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## SCRUTINY BOARD (CHILDREN'S SERVICES)

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Meeting to be held in Civic Hall, Leeds, LS1 1UR on  
Thursday, 21st April, 2011 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**

- J Chapman (Chair) - Weetwood;
- M Coulson - Pudsey;
- G Driver - Middleton Park;
- B Gettings - Morley North;
- W Hyde - Temple Newsam;
- A Lamb - Wetherby;
- B Lancaster - Moortown;
- P Latty - Guiseley and Rawdon;
- J Lewis - Kippax and Methley;
- K Maqsood - Gipton and Harehills;
- V Morgan - Killingbeck and Seacroft;
- B Selby - Killingbeck and Seacroft;

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

- Mr E A Britten - Church Representative (Catholic)
- Prof P H J H Gosden - Church Representative (Church of England)
- Vacancy - Parent Governor Representative (Secondary)
- Ms N Cox - Parent Governor Representative (Special)
- Mr J Granger - Parent Governor Representative (Primary)

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

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

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**Agenda compiled by:**  
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**Governance Services**  
**Tel: 24 74356**

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**Kate Arscott**  
**Tel: 24 74189**

# A G E N D A

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

Item No	Ward/Equal Opportunities	Item Not Open		Page No
3			<p><b>LATE ITEMS</b></p> <p>To identify items which have been admitted to the agenda by the Chair for consideration.</p> <p>(The special circumstance shall be specified in the minutes.)</p>	
4			<p><b>DECLARATION OF INTERESTS</b></p> <p>To declare any personal/prejudicial interests for the purpose of Section 81(3) of the Local Government Act 2000 and paragraphs 8 to 12 of the Members' Code of Conduct.</p>	
5			<p><b>APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTES</b></p> <p>To receive any apologies for absence and notification of substitutes.</p>	
6			<p><b>MINUTES - 17TH MARCH 2011</b></p> <p>To confirm as a correct record the minutes of the meeting held on 17<sup>th</sup> March 2011.</p>	1 - 6
7			<p><b>ANNUAL STANDARDS REPORT - PRIMARY SCHOOLS</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 2009/10.</p>	7 - 52
8			<p><b>ANNUAL STANDARDS REPORT - SECONDARY SCHOOLS</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 2009/10.</p>	53 - 82

Item No	Ward/Equal Opportunities	Item Not Open		Page No
9			<p><b>GYPSY AND TRAVELLER EDUCATION</b></p> <p>To receive and consider a report from the Head of Scrutiny and Member Development in relation to gypsy and traveller education, arising from the Scrutiny Board (Environment and Neighbourhoods) inquiry report in January 2011.</p>	83 - 90
10			<p><b>FOSTERING INSPECTION ACTION PLAN AND UPDATE ON FOSTER CARER RECRUITMENT</b></p> <p>To receive and consider a report from the Director of Children's Services presenting the Fostering Inspection Action Plan and an update on foster carer recruitment.</p>	91 - 100
11			<p><b>FORMAL RESPONSE TO SCRUTINY RECOMMENDATIONS - OUTDOOR EDUCATION CENTRES</b></p> <p>To receive and consider a report from the Head of Scrutiny and Member Development presenting the formal response to the Board's recommendations arising from its inquiry on Outdoor Education Centres.</p>	101 - 104
12			<p><b>DRAFT SCRUTINY INQUIRY REPORT - SCHOOL BALANCES</b></p> <p>To receive and consider a report from the Head of Scrutiny and Member Development presenting the conclusions and recommendations arising from the Scrutiny Board's work on School Balances.</p>	105 - 118
13			<p><b>RECOMMENDATION TRACKING</b></p> <p>To receive and consider a report from the Head of Scrutiny and Member Development requesting Members to confirm the status of recommendations from previous inquiries.</p> <p><b>(Copy of response to follow)</b></p>	119 - 120

Item No	Ward/Equal Opportunities	Item Not Open		Page No
14			<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>	121 - 148
15			<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, 19<sup>th</sup> May 2011 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, 17TH MARCH, 2011

**PRESENT:** Councillor J Chapman in the Chair

Councillors M Coulson, G Driver, B Gettings, W Hyde,  
B Lancaster, P Latty, K Maqsood, V Morgan and  
B Selby

### CO-OPTED MEMBERS (VOTING):

Mr E A Britten	- Church Representative (Catholic)
Ms N Cox	- Parent Governor Representative (Special)
Prof P H J H Gosden	- Church Representative (Church of England)

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

Ms C Foote	- Teacher Representative
Ms C Johnson	- Teacher Representative
Ms T Kayani	- Leeds Youth Work Partnership

#### 81 Chair's Opening Remarks

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

#### 82 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. 86 refers)

#### 83 Apologies for Absence and Notification of Substitutes

Apologies for absence were submitted by Councillors Lamb and James Lewis and Co-opted Members, Mr Granger and Ms Morris Boam.

#### 84 Minutes - 20th January 2011

**RESOLVED** – That the minutes of the meeting held on 20<sup>th</sup> January 2011 be confirmed as a correct record.

#### 85 Ofsted Annual Unannounced Inspection of Contact, Referral and Assessment Arrangements in Children's Services

The Head of Scrutiny and Member Development submitted a report which presented the findings of the Ofsted unannounced inspection of contact, referral and assessment arrangements that took place in January 2011.

Draft minutes to be approved at the meeting  
to be held on Thursday, 21st April, 2011

Appended to the report was a copy of the inspection findings reported to the Executive Board on 9<sup>th</sup> March 2011.

The Chair welcomed to the meeting, Bill McCarthy, Independent Chair of the Improvement Board, and the following Executive Member and officer:

- Councillor Blake, Executive Member (Children's Services)
- Nigel Richardson, Director of Children's Services

In brief summary, the key areas of discussion were:

- The Scrutiny Board paid tribute to all staff that had contributed to the significant improvements that had been made since the unannounced inspection in July 2009. Members particularly highlighted Jackie Wilson and her team's work in ensuring the right systems were in place.
- Progress made in relation to case management and quality assurance.
- There was now greater staff awareness and confidence in services delivered.
- The impact of changes to management structures. The Director of Children's Services briefly discussed changes to the budget, protection of frontline social care workers and reducing the dependency on agency staff.
- Some concerns around development of the replacement electronic social care system. Members were reminded that the Scrutiny Board had established a working group, which maintained an overview of this area of work. The Director of Children's Services reported that the existing system was no longer fit for purpose. The development of a new system would assist social care workers manage their cases more effectively.

#### **RESOLVED –**

- (a) That the report and information appended to the report be noted; and
- (b) That the Scrutiny Board acknowledges the significant positive impact made overall since the unannounced inspection in July 2009 and recognises the significant efforts of all those who have contributed towards this.

#### **86 Children's Services Update**

The Head of Scrutiny and Member Development submitted a report which presented a number of update reports on Children's Services as follows:

- a) Children's Services Improvement Update – report presented to Executive Board, 9<sup>th</sup> March 2011
- b) Children's Services Improvement Plan – monitoring report – Current Developments and Next Steps
- c) Children's Services Scrutiny Board Performance Report Quarter 3 2010/11.



The following Executive Member, officers and representatives attended the meeting and responded to Members' questions and comments:

- Councillor Blake, Executive Member (Children's Services)
- Nigel Richardson, Director of Children's Services
- Simon Flowers, Strategic Leader for Education Integration, Education Leeds
- Peter Storrie, Team Leader, Education Leeds
- Bill McCarthy, Independent Chair of the Improvement Board.

The Improvement Board was maintaining an overview of 4 key areas as follows:

- improving consistency of practice across the city
- boosting the confidence of the service supported by workforce development programmes
- partnership working and development of co-ordinated approach
- narrowing the gap and supporting those who were at risk of being left behind, e.g. children in care, children in poverty, minority groups, etc.

The Chair then invited questions and comments from the Scrutiny Board and the key areas of discussion were:

- The importance of partnership working and the Children's Trust Board.
- The role of Elected Members, particularly in terms of building on local intelligence, etc.
- Challenge of greater resources needed in responding to the increased number of referrals.
- Refreshing the work of corporate carers and children's champions.
- The use of an outcomes based accountability approach.
- Concerns around NEET linked to poor attendance – it was agreed to circulate a report recently submitted to Executive Board highlighting key challenges around attendance.
- Greater focus needed on chronic absenteeism.
- Issues around child adolescent mental health and development of joint working practices.
- Concerns about the need for greater engagement with young people and the need to encourage their participation in key areas, e.g. budget setting process, establishing priorities, etc.
- Acknowledgement of family values linked to a range of strategies and interventions in place.
- Support for young people not already engaged in youth services.
- The new relationship with schools and their role in locality working and concerns around the fragmentation of schools.
- Concerns of young people and associated funding implications, e.g. ensuring young people had somewhere safe to go and access to transport.

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

(Councillor Lancaster declared a personal interest in this item as LEA Governor at Carr Manor High School.)

## **87 New Strategic Plans 2011-15**

The Chief Executive and Director of Children's Services submitted a joint report which presented proposals for the new set of strategic planning documents for advice and consideration prior to Executive Board and Council for approval.

The following information was appended to the report:

- The new city planning framework
- Draft plans and priorities as relevant to the Scrutiny Board (Children's Services)
- How recent consultations were reflected in the new Plans.

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

- Nigel Richardson, Director of Children's Services
- Heather Pinches, Performance Manager, Planning, Policy and Improvement
- Martin Dean, Head of Leeds Initiative and International Partnerships.

The Scrutiny Board discussed the consultation process, particularly involving young people. It was reported that work had been undertaken with primary schools to assist them in developing their own ideas on the vision and priorities.

Members will use the action plans that will provide further detail to monitor progress against the strategic plans.

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

## **88 Recommendation Tracking**

The Head of Scrutiny and Member Development submitted a report which requested Members to confirm the status of recommendations from previous scrutiny inquiries.

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

The draft status of recommendations were agreed as follows:

- Safeguarding Interim Report – recommendation 1 – continue monitoring as transformation is implemented
- Meadowfield Primary School – recommendation 1 – legal advice to be sought in relation to pursuing an appropriate third stage review process
- Attendance Strategy – recommendation 2 – continue to monitor until new extended leave policy in place.

**RESOLVED –**

- (a) That the report and information appended to the report be noted; and  
 (b) That the Scrutiny Board approves the status of recommendations as set out above and that a further report on the Meadowfield recommendation be brought to the next meeting of the board.

(Councillor Driver left the meeting at 11.50 am during the consideration of this item.)

**89 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, the minutes from the Executive Board meeting held on 11<sup>th</sup> February 2011, together with an extract from the Forward Plan of Key Decisions for the period 1<sup>st</sup> March to 30<sup>th</sup> June 2011.

In brief summary, the main highlighted points were:

- Members were informed that the first meeting of the reducing teenage conception working group was taking place on Wednesday 20<sup>th</sup> April 2011. It was agreed that Councillor Coulson be added to membership of this group.
- The Scrutiny Board agreed to set a provisional date of Thursday 19<sup>th</sup> May 2011, for a further Board meeting to sign off inquiry reports.

**RESOLVED –** That the work programme, as amended, be approved.

**90 Date and Time of Next Meeting**

Thursday 21<sup>st</sup> April 2011 at 9.45 am with a pre-meeting for Board Members at 9.15 am.

(The meeting concluded at 12 noon.)

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Originator: Kate Arscott

Tel: 247 4189

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 21 April 2011

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 to Executive Board on education standards and 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.
- 1.3 Officers from Children's Services 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: 11 February 2011**

**SUBJECT: Annual Standards Report – Primary Schools**

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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 2009-10 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.
- 1.2 Detailed information in relation to progress in schools in 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. The public interest in maintaining this exemption outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information. The appendices are available to Executive Board members on request.

#### 2.0 BACKGROUND

- 2.1 There are two targets for Key Stage 2: the combined level 4 in English and mathematics, and the percentage of pupils making two levels of progress from key stage 1 to Key Stage 2. The combined English and mathematics target continues to provide challenge to many schools. There are two targets for Early Years Foundation Stage: to increase the number of children who achieve a Good Level of Development (GLD) (ie at least 78 points across all 13 scales of the Early Years Foundation Stage with at least six 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.
- 2.2 The revised Framework for the Inspection of Schools ensures that all schools are regularly inspected. For schools receiving a judgement of 'satisfactory' a monitoring inspection will usually take place approximately one year later to assess progress. Schools judged to be good or outstanding are inspected less frequently. Schools

that cannot demonstrate a good capacity to improve and that also have low pupil performance, may be given a 'Notice to Improve' or made subject to Special Measures

### **3.0 MAIN ISSUES**

3.1 Two major challenges for raising standards are identified. One is concerned with increasing the number of children achieving well in Early Years Foundation Stage, Key Stage 1 and Key Stage 2. The other is about improving the achievement of children from disadvantaged backgrounds, while acknowledging some recent improvements.

3.2 There remain too many schools performing below floor standards and this will increase when the floor standard is raised. School-to-school support will need to be developed as a matter of urgency to comply with the proposals in the recent white paper 'The importance of teaching'. This will provide a challenge for the local authority in view of the high turnover of headteachers in recent years.

### **4.0 RECOMMENDATIONS**

4.1 The board are asked to note:

1. The progress that has been made, the challenges that remain and to be aware of the implications of the revised Ofsted framework and the proposed raised floor standards.
2. The future proposals for support, challenge, monitoring and intervention in Leeds as outlined in the government white paper 'The importance of teaching'.

#### **4.2 Background Papers**

Education Leeds Policy for School Improvement 2010  
Framework for the inspection of schools 2009 (Ofsted)  
Guidance on Schools Causing Concern 2006 (Ofsted)  
'The Importance of Teaching' – government white paper November 2010  
Annex 1 Overview of 2010 performance at Early Years Foundation Stage, Key Stage 1 and Key Stage 2 - attached

A summary of Ofsted reports is available on request

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





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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD:** 11 February 2011

**SUBJECT:** Annual Standards Report – Primary Schools

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**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)

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### 1.0 PURPOSE OF THE REPORT

- 1.1 The report provides an overview of the performance of primary schools at the end of 2009-10 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.
- 1.2 Detailed information in relation to progress in schools in 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. The public interest in maintaining this exemption outweighs the public interest in disclosing information because Education Leeds has a duty to secure improvement and increased confidence in the schools concerned. This would be adversely affected by disclosure of the information. The appendices are available to Executive Board

members on request.

## 2.0 **BACKGROUND INFORMATION**

- 2.1 There are two targets for Key Stage 2: the combined level 4 in English and mathematics, and the percentage of pupils making two levels of progress from Key Stage 1 to Key Stage 2. The combined English and mathematics target continues to provide challenge to many schools.
- 2.2 There are two targets for Early Years Foundation Stage: to increase the number of children who achieve a Good Level of Development (GLD) (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.
- 2.3 The revised Framework for the Inspection of Schools ensures that all schools are regularly inspected. For schools receiving a judgement of 'satisfactory' a monitoring inspection will usually take place approximately one year later to assess progress. Schools judged to be good or outstanding are inspected less frequently. Schools that cannot demonstrate a good capacity to improve and that also have low pupil performance, may be given a 'Notice to Improve' or made subject to Special Measures

## 3.0 **MAIN ISSUES**

### 3.1 **Standards and Achievement**

#### **Early Years Foundation stage**

- 3.1.1 Following a very encouraging four percentage points improvement in the percentage of pupils reaching a good level of development (GLD) in 2009, outcomes have again risen in 2010, this time by two percentage points. This continued improvement has been driven by the strong performance observed in the Personal, Social and Emotional Development (PSED) and Communication, Language and Literacy Development (CLLD) strands; which are key to this indicator. National and statistical neighbour performance have improved by a greater amount than in Leeds and the percentage of children achieving a good level of development is now three percentage points lower than national and four percentage points below statistical neighbours
- 3.1.2 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 local authorities is to improve outcomes for the lowest achieving children at a faster rate than the "average" child; thus "closing the gap". The 2010 gap figure for Leeds shows a slight increase on the previous year. The gap has narrowed both nationally and in statistical neighbours in 2010, the gap in Leeds is now three percentage points wider than the national gap.
- 3.1.3 The outcome "gap" for many groups of children is significant, but there have been some encouraging developments this year. Results for boys, pupils eligible for free school meals, and Looked After Children have all improved more than the overall figure. However, outcomes for some key ethnic minority groups

and for children with English as an additional language (EAL) have fallen.

- 3.1.4 Despite improvements in outcomes for boys, there is still a significant gap of 18 percentage points between boys and girls in the percentage achieving a good level of development. The gap between those eligible for free school meals and those who are not eligible is 24 percentage points and the gap is 18 percentage points between those with EAL and those with English as a first language.
- 3.1.5 Trends in outcomes for individual ethnic groups are inconsistent. Outcomes for Bangladeshi and Pakistani/Kashmiri groups are well below Leeds average; achievement of Pakistani heritage pupils is in line with national achievement, whereas attainment of Bangladeshi pupils is lower than national. Attainment for Black African and Other Black heritage children has improved over the last three years and was in line with national attainment in 2009. There has been a significant decline in outcomes for the Black Caribbean cohort in 2010 and attainment is now below 2009 national attainment for this group. The lowest outcomes are observed for Traveller groups.
- 3.1.6 In order to improve the accuracy of teacher assessment Statutory Cluster meetings were held across city in the autumn term, followed by briefings for headteachers and bespoke support for targeted schools.

### **Key Stage 1**

- 3.1.7 The percentage of pupils achieving level 2 or above in Key Stage 1 is unchanged in Leeds in 2010, for each subject. National performance has increased by one percentage point in reading and remained static in writing and mathematics. Leeds performance is three percentage points below national for each subject. Following a drop in performance in writing and mathematics for statistical neighbours, the percentage of pupils achieving level 2 or above in Leeds is two percentage points lower than for statistical neighbours in reading and writing and three percentage points lower in mathematics.
- 3.1.8 The percentage of pupils achieving level 3 or above is also unchanged in Leeds in 2010. Performance remains below national and statistical neighbours, reflecting the strict implementation of the assessment methodology in Leeds which has historically led to lower performance in Leeds on this measure. The underperformance at level 3 could also be attributed to insufficient challenge in curriculum provision for more able pupils and possible lack of confidence in assessing at level 3 of teachers new to this year group.
- 3.1.9 Levels of attainment are higher for girls than boys in all subjects in Key Stage 1, but particularly in reading and writing. The gaps in attainment between girls and boys in Leeds are consistent with the gaps seen nationally for each subject. The proportion of girls achieving level 2 or above stayed the same for all subjects in 2010, for boys attainment stayed the same for writing and mathematics, but fell by one percentage point in reading.
- 3.1.10 Key Stage 1 attainment is significantly lower for pupils eligible for free school meals than for those who are not eligible. The gaps in attainment are 21, 22 and 16 percentage points respectively for reading, writing and mathematics. Children eligible for free school meals in Leeds do less well than children eligible for free school meals nationally.

- 3.1.11 Levels of attainment for pupils with EAL are lower than for those with English as a first language in Key Stage 1. The gaps in attainment are significantly larger in Leeds than is seen nationally, with gaps in Leeds being 14, 15 and 12 percentage point respectively for reading, writing and mathematics compared to 5, 5 and 4 percentage point gaps nationally.
- 3.1.12 Attainment for Bangladeshi pupils improved for all subjects in 2010, but particularly reading and writing, attainment remains significantly lower than the Leeds average and national levels of attainment for this group. Outcomes for Other Pakistani heritage pupils have dropped in all subjects and remains below national levels of attainment for Pakistani heritage pupils.
- 3.1.13 Improvements in outcomes for the Black Caribbean cohorts across all three subjects have resulted in this group's attainment being above both the Leeds and national average in 2010. Outcomes for Black African cohorts have declined in 2010 and are well below the Leeds average and more than 10 percentage points below the national average in all subjects.
- 3.1.14 Attainment is lowest for Gypsy/Roma and Traveller groups and the attainment of these groups in Leeds is lower than seen nationally.
- 3.1.15 In order to improve the accuracy of assessment a range of assessment training courses take place through the year to support head teachers, Year 2 teachers and classroom assistants. Over 25% of schools receive a moderation visit every year. Evidence over the last few years has shown increased commitment and skill development with schools demonstrating accurate knowledge of children's performance and implications for teaching and learning.

## **Key Stage 2**

- 3.1.16 Due to the boycott of Key Stage 2 tests, test data is available for 58% of Key Stage 2 pupils in Leeds. The percentage of schools taking part in the tests was lower in Leeds (57%) than nationally (73%). The DfE considers Leeds participation in the tests to be representative of the authority. Our own analysis shows minor under-representation of black and ethnic minority, free school meal entitled and SEN children amongst the group who took the test. Due to the gaps in test results for some schools, this report presents both test and teacher assessment results. In addition, Key Stage 2 tests for science were discontinued in 2010 and are therefore not reported here.
- 3.1.17 The headline figures for Key Stage 2 tests show improvement in all subjects when compared to all schools in 2009. The percentage achieving level 4 or above increased by one percentage point for English and three percentage points for mathematics. Performance is now level with national levels of achievement for mathematics and one percentage point below for English and for the combined English and mathematics indicator. After three years of maintaining performance at 72%, the percentage of pupils achieving level 4 or above in English and mathematics increased by one percentage point, compared to a two percentage point increase nationally and in statistical neighbours. Despite this improvement, the challenging target of 77% has not been achieved.
- 3.1.18 The percentage of pupils achieving a level 5 or above increased by one percentage point in English and decreased two percentage points in

mathematics. Level 5 performance remains below national and statistical neighbours.

- 3.1.19 The percentage of pupils with EAL achieving level 4 or above has increased in 2010 after falling in 2009. However, despite this improvement, the gaps in attainment between pupils with EAL and those with English as a first language remain. The gaps in attainment in Leeds for 2010 are wider than the national gaps in 2009, particularly in mathematics.
- 3.1.20 The percentage of Bangladeshi pupils achieving level 4 or above in English and in mathematics has increased significantly in 2010 and attainment for this group is in line with the Leeds average for mathematics and above the levels of attainment seen for Bangladeshi pupils nationally in 2009. Attainment for Kashmiri Pakistani pupils increased in both subjects and the combined indicator in 2010.
- 3.1.21 Attainment remained static for pupils of Other Pakistani heritage and attainment remains significantly below the Leeds average for this group. Despite slight falls in attainment for Indian pupils, this group remains above the Leeds average. Attainment of the combined English and mathematics indicator improved for all Black heritage groups, although these groups remain below the Leeds average, the gap has narrowed.
- 3.1.22 In order to improve the accuracy of assessment a range of training courses take place to ensure headteachers and Year 6 teachers carry out Year 6 tests according to statutory requirements.

## 3.2 Ofsted Inspections

- 3.2.1 Seventy primary schools were inspected during the academic year 2009-10 with the following outcomes:

*NB % refers to the % of the schools inspected not the percentage of schools overall.*

Leeds	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness	9 13%	28 40.0%	29 41%	4 6%
Capacity to improve	8 11%	34 48%	26 37%	2 3%
Quality of teaching	5 7%	34 48%	29 41%	2 3%
Effectiveness of leadership	9 13%	32 45%	27 38%	2 3%

National	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness	9%	44%	39%	7%
Capacity to improve	9%	52%	35%	4%
Quality of teaching	5%	52%	39%	4%
Effectiveness of leadership	12%	50%	34%	4%

- 3.2.2 Three schools were given a Notice to Improve and one was deemed to require Special Measures. One school previously given a Notice to Improve was

inspected and judged to be satisfactory. All of these schools have received monitoring inspections and have been judged to be making good progress.

3.2.3 The Ofsted outcomes for the last academic year suggest that, although the percentage of outstanding schools is higher than the national figure, there remains a priority to continue to work on the 'good to great' schools and an urgent need to increase the number of good schools. Given the issues arising from the performance data there is also an urgent need to improve the quality of teaching overall from satisfactory to good in order to accelerate learning for the lowest performing children.

### 3.3 **Schools causing concern or below floor target**

3.3.1 The number of schools below floor target has been calculated using test data where available and teacher assessment where tests were not undertaken. Provisional data for 2010 indicates that the number of schools below the floor target of 55% of pupils achieving level 4 or above in English and mathematics combined, has fallen from 34 in 2009 to 25 in 2010. This is the lowest ever number of schools below floor target in Leeds. Pupil performance is only one indicator of a school's success and several schools performing below floor have been judged by Ofsted to be good schools. Similarly there are schools with relatively high performance that are causing concern to the Local Authority. A detailed report on each of the 15 schools causing concern can be found in the annex.

3.3.2 There are 34 primary schools below the proposed new 'floor standard' of 60% level 4 or above in English and mathematics, with a further 20 below 65%.

### 3.4 **Education Leeds School Improvement Partnerships**

3.4.1 Through an annual cycle of visits, School Improvement Partners (SIPs) 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 2010) which will ensure the school either receives the most appropriate support, or offers support based on identified good practice. The percentage of schools in each partnership has shifted slightly with more schools in Learning and Focussed Partnerships. This may be due to the high number of recently appointed head teachers who are cautious in their evaluation of their school.

	Leading	Learning	Focussed	Extended
2009	57 26%	111 51%	37 47%	14 6%
2010	53 %	106 %	47 %	13 %

### 3.5 **School Leadership recruitment**

3.5.1 During this academic year 22 new headteachers were appointed. Many of these required two or even three attempts to recruit to ensure sufficient candidates for a viable selection process. 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 either from Education Leeds or through the National College's 'Professional Partner' programme. Twenty primary

headteachers from Leeds have applied to the National College to be trained as Professional Partners

- 3.5.2 Over the last five years, around one hundred and forty primary schools have appointed a new head teacher. A further 12 schools have a recruitment process underway, this academic year. Although many of these posts have been filled with head teachers in their second headship, this nevertheless represents significant turbulence in the school leadership body. Inevitably where the vacancy has been filled by a deputy head teacher from Leeds, this has resulted in further recruitment challenges. There are many schools in which both head and deputy have been recently appointed. There are considerable strengths in a headship body new to leadership but also disadvantages in terms of the potential lack of capacity to accelerate progress and to lead beyond the school. A further challenge is the age profile of the longer serving headteachers which could result in a further 90 schools seeking new headteachers in the next three years.

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

### **4.1 School Improvement Partners and School Improvement Advisers**

- 4.1.1 All schools receive five days support and challenge from the School Improvement Partner (SIP). Twenty five schools receive additional support through a School Improvement Adviser (SIA). All of these schools are involved in the Improving Schools Programme and are offered appropriate consultant support. This adviser works closely with the headteacher, often on a weekly basis, to ensure the school has robust self evaluation and 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. This partner school is usually led by a National or Local Leader of Education which is a nationally accredited recognition of good or outstanding leadership. (National College). The SIA also coordinates the support package allocated to the school while the SIP evaluates its impact.

### **4.2 Building leadership capacity**

- 4.2.1 Three priorities were identified as being critical to our strategy for developing school leadership. The first was to retain and stimulate our longer serving headteachers to ensure that they remain in the system and contribute to the development of new headteachers and of the system as a whole. The second was to ensure that headteachers are well supported in and beyond their first year and the third was to succession plan particularly for groups underrepresented at senior leadership level.
- 4.2.2 In addition to the induction programme for new heads there were three ambitious and innovative programmes offered. The first was for experienced headteachers who were successful in their role, focussing on their personal and professional development and their role as a system leader. The second was for headteachers in their third and second year of headship and focused on the

development of the craft of headship. These programmes were designed to meet a number of the needs of these groups and to develop a cadre of highly effective and experienced leaders with the knowledge, skills and confidence to contribute readily to the ever changing school improvement and transformation agenda. The programmes were designed to support, refresh and develop by sharing and building on strengths and successful experience. Both programmes were developed in partnership with Professor John West Burnham and ran over four and six days respectively throughout the academic year and were highly rated by the participants.

4.2.3 The third programme, 'Investing in Diversity' was aimed at Black and Minority Ethnic aspiring leaders. A series of workshops, seminars and a residential took place over the year focused on a range of themes including creating innovative places of learning, finance, distributed leadership, data analysis and ethnic monitoring, leading effective teams and performance management. 80% of the participants have since moved to promoted posts in their own school or elsewhere. This programme was developed in partnership with the London Institute of Education.

#### 4.3 **Leading beyond the school – National and Local leaders of Education.**

4.3.1 National Leaders and Local Leaders in Education (NLLEs) are successful headteachers who work with a partner school to build capacity and raise attainment through a coaching and facilitative relationship. As a result of this work, both schools benefit from sharing good practice and time to focus on strategic issues. They address specific issues and build capacity in order to bring about sustained improvement. There are currently ten Local Leaders (7 primary, 2 SILC and 1 Secondary) and six primary National Leaders who are playing a leading role in making a difference to children across the city. The precise role is flexible, based on the identified needs of each particular school.

4.3.2 The NLLEs work primarily with schools classed as inconsistent in terms of standards, or vulnerable in terms of inspection. Regular reports and feedback suggest that clear progress is being made in leadership and management and teaching and learning and, with the exception of one school, all have had successful inspections. Ofsted clearly recognises the impact of school to school support and the strength of partnerships which are personalised to meet the needs of the individual settings. Although partnership working is in its emergent stages, feedback from schools is overwhelmingly positive. The work in Leeds has also been recognised by the National College as good practice. The next step for Leeds is to recruit an increasing number of NLLEs in line with the recommendations in the recent Government "White Paper." This work enhances school to school support already well established through the Advanced Skills and Leading teachers projects.

#### 4.4 **Improving English and Mathematics**

4.4.1 In order to address the continuing underperformance in mathematics and English a range of courses, conferences and training programmes have been delivered often to targeted groups of schools. Among these are: EAL and mathematics' **Talking Partners and Talking Maths**, EAL and writing, 'multi sensory mathematics' 'Stimulating Writing through ICT', the mathematics specialist teacher programme, Write on' and 'Countability'. The latter programmes are designed to build capacity in schools through leading teachers



working with partners. Most of the partner schools achieved their targets this year.

#### **4.5 Every Child a Reader**

4.5.1 There are 50 schools involved with ECaR/Reading Recovery working with 400 children, helping them to catch up and keep up with their peers in literacy. The results from last year's cohorts of children show that yet again the Reading Recovery teachers are maintaining a high success rate with 80% of children on the programme making four times average progress. This is in line with the national picture of ECaR. One of our priorities this year is helping children to continue making progress when their lesson series ends and supporting teachers and schools to enable this to happen.

#### **4.6 Every Child Counts**

4.6.1 There are 12 new Leeds schools involved in ECC this year. The average number age gain is above national average at 14.6 months and follow up tests show further gains on average of five months. The Teacher Leaders for ECC take part in intensive CPD provided by Edge Hill and Professional Development for Numbers Count Teachers is currently in progress. Key areas for development this year are lighter-touch intervention in Key Stage 1 and transition from Year 2/3.

#### **4.7 1-1 Tuition**

4.7.1 Every school engaged and delivered the programme across the city. The target for delivering places was exceeded by 63 (2187). In Key Stage 2, the average points progress across 10 hours (or closest assessment points to this) was 3.0pts. There were also significant gains in confidence, self esteem, participation, independence and behaviour. Many schools reported that pupils made accelerated progress not only during the 10 sessions but the term after tuition had been completed.

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

4.8.1 Narrowing the Gap in the Early Years (NtG in EY) was a pilot project run jointly by Education Leeds and the Early Years Service from January 2010 to July 2010. Over 40 schools and some Children's Centres were targeted to join the project. These were schools who had less than 30% Good Level of Development (GLD) and greater than 40% of pupils within the bottom 20% based on 2009 Foundation Stage Profile data. Over 30 schools and two Children's centres took part in the training, and attendance was excellent on all three days. The schools' FSP results were analysed at the end of July 2010 and 87% of the 30 schools taking part in the project increased their GLD, some substantially. Four schools gained results higher than the national average. 75% of schools had fewer pupils in the bottom 20%. Due to the success of NtG in the EYs a second cohort of schools have been targeted to attend the programme this year.

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

4.9.1 The overall attainment for various ethnic minority groups is still too variable and too wide a gap remains. Over the years particular intervention programmes

have demonstrated that they can positively impact on improved attainment but the real difficulty has been in showing that these improvements can be sustained over time.

- 4.9.2 Increasingly, a more coherent approach is being used to tackle some of the more complex issues surrounding ethnic minority achievement whereby there has been an increased understanding of the interplay of issues such as ethnicity, levels of deprivation, gender and in some cases special educational needs coming together to impact on standards of attainment of groups of young people. This is particularly evident when reviewing the number of schools below floor target, as a high number of these schools are concentrated in areas of the city where there are higher levels of deprivation than the average for the city and have much higher proportion of pupils from ethnic minority backgrounds and for whom English is an additional language.
- 4.9.3 A radical overall of our strategy is currently taking place to ensure that these schools reach above floor standards with a sense of urgency in light of the proposed raising of the bar nationally. We are developing a more joined up understanding of the complex factors that interplay on individuals and groups of pupils. As a result we are looking at two very important strands which are interrelated.
- 4.9.4 Improving the quality of teaching in these schools and hence learning as this is proven by research to be the most significant factor in raising standards of attainment. This means ensuring that all teachers consistently deliver high quality teaching and that in school variation is minimalised if not eradicated across teachers and subjects.
- 4.9.5 Developing school leadership capacity in schools below floor targets so that that we have the highest quality of leaders in these schools. This is because we recognise the importance of research evidence which demonstrates that school leadership is second only to classroom teaching as an influence on pupil learning. This is backed up by evidence from Ofsted which suggests that the overall performance of a school almost never exceeds the quality of its leadership and management.
- 4.9.6 A major focus of this area of work will be in ensuring that leadership drives forward consistently high standards of teaching across all teachers and subjects and that the specific needs of our ethnic minority, EAL pupils and free school meal pupils (and the combination of needs) are met to maximise impact on learning. We are currently in the early stages of working with the national College to develop a bespoke programme in Leeds to build leadership capacity in our most challenging schools, building on proven best practice from City Challenges and both national and international research.
- 4.9.7 In addition, a number of other new strategies are also being deployed this year to address ethnic minority achievement:
- 4.9.8 Teams across Education Leeds meet at least half termly to discuss every school with high numbers of minority ethnic pupils and share intelligence on attainment, progress and other holistic issues affecting achievement and identifying specific strategies to follow up on where there is a need. These strategies may include whole school reviews, aspect reviews around a subject or Key Stage with a focus on the ensuring that the specific needs of the cohorts of pupils who attend

these schools are being met. The reviews will then inform further strategies to be used to address the issues that arise from the reviews.

4.9.9 Arooj is our LA strategy to raise the attainment of our Pakistani and Bangladeshi heritage pupils across all phases of schooling. Together they form the largest number amongst the various ethnic minority groups that consistently under perform. Arooj is a three year strategy and it has been developed in response to our LA disaggregated figures showing that attainment for these pupils is well below our Leeds average and their peers nationally across all key stages. Arooj is a cross phase project with clear aims to improve and accelerate outcomes for Pakistani and Bangladeshi heritage pupils and communities accompanied by a detailed action plan which outlines the actions needed to be undertaken under the three broad themes of:

- Education
- Community Engagement and Development
- Language, Arts and Culture

4.9.10 Five teachers from four primary schools with the highest number of Pakistani and Bangladeshi pupils took part in the Teacher's International Professional Development Programme (TIPD) to Mississauga, Canada to look at best practice in meeting the educational needs of Muslim students. In addition, a weekly Radio programme called "Educational Matters" has been delivered on Radio Asian Fever covering a wide range of educational issues aimed at parents and community members.

4.9.11 Our strategy is evolving further in light of the new DfE White Paper "The importance of teaching" and locally as a result of the formation of an integrated Children's Service and the recognition of the need to work more closely with multi-agencies on a locality level to address the wider and holistic needs of communities and their children so that their specific needs are met and barriers to access, engagement and learning are eradicated.

#### 4.10 **International New Arrivals**

4.10.1 Leeds is a major dispersal centre for refugees and asylum seekers. We are continuing to develop support for schools to create effective induction, assessment and personalised teaching and learning programmes for all international new arrivals. The largest of the new arrival groups, Black African heritage pupils continue to show improved results in all key stages even though many are in the early stages of acquiring English. Advice and guidance resources have been produced to support best practice in all areas of provision in school. The development of Parents as Partners in Children's Learning Programme has been a major initiative this year. This has been introduced in 24 schools and the sustainability of the programme was built in from the start as school staff were trained to deliver the programme when programme funded ceases. The programme informs parents about the English education system and how they can support their children to succeed in it.

#### 4.11 **Improving attendance and reducing persistent absence through SEAL (Social and Emotional Aspects of Learning)**

4.11.1 A targeted programme was delivered to schools with high levels of persistent absence. SEAL schools had greater improvements in overall attendance than

non-SEAL schools. Overall attendance in the targeted schools increased by 2.9%, compared to 1.4% for all other primary schools. A second phase of schools has been recruited and the work now underway.

#### 4.11.2 Impact of Attendance and SEAL pilot on overall school attendance

Half Term	OVERALL ATTENDANCE				DIFFERENCE
	HT3 %	HT4 %	HT5 %	HT6 %	HT3-6 %
All Primary Schools (inc. SEAL pilot)	92.8	95.2	95.0	94.4	1.6
All Primary Schools (exc. SEAL pilot)	93.1	95.3	95.1	94.5	1.4
SEAL Primary Schools	89.9	93.6	93.7	92.8	2.9

## 5.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE

5.1 Following publication of the recent white paper 'The importance of teaching' many of the funding streams that allow significant support to schools have been cut. Support to schools from the centre will be minimal with a high focus on schools supporting each other. School Improvement Partners are no longer statutory. The academies programme is gaining momentum and many underperforming schools may be considered for academy status in the future.

## 6.0 LEGAL AND RESOURCE IMPLICATIONS

6.1 Many schools continue to experience high level of challenge and struggle to meet existing floor standards. The achievement of identified groups of children remains a concern. These schools must remain a high priority what allocating resources.

## 7.0 RECOMMENDATIONS

7.1 The board are asked to note:

1. The progress that has been made, the challenges that remain and to be aware of the implications of the revised Ofsted framework and the proposed raised floor standards.
2. The future proposals for support, challenge, monitoring and intervention in Leeds as outlined in the government white paper 'The importance of teaching'.

### Background Papers

Education Leeds Policy for School Improvement 2010

Framework for the inspection of schools 2009 (Ofsted)

Guidance on Schools Causing Concern 2006 (Ofsted)

'The Importance of Teaching' – government white paper November 2010

Annex 1 Overview of 2010 performance at Early Years Foundation Stage, Key Stage 1 and Key Stage 2 - attached

A summary of Ofsted reports is available on request

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



ITEM No:

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Tel: 07891 270238



## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: February 2011

SUBJECT: ANNEX 1: OVERVIEW OF 2010 PERFORMANCE AT EARLY YEARS FOUNDATION STAGE, KEY STAGE 1 AND KEY STAGE 2

### 1.0 Early Years Foundation Stage

#### Overall Attainment

- 1.1 There are 7793 children in this cohort. Following a very encouraging 4 percentage points improvement in the percentage of pupils reaching a good level of development (GLD) in 2009, outcomes have again risen in 2010; this time by 2 percentage points. This continued improvement has been driven by the strong performance observed in the Personal, Social and Emotional Development (PSED) and Communication, Language and Literacy Development (CLLD) strands; which are key to this indicator. National and statistical neighbour performance have improved by a greater amount than in Leeds and the percentage of children achieving a good level of development is now 3 percentage points lower than national and 4 percentage points below statistical neighbours.

Table 1: 2008-2010 Early Years Foundation Stage performance

	2008			2009			2010		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>% Good Level of</b>	47	49	52	51	52	53	53	56	57
<b>Low Achievers gap** (NI 92)</b>	39.7	35.6	34.2	35.6	33.9	34.4	35.7	32.7	33.2

Source: DfE statistical first release

Notes: \* % of pupils with 78+ points and 6+ in all PSED and CLLD strands; \*\* 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

- 1.2 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 local authorities is to improve outcomes for the lowest achieving children at a faster rate than the “average” child; thus “closing the gap”. The 2010 gap figure for Leeds shows a slight increase on the previous year. The gap has narrowed both nationally and in statistical neighbours in 2010, the gap in Leeds is now 3 percentage points wider than the national gap.
- 1.3 Changes in the percentages of children achieving 6 or more points on each

assessment scale in 2010 (see Table 2) reveal a trend towards the national picture. Historically, outcomes in Leeds have been well below the national average in CLLD and PSED, but above average in PSRN, KUW, PD and CD.

- 1.4 In 2010 however, there have been improvements on most of the PSED and CLLD scales, but there have been falls in the percentage of children achieving 6 or more points in all the other scales. This makes the pattern of outcomes more aligned to the national pattern, with all the 6+ scores between 0 and 3 percentage points below the national average. The improvements in the PSED and CLLD scales are welcome, especially since these strands are integral to the Good Level of Development indicator. The lack of improvement in the reading and writing strands however is less encouraging, but it should be recognised that outcomes on these scales are already in line with national results. While the fall in outcomes in PSRN, KUW, PD and CD cannot be seen as a cause for celebration, they are however probably a sign that assessments in Leeds are becoming increasingly robust and that the continued improvements in moderation and support are resulting in more accurate assessments of children's development.

Table 2: Percentage of Leeds pupils achieving 6+ points at the Foundation Stage 2008 to 2010, with national comparators

	2008		2009		2010	
	Leeds	Nat'l	Leeds	Nat'l	Leeds	Nat'l
<b>Personal and Social Development (PSED):</b>						
Dispositions and Attitudes	81	88	83	89	85	91
Social Development	76	82	79	83	80	86
Emotional Development	71	77	75	79	76	81
<b>Communication, language and literacy (CLL):</b>						
Language for communication and thinking	74	79	77	82	79	84
Linking sounds and letters	72	71	73	74	75	77
Reading	69	70	71	72	71	74
Writing	60	61	62	62	62	65
<b>Problem Solving, Reasoning &amp; Numeracy (PSRN)</b>						
Numbers as labels for Counting	88	86	88	88	86	89
Calculating	72	69	73	72	70	76
Shape, space and measures	81	79	82	81	79	84
<b>Knowledge &amp; understanding of the world (KUW)</b>	79	77	81	79	77	83
<b>Physical development (PD)</b>	89	87	90	89	87	91
<b>Creative Development (CD)</b>	79	77	80	79	78	82

Source: Leeds - NCER – KeyPAS; National: DfE Statistical First Release

### **Attainment in the Early Years Foundation Stage for Pupil Groups**

- 1.5 Pupil characteristics have been identified in previous years as playing a role in outcomes at the end of the Early Years Foundation Stage (EYFS). These factors have again provided evidence of differential attainment in 2010. All analyses in this section relate to pupils attending Leeds maintained schools (with the exception of the Looked After Children (LAC) OC2 cohort that will include LAC where Leeds is their care authority but they are educated outside Leeds). Cohort sizes are also affected for these analyses due to the availability or otherwise of pupil characteristic data.

- 1.6 The outcome “gap” for many groups of children is significant, but there have been some encouraging developments this year. Results for boys, pupils eligible for free school meals, and Looked After Children have all improved more than the overall figure. However, outcomes for some key ethnic minority groups and for children with English as an additional language (EAL) have fallen.
- 1.7 Despite improvements in outcomes for boys, there is still a significant gap of 18 percentage points between boys and girls in the percentage achieving a good level of development. The gap between those eligible for free school meals and those who are not eligible is 24 percentage points and the gap is 18 percentage points between those with EAL and those with English as a first language.

Table 3: Percentage achieving a Good Level of Development: pupil groups

	2008	2009	2010
<i>Gender</i>			
Girls	57	61	62
Boys	38	41	44
<i>Free school meal eligibility</i>			
Eligible	26	31	34
Not eligible	52	56	58
<i>First language</i>			
EAL		39	38
Non EAL		54	56
<i>Special Education Needs</i>			
No SEN	51	55	57
School Action	14	16	19
School Action +	14	13	19
Statement	4	3	3
<i>Looked After Children</i>			
LAC*		20	32
LAC OC2**	11	21	30
All pupils	47	51	53

Source: KEYPAS - FSP assessment returns from Leeds schools)

Notes: \* all LAC on roll of a Leeds school; \*\* all children looked after for a year or more to end September, where Leeds is their care authority

- 1.8 The impact of age on EYFS outcomes is seen in the table below. Unsurprisingly, the percentage achieving a good level of development decreases as pupils get young.



Table 4: Outcomes by Month of Birth

<b>Percentage of Children with a Good Level of Development</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2010 Cohort</b>
September	61.7	66.0	66.3	700
October	60.3	61.9	64.6	726
November	55.5	59.5	60.6	729
December	57.0	56.9	59.9	686
January	50.1	51.7	56.0	648
February	47.0	50.7	55.7	639
March	44.2	52.5	54.8	712
April	45.7	48.7	50.9	703
May	38.4	43.2	47.6	736
June	37.6	43.7	42.7	675
July	35.3	35.3	40.6	798
August	29.6	37.8	37.5	699

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

- 1.9 Trends in outcomes for individual ethnic groups are inconsistent. Outcomes for Bangladeshi and Pakistani / Kashmiri groups are well below Leeds average; achievement of Pakistani heritage pupils is in line with national achievement, whereas attainment of Bangladeshi pupils is lower than national. Attainment for Black African and Other Black heritage children has improved over the last three years and was in line with national attainment in 2009. There has been a significant decline in outcomes for the Black Caribbean cohort in 2010 and attainment is now below 2009 national attainment for this group. Attainment of mixed heritage cohorts is closer to Leeds average, but attainment is below national for all mixed groups. Outcomes have declined for the Chinese cohort over 3 years and the lowest outcomes are observed for Traveller groups.

Table 5: Outcomes by Ethnicity

% achieving a Good Level of Development	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<i>Asian or Asian British</i>							
Bangladeshi	93	34	33	27	33	38	
Indian	201	53	63	63	52	56	
Kashmiri Pakistani	182	35	30	33	36	39	
Kashmiri Other	8	19	-	63			
Other Pakistani	335	31	40	40			
Other Asian background	157	38	39	47	45	49	
<i>Black Or Black British</i>							
Black Caribbean	69	48	53	39	40	43	
Black African	336	33	42	44	38	44	
Other Black Background	82	30	41	39	37	42	
<i>Mixed Heritage</i>							
Mixed Black African and White	57	46	41	49	50	48	
Mixed Black Caribbean and White	123	42	48	46	46	51	
Mixed Asian and White	94	49	49	56	56	58	
Other Mixed Background	143	51	46	55	49	52	
<i>Chinese Or Other</i>							
Chinese	47	44	31	30	51	52	
Other Ethnic group	133	25	36	41	37	40	
<i>White</i>							
White British	5709	50	54	57	52	54	
White Irish	15	57	64	47	53	58	
Other White Background	212	36	46	51	42	45	
White Eastern European	85	14	31	29			
White Western European	27	53	69	52			
<i>Traveller Groups</i>							
Traveller Irish Heritage	7	14	-	0	19	16	
Gypsy/Roma	29	0	21	14	16	17	
All pupils	8330	47	51	53	49	52	56

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

## 2.0 Key Stage 1

### Overall Attainment

- 2.1 The percentage of pupils achieving level 2 or above in Key Stage 1 is unchanged in Leeds in 2010, for each subject. National performance has increased by 1 percentage point in reading and remained static in writing and maths. Leeds performance is 3 percentage points below national for each subject. Following a drop in performance in writing and maths for statistical neighbours, the percentage of pupils achieving level 2 or above in Leeds is 2 percentage points lower than for statistical neighbours in reading and writing and 3 percentage points below in maths.
- 2.2 There are 7791 children in this cohort

Table 6: 2008-2010 Percentage of pupils achieving Level 2 or above at Key Stage 1

% pupils achieving level 2+	2008			2009			2010		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>Reading</b>	80	84	84	82	84	84	82	85	84
<b>Writing</b>	75	80	79	78	81	81	78	81	80
<b>Maths</b>	85	90	90	86	89	90	86	89	89

Source: DfE statistical first release

- 2.3 The percentage of pupils achieving level 3 or above is also unchanged in Leeds in 2010. Performance remains below national and statistical neighbours, reflecting the strict implementation of the assessment methodology in Leeds which has historically led to lower performance in Leeds on this measure.

Table 7: 2008-2010 Percentage of pupils achieving Level 3 or above at Key Stage 1

% pupils achieving level 3+	2008			2009			2010		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>Reading</b>	14	25	24	16	26	24	16	26	24
<b>Writing</b>	5	12	12	6	12	12	6	12	11
<b>Maths</b>	10	21	20	11	21	20	11	20	18

Source: DfE statistical first release

### Key Stage 1 attainment of pupil groups

#### 2.4 Gender

Levels of attainment are higher for girls than boys in all subjects in Key Stage 1, but particularly in reading and writing. The gaps in attainment between girls and boys in Leeds are consistent with the gaps seen nationally for each subject. The proportion of girls achieving level 2 or above stayed the same for all subjects in 2010, for boys attainment stayed the same for writing and maths, but fell by one percentage point in writing.

Table 8: Percentage of pupils attaining level 2+: Gender

	Gender	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
Reading	Girls	85	88	86	89	86	89
	Boys	77	80	79	81	78	81
Writing	Girls	80	86	83	87	83	87
	Boys	70	75	73	75	73	76
Maths	Girls	86	91	88	91	88	91
	Boys	84	88	85	88	85	88

Source: DfE statistical first release

## Free School Meal Eligibility

- 2.5 There are 1654 children in this cohort eligible for FSM, representing 21.2% of the cohort.
- 2.6 Key Stage 1 attainment is significantly lower for pupils eligible for free school meals than for those who are not eligible. The gaps in attainment are 21, 22 and 16 percentage points respectively for reading, writing and maths. Children eligible for free school meals in Leeds do less well than children eligible for free school meals nationally. The gaps between eligible and non eligible pupils are greater than those seen nationally because the gap in attainment between Leeds and national is greater for those that are eligible for free school meals. The gap between attainment between Leeds and national for those not eligible for free school meals is 2 percentage points in each subject whereas the gaps are 5 percentage points or more for those that are eligible for free school meals.
- 2.7 Attainment for those not eligible for free school meals fell by one percentage point in reading and stayed the same for writing and maths. Attainment for those eligible for free school meals fell by 2 percentage points in reading, but rose by 1 percentage point in writing and maths.

Table 9: Percentage of pupils attaining level 2+: Free School Meal Eligibility

	FSM eligibility	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
Reading	Non eligible	85	87	87	87	86	88
	Eligible	63	69	67	71	65	72
Writing	Non eligible	80	84	83	84	83	85
	Eligible	57	64	60	66	61	66
Maths	Non Eligible	89	92	90	92	90	92
	Eligible	73	79	73	80	74	80

Source: DfE statistical first release

## Special Education Needs

- 2.8 There are 1546 children in this cohort with SEN representing 19.8% of the cohort. Of these 895 (11.5%) are School Action, 592 (7.6%) are School Action+, and 59 (0.8%) have a statement.
- 2.9 The attainment of pupils with no Special Education Needs (SEN) has remained relatively stable in 2010, the percentage achieving level 2 or above increased for each subject for those on School Action, but fell in each subject for those on School Action plus and those with statements of SEN. The gaps to national levels of attainment are largest for those on School Action in all subjects and for pupils with statements for reading and maths.

Table 10: Percentage of pupils attaining level 2+: Special Education Needs

		2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
Reading	No SEN	90	94	92	94	91	94
	Action	46	57	46	58	49	59
	Action +	43	42	47	44	43	45
	Statement	13	23	26	23	13	23
Writing	No SEN	86	91	88	92	88	92
	Action	37	48	38	50	42	50
	Action +	34	34	40	36	37	34
	Statement	8	17	19	17	15	17
Maths	No SEN	94	97	94	97	94	97
	Action	56	74	57	73	61	73
	Action +	51	56	54	57	53	57
	Statement	22	27	24	27	16	26

Source: DfE statistical first release

### English as an Additional Language

- 2.10 There are 1186 children in this cohort who speak English as an Additional language, representing 15.2% of the cohort.
- 2.11 Levels of attainment for pupils with EAL are lower than for those with English as a first language in Key Stage 1. The gaps in attainment are significantly larger in Leeds than is seen nationally, with gaps in Leeds being 14, 15 and 12 percentage point respectively for reading, writing and maths compared to 5, 5 and 4 percentage point gaps nationally.
- 2.12 The percentage achieving level 2 or above stayed the same for both EAL and non EAL pupils for writing and maths and fell by 1 percentage point for both groups in reading. Therefore the gaps in attainment between EAL and non EAL pupils have remained static in 2010.

Table 11: Percentage of pupils attaining level 2+: First language

	First language	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
Reading	EAL	70	78	71	79	70	81
	Non EAL	83	85	85	86	84	86
Writing	EAL	65	74	66	76	66	77
	Non EAL	77	81	81	82	81	82
Maths	EAL	78	85	76	85	76	86
	Non EAL	87	91	88	90	88	90

Source: DfE statistical first release

### Looked After Children

- 2.13 There are 53 children in this cohort who are LAC representing 0.7% of the cohort.
- 2.14 In 2010, the percentage of LAC who have been looked after for a year or more (OC2 cohort) attaining level 2 or above in Key Stage 1 rose slightly for reading and maths, but fell slightly for writing.

Table 12: Percentage of pupils attaining level 2+: Looked After Children

		2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
Reading	LAC*	51	-	53	-	55	-
	LAC OC2**	55	57	59	58	61	
Writing	LAC*	45	-	48	-	49	-
	LAC OC2**	43	50	56	52	54	
Maths	LAC*	67	-	53	-	55	-
	LAC OC2**	66	62	62	65	63	

Source:

Notes: \* all LAC on roll of a Leeds school; \*\* all children looked after for a year or more to end September, where Leeds is their care authority

## Ethnicity

- 2.15 There are 1553 children in this cohort from BME groups representing 19.9% of the cohort.
- 2.16 Key Stage 1 attainment by ethnicity is shown in Tables 13 to 15 below.
- 2.17 Attainment for Bangladeshi pupils improved for all subjects in 2010, but particularly reading and writing, attainment remains significantly lower than the Leeds average and national levels of attainment for this group. Outcomes for Other Pakistani heritage pupils have dropped in all subjects and remains below national levels of attainment for Pakistani heritage pupils.
- 2.18 Improvements in outcomes over three years for the Black Caribbean cohorts across all 3 subject areas in Key Stage 1 have resulted in this group's attainment being above both the Leeds and national average in 2010. Outcomes for Black African cohorts have declined in 2010 and are well below the Leeds average and more than 10 percentage points below the national average in all subjects.
- 2.19 The attainment of pupils of Mixed Black Caribbean and White heritage is in line with national attainment for this group in reading and writing, but below in maths (although attainment improved in maths in 2010). Attainment for other Mixed groups is below national levels of attainment, except for Mixed Asian and White pupils in maths.
- 2.20 Attainment is lowest for Gypsy/Roma and Traveller groups and the attainment of these groups in Leeds is lower than seen nationally. The percentage of pupils achieving level 2 or above fell for White Eastern European pupils in reading and writing in 2010, but increased for maths.

Table 13: Key Stage 1 outcomes by ethnicity: Reading

% achieving level 2 or above in reading	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b><i>Asian Or Asian British</i></b>							
Bangladeshi	110	71	65	70	81	81	82
Indian	166	90	87	93	89	90	91
Kashmiri Pakistani	180	71	69	69	77	79	81
Kashmiri Other	17	82	43	53			
Other Pakistani	302	70	79	74			
Other Asian background	96	74	76	76	85	86	87
<b><i>Black Or Black British</i></b>							
Black Caribbean	68	74	79	87	80	80	81
Black African	236	71	72	70	81	83	83
Other Black Background	61	81	72	72	80	81	82
<b><i>Mixed Heritage</i></b>							
Mixed Black African and White	38	74	77	82	83	83	86
Mixed Black Caribbean and White	113	78	81	80	82	83	82
Mixed Asian and White	76	90	76	84	88	88	89
Other Mixed Background	143	83	83	80	85	86	86
<b><i>Chinese Or Other</i></b>							
Chinese	32	86	84	81	89	89	89
Other Ethnic group	114	64	73	71	76	75	78
<b><i>White</i></b>							
White British	5714	83	85	84	85	86	86
White Irish	23	94	86	100	86	86	86
Other White Background	62	100	68	71	75	76	77
White Eastern European	87	44	64	55			
White Western European	23	62	84	74			
<b><i>Traveller Groups</i></b>							
Traveller Irish Heritage	7	13	36	14	32	36	36
Gypsy/Roma	24	13	24	17	37	35	37
<b>All pupils</b>	7789	81	82	82	84	84	85

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

Table 14: Key Stage 1 outcomes by ethnicity: Writing

% achieving level 2 or above in writing	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b><i>Asian Or Asian British</i></b>							
Bangladeshi	110	65	53	66	77	77	79
Indian	166	86	84	92	86	88	88
Kashmiri Pakistani	180	64	61	64	72	75	76
Kashmiri Other	17	71	57	59			
Other Pakistani	302	63	71	69			
Other Asian background	96	67	76	74	80	83	84
<b><i>Black Or Black British</i></b>							
Black Caribbean	68	68	74	79	74	75	75
Black African	236	68	69	65	75	78	78
Other Black Background	61	74	70	66	74	75	78
<b><i>Mixed Heritage</i></b>							
Mixed Black African and White	38	68	74	76	79	80	82
Mixed Black Caribbean and White	113	73	77	77	77	78	77
Mixed Asian and White	76	86	69	79	85	85	85
Other Mixed Background	143	79	74	80	78	82	82
<b><i>Chinese Or Other</i></b>							
Chinese	32	83	84	84	87	86	87
Other Ethnic group	114	58	66	66	74	72	74
<b><i>White</i></b>							82
White British	5714	78	81	81	81	82	82
White Irish	23	89	86	96	81	82	81
Other White Background	62	100	63	69	71	73	74
White Eastern European	87	44	64	55			
White Western European	23	50	84	65			
<b><i>Traveller Groups</i></b>							
Traveller Irish Heritage	7	13	36	14	28	32	31
Gypsy/Roma	24	13	19	13	34	32	32
<b>All pupils</b>	7789	75	78	78	80	81	81

Source: KeyPAS (Leeds), DfE Statistical First Release (National)



Table 15: Key Stage 1 outcomes by ethnicity: Maths

% achieving level 2 or above in maths	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	110	79	72	73	86	85	86
Indian	166	89	89	96	92	93	93
Kashmiri Pakistani	180	83	74	76	82	83	84
Kashmiri Other	17	69	57	71			
Other Pakistani	302	77	80	75			
Other Asian background	96	82	84	83	90	91	91
<b>Black Or Black British</b>							
Black Caribbean	68	83	78	87	85	84	84
Black African	236	74	76	74	85	85	85
Other Black Background	61	70	77	79	85	83	85
<b>Mixed Heritage</b>							
Mixed Black African and White	38	89	74	87	89	88	90
Mixed Black Caribbean and White	113	89	77	81	88	88	87
Mixed Asian and White	76	88	69	91	92	92	91
Other Mixed Background	143	81	74	86	90	89	90
<b>Chinese Or Other</b>							
Chinese	32	92	84	97	95	95	95
Other Ethnic group	114	74	66	79	84	84	84
<b>White</b>							
White British	5714	89	81	89	91	91	90
White Irish	23	86	86	100	91	90	90
Other White Background	62	78	63	81	86	86	86
White Eastern European	87	69	64	69			
White Western European	23	87	84	83			
<b>Traveller Groups</b>							
Traveller Irish Heritage	7	33	55	29	52	53	51
Gypsy/Roma	24	32	33	29	57	52	53
All pupils	7789	87	86	86	90	89	89

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

### 3.0 Key Stage 2

#### Overall attainment

- 3.1 Due to the boycott of Key Stage 2 tests, test data is available for 58% of Key Stage 2 pupils in Leeds. The percentage of schools taking part in the tests was lower in Leeds (57%) than nationally (73%). The DfE considers Leeds participation in the tests to be representative of the authority. Our own analysis shows minor under-representation of black and ethnic minority, free school meal entitled and SEN children amongst the group who took the test.
- 3.2 Therefore, caution needs to be taken when interpreting test results for 2010, the DfE have stated that because not all schools undertook tests in 2010, national results may be overstated by one percentage point. Due to the gaps in test results for some schools, this report presents both test and teacher assessment results. In addition, Key Stage 2 tests for science were discontinued in 2010 and are therefore not reported here.

3.3 There are 7877 children in this cohort. The headline figures for Key Stage 2 tests show improvement in all subjects when compared to all schools in 2009. The percentage achieving level 4 or above increased by 1 percentage point for English and 3 percentage points for maths, performance is now level with national levels of achievement for maths and one percentage point below for English and the for the combined English and maths indicator . After three years of maintaining performance at 72%, the percentage of pupils achieving level 4 or above in English and maths increased by 1 percentage point, compared to a 2 percentage point increase nationally and in statistical neighbours. Despite this improvement, the challenging target of 77% has not been achieved.

Table 16: 2008-2010 Percentage of pupils achieving Level 4 or above in Key Stage 2 tests

% pupils achieving level 4+	2008*			2009*			2010**		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>English</b>	81	81	81	79	80	80	80	81	81
<b>Maths</b>	77	79	79	77	79	80	80	80	82
<b>English &amp; maths (NI 73)</b>	72	73	74	72	72	73	73	74	75

Source: \* DfE Achievement and Attainment tables; \*\* DfE statistical first release

Note: 2010 data is provisional; 2010 statistical neighbour average excludes North Tyneside and Calderdale as an insufficient number of schools in these authorities participated in KS2 tests

3.4 As not all schools took the tests the results could be distorted, when the test results are compared to the performance of the same schools in 2009 it shows that the proportion of pupils achieving level 4 or above in English and in the combined English and maths indicator, dropped by 1 percentage point. There was an increase of 1 percentage point for maths.

3.5 Analysis of teacher assessments (Table 17) shows that there has been an increase in the proportion of pupils assessed at level 4 or above in Leeds, in all three subjects, with the percentage achieving level 4 or above in English, maths and science increasing by 4, 3 and 3 percentage points respectively. These increases are greater than seen nationally and in statistical neighbours.

Table 17: 2008-2010 Percentage of pupils achieving Level 4 or above in Key Stage 2 teacher assessments

% pupils achieving level 4+	2008*			2009*			2010**		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>English</b>	76	79	78	76	79	79	80	81	81
<b>Maths</b>	77	79	79	77	80	80	80	81	82
<b>Science</b>	82	85	85	81	86	86	84	85	86

Source: DfE statistical first release

3.6 The percentage of pupils achieving a level 5 or above increased by 1 percentage point in English and decreased 2 percentage points in maths. Level 5 performance remains below national and statistical neighbours.

Table 18: 2008-2010 Percentage of pupils achieving Level 5 or above in Key Stage 2 tests

% pupils achieving level 5+	2008*			2009*			2010**		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>English</b>	30	30	29	28	29	29	29	32	33
<b>Maths</b>	30	31	32	33	35	35	31	35	36

Source: \* DfE Achievement and Attainment tables; \*\* DfE statistical first release

Note: 2010 data is provisional; 2010 statistical neighbour average excludes North Tyneside and Calderdale as an insufficient number of schools in these authorities participated in KS2 tests

3.7

The percentage of pupils making two levels of progress between Key Stage 1 and Key Stage 2 are shown in Table 19. The percentage making the expected amount of progress in Leeds increased for both English and maths. The percentage of pupils making two levels of progress is higher in Leeds than nationally for both subjects.

Table 19: 2008-2010 Percentage of pupils making 2 levels of progress between Key Stage 1 and Key Stage 2

% 2 levels progress	2008			2009			2010		
	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*	Leeds	Nat	Stat Neigh*
<b>English</b>	84	83	82	86	82	82	86	84	84
<b>Maths</b>	78	78	78	83	81	81	84	83	84

Source: DfE statistical first release

Note: 2010 data is provisional; 2010 statistical neighbour average excludes North Tyneside and Calderdale as an insufficient number of schools in these authorities participated in KS2 tests

### Floor Targets

3.8

The number of schools below floor target has been calculated using test data where available and teacher assessment where tests were not undertaken. Provisional data for 2010 indicates that the number of schools below the floor target of 55% of pupils achieving level 4 or above in English and maths, has fallen from 34 in 2009 to 25 in 2010. This is the lowest ever number of schools below floor target in Leeds. There are seventeen schools which were previously below the floor target and are now above it, of these 10 boycotted the tests and several of these schools showed a significant increase in the percentage of pupils teacher assessed at level 4 or above for English and maths compared to 2009. There are 34 primary schools below the proposed new floor target of 60% level 4 or above in English and maths.

Table 20: Schools below the floor target of 55% achieving level 4 or above in Key Stage 2 (NI 76)

	2008*	2009*	2010**
<b>Leeds – number of schools</b>	28	34	25
<b>Leeds - % of schools</b>	13.4	16.1	11.9
<b>National - % of schools</b>	10.1	10.9	

Source: \* DfE statistical first release; \*\* local data

## Contextual Value Added

3.9 Care must be taken when considering Fischer Family Trust (FFT) contextual value-added (CVA) analysis for 2010. Fischer Family Trust use teacher assessments to calculate value added when no test data are available for a pupil. Nearly half of Leeds primary schools did not undertake the end of Key Stage 2 statutory tests and for these pupils FFT have used teacher assessment data. The teacher assessment data used is only for full levels and does not include sub-levels, this could lead to either over-estimations or under-estimations of their contextual value added score. At a Leeds level, it is likely that the overall judgements of Key Stage 1-2 contextual value added produced by FFT for 2010 give an over-inflated, overly favourable picture of pupil progress. This is because a greater proportion of pupils had statutory assessments which were higher than their local more detailed, sub-level assessments than vice versa.

3.10 Contextual value-added analysis for Leeds, comparing actual and estimated levels of attainment is shown in the Table 21 below. The percentage achieving level 4 or above in English and in maths was significantly below expectations in 2010 and the authority was in the bottom third of authorities for maths and the bottom 20% of authorities for English. Attainment was significantly above expectations in 2010 for English and maths level 5 or above. CVA is generally higher for attainment of level 5 or above than for level 4 or above.

Table 21: Fischer Family Trust contextual value-added: Difference between estimate and actual % achieving each benchmark

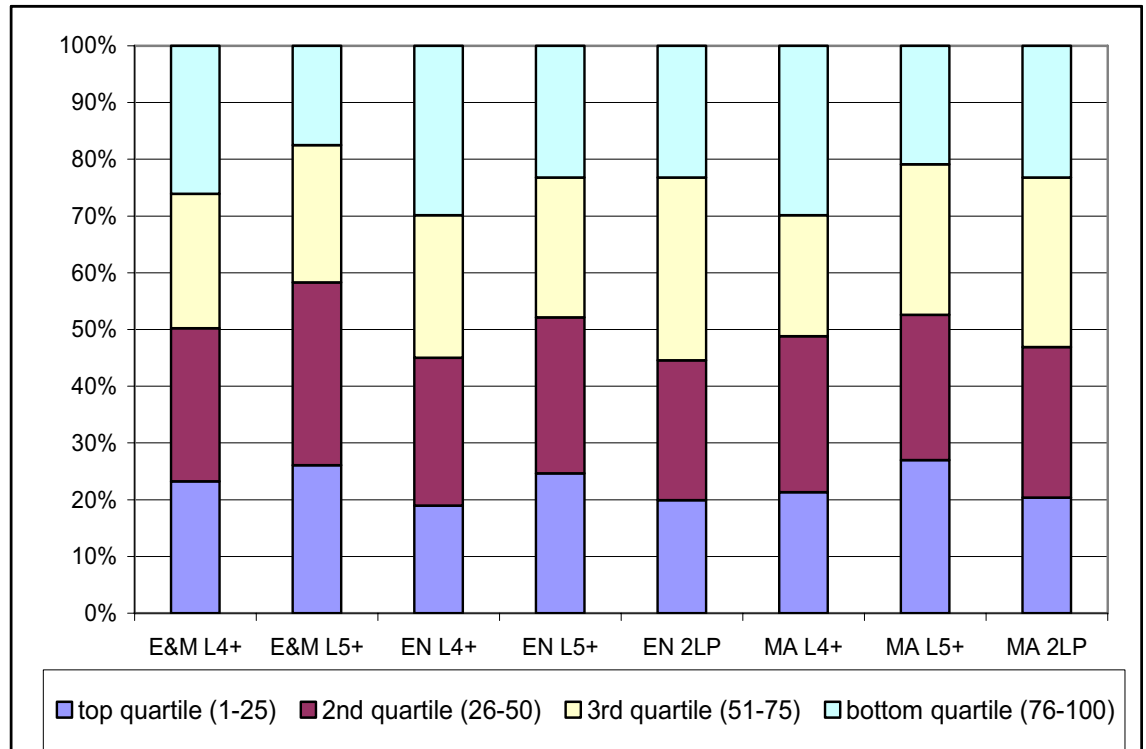
Difference between estimate and actual % achieving each benchmark	2008	2009	2010	3 yr trend	2010 percentile rank
English & maths - level 4+	-0.7	0.1	-0.3		62
English & maths - level 5+	0.9	1.4	1.6		42
English - level 4+	-0.5	-0.5	-1.2		81
English - level 5+	1.8	1.5	0.7	↓	45
English – 2 levels progress	0.7	1.0	0.2		61
Maths – level 4+	-1.7	-0.8	-0.8		66
Maths – level 5+	0.3	1.2	0.7		48
Maths – 2 levels progress	-1.5	0.2	0.1	↑	55

Source: FFT database version 12.26

Notes: green – actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated

3.11 The distribution of Leeds primary schools across national quartiles for progress is shown in Figure 1 below. There is a fairly even distribution of schools across quartiles, although there are a higher proportion of schools in the top quartile for the level 5 or above indicators and a higher proportion of schools in the bottom quartile for the level 4 or above indicators.

Figure 1: Fischer Family Trust contextual value-added percentile rank groups: 2010



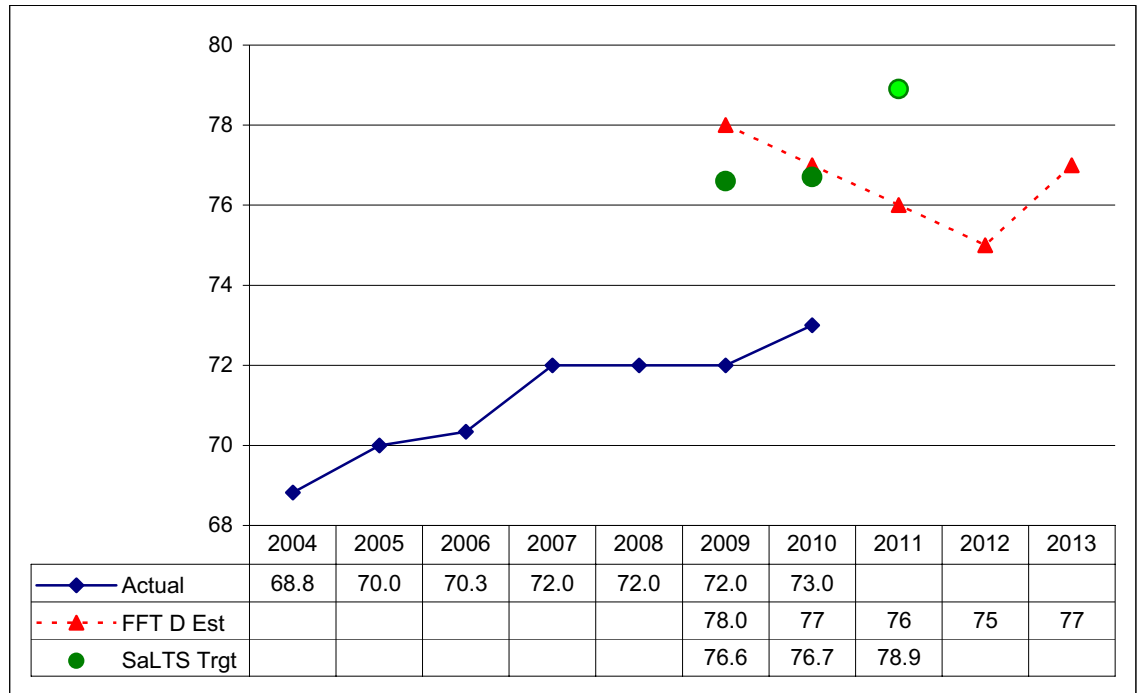
Source: FFT database version 12.26

### Key Stage 2 Trajectories

3.12

Figure 2 below shows that attainment of level 4 or above in English and maths was 4 percentage points below the FFT D (top quartile progress) estimate and the statutory targets set by schools in 2010. Schools have been aspirational in target setting for 2011, with the aggregate school target 3 percentage points higher than the FFT D estimate for 2011. The FFT D estimate for 2013 is 77%, a rise of two percentage points on 2012.

Figure 2: Level 4 or above English and maths trajectory



3.13

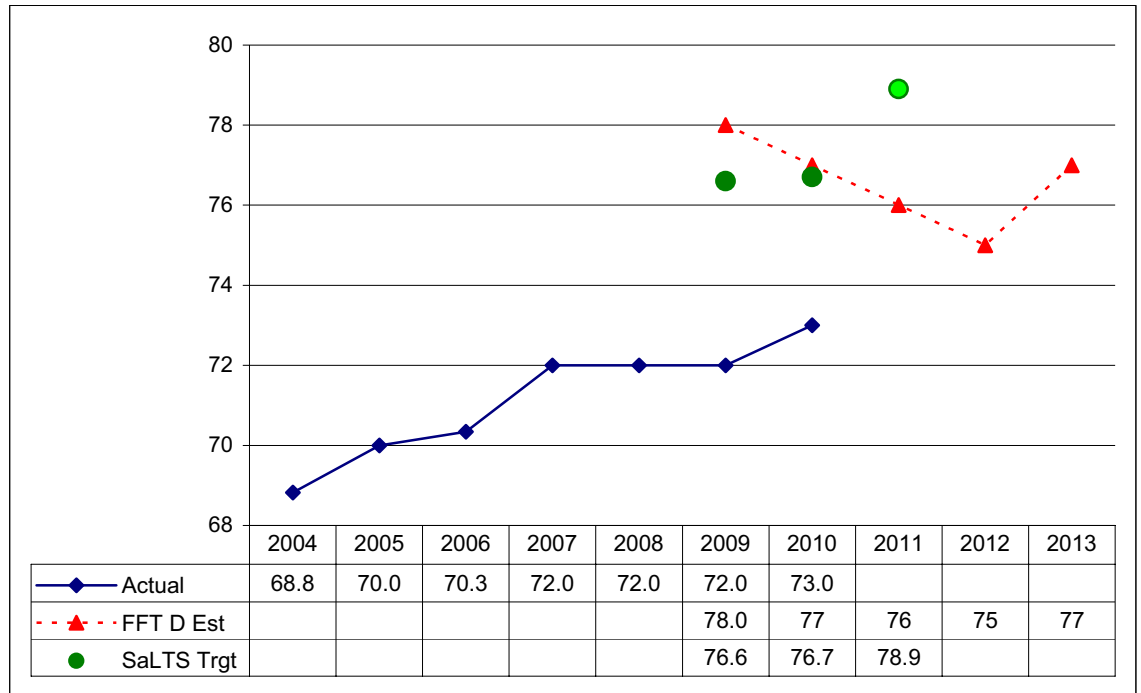
For two levels of progress in English (Figure 3), the gap has increased to FFT D estimates, with actual attainment 5 percentage points below the estimate in 2010. Schools have set targets on a trajectory to reach the FFT D estimate of 91% making two levels of progress in English in 2011. The FFT D estimate for 2013 is 91%.

### Key Stage 2 Trajectories

3.14

Figure 2 below shows that attainment of level 4 or above in English and maths was 4 percentage points below the FFT D (top quartile progress) estimate and the statutory targets set by schools in 2010. Schools have been aspirational in target setting for 2011, with the aggregate school target 3 percentage points higher than the FFT D estimate for 2011. The FFT D estimate for 2013 is 77%, a rise of two percentage points on 2012.

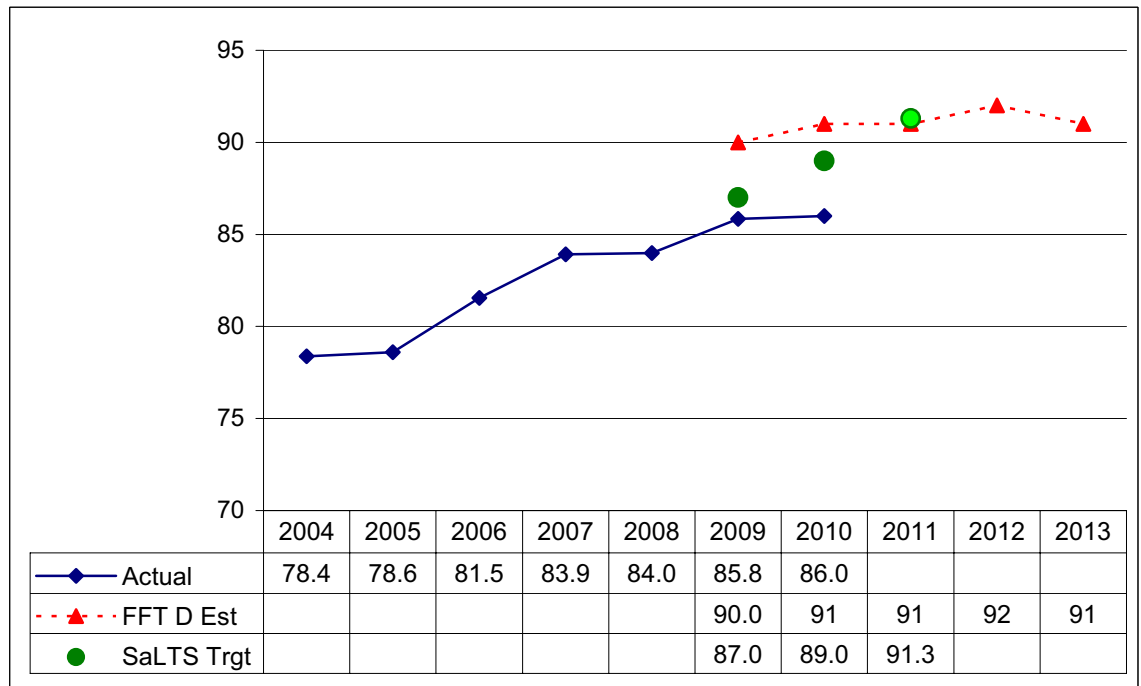
Figure 2: Level 4 or above English and maths trajectory



3.15

For two levels of progress in English (Figure 3), the gap has increased to FFT estimates, with actual attainment 5 percentage points below the estimate in 2010. Schools have set targets on a trajectory to reach the FFT D estimate of 91% making two levels of progress in English in 2011. The FFT D estimate for 2013 is 91%.

Figure 3: Two levels progress in English trajectory

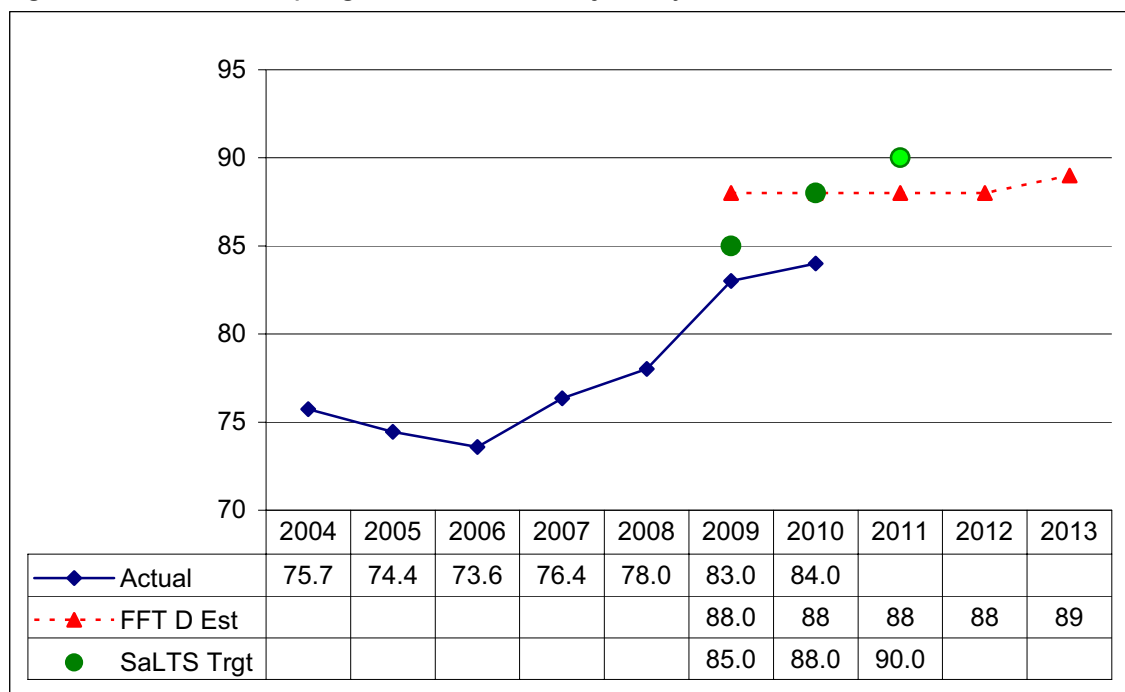


3.16

The gap between the percentage of pupils achieving two levels of progress in maths and the FFT D estimate was 4 percentage points in 2010 (Figure 5). Schools have set targets amounting to 90% of the cohort making two levels in

progress in maths for 2011, two percentage points higher than the FFT D estimate. The FFT D estimate for 2013 is 89%, one percentage point higher than in 2012.

Figure 5: Two levels progress in maths trajectory



### Key Stage 2 attainment and contextual value-added for pupil groups

3.17 The analyses in this section are based on those pupils that undertook the statutory Key Stage 2 tests in 2010.

#### Gender

3.18 Both girls and boys saw improvements in attainment in 2010 in English, maths and the combined English and maths indicator. In Key Stage 2 attainment is higher for girls than boys for English and the combined English and maths indicator, attainment is marginally higher for boys in maths in Leeds. The gaps in attainment between boys and girls in Leeds are consistent with national gaps, with the exception that the attainment of girls in the combined English and maths indicator is 2 percentage points lower than national, therefore the gap between girls and boys for this indicator is narrower in Leeds than nationally.

Table 22: Percentage of pupils attaining level 4+: Gender

	Gender	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
English	Girls	85	86	83	85	85	85
	Boys	77	77	75	75	76	76
Maths	Girls	77	78	76	78	79	80
	Boys	78	79	78	79	80	80
English & Maths	Girls	74	75	73	75	75	77
	Boys	71	71	70	70	71	71

Source: DfE statistical first release



3.19 FFT CVA analysis by gender and prior attainment is shown in Table 23. The level of achievement of all girls in Leeds was not significantly above or below expected for the combined level 4+ English and maths and for maths in 2010. In maths over the past three years the attainment of girls has moved gradually closer to expected levels after being significantly below in 2008. Attainment for girls was significantly below expected for English. The attainment of boys is significantly below expected levels for English and maths, but not the combined English and maths indicator.

3.20 When the level of prior attainment is taken into account, the table below shows that, for both girls and boys, attainment is significantly above expectations for those that entered the key stage with higher levels of attainment, whereas those with lower levels of attainment achieved significantly below expectations.

Table 23: Fischer Family Trust contextual value-added: difference between estimate and actual percentage achieving level 4 or above – gender and prior attainment

	English & maths			English			Maths			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	E&M	Eng	Ma
All pupils	-0.7	0.1	-0.3	-0.5	-0.5	-1.2	-1.7	-0.8	-0.8			
Girls	-0.5	0.5	0.3	-0.6	-0.7	-1.2	-1.8	-1.0	-0.5			
Girls – lower	-3.4	-2.6	-4.9	-3.9	-4.7	-6.5	-5.5	-4.9	-6.0			
Girls – middle	-0.2	2.0	3.4	0.9	1.4	1.4	-1.1	0.5	2.5	↑		↑
Girls – upper	1.5	1.8	1.8	0.8	0.8	0.9	0.9	1.4	1.2			
Boys	-0.9	-0.3	-1.0	-0.5	-0.3	-1.2	-1.5	-0.6	-1.1			
Boys – lower	-4.2	-2.0	-4.6	-2.9	-1.8	-5.0	-4.7	-2.9	-4.2		↓	
Boys – middle	1.0	0.1	1.5	1.2	0.2	1.5	0.7	1.0	1.2			
Boys - upper	1.7	1.7	1.4	1.2	1.3	1.0	0.8	0.8	0.8			

Source: FFT database version 12.26

Notes: green – actual attainment significantly higher than estimated; blue = actual attainment

### Free School Meal Eligibility

3.21 There are 1624 children in this cohort eligible for FSM representing 20.6% of the cohort.

3.22 There are significant gaps in attainment between those eligible for free school meals and those that are not eligible. The percentage of pupils attaining level 4 or above is over 20 percentage points lower for those that are eligible compared to those that are not, with the largest gap (26 percentage points) for the combined English and maths indicator. Between 2009 and 2010 the percentage achieving level 4 or above in English and maths increased by 2 percentage points for both those eligible for free school meals and those that are not eligible, therefore the gap in attainment has not narrowed in 2010. National data is not yet available for 2010, however in 2009, levels of attainment for pupils not eligible for free school meals in Leeds was in line with national levels of attainment, attainment of pupils eligible for free school meals was lower in Leeds, therefore the gaps in attainment have historically been wider in Leeds than nationally.

Table 24: Percentage of pupils attaining level 4+: Free School Meal Eligibility

	FSM eligibility	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
English	Non eligible	85	84	82	83	84	
	Eligible	63	65	60	63	63	
Maths	Non eligible	81	81	81	82	83	
	Eligible	60	63	58	64	62	
English & Maths	Non Eligible	77	76	76	75	78	
	Eligible	52	54	50	53	52	

Source: 2008-2009 DfE statistical first release; 2010 NCER KeyPAS

3.23

The Fischer Family Trust comparison between estimated and actual attainment in Table 25 below shows that the differences are greater for those eligible for free school meals where attainment is significantly below expected for English and for maths. For those not eligible for free school meals, attainment was significantly below expected for English in 2010.

Table 23: Fischer Family Trust contextual value-added: difference between estimate and actual percentage achieving level 4 or above – gender and prior attainment

	English & maths			English			Maths			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	E&M	Eng	Ma
All pupils	-0.7	0.1	-0.3	-0.5	-0.5	-1.2	-1.7	-0.8	-0.8			
Girls	-0.5	0.5	0.3	-0.6	-0.7	-1.2	-1.8	-1.0	-0.5			
Girls – lower	-3.4	-2.6	-4.9	-3.9	-4.7	-6.5	-5.5	-4.9	-6.0			
Girls – middle	-0.2	2.0	3.4	0.9	1.4	1.4	-1.1	0.5	2.5	↑		↑
Girls – upper	1.5	1.8	1.8	0.8	0.8	0.9	0.9	1.4	1.2			
Boys	-0.9	-0.3	-1.0	-0.5	-0.3	-1.2	-1.5	-0.6	-1.1			
Boys – lower	-4.2	-2.0	-4.6	-2.9	-1.8	-5.0	-4.7	-2.9	-4.2		↓	
Boys – middle	1.0	0.1	1.5	1.2	0.2	1.5	0.7	1.0	1.2			
Boys – upper	1.7	1.7	1.4	1.2	1.3	1.0	0.8	0.8	0.8			

Source: FFT database version 12.26

Notes: green – actual attainment significantly higher than estimated; blue = actual attainment

### Free School Meal Eligibility

3.24

There are 1624 children in this cohort eligible for FSM representing 20.6% of the cohort.

3.25

There are significant gaps in attainment between those eligible for free school meals and those that are not eligible. The percentage of pupils attaining level 4 or above is over 20 percentage points lower for those that are eligible compared to those that are not, with the largest gap (26 percentage points) for the combined English and maths indicator. Between 2009 and 2010 the percentage achieving level 4 or above in English and maths increased by 2 percentage points for both those eligible for free school meals and those that are not eligible, therefore the gap in attainment has not narrowed in 2010. National data is not yet available for 2010, however in 2009, levels of attainment for pupils not eligible for free school meals in Leeds was in line with national levels of attainment, attainment of pupils eligible for free school meals was lower in Leeds, therefore the gaps in attainment have historically been wider in Leeds than nationally.

Table 24: Percentage of pupils attaining level 4+: Free School Meal Eligibility

	FSM eligibility	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
English	Non eligible	85	84	82	83	84	
	Eligible	63	65	60	63	63	
Maths	Non eligible	81	81	81	82	83	
	Eligible	60	63	58	64	62	
English & Maths	Non Eligible	77	76	76	75	78	
	Eligible	52	54	50	53	52	

Source: 2008-2009 DfE statistical first release; 2010 NCER KeyPAS

3.26

The Fischer Family Trust comparison between estimated and actual attainment in Table 25 below shows that the differences are greater for those eligible for free school meals where attainment is significantly below expected for English and for maths. For those not eligible for free school meals, attainment was significantly below expected for English in 2010.

Table 25: Fischer Family Trust contextual value-added: difference between estimate and actual percentage achieving level 4 or above – free school meal eligibility

	English & maths			English			Maths			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	E&M	Eng	Ma
Non Eligible	-0.4	0.3	0.0	-0.2	-0.4	-1.0	-1.3	-0.4	-0.5			
Eligible	-2.0	-1.3	-1.6	-1.8	-1.1	-2.1	-3.3	-2.7	-2.0			

Source: FFT database version 12.26

Notes: green – actual attainment significantly higher than estimated; blue = actual attainment

### Special Education Needs

3.27

There are 1731 children in this cohort with SEN representing 22% of the cohort. Of these 1052 (13.4%) are School Action; 547 (6.9%) are School Action+ and 132 (1.7%) have a statement.

3.28

Attainment for pupils with no SEN increased slightly for all subjects in 2010. The trend in attainment is mixed for other levels of SEN, with attainment improving in maths for pupils on School Action, in maths and combined English and maths for pupils on School Action plus and in English and combined English and maths for pupils with statements.

Table 26: Percentage of pupils attaining level 4+: Special Education Needs

		2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
English	No SEN	92	93	90	92	91	
	Action	50	55	47	53	46	
	Action +	40	36	35	35	37	
	Statement	24	19	10	17	14	
Maths	No SEN	88	90	87	90	88	
	Action	47	53	48	54	50	
	Action +	43	41	39	42	43	
	Statement	24	21	13	21	11	
English & Maths	No SEN	84	86	83	86	84	
	Action	34	40	35	38	35	
	Action +	33	27	28	26	29	
	Statement	18	16	6	13	10	

Source: 2008-2009 DfE statistical first release; 2010 NCER KeyPAS

3.29

There is a mixed picture for contextual value –added for pupils with different levels of SEN, pupils with no SEN and those on School Action have the worst CVA, both being significantly below expectations in English and maths. Attainment was above expectations for those on School Action plus or with a statement, but not by enough to be statistically significant.

Table 29: Percentage of pupils attaining level 4+: Looked After Children

		2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
English	LAC*	39	-	39	-	50	-
	LAC OC2**	43	46	54	46	48	
Maths	LAC*	39	-	42	-	48	-
	LAC OC2**	41	44	53	46	42	
English & Maths	LAC*	32	-	34	-	36	-
	LAC OC2**	34	-	44	-	34	-

Source:

Notes: \* all LAC on roll of a Leeds school; \*\* all children looked after for a year or more to end September, where Leeds is their care authority

3.30

The FFT CVA analysis for LAC (Table 30) shows that although attainment was above expectations in English in 2010 and below in maths, due to the small size of the cohort none of the differences are statistically significant.

Table 30: Fischer Family Trust contextual value-added: difference between estimate and actual percentage achieving level 4 or above – Looked After Children

	English & maths			English			Maths			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	E&M	Eng	Ma
LAC	0.4	-0.5	-3.5	1.8	2.0	1.2	-1.2	-3.0	-5.5			

Source: FFT database version 12.26

Notes: green – actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated

### Ethnicity

3.31

There are 1737 children in this cohort fro, BME groups representing 22.1% of the cohort.

- 3.32 The percentage of pupils from each ethnic group achieving level 4 or above in English, maths and in both subjects are shown in Tables 31-33 below.
- 3.33 The percentage of Bangladeshi pupils achieving level 4 or above in English and in maths has increased significantly in 2010 and attainment for this group is in line with the Leeds average for maths and above the levels of attainment seen for Bangladeshi pupils nationally in 2009. The percentage of this group achieving level 4 or above in both English and maths increased by 19 percentage points in 2010 and is now only 3 percentage points below the Leeds average. Attainment for Kashmiri Pakistani pupils increased in both subjects and the combined indicator in 2010, attainment remained static for pupils of Other Pakistani heritage and attainment remains significantly below the Leeds average for this group. Despite slight falls in attainment for Indian pupils, this group remains above the Leeds average.
- 3.34 Attainment of the combined English and maths indicator improved for all Black heritage groups, although these groups remain below the Leeds average, the gap has narrowed. Attainment in 2010 was above 2009 national levels of attainment for Black Caribbean pupils, in line for Other Black heritage, but remains below for Black African pupils.
- 3.35 For mixed heritage groups, attainment in the combined English and maths indicator increased for pupils of Mixed White and Black Caribbean heritage pupils, following an increase in the percentage of these pupils achieving level 4 or above in maths. Attainment improved in both subjects for pupils of other mixed heritage, but fell in both subjects for pupils of Mixed Asian and White heritage. Attainment is in line with 2009 national attainment for Mixed Black Caribbean and White and Other Mixed heritage, but below for other mixed groups.
- 3.36 The percentage of Chinese pupils achieving level 4 or above remains above the national average for this group in all subjects. Attainment for White Eastern European pupils remains significantly below the Leeds average, although attainment for this group did increase in maths in 2010.

Table 31: Key Stage 2 outcomes by ethnicity: English

% achieving level 4 or above in English	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	30	73	64	77	78	77	
Indian	70	87	88	86	86	84	
Kashmiri Pakistani	63	78	64	79	74	72	
Kashmiri Other	7	70	100	29			
Other Pakistani	169	70	71	71			
Other Asian background	41	53	56	71	78	77	
<b>Black Or Black British</b>							
Black Caribbean	45	76	71	78	76	75	
Black African	82	63	65	65	75	74	
Other Black Background	22	64	71	77	74	75	
<b>Mixed Heritage</b>							
Mixed Black African and White	10	70	71	70	82	82	
Mixed Black Caribbean and White	75	80	76	76	80	78	
Mixed Asian and White	35	84	89	80	86	87	
Other Mixed Background	56	85	72	79	83	82	
<b>Chinese Or Other</b>							
Chinese	18	88	93	89	85	84	
Other Ethnic group	23	66	66	74	70	70	
<b>White</b>							
White British	3611	81	81	82	82	81	
White Irish	21	91	84	90	87	85	
Other White Background	17	65	69	59	72	72	
White Eastern European	31	54	59	58			
White Western European	11	100	85	100			
<b>Traveller Groups</b>							
Traveller Irish Heritage	2	30	11	0	33	29	
Gypsy/Roma	8	41	35	50	40	33	
All pupils	4471	81	79	80	81	80	81

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

Table 32: Key Stage 2 outcomes by ethnicity: maths

% achieving level 4 or above in maths	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	30	70	61	80	76	76	
Indian	70	84	80	77	84	85	
Kashmiri Pakistani	63	65	64	79	73	72	
Kashmiri Other	7	70	100	14			
Other Pakistani	169	65	67	66			
Other Asian background	41	64	69	78	81	80	
<b>Black Or Black British</b>							
Black Caribbean	45	71	63	73	67	70	
Black African	82	65	62	67	70	72	
Other Black Background	22	71	64	68	67	69	
<b>Mixed Heritage</b>							
Mixed Black African and White	10	65	63	90	76	77	
Mixed Black Caribbean and White	75	79	70	75	76	75	
Mixed Asian and White	35	87	84	80	82	85	
Other Mixed Background	56	74	73	86	79	80	
<b>Chinese Or Other</b>							
Chinese	18	93	100	100	92	92	
Other Ethnic group	23	73	73	74	76	75	
<b>White</b>							
White British	3611	79	79	81	80	79	
White Irish	21	79	80	86	84	84	
Other White Background	17	72	76	76	77	76	
White Eastern European	31	61	69	81			
White Western European	11	100	85	91			
<b>Traveller Groups</b>							
Traveller Irish Heritage	2	27	22	0	34	34	
Gypsy/Roma	8	47	45	50	39	36	
<b>All pupils</b>	4471	77	77	80	79	79	80

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

Table 33: Key Stage 2 outcomes by ethnicity: English and maths

% achieving level 4 or above in English and maths	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	30	70	51	70	69	69	
Indian	70	84	78	76	80	79	
Kashmiri Pakistani	63	65	56	75	64	64	
Kashmiri Other	7	70	100	14			
Other Pakistani	169	65	60	59			
Other Asian background	41	66	55	66	73	71	
<b>Black Or Black British</b>							
Black Caribbean	45	71	51	69	63	63	
Black African	82	66	56	60	64	65	
Other Black Background	22	71	53	64	62	63	
<b>Mixed Heritage</b>							
Mixed Black African and White	10	65	60	60	73	71	
Mixed Black Caribbean and White	75	77	65	68	70	68	
Mixed Asian and White	35	87	83	71	79	80	
Other Mixed Background	56	75	66	73	74	74	
<b>Chinese Or Other</b>							
Chinese	18	93	90	89	84	82	
Other Ethnic group	23	73	60	65	64	64	
<b>White</b>							
White British	3611	79	74	75	74	73	
White Irish	21	79	77	81	80	79	
Other White Background	17	73	64	59	66	66	
White Eastern European	31	62	53	55			
White Western European	11	100	85	91			
<b>Traveller Groups</b>							
Traveller Irish Heritage	2	30	10	0	22	22	
Gypsy/Roma	8	47	30	50	29	25	
<b>All pupils</b>	<b>4471</b>	<b>72</b>	<b>72</b>	<b>73</b>	<b>73</b>	<b>72</b>	<b>74</b>

Source: KeyPAS (Leeds), DfE Statistical First Release (National)

3.37

FFT CVA analysis for ethnic groups is in the table below, FFT only produce analyses for the larger ethnic groups. For all groups, attainment was below expectations in English, significantly so for pupils of Black Caribbean, Pakistani, Bangladeshi and Other Asian heritage pupils. In maths attainment was significantly below expectations for pupils of Indian, Pakistani, Bangladeshi and Other Asian heritage. The group furthest below expectations across all subjects are pupils of Bangladeshi heritage.



Table 34: Fischer Family Trust contextual value-added: difference between estimate and actual percentage achieving level 4 or above – ethnicity

	English & maths			English			Maths			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	E&M	E	M
Black Caribbean	2.8	-3.9	-1.0	-0.8	-2.4	-4.0	1.0	-2.9	-1.5	↓		
Black African	0.3	1.0	0.8	-4.3	1.1	-3.8	3.2	-1.0	0.7			
Indian	-1.9	-3.5	-4.6	-0.9	0.2	-3.5	-3.7	-5.3	-5.1			
Pakistani	-7.5	-6.3	-1.7	-1.2	-5.4	-3.2	-8.4	-6.2	-4.0	↑		
Bangladeshi	-11.6	-16.6	-12.2	-6.8	-11.5	-8.3	-11.1	-14.7	-10.8			
Other Asian	-1.1	-2.3	-5.0	-2.7	-1.8	-4.5	0.0	-4.8	-4.8			
Chinese	-1.1	9.4	0.2	-3.2	7.9	-0.8	0.7	5.4	1.1			
Other ethnic group	-1.5	-2.8	0.8	-0.2	-3.8	-1.4	-2.7	-2.1	4.1			
White	-0.2	0.9	0.1	-0.2	0.0	-0.7	-1.3	0.0	-0.4	↑		↑

Source: FFT database version 12.26

Notes: green – actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated

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Originator: Kate Arscott

Tel: 247 4189

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 21 April 2011

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 to Executive Board on education standards and 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.
- 1.3 Officers from Children's Services 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:** 11 February 2011

**SUBJECT:** Annual Standards Report – Secondary Schools

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### EXECUTIVE SUMMARY

#### 1.0 PURPOSE OF THE REPORT

- 1.1 This report summarises the progress in secondary school improvement in Leeds, with a commentary on challenges for further improvement. The report examines the progress made against issues identified in the report for 2009. A detailed statistical appendix is attached.
- 1.2 The results of school examinations in 2010 mark the end of a significant period in education in Leeds and in England. The previous decade has been notable for the high level of investment in schools and children's services, and support to schools through a central national strategy. In the future the Local Authority will change from being a provider to a body that supports and facilitates networks, and brokers and quality assures good practice. It will still need to set expectations, and challenge schools about their practice and outcomes, particularly those concerned with the success of students from poorer backgrounds and with special needs

#### 2.0 MAIN ISSUES

- 2.1 There have been substantial improvements in standards in 2010. For the first time, over half the students in Leeds achieved 5A\*-C including English and maths. Results improved for students achieving at all levels. There were notable improvements in the attainment of students from many black and minority ethnic groups, and also for looked after children and students with special needs. Students from families eligible for free school meals continue to achieve standards far below the average for Leeds as a whole.
- 2.2 The percentage of schools in the national top quartile for value added from Key Stage 2 to Key Stage 4 has improved from 8% in 2006 to 29% in 2010. This is a remarkable improvement, and a major achievement.
- 2.3 Of the original thirteen national challenge schools with results below 30% 5A\*-C including English and maths in 2007, only three remain below this level. Eight schools are at or below the 35% standard proposed in the new White Paper.
- 2.4 The more rigorous framework from Ofsted, with an emphasis on attainment

irrespective of circumstances or prior performance, was a challenge to a number of Leeds schools. In the event, however, most schools have done well. There are more good and outstanding schools than ever, and the number of schools in or at risk from Ofsted categories is low.

2.5 The current challenges for Leeds are:

- Maintaining a community of schools with a collective ambition to improve standards for all young people in Leeds;
- Helping the new market place in school improvement to become established so that expertise and support is readily available and to ensure that there is sufficient capacity in the system to broker, co-ordinate and lead improvement;
- Supporting schools with low attainment to establish new partnerships and new governance arrangements;
- Allowing improving schools, where progress is good and leadership and governance is already strong, to continue without unnecessary interference;
- Reducing the harmful effects of poverty on attainment and progress.

### 3.0 **RECOMMENDATIONS**

3.1 The Board is asked to consider

- The progress that has been made and the areas that need further improvement
- The future provision of support, challenge and intervention in Leeds to ensure that progress continues to be made, in the light of the government white paper, 'The Importance of Teaching.'



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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD:** 11 February 2011

**SUBJECT:** Annual Standards Report – Secondary Schools

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### 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 THE REPORT

- 1.1 This report summarises the progress in secondary school improvement in Leeds, with a commentary on challenges for further improvement. The report examines the progress made against issues identified in the report for 2009. A detailed statistical appendix is attached.

## 2.0 BACKGROUND INFORMATION

- 2.1 The results of school examinations in 2010 mark the end of a significant period in education in Leeds and in England. The previous decade has been notable for the high level of investment in schools and children's services, and support to schools through a central national strategy. It also coincides with the lifetime of Education Leeds which has focused that resource on school improvement, with an emphasis on young peoples' achievements at age 16. A workforce was built up to support and motivate schools, young people and families to higher personal achievement. The evidence of its impact has been detailed in reports in 2008 and 2009 and is summarised here. A full report with statistics is attached at annex 1.

2.2 This era of centrally driven improvement is now at an end. The challenge for the school improvement system now is to create a school-based workforce that can lead further improvement, and support and improve the weakest schools and disadvantaged students. The Local Authority can help to establish this new system by creating an environment where schools can trade expertise without undue commercial risk. It will change from being a provider to a body that supports and facilitates networks, and brokers and quality assures good practice. It will still need to set expectations, and challenge schools about their practice and outcomes, particularly those concerned with the success of students from poorer backgrounds and with special needs.

### **3.0 MAIN ISSUES**

3.1 In 2009 this annual report identified four challenges:

- Improving standards, especially results at 5A\*-C including English and maths
- Narrowing the achievement gap
- Supporting the schools with the lowest attainment
- Responding to the higher challenge of the new Ofsted framework

#### **3.2 Improving standards**

3.2.1 There have been substantial improvements in 2009-10.

3.2.2 In 2010, for the first time in Leeds, over 50% of the year group gained five good GCSEs including English and maths. Over 4000 young people in Leeds schools reached this standard. This is 350 more than last year, and about 1000 more than ten years ago. A further 14% (about 1100 students) gained at least 4 GCSE passes including one of English or maths, and this indicates the potential for further improvement in the short term.

3.2.3 The proportion of students gaining five good passes in any GCSE subject has risen to 75%. This has doubled in ten years from under 40% in 2001 (and less than 30% ten years previously). An extra 2800 students achieve this level every year compared with 2001.

3.2.4 The number achieving 5 passes (5A\*-G) has risen by over 2% to 94%, an extra 170 students. This is a good indicator of how much improvement has spread to all pupils and of their prospects of continuing on pathways in further education that lead to success at level two at nineteen. The number achieving no passes at all has now fallen to under 150 out of a year group of approximately 8000. This is under 2% of the cohort.

3.2.5 The number of pupils who were persistently absent (those who attend for under 80% of the time) was cut by a further 300 students in 2009/10, with further progress this term. Since 2005/6 the number has been reduced from over 4600 to 3000. This has contributed to the improved achievement. (See separate report on attendance and persistent absence, January 2011)

#### **4.0 Narrowing the Gap in Attainment**

4.1 There were further improvements in the examination results for looked after children, of whom there were 115 in year 11 in 2009/10. Fifty achieved five grades at A\*-C, and eighteen achieved five good grades with English and maths.



The percentage of LAC achieving 5 or more A\*-C, both including and excluding English and maths, has more than doubled in 2010.

- 4.2 Students with special needs on school action or school action plus made improvements of 7% and 4% respectively and are in line with national figures.
- 4.3 Students from black and minority ethnic groups closed the gap on the average figure for attainment. There were some notable improvements in the figure for 5A\*-C including English and maths. Bangladeshi attainment improved by 15%, Other Pakistani by 12%, Black Caribbean by 9% and Other black by 24%. Mixed groups of black African/white were up by 10% and mixed Asian/white up 12%. Eastern European attainment was up by 22%. As the overall figure improved by 4.7% all these groups narrowed the gap. We can link this improvement to improvements in particular schools with high numbers of certain groups, and to specific support and challenge. This area has been a focus for SIPs, for consultants and for direct support from central teams. There is still improvement required, however. Figures for Bangladeshi are still 8% below the average, and Black Caribbean 15% below, for example.
- 4.4 There has been little impact on the gap between those eligible and not eligible for free school meals. Although the attainment of the 1440 students eligible for free schools improved by over 5% the gap remains very large at 34%. There has been some progress in closing the gap for the five good grades at GCSE indicator (5A\*-C), but little progress when English and maths are included. This is one of the biggest challenges that remain.
- 4.5 At school level, value added measures have been improving over the past few years from a low level. Five years ago only a quarter of schools from Leeds were in the top half of the table; now two-thirds of local schools are in the top half of the national table. They make more progress than expected from Key Stage Two. The percentage of schools in the top quartile has improved from 8% in 2006 to 29% in 2010. This is a remarkable improvement, and a major achievement.
- 4.6 Schools not achieving the national benchmarks, and performing less well than might be expected at English and maths given the achievement of their pupils in primary schools, include some with high levels of attainment. SIPs and advisers have discussed progress with these schools and they have been offered support to improve and to introduce some of the more rigorous practice of schools in the national challenge.

## **5.0 Supporting the schools with the lowest attainment**

- 5.1 Of the original thirteen national challenge schools with results below 30% 5A\*-C including English and maths in 2007, only three remain below this level. Two of them showed strong improvement in 2010 and had results well into the upper quartile of achievement for schools in England
- 5.2 Eight schools are at or below the proposed 35% standard: City of Leeds, Primrose, Swallow Hill, Parklands, Carr Manor, John Smeaton, South Leeds Academy and the David Young Academy. These schools all have different circumstances. Four schools are working with academy sponsors, two of the others have a good record of current improvement and strong leadership, and a further two are currently receiving substantial support with external partners.

## 6.0 Post-16 Achievement

6.1 The percentage of students achieving 2 or more passes in Key Stage 5 has remained stable in recent years and is in line with national figures. The attainment per entry is slightly lower than the national average, although ALPs value added data shows that the grades achieved are good in relation to the GCSE results of the students. The total points scored by students is lower than should be expected. More students should be taking a full course of three A levels or equivalent so that their chance of progress to higher education is as high as possible.

## 7.0 The Ofsted Framework

7.1 The more rigorous framework from Ofsted, with an emphasis on attainment irrespective of circumstances or prior performance, was a challenge to a number of Leeds schools. In the event, however, most schools have done well. There are more good and outstanding schools than ever, and the number of schools in or at risk from Ofsted categories is low.

7.2

	Outstanding	Good	Satisfactory	Inadequate
Leeds Secondary & Special. Current Ofsted grade at Nov 2010. Number of schools	4	21	15	3
Leeds Percentage of schools	9%	49%	35%	7%
National Inspections from Sept 2009 – August 2010 (percentage)	8%	37%	43%	13%
Leeds schools inspected from Sept 2009 – Nov 2010 (number)	0	6	2	2

7.3 The progress of the schools that are in categories - Lawnswood, Farnley Park and the Teaching and Learning Centre for Key Stage 4 - is all satisfactory (on track to be removed within the time frames set down by Ofsted) or better. The impact of partner headteachers and the support coordinated by Education Leeds has been good, and recognised by Ofsted in monitoring visits

## 8.0 Support for Schools Causing Concern

8.1 The improvement seen over the past few years has been achieved by an approach which responds to the needs of governance, leadership, teachers and other staff. Support for teachers has come mostly from central national strategy teams with high levels of specialist expertise, and also from advanced skills teachers. In the future, this expertise will be drawn from staff employed by schools. Support for leadership has been given by school improvement advisers and by successful school leaders. In a number of cases this support from a partner school has been sufficiently strong for the partner to take on the responsibility for leading the improvement. However, in many cases the school adviser has filled the role of driver and coordinator, brokering in support from the partner school and other sources. In the future school leaders are expected to take a more significant lead in improving partner schools.

8.2 Education Leeds has supported a change of leadership in a secondary school and brokered in an executive headteacher from a partner school on more than a dozen occasions in the past few years. This action has been taken within the

framework of the school improvement policy and in partnership with a number of schools which have developed as national support schools, or academy sponsors. This experience gives Leeds a good foundation for the future expectations outlined recently by central government.

## **9.0 New Challenges : responding to the new agenda**

9.1 Current challenges for Leeds are:

- Maintaining a community of schools with a collective ambition to improve standards for all young people in Leeds
- Helping the new market place in school improvement to become established so that expertise and support is readily available and to ensure that there is sufficient capacity in the system to broker, co-ordinate and lead improvement
- Supporting schools with low attainment to establish new partnerships and new governance arrangements
- Allowing improving schools, where progress is good and leadership and governance is already strong, to continue without unnecessary interference.
- Reducing the harmful effects of poverty on attainment and progress

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

10.1 The improvement in school performance will continue to be a priority for the council using the new models of school governance and school support outlined in the government white paper of November 2010. The impact on many minority and vulnerable groups will be an area of particular focus and has strong links with other areas of council responsibility.

## **11.0 LEGAL AND RESOURCE IMPLICATIONS**

11.1 The need to continue to improve secondary education, and the Council's need to be informed about strategy and progress, means that this must remain a high priority when allocating resources.

## **12.0 EQUALITY, DIVERSITY, COHESION & INTEGRATION (EDCI) IMPACT ASSESSMENT**

12.1 The improvements in the attainment of black and minority ethnic students, and the issues that persist are described in the report. The large gap in attainment between those eligible for free school meals and other students is identified as a key area for improvement.

## **13.0 RECOMMENDATIONS**

13.1 The Board is asked to consider

- The progress that has been made and the areas that need further improvement
- The future provision of support, challenge and intervention in Leeds to ensure that progress continues to be made, in the light of the government white paper, 'The Importance of Teaching.'

### **Background Papers**

Annex 1 Data tables and commentary

A summary of Ofsted reports is available upon request.

Information in relation to schools receiving additional support, designated as exempt under Access to Information Procedure Rule 10.4(1) and 2, is available to members upon request.

## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD:** February 2011

**SUBJECT:** Annex 1: Secondary Standards & Achievement

### 1.0 Secondary Standards and Achievement

#### 1.1. Key Stage 3

1.1.2 Teacher assessments at the end of Key Stage 3 show that performance has improved in Leeds for English and science, remaining static for maths. Despite these improvements, the percentage of pupils assessed at level 5 or above in Leeds is lower than nationally and in statistical neighbours, with a three percentage point gap for English and science and a one percentage point gap for maths.

*Table 1: 2008-2010 Percentage of pupils achieving Level 5 or above at Key Stage 3*

% pupils achieving level 5+	2008			2009*			2010		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>English</b>	76	76	76	75	77	77	76	79	79
<b>Maths</b>	78	79	80	79	79	79	79	80	80
<b>Science</b>	73	76	76	75	78	77	77	80	80

*Source: DfE statistical first release; for Leeds in 2009 data does not match that published by the DCSF as the LA hold a fuller dataset than the DfE for that year*

#### 1.2 Key Stage 4

##### 1.2.1 Overall Attainment

*Table 2: 2008-2010 Key Stage 4 performance*

% of pupils achieving	2008			2009			2010		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
<b>5+A*-C</b>	62.5	65.3	64.7	67.5	70.0	69.7	76.5	75.4	76.8
<b>5+A*-C inc. Eng &amp; maths (NI 75)</b>	46.4	47.6	46.2	45.9	49.8	48.4	50.6	53.5	53.0

<b>5+A*-G</b>	90.6	91.6	92.2	91.3	92.3	93.5	93.7	94.7	94.9
<b>No Passes</b>	2.3	1.4	1.6	1.9	1.1	1.2	1.5	1.0	0.9

Source: DfE statistical first release

Notes; Leeds figures include academies

1.2.2 There has been strong improvement against the headline national measure of 5 or more GCSEs at grades A\*-C including English and maths, with over half of young people in Leeds now reaching this level. At 50.6% this represents significant improvement, with a 4.7 percentage point improvement from the 2009 result of 45.9%. National results improved by 3.7 percentage points, therefore the gap to national attainment for this indicator has narrowed and performance in Leeds is now 2.9 percentage points lower than national. The improvement achieved in statistical neighbour authorities (4.6 percentage points) was in line with the improvement in Leeds, attainment in Leeds is 2.4 percentage points lower than in statistical neighbours. Despite the significant improvements achieved, the challenging target of 56.9%, set by schools, has not been achieved.

1.2.3 Significant improvements have also been seen in the percentage of pupils achieving 5 or more GCSEs at grades A\*-C, with an 9.0 percentage point increase. Over three quarters of pupils in Leeds now achieve five good GCSEs. This represents an almost doubling of the percentage of pupils achieving 5 or more GCSEs at grades A\*-C since 2001 (40% in 2001). The percentage of pupils attaining 5 or more A\*-C is now above the national level of attainment for this indicator and less than half a percentage point lower than in statistical neighbours.

1.2.4 The 2.4 percentage point improvement in the percentage of pupils achieving 5 or more A\*-G is in line with national improvements. Attainment is 1.2 percentage points lower than in statistical neighbours. There has also been a reduction in the percentage of pupils leaving school with no qualifications, however there are still a higher proportion of pupils getting no passes in Leeds than nationally and in statistical neighbours.

### 1.3 **Contextual Value-Added**

1.3.1 Contextual value-added (CVA) analyses for Leeds, comparing actual and estimated levels of attainment are shown in the Table 3 below. The FFT analysis is based on progress between Key Stages 2 and 4 and is only for maintained schools. For achievement of 5 or more A\*-C, the contextual value-added has improved significantly over the last 3 years and actual performance was more than 3 percentage points above estimated performance. Leeds has moved from the 47<sup>th</sup> to the 36<sup>th</sup> percentile for CVA for 5 A\*-C. Actual performance for 5 A\*-C including English and maths is just below estimates in 2010 and CVA for this indicator is lower than in 2008, the percentile rank has improved in 2010 compared to 2009. For 5 A\*-G actual performance in 2010 is in line with estimates, this is an improvement from 2009, when performance was significantly below estimates for this indicator, the percentile rank has improved significantly from the bottom quartile in 2009 to the second quartile in 2010.

1.3.2 The CVA for total points score has improved significantly since 2008. Pupils in Leeds, on average achieved 15 points more than estimates in 2010 and Leeds is now in the top quartile for progress on this indicator. Improvements have also been seen for capped points score, where actual attainment was significantly above estimates in 2010 having been significantly below in 2009. Leeds is now in the top half of authorities for progress on this indicator.

Table 3: Fischer Family Trust contextual value-added: Difference between estimate and actual attainment

Difference between estimate and actual attainment	2008	2009	2010	3 yr trend	2009 percentile rank	2010 percentile rank
5+ A*-C	0.6	0.8	3.3	↑	47	36
5+ A*-C inc. E&M	0.9	-0.7	-0.3	↓	63	54
5+ A*-G	-0.8	-1.0	0.1	↑	81	46
Total points score	-9.15	4.08	14.57	↑↑	39	25
Capped points score	-3.90	-3.67	-1.50	↑	74	46

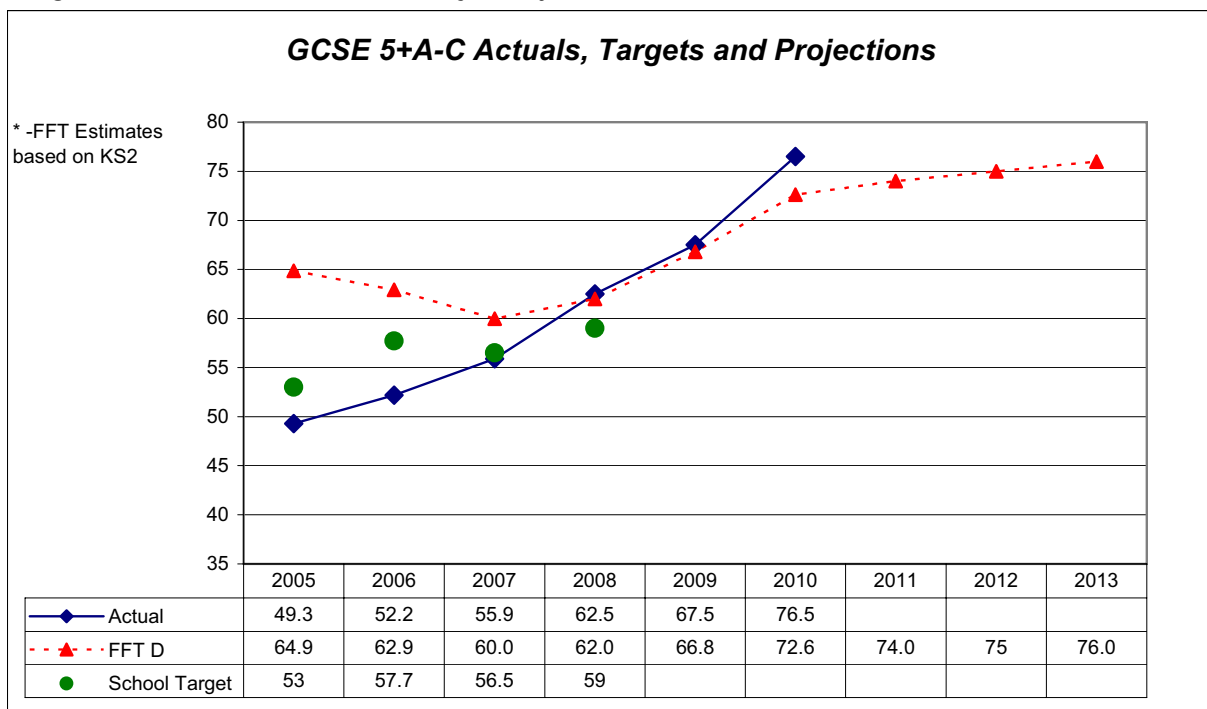
Source: FFT database version 12.26

Notes: green = actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated

### 1.3.3 Key Stage 4 Trajectories

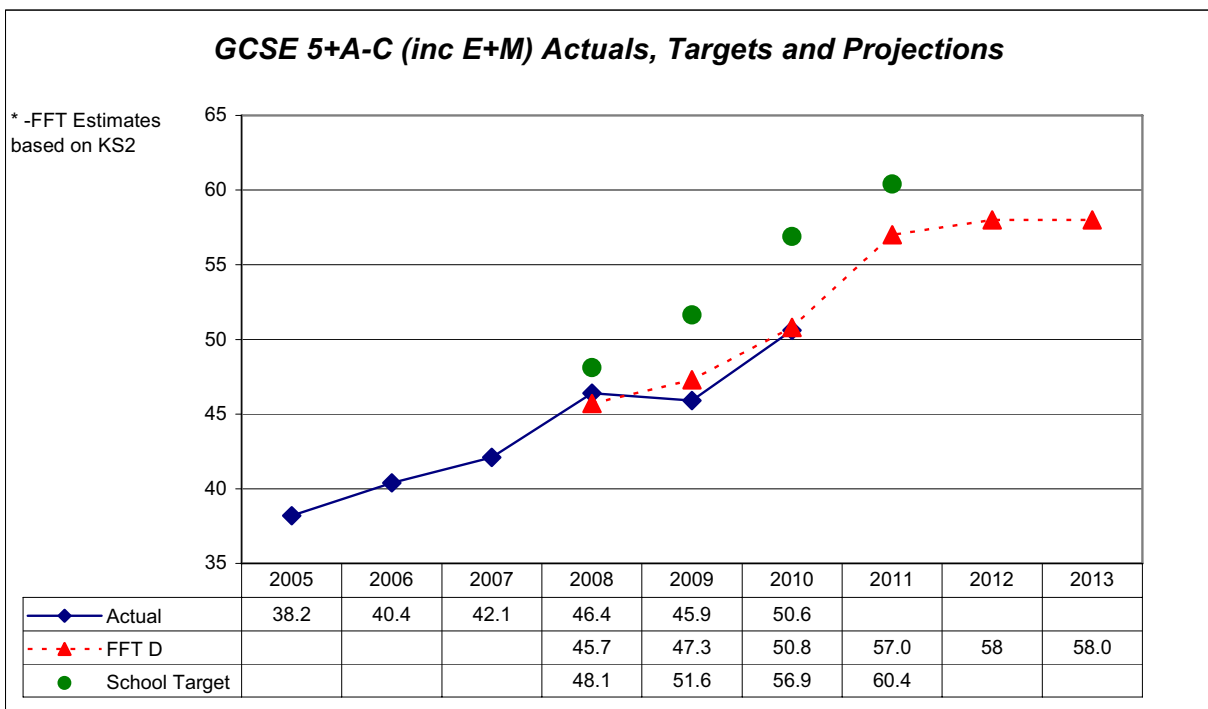
1.3.4 The significant increase in the percentage of pupils achieving 5 or more A\*-C at GCSE can be seen in the chart below. The trajectory moving from below FFT D estimates to above from 2008 can also be seen. Schools no longer have to set targets for this indicator.

.. Figure 1: 5 + A\*-C at GCSE trajectory



1.3.5 The trend for 5+ A\*-C including English and maths is shown in the chart below. The improvement trend has continued in 2010 after a slight drop in performance in 2009. Schools have set aspirational targets for this indicator, well above FFT D estimates.

Figure 2: 5 + A\*-C including English and maths at GCSE trajectory



## School Results

1.3.6 School level results are shown in Table 4 overleaf.

1.3.7 *Floor Targets*

1.3.8 Provisional results indicate that there are three schools in Leeds below the current floor target of 30% or more pupils achieving 5 or more GCSEs at grades A\*-C including English and maths (NI 78). This is compared to four in 2009 (in addition there were 3 schools that closed in 2009 that were below the floor target – South Leeds, West Leeds and Wortley). The three schools remaining below floor target are Primrose (25%), South Leeds Academy (29%) and Swallow Hill (24%). Even though these schools remain below the floor target, Primrose achieved significant improvements in 2010 compared to 2009, Swallow Hill performed better than the combined West Leeds and Wortley results in 2009 and South Leeds Academy performed better than South Leeds High School in 2009. City of Leeds, Carr Manor and David Young Community Academy achieved above the floor target, having been below in 2009. Three of the schools previously considered at risk of being below the floor target – Farnley Park, Leeds West Academy and Rodillian achieved significant improvements in 2010. Parklands Girls High School stayed above the floor target (32%) despite a small drop in the percentage of pupils achieving the gold standard measure.

1.3.9 The recent Education White paper states that the floor target will be raised from 30% achieving 5 or more A\*-C including English and maths to 35%. In 2010, there were 8 schools below this level; Swallow Hill, Primrose, South Leeds Academy, City of Leeds (32%), David Young Academy (31%), John Smeaton (32%), Parklands (32%) and Carr Manor (34%). There are an additional two schools with 37% and 36% 5+ A\*-C including English and maths and therefore at risk being below the new floor target – Leeds West Academy and Cockburn.

1.3.10 *School Performance*



- 1.3.11 Many individual schools have shown significant improvements in 2010. Fourteen schools improved their percentage 5 or more A\*-C in 2010 by 10 percentage points or more, only two schools had a decrease. The schools with the largest increases were previously below the Leeds average, with Farnley Park increasing by 32 percentage points, Rodillian by 31 and City of Leeds by 30. There are now no schools with below 50% of pupils achieving five good GCSEs, down from 6 in 2009. In five schools, more than 90% of pupils achieved 5 or more A\*-C (Boston Spa, Allerton High, David Young Academy, Garforth, St. Mary's Menston).
- 1.3.12 Seven schools increased the percentage of pupils achieving 5 or more A\*-C including English and maths by 10 percentage points or more, the biggest increases were achieved by City of Leeds and Rodillian, with increases of 20 and 15 percentage points respectively. Eight schools saw a decrease in the percentage of pupils achieving this benchmark, and two schools decreased by more than 10 percentage points – John Smeaton and Pudsey Grangefield.
- 1.3.13 There are now only four schools where less than 90% of pupils achieve 5 or more A\*-G, these are City of Leeds, Primrose, South Leeds Academy and Swallow Hill. Both City of Leeds and Primrose achieved improvements in 2010, by 12 percentage points for City of Leeds and 9 percentage points for Primrose. These two schools also previously had the lowest percentages achieving any qualifications. However, in 2010 these two schools showed the largest increases (by 6 percentage points for City of Leeds and 8 percentage points for Primrose) for this indicator.
- 1.3.14 Twenty-two schools improved their CVA score in 2010 and seventeen schools have a CVA score below 1000. Figure 3 below shows the improvements in CVA in Leeds schools as calculated by FFT. The percentage of schools in the bottom quartile of progress on capped points scores has decreased from 55% of schools in 2006 to 20% in 2010. More than half of Leeds schools are now in the top two quartiles for progress in this measure and the percentage of schools in the top quartile has increased from 8% in 2006 to 29% in 2010.

1.3.15 *Figure 3: Fischer Family Trust CVA percentile rank groups – based on Capped Points Score*

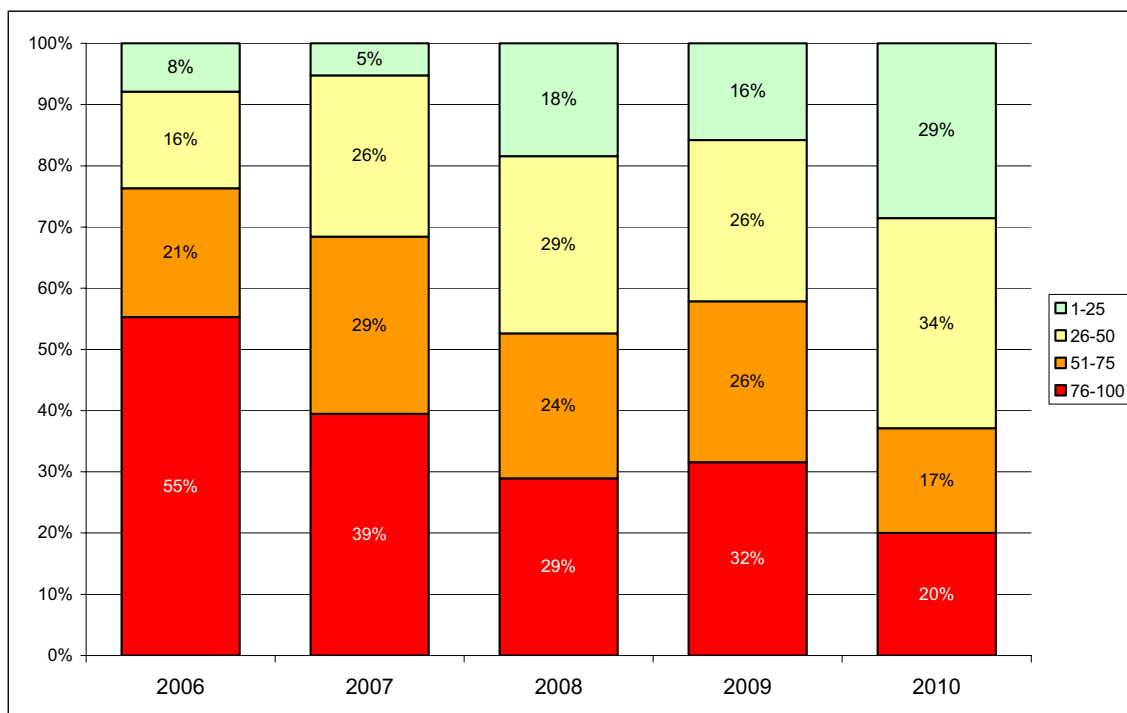


Table 4: School Key Stage 4 results, 2008-2010

School	NOR		% 5+ A*-C			% 5+ A*-C inc. English and maths			% 5+ A*-G			% any qualification			CVA		
	2010		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Lawnswood	278		59	57	66	51	39	45	88	86	90	88	97	98	987.0	947.0	967.3
City of Leeds	132		30	24	54	12	12	32	80	71	83	80	91	97	950.9	941.8	948.0
Allerton High	181		69	76	91	61	52	62	97	97	98	97	100	100	1012.0	998.1	1012.3
Allerton Grange	302		55	57	70	37	44	45	88	90	93	88	98	99	981.9	993.4	998.5
Carr Manor High	141		48	58	66	30	27	34	87	90	93	87	98	99	1006.6	1008.6	1007.6
Primrose High	158		31	39	52	19	16	25	82	77	84	82	91	99	982.1	956.8	961.3
John Smeaton	168		70	77	83	34	45	32	87	87	94	87	97	98	1034.6	1036.0	1053.7
Temple Moor	219		59	58	74	48	42	47	93	95	95	93	98	99	991.5	991.8	982.9
Cockburn	202		53	68	78	31	38	36	93	94	94	93	100	100	1017.1	1046.6	1059.9
Farnley Park	145		48	46	78	30	32	45	89	87	95	89	97	99	973.1	957.2	993.4
Parklands Girls	137		26	43	52	19	33	32	81	86	91	81	96	99	983.8	984.3	983.7
Ralph Thoresby	182		61	66	72	52	40	49	95	87	92	95	99	98	991.9	973.2	985.8
Roundhay	241		72	78	86	55	56	65	96	92	99	96	99	100	1005.7	1006.9	1005.8
Morley High	250		80	78	83	57	59	60	96	93	98	96	98	100	999.1	989.2	993.0
Pudsey Grangefield	186		63	71	87	50	52	40	93	97	95	93	99	99	989.1	1003.3	1016.4
Rodillian	240		49	45	76	35	33	48	89	89	95	89	98	97	976.0	965.3	1009.1
Royds	226		60	65	75	47	46	51	90	93	95	90	99	100	988.0	996.7	1004.6
Woodkirk High	297		71	72	84	61	63	70	99	99	99	99	100	100	984.5	976.0	982.0
Benton Park	231		77	75	70	68	62	56	100	99	95	100	99	99	1003.0	991.5	973.3
Crawshaw	203		60	69	84	49	59	62	91	93	98	91	100	100	993.6	992.7	1008.6
Guiseley	220		76	83	85	66	72	72	97	96	98	97	100	100	992.9	997.2	1003.0
Bruntcliffe High	256		61	74	81	33	42	42	95	94	93	95	99	98	986.0	997.3	1001.4
Priesthorpe	203		64	79	75	43	43	56	98	95	98	98	100	100	995.7	1003.3	1002.3
Wetherby High	170		76	69	78	70	62	64	98	97	99	98	100	99	992.0	987.0	991.3
Garforth	318		95	94	99	77	75	74	98	98	100	98	99	100	1016.1	1021.1	1027.7
Brigshaw High	243		65	68	80	52	50	56	94	93	96	94	99	100	999.6	986.0	1009.6
Boston Spa	302		73	80	92	59	46	51	95	96	97	95	100	99	1000.6	990.2	1001.9
Horsforth	232		80	82	82	66	60	67	97	99	99	97	100	100	1001.9	1007.5	1002.9
Prince Henry's Grammar	223		73	83	85	55	63	62	96	97	97	96	100	100	999.3	1008.9	999.2
St. Marys' Cath. Comprehensive	194		89	85	92	78	74	84	98	98	97	98	99	100	1000.8	1004.1	1006.8
Cardinal Heenan Cath. High	178		74	80	89	60	51	64	92	96	100	92	99	100	1009.9	1017.6	1031.5
Corpus Christi Cath. College	182		53	63	67	47	48	42	91	94	91	91	98	94	989.1	1009.3	991.4
Mount St.Mary's Catholic High	179		63	68	75	40	39	46	94	96	99	94	100	100	1004.3	1017.1	1016.9
Swallow Hill	358				51			24			86			97			940.0
David Young	162		68	74	94	32	29	31	83	88	96	83	100	98			1028.1
South Leeds Academy					69			29			83			99			972.0
Leeds West Academy	158				68			37			93			99			1016.1
Abbey Grange CE High	203		75	77	81	67	63	72	97	98	98	97	100	99	1003.2	1005.6	989.2

Source: Performance Tables

## 2.0 Key Stage 4 attainment and contextual value-added for pupil groups

2.1 The pupil group analysis in this section is based on pupils in maintained schools and academies,. The FFT CVA analysis in this section is for pupils on the roll of maintained schools.

### 2.1.2 Gender

2.1.3 Key Stage 4 attainment is higher for girls than boys on all measures, both in Leeds and nationally. However, attainment has improved more for boys than girls on all measures in 2010, therefore the gaps have narrowed. Both boys and girls attain higher than national performance in 5 A\*-C, and for 5 A\*-G, girls are in line with national and boys above national performance. For 5 A\*-C including English and maths and no passes the gap to national is wider for girls than for boys. The gender attainment gap in Leeds is narrower than the national gap for 5 A\*-C, 5 A\*-C including English and maths and 5 A\*-G.

Table 5: Key Stage 4 attainment by gender

	Gender	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
% 5A*-C	Girls	64.9	69.9	71.7	74.4	79.4	79.0
	Boys	60.0	60.9	63.3	65.8	72.3	70.8
% 5A*-C inc. E&M	Girls	50.0	52.3	49.1	54.1	53.3	57.5
	Boys	43.0	43.2	42.9	45.7	47.3	48.9
% 5A*-G	Girls	92.2	93.6	92.9	92.2	94.3	94.4
	Boys	89.0	89.6	89.7	89.0	92.7	90.8
No passes	Girls	2.0	0.9	1.5	0.5	1.4	0.6
	Boys	2.6	1.9	2.3	1.7	1.7	1.5

Source: DfE statistical first release; 2010 data is provisional

2.1.4 The FFT CVA analysis by gender and prior attainment, in Table 6 below, shows that all gender/prior attainment combinations performed significantly above estimates for 5 A\*-C. For 5 A\*-C including English and maths, all girls and both boys and girls with lower prior attainment were significantly below estimates, whilst upper ability boys were significantly above. Boys with lower prior attainment performed significantly above estimates for 5 A\*-G, whereas upper ability girls and both girls and boys with middle prior attainment were significantly below estimates.

Table 6: Fischer Family Trust contextual value-added: difference between estimate and actual attainment – gender and prior attainment

	5+ A*-C			5+ A*-C inc. E&M			5+ A*-G			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	5AC	5AC EM	5AG
All pupils	0.6	0.8	3.3	0.9	-0.7	-0.3	-0.8	-1.0	0.1	↑	↓	↑
Girls	-1.1	1.0	3.0	0.6	-0.9	-1.4	-1.1	-1.3	-0.5	↑↑	↓	
Girls – lower	-2.2	1.2	6.0	-2.2	-2.1	-4.3	-0.7	-0.1	0.2	↑↑		
Girls – middle	-2.8	1.0	1.9	1.8	-1.1	-0.6	-1.9	-3.1	-1.1	↑	↓	↑↓
Girls – upper	2.2	0.9	1.1	2.2	0.5	0.9	-0.6	-0.5	-0.5	↓		
Boys	2.2	0.6	3.7	1.1	-0.4	0.8	-0.6	-0.8	0.6	↑↓	↓	↑
Boys – lower	1.3	0.7	6.3	-1.1	-0.7	-1.8	-0.7	0.0	3.2	↑		↑
Boys – middle	3.2	-0.2	2.4	2.9	-0.9	2.3	-0.4	-2.0	-1.3	↓	↓	↓
Boys - upper	2.3	1.5	1.9	1.7	0.5	2.3	-0.5	-0.5	-0.4			

Source: FFT database version 12.26

Notes: green = actual attainment significantly higher than estimated; blue = actual attainment significantly lower

than estimated

## 2.1.5 Free School Meal Eligibility

2.1.6 There has historically been a wide gap in attainment in Leeds between pupils eligible for free school meals and those who are not, and the gaps in Leeds are wider than the national gaps. The gaps are wider in Leeds because performance of pupils not eligible for free school meals in Leeds is generally in line with national performance for this group, whereas attainment for pupils eligible for free school meals is below national attainment for this group. This issue was highlighted in the Local Authority Inspection in 2009 and narrowing the gap in attainment is now part of the improvement notice. Improvements in attainment in 2010 have been greater for pupils eligible for free school meals than those who are not eligible. Therefore the gaps have narrowed, but by differing degrees for different indicators. The most significant narrowing of the gap has occurred for 5 A\*-C, where the percentage of pupils eligible for free school meals attaining at this level increased by 15 percentage points in 2010, the gap for this indicator has narrowed from 34 percentage points in 2009 to 27 percentage points in 2010. The extent of this narrowing of the gap has not been seen for 5 A\*-C including English and maths, where the gap has only narrowed by 2 percentage points and the attainment of pupils eligible for free school meals is 33 percentage points below attainment of pupils who are not eligible. The gap in attainment for 5 A\*-G has narrowed by 7 percentage points to 13 percentage points.

Table 7: Key Stage 4 attainment by free school meal eligibility

	FSM eligibility	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
% 5A*-C	Non eligible	68	68	73	73	81	78
	Eligible	35	41	39	49	54	58
% 5A*-C inc. E&M	Non eligible	52	52	52	54	56	59
	Eligible	19	24	17	27	23	31
% 5A*-G	Non eligible	93	94	95	95	96	96
	Eligible	76	82	75	85	83	87
No passes	Non eligible	2	1	1	1	1	1
	Eligible	6	4	5	3	4	2

Source: DfE statistical first release

2.1.7 FFT CVA analysis shows that both pupils eligible for free school meals and those who are not eligible performed significantly above estimates for 5 A\*-C, although the CVA figure is higher for pupils not eligible. For 5 A\*-C including English and maths, performance was in line with estimates for non eligible pupils and slightly below (but not significantly below) for pupils eligible for free school meals. Performance was significantly below estimates for free school meal eligible pupils for 5 A\*-G, but significantly above for those not eligible

Table 8: Fischer Family Trust contextual value-added: difference between estimate and actual attainment – free school meal eligibility

	5+ A*-C			5+ A*-C inc. E&M			5+ A*-G			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	5AC	5AC EM	5AG
Non eligible	0.8	1.3	3.5	1.1	-0.5	0.0	-0.2	0.0	0.7	↑	↓	↑
Eligible	-0.6	-1.5	2.8	-0.3	-1.4	-1.6	-4.5	-6.5	-2.8	↑		↑

Source: FFT database version 12.26

Notes: green = actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated

## 2.1.8 Special Education Needs

2.1.9 Performance for pupils on School Action and School Action plus improved on each measure in 2010. Attainment is above or in line with national for pupils on School Action. For pupils on School Action plus, attainment is above national for 5 A\*-C, in line for 5 A\*-C including English and maths, but below for 5 A\*-G and no passes. Attainment is below national for pupils with statements except for no passes.

Table 9: Percentage of pupils attaining level 4+: Special Education Needs

		2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
% 5A*-C	No SEN	74	75	81	80	86	85
	Action	32	35	46	46	60	56
	Action +	17	22	26	30	42	40
	Statement	10	11	12	15	17	20
% 5A*-C inc. E&M	No SEN	57	58	58	62	61	66
	Action	15	17	20	21	27	26
	Action +	11	11	12	13	16	17
	Statement	5	5	6	6	4	7
% 5A*-G	No SEN	97	97	98	98	98	98
	Action	81	88	88	91	92	93
	Action +	62	70	67	76	75	80
	Statement	37	44	43	47	40	49
No passes	No SEN	0	1	0	0	0	0
	Action	3	2	2	1	1	1
	Action +	8	7	6	5	6	3
	Statement	28	17	19	15	14	15

Source: DfE statistical first release

2.1.10 FFT CVA analysis shows that pupils on School Action were significantly above estimates for 5 A\*-C. No SEN group was significantly above or below estimates for 5 A\*-C including English and maths. Pupils on School Action were significantly above estimates for 5 A\*-G, whereas pupils on School Action plus and those with statements were significantly below.

Table 10: Fischer Family Trust contextual value-added: difference between estimate and actual percentage attainment – Special Education Needs

	5+ A*-C			5+ A*-C inc. E&M			5+ A*-G			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	5AC	5AC EM	5AG
No SEN	1.8	2.6	3.7	1.6	-0.2	-0.3	0.7	0.3	0.6	↑	↓	
Action	-3.3	-2.7	3.9	-2.9	-3.8	-0.8	-2.5	-0.3	2.7	↑	↑	↑
Action +	-5.8	-5.3	1.3	0.3	0.6	1.8	-12.2	-10.7	-6.2	↑		↑
Statement	-0.6	-3.1	-1.8	0.1	0.6	-2.4	-9.9	-7.3	-10.3			

Source: FFT database version 12.26

Notes: green = actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated

## 2.1.11 English as an Additional Language

2.1.12 For the 5 A\*-C and 5A\*-C including English and maths measures, attainment is higher for pupils with English as a first language than for those with EAL. The gaps in attainment between the two groups have historically been wider in Leeds than nationally for these measures. The gaps in attainment between pupils with EAL and those with English as a first language have further increased in 2010 for these measures as greater improvements have

been seen for pupils with English as a first language. For 5 A\*-G and pupils achieving no passes, attainment is higher for pupils with EAL than for those with English as a first language.

*Table 11: Key Stage 4 attainment by first language*

	First language	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
% 5A*-C	Non EAL	63	65	68	70	76	76
	EAL	58	65	66	71	72	76
% 5A*-C inc. E&M	Non EAL	47	49	47	51	51	55
	EAL	38	47	38	50	43	53
% 5A*-G	Non EAL	90	92	91	94	93	94
	EAL	94	94	92	95	95	95
No passes	Non EAL	2	2	2	1	2	-
	EAL	1	1	1	1	1	-

*Source: 2008-2009 DfE statistical first release; 2010 University of Bath EPAS, 2010 data is provisional*

### 2.1.13 *Looked After Children*

2.1.14 The percentage of LAC achieving 5 or more A\*-C, both including and excluding English and maths have more than doubled in 2010. Attainment is lower for the cohort of LAC that have been in care for a year or more.

*Table 12: Key Stage 4 attainment for Looked After Children*

		2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
% 5A*-C	LAC*	19	-	18	-	44	-
	LAC OC2**	9	14	16	19	35	-
% 5A*-C inc. E&M	LAC*	9	-	6	-	16	-
	LAC OC2**	-	-	6	10	14	-
% 5A*-G	LAC*	57	-	64	-	67	-
	LAC OC2**	34	43	58	49	57	-
No passes	LAC*	86	-	94	-	91	-
	LAC OC2**	-	-	-	-	-	-

*Source: 2008-2009 DfE statistical first release; 2010 University of Bath EPAS, 2010 data is provisional*

*Notes: \* all LAC on roll of a Leeds school; \*\* all children looked after for a year or more to end September, where Leeds is their care authority*

2.1.15 The improvements in attainment at 5 A\*-C and 5A\*-C including English and maths are reflected in the FFT CVA analysis for LAC. For 5 A\*-C the actual attainment for LAC was significantly above the estimate (by almost 4 percentage points). This is a large improvement from 2009, where performance was 13 percentage points below estimates. The gap to estimates has also narrowed for the 5 A\*-C including English and maths where the performance of LAC is no longer significantly below estimates. The percentage achieving 5 or more A\*-G remains significantly below estimates.

*Table 13: Fischer Family Trust contextual value-added: difference between estimate and actual attainment – Looked After Children*

	5+ A*-C			5+ A*-C inc. E&M			5+ A*-G			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	5AC	5AC EM	5AG
LAC	-8.9	-13.3	3.8	-6.8	-5.9	-1.6	-14.5	-9.5	-11.3	↑		

Source: FFT database version 12.26

Notes: green = actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated

2.1.16 Ethnicity

2.1.17 Achievement of 5 or more A\*-C

2.1.18 The analysis of attainment by ethnicity does not include pupils at South Leeds Academy as the school did not provide permission for the Local Authority to receive their Key Stage 4 data. Significant improvements have been achieved for all pupils in 5+ A\*-C in 2010, as seen in Table 14 below, increasing by 8.5 percentage points. All ethnicities saw improved outcomes on this indicator, with the exception of Chinese, Other White and Gypsy/Roma groups. Many underachieving groups saw increases greater than the increase for all pupils, including Kashmiri Pakistani (up 16 percentage points), Black Caribbean and Other Black heritage (21 percentage points), Mixed Black African and White and Mixed Black Caribbean and White (10 percentage points), Other mixed (14 percentage points) and Other ethnic group (15 percentage points).

2.1.19 After significant improvements in 2009, more modest improvements were seen for pupils of Bangladeshi heritage in 2010. However, increases were also seen nationally for Bangladeshi pupils and attainment in Leeds remains below national for this group of pupils. Attainment for Indian pupils remains above the Leeds average and is in line with national performance for Indian pupils. Despite improvement for Kashmiri and Pakistani pupils in 2010, their attainment remains below the Leeds average. The gap in attainment for Black Caribbean and Other Black heritage pupils have narrowed significantly in 2010. The gap to the Leeds average is now 12 percentage points for Black Caribbean pupils and 4 percentage points for Other Black heritage. The attainment of Black African pupils only marginally improved in 2010 and attainment is 7 percentage points below the Leeds average for this group.

2.1.20 All mixed heritage groups showed strong improvements in 5+ A\*-C in 2010, although attainment remains lower than the Leeds average for Mixed Black African and White and Mixed Black Caribbean and White pupils. The attainment of White Eastern European pupils fell slightly in 2010 and their attainment is 5 percentage points below the Leeds average. Attainment for Gypsy/Roma and traveller groups remains low.

*Table 14: The percentage achieving 5 or more A\*-C by ethnic group*

	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	59	40.0	63.6	69.5	63.0	69.7	75.9
Indian	125	74.8	85.4	87.2	79.2	82.2	87.3
Kashmiri Pakistani	153	46.2	54.0	69.9	59.1	66.4	74.0
Kashmiri Other	4	66.7	66.7	100.0			
Other Pakistani	181	48.2	64.7	71.8			
Other Asian background	98	57.4	61.4	66.3	67.0	72.1	77.8
<b>Black Or Black British</b>							
Black Caribbean	93	55.3	42.7	63.4	55.4	63.2	70.3
Black African	188	56.8	67.7	68.6	61.6	70.0	76.2
Other Black Background	49	71.0	50.0	71.4	57.5	64.3	71.4
<b>Mixed Heritage</b>							
Mixed Black African and White	24	59.0	56.3	66.7	64.3	70.2	76.0
Mixed Black Caribbean and White	145	51.8	59.1	69.0	56.2	63.3	70.9
Mixed Asian and White	60	68.6	60.3	80.0	72.6	77.0	81.8
Other Mixed Background	89	51.9	60.5	74.2	66.8	72.2	78.1
<b>Chinese Or Other</b>							
Chinese	32	88.4	86.8	84.4	84.9	87.5	89.9
Other Ethnic group	46	69.4	65.6	80.4	61.4	68.0	74.7
<b>White</b>							
White British	6511	63.1	67.9	76.5	64.5	69.8	75.5
White Irish	27	59.0	70.0	77.8	69.5	73.1	79.0
Other White Background	17	75.0	63.9	64.7	61.6	66.9	73.8
White Eastern European	65	33.3	71.1	70.8			
White Western European	10	50.0	90.9	80.0			
<b>Traveller Groups</b>							
Traveller Irish Heritage	3	16.7	18.2	33.3	18.3	24.4	36.3
Gypsy\Roma	21	30.0	28.6	19.0	16.4	19.8	27.5
<b>All pupils</b>	<b>8037</b>	<b>62.3</b>	<b>67.0</b>	<b>75.5</b>	<b>64.4</b>	<b>69.8</b>	<b>75.6</b>

Source: University of Bath EPAS (Leeds), DfE Statistical First Release (National) , 2010 data is provisional

## 2.1.21 Achievement of 5 or more A\*-C including English and maths

Table 15: The percentage achieving 5 or more A\*-C including English and maths by ethnic group

	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	59	34.0	28.8	44.1	45.0	48.3	53.7
Indian	125	55.5	61.8	59.2	65.1	67.0	71.3
Kashmiri Pakistani	153	24.5	32.7	37.9	40.0	42.9	49.1
Kashmiri Other	4	50.0	44.4	75.0			
Other Pakistani	181	32.0	36.6	48.6			
Other Asian background	98	47.5	40.4	43.9	52.4	54.3	57.6
<b>Black Or Black British</b>							
Black Caribbean	93	35.1	27.0	36.6	36.4	39.4	43.5
Black African	188	34.4	39.1	43.1	43.9	48.4	52.8
Other Black Background	49	41.9	18.8	42.9	39.6	41.2	45.8
<b>Mixed Heritage</b>							



Mixed Black African and White	24	33.3	31.3	41.7	46.9	51.0	55.6
Mixed Black Caribbean and White	145	29.8	33.3	36.6	38.3	42.3	45.3
Mixed Asian and White	60	51.4	48.3	60.0	58.8	62.3	65.2
Other Mixed Background	89	26.9	44.7	42.7	51.1	54.9	57.8
<b>Chinese Or Other</b>							
Chinese	32	74.4	52.6	59.4	69.9	71.6	75.1
Other Ethnic group	46	50.0	45.9	56.5	44.6	47.4	51.2
<b>White</b>							
White British	6511	47.7	47.1	51.9	48.4	50.9	55.0
White Irish	27	35.9	53.3	74.1	57.0	58.0	63.4
Other White Background	17	50.0	55.6	47.1	46.0	47.7	50.6
White Eastern European	65	25.0	21.1	43.1			
White Western European	10	50.0	54.5	70.0			
<b>Traveller Groups</b>							
Traveller Irish Heritage	3	0.0	9.1	33.3	7.3	9.2	21.8
Gypsy\Roma	21	5.0	4.8	0.0	6.8	9.1	8.3
<b>All pupils</b>	<b>8037</b>	<b>46.3</b>	<b>45.7</b>	<b>50.6</b>	<b>48.2</b>	<b>50.7</b>	<b>54.8</b>

Source: University of Bath EPAS (Leeds), DfE Statistical First Release (National) , 2010 data is provisional

- 2.1.22 Attainment for all pupils improved by 5 percentage points for 5 A\*-C including English and maths. Attainment improved for all ethnic groups except Indian, Other white heritage, Other Mixed heritage and Travellers of Irish heritage.
- 2.1.23 As with 5 A\*-C, several of the ethnic groups with historically lower levels of attainment increased by more than the Leeds average, including Bangladeshi (up 15 percentage points), Other Pakistani heritage (12 percentage points), Black Caribbean (10 percentage points), Other Black heritage (24 percentage points), and Mixed Black African and White (10 percentage points). White Eastern European pupils saw an increase of 22 percentage points, despite only small improvements in their 5 A\*-C attainment, indicating that their success in English and maths has improved significantly.
- 2.1.24 The performance for Indian pupils is still above the Leeds average for 5 A\*-C including English and maths. Attainment for Bangladeshi pupils is still below the Leeds average, but the gap has narrowed to 6 percentage points, and attainment is still below national.
- 2.1.25 All Black heritage groups remain below the Leeds average, despite the significant improvements for Black Caribbean and Other Black heritage pupils. Attainment for Black Caribbean and Black African pupils remains below the national level.
- 2.1.26 All mixed heritage groups have a percentage achieving 5 A\*-C including English and maths below national levels for these groups. Only Mixed Asian and White pupils have attainment above the Leeds average in 2010. The attainment of Chinese pupils remains above the Leeds average but below national attainment for this group.
- 2.1.27 Achievement of 5 or more A\*-G
- 2.1.28 The increase in the percentage achieving 5 or more A\*-G for Bangladeshi pupils is double the improvement for all pupils in Leeds, and attainment on this indicator is now above the Leeds average and national attainment for this group. Indian pupils remain above the Leeds average despite a small drop in achievement in 2010. The percentage of Kashmiri / Pakistani pupils getting 5 or more A\*-G remains above the Leeds average in 2010.
- 2.1.29 Attainment fell for pupils of Black Caribbean heritage for 5 A\*-G and they are 5 percentage

points below the Leeds average in 2010. Attainment improved for Black African pupils and attainment for this group is above the Leeds average and national achievement for this group. Other black heritage pupils remain below the Leeds average and the improvement in 2009 was equal to the improvement for all pupils.

2.1.30 The percentage of Mixed Black African and White heritage pupils achieving 5 or more A\*-G fell in 2010 and is now below the Leeds average. There was an increase of 13 percentage points for pupils of other mixed heritage. Attainment of Mixed Black Caribbean and White pupils remains below the Leeds average for this indicator.

2.1.31 The percentage of Chinese pupils achieving 5 or more A\*-G fell by 7 percentage points and is now below the Leeds and national average for 2010. Achievement for pupils of other ethnic heritage is in line with the Leeds average. Attainment for Traveller groups remains low.

Table 16: The percentage achieving 5 or more A\*-G by ethnic group

	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	59	92.0	90.9	98.3	94.2	94.5	95.8
Indian	125	98.1	98.3	97.6	97.3	97.6	98.0
Kashmiri Pakistani	153	87.7	94.7	95.4	93.8	94.5	95.0
Kashmiri Other	4	66.7	88.9	100.0			
Other Pakistani	181	95.0	92.4	93.4	92.8	94.1	94.0
Other Asian background	98	85.2	91.2	91.8			
<b>Black Or Black British</b>							
Black Caribbean	93	89.4	94.4	88.2	92.2	94.0	93.9
Black African	188	93.6	91.3	97.3	93.2	94.9	95.6
Other Black Background	49	90.3	85.4	87.8	92.0	92.7	93.7
<b>Mixed Heritage</b>							
Mixed Black African and White	24	87.2	96.9	91.7	91.7	93.1	93.3
Mixed Black Caribbean and White	145	87.7	84.8	87.6	89.4	91.5	92.4
Mixed Asian and White	60	94.3	86.2	93.3	94.3	94.6	95.9
Other Mixed Background	89	80.8	80.3	93.3	92.4	94.0	94.5
<b>Chinese Or Other</b>							
Chinese	32	+	97.4	90.6	96.6	96.4	97.4
Other Ethnic group	46	88.9	88.5	93.5	89.3	91.7	92.7
<b>White</b>							
White British	6511	90.4	91.2	93.6	92.4	93.4	94.5
White Irish	27	89.7	93.3	96.3	92.4	93.1	94.0
Other White Background	17	100.0	94.4	82.4	90.1	92.2	93.3
White Eastern European	65	100.0	94.7	92.3			
White Western European	10	100.0	100.0	100.0			
<b>Traveller Groups</b>							
Traveller Irish Heritage	3	33.3	45.5	33.3	52.3	50.4	65.3
Gypsy/Roma	21	75.0	52.4	57.1	54.7	57.8	58.4
<b>All pupils</b>	<b>8037</b>	<b>90.5</b>	<b>91.1</b>	<b>93.4</b>	<b>92.4</b>	<b>93.5</b>	<b>94.5</b>

Source: University of Bath EPAS (Leeds), DfE Statistical First Release (National) , 2010 data is provisional

2.1.32 Achievement of any passes

2.1.33 The percentage of pupils of Bangladeshi heritage achieving any pass in Key stage 4 increased in 2010 and is in line with the Leeds average. For Indian pupils, performance

dropped for this indicator and this group is now below the Leeds average. Less pupils of Other Pakistani heritage achieved any pass in 2010 than in 2009 and they are below the Leeds average in 2010.

- 2.1.34 100% of Black Caribbean and Black African pupils achieved a Key Stage 4 pass in 2010, achievement for other Black heritage is in line with the Leeds average.
- 2.1.35 The proportion achieving any pass remains below the Leeds average for Mixed Black Caribbean and White and other mixed heritage pupils.
- 2.1.36 Improvements have been seen for Gypsy/Roma pupils, although numbers in this group are small.

*Table 17: The percentage achieving any qualifications by ethnic group*

	Leeds				National		
	2010 cohort	2008	2009	2010	2008	2009	2010
<b>Asian Or Asian British</b>							
Bangladeshi	59	98.0	97.0	98.3	98.7	99.0	99.0
Indian	125	100.0	100.0	97.6	99.3	99.4	99.4
Kashmiri Pakistani	153	99.1	99.3	98.0	98.5	98.8	98.8
Kashmiri Other	4	83.3	100.0	100.0			
Other Pakistani	181	98.6	98.7	97.2			
Other Asian background	98	98.4	98.2	99.0	97.9	98.3	98.6
<b>Black Or Black British</b>							
Black Caribbean	93	98.9	98.9	100.0	98.4	98.8	99.0
Black African	188	99.2	98.8	100.0	98.5	99.0	99.1
Other Black Background	49	100.0	93.8	98.0	97.9	98.2	98.8
<b>Mixed Heritage</b>							
Mixed Black African and White	24	97.4	100.0	95.8	97.7	98.8	98.7
Mixed Black Caribbean and White	145	98.2	96.2	96.6	97.7	98.5	98.3
Mixed Asian and White	60	97.1	98.3	100.0	98.5	98.6	98.9
Other Mixed Background	89	98.1	96.1	96.6	98.1	98.7	98.7
<b>Chinese Or Other</b>							
Chinese	32	97.7	100.0	96.9	99.0	98.9	99.5
Other Ethnic group	46	94.4	100.0	100.0	97.2	98.0	98.2
<b>White</b>							
White British	6511	97.6	98.1	98.4	98.3	98.7	99.0
White Irish	27	100.0	96.7	96.3	97.7	98.2	98.4
Other White Background	17	100.0	97.2	94.1	97.6	98.3	98.4
White Eastern European	65	100.0	100.0	100.0			
White Western European	10	100.0	100.0	100.0			
<b>Traveller Groups</b>							
Traveller Irish Heritage	3	66.7	90.9	66.7	71.6	81.5	83.1
Gypsy/Roma	21	90.0	81.0	95.2	85.2	85.0	87.4
<b>All pupils</b>	<b>8037</b>	<b>97.7</b>	<b>98.1</b>	<b>98.3</b>	<b>98.3</b>	<b>98.7</b>	<b>98.9</b>

Source: University of Bath EPAS (Leeds), DfE Statistical First Release (National), 2010 data is provisional

- 2.1.37 FFT CVA analysis for the larger ethnic groups shows that no ethnic minority group performed significantly above estimates for 5 A\*-C. Pupils of Indian, Pakistani, Chinese and other groups were significantly below estimates for 5 A\*-C including English and maths and no groups were significantly above. Pupils of Black Caribbean and Chinese heritage were significantly below estimates for 5 A\*-G.

Table 18: Fischer Family Trust contextual value-added: difference between estimate and actual attainment – ethnicity

	5+ A*-C			5+ A*-C inc. E&M			5+ A*-G			3 year trend		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	5AC	5AC EM	5AG
Black Caribbean	-0.1	-5.6	1.5	-2.4	-4.1	-4.1	-1.7	-2.2	-3.1			
Black African	2.6	2.5	2.0	0.3	-2.6	1.1	-1.5	-0.1	1.1			
Indian	-3.3	1.9	4.2	-7.7	-4.9	-6.0	0.1	0.2	1.0	↑		
Pakistani	-10.2	-3.3	-2.7	-10.4	-6.7	-8.1	1.0	1.0	0.9	↑		
Bangladeshi	-25.2	-2.8	-3.7	-13.7	-13.9	-5.7	-2.1	-1.7	2.2	↑		
Other Asian	-1.8	-3.3	0.7	-3.2	-1.5	-4.0	-1.1	-3.9	0.2			
Chinese	4.9	4.5	-3.2	-0.7	-13.8	-13.8	1.5	1.0	-4.2			↓
Other	1.3	-2.5	5.0	-1.6	-1.0	-6.9	-6.2	-7.7	1.6-			↑
White	1.2	1.3	3.9	1.7	0.0	0.6	-0.7	-0.9	0.2	↑	↓	

Source: FFT database version 12.26

Notes: green = actual attainment significantly higher than estimated; blue = actual attainment significantly lower than estimated

### 3.0 Key Stage 5

3.1 In a change with previous standards reports, the results for Key Stage 5 are presented in QCA points as this is how the national data is reported.

#### 3.1.1 Overall Attainment

3.1.2 The average QCA points score per student has fallen slightly in each of the past two years, however there has been a parallel increase in the average points score per exam entry. This has been impacted on by a decrease in the average number of Key Stage 5 qualifications that students are entered for, from 3.4 entries per student in 2008 to 3.3 entries per student in 2010. Key Stage 5 results in Leeds are below national and statistical neighbours, by the equivalent of over 1 grade (30 points per grade) per student and around a third of a grade per entry. The percentage of students achieving 2 or more passes in Key Stage 5 has remained stable in recent years and is in line with national figures, but 1.4 percentage points below statistical neighbours. The percentage of students achieving 3 or more A\*-A has fluctuated in Leeds in recent years, but is almost 5 percentage points lower than national in 2010.

Table 19: 2008-2010 Key Stage 5 performance

	2008			2009			2010		
	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh	Leeds	Nat	Stat Neigh
Average points per student*	695.0	739.8	726.3	694.0	739.1	729.0	691.1	732.9	725.9
Average points per entry*	201.3	209.4	203.2	203.2	211.7	204.9	205.3	213.8	207.2
% achieving 2+ passes	93.6	95.3	95.4	93.3	95.0	96.1	93.5	93.6	94.9
% achieving 3+ A*-A	7.8	12.1	8.3	8.0	12.7	8.2	7.7	12.4	8.4

Source: DfE statistical first release; Note: \* = QCA points

#### 3.2 Key Stage 5 attainment for pupil groups

3.2.1 Attainment in Key stage 5 is higher for girls than boys, both in Leeds and nationally. In terms

of points per student, the gap between boys and girls in Leeds has narrowed from 56 points in 2008 (the equivalent of almost two grades) to 31 points (1 grade) in 2010, this gap in 2010 is smaller than the national gender gap. For points per entry, the size of the gap has fluctuated in Leeds in recent years. In 2007 the gap was 7 points, which is line with the national gap. The gap has also fluctuated for the percentage achieving 2 or more passes, with 2.9% more girls than boys achieving this in Leeds in 2010. The gap is narrower for the percentage achieving 3 or more A\*-A, having narrowed from almost 4 percentage points in 2008 to 0.2 percentage points in 2010. This gap has narrowed both through an improvement in achievement for boys and a drop in achievement for girls.

*Table 20: Key Stage 5 attainment by gender*

	Gender	2008		2009		2010	
		Leeds	National	Leeds	National	Leeds	National
<b>Average points per student*</b>	Girls	721.5	749.0	710.3	755.7	705.6	749.2
	Boys	665.1	700.2	676.7	720.2	674.2	714.7
<b>Average points per entry*</b>	Girls	205.5	206.2	206.5	214.9	208.6	217.1
	Boys	196.4	199.7	199.7	207.9	201.3	210.1
<b>% achieving 2+ passes</b>	Girls	95.4	96.4	94.4	95.9	94.9	94.6
	Boys	91.5	94.1	92.1	94.0	92.0	92.4
<b>% achieving 3+ A*-A</b>	Girls	9.1	8.1	8.6	12.1	7.8	12.4
	Boys	6.1	8.6	7.3	12.1	7.6	12.5

Source: DfE statistical first release; Note: \* = QCA points

- 3.2.2 The pupil group analysis below is for Key Stage 5 students in school sixth forms only, as the pupil characteristic information is not available for students in FE colleges. No national pupil group data is available for Key Stage 5.
- 3.2.3 The points per student for pupils eligible for free school meals is significantly lower than for pupils who are not eligible. The gap in 2010 was equivalent to 5 Key Stage 5 grades and the points per student for pupils eligible for free school meals fell in 2010, as did the average points per entry. One factor impacting on the lower average points per student for pupils eligible for free school meals is that they have, on average, 0.5 fewer entries than students who are not eligible. However, the average points per entry is also lower for pupils eligible for free school meals.
- 3.2.4 Key Stage 5 attainment for pupils with SEN is lower than for pupils with no SEN. The number of pupils on School Action plus and with statements of SEN is low so care must be taken when interpreting the results for these groups. The average points per student and per entry increased for all SEN groups in 2010.
- 3.2.5 The average points per student for pupils with EAL is lower than for pupils with English as a first language, however the gap has narrowed from 94 points in 2009 (3 grades lower) to 65 points in 2010 ( 2 grades lower). The majority of the narrowing of the gap has been achieved through improved attainment of EAL pupils in 2010. The average points per entry also increased for EAL pupils in 2010, as did the percentage achieving 3 or more A\*-A.
- 3.2.6 There are a very small number of LAC in school sixth forms. These students have a points per student significantly lower than the average.

*Table 21: Key Stage 5 attainment for pupil groups*

	2010 Cohort	Average number	Average points per	Average points per	% achieving 2+ passes	% achieving 3+ A*-A

	size	of	student		entry					
	2010	2010	2009	2010	2009	2010	2009	2010	2009	2010
<i>Free school meal eligibility</i>										
Not eligible	2571	3.6	728.2	734.1	202.3	204.1	95.1	94.5	8.4	8.4
Eligible	151	3.1	597.9	571.2	191.5	185.1	87.0	86.1	7.0	2.0
<i>Special Education Needs</i>										
No SEN	2582	3.6	726.5	726.9	202.4	203.2	94.9	94.2	8.5	8.1
School Action	108	3.4	663.7	694.3	198.1	202.0	92.3	92.6	6.2	8.3
School action +	21	3.4	547.5	715.7	165.3	210.2	100.0	90.5	0.0	4.8
Statement	11	2.9	492.5	619.4	168.3	214.3	73.9	81.8	0.0	18.2
<i>First Language</i>										
Non EAL	2482	3.6	731.0	730.7	203.2	203.8	95.3	94.5	8.9	8.2
EAL	231	3.4	637.2	665.9	189.1	195.6	89.0	89.2	2.7	6.9
<i>Looked After Children</i>										
LAC	5	3.3	506.3	642.0	162.0	194.6	75.0	80.0	0.0	20.0

Source: University of Bath; EPAS, 2010 data is provisional

3.2.7 Average points per student and per entry by ethnic group are shown in Table 22 below. The numbers of some groups attending maintained school sixth forms are relatively small which could distort comparative analysis. In 2010, the average points score per student was highest for pupils of Chinese heritage and pupils of White Western European and Black Caribbean heritage (the numbers of students for these last two groups are small). Points per student were lowest for pupils of Bangladeshi, Kashmiri Pakistani, White Irish and White Eastern European heritage. For points per entry, attainment is highest for Chinese, Mixed Black African and White and White Western European students and lowest for White Irish pupils.

Table 22: Key Stage 5 attainment by ethnic group

	Cohort size: 2010	Average number of entries: 2010	Average points per student		Average points per entry	
			2009	2010	2009	2010
<b>Asian Or Asian British</b>						
Bangladeshi	10	3.1	598.3	586.5	195.8	189.2
Indian	97	3.7	674.8	712.3	190.2	192.2
Kashmiri Pakistani	35	3.1	557.1	554.1	184.0	178.3
Kashmiri Other	5	3.9	660.0	735.0	220.0	188.5
Other Pakistani	76	3.3	609.5	636.5	183.8	192.8
Other Asian background	35	3.5	658.5	662.2	190.9	187.2
<b>Black Or Black British</b>						
Black Caribbean	16	3.7	563.2	763.5	165.4	204.3
Black African	31	3.6	665.1	725.8	188.5	203.6
Other Black Background	9	3.8	721.7	661.7	206.2	172.6
<b>Mixed Heritage</b>						
Mixed Black African and White	9	3.6	705.0	819.2	201.4	230.4
Mixed Black Caribbean and White	27	3.5	698.6	691.1	198.2	198.5
Mixed Asian and White	10	3.1	888.5	663.0	220.0	213.9
Other Mixed Background	18	3.4	811.5	716.0	211.7	210.2
<b>Chinese Or Other</b>						
Chinese	29	3.9	900.0	879.8	223.4	226.8
Other Ethnic group	12	3.7	855.0	733.0	225.8	200.4
<b>White</b>						
White British	2268	3.6	733.4	730.8	203.9	204.2

White Irish	2	3.8	705.0	577.5	188.0	154.0
Other White Background	9	3.3	668.1	723.3	190.9	220.7
White Eastern European	5	2.7	961.0	549.0	234.4	203.3
White Western European	6	3.8	855.0	855.0	220.6	228.0
<b>Traveller Groups</b>						
Traveller Irish Heritage						
Gypsy\Roma	1	3.0	495.0	525.0	165.0	175.0

Source: University of Bath EPAS (Leeds), DfE Statistical First Release (National) , 2010 data is provisional

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 21 April 2011

Subject: Gypsy and traveller education

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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 In January 2011 the Scrutiny Board (Environment and Neighbourhoods) agreed an inquiry report following their review of Gypsies and Travellers Site Provision within Leeds. The report included one recommendation addressed to this Scrutiny Board:

### **Recommendation 9**

**That the Scrutiny Board (Children's Services) be asked to undertake a specific investigation on the national and local position of gypsy and traveller girls school attendance and educational achievements at 11 years and above.**

The relevant extract from the Scrutiny Board's inquiry report is attached.

- 1.2 Children's Services have provided the attached report in order to help the Board assess the situation.
- 1.3 Members will need to decide whether the attached information is sufficient for the Board to respond to the concerns originally giving rise to the recommendation from the Environment and Neighbourhoods Scrutiny Board, or whether any further work is required. The Principal Scrutiny Adviser will ensure that the Board's findings are fed back to the Environment and Neighbourhoods Scrutiny Board.

## 2.0 Recommendation

- 2.1 The board is requested to consider whether the information provided by Children's Services provides sufficient information for the Board to respond to the Environment and Neighbourhoods Scrutiny Board or whether any further work is required on this topic.

### **Background papers**

None

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## **Extract from Scrutiny Inquiry Report**

### **Review of Gypsies and Travellers Site Provision within Leeds**

#### **Education and Health Issues**

70. We recognised early in our deliberations that the Council has a duty to those who are homeless and in priority need. Some of those who are homeless may have a cultural aversion to living in traditional bricks and mortar type accommodation which will need to be taken in to account when considering an offer of suitable accommodation. We acknowledged that Romany Gypsies and Irish Travellers both fall within an ethnic group and are covered by the Equality Act 2010, which continues the principles of, and supersedes, the Race Relations Act 1976 (as amended).

71. We recognised the potential vulnerability of travellers as a group and the endangerment of their cultural lifestyle. We know that as a cultural group gypsies and travellers have an earlier mortality rate than most groups and that education and health is poor.

72. We received information from the Gypsy Roma Traveller Achievement Service which provides support to the children living at Cottingley Springs including transport to mainstream schools and a mobile nursery van.

73. We were concerned that some gypsy and traveller girls around aged 11 or 12 years of age seem to cease main stream education as they leave primary school and move to home school. We were assured by GATE and the road side gypsies themselves that this was no longer the case. We remain unconvinced and would recommend that some further work be undertaken in this respect.

#### **Recommendation 9**

**That the Scrutiny Board (Children's Services) be asked to undertake a specific investigation on the national and local position of gypsy and traveller girls school attendance and educational achievements at 11 years and above.**

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**BRIEFING TO: The Scrutiny Board April 2011.**

Date 4<sup>th</sup> April 2011

**Subject** The Gypsy, Roma and Traveller Achievement Service was asked to undertake a specific investigation on the national and local position of Gypsy and Traveller girls school attendance and educational achievements at 11 years and above.

**1 Purpose and background to the briefing.**

The Gypsy, Roma and Traveller Education Service – GRTAS was asked to write a report on priorities of the GRTAS for girls. This report covers all the priority work that the GRTAS are undertaking to improve access, attendance, attainment, ascription and aspirations for all the known Gypsy, Roma and Traveller – GRT pupils in Leeds from birth to 19 or 25. This briefing addresses the local and national position for Gypsy and Traveller girls aged 11 years and above. This briefing also includes information on Roma girls recently from Central and Eastern European Countries.

**2 Data on Gypsy, Roma and Traveller (GRT) pupils not on school roll**

The table below shows the number of pupils not in education in November 2010. It clearly shows, in each National Curriculum year, the pupils reasons for not being on school roll.

**2.1 GRT pupils in Leeds November 2010**

NC year	In school		Roadside		EHE		CME		Left Leeds	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Rec	29	16							1	
Yr 1	26	33					2	5	1	3
Yr 2	30	20					1	4		2
Yr 3	29	23					5	6		2
Yr 4	28	26					4	4	3	3
Yr 5	27	27					3	4	1	1
Yr 6	25	28					2	2	3	2
Yr 7	19	21		1	1		6	2		
Yr 8	35	23	3	1	2		4	6	1	3
Yr 9	16	20			5		8	1	1	3
Yr 10	14	23			3	1	7	9	1	
Yr 11	25	20	1		2	2	12	6	2	4
Totals	303	280	4	2	13	3	54	49	14	23

This data is collated by the GRTAS on a yearly basis.

## 2.2 Roadside

These are families who live on unofficial roadside camps. The number of families on roadside camps varies from day to day in some instances. Over the last two years there have been more roadside camps than in the five years previous. These camps have no running water or sanitation, no refuse collection and no mains power. GRTAS has an outstanding reputation for accessing primary roadside children into school but secondary children are still a challenge. This is for a variety of reasons. School places are harder and slower to access, uniforms are required, there is a lack of primary schooling for many children, culturally older children are expected to take more responsibility within the family and high mobility are just some of the factors.

## 2.3 EHE – Elected Home Education

A larger number of girls than boys, currently standing at 12 girls and 3 boys, are EHE all secondary aged. Parents usually choose to educate their children at home as an alternative to secondary school. They site several reason for this such as drugs, sex education and bullying, cultural etc. Parents have the right to elect to educate their children at home and there is currently no statutory responsibility for the local authorities to monitor this. However, in Leeds the Education Other Than At School – EOTAS team undertake this work. The quality of education that GRT parents provide for their children is monitored with support from GRTAS. Since January 2011 we have successfully re integrated 2 children into secondary school, a boy and girl from the same family.

This process is often slow and reintegrating GRT pupils back into school after months and sometime years at home is difficult for the children and the schools. When parents decide to home educate their children they are taking them out of the local education system and therefore the work we are able to do with these children is limited. Gypsy and Traveller Exchange – GATE do signpost families to other educational providers.

## 2.4 CME – Children Missing Education

The numbers of children who are registered as CME is currently 25 girls and 21 boys. These numbers change weekly due to the transient nature of the communities. We work closely with the CME team to ensure all GRT children who are CME are followed up. These children are mainly Roma who either move house within Leeds, move to another area in the country or back to their home country. This work can only be undertaken by gaining high levels of trust from the community

## 3 Attendance

The attendance for both boys and girls has been broken down for last year 2009 – 2010 and for last term Sept 2010 – Dec 2010. This data is not currently collected in ethnicity as this includes all GRT pupils we work with both those that are ascribed as Gypsy/Roma and Travellers of Irish Heritage and those who are not.

Secondary aged pupils

Girl/Boy year	Number	90% to 100%	80% to 90%	Below 80%
2009 – 2010 - G	109	14.7%	24.8%	52.3%
2009 – 2010 - B	107	12.1%	15.9%	54.2%
Sep – Dec - G	124	21%	31.5%	41.9%
Sep – Dec - B	113	28.3%	25.7%	46%

G – Girls B – Boys

This table shows the attendances in terms of % for those who achieved 90 to 100%, 80 to 90% and those below 80% attendance. The data is collected in this way because GRTAS works in partnership with the Attendance Service to improve GRT attendance and this information then gives us a framework to implement intervention strategies. The pupils who have 90% to 100% attendance are doing well and for those who have 100% attendance we issue attendance certificates. The pupils who have 90% to 80% attendance the GRTAS work with the schools, families and pupils to improve this through low level interventions which include home visits, school training and pupil mentoring. The pupils who have below 80% attendance are the responsibility of the Attendance Inclusion Officers who instigate their own interventions with, when appropriate support from GRTAS.

These tables show very clearly the differences in attendance between girls and boys in both primary and secondary schools. It shows a marked increase in attendance within each gender group with boys achieving higher levels of attendance in primary schools and girls in secondary.

The figures nationally are arrived at by looking at the Absence levels by ethnicity and not by gender for those pupils who are ascribed as Gypsy/Roma or Travellers of Irish Heritage. The latest published are from the Department of Education's statistical first release and are from September 2009 to April 2010. The Leeds data is from the 'Race Equality Education Partnership Board' January 2011 and again shows data from September 2009 to July 2010. This clearly shows that the absentee levels of GRT pupils in Leeds schools is a concern.

Ethnicity	National %	Leeds %
Travellers of Irish Heritage	26.7%	66.7%
Gypsy/Roma	19.64%	49.2%

**4 Post 16**

GRTAS work with the Connexions worker from the Gypsy and Traveller Exchange– GATE to ensure that all year 10 and 11 pupils have clear pathways to employment. Traditionally most GRTs when reaching the age of work will, if a boy work with their dads or male family members in the family business or if a girl support their mum's with the work around home and children. This is changing and more and more GRT pupils are either staying onto 6<sup>th</sup> form or enrolling at college. 2010 destination data for year 11

The break down of in regards to gender is 64% girls and 36% boys.

- 57% - college/6<sup>th</sup> form - 75% of these being girls -
- 4% - work - None of these are girls
- 19% - left the country - All of these are girls
- 18% - not in education, employment or training – NEET - All of these are girls
- 2% - Children missing education – CME – this is a girl.

**5 Attainment**

Although there is some evidence of growing economically and educationally successful Gypsy, Roma and Travellers communities, there is still concern that Gypsy, Roma and Traveller pupils are reported to be amongst the lowest achieving ethnic groups within schools in England, are more likely to be identified as having special educational needs (SEN), and are four times more likely, than any other group to be excluded from school as a result of their behaviour (DfES,

2005; DCSF, 2009a).’ Improving the outcomes for Gypsy Roma and Travellers 2010

### 5.1 Achievement at secondary school age.

The table shows the attainment of known GRT pupils at the end of Key Stage 4 of those known GRT pupils on roll at Leeds schools

Ethnicity/gender	No.	Ascribed	EAL	F/S	SEN	5 A* - C	5A* - G	Any GCESs
G/R - girls	21	15	13	6	11	1	0	3
G/R - boys	10	6	6	5	7	2	1	4
TIH - girls	2	2	0	1	2	1	0	2
TIH - boys	3	2	0	2	3	0	0	0

G/R – Gypsy/Roma    TIH – Travellers of Irish Heritage

The results are extremely poor in 2010 and are cause for concern. The high levels of English as an Additional Language (EAL) and Special Educational Needs (SEN) as well as having Free School Meals (F/S) are all significant factors on these results and are due to the high level of mobility especially that of Roma new to England.

Ethnicity/gender	No nationally	5 A* - C Nationally	No Leeds	5A* - C Leeds
G/R - girls	242	11.6%	21	4.76%
G/R - boys	297	5.7%	10	20%
TIH - girls	67	20.9%	2	50%
TIH - boys	57	22.8%	1	0%

This graph compares the national data from the Department of Education Statistical First Release with Leeds data. The number of pupils concerned is low but still a cause for concern.



Originator: Sue May

Tel: 22 43249

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## Report of the Director of Children's Services

### Scrutiny Board (Children's Services)

Date: 21 April 2011

Subject: Fostering Inspection Action Plan and update on foster carer recruitment

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**Electoral Wards Affected:**

**Specific Implications For:**

Equality and Diversity

Community Cohesion

Narrowing the Gap

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## 1 Inspection Action Plan

The fostering inspection of 2010 carried out by Ofsted gave the service an overall rating of Good. There were seven recommendations made by Ofsted following the inspection and all of the recommendations continue to be progressed.

During the last nine months the fostering service has been actively implementing the action plan and has also supported foster carers in completing the certificate in the Training, Support and Development (TSD) Standards for foster care. The completion of the certificate is compulsory for all foster carers and has created an additional pressure to the service as all foster carers are expected to have completed the standards by the end of April 2011.

Many of the foster carers have also completed the mandatory Children's Workforce Development Council (CWDC) standards aiming to complete them by the end of April 2011.

The action plan will be fully completed by August 2011.

The updated action plan is attached for information.

## 2 Fostering recruitment

### Introduction

There is a national shortage of foster carers and the ability to attract and recruit more foster carers within Leeds has been a focus of activity in the last six months.

## Approvals by category and year

### April 2009 to end March 2010

Category	Approvals	De-registration	Trend
Mainstream	34	29	+5
Kinship care	38	26	+12

### April 2010 to end Feb 2011

Category	Approvals	De-registration	Trend
Mainstream	16	15	+1
Kinship care	40	17	+23

The most recent year end and to date statistics for the current year show a very small increase in the number of mainstream foster carers available. This is partly due to a number of carers that have been de-registered due to retirement, changes in their circumstances or for failing to meet expected standards of care.

The number of Kinship Care placements continues to show a good increase, consistent with expectations within the Care Planning, Placement and Review regulations implemented this month.

Since the adoption inspection in December 2010, a number of avenues have been vigorously pursued to improve the recruitment of foster carers enabling the fostering service to compete effectively with other Independent Fostering Agencies operating in the Leeds area.

### Recruitment team

We are in the process of creating a separate fostering Recruitment and Assessment team which will operate to a clear business model and undertake the majority of assessments of mainstream foster carers. The team will also provide specialist expertise to support fostering social workers in the other teams, who will continue to undertake some assessments.

A model for a recruitment and placements team was developed in April 2010 but despite repeated attempts no suitable applicants were identified for the recruitment social worker posts. This model was reviewed in December 2010 and a Recruitment and Assessment team is in development. In March we appointed a Team Manager. In addition we have two fostering officers recently seconded into the team from elsewhere in the service and two more staff due to start in May. Interim management is provided by the placements service team manager. Further external advertising is due to take place in the next few weeks to recruit to the remaining posts within the team. An interim arrangement has been set up for managing these staff and overseeing the forthcoming recruitment campaign.

### Recruitment campaign

A recruitment strategy is in place and there has been a notable increase in the number of registrations of interest since the beginning of the year following increased advertising. For example, from April 2010- December 2010 the service received an average of 11 registrations of interest in fostering per month. Since January 2011 there has been an increase with an average of 28 per month with an upward trend. This is a 50% increase in interest.

A large media campaign is due to take place in April with a four weeks radio campaign with a strap line of "Do something Amazing!" and an eight week campaign on bus backs, train and bus stations. In addition, the Lords Mayor's long service event in foster care fortnight in May will add additional press interest and advertising.

Further work is ongoing regarding improvements to the website to improve the appeal and attractiveness of the site which draws in interest from potential carers.

The development of the team and linking in with the additional resources from the wider children's services aims to increase the focus on attracting potential carers.

The targets for increasing capacity to the service for the next years are as follows:

April 2012 an increase in establishment of 20 carers

April 2013 a further increase in establishment of 40 carers

### **Background papers**

None

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**Scrutiny Board - Fostering Inspection Action Plan  
August 2010  
Updated April 2011**

Key

Becky Hewitt – Organisational Development (BH)  
Deborah Schofield- Team Manager Fostering (DS)  
Anne-Marie Stokes- Team Manager Fostering (AMS)  
Kay Beach- Team Manager Family Placement (KB)  
Val Hales- Team Manager Kinship Care (VH)  
Sarah Johal – Service Delivery Manager Fostering, Adoption & Family placement (SJ)  
Sue May - Head of Service Looked After Children (SM)

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	Ofsted Recommendation	Action Required	By Whom	Timescales / Revised Timescale	Budget Implications	Comment and Progress
1	ensure that each carer is given basic training in first aid (NMS 12.5)	<p>To check which carers have already had basic first aid training and ascertain how many carers require training</p> <p>Pump prime the budget to enable provision of training for all carers.</p> <p>To provide training for all remaining foster carers by April 2011</p>	<p>BH</p> <p>BH</p> <p>BH</p>	<p>August 2010</p> <p>September 2010</p> <p>April 2011</p>	<p>£10,000</p>	<p>Completed</p> <p>Completed</p> <p>In progress (520 carers trained). Due to complete in August 2011</p>

2	ensure that carers' homes are free of avoidable hazards that might expose a child to risk of injury or harm. Specifically, that health and safety risk assessments are sufficiently wide-ranging in the matters covered (NMS 6.6)	Amend Health and Safety Risk assessment document to include decorative swords and window- cord blinds.	DS	September 2010		Completed
3	ensure that safe caring guidelines are specifically relevant to each child and are cleared with the child's social worker (NMS 9.3)	<p>To amend current documentation and guidance on safe caring guidance.</p> <p>Ensure that each fostering officer discusses with each social worker and foster carer and agree a safe care plan.</p> <p>Social worker, fostering officer and foster carer to sign the safe care plans and ensure copies given to the foster carer, kept on the carer's files.</p> <p>Monitor compliance through supervision and team meetings</p> <p>Audit files to check these have been completed</p>	<p>DS</p> <p>DS/AMS/VH/KB</p> <p>Fostering officers</p> <p>Fostering managers</p> <p>Managers. SJ &amp; SM</p>	<p>September 2010</p> <p>October 2010</p> <p>November 2010</p> <p>December 2010</p> <p>Jan 2011 and ongoing</p>		<p>Revised documentation in printing.</p> <p>Completed</p> <p>Completed</p> <p>Ongoing</p> <p>Audits completed as part of practice improvement programme in November. 85% were satisfactory. 15% returned for corrective actions and then completed. April 2011 audit in progress.</p>

4	ensure that fostering panels are correctly constituted in line with the regulations and that no business is conducted by a fostering panel unless at least five of its members, including the chair or vice chair, at least one of the social workers and at least two of the independent members meet as a panel (breach of regulation 25(1) of the Fostering Services Regulations 2002)	Check current membership of each panel.	SJ	August 2010		Completed
		Recruit appropriate independent members and councillors to the panel	SJ	September 2010		Completed.
		No fostering panel to undertake statutory business unless the fostering panel is quorate.	Panel Advisors VH/DS/AMS/ KB	August 2010		Completed

5	ensure that there are effective procedures for monitoring and controlling the activities of the fostering service and ensuring quality performance (NMS 4.1)	<p>Clear expectations about staff responsibilities in case recording and filing and clear expectations about managers in auditing files to ensure that quality work is being undertaken via:-</p> <p>Practice Improvement Training Programme (PIPS)</p> <p>Reviewing the file auditing arrangements for carer's files</p> <p>Undertaking file audits of carer's files.</p> <p>Ensuring the file audit system remains in place.</p>	<p>All staff</p> <p>SJ/SM/VH</p> <p>Fostering Managers. SJ and SM</p> <p>SJ/SM</p>	<p>September 2010</p> <p>September 2010</p> <p>November 2010</p> <p>Ongoing review January 2011</p>		<p>Completed</p> <p>Completed</p> <p>Completed in November as part of the practice improvement programme. 85% were satisfactory. 15% returned for corrective actions and then completed.</p> <p>April 2011 further audit in progress.</p>
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6	ensure that supervising social workers meet regularly with carers to supervise their work and that foster carers' files include records of supervisory meetings (NMS 22.6)	<p>Discuss with supervising fostering officers (SFO's) to ensure that supervisory visits (SV's) takes place at specified intervals ( every three months).</p> <p>Review Supervisory Forms to ensure fit for purpose.</p> <p>Agree in management team meeting. Arrange printing</p> <p>Implement new SV's format.</p> <p>Team Managers Fostering to monitor that SV's undertaken through supervision and Team Meetings.</p> <p>Monitor in file audits</p>	<p>All Team Managers Fostering</p> <p>AMS</p>	<p>August 2010</p> <p>September 2010</p> <p>October 2010</p> <p>October 2010</p> <p>November 2010</p> <p>November and December 2010 January 2011</p>		<p>Completed and monitored through audit</p> <p>Actions required by the inspector (as above) completed</p> <p>improvement actions as identified by service ongoing review of supervision format completed</p> <p>further supervision training for supervising social workers June 11</p>
7	Ensure that foster carers reviews fully consider their continued suitability to foster. Specifically, that health assessments of carers are updated with appropriate frequency (NMS 21.2)	<p>Write to foster carers to explain the need for this to be undertaken</p> <p>Identify additional administrative resources necessary to implement this.</p> <p>Secure additional resources from medical advisor or commission service to meet this requirement.</p> <p>Implement health assessments in line with NMS</p>	<p>SM</p> <p>SM/SJ</p> <p>SM</p> <p>SJ</p>	<p>September 2010</p> <p>October 2010</p> <p>November 2010</p> <p>April 2011</p>	<p>Budgetary implications to provide additional medical advisor time and additional administrative resources</p>	<p>Completed</p> <p>Discussions in progress</p>

8	Ensure that foster carer's records are consistently well maintained, fully completed and signed (NMS 25)	<p>Current files to be well maintained fully completed and signed to be checked via file audits.</p> <p>To revamp foster carer files to ensure fit for purpose.</p> <p>To secure additional resources to print new fostering files.</p> <p>Implement easy to navigate fostering file.</p> <p>Ensure the file is fully completed and audited on an ongoing basis</p>	<p>Managers/SJ and SM</p> <p>SJ/SM</p> <p>SJ</p> <p>SJ</p> <p>Managers/SJ/SM</p>	<p>November 2010</p> <p>November 2010</p> <p>Jan 2011</p> <p>April 2011</p> <p>April 2011 and onwards</p>	<p>To cost the printing of new files</p>	<p>Completed in November as part of the practice improvement programme. 85% were satisfactory. 15% returned for corrective actions and then completed. April 2011 further audit in progress</p> <p>New foster carers files in progress .</p> <p>Ongoing audits in place. April 2011</p>
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Originator: Kate Arscott

Tel: 247 4189

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 21 April 2011

### Subject: Formal Response to Scrutiny Recommendations – Outdoor Education Centres

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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 In January 2011 the Scrutiny Board (Children's Services) published a report arising from its inquiry on outdoor education centres.
- 1.2 It is the normal practice to request a formal response to the board's recommendations, once an inquiry report has been issued. The formal response to each recommendation is attached.
- 1.3 Members are asked to consider the responses provided, and to decide whether any further scrutiny involvement is required. Any recommendations where action is outstanding will be included in future quarterly recommendation tracking reports to enable the Board to continue to monitor progress.

## 2.0 Recommendation

- 2.1 Members are asked to consider the responses provided and to decide whether further scrutiny involvement is required.

## Background papers

None

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## **SCRUTINY INQUIRY REPORT ON OUTDOOR EDUCATION: RECOMMENDATIONS AND ACTION PLAN**

The Director of Children's services welcomes the report of the scrutiny inquiry into outdoor education centres in, or supported by, Leeds. The inquiry has been helpful in shaping approaches to commissioning such provision in Leeds, giving us a sharper focus on the benefits of visits to such centres and identifying opportunities to link this work with our wider priorities.

**Recommendation 1 : That the DCS considers extending the role of the Business Support Adviser (BSA) to include Herd Farm and possibly also Lineham Farm, and reports back to us in 3 months.**

This has been considered and a business support adviser has been allocated to Herd Farm. They will work with the centre manager and locality senior youth officer to increase efficiency and consider further marketing and income opportunities.

**Recommendation 2: That the DCS explores the scope for children's social care to make more effective use of Silverdale Holiday Camp, and reports back to us in 3 months.**

We recognise the value of the facilities at Silverdale and the potential opportunities it may offer. Officers are exploring the necessary background information to inform this opportunity and will arrange to discuss this further with Silverdale once this work has been completed.

It will be important to ensure that in making any decisions about the use of Silverdale we are sensitive to the particular needs and circumstance of the very vulnerable children we are looking to support and make decisions on a case-by-case basis.

We will report back on best use in 3 months

**Recommendation 3: That the Director of Children's Services considers future governance options for Herd Farm's long term sustainability, including the establishment of a 'Friends' organisation or exploring a Trust option and reports back to us in 3 months on any avenues to be pursued in more depth.**

An appropriate working party of officers is carrying out an options appraisal to take this issue forward. The Business Support Adviser referred to in recommendation one is supporting this process.

We will be looking to ensure that any future governance arrangements incorporate a role for young people to help shape the future delivery of the service.

Whilst our initial reaction is that a 'Friends' of Herd Farm' model may be more feasible, we will explore the different options fully to reach a view and report back as requested.

**Recommendation 4: That the DCS explores the potential to use students on a similar basis to Nell Bank in order to reduce costs and reports back to us in 3 months on a decision whether or not to proceed**

We recognise the potentially significant value of using student volunteers to support the work of outdoor education centres. Before taking this approach forward however, we believe it is necessary firstly to complete the restructuring of staff and secondly to be clear about what role students could and should play with different cohorts of children and young people. These measures are necessary to ensure that students have the correct support, supervision and training to ensure that they and the young people they are working with are safe.

We will report back as these discussions progress. We believe that a six month timescale is more realistic in terms of taking this forward effectively.

**Recommendation 5: That the DCS ensures that the links established with Nell Bank are maintained to maximise joint benefits for the centres**

We are happy to support this and are contacting Nell Bank to take discussions and appropriate partnerships forward.

**Recommendation 6: That the DCS ensures that all schools are reminded of the value of outdoor education activities for pupils and of the value for money offered by Lineham farm, Herd Farm and Silverdale.**

We are working to identify opportunities to promote the outdoor education centres to schools through existing and developing marketing opportunities. In particular we will explore using the new Leeds 'prospectus' website, which we are promoting with all schools, to highlight the centres. The DCS will be mindful of highlighting the work of the centres in his ongoing discussions with schools.

Herd Farm and Lineham Farm themselves have recently updated their websites and other promotional materials.

**Recommendation 7: That the DCS and the Trustees of Lineham Farm explore opportunities for greater co-cooperation between Herd Farm and Lineham Farm with the aim of securing the long term sustainability of both centres in the current economic climate.**

**That the DCS and Lineham Farm Trustees be asked to confirm their commitment to this recommendation and that the DCS reports back to us regularly on progress**

The DCS is happy to confirm a commitment to supporting this ongoing approach, which will build on the good progress made over a number of months. Opportunities for closer working are an ongoing focus of work and will be developed over an appropriate timescale by a working group of senior officers, working with the trustees. This is an important area of development for us and we will be happy to keep scrutiny informed of progress.

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: 21 April 2011**

**Subject: Draft Scrutiny Inquiry Report – School Balances**

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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 This report presents the conclusions and recommendations arising from the Scrutiny Board's work on school balances. Members decided in June 2010 that they wished to look at school balances, following on from a report to the Board in April 2010.
- 1.2 The draft report is attached for approval.

### 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 There is no specific advice that the Director wishes to offer at this stage, prior to making a formal response to the final recommendations.
- 2.3 Once the Board publishes its final report, the Director of Children's Services will be asked to formally respond to the Scrutiny Board's recommendations within three months.

### **3.0 Recommendations**

3.1 The Board is requested to:-

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

### **Background papers**

None



**Draft Scrutiny Inquiry Final report  
School Balances  
April 2011**

Draft



# Introduction and Scope

## Introduction

1. The Scrutiny Board (Children's Services) received a report on 2008/09 school balances in April 2010. The Board identified the topic as an area for further work in 2010/11.
2. It was agreed that this work would be undertaken by a working group of the Board. Membership was confirmed at the new Board's first meeting in June.
3. The working group held two meetings, in November and December 2010. The working group's findings, which were endorsed by the full Scrutiny Board, are presented below.

## Scope of the Inquiry

4. The issues raised in April 2010 to be addressed by the working group included:
  - high and rising level of overall school balances
  - build up of large surplus by some schools
  - school strategic financial planning
  - concern about the effect of carrying forward balances on existing children in schools
  - conversely, concern about pressures on schools to spend surplus balances leading to less effective decision-making
  - support for schools with deficit budgets
  - checking Ofsted's assessment of schools with significant balances
  - learning more about the clawback scheme and the work of the Schools

Forum panel, ensuring that the scrutiny working group did not duplicate this role in relation to individual schools.

5. During September and October 2010, the call in of a decision in relation to the community use of schools, and the Board's inquiry on outdoor education centres, raised some further issues for consideration:
  - the extended services element of school balances
  - understanding the make-up of school budgets, including which elements of the budget are allocated for specific purposes
  - clarifying the extent of schools' discretion in determining how the allocated budget is spent

## Anticipated Service Impact

6. We hope that the working group's findings, and the Scrutiny Board's recommendations, will have a positive impact on the service by improving the ability of school governors to manage and challenge the effective use of school funds for the benefit of the current cohort of pupils.



# Conclusions and Recommendations

## Level of balances

7. Members began their inquiry by receiving information about the level of balances for all Local Authority maintained schools in Leeds, at March 2008, 2009 and 2010. The total level of balances held by Leeds schools in March 2010 was £17.1M, an increase of £3.3M over the previous year.
8. Despite this level of balances, Members were informed that Leeds was ranked 123<sup>rd</sup> out of 150 local authorities for the average balance held per school in 2008/09.
9. Individual schools are considered to have an 'excessive' surplus balance if their balance is over 5% of the school's budget at secondary level or 8% in primary and special schools.
10. We were assured that the authority operates a rigorous control on the accumulation of school balances, insofar as this is possible in line with legal requirements. Controls have been in place since 2004/05. We explored this further in relation to some of the good practice outlined in the Department for Education national guidance for local authorities in managing school surplus balances. This document was published in March 2010 following a survey of local authorities. We heard examples of how Leeds complied with many of the guidelines.

## Schools Forum

11. The Schools Forum is a statutory body which the local authority must establish and consult on proposed changes to the schools' funding formula. Membership is drawn mainly from heads and governors

with input from other relevant stakeholders. It is also the mechanism for managing school balances, through a specially constituted small panel of governors and headteachers.

12. In Leeds, where a school has an 'excessive' surplus balance, the Schools Forum panel considers all requests to retain the surplus. Where the panel does not feel that a request meets the set criteria, either in full or in part, the panel makes a recommendation to the Deputy Director of Children's Services for all or part of the excess balance to be clawed back. The criteria relate to future plans and commitments for spending the surplus balance.
13. Members were told that the Schools Forum panel was very likely to be happy to consider a scrutiny board representative joining the panel. This would encourage greater member understanding of the management of surplus school balances, as well as strengthening the link between the two bodies' 'accountability' functions. However, the Scrutiny Board is aware that the statutory requirements on school balances legislation are currently subject to change and that therefore this proposal may no longer be proportionate.

**Recommendation 1**  
**That the Schools Forum and the Member Management Committee give further consideration to including a Scrutiny Board representative on the Schools Forum panel, if this remains appropriate in the light of emerging legislation regarding control of school balances.**



# Conclusions and Recommendations

## Surplus balances

14. 62 schools had an 'excessive' surplus balance in 2009/10, amounting to £2.26M. It was reported that £159k had been clawed back from balances this year. This money returns to the Dedicated Schools Grant (DSG) to be recycled to schools. This can be allocated against specific projects or distributed to schools generally. This year the Schools Forum decided not to allocate the £159k and use it to help with next year's budget.
15. The working group discussed the difference between what was defined as a committed or an uncommitted balance. There are 4 reasons that Leeds schools can give for a request to carry forward a surplus balance:
- Prior year commitments – where goods and services were received in the previous financial year but no payment was raised
  - Unspent Standards Fund balances – schools have until 31 August to spend their allocations
  - Revenue contributions to specific projects – these are one-off projects, normally of a capital nature
  - Exceptional circumstances
16. Officers clarified that in Leeds it would not normally be accepted for a school to carry forward the excess balances to deal with staffing issues or falling rolls, as it was assumed that the 8% threshold in primary and special schools and 5% in secondary schools was sufficient to manage these issues. If the issue is not properly managed it can lead to bigger problems and potential deficit budgets for the school in the longer term. We were given a couple of examples of specific exceptional circumstances where a staffing issue had been accepted as a reason for a surplus balance, but this is rare.
17. Members were concerned that the use of revenue finance to save up for capital projects could be seen as contrary to the principle that school revenue funds are allocated for the benefit of the current cohort of pupils. This appeared to be the major use of surplus balances.
18. Members asked whether there was any limit on how long a school could hold on to surplus balances for capital projects. They were told that there was no fixed limit, and that such projects are liable to delays for many reasons. However, the Schools Forum panel were very conscious of checking the projected completion date for capital projects, and a case certainly looked less credible if a school came back again the following year with further delays.
19. Most claims are supported by evidence including governing body minutes. If such evidence is not available, then the Education Leeds finance team will liaise with the headteacher. In some cases the Learning and Environment team in Education Leeds may have information, for example where the balance is being held for a capital project, especially if the surplus is due to slippage in the timetable for work to take place.
20. Schools normally highlighted slippage in their applications to carry surplus balances forward. We felt that it was important that schools are encouraged to reappraise their plans on an annual basis to reflect current circumstances if they are saving over a period of years for such projects.



# Conclusions and Recommendations

21. The working group was given an example of a school that had had surplus balances clawed back where its application consisted of general intentions rather than a specific plan.
22. It was also confirmed that balances were clawed back if no explanation was submitted, although this had only happened in a couple of cases with small sums involved.
23. The working group was also informed that a 'prior approval' process had recently been developed to deal with committed use of balances, to reduce the burden of work on the Schools Forum panel and the uncertainty for schools.
24. The working group asked about balances being retained for schemes such as Building Schools for the Future (BSF). They were told about one school that had saved up to equip its new building, based on the advice of schools that had preceded it in the programme. In the event, the school received a government grant for ICT facilities which left it with the saved sum as a 'windfall'. The school has used this sum to manage a situation of falling rolls and to replace equipment on a rolling programme, over a period of several years. The school now has a much smaller balance, and will be looking to find savings. It was acknowledged that unions had challenged the school over the management of staff reductions while there appeared to be a significant balance.
25. It was noted that schools sometimes received late notification of grants with an expectation that they would be spent within the year, which could be difficult to achieve. However, the Schools Forum panel was not inclined to be so sympathetic where a grant was announced in plenty of time for plans to be made, with the actual funding following later. An example was given in relation to the harnessing Technology grant, £96k of which had been clawed back and was being recycled to mitigate a cut in the grant this year.
26. Members asked whether governors were aware of the definitions of expenditure which might be eligible to carry forward surplus balances. It was generally felt that governors were aware that there was a scheme, but that most were probably not aware of the details. Education Leeds does ask that the Chair of Governors signs off all requests to retain surplus balances.
27. It was confirmed that currently all correspondence in relation to balances is directed to the headteacher. We suggested that this could be copied automatically to the chair of governors (although it was acknowledged that this would not always ensure that the information was shared with other governors).
28. Officers reported that the financial management standard in schools FMSiS had improved the amount and

**Recommendation 2**  
**That the Director of Children's Services ensures that all correspondence with headteachers in relation to school balances is copied automatically to the chair of governors.**

## School financial management



# Conclusions and Recommendations

quality of information provided to governors over the last four years. Schools in general were getting better at financial planning and evidencing their spending plans. However the relevant standards had recently been scrapped, and new rules were being awaited.

29. Members talked about the fact that revenue budgets are intended to be spent for the benefit of the current cohort of pupils, and that that message should be strongly stressed to schools and governors. This message was stressed in the government guidance. Officers indicated that there were heads who operated very much to this principle, where the school balance tended to be very close to £0 most years.

30. It was also important to emphasise that the 5 and 8% surplus balance limit was not a target but a maximum level of balances to be retained. Nevertheless it was acknowledged that a small balance was a prudent approach to planning, and that it was important that the budget plan linked back to the School Improvement Plan.

31. Education Leeds officers offer advice and support to schools with budget planning. Any school with a potential deficit budget requires local authority approval including a plan to eradicate the deficit over a maximum three year period.

32. Officers indicated that they currently receive notice of schools' budget plans for the current financial year around May, which will include an indication of any unallocated or contingency funding. Currently schools are not asked to provide any explanation for these figures. The working group suggested

that some model questions could be developed for governing bodies to ask of headteachers in such instances, from this early stage of the financial year. This could include exploring areas such as staffing numbers, pay levels and class size strategy for example.

**Recommendation 3**  
**That the Director of Children's Services provides model questions for governing bodies to use to assist them in scrutinising the school's budget plan, including any contingency or unallocated funding.**

33. Members recognised the importance of good school management and leadership in maintaining a sustainable budget.

34. Officers reported that schools on the whole tend to be very cautious about money. It was anticipated that many would reduce spending in the current climate, and also forecast pessimistically for the future. It was likely that school balances would increase in the current year in anticipation of future cuts and then reduce over the next few years as schools felt the impact of cuts, but this was not a certainty. Education Leeds finance officers try to work with headteachers to help them to assess financial risks appropriately. There is a rolling programme to work with schools, focused on those considered to be at greatest risk, for example as a result of falling rolls.

35. It was also acknowledged that the reductions in sixth form funding next year would be a big challenge for secondary schools. Leeds has a



# Conclusions and Recommendations

comparatively high proportion of sixth form students in schools. The pupil premium was another key unknown at this stage. Schools had experienced 10 years of real terms growth prior to this year.

36. Officers explained that these types of budget forecasting issues were provided in an annual briefing for the headteacher and chair of governors to assist in budget planning. This year, it was anticipated that this would be produced early in the new year.

37. In addition, around 5 or 6 'roadshows' are held around the city to cover an overview of the key financial modeling parameters for the coming year. It was suggested that consideration be given to a traffic light system that would provide a wider context as to the seriousness of a particular issue, to supplement local knowledge of the school's situation.

38. Members asked about the balances of SILCs. Officers explained that Education Leeds buy places from the SILCs for the year, based on anticipated demand. As a result year on year changes in numbers may be an issue, but the SILCs are less vulnerable to fluctuations in pupil numbers during the year. Extra places are bought if needed during the year.

39. It was also suggested that an annual report to councillors on school balances be considered. This could highlight the key issues to reassure councillors about the prudent management and allocation of school balances, without necessarily naming specific schools. It was felt that at present many councillors were only aware that there was a significant sum of school balances, without having a general understanding of how much of

this was the subject of plans and commitments.

**Recommendation 4**  
**That the Director of Children's Services provides an annual report to councillors on school balances. This could highlight the key issues to reassure councillors about the prudent management and allocation of school balances, without necessarily naming specific schools.**

## School improvement

40. We were provided with information on the latest Ofsted inspection judgement for each school with an excess surplus balance. Most of the schools were judged either good or satisfactory, although there were also seven outstanding schools and just two judged inadequate. Given the lack of any obvious link between surplus balances and wider concerns about the standard of a school, it was agreed that the working group did not wish to ask any schools to attend the inquiry. We had already agreed that we would not be asking schools about their individual surplus balances as this would be duplicating the role of the Schools Forum.

41. The role of School Improvement Partners (SIPs) was also discussed. Information about balances is shared with SIPs. Where a school has balances available, then some interventions will not be centrally funded. We endorsed this approach as we agree that schools should be prioritising their resources to support the School Improvement Plan.



# Conclusions and Recommendations

## Schools Forum panel

42. The working group heard from two governor members of the Schools Forum panel about their experience and observations regarding school balances.
43. They confirmed that there were a number of accounting and timing issues which can cloud the picture of school balances. These include the mismatch between the financial year and the academic year. Schools will have some money, for example Standards Fund grants, that is to be spent over the school year, so some money will still be in the budget at the end of the financial year.
44. Sometimes suppliers do not issue bills in a timely way and therefore money is held over to pay for items already received. Some schools hold money on behalf of others, most notably in relation to extended services clusters.
45. Furthermore, schools are often saving to fund a capital project that they know will not receive funding from any other source – for example ICT renewals or minor building modifications. This is particularly the case for Aided schools, but also applies to other schools.
46. The panel members felt that in their experience it tended to be largely the same schools that had high balances or deficits year on year. It was suggested that this partly reflected the management approach of the Head and/or governors. For example some school leaders took a potentially over cautious approach to maintaining a 'rainy day' fund despite the intention that school funding is meant for the children in school at that time.
47. However, these witnesses also spoke to us of their view that there were some inbuilt anomalies in the funding system which would tend to exacerbate the above situation. For example the minimum funding guarantee (a national guaranteed increase in funding per pupil) coupled with the limitation on the overall impact of changes to the scheme of funding from year to year, tends to perpetuate a school's situation with regard to how 'generously' or 'marginally' funded it is.
48. They also felt that the safety net for small schools provided good protection, but that this was not always necessarily required, and that there may be other schools struggling with small class sizes who were not getting this level of support.
49. Officers confirmed that many year on year changes in grants were required under the terms of the grant to be calculated as percentage increases on the previous year. However, many of these grants are now being subsumed into the main block funding for schools, so in future a higher proportion of funding will take account of deprivation when it is allocated. Some schools will benefit and others lose out as a result.
50. Panel members also confirmed that the Schools Forum undertakes checks that the small proportion of funding that is currently ring-fenced is spent as required.
51. The level of surplus balances may also reflect a school's ability to raise additional money, for example through the PTA. Schools that are able to do this are understandably likely to consider that any surplus in the school budget





# Conclusions and Recommendations

that results is 'their' money to decide how to spend.

52. The panel members also told us that their questioning of balances was currently limited to the excess money above the 5% and 8% thresholds. They would like to be able to ask about all of the surplus, especially when the school has a year on year history of surplus balances.

## Joint Consultative Committee

53. We invited comments from a representative of the education joint consultative committee on behalf of school staff. He reiterated the principle of using allocated money for the purpose of educating the children currently in a school. If a school is not doing this then there is likely to be a detrimental impact on the learning situation for pupils and by extension the working situation for staff.

54. He also acknowledged that the position in Leeds compared well nationally, and he praised the role of the Schools Forum panel and the support provided by Education Leeds finance staff to support headteachers in making, sometimes difficult, budget decisions. He agreed with us that it was reasonable for schools to use a certain level of balances towards short-term capital projects that contribute to improving the learning and working environment, so long as this is carefully monitored. A rising year on year balance or using funding for 'prestige' projects would ring alarm bells however.

55. He suggested that parents and staff might be asked for their views on the impact of saving balances over a longer period of time.

56. A potential alternative could be for schools to have a facility to borrow money up front and pay it back over the period when the children are getting the benefit.

57. We heard that the local authority already borrows against the school balances fund – which it holds on behalf of schools – for certain education related projects. However, any borrowing needs to recognise that individual schools can withdraw their balances at any time should they wish to do so. Furthermore, any school becoming an Academy will take any balances it has accumulated with it when it leaves the local authority.

## Extended Services

58. We noted that schools are required to maintain separate financial records for extended services and joint projects. In many cases one school will hold the extended schools funding for a whole cluster. These balances are excluded from the controls on surplus school balances. In 2009/10 the balances across Leeds totalled £4.2M, up from £3.9M in 2008/9.

**Recommendation 5**  
**That the Director of Children's Services monitors the extended services and partnership balances held by schools to ensure value for money from council funding of these activities.**



# Conclusions and Recommendations

## Academies

59. Members asked about the balances of schools that become Academies. Under the original Academies programme, the local authority kept any balance – or in most cases wrote off the deficit. Under new arrangements Academies formed by ‘outstanding’ schools without a sponsor take both surplus and deficit balances with them. Academies that require a sponsor take surpluses but leave deficits with the local authority.
60. Academies are companies outside of local authority control and will have audited accounts. It is still very early days in terms of Academies in Leeds, but it is possible that they may be allowed to keep higher than average balances. We also learned that Academies’ accounts are available to the public once they are filed with Companies House, and that Academies are now also required to comply with the Freedom of Information Act.

## Conclusion

61. We were pleased to note the effective controls on school balances in Leeds in general, although we remain concerned about the large surplus balances held by a very small number of schools over a period of years. We would like to see these balances being used for the benefit of existing pupils in the very near future.
62. We recognise that the current regime for the control of school balances is altering significantly. As more schools become Academies, the local authority will no longer have any role in relation to their

funding. In addition the government has indicated that it intends to remove the requirement on local authorities to operate a clawback mechanism. We have therefore sought to focus our recommendations on promoting effective budget management by school governors and centrally through the Director of Children’s Services.

63. We would like to conclude by thanking our witnesses for their co-operation with our work.



# Evidence

## Monitoring arrangements

Standard arrangements for monitoring the outcome of the Board's recommendations will apply.

The decision-makers to whom the recommendations are addressed will be asked to submit a formal response to the recommendations, including an action plan and timetable, normally within two months.

Following this the Scrutiny Board will determine any further detailed monitoring, over and above the standard quarterly monitoring of all scrutiny recommendations.

## Members of the working group

**Councillor Geoff Driver (Chair)**

**Councillor Bill Hyde**

**Mr Tony Britten**

**Professor Peter Gosden**

## Reports and Publications Submitted

- Education Leeds report to School Balances Working Group – November 2010
- Education Leeds report to Leeds Schools Forum – 13 May 2010
- Education Leeds report to Leeds Schools Forum – 23 September 2010
- DCSF Guidance for local authorities on managing surplus school balances – 15 March 2010
- Education Leeds report to Children's Services Scrutiny Board – 22 April 2010
- Minutes of Children's Services Scrutiny Board – 22 April 2010
- Ofsted Inspection grades for schools with surplus balances
- Information on capital projects being funded from balances
- School balances information from Academies
- Extract from Education White Paper concerning school balances

## Witnesses Heard

**Martin Hollos, Director of Resources, Education Leeds**

**Simon Darby, Head of School Funding, Initiatives and Lettings, Education Leeds**

**Patrick Fletcher, Head of Financial Services to Schools, Education Leeds**

**Rod Ash, Member of Schools Forum panel**

**Cyril Snell, Member of Schools Forum panel**

**Tim Hales, Teachers' Joint Consultative Committee representative**

## Dates of Scrutiny

**24 November 2010**

**13 December 2010**

Draft

**Scrutiny Board (Children's Services)  
School Balances  
April 2011  
Report author: Kate Arcott**

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: 21 April 2011

### Subject: Recommendation Tracking

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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 At the Board's meeting in March, members considered an update on a recommendation from the Meadowfield Primary School inquiry report, relating to the third stage review of complaints from schools. A copy of the response is attached.
- 1.2 The response indicated that there was an obstacle to achieving the recommendation. The Board agreed to ask for further advice, including from legal services, before signing off this recommendation.
- 1.3 Officers are currently exploring the Scrutiny Board's request and a response will be circulated before the meeting

## 2.0 Recommendation

- 2.1 Members are asked to decide whether any further action is required in relation to the recommendation on third stage review of complaints.

## Background Papers

None

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Originator: Kate Arscott

Tel: 247 4189

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## Report of the Head of Scrutiny and Member Development

### Scrutiny Board (Children's Services)

Date: 21 April 2011

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 March meeting.
- 1.2 The minutes of the March meetings of Executive Board (appendix 2) and the current Forward Plan of Key Decisions (appendix 3) 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 2010/11**

Item	Description	Notes	Type of item
<b>Meeting date – 19 May 2011</b>			
<b>Inquiry Reports</b>	To agree final reports arising from the Board's inquiries		
<b>Annual Report</b>	To agree the Board's contribution to the annual scrutiny report		

Key:

RFS – Request for scrutiny

MSR – Monitoring scrutiny recommendations

RP – Review of existing policy

PM – Performance management

DP – Development of new policy

B – Briefings

**Unscheduled Items**

Young Carers – possible working group

**Scrutiny Board (Children's Services)  
Work Programme 2010/11**

<b>Working Groups</b>			
<b>Working group</b>	<b>Membership</b>	<b>Current position</b>	<b>Dates</b>
<b>Youth Services Commissioning Framework</b>	Councillor Chapman Councillor Hyde Councillor Lamb Councillor Lancaster Councillor Maqsood Professor Gosden Mr Britten Ms Morris-Boam	To comment on the developing proposals  Timetable slipped from original deadline of September 2010 As a result, the Working group was suspended until a more appropriate time	19 July 19 August
<b>Children's Social Care System Review</b>	Councillor Chapman Councillor Gettings Councillor Lamb Councillor Lewis	To monitor progress on an ongoing basis	13 January 24 February 18 April
<b>Reducing Teenage Conception</b>	Councillor Chapman Councillor Coulson Councillor Gettings Councillor Lancaster James Granger Jeannette Morris-Boam Councillor Kirkland Councillor G Latty	Joint working group with the Health Scrutiny Board  First meeting will scope the inquiry	20 April

## EXECUTIVE BOARD

WEDNESDAY, 9TH MARCH, 2011

**PRESENT:** Councillor K Wakefield in the Chair

Councillors A Blackburn, J Blake, S Golton,  
P Gruen, R Lewis, T Murray, A Ogilvie and  
L Yeadon

Councillors J Dowson and R Finnigan – Non-Voting Advisory Members  
Councillor J Procter – Substitute Member

**176 Substitute Member**

Under the terms of Executive Procedure Rule 2.3, Councillor J Procter was invited to attend the meeting on behalf of Councillor A Carter.

**177 Exempt Information - Possible Exclusion of the Press and 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 A and B, together with Plans 1 to 3 to the report referred to in Minute No. 181, under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that the documents include exempt information relating to the financial or business affairs of a private developer and the Council and the public interest in maintaining the exemption outweighs the public interest in disclosing the information because if disclosed, it may prejudice the development of the project and may adversely affect the business of the Council and the interests of the private developer.
- (b) Appendix 2 to the report referred to in Minute No. 182, under the terms of Access to Information Procedure Rule 10.4(5) and on the grounds that it contains information relating to negotiations in connection with industrial relations and information in respect of which a claim to legal professional privilege could be maintained in legal proceedings. It is considered that in these circumstances that the public interest in maintaining the exemption from publication outweighs the public interest in disclosing the information.
- (c) The Appendix to the report referred to in Minute No. 184, under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that this report contains commercially sensitive information on the City Council's approach to procurement issues, and commercially

Draft minutes to be approved at the meeting  
to be held on Wednesday, 30th March, 2011

sensitive pricing and information about the commercial risk position of the City Council's proposed Preferred Bidder, where the benefit of keeping the information confidential is considered greater than that of allowing public access to the information.

**178 Declaration of Interests**

Councillors Wakefield, Blake, Gruen, R Lewis, Murray, Ogilvie, Yeadon, Dowson, Golton and Finnigan all declared personal interests in the item entitled, 'Attendance and Exclusions Report 2009/2010' due to any positions they held in respect of school governorships. (Minute No. 190 refers).

Councillor Murray declared a personal interest in the item entitled, 'Eastgate Quarter: Amendment to Legal Documentation and Commercial Deal', due to being a Director of igen, an organisation occupying buildings within the Eastgate Quarter which were within the area covered by the related Compulsory Purchase Order. (Minute No. 181 refers).

A further declaration of interest was made at a later point in the meeting. (Minute No. 188 refers).

**179 Minutes**

**RESOLVED** – That the minutes of the meeting held on 11<sup>th</sup> February 2011 be approved as a correct record.

**DEVELOPMENT AND REGENERATION**

**180 The Cardigan Centre**

Further to Minute No. 83, 13<sup>th</sup> October 2004, the Chief Asset Management Officer submitted a report outlining proposals to grant the current occupier of the Cardigan Centre a sublease for a term equivalent to the remainder of the Council's ground lease less one day at a peppercorn rent.

The report noted that Equality, Diversity, Cohesion and Integration screening had been undertaken in respect of the proposals detailed within the submitted report, and that the outcomes from which were available upon request.

**RESOLVED** - That, being satisfied that the disposal of the land is likely to promote or improve the economic, social and/or environmental wellbeing of the area or of local residents, approval be given to the granting of a sublease of the subject property on a less than best basis for the remainder of the term held by the Council, less one day, to The Cardigan Centre.

**181 Eastgate Quarter: Amendment to Legal Documentation and Commercial Deal**

The Acting Director of City Development submitted a report providing an update on the Eastgate redevelopment scheme, whilst also seeking the necessary approvals to enter into deeds of variation in respect of the Compulsory Purchase Order Indemnity Agreement and the Development Agreement which were in place to facilitate the redevelopment project.

Following consideration of appendices A and B, together with plans 1 to 3 of the submitted report, designated as exempt under Access to Information Procedure Rule 10.4(3), which were considered in private at the conclusion of the meeting it was

**RESOLVED -**

- (a) That the contents of the submitted report and the current position of the project be noted.
- (b) That approval be given to the proposed changes to the existing Compulsory Purchase Order (CPO) Indemnity Agreement and that the Acting Director of City Development request the Assistant Chief Executive (Corporate Governance) to complete all necessary legal documentation to vary the existing CPO Indemnity Agreement as per the information provided within exempt appendix A to the submitted report.
- (c) That approval be given to the Heads of Terms for the changes to the existing Development Agreement containing the commercial deal, and that the Acting Director of City Development request the Assistant Chief Executive (Corporate Governance) to complete all necessary legal documentation to vary the existing Development Agreement as per the information provided within exempt appendix B to the submitted report.
- (d) That if any further alterations, within the broad terms of the documentation, as set out within the exempt appendices A and B, are necessary to enable the completion of the legal documentation, approval be given for these to be dealt with under the appropriate scheme of delegation, with the concurrence of the Executive Member for Development and Regeneration.

(The matters referred to in this minute were designated as not being eligible for Call In, as a delay in the completion of the legal documentation as soon as practically possible could result in the Council losing the ability to use the existing Compulsory Purchase Order (CPO) within its current timeframe, which would result in the redevelopment not being able to proceed)

**182 Future Options for Architectural Design Services**

The Acting Director of City Development submitted a report summarising the options available regarding the replacement of the Council's internal design service and which sought in principle approval to transfer the service into a joint venture arrangement with Norfolk Property Services, subject to detailed consideration and a further report being submitted to Executive Board in July 2011.

The report noted that an Equality Impact Assessment had been completed in respect of the proposals detailed within the submitted report, and that the outcomes from which were available upon request.

The report presented the following options, which had been considered in relation to the Council's internal design service:-

- Option 1: Proposal submitted by staff
- Option 2: Jacobs secondment proposal
- Option 3: Local Authority Joint Venture arrangement with Norfolk Property Services
- Option 4: Separate procurement of design services for individual jobs and/or use available frameworks (e.g. Office of Government Commerce)
- Option 5: Usage of existing framework available within Leeds City Council (e.g. the Local Education Partnership or Public Private Partnerships Unit's technical advisor contract)
- Option 6: Procurement of a new external design framework
- Option 7: Procurement of a new design partner
- Option 8: Establishment of a Joint Venture arrangement with a private sector company
- Option 9: Shared service or Joint Venture arrangement with another local authority

Following consideration of appendix 2 to the submitted report, designated as exempt under Access to Information Procedure Rule 10.4(5), which was considered in private at the conclusion of the meeting it was

**RESOLVED -**

- (a) That the formal consultation about ceasing the service be concluded, and that the proposal to cease the in-house Architectural Design Service in its current form be agreed.
- (b) That approval be given to beginning the process of decommissioning the service in the most appropriate way in order to optimise the current and future business needs.
- (c) That the establishment of a joint venture arrangement with Norfolk Property Services (NPS) be explored as the preferred route and subject to further detailed consideration, this matter be reported back to Executive Board in July 2011.
- (d) That further to resolution (c) above, officers also explore alongside this in more detail the option to separately procure design services using existing frameworks where appropriate e.g. Office of Government Commerce (OGC).

**ENVIRONMENTAL SERVICES**

**183 2010 Domestic Energy Report**

The Director of Environment and Neighbourhoods submitted a report presenting for approval the Domestic Energy Report for the period 1<sup>st</sup> April 2009 to 31<sup>st</sup> December 2010.

The 2010 Domestic Energy report was appended to Board Members' agendas for their consideration and had also been made available to others electronically.

**RESOLVED –**

- (a) That the content of the 2010 Domestic Energy Report be noted and approved.
- (b) That a further report be submitted to the 30<sup>th</sup> March 2011 Executive Board meeting in respect of energy efficiency and carbon saving initiatives currently being developed.

**NEIGHBOURHOODS AND HOUSING**

**184 Little London and Beeston Hill and Holbeck PFI Housing Project - Final Business Case and Contract Award**

Further to Minute No. 149, 9<sup>th</sup> December 2009, the Director of Environment and Neighbourhoods submitted a report outlining the final scope of the Little London and Beeston Hill and Holbeck Housing PFI Project, proposing the submission of the 'Pre-Financial Close Final Business Case' to Communities and Local Government (CLG) through the Homes and Communities Agency (HCA), detailing the anticipated affordability position for the Project and detailing proposals regarding the execution of the contract documentation for this Project.

The report noted that the Project had been the subject of an Equality Impact Assessment, which had been completed in January 2010 and subsequently reviewed in June 2010. In addition, the report provided details of the outcomes from the assessment process.

The Chair and the Executive Member for Neighbourhoods and Housing thanked Members for the supportive comments which had been received from all political groups in relation to the development of this Project.

The Chief Executive updated the meeting on the current status of the approval process for the Project, with Members noting that implementation of the close arrangements contained within the submitted report were dependent upon CLG approval of the Pre-Preferred Bidder Final Business Case (PPB FBC) being received.

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

**RESOLVED –**

- (a) That the contents of the submitted report be noted.

- (b) That the final scope of the Little London, Beeston Hill and Holbeck PFI Project ('Project'), as set out within the submitted report, be confirmed.
- (c) That the submission of the Pre-Financial Close Final Business Case (PFC FBC) to the Homes and Communities Agency and Department for Communities and Local Government be approved, and that the Director of Environment and Neighbourhoods be authorised to approve any necessary amendments to the PFC FBC that arise.
- (d) That the financial implications for the City Council of entering into the Project be approved and that the anticipated affordability contribution for the City Council in relation to the Project in the first full year of service commencement, as set out within the exempt appendix to the submitted report, be noted.
- (e) That the financial issues covered within the exempt appendix of the submitted report, including the balance sheet treatment, be noted.
- (f) That it be noted that the proposed Preferred Bidder will be formally announced and appointed (under the terms of a preferred bidder letter) following HCA/CLG approval of the Pre-Preferred Bidder Final Business Case (PPB FBC) for the Project.
- (g) That approval be given to the arrangements to Financial Close and implementation of the Project, to include (but not by way of limitation) (following the appointment of the proposed Preferred Bidder) the award of contract to and entry into a PFI Project Agreement with a special purpose company, to be established under terms agreed between the City Council and the proposed Preferred Bidder, details of which are set out in the opening paragraph of the exempt appendix to the submitted report.
- (h) That the arrangements at section 7.0 of the submitted report be confirmed, and (for the avoidance of doubt) the Director of Environment and Neighbourhoods (or delegee) be authorised to exercise the delegated powers, as set out at Part 3 Section 3E of the Constitution regarding PPP/PFI and other Major Property and Infrastructure Related projects, in relation to this Project.
- (i) That authority be delegated to the Director of Environment and Neighbourhoods to approve the completion of the Project should the SWAP rate increase at the time of Financial Close, subject to the Project remaining within the maximum affordability ceiling approved by Executive Board and as set out within the exempt appendix to the submitted report.
- (j) That, without prejudice to the approvals under paragraphs (a) to (i) above, should it become necessary at any time for further decisions to be taken to amend the scope and/or affordability of the Project prior to the next scheduled meeting of Executive Board, authority to take such



decisions be delegated to the Director of Environment and Neighbourhoods, subject to Executive Board Members being consulted in the manner now discussed prior to the decisions being taken, and provided that any such decisions shall be reported back to the next scheduled meeting of the Board for information.

**185 Government Office for Yorkshire and the Humber**

Given the imminent closure of the Government Office for Yorkshire and the Humber, with the Board's agreement, the Chief Executive on behalf of the Board undertook to write to Felicity Everiss, Regional Director of the Government Office, and her staff, formally thanking them for their continued support and assistance on the development of numerous initiatives throughout the city, including the current Little London and Beeston Hill and Holbeck PFI Housing Project (Minute No. 184 refers).

**CHILDREN'S SERVICES**

**186 Ofsted Annual Unannounced Inspection of Contact, Referral and Assessment Arrangements in Children's Services**

The Director of Children's Services submitted a report providing details of the Ofsted Unannounced Inspection of Children's Services' Contact, Referral and Assessment Arrangements, which took place during January 2011.

On behalf of the Board, the Chair and the Executive Member for Children's Services paid tribute to and thanked all staff within Children's Services for the work they had undertaken to help achieve such a positive outcome.

**RESOLVED -**

- (a) That the outcomes of the Ofsted unannounced inspection be noted.
- (b) That the significant positive impact made overall since the unannounced inspection in July 2009 be acknowledged, and that the significant efforts of all those who have contributed towards this achievement be recognised.
- (c) That regular progress reports be submitted to the Board in relation to the 'Areas of Development' identified via the Unannounced Ofsted Inspection, particularly in relation to the development of a new ICT system.

**187 Children's Services Improvement Update**

Further to Minute No. 132, 15<sup>th</sup> December 2010, the Director of Children's Services submitted a report providing an update on the improvement and development activity in respect of children's services which had been undertaken since the consideration of the last update report in December 2010.

The report noted that an equality impact assessment was being undertaken in respect of the new Children and Young People's Plan, and that the outcomes from which would inform the final content of the plan.

**RESOLVED -**

- (a) That the stock take of progress made by the Improvement Board be noted.
- (b) That the significant positive impact made overall since the unannounced inspection in July 2009 be acknowledged.
- (c) That the use of outcomes based accountability as the central methodology to help drive the delivery of the priorities in the new Children and Young People's Plan be endorsed.
- (d) That the continuing progress made in respect of service design and transformation activity, to support better integrated working in children's services, be noted.

**188 Basic Need Programme for Primary Schools 2011**

Further to Minute No. 38, 21<sup>st</sup> July 2010, the Director of Children's Services submitted a report providing an update on the programme of approved expansions at Primary Schools in Leeds and proposing to consolidate into the programme, capital proposals which had been developed following the consideration of reports at previous Executive Board meetings. In addition, the report also sought the Board's approval regarding proposals in respect of the scheme's expenditure.

**RESOLVED -**

- (a) That the capital proposals outlined for the schools, as scheduled within the submitted report, be approved.
- (b) That scheme expenditure of £5,102,000 from 'Basic Need Primary Expansions 2011' capital scheme number 15821 be authorised in order to allow the Basic Need programme for 2011 to be delivered.
- (c) That the Director of Resources be authorised to give delegated approval to all of the schemes detailed within the submitted report, including those with an estimated cost of over £500,000, based on individual scheme reports which are to be submitted by the Chief Executive of Education Leeds / Director of Children's Services.

(Councillor A Blackburn declared a personal interest in this item, due to being a governor of Ryecroft Primary School, which was the subject of proposals within the submitted report).

**189 Whitkirk Primary School - Basic Need and Physical Disabilities Resource Base**

Further to Minute No. 237, 19<sup>th</sup> May 2010, the Chief Executive of Education Leeds submitted a report outlining proposals to proceed with a second phase of works at Whitkirk Primary School. In addition, the report also sought authority to incur the expenditure required to deliver the proposals.

In response to Members' comments, officers undertook to pursue enquiries regarding the inclusion of a 'pick up and drop off' point within the scheme.

**RESOLVED -**

- (a) That authority be given to proceed with Phase 2 of the capital works to provide Resource Provision status and create an additional 2 classrooms in order to allow for the increase in pupil numbers as part of the Basic Need programme at Whitkirk Primary School, at an estimated total scheme cost of £541,895.
- (b) That authority be given to incurring expenditure of £541,895 from capital scheme number 15821/WHI/000.

**190 Attendance and Exclusions Report 2009/2010**

The Director of Children's Services submitted a report providing detailed analysis and review of data with regard to levels of attendance and persistent absence, permanent and fixed term exclusions in Leeds schools during the period September 2009 and April 2010.

As part of a wider discussion, Members highlighted the potential role of school governors and Elected Members in reducing levels of persistent absence, in addition to permanent and fixed term exclusions.

**RESOLVED -**

- (a) That the contents of the submitted report be noted, and that the work of the range of partners, which include the Area Inclusion Partnerships, clusters, children's services and schools to promote inclusion and good attendance, be celebrated and endorsed.
- (b) That the conclusions and proposed and on-going actions detailed within the submitted report be endorsed.

**LEISURE**

**191 Long Term Burial Supply for North East Leeds: Whinmoor Grange Cemetery Design and Cost Report and Draft Whinmoor Grange Informal Planning Statement**

Further to Minute No. 153, 3<sup>rd</sup> December 2008, the Acting Director of City Development submitted a report providing an update on the progress made regarding the supply of burial space within north east Leeds, the preparation of a masterplan for the Whinmoor Grange site and the outcome of feasibility works undertaken to explore the potential to deliver a 5 acre cemetery on the site of the former Elmete Caravan Park. In addition, the report also sought approval of the Draft Planning Statement for Whinmoor Grange as a basis for public consultation, whilst also seeking approval to the incurring of related expenditure.

The report noted and provided details of an Equality Impact Assessment which had been undertaken in 2008 in respect of the proposed 50 year Burial Strategy, a matter which was considered by the Board at that time. However,

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since 2008, the report highlighted that there had been consultation with planning, legal, highways and specific faith groups, in addition to site visits with Ward Members, in relation to the proposals to develop Elmete and Whinmoor. The report also noted that the Equality Impact Assessment would be updated to reflect the ongoing consultations which were being undertaken with all faith groups in relation to the city's long term burial supply.

**RESOLVED –**

- (a) That the current position regarding the implementation of the proposals agreed at the Executive Board meeting in December 2008 be noted.
- (b) That the Draft Informal Planning Statement for Whinmoor Grange be approved for the purposes of a public consultation exercise which is to be undertaken over 4 a week period, with the findings being reported back to Executive Board.
- (c) That approval be given to the incurring of £309,579 expenditure on the construction of a 5 acre cemetery at Whinmoor (Cemetery Exts City Wide – Green Schemes, Scheme Number 1358).
- (d) That the proposal to move forward with a planning application for a cemetery at the former Elmete caravan park be noted.

**DATE OF PUBLICATION:** 11<sup>TH</sup> MARCH 2011

**LAST DATE FOR CALL IN  
OF ELIGIBLE DECISIONS:** 18<sup>TH</sup> MARCH 2011 (5.00 P.M.)

(Scrutiny Support will notify Directors of any items called in by 12noon on 21<sup>st</sup> March 2011)

## EXECUTIVE BOARD

WEDNESDAY, 30TH MARCH, 2011

**PRESENT:** Councillor K Wakefield in the Chair

Councillors A Blackburn, J Blake, S Golton,  
P Gruen, R Lewis, T Murray, A Ogilvie and  
L Yeadon

Councillors J Dowson and R Finnigan – Non-Voting Advisory Members  
Councillor J Procter – Substitute Member

### 192 **Substitute Member**

Under the terms of Executive Procedure Rule 2.3, Councillor J Procter was invited to attend the meeting on behalf of Councillor A Carter.

### 193 **Appeals Against Refusal of Inspection of Documents**

The Board noted that a request to access relevant background papers relating to agenda item 13, entitled, 'Garforth Squash and Leisure Centre' (Minute No. 205 refers) had been made by Councillor J Procter.

In response, the Board was advised that the provision for an appeal to access information, as set out within the first item on the agenda and within the Council's Access to Information Procedure Rule 25.2, related solely to appeals made by members of the public in respect of information which formed part of a report to be considered at this meeting. However, responding to the Member's request, the Acting Director of City Development undertook to collate all relevant data in respect of this matter and provide to Councillor J Procter those parts which were deemed eligible for disclosure.

In conclusion, the Chair advised that a Member who had been denied inspection of a relevant document could appeal to access such documentation via the procedures as set out within the Council's Access to Information Procedure Rule 25.3.

### 194 **Exempt Information - Possible Exclusion of the Press and 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) Appendix 1 to the report referred to in Minute No. 198, under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that in the Council's judgment, the commercial information relating to this proposal should not be disclosed for two reasons: Firstly, disclosure may prejudice negotiations yet to be concluded between the

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to be held on Wednesday, 18th May, 2011

Council, Community Energy Solutions (CES) and their funding partners Empower Community Management (ECM). Secondly, CES and ECM's commercial interests could be prejudiced if these financial terms became available to their competitors. Therefore, the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

**195 Late Items**

There were no late items as such, however, it was noted that supplementary information had been circulated to Board Members following the despatch of the agenda, in the form of the Local Transport Plan Executive Summary, which accompanied the report entitled, 'West Yorkshire Local Transport Plan 2011-2026' (Minute No. 211 refers).

**196 Declaration of Interests**

Councillors Golton, Murray, Ogilvie, R Lewis, Blake, A Blackburn and Finnigan all declared personal interests in the item entitled, 'ALMO Review Update and Use of Reserves', due to their respective positions as either a Board Director or an Area Panel member of an Arms Length Management Organisation (ALMO) or Belle Isle Tenant Management Organisation (BITMO) (Minute No. 200 refers).

Councillor Dowson declared personal interests in the items entitled, 'Basic Need Programme 2012' and 'Annual Consultation on Admission Arrangements for September 2012', due to her position as a governor of Bracken Edge Primary School. (Minute Nos. 203 and 204 refer respectively).

Councillor Murray declared a personal and prejudicial interest in the item entitled, 'Young People's Employability Initiative', due to his position as Chief Executive of the Learning Partnerships organisation. (Minute No. 201 refers).

Councillors Murray and Blake both declared personal interests in the item entitled, 'Garforth Squash and Leisure Centre', due to their respective positions as a governor of Garforth College and as a trustee of South Leeds Academy. (Minute No. 205 refers).

**197 Minutes**

**RESOLVED** – That the minutes of the meeting held on 9<sup>th</sup> March 2011 be approved as a correct record.

**ENVIRONMENTAL SERVICES**

**198 Solar Photovoltaic (PV) Initiative - Use of Income to Fund Home Insulation Scheme**

The Director of Environment and Neighbourhoods submitted a report providing an update on the progress made in respect of the Solar Photovoltaic (PV) Panels Initiative whilst also outlining proposals regarding the ring-fencing of income generated by the initiative to fund a city wide, private sector free insulation scheme and other energy efficiency and carbon reduction projects.

The Board thanked the members of the cross party working group which had been established in relation to this matter for all of their contributions, and received further details in respect of proposals regarding private housing stock.

Following consideration of appendix 1 to the submitted 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 income generated from the Solar PV Initiative be ring fenced to finance Prudential Borrowing for the Home Insulation scheme and/or energy efficiency/carbon reduction works to the HRA stock, as set out within the exempt appendix 1 to the submitted report.
- (b) That authority be delegated to the Director of Environment and Neighbourhoods to conclude negotiations with Community Energy Solutions (CES) and Empower Community Management (ECM), to secure Prudential Borrowing against the Solar PV Initiative income and to secure delivery partners for the Home Insulation scheme.

**NEIGHBOURHOODS AND HOUSING**

**199 Delegation of Executive Functions in relation to Street Scene Management to Area Committees**

The Director of Environment and Neighbourhoods submitted a report outlining proposals in respect of amendments to the Constitution, in order to expand the delegations from Executive Board to Area Committees, with effect from the commencement of the new municipal year.

**RESOLVED –**

- (a) That the revisions to the Area Committee Function Schedules, as shown within Appendix 1 to the submitted report, together with the amendment to the Area Committee Procedure Rules, as shown in Appendix 2 to the submitted report be approved with effect from Thursday, 26<sup>th</sup> May 2011.
- (b) That all Area Committees be asked to establish a Members' Environment Working Group to manage the detailed oversight of the delegated services with officer support.

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

**200 ALMO Review Update and Use of Reserves**

The Director of Environment and Neighbourhoods submitted a report outlining proposals regarding the use of Housing Revenue Account reserves, providing an update on the progress made in relation to the implementation of the key reforms to the three ALMO model and detailing the key principles contained

within the government's proposals for a self financing Housing Revenue Account.

In presenting the report, the Executive Member for Neighbourhoods and Housing paid tribute to and thanked the staff of the Strategic Landlord, for the work which they had undertaken on this matter.

**RESOLVED –**

- (a) That the allocation of the transferred Housing Revenue Account reserves in line with the arrangements as set out within the submitted report, be approved.
- (b) That the progress made in respect of implementing the key reforms to the ALMO model in Leeds be noted.
- (c) That the Director of Environment and Neighbourhoods submit a report to the June 2011 Executive Board meeting setting out the detailed implications for Leeds of the government's proposals for a self financing Housing Revenue Account.

**201 Young People's Employability Initiative**

The Director of Environment and Neighbourhoods and the Director of Children's Services submitted a joint report detailing proposals regarding an employability initiative targeted at young people, offering a tailored programme of skills training, work experience and continued support enabling up to 600 young people between the ages of 16 – 24 to move into employment, an apprenticeship or accredited learning.

In response to Members' enquiries, assurances were received in respect of the involvement of the private sector, together with third sector organisations and the manufacturing sector in the initiative.

**RESOLVED –**

- (a) That the proposed programme be agreed, and that expenditure of up to £500,000 from the Council's revenue budget for 2011/12 be authorised.
- (b) That further update reports on the progress made in relation to the initiative be submitted to the Board in due course.

(Having declared a personal and prejudicial interest in this item, Councillor Murray left the meeting for the duration of this item).

**CHILDREN'S SERVICES**

**202 Deputation to Council: Mayor For A Day: The Winning Manifesto: 'Don't Get Ill, Get Soap'**

The Director of Children's Services submitted a report in response to the 'Mayor for a Day' deputation to Council on 19<sup>th</sup> January 2011 entitled, 'Don't



Get Ill, Get Soap', which had been presented by Emily Humphreys of Bramley St. Peter's Church of England Primary School.

**RESOLVED –**

- (a) That a letter be sent on behalf of the Executive Board to Emily, thanking and congratulating her for bringing the issue of hand hygiene to our attention and for highlighting the important work of the charity WaterAid.
- (b) That support be given to the work of Children's Services Participation Officers in helping Emily and her peers raise awareness of hand washing through a school based competition and other appropriate initiatives.
- (c) That the importance of good hand washing hygiene be recognised and that Emily's message be endorsed.

**203 Basic Need Programme 2012**

The Director of Children's Services submitted a report presenting the outcome of statutory consultation on six proposals to increase primary provision in Leeds from September 2012, detailing proposals to publish the relevant statutory notices for three of these proposals, whilst outlining the further work to be completed prior to making a recommendations in respect of the remaining three. In addition, the report also provided details in relation to the related expenditure required.

**RESOLVED –**

- (a) That the responses to the statutory consultation on the six proposals be noted.
- (b) That individual approval be given to the publication of statutory notices for the following:-
  - i) **Proposal one:** Expand the capacity of Wykebeck Primary School from 315 places to 420 places on its existing site
  - ii) **Proposal four:** Change the age range of Carr Manor High School to 4-18, with a reception admission limit of 30, and use land next to the school for the primary provision
  - iii) **Proposal five:** Expand the capacity of Bracken Edge Primary School from 315 places to 420 places on its existing site
- (c) That it be noted that further work will be completed by officers prior to bringing forward recommendations to the May 2011 Executive Board on the following proposals:-
  - i) **Proposal two:** Change the age range of Roundhay School Technology and Language College to 4-18, with a reception admission limit of 60, and use land off Elmete Lane for the primary provision.
  - ii) **Proposal three:** Change the age range of Allerton Grange School to 4-18, with a reception admission limit of 60, and use land next to the school for the primary provision.

Draft minutes to be approved at the meeting to be held on Wednesday, 18th May, 2011

iii) **Proposal six:** Expand the capacity of Little London Primary School from 210 to 630 using land off Cambridge Road

- (d) That expenditure of £839,000 from scheme number 15822 be authorised to allow the development of the designs of the capital proposals for the expansions for 2012 at risk and to allow the basic need programme for 2012 to be delivered.

**204 Annual Consultation on Admission Arrangements for September 2012**

The Director of Children's Services submitted a report on the proposed admission numbers, the Local Authority admission policy and the related arrangements for September 2012.

**RESOLVED –**

- (a) That the following proposals, as detailed within the submitted report, be approved for implementation in the 2012 admission round:-

- Coordinated scheme – primary annual cycle
- Coordinated scheme – secondary annual cycle
- Coordinated scheme – in year allocations
- Introduction of in year waiting lists
- No changes to the sibling priority
  
- Changes to school admission numbers, as follows:

Middleton St Mary's	50	to	60
Middleton St Phillips	25	to	30
Micklefield CE Primary	30	to	20
Corpus Christi Primary	50	to	45
Oulton Primary	50	to	60
Richmond Hill Primary	60	to	90
Wykebeck Primary	45	to	60
Bracken Edge	45	to	60
Cottingley Primary	40	to	45
<b>Secondary</b>			
Allerton High	180	to	185

- (b) That the requested increase to the admission number at Rodillian not be progressed at this time.
- (c) That permission be granted to publish the relevant statutory notice where the planned admission numbers are below the indicated admission numbers.

**LEISURE**

**205 Garforth Squash and Leisure Centre**

The Acting Director of City Development submitted a report outlining proposals regarding the granting of a lease to the School Partnership Trust in respect of Garforth Squash and Leisure Centre from a date to be agreed and seeking approval to delegate the necessary authority to the Acting Director of City Development in order to finalise and conclude the lease.

Draft minutes to be approved at the meeting to be held on Wednesday, 18th May, 2011

The report noted that an Equality Impact Assessment had been completed in relation to this matter, which had been published within the Equalities Section of the Council's website.

**RESOLVED –**

- (a) That the proposed method of disposal via direct negotiation with the Schools Partnership Trust, together with the aims of the proposed transfer and the risks and mitigations identified within the submitted report, be noted.
- (b) That the principle of a community asset transfer of Garforth Squash and Leisure Centre to the School Partnership Trust at less than best consideration be approved.
- (c) That the Acting Director of City Development, in consultation with the Executive Member for Leisure, be authorised to finalise a lease agreement in keeping with the principles and terms outlined within the submitted report and subject to receipt of a suitable and robust business plan to conclude a lease with the School Partnership Trust.

**RESOURCES AND CORPORATE FUNCTIONS**

**206 Driving the City Forward: City Marketing, Supporting Investment and Engaging Business**

The Acting Director of City Development and the Assistant Chief Executive (Planning, Policy and Improvement) submitted a joint report providing an update on the work undertaken since December 2010 on the marketing and promotion of the city. In addition, the report also sought approval to the secondment of City Council staff to the public-private partnership company, Marketing Leeds, the transfer of relevant operational budgets and the development of a detailed service specification and business plan which would form the basis of the formal agreement between the Council and Marketing Leeds.

The report noted that an equality impact assessment had been undertaken in respect of this matter, and highlighted that further work would be required once a new structure had been determined and before staff were finally seconded to the new organisation.

**RESOLVED –**

- (a) That the progress made and the timetable for the appointment of a Chief Executive be noted.
- (b) That the secondment of staff to Marketing Leeds be approved, with the relevant authority being delegated to the Acting Director of City Development in order to enable him to determine the detailed arrangements.

- (c) That the destination marketing, tourism and inward investment activities required by the Council be delivered in partnership with the Council by Marketing Leeds, from a date to be determined by the Acting Director of City Development.
- (d) That the level of operational budget to be provided to Marketing Leeds to deliver the services associated with the staff to be seconded, be delegated to the Acting Director of City Development, in consultation with the Director of Resources.

**207 The Illegal Money Lending Project - Tackling Loan Sharks**

The Assistant Chief Executive (Corporate Governance) submitted a report outlining proposals regarding the extension of existing delegations to Birmingham City Council, to enable the arrangements in respect of the Illegal Money Lending Project, which had been operating in partnership with West Yorkshire Trading Standards Service, to continue from March 2011 to 31st March 2015.

**RESOLVED –**

- (a) That the contents of the submitted report be noted.
- (b) That in the light of the extension of funding for the project from the Department of Business Innovation and Skills, the authority delegated to Birmingham City Council to undertake investigations and institute proceedings against illegal money lenders operating within the Leeds district, be extended from March 2011 to 31st March 2015.
- (c) That Executive Board receives an annual update report on the outcomes arising from this delegation.

**DEVELOPMENT AND REGENERATION**

**208 Deputation to Council: Wood Lane Neighbourhood Residents' Association regarding Safety Issues for Local Residents in relation to Traffic Management and Parking**

The Acting Director of City Development submitted a report in response to the deputation to Council on 19<sup>th</sup> January 2011 from Wood Lane Neighbourhood Residents' Association regarding Safety Issues for Local Residents in relation to Traffic Management and Parking.

Members advised that correspondence which had been received from local Ward Members in relation to this matter would be submitted to the Acting Director of City Development for his consideration.

In line with the Council's Equality, Diversity, Cohesion and Integration Impact Assessment Guidance, the report provided details of the screening process which had been undertaken in respect of the proposals against the Equality Impact Assessment (EIA) criteria.

**RESOLVED –**

- (a) That the contents of the submitted report be noted.
- (b) That the actions outlined within paragraph 3.3 of the submitted report be supported, including the maintenance of the existing road markings, arranging appropriate traffic parking surveys, subsequent consideration of changes to parking restrictions and advising the organisers of the process and costs of introducing a parking restriction traffic order on the private section of Wood Lane.

**209 Deputation to Council: Horsforth Residents' Association regarding the Impact of Planning Consents within Horsforth and the Wider Area**

The Acting Director of City Development submitted a report in response to the deputation to Council on 19<sup>th</sup> January 2011 from Horsforth Residents' Association regarding the Impact of Planning Consents within Horsforth and the Wider Area.

**RESOLVED –** That the contents of the submitted report be noted.

**210 City Centre Commuter Car Parking Policy**

The Acting Director of City Development submitted a report regarding proposals to introduce an informal interim policy to deal with commuter car parking sites within Leeds city centre.

The report provided details of the screening process which had been undertaken in respect of the proposals against the Strategic Environmental Assessment (SEA) and Equality Impact Assessment (EIA) criteria.

**RESOLVED –** That the draft city centre commuter car parking policy be approved for the purposes of public consultation.

(Under the provisions of Council Procedure Rule 16.5, Councillor A Blackburn required it to be recorded that she abstained from voting on this matter).

**211 West Yorkshire Local Transport Plan 2011 - 2026**

The Acting Director of City Development submitted a report regarding the production of a new West Yorkshire Local Transport Plan (WYLTP) for the period 2011-2026, as considered by the West Yorkshire Integrated Transport Authority on the 25<sup>th</sup> March 2011.

Upon being made available, copies of the Local Transport Plan Executive Summary had been circulated to Board Members for their consideration following the publication and despatch of the agenda papers.

The report noted that an Integrated Sustainability Assessment of the proposals had been undertaken, which had incorporated a Strategic Environmental Assessment (SEA), Health Impact Assessment (HIA), Equalities Impact Assessment (EQIA) and a Habitats Regulation Assessment (HRA).

**RESOLVED –**

- (a) That the contents of the submitted report, together with the proposed West Yorkshire Local Transport Plan for the period 2011-2026, be noted.
- (b) That the decision made by the West Yorkshire Integrated Transport Authority at its meeting on 25th March 2011, to approve the WYLTP, be noted.

**212 Carbon and Water Management Plan 2011 - 2021**

The Acting Director of City Development submitted a report outlining the Council's proposed approach towards the reduction of operational energy and water consumption and costs, together with associated carbon dioxide emissions over the next decade, whilst also presenting for approval the Council's Carbon and Water Management Plan for the period 2011-2021.

The report provided details of the Equality, Diversity, Cohesion and Integration screening process which had been undertaken in respect of the proposals. The report concluded that both the current and the proposed measures had given proper consideration to equality, diversity, cohesion and integration and that a full impact assessment was not required.

**RESOLVED –** That in order to meet the Council's aim of reducing its carbon emissions by 40% from its own operations by 2021, the Carbon and Water Management Plan for the period 2011-2021 be approved.

**213 Retirement of Chief Officer (Legal, Licensing and Registration) - Stuart Turnock**

On behalf of the Board, the Chair paid tribute to and thanked the Chief Officer (Legal, Licensing and Registration), Stuart Turnock, as this marked the final Board meeting in which he would be in attendance prior to his retirement on the 31<sup>st</sup> March 2011.

**DATE OF PUBLICATION:** 1<sup>ST</sup> APRIL 2011

**LAST DATE FOR CALL IN OF ELIGIBLE DECISIONS:** 8<sup>TH</sup> APRIL 2011 (5.00 P.M.)

(Scrutiny Support will notify Directors of any items called in by 12noon on 11<sup>th</sup> April 2011)

Draft minutes to be approved at the meeting to be held on Wednesday, 18th May, 2011

**LEEDS CITY COUNCIL**

**FORWARD PLAN OF KEY DECISIONS**

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

For the period 1 April 2011 to 31 July 2011

<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)
Provision of Temporary Teachers and Support Staff Framework Agreement To agree the award of the framework agreement	Director of Children's Services	1/4/11	Schools and Procurement Unit	Tender submissions	julia.shemilt@leeds.gov.uk
Schools Devolved Formula Capital Budgets 2010/11 Approval to carry out capital works and incur expenditure at Leeds Schools, to be funded by Devolved Formula Capital Grant	Director of Children's Services	1/4/11	Leeds Schools	Design and Cost Report (to be submitted)	Director of Children's Services tony.palmer@leeds.gov.uk

<b>Key Decisions</b>	<b>Decision Maker</b>	<b>Expected Date of Decision</b>	<b>Proposed Consultation</b>	<b>Documents to be Considered by Decision Maker</b>	<b>Lead Officer</b> (To whom representations should be made and email address to send representations to)
Young People's Employability Initiative Award of contract(s) following a procurement exercise, to deliver elements of the Young People's Employability Initiative.	Director of Environment and Neighbourhoods	21/4/11	Executive Member.	Report summarising outcome of procurement exercise and DDN.	Director of Environment and Neighbourhoods sue.wynne@leeds.gov.uk
Leeds Building Schools for the Future Phase 5 - Parklands Academy Stage 0 Confirmation of Procurement Approval	Executive Board (Portfolio: Children's Services)	18/5/11	Education Leeds, E-ACT, PfS, PPP Unit Management Team, Planning, Executive Board, Project Board, SIB	The report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services David.outram@leeds.gov.uk





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