98.0	100.0	100.0
Allerton Grange High	298	44.3	57.0	89.9	97.3	98.3
Allerton High	185	51.4	75.1	96.2	100.0	100.0
Benton Park	235	62.1	75.3	98.7	99.1	99.1
Boston Spa Comprehensive	299	45.5	78.9	95.7	98.7	99.0
Brigshaw High	248	49.2	67.3	93.1	99.2	99.2
Bruntcliffe High	273	41.8	70.3	92.7	98.5	98.9
Cardinal Heenan Catholic High	182	50.5	78.6	96.2	97.8	99.5
Carr Manor High	133	25.6	54.9	90.2	97.7	97.7
City of Leeds	139	11.5	23.0	72.7	93.5	93.5
Cockburn High	191	37.7	68.1	93.2	100.0	100.0
Corpus Christi Catholic College	186	47.3	60.2	93.0	97.8	97.8
Crawshaw	212	59.0	69.3	93.9	100.5	100.5
Farnley Park High	151	32.5	45.7	86.8	96.7	96.7
Garforth Community College	298	75.2	94.3	98.3	99.3	99.3
Guiseley	207	71.5	82.6	95.2	100.0	100.0
Horsforth	217	59.4	81.1	99.1	100.0	100.0
Intake High Arts College	204	29.9	52.9	83.3	95.6	96.6
John Smeaton Community High	171	45.0	77.2	87.1	97.1	97.1
Lawnswood	266	38.3	56.4	86.5	97.0	97.4
Morley High	252	59.5	75.8	93.3	97.6	98.4
Mount St Mary's Catholic High	223	39.5	67.7	96.4	99.1	99.6
Otley Prince Henry's Grammar	228	62.3	82.9	96.9	99.6	99.6
Parklands Girls' High	138	32.6	42.0	86.2	94.9	95.7
Priesthorpe	209	42.6	78.9	95.2	100.0	100.0
Primrose High	144	15.3	38.2	75.7	88.9	91.0
Pudsey Grangefield High	199	51.8	71.4	97.0	99.0	99.5
Ralph Thoresby High	173	39.9	66.5	87.9	98.3	99.4
Rodillian Performing Arts College	232	33.2	44.8	89.7	97.4	98.7
Roundhay	238	55.5	78.6	92.0	97.5	99.2
Royds	225	45.3	64.4	91.6	98.7	99.1
South Leeds High	232	15.5	57.3	78.4	97.8	98.7

St Mary's Catholic Comprehensive	176	74.4	84.7	98.3	98.9	99.4
Temple Moor High	219	42.0	58.4	95.0	97.3	98.2
West Leeds High	197	24.4	46.2	88.3	96.4	97.0
Wetherby High	181	62.4	69.6	96.7	98.9	99.4
Woodkirk High	299	62.9	69.2	98.7	100.0	100.0
Wortley High	182	15.4	73.1	86.3	98.9	98.9
David Young Community Academy	149	28.2	72.5	86.6	98.0	98.0
BESD SILC - Elmete Central	37	2.7	2.7	21.6	62.2	81.1
East SILC - John Jamieson	21	0.0	0.0	0.0	19.0	42.9
North East SILC - West Oaks	6	0.0	0.0	0.0	0.0	0.0
North West SILC	14	0.0	0.0	0.0	28.6	35.7
South SILC - Broomfield	13	0.0	0.0	0.0	7.7	7.7
West SILC	23	0.0	0.0	0.0	21.7	87.0

Source:EPASonline 11/11/09

### 3.0 Key Stage 5

3.1 There has been a significant increase in the data available at KS5. Data has been made available for colleges in Leeds, as well as for schools, allowing a more accurate picture of performance across the city, post-16. However, this does not extend to information regarding the performance of groups of priority pupils as this data has not previously been available and remains so for students in the college sector as colleges are not required to submit a termly census to the authority in the same way that schools are.

3.1.2 Data is still provisional at this stage and subject to amendments as further qualifications are included.

**Table 8: 2007-2009 KS5 performance**

	2007		2008		2009	
	Leeds	National	Leeds	National	Leeds	National
<b>Points per student</b>	281.6	284.5	273.4	287.4	271.8	
<b>Points per entry</b>	75.2	78.3	74.9	79.0	76.5	

Data Source: EPASonline, DCSF Statistical First Release Leeds figures are for maintained schools only and still provisional

3.1.3 In comparison to the performance of the same schools last year, the average points scores per pupil has dropped this year, whilst points per entry has improved on 2008 levels. This would suggest that students are studying fewer subjects, but are benefiting by getting better results in these fewer subjects. Initial figures suggest that the average number of entries per student has dropped below three entries in 2009.

### 3.2 Attainment of Pupil Groups

3.2.1 Performance of priority pupil groups can only be measured for pupils in Leeds schools, and colleges are not required to complete a termly census.

	Pupils	Points per pupil	Points per entry
All Leeds school pupils	2421	273.9	76.6
FSM Non eligible	2306	276.3	76.8
FSM Eligible	115	221.4	71.9
No SEN	2325	275.7	76.9
School Action	65	250.5	74.1

School Action + Statemented	8 23	183.8 162.2	57.6 55.4
Looked After Pupils	<5	223.3	67.0

Data Source: EPASonline, DCSF Statistical First Release Leeds figures are for maintained schools only and still provisional

3.2.2 Pupils eligible for Free School Meals obtain significantly fewer points per pupil, but their points per entry is closer to the Leeds school average, indicating fewer subjects studied, while those on the SEN register to perform significantly below the local average. The Looked After Children cohort is very small but performance is below that of the cohort as a whole.

#### 2009 KS5 Performance for ethnic groups

	Pupils	Points per pupil	Points per entry
All Leeds school pupils	2421	273.9	76.6
Bangladeshi	9	222.2	70.2
Indian	97	254.6	71.4
Kashmiri Pakistani	35	201.4	69.8
Other Pakistani	84	225.5	68.0
Other Asian	20	240.0	71.1
Black African	35	246.3	67.1
Black Caribbean	21	192.4	58.6
Black Other	9	271.1	77.5
Mixed Asian & White	13	357.7	87.7
Mixed Black African & White	<5	282.5	80.7
Mixed Black Caribbean & White	21	259.0	75.6
Mixed Other	15	314.7	82.1
Chinese	18	365.6	89.5
Other heritage	7	382.9	94.0
White British	1992	278.4	77.5
White East European	<5	386.7	94.3
White Irish	<5	272.5	72.7
White Other	13	244.6	69.9
Gypsy Roma	<5	120.0	40.0
White West European	<5	345.0	92.0
Not Obtained	8	177.5	50.7
Refused	8	226.3	67.0

Data Source: EPASonline, DCSF Statistical First Release Leeds figures are for maintained schools only and still provisional

3.2.3 Performance of all Asian groups is below Leeds school averages in terms of both points per pupil and points per entry and this is repeated for Black African and Black Caribbean pupils. Mixed Asian & White and Mixed other heritage pupils perform well above the Leeds average, as do Chinese pupils.

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board: Children's Services

Date: 28 January 2010

### Subject: Draft Interim Scrutiny Inquiry Report – Safeguarding

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**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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## 1.0 Introduction

- 1.1 The Scrutiny Board (Children's Services) has been carrying out a major inquiry into safeguarding. This inquiry is still ongoing and a final report will be produced following the conclusion of this work.
- 1.2 However, the Board has produced a draft interim report, specifically addressing the issue of children's assessment and care management social worker resources, prior to the finalisation of budget proposals for 2010/11. The draft report will be circulated prior to the Board meeting.

## 2.0 Consultation

- 2.1 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".
- 2.2 The details of the advice received will be circulated with the draft report.
- 2.3 It is intended that this report will be presented to the Executive Board at their next meeting in February, in order that the recommendation can be considered alongside the budget proposals for 2010/11.

### **3.0 Recommendations**

3.1 The Board is requested to:-

- (i) Agree the Board's interim report and recommendation.
- (ii) Request that a formal response to the recommendation is produced in line with normal procedures for scrutiny inquiry reports.

### **Background papers**

None



Originator: Kate Arscott

Tel: 247 4189

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 28 January 2010

Subject: Work Programme

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**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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### 1.0 Introduction

- 1.1 A copy of the board's work programme is attached for members' consideration (appendix 1). The attached chart reflects the discussions at the board's November meeting.
- 1.2 Also attached is a summary of the activities of the Board's various working groups, since the last meeting on 10<sup>th</sup> December (appendix 2).
- 1.3 The current Forward Plan of Key Decisions (appendix 3) and the Executive Board minutes from 9<sup>th</sup> December and 6<sup>th</sup> January (appendix 4) 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 2009/10**

Item	Description	Notes	Type of item
<b>Meeting date – 25 February 2010</b>			
<b>Population Growth</b>	To receive additional evidence to complete the board's inquiry	The Board agreed in November 2009 that it required additional information in order to complete this inquiry	DP
<b>Meeting date – 25 March 2010</b>			
<b>Performance Management</b>	Quarter 3 information for 2009/10 (Oct-Dec)	All Scrutiny Boards receive performance information on a quarterly basis	PM
<b>Children's Services and the Children and Young People's Plan</b>	To maintain an overview across the Board's portfolio, and to monitor the development of the Children's Services arrangements in Leeds  Includes tracking of progress against APA and JAR recommendations	The Board has agreed to monitor progress against one CYPP priority and one 'organisational' issue on a quarterly basis.  This report will cover Sex and relationship education as part of the teenage conception priority, and new types of school – eg federations, academies and trusts	PM
<b>Recommendation Tracking</b>	This item tracks progress with previous Scrutiny recommendations on a quarterly basis		MSR

**Scrutiny Board (Children's Services)  
Work Programme 2009/10**

Item	Description	Notes	Type of item
<b>Meeting date – 22 April 2010</b>			
<b>Annual Report</b>	To agree the Board's contribution to the annual scrutiny report		
<b>Scrutiny Board Inquiry Reports</b>	To finalise the Board's inquiry reports		

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 2009/10**

<b>Working Groups</b>			
<b>Working group</b>	<b>Membership</b>	<b>Remit/Current position</b>	<b>Meeting Dates</b>
<b>Safeguarding - Resources</b>	Councillor Hyde Councillor Driver Councillor Gettings Councillor Selby Mr Britten Ms Foote Prof Gosden	To consider the adequacy of current children's social work resources to meet core child protection responsibilities	30 July 21 August 10 September 24 September 21 October 5 November 27 November 2 December 14 December 14 January 2010
<b>Safeguarding – Preventative Duty</b>	Councillor Hyde Councillor Driver Councillor Gettings Councillor Lancaster Councillor Selby Mr Britten Ms Kayani Ms Morris-Boam	To consider the universal safeguarding duty and preventative work, particularly at a wedge level	30 July 7 October 16 October 6 November 2 December 1 February 2010

**Scrutiny Board (Children's Services)  
Work Programme 2009/10**

<b>Working Groups</b>			
<b>Working group</b>	<b>Membership</b>	<b>Remit/Current position</b>	<b>Meeting Dates</b>
<b>School Organisation Consultations</b>	Councillor Hyde Councillor Cleasby Councillor Renshaw Councillor Selby Mr Britten Ms Johnson Mrs Knights	Request for scrutiny from Councillors Ewens and Pryke  Work completed – awaiting final report	3 September 2009  26 October 2009
<b>Attendance</b>	Councillor Hyde Councillor Gettings Mr Britten Professor Gosden	The Board agreed in May 2009 that the working group should review progress before the end of the 2009 calendar year. Work completed – awaiting final report	16 November 2009
<b>Youth Service Surveys</b>	Councillor Lancaster Councillor Renshaw Mr Britten Mrs Knights Ms Morris-Boam	The Board agreed in September 2009 to set up a working group to ensure that the plans for the next non-user survey for the youth service engages schools sufficiently	29 January 2010
<b>Liaison with Leeds Youth Council</b>	Councillor Lancaster Councillor Renshaw Mr Britten Mrs Knights	The Board agreed in September 2009 to re-establish this working group to liaise with the Leeds Youth Council over its involvement with the scrutiny process, and specifically to monitor the recommendations of the Young People's Scrutiny Forum report 'Protecting our Environment'	To meet after Youth Council elections in October
<b>14-19 review</b>	Councillor Hyde Councillor Cleasby Councillor Driver Councillor Lancaster Mr Britten Professor Gosden	Work completed – awaiting final report	30 November

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

**Update on working group activity**

This report provides an update on the activities of the Board's various working groups, since the last meeting on 10<sup>th</sup> December.

Safeguarding – Resources

This working group has met twice – on 14<sup>th</sup> December and 14<sup>th</sup> January.

The meeting on 14<sup>th</sup> December discussed more detailed information on caseloads within assessment and care management social work teams. This work has informed the draft interim inquiry report elsewhere on the Board's agenda.

The meeting on 14<sup>th</sup> January focussed on the new quality assurance framework, including some case studies to demonstrate how the framework operates.

Safeguarding – Preventative Duty

This working group will meet on 1<sup>st</sup> February to consider more detailed information about the take-up of CAFs across wedge areas.

Youth Service Surveys

This working group will meet on 29<sup>th</sup> January.

Scrutiny Board (Adult Social Care)

Councillor Lancaster attended the Adult Social Care Scrutiny Board meeting on 13<sup>th</sup> January to represent the Children's Services Board regarding their inquiry into transitional arrangements for disabled young people into adult social care.

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**LEEDS CITY COUNCIL**

**FORWARD PLAN OF KEY DECISIONS**

**Extract relating to Scrutiny Board (Children's Services)**

For the period 1 February 2010 to 31 May 2010

<b>Key Decisions</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>Documents to be Considered by Decision Maker</b>	<b>Lead Officer</b> (To whom representations should be made and email address to send representations to)
Aiming High for Disabled Children Short Break Provision Phase 1 To approve the award of 15 month or 3+1+1 year contracts worth a total of £1.5 million to numerous organisations for the provision of short breaks for disabled children and young people via competitive tendering	Director of Children's Services	1/2/10	N/A	Delegated Decision Report to be submitted to DMT	Director of Children's Services judith.kahn@education.leeds.co.uk

<b>Key Decisions</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>Documents to be Considered by Decision Maker</b>	<b>Lead Officer</b> (To whom representations should be made and email address to send representations to)
The award of a framework contract to provide modular teaching accommodation for Leeds schools Approval to award a framework contract, to provide modular teaching accommodation for schools in Leeds	Deputy Director Children's Services (Commissioning & Partnerships)	1/2/10	Schools in Leeds	Tender evaluation report	Deputy Director Children's Services (Commissioning & Partnerships) tony.palmer@leeds.gov.uk
Outcomes of consultation on proposals to expand Gildersome Primary School and Richmond Hill Primary Schools Permission to publish statutory notice to expand Gildersome and Richmond Hill Primary Schools	Executive Board (Portfolio: Children's Services)	12/2/10	Consultation ran Nov/Dec2009, statutory notice to run Feb/Mar 2010	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds george.turnbull@educationleeds.co.uk
Outcome of consultation on expansion of primary provision for 2010 To agree to publish statutory notices	Executive Board (Portfolio: Children's Services)	12/2/10	n/a	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds george.turnbull@educationleeds.co.uk

<b>Key Decisions</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>Documents to be Considered by Decision Maker</b>	<b>Lead Officer</b> (To whom representations should be made and email address to send representations to)
Major Building Works in relation to the Expansion of a number of Primary Schools in Leeds Approval to proceed with a major building programme to expand a number of primary schools in Leeds during 2010 in order to accommodate additional school pupils, and to incur expenditure from the approved capital programme	Executive Board (Portfolio: Children's Services)	10/3/10	All schools that will be subject to building works, Leeds City Council Planning Department	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds tony.palmer@educationleeds.co.uk
West Leeds SILC outcomes of consultation	Executive Board (Portfolio: Children's Services)	10/3/10		The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds stuart.gosney@leeds.gov.uk
The future of City of Leeds, Parklands Girls', and Primrose High Schools To receive the outcome of public consultations and consider the publication of a statutory notice.	Executive Board (Portfolio: Children's Services)	10/3/10	Detailed in the report	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds dirk.gilleard@educationleeds.co.uk

<b>Key Decisions</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>Documents to be Considered by Decision Maker</b>	<b>Lead Officer</b> (To whom representations should be made and email address to send representations to)
Outcome of consultation on proposals to make changes to Horsforth Primary Schools Permission to publish statutory notice to make changes to Horsforth Primary Schools	Executive Board (Portfolio: Children's Services)	7/4/10	Consultation ran Jan/Feb 2010, statutory notice likely to run April/May 2010	The report to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds george.turnbull@educationleeds.co.uk
Outcome of consultation on proposals to expand six primary schools Permission to publish statutory notice to expand six primary schools	Executive Board (Portfolio: Children's Services)	7/4/10	Consultation ran Jan/Feb 2010, statutory notice likely to run April/May 2010	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds george.turnbull@educationleeds.co.uk
Outcome of the consultation on 2011 admission arrangements Approval of the recommendations	Executive Board (Portfolio: Children's Services)	7/4/10	4 <sup>th</sup> December 2009 to 5 <sup>th</sup> February 2010	The report to be issued to the decision maker with the agenda for the meeting	Chief Executive of Education Leeds barbara.comiskey@leeds.gov.uk

## **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 James Monaghan

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 Richard Lewis

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

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## EXECUTIVE BOARD

WEDNESDAY, 9TH DECEMBER, 2009

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

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

Councillor R Lewis – Non-Voting Advisory Member

**126 Retirement of Deputy Chief Executive - Dave Page**

On behalf of the Board, the Chair paid tribute to and thanked the Deputy Chief Executive, Dave Page for his services to the Council, as this would be the final Board meeting in which he would be in attendance prior to his retirement.

**127 Technoprint Court Case**

The Board was advised that following the recently announced verdict, the High Court had ruled in the Council's favour with respect to the Court Case regarding the company Technoprint. The Chair thanked all of those officers involved for their efforts throughout the case.

**128 Exempt Information - Possible Exclusion of the Press and Public**

The substantive reports and assessment documents referred to in Minute Nos. 135 and 136 had been designated as exempt until 3<sup>rd</sup> December and 9<sup>th</sup> December 2009 respectively. This designation had arisen from embargoes on the documents which had substantially been the source of the contents of those items and all information had been published on the lifting of those embargoes.

**RESOLVED** – That the public be excluded from the meeting during consideration of the following parts of the agenda designated as 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 No. 133 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the appendix contains information which if disclosed to the public would, or would be likely to prejudice the commercial interests of the Council.
- (b) Appendix 1 to the report referred to in Minute No. 150 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the appendix contains information relating to the financial or business affairs of a particular person and of the Council, and is not

publicly available from the statutory registers of information kept in respect of certain companies and charities.

It is considered that since the information was obtained through one to one negotiations for the disposal of the property/land then it is not in the public interest to disclose the information at this point in time. Also, it is considered that the release of such information would or would be likely to prejudice the Council's commercial interests in relation to other similar transactions in that prospective purchasers of other similar properties could obtain information about the nature and level of consideration which may prove acceptable to the Council.

It is considered that whilst there may be a public interest in disclosure, much of this information will be publicly available from the Land Registry following completion of the transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing the information at this point in time.

## **129 Late Items**

The Chair admitted the following late item to the agenda:-

### Key Decision Taken Under Special Urgency Provisions (Minute No. 157 refers)

Following a Key Decision being taken under the Special Urgency provisions, a report providing details of the decision and recommending that it be forwarded to Council as the quarterly report of the Leader on such decisions was submitted to Executive Board in accordance with Access to Information Procedure Rules. Due to the urgent nature of the Key Decision, it was considered appropriate for this report to be submitted to the next scheduled meeting of the Board.

## **130 Declaration of Interests**

Councillor Wakefield declared personal interests in the items referred to in Minute Nos. 152, 153, 155 and 156, due to his position as a school and college governor.

Councillor Brett declared a personal interest in the item referred to in Minute No. 136 due to being a Board Member of Leeds Ahead.

Councillor J Procter declared a personal interest in the item referred to in Minute No. 133, due to his position as Chair of the Leeds Grand Theatre and Opera House Board of Management, and a personal and prejudicial interest in the item referred to in Minute No. 144 due to having a commercial interest in a biomass company.

Councillor Harrand declared a personal interest in the item referred to in Minute No. 133, due to his position on the Leeds Grand Theatre and Opera House Board of Management.



Councillor Finnigan declared personal interests in the items referred to in Minute Nos. 153 and 154, due to his position as a school governor.

Councillor R Lewis declared personal interests in the items referred to in Minute Nos. 153 and 154, due to his position as a school governor.

Councillor A Carter declared personal interests in the items referred to in Minute Nos. 153 and 154, due to his position as a school governor.

### **131 Minutes**

#### **RESOLVED –**

- (a) That subject to the figure £1,000,500 being deleted from minute 112(b) and being replaced with the sum of £1,500,000, the minutes of the meeting held on 4<sup>th</sup> November 2009 be approved as a correct record.
- (b) That the minutes of the meeting held on 24<sup>th</sup> November 2009 be approved as a correct record.

### **LEISURE**

### **132 Design and Cost Report for the Redevelopment of Middleton Park Through a Heritage Lottery Fund Parks for People Grant**

The Director of City Development submitted a report providing an update on the development of the Stage 2 Parks for People Heritage Lottery Fund bid for Middleton Park, detailing proposals to progress the scheme and which sought approval for the submission of the bid on or before the 31<sup>st</sup> December 2009.

#### **RESOLVED –**

- (a) That the injection of £1,797,929 into the 2010/11 Capital Programme be approved.
- (b) That the submission of the Stage 2 bid on or before the 31<sup>st</sup> December 2009 be approved.
- (c) That the use of the Parks Renaissance funding scheme number 12523 to address the £68,500 shortfall in the scheme be approved.
- (d) That the current position in relation to the surrender of the lease and the sale of 218 and 220 Middleton Town Street, which is providing part of the Council's match funding for the project, be noted.
- (e) That the Heads of Terms for the contribution agreement between Leeds City Council and Wades Charity be agreed, and that delegated authority to the Council's Chief Recreation Officer to complete the agreement be approved.

### **133 City Varieties Music Hall Refurbishment: Project Update**

Further to minute 222, 4<sup>th</sup> March 2009, the Director of City Development submitted a report providing an update on the refurbishment of the City

Varieties Music Hall with reference to a revised timetable for completion. The report also sought authority to spend additional funding on the project.

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 the contents of the report, including the update on the scheme be noted, and that the recommendation contained within exempt Appendix 1 be approved.

## **ADULT HEALTH AND SOCIAL CARE**

### **134 KPMG Health Inequalities Report**

The Director of Adult Social Services submitted a report presenting the recommendations arising from a review of health inequalities undertaken by KPMG, detailing the responses to the recommendations and outlining proposed further actions to raise awareness of health inequalities across the City.

#### **RESOLVED –**

- (a) That the findings of the KPMG audit on health inequalities be welcomed, and that the action plan appended to the submitted report which has been prepared in response to the recommendations be endorsed.
- (b) That the implications for Council policy and governance, as set out in section 5 of the submitted report, be noted.
- (c) That the Director of Adult Social Services be requested to prepare further reports as appropriate on the development of partnership working with NHS Leeds.

### **135 Annual Performance Assessment for Adult Social Services**

The Director of Adult Social Services submitted a report providing the outcome of the Care Quality Commission Annual Performance Assessment of Adult Social Services for 2008/09.

The Board extended its thanks to all staff within Adult Social Care who had helped to ensure that Adult Social Care provision in the city had been judged to be 'Performing Well'.

Due to the outcome of the Annual Performance Assessment being embargoed until 3<sup>rd</sup> December 2009, a substantive report providing full details of the outcome was circulated to Members for consideration once the embargo had been lifted.

**RESOLVED –**

- (a) That the contents of the submitted report, the final assessment letter and the performance review report from the Care Quality Commission for adult social care services in 2008/09 be noted.
- (b) That the areas for improvement, as set out in the annual performance rating report, be referred to the Scrutiny Board (Adult Social Care) for the Scrutiny Board's oversight of performance.

**CENTRAL AND CORPORATE**

**136 Comprehensive Area Assessment 2009**

The Assistant Chief Executive (Planning, Policy and Improvement) submitted a report presenting the outcomes from the 2009 Comprehensive Area Assessment for Leeds.

Members noted that a further report specifically in relation to Children's Services would be submitted to the next meeting of the Board.

Due to the outcomes of the Comprehensive Area Assessment being embargoed until 9<sup>th</sup> December 2009, the Area Assessment report, Organisational Assessment report and the Ofsted letter with respect to the Children's Services Annual Rating were tabled at the meeting for Members' consideration once the embargo had been lifted.

**RESOLVED –** That the covering report and the published reports which provide details of the outcomes from the Comprehensive Area Assessment 2009 be received.

**137 Corporate Performance Report 2009/10 Quarter 2**

The Assistant Chief Executive (Planning, Policy and Improvement) submitted a report presenting an overview of performance against the Council's priority outcomes for the first 6 months of the 2009/10.

**RESOLVED –** That the overall performance position at Quarter 2 with respect to the strategic priorities, and the action planned to further improve or address performance concerns, be noted.

**138 Design and Cost Report: Business Transformation in Leeds City Council and the Introduction of Employee and Manager Self Service**

The Director of Resources submitted a report regarding the development and deployment of SAP's Manager and Employee Self Service module as part of the Council's wider transformation agenda.

**RESOLVED –** That authority be given to spend £1,465,500 over the next 2 year period (plus an additional £117,500 in year 5), to be funded from the Business Transformation allocation and the ICT Development and equipment funds, in order to enable the implementation of the Manager and Employee Self Service initiative to contribute towards the delivery of Business Transformation within Leeds City Council.

**139 Progress Report on the PPP/PFI Programme In Leeds**

A report was submitted by the Deputy Chief Executive providing an update on the Council's current portfolio of PPP/PFI projects and programmes, highlighting the planned key activities earmarked for the investment programme, identifying the employment opportunities which have been created and detailing information on the recent review of governance arrangements for such projects.

**RESOLVED –**

- (a) That the current status of the PPP/PFI projects and programme be noted.
- (b) That the winding up of the Coordination Board and the transfer of responsibilities to Directors, with effect from the date of approval of the amendments to Director delegations by the Leader, as outlined at section 6 of the submitted report, be approved.
- (c) That the proposed revised Terms of Reference for the Strategic Investment Board (SIB) be noted.
- (d) That the Deputy Chief Executive, and subsequently the Director of Resources and Deputy Chief Executive be authorised to implement any necessary Project Board changes, in terms of structure, Chair and composition, as detailed within paragraph 7.1.1 of the submitted report.
- (e) That the proposal detailed at paragraph 7.2 of the submitted report in relation to Final Business Case approvals be noted.

**140 Consultation Response - Transitional Arrangements for Regulation of Lap Dancing Clubs**

The Assistant Chief Executive (Corporate Governance) submitted a report on the reclassification of lap dancing establishments, and on the proposed response to the public consultation exercise undertaken on the transitional arrangements for the regulation of such establishments.

**RESOLVED –** That the proposed responses to the consultation be noted and endorsed as the Council's response.

**DEVELOPMENT AND REGENERATION**

**141 A65 Quality Bus Initiative**

The Director of City Development submitted a report providing an update on the progress made in relation to the A65 Quality Bus Initiative and outlining the necessary approvals required to continue the development of the Initiative.

**RESOLVED –**

- (a) That the contents of the submitted report be noted, and prior to the Full Approval being granted by the Department for Transport, the following be approved:
- i) the additional fee expenditure of £126,000.
  - ii) the remaining ECI Contract costs of £175,000.
  - iii) the mobilisation and start up costs of £180,000.
  - iv) further advance payments to statutory undertakers at a cost of £455,000.
- (b) That following Full Approval being granted by the Department for Transport, approval be given to:
- i) rescind all previous approvals.
  - ii) the implementation of the A65 Quality Bus Initiative scheme at a total cost of £21,580,000.
  - iii) incur expenditure of £14,880,000 works, £2,000,000 land, £2,300,000 statutory undertakers and £2,400,000 fees, all of which is included within the approved capital programme.

- 142 Leeds Local Development Framework - Annual Monitoring Report 2009**  
The Director of City Development submitted a report presenting the proposed Local Development Framework Annual Monitoring Report 2009 for submission to the Secretary of State for Communities and Local Government.

The Board noted that an amendment to the Annual Monitoring Report 2009 document had been proposed, namely the replacement of paragraph 7.1.5 with the following:

‘Overall waste arisings continue to decrease. Moreover, management methods of recycling and composting are increasing their share of total management. This is also encouraging as it means less waste is being diverted to landfill’.

**RESOLVED –** That, subject to the incorporation of the above amendment, the Leeds Local Development Framework Annual Monitoring Report 2009 be approved for submission to the Secretary of State, pursuant to Regulation 48 of the Town and Country Planning (Local Development) (England) Regulations 2004.

- 143 Business Support Scheme for the Council's Small Business Tenants and Investment in Kirkgate Markets**

The Director of City Development submitted a report regarding the proposed establishment of a Business Support Scheme to support the Council’s commercial tenants in the markets, estate shops, miscellaneous small shops

Final minutes approved at the meeting held on Wednesday, 6th January, 2010

and small industrial units, whilst also outlining the financial implications of establishing such a scheme.

**RESOLVED –**

- (a) That the establishment of a Business Support Scheme for the Council's small independent business tenants be agreed.
- (b) That £250,000 revenue be earmarked to establish the scheme, with £50,000 released from Contingency Fund in 2009/10.
- (c) That further decision making on the details of the scheme and the terms and conditions for giving support be delegated to the Director City Development in consultation with the Executive Member for Development and Regeneration.
- (d) That officers be requested to monitor the scheme and its effectiveness, and to report back to Executive Board in six months time.
- (e) That £125,000 be injected in 2010/11 and £125,000 be injected in 2011/12, when the Capital Programme is reviewed in February 2010, in order to improve facilities at Kirkgate Market.
- (f) That the proposed Lower Kirkgate Townscape Heritage Initiative (THI) bid to the Heritage Lottery Fund be the subject of a separate report.

**ENVIRONMENTAL SERVICES**

**144 Climate Change Action Plan (and Eurocities Declaration on Climate Change)**

The Director of City Development submitted a report regarding the proposed adoption and publication of the Leeds Climate Change Action Plan, in addition to the approval and signing of the Leeds Climate Change Charter and the Eurocities Declaration on Climate Change.

**RESOLVED –**

- (a) That the Leeds Climate Change Action Plan be adopted and made public.
- (b) That the Leeds Climate Change Charter and the Eurocities Declaration on Climate Change be signed on behalf of the Council.
- (c) That the current target to reduce corporate CO<sub>2</sub> emissions by 33.4% by 2020/21 be amended, and a stretch target to reduce corporate CO<sub>2</sub> emissions by at least 40% by 2020/21 be adopted, as referred to in paragraph 4.6 of the submitted report.

(Having earlier declared a personal and prejudicial interest in relation to this item, Councillor J Procter left the room during the consideration of this matter)

#### **145 Recycling Improvement Plan**

The Director of Environment and Neighbourhoods submitted a report providing an update on recycling performance, outlining the progress made with respect to the provision of kerbside recycling and which proposed the initiation of a Recycling Improvement Plan.

#### **RESOLVED –**

- (a) That the initiation of the Recycling Improvement Plan be approved.
- (b) That the aims, guiding principles and programmed approach to giving equality of access, but not necessarily uniform methods of recycling, across the city, be endorsed.
- (c) That the additional costs of extending the garden waste collection service and how these costs can be met in the future by driving through the agreed efficiency improvements in the Waste Collection Service be noted.

#### **NEIGHBOURHOODS AND HOUSING**

#### **146 Deputation Response - Residents Concerned at Levels of Local Authority Provision for the Travelling Community**

The Director of Environment and Neighbourhoods submitted a report in response to the deputation to Council on 15<sup>th</sup> July 2009 submitted by local residents concerned at levels of local authority provision for the travelling community.

A revised version of the verbatim record of the deputation, which was appended to the submitted report, had been circulated for Members' information prior to the meeting.

**RESOLVED –** That the response to the deputation, as contained within the submitted report, be noted.

#### **147 Regional Housing Board Programme 2008-11 - Update on schemes within the overall programme**

The Director of Environment and Neighbourhoods submitted a report outlining the changes to the funding position and proposing a revised resource programme for the Regional Housing Board 2008/11 which was within the reduced funding available.

#### **RESOLVED –**

- (a) That due to the reduced funding position and the resource allocations, the revised investment programme be agreed.
- (b) That an additional £307,367 energy efficiency grant funding be injected into the 2009/10 capital programme.
- (c) That additional private sector contributions of £151,100 be injected into the programme and that expenditure be authorised as detailed at

Appendix B to the submitted report, which is earmarked for Cross Green Phase 3 A&D scheme.

- (d) That authority to spend on the schemes as detailed in Appendix B to the submitted report be rescinded.
- (e) That all remaining individual authority to spend requests be brought forward to Executive Board or the appropriate Director as per the Financial Procedure Rules.

**148 Leeds Housing Strategy 2009 - 2012/Leeds Private Rented Housing Strategy**

The Director of Environment and Neighbourhoods submitted a report presenting for approval the updated Leeds Housing Strategy 2009 - 2012 and the updated Leeds Private Rented Housing Strategy.

**RESOLVED** – That the updated Leeds Housing Strategy 2009 – 2012 and the updated Private Rented Housing Strategy be approved.

**149 Little London and Beeston Hill and Holbeck PFI Project - Demolition of Empty Properties Prior to the Start of the PFI Contract**

Further to minute 214, 4<sup>th</sup> March 2009, the Director of Environment and Neighbourhoods submitted a report proposing the demolition of a number of tower blocks and maisonette properties which have been emptied in readiness for the Little London and Beeston Hill and Holbeck PFI project, in advance of the start of the PFI contract.

**RESOLVED** –

- (a) That the demolition of the identified empty properties in Little London and Holbeck be approved.
- (b) That the injection of £1,700,000 into the Capital Programme, from the use of Unsupported Borrowing be approved.
- (c) That scheme expenditure of £1,700,000 be authorised.

**150 Council House Building - 25 Properties for the Over 55s**

The Director of Environment and Neighbourhoods submitted a report outlining a proposal to release monies, dispose of land at nil consideration and appoint builders for the provision of 25 two bed properties for the over 55s.

The report detailed the following options available to progress the development of the sites involved, with option 3 being recommended as the preferred option:

Option 1 - Sell the land at Waterloo on the open market for £500,000 which would deliver 20 open market units and 9 affordable units. The land at Silver Royd and Evelyn Place could be sold on the open market for £210,000 which would deliver 17 units and no affordable units as the size of the sites would be below the threshold for affordable housing. This option would result in a



capital receipt of £710,000 and 9 units of affordable housing. However this would rely on an open market sale which would not be likely due to present market conditions, and so would instead, leave all three sites undeveloped for the foreseeable future and no new council properties.

Option 2 - As the Waterloo Site was already in the remit of the Strategic Affordable Housing Partnership Board this could be sold to a Registered Social Landlord (RSL) for a capital receipt of £ £145,000. Subject to receiving a grant from the Homes and Community Agency (HCA) this could result in 29 affordable units being delivered by an RSL. The sites at Silver Royd and Evelyn Place being sold on the open market for £210,000 and no affordable housing on those two sites. This option would result in a capital receipt of £355,000 and 29 units of affordable housing would be delivered via an RSL on the Waterloo Road site. This would be dependant on a grant being secured from the HCA and would leave the other two sites undeveloped for the foreseeable future and would result in no new council properties.

Option 3 - Sell the land at Waterloo Road for nil consideration to Keepmoat PLC and issue a licence to allow Keepmoat PLC to build on the Councils behalf, at Evelyn Place and Silver Royd. Use £1,516,424, Section 106 monies to purchase 25 completed units across the 3 sites. This option would result in no capital receipt for the Council but retained ownership of land at Silver Royd and Evelyn Place and 25 new council properties to be owned by the Council and managed by West North West Homes. This option would also ensure that all three sites were developed, bringing additional work and confidence to these areas. Across the three sites this would equate to 55% new council housing.

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 –**

- (a) That the appointment of Keepmoat PLC to build the new properties on behalf of the Council be authorised.
- (b) That £1,516,424 of Section 106 funding be injected into the Capital Programme.
- (c) That expenditure of £1,516,424 be authorised to acquire 25 x 2 bed properties for the over 55s funded through Section 106 resources.
- (d) That land at Waterloo Road, as detailed within the submitted report, be disposed of at nil consideration.

#### **CHILDREN'S SERVICES**

##### **151 Proposed Variations to the BSF Capital Programme**

The Deputy Chief Executive and the Director of Children's Services submitted a joint report outlining proposed budgetary variations to the BSF Capital

Programme and providing information on the outcome of the Compensation Event Claims arising from the Phase 1 Design and Build contract.

**RESOLVED –**

- (a) That the contents of the submitted report be noted.
- (b) That £683,000 be injected into the Education Capital Programme to reflect the additional funding notified by the Partnerships for Schools.
- (c) That £800,000 be injected into the Education Capital Programme to reflect the current asset valuation of Wortley High School.
- (d) That the proposed changes to the profile of spend against the proposed Programme Contingency, including the incorporation of the two sums injected at (b) and (c) be agreed, and that authority to spend against this budget in line with the profile detailed within the submitted report and Appendix 1 be approved.
- (e) That an injection of £300,000 into the Education Capital Programme to reflect the current asset valuation of Pudsey Grangefield School be approved.

**152 Transfer of Responsibilities from the LSC to the Local Authority**

The Director of Children's Services and the Chief Executive of Education Leeds submitted a joint report providing an update on the progress made with respect to the transfer of responsibilities from the Learning and Skills Council to the Local Authority and in relation to the future arrangements for the planning and funding of 14-19(25) provision at local authority and sub-regional level.

**RESOLVED –**

- (a) That the progress made with respect to the transfer of responsibilities from the Learning and Skills Council to the Local Authority be noted, and that the approach to the preparation for the transfer of such responsibilities be approved.
- (b) That support for Elected Member representation on the reconstituted 14-19 Strategic Partnership, as indicated at paragraph 3.1.3 of the submitted report be confirmed.
- (c) That the Memorandum of Understanding, as detailed at appendix 3 to the submitted report, be approved.

**153 Proposal for Statutory Consultation for the Expansion of Primary Provision for September 2011**

The Chief Executive of Education Leeds submitted a report outlining proposals to undertake a statutory formal consultation exercise with respect to the proposed permanent expansion of those primary schools detailed within the report.

The Board was advised that the proposed capacity in relation to West End Primary should have read 315, rather than the 420 as detailed within appendix 1 to the report.

**RESOLVED –**

- (a) That subject to the above amendment, the statutory formal consultation on the prescribed alterations to permanently expand the primary schools identified within Appendix 1 to the submitted report, be approved.
- (b) That a report detailing the outcome of the consultations be submitted to Executive Board in Spring 2010.
- (c) That the proposals for further primary school expansions from 2012 onwards, which will be the subject of further reports to the Board, be noted.

**154 Proposal to Relocate the West SILC from the Farnley Park Site under Building Schools for the Future**

The Chief Executive of Education Leeds submitted a report outlining proposals to undertake formal consultation on the relocation of the West Specialist Inclusive Learning Centre (SILC) (Victoria Park) modular building at Farnley Park Maths and Computing college to Bruntcliffe High School.

**RESOLVED –**

- (a) That a formal consultation process be undertaken on the relocation of the provision currently made in the West SILC (Victoria Park) modular building at Farnley Park Maths and Computing College, as planned under the Building Schools for the Future initiative.
- (b) That a further report be submitted to the Board in March 2010 reporting on the outcome of the consultation commencing in January 2010.

**155 Outcomes for Looked After Children in Leeds**

To consider the report of the Director of Children's Services summarising the progress made against the Every Child Matters outcomes with respect to Looked After Children in Leeds, and which identifies the strategies for improving such outcomes.

**RESOLVED –** That the main findings detailed within the submitted report, and its conclusions, be noted.

**156 Children's Trust Arrangements - Area and Locality Governance Arrangements**

The Director of Children's Services submitted a report outlining proposals with respect to formal arrangements for the area and locality aspects of the children's trust arrangements in Leeds. In addition, the report set out the context for such proposed developments and provided supporting background information and analysis.

**RESOLVED –**

- (a) That the need to establish formal procedures for the area and local working of children's trust arrangements in Leeds be noted.
- (b) That the proposed approach to the development of area and locality Children Leeds Partnerships, as set out in Section 5 of the submitted report and appendices, be approved.
- (c) That the children's trust arrangements in Leeds be updated in accordance with the proposals detailed within the submitted report.

**157 Key Decision Taken Under Special Urgency Provisions - Buslingthorpe Conservation Area**

The Assistant Chief Executive (Corporate Governance) submitted a report informing of a Key Decision taken under the 'Special Urgency' provisions contained within the Constitution with respect to Buslingthorpe Conservation Area. The report recommended that it was forwarded to Council as the quarterly report on such decisions in accordance with paragraph 16.3 of the Access to Information Procedure Rules.

The report relating to this matter had been circulated to Members for their consideration prior to the meeting.

**RESOLVED –**

- (a) That the report be approved as the report of the Leader for submission to Council as the quarterly report in accordance with Access to Information Procedure Rule 16.3.
- (b) That this decision be exempt from Call In due to being concerned with matters which are reserved to Council.

DATE FOR PUBLICATION: 11<sup>TH</sup> DECEMBER 2009  
LAST DATE FOR CALL-IN: 18<sup>TH</sup> DECEMBER 2009

(Scrutiny Support will notify Directors of any items called in by 12:00 noon on 21<sup>st</sup> December 2009)

## EXECUTIVE BOARD

WEDNESDAY, 6TH JANUARY, 2010

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

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

Councillor R Lewis – Non-Voting Advisory Member

**158 Exclusion of the Public**

**RESOLVED** – That the public be excluded from the meeting during consideration of the following parts of the agenda designated as exempt on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present there would be disclosure to them of exempt information so designated as follows:-

- (a) Appendices 1 and 2 to the report referred to in minute 171 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 as disclosure could be prejudicial to the commercial interests of the Council.

**159 Declaration of Interests**

Councillor Wakefield declared personal interests in the matters referred to in minutes 161, 162, 163, and 164 as a school and college governor.

**160 Minutes**

**RESOLVED** – that the minutes of the meeting held on 9<sup>th</sup> December 2009 be approved.

### **CHILDREN'S SERVICES**

**161 The Future of Primrose, City of Leeds and Parklands Girls High Schools, and of Girls Only Secondary Education in Leeds**

The Chief Executive of Education Leeds submitted a report regarding the future of Primrose, City of Leeds and Parklands Girls High Schools, and with respect to girls only secondary education in Leeds.

During the discussion on this item it was agreed that the Board discount paragraph 3.6.1 of the report for the purposes of their consideration of this matter.

**RESOLVED –**

- (a) That approval be given to move to formal consultation on a proposal to close Primrose High School in August 2011, and to open a new 11-18

Draft minutes to be approved at the meeting  
to be held on Friday, 12th February, 2010

Academy, sponsored by the Co-operative Group, with Leeds College as education partner, on the site in September 2011.

- (b) That approval be given to move to formal consultation on a proposal to close City of Leeds High School and for future use of the site for educational purposes.
- (c) That approval be given to move to formal consultation on a proposal to close Parklands Girls High School in August 2011, and to open a new co-educational 11-18 Academy, sponsored by the Edutrust Academies Charitable Trust (EACT), on the site in September 2011.
- (d) That approval be given for a city wide consultation on the future of girls only secondary education in Leeds.
- (e) That a further report be brought to this Board in April 2010 on the outcome of the consultations and progression of the proposals.

(Under the provisions of Council Procedure Rule 16.5 Councillor Wakefield required it to be recorded that he abstained from voting in respect of the proposal referred to in (b) above insofar as the report included reference to a possible future hub development at the site of the City of Leeds High School which will be the subject of a further report)

#### **162 Annual Standards Report - Primary**

The Chief Executive of Education Leeds submitted a report providing an overview of primary schools' performance at the end of 2008/9, as demonstrated through statutory national testing and teacher assessment.

A correction in appendix 1 to the report was noted in that reference to the number of schools below the 55% floor target in paragraph 3.8 should read 34 and not 40.

**RESOLVED** – That the progress made, the implications of the new Ofsted framework and the implications for provision of support, challenge and intervention arising from the government white paper on 21<sup>st</sup> Century Schools be noted.

#### **163 Annual Standards Report - Secondary**

The Chief Executive of Education Leeds submitted a report summarising the progress made in relation to secondary school improvement in Leeds and providing a commentary on the challenges faced with respect to further improvement in the future.

**RESOLVED** –

- (a) That the progress made, the implications of the new Ofsted framework and the implications for provision of support, challenge and intervention arising from the government white paper on 21<sup>st</sup> Century Schools be noted.

- (b) That statistical information be provided to all members of the Board on performance levels in Leeds compared with other similar authorities.

**164 Attendance and Exclusions Report 2008/09**

The Chief Executive of Education Leeds submitted a report providing a summary of performance with respect to school attendance, persistent absence and permanent and fixed term exclusions in Leeds.

**RESOLVED** – That the report be noted.

**165 Proposal for Statutory Consultation for Changes to Primary Provision in Horsforth in 2011**

The Chief Executive of Education Leeds submitted a report on proposed consultation on two linked proposals for primary expansion in Horsforth for September 2011.

**RESOLVED** –

- (a) That approval be given for statutory formal consultation on the linked prescribed alterations to:
  - i) change the age range of Horsforth Newlathes Junior School from 7-11 to 5-11, whilst maintaining an admissions limit of 60, with an overall capacity of 420 children; and
  - ii) change the age range of Horsforth Featherbank Infant School from 5-7 to 5-11, and decrease the admissions number from 60 to 30, with an overall capacity of 210 children.
- (b) That the Board notes that the consultation on a proposed expansion of Horsforth West End Primary School, authorised under minute 153 of the last meeting, will coincide with the proposals authorised above.

**166 Children's Services Improvement Board**

The Assistant Chief Executive (Planning, Policy and Improvement) submitted a report providing an update on the proposal to establish an independently chaired Improvement Board to oversee the implementation of the Council's improvement plan for children's services.

**RESOLVED** –

- (a) That the proposal to establish an independently led Improvement Board be endorsed and that a further report be brought to the February 2010 meeting of this Board with proposed terms of reference for the new board; an outline of the proposed reporting arrangements and an updated Improvement Plan.
- (b) That consideration be given to the introduction of arrangements to secure that all political groups are kept informed of progress in Children's Services and afforded the opportunity to support that progress.

## **ADULT HEALTH AND SOCIAL CARE**

### **167 'Your Hospital Your Say' - Leeds City Council's Response to the Consultation on Foundation Trust Status by Leeds Teaching Hospitals Trust**

The Director of Adult Social Services submitted a report on the key strategic issues for the City arising from the public consultation being undertaken by the Leeds Teaching Hospitals Trust on their application to achieve Foundation Trust status and on the proposed formal response by the Council.

**RESOLVED** - That a formal written response be made to the consultation document 'Your Hospitals Your Say', with specific reference to the points outlined in the conclusion to the submitted report and detailed in section 3 of the report.

## **CENTRAL AND CORPORATE**

### **168 Leeds City Region Forerunner Agreement**

The Assistant Chief Executive (Planning, Policy and Improvement) and the Director of Resources submitted a joint report providing details of the city region Forerunner Agreement which was signed by Government and city region Leaders at the recent City Region Summit on 27 November 2009. The report also outlined the next steps in delivering the programme.

#### **RESOLVED –**

- (a) That the Forerunner Agreement commitments be noted.
- (b) That a further report be brought to the Board detailing the implications of the Agreement and its implementation for Council policy and governance.
- (c) That detailed briefing sessions be arranged, one for all political group leaders and members of this Board, and one for each political group.
- (d) That further consideration be given to the means of keeping the wider membership of the Council informed of city region developments on an ongoing basis.

## **DEVELOPMENT AND REGENERATION**

### **169 Legible Leeds - City Centre Wayfinding Scheme**

The Director of City Development submitted a report outlining the development of the on-street wayfinding scheme including a new pedestrian focussed 'Walk It' map, concept designs for the proposed new on-street pedestrian wayfinding units and the initial placement plan of where such units should be located.

**RESOLVED** - That the current position of the Legible Leeds project be noted, that the scheme as outlined in the report be approved and that authority be



given to incur expenditure of £1,200,000 on the proposed works as outlined in the report.

**170 Proposed Middleton Enterprise Centre**

The Director of City Development submitted a report on proposals for a new Enterprise Centre in Middleton funded by the Local Enterprise Growth Initiative.

**RESOLVED** – That authority be given to incur expenditure of £1,616,450 on the proposed Middleton Enterprise Centre.

**171 Land at Czar Street, Leeds 11**

The Chief Officer Libraries, Arts and Heritage submitted a report on proposals to contribute land owned by the Council to support the Old Chapel Rehearsal Studio project.

Following consideration of appendices 1 and 2 to the report designated as exempt under Access to Information Procedure Rule 10.4(3) which were considered in private at the conclusion of the meeting it was

**RESOLVED** – That land at Czar Street, as identified on the plan attached to the submitted report, be declared surplus to requirements and that the freehold of the land be transferred to Old Chapel Music CIC for the construction of new rehearsal studios in return for the service benefits as detailed in exempt appendix 2 to the report.

**172 Chapeltown and Armley Townscape Heritage Initiative Schemes**

The Director of Environment and Neighbourhoods submitted a report on the proposed implementation of the Chapeltown and Armley Townscape Heritage Initiative Schemes, in accordance with the schemes' Delivery Programmes as agreed with the Heritage Lottery Fund and the Townscape Heritage Initiative/Town and District Centres Programme Board.

**RESOLVED** –

- (a) That scheme expenditure of £1,136,000 in respect of the Chapeltown and £1,223,000 in respect of the Armley Townscape Heritage Initiative grant schemes be authorised.
- (b) That, with reference to minute 258 of the meeting held on 13<sup>th</sup> May 2009, appropriate officers hold discussions with the Chair with a view to progressing the matter.

**NEIGHBOURHOODS AND HOUSING**

**173 Employability Initiatives**

The Director of Environment and Neighbourhoods submitted a report summarising the current claimant rates for out-of-work benefits and providing information on the new employability initiatives to support priority groups back into employment. The report also highlighted the changes required to enable the Council to continue to provide support to priority groups in a changing

funding environment to make best use of resources through partnership working.

**RESOLVED** – That the work to deliver targeted support to those at risk of becoming and remaining long term unemployed be noted and supported

**174 Councillor Kabeer Hussain**

The Chair referred to the recent death of Councillor Hussain and the Board stood in silent tribute.

DATE OF PUBLICATION: 8<sup>TH</sup> JANUARY 2010  
LAST DATE FOR CALL IN: 15<sup>TH</sup> JANUARY 2010 (5.00 PM)

(Scrutiny Support will notify Directors of any items called in by 12.00 noon on 18<sup>th</sup> January 2010)

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