



SCRUTINY BOARD (CHILDREN AND FAMILIES)

Meeting to be held in Civic Hall, Leeds, LS1 1UR on
Thursday, 26th April, 2012 at 9.45 am

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

MEMBERSHIP

Councillors

- J Chapman (Chair) - Weetwood;
- G Driver - Middleton Park;
- P Ewens - Hyde Park and Woodhouse;
- B Gettings - Morley North;
- A Khan - Burmantofts and Richmond Hill;
- A Lamb - Wetherby;
- P Latty - Guiseley and Rawdon;
- K Maqsood - Gipton and Harehills;
- A McKenna - Garforth and Swillington;
- M Rafique - Chapel Allerton;
- K Renshaw - Ardsley and Robin Hood;

Co-opted Members (Voting)

- Mr E A Britten - Church Representative (Catholic)
- Vacancy - Church Representative (Church of England)
- Ms A Craven - Parent Governor Representative (Primary)
- Ms J Ward - Parent Governor Representative (Secondary)
- Ms N Cox - Parent Governor Representative (Special)

Co-opted Members (Non-Voting)

- Ms C Foote - Teacher Representative
- Ms C Johnson - Teacher Representative
- Mrs S Hutchinson - Early Years Representative
- Ms T Kayani - Leeds Youth Work Partnership Representative
- Ms J Morris-Boam - Young Lives Leeds

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A G E N D A

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

3

LATE ITEMS

To identify items which have been admitted to the agenda by the Chair for consideration.

(The special circumstances shall be specified in the minutes.)

4

DECLARATIONS OF INTEREST

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.

5

APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTES

To receive any apologies for absence and notification of substitutes.

6

MINUTES - 15TH MARCH 2012

1 - 4

To confirm as a correct record, the minutes of the meeting held on 15th March 2012.

7

SCRUTINY INQUIRY SESSION 3 – INCREASING THE NUMBER OF YOUNG PEOPLE IN EMPLOYMENT, EDUCATION OR TRAINING (EET)

5 - 70

To receive and consider a report from the Director of Children's Services presenting evidence to the Board on increasing the number of young people in employment, education or training (EET).

8

RESPONSE TO SCRUTINY INQUIRY REPORT – EXTERNAL PLACEMENTS

71 - 78

To receive and consider a report from the Director of Children's Services in response to the Board's inquiry report on External Placements.

9

REVIEW OF CHILDREN'S HOMES

79 - 86

To receive and consider a report from the Director of Children's Services regarding the progress with the review of Leeds City Council children's homes.

10

**SCRUTINY INQUIRY REPORT – COMBATING
CHILD POVERTY AND RAISING ASPIRATIONS**

87 -
88

To receive and consider a report from the Head of Scrutiny and Member Development. Members are asked to consider and agree the Board’s report following its inquiry into combating Child Poverty and Raising Aspirations.

**(Inquiry report to follow as a late
supplementary item)**

11

**SCRUTINY INQUIRY REPORT – IMPROVING
SCHOOL ATTENDANCE**

89 -
90

To receive and consider a report from the Head of Scrutiny and Member Development. Members are asked to consider and agree the Board’s report following its inquiry into improving school attendance.

**(Inquiry report to follow as a late
supplementary item)**

Agenda Item 6

SCRUTINY BOARD (CHILDREN AND FAMILIES)

THURSDAY, 15TH MARCH, 2012

PRESENT: Councillor J Chapman in the Chair

Councillors G Driver, P Ewens, B Gettings,
A Khan, A Lamb, P Latty, K Maqsood,
A McKenna, M Rafique and K Renshaw

CO-OPTED MEMBERS (VOTING):

Mr E A Britten – Church Representative (Catholic)
Ms A Craven – Parent Governor Representative (Primary)
Ms J Ward – Parent Governor Representative (Secondary)
Ms N Cox – Parent Governor Representative (Special)

CO-OPTED MEMBERS (NON-VOTING):

Ms C Foote – Teacher Representative
Mrs S Hutchinson – Early Years Representative
Ms T Kayani – Leeds Youth Work Partnership Representative
Ms J Morris-Boam – Young Lives Leeds

74 Chair's Opening Remarks

The Chair welcomed all in attendance to the March meeting of the Scrutiny Board (Children and Families).

75 Late Items

In accordance with her powers under Section 100B(4)(b) of the Local Government Act 1972, the Chair admitted to the agenda, the draft scrutiny inquiry report in relation to service redesign for children with disabilities, special educational needs and additional health needs. This late information was not available at the time of agenda despatch. (Minute No. 81 refers)

76 Declarations of Interest

There were no declarations of interest.

77 Apologies for Absence and Notification of Substitutes

An apology for absence was submitted by Co-opted Member, Ms C Foote.

78 Minutes - 9th February 2012

RESOLVED – That the minutes of the meeting held on 9th February 2012 be approved as a correct record.

79 Scrutiny Inquiry - Session 2 - Increasing the number of young people in Employment, Education or Training

The Head of Scrutiny and Member Development and the Director of Children's Services submitted reports which presented evidence in line with Session 1 of the Scrutiny Board's Inquiry into increasing the number of young people in employment, education or training (EET).

The following information was appended to the report:

- Leeds City College NEET strategy, approved in March 2010
- Young Job Seekers allowance claimants over time / area breakdown
- Preliminary investigation into the length of time young people were not in employment, education or training (NEET)
- Specification for Parent Carer Learning.

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

- Councillor Blake, Executive Member (Children and Families)
- Nigel Richardson, Director of Children's Services
- Gary Milner, Head of 14-19 Strategy, Children's Services
- Paul Brennan, Interim Director for School Improvement
- Mary Brittle, NEET Performance Manager
- Karen Roberts, Operations Director at igen
- Diane Wilson, Head of Faculty (Foundation Learning) at Leeds City College.

The key areas of discussion were:

- Experiences of young people following the recent working group visit to igen, particularly concerns about the lack of apprenticeships and work placements. Leeds City College provided short and full time courses to meet range of learning needs. The courses were destination led. The main challenge facing the college was financial support.
- Concern about the lack of a city-wide strategy to NEET. It was advised that a learning support plan was in place and it was agreed to provide the Scrutiny Board with a copy of this information. Members also considered development of a strategy as part of the Leeds Guarantee.
- Support for families to raise aspirations and encouraging parents to sign-up to adult courses and improved learning.
- Greater support needed for parents with childcare issues.
- Issues associated with parents that had low aspirations for their children.
- Emphasis of the need to be provided with numbers as well as percentages in the report.
- Development of cluster approach to targeted learning.
- Concerns about the need to strengthen joined up working arrangements across providers.
- The impact of the changing role of academies.

Draft minutes to be approved at the meeting
to be held on Thursday, 26th April, 2012

- The need to develop employment skills that were interchangeable.
- The benefits of volunteering and links with the Leeds Involvement Strategy.

RESOLVED – That the relevant issues considered be incorporated in the draft report of the Scrutiny Board’s inquiry.

(Councillor A McKenna withdrew from the meeting at 11.30pm at the conclusion of this item.)

80 2011/12 Quarter 3 Performance Report

The Assistant Chief Executive (Customer Access and Performance) / Director of Children’s Services submitted a joint report which presented a summary of the quarter 3 performance data relevant to the Scrutiny Board (Children and Families).

The following information was appended to the report:

- Performance Reports for the City Priority Plan (CPP)
- Children’s Services Directorate Priorities and Indicators.

The following Executive Member and officer attended the meeting and responded to Members’ questions and comments:

- Councillor Blake, Executive Member (Children and Families)
- Nigel Richardson, Director of Children’s Services

Members briefly discussed the need for further explanation on the outcomes for young people in the Children’s Services Directorate Scorecard section on ‘keep within budget’.

RESOLVED – That the contents of the report and appendices be noted.

81 Inquiry into Service Redesign - Services for children with disabilities, special educational needs and additional health needs - Draft final report and recommendations

The Head of Scrutiny and Member Development submitted a report which presented the conclusions and recommendations arising from the Scrutiny Board’s inquiry into service redesign for children with disabilities, special educational needs and additional health needs.

The following Executive Member and officers attended the meeting and responded to Members’ questions and comments:

- Councillor Blake, Executive Member (Children and Families)
- Nigel Richardson, Director of Children’s Services
- Peter Marrington, Head of Scrutiny and Member Development

- Kate Arscott, Principal Scrutiny Adviser.

The Scrutiny Board briefly discussed seeking an assurance from the Children's Services Directorate about whether aspects of the report and recommendations remained valid.

RESOLVED –

- (a) That the Scrutiny Board's final report and recommendations be approved.
- (b) That a formal response to the recommendations be produced in line with normal procedures for scrutiny inquiry reports.
- (c) That the formal response addresses the Scrutiny Board's concerns about whether aspects of the report and recommendations remained valid.

82 Work Schedule

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

Appended to the report for Members' information was the current version of the Board's work programme, minutes of the Executive Board meeting held on 10th February 2012, and an extract from the Forward Plan of Key Decisions for the period 1st March 2012 to 30th June 2012.

Sandra Newbould, Principal Scrutiny Adviser, informed Members that a further inquiry session into increasing the number of young people into EET was planned to take place in April, particularly focussing on early prevention of young people becoming NEET and managing careers provision.

RESOLVED – That the work programme be approved.

83 Date and Time of Next Meeting

Thursday, 26th April 2012 at 9.45am with a Pre Meeting for Board Members at 9.15am

(The meeting concluded at 12.12pm.)

Report of the Director of Children’s Services

Report to Scrutiny Board (Children and Families)

Date: 26th April 2012

Subject: Increasing the number of young people in Employment, Education or Training – schools duties with regard to the delivery of information, advice and guidance.

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes x No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes x No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes x No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes x No

Summary of main issues

1. To provide the Scrutiny Board (Children and Families) with information requested on the work taking place to develop the role of schools in preventing young people becoming NEET through the provision of impartial information, advice and guidance (IAG).

2. Provide the Scrutiny Board with a detailed analysis of the NEET cohort, as requested.

Recommendations

3. That the Scrutiny Board (Children and Families):
 - (i) Consider the content of the report
 - (ii) Make recommendations where appropriate.

1 Purpose of this report

- 1.1** To provide the Children and Families Scrutiny Board with the additional information requested at the meeting of the Board on 15th March 2012 on the development of school's provision of IAG.

2 Background information

- 2.1** The Scrutiny Board Inquiry is looking at the range of support available to young people in Leeds who are NEET in order to help them access appropriate employment, education or training. This information is provided following Session two of the inquiry on the 15th of March 2012.
- 2.2** Reducing the number of young people Not in Education, Employment or Training (NEET) is a priority for Leeds, identified in the Children and Young People's Plan. NEET is identified as one of the key "obsessions" for Children's Services to improve outcomes for children and young people. NEET is the most powerful indicator of our overall success in educating and supporting young people. If young people fail to make a successful transition to further learning, employment and adult life, it is likely to have major consequences for their future economic wellbeing. To successfully address NEET and achieve our ambition to become a child friendly NEET free city we must tackle a range of complex inter-related issues affecting the most vulnerable.
- 2.3** We are using the framework provided by the Leeds Education Challenge (LEC) as the means to ensure a coherent approach to addressing the issue of young people who are NEET. The LEC proposes a Leeds Guarantee; that all young people aged 16-19 will have access to a place in learning or employment and receive the appropriate support to enable them to overcome any barriers to access. As part of the LEC, Children's Services are working closely with colleagues in City Development and Environments and Neighbourhoods, employers and key strategic partners on two key strands of activity around the review of post 16 provision and the development of the Leeds Youth Offer. These major pieces of work together with our work with young people around the development of the Child Friendly City and the Troubled Families programme of work will help ensure we achieve our ambition for all young people aged 16-19 to be productively engaged in education, employment or training by 2015.

3 Main issues

3.1 National policy and legislative change

- 3.1.1** Schools' (including academies, PRUs and SILCs) new statutory duties will take effect from September 2012. This includes duties to secure careers guidance and provide information to pupils on all post 16 options. Schools are expected to purchase guidance services from careers providers (see Approved Provider List), and deliver careers education, although this will no longer be statutory

- 3.1.2** Schools will not receive an additional funding stream to deliver their new duty. Funding to carry out the new careers guidance duty is incorporated in the Dedicated Schools Grant but not identified as a separate element
- 3.1.3** A new Destination Measure will measure how well schools help pupils progress to post 16 and post 19 destinations from 2012 (for 2011 leavers). The DfE states the aim as being to provide information to parents and pupils to help choose post 16 courses, making schools accountable for ensuring pupils take qualifications that will allow them to progress, and provide evidence of support to prepare for and complete the transition.
- 3.1.4** Funding for the local authority to deliver universal Connexions services has now ended. The universal Connexions service delivered by Prospects will end on 31st March 2012. Leeds City Council continues to provide targeted services to support progression and participation for vulnerable young people, Post 16 NEET services and services to support the progression and transition of young people with special educational needs and disabilities.
- 3.1.5** Careers clauses in the Education Act 2011. The Act sets out schools duties:
- removal of the statutory requirement to provide careers education
 - a new duty on schools to secure independent and impartial careers guidance for Y9-11. This includes providing information on all 16-18 education or training options, including Apprenticeships.
 - removal of the duty on schools to allow access to pupils by external careers services on the premises
- 3.1.6** Local authorities retain
- responsibility for transition planning from Y9 for young people with special educational needs and disabilities and completion of Section 139a Learning Difficulty Assessments 'section 68'
 - duties from the Education and Skills Act 2008 to 'make available to young people and relevant young adults such services as they consider appropriate to encourage, enable or assist them to remain in education and training'. Local authorities lose their responsibility to commission careers services for all young people but retain the duty to support vulnerable young people
 - Responsibility to track and record participation in learning by 16-19 year olds and report to DfE.

3.2 Policy developments

- 3.2.1** The Government has published statutory guidance for schools on their new duty. See Appendix 1.
- 3.2.2** Schools that are inspected under the new Ofsted framework, which took effect in January 2012, will be aware that in evaluating the overall effectiveness of the school, Inspectors must also consider wide-ranging evidence of pupils' spiritual, moral, social and cultural development to include how well pupils are 'gaining a well informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.'

3.2.3 The Ofsted Thematic Survey of careers guidance starts in January 2012 and will run to March/April 2013 with view to publishing a report in July 2013. The focus will be on careers guidance in schools to support option choices pre-16 and progression post-16. This will provide education and careers guidance professionals with important feedback on the effectiveness of their current arrangements and may inform the direction of future policy.

3.3 School actions

During the transition, schools have been advised to:

- Review the level of need for careers education and guidance by young people to identify the provision that is required
- Develop a costed delivery model for the future provision of careers education and guidance taking into account sources of funding and possible collaboration with the local network and other partners. (Funding to carry out the new careers guidance duty is incorporated in the Dedicated Schools Grant but not identified as a separate element).
- Decide when they will start to purchase additional careers guidance support if they have not already done so (see approved provider list).
- Enter into a dialogue with the local authority about how they will collaborate on tracking young people, NEET prevention and targeted support for vulnerable young people
- Collaborate with local partners to ensure appropriate provision is in place to support Raising Participation Age and communicate the RPA message to pupils and parents
- Consider how to secure independent and impartial careers guidance up to Y13 in preparation for RPA.
- Ensure support is in place for young people who will benefit from Pupil Premium
- Renew the school careers education and guidance policy and consider making arrangements to gain or renew a quality award for careers education and guidance

3.4 Information and support for schools from Leeds City Council

3.4.4 Leeds City Council launched **the Approved List of Careers Guidance Providers** to help schools procure careers guidance services at a meeting on 7th March 2012. The session explained how to use the list and how to contract with providers. Schools (including academies and SILCs) each received around £1,000 to spend on careers guidance and related activities from this approved list. A **Careers Guidance Quality Group** including school representatives led the development of the list and assessed providers to agree which meet standards and are, therefore, on the list.

3.4.5 **Leeds Pathways** developments have taken place to support schools in meeting their new duties.

- The development of the Teacher and Professional area, launched in September 2011, to help schools find the services they might need to plan and deliver innovative careers education, information and guidance services that meet individual pupil needs. These include:

- resources to help review and plan programmes and links to school improvement
- approved careers guidance provider list
- teaching resources
- links to careers software including U-explore, Prefinio, Kudos, Fast Tomato, and others
- The development of Information for Parents and Carers, launched in November 2011.
- The development of Local Jobs and Careers and Labour Market Information will go live during April 2012.

3.4.6 U-explore is available to schools and colleges and many have attended training. This software package provides rich media content on 14 employment sector areas including video clips, virtual tours and real employer profiles. During the current academic year there have been over 5,000 visits by Leeds students to the site. **U-explore** will continue to be available to schools and colleges until October 2012.

3.4.7 Professional development for school colleagues

- Signposting for Progression: Leeds City Council is developing resources for non-IAG specialists who may be expected to answer questions about progression, transition and career planning. This will include face to face training for groups of staff and use of online resources.
- A series of seminars in Autumn and Spring terms of 2011/12 have been delivered by Prospects and Leeds City Council to help schools to prepare for the new duties. Sessions included:
 - Impact of legislative and policy changes
 - Does your Careers Education curriculum deliver what young people need to know?
 - Using Careers Information: online, telephone and printed resources
 - How parents / carers can help with career choice
 - A future session is planned for April on Schools' role in tracking and interventions to prevent NEET
- A **briefing / update for heads of sixth form** was held in December 2011, including information about student finance and progression opportunities post 18
- Resources from the seminars and 'Spotlight on...' handouts are available on Leeds Pathways

3.4.8 Tracking and participation information is provided on a termly basis to schools. This information can be used by schools to help plan early interventions with young people who are at risk of not participating and will provide current relevant information about your former students' participation that will be of interest to potential pupils, parents / carers and Ofsted.

3.4.9 'Your Future' – Leeds Careers Fair 2011, for young people was held at Royal Armouries Museum on Tuesday 22nd November and Wednesday 23rd November. A letter was sent to parents / carers of Year 11 pupils giving information about this event and the Leeds Pathways online application process.

3.4.10 Leeds City Council, in partnership with West Yorkshire Learning Providers (WYLP), hosted a very successful **Apprenticeship Evening**. The event on the 14th March 2012 at Leeds Town Hall targeted all Yr11, 12 and 13 students and young people in the NEET group. The evening brought together training providers from all sectors including 6 employers (Yorkshire Water, Unilever, Surgical Innovations, BAE Systems, Leeds City Council and Incommunities). Young people, parents, carers and teachers were provided with the opportunity to ask experts questions about Apprenticeships.

3.4.11 Careers Education

- Although careers education will no longer be statutory, there is an expectation from ministers that schools continue to deliver high quality careers education to young people.
- A new framework which draws together careers education and work related learning is being developed by the Association for Careers Education (ACEG). A draft has been made available to schools. It includes a useful tool to audit delivery across school.
- A national kitemark for careers education and guidance quality standards will be launched in Spring

3.5 Leeds Targeted service delivery for 2012-13 and from April 2013

Leeds City Council will continue to provide targeted progression services to the most vulnerable young people. Existing targeted services will continue until March 2013 and a new service will be designed from April 2013, which will bring together the existing arrangements for delivery of targeted and specialist progression services for vulnerable young people. Consultation about what these services will include and how they will meet young people's needs is now underway

3.6 Leeds Pathways

3.6.1 Leeds Pathways is well used by young people and schools, 60% of year 11s had applied online by the end of January 2012. The website had over 3 million hits last year.

3.6.2 Leeds City Council will continue to support and develop Leeds Pathways as part of our services to young people and our support offer to schools. A development plan is in place that will see a number of changes and improvements to information on the site over the coming months with the launch of 'Local Jobs and Careers'. This will ensure the ability of Leeds to provide interactive information, advice and guidance services to young people as part of an overall web presence, which will allow young people to access services through their preferred delivery channels.

3.7 Young People's Voice

The Youth Council have identified 'Careers' as one of their 10 priorities for making Leeds a Child Friendly City. These are the pledges they made which they feel will make a difference

1. Campaign to start careers education earlier e.g. year 7.

2. Campaign to improve PSHE and careers guidance in schools.
3. Campaign schools to get better at linking knowledge and skills developed in lessons to how they can be used in work / living independently.
4. Ask schools to organise talks/ visits from A-level students/ university students for younger pupils.
5. Help schools to understand day to day experiences and pressures of being a young person and difficulties they experience in planning a life path and their future.

We will continue to listen to young people and help them to deliver their pledges as part of the Leeds Youth Offer. Schools have been offered support to help young people in the school make a difference to the careers education and guidance they receive.

3.8 NEET Data

- 3.8.1** In order to identify the numbers of young people in the “sustained” NEET group an examination has taken place of the length of time that individual young people are NEET for, in the 3 years after they complete compulsory education. Analysis has been carried out to look at the results for different groups of young people. This shows the amount of time that young people in different groups spend NEET, including the percentage who are never NEET. See Appendix 2.
- 3.8.2** There is no significant difference between the genders in terms of the percentage of young people who are NEET, there is a slightly higher rate amongst young men than young women.
- 3.8.3** The ethnic group with a significantly higher NEET rate are young people from Gypsy, Roma or Irish traveller communities. Young people with a mixed ethnic heritage also have a higher level of NEET.
- 3.8.4** All groups of young people with special educational needs identified during statutory schooling have higher NEET rates than the full cohort of young people. The highest rates are for young people who schools identify as requiring School Action Plus level of intervention, this means young people who the schools identify as requiring additional support from external sources but who do not meet the requirements for a statement of special educational needs.
- 3.8.5** Young people in the identified priority groups have higher NEET rates than the general population but there are different patterns of engagement within this. Teenage parents, young people supervised by the Youth Offending Service and young people experiencing housing difficulties have the highest risk of becoming NEET. The exception to the length of time NEET pattern are young people who are refugees or asylum seekers, whilst a large percentage of this group are NEET it is for a shorter period of time, which may reflect the length of time taken to access appropriate education or training rather than a longer term disengagement from education, employment or training.

3.9 Local Planning

Planning is taking place in each cluster to develop local arrangements for reducing the number of young people NEET. Each cluster is carrying out an

Outcomes Based Accountability planning session in order to identify actions and processes that will reduce the number of young people who are NEET within their area, allowing for actions to be developed which fit with the needs of the local community. From these sessions local action plans are being drawn up which are owned and delivered by the cluster partners. Clusters receive data on NEET to allow them to monitor progress. An example of the action plan for Seacroft Manston cluster is attached as Appendix 3. Local arrangements are being investigated for the sharing of information about young people who are NEET to take place at a cluster level, this will allow services to work together to understand and respond to local needs.

3.10 Governance of the NEET agenda

The 11-19 (25) Learning and Support Partnership is the key sub group of the Children's Trust Board that brings together all the key organisations involved in the commissioning and delivery of services aimed at increasing participation and achievement. The partnership aims to reduce the number of young people who are NEET/Not Known and raise participation in learning through the monitoring of performance, identification of key priorities, the commissioning and coordination of specific activities/actions and the sharing of good practice. The group is chaired by the Deputy Executive Member for Learning and includes senior representatives of Leeds City Council, schools, FE Colleges and other key providers and agencies. The Partnership are reviewing their terms of reference on 20 April 2012 to ensure a clear focus on reducing NEET and preparation for the Raising of the Participation Age. The existing terms of reference for the Partnership are attached as Appendix 4, together with the last two sets of minutes as Appendix 5 and 6. Also attached as Appendix 7 is a copy of the 11-19 (25) Learning and Support Plan as requested at the last Scrutiny Board meeting.

4 Corporate Considerations

4.1 Consultation and Engagement

4.1.1 This section is not relevant to this report

4.2 Equality and Diversity / Cohesion and Integration

4.2.1 During the conduct of the Scrutiny Inquiry there may be positive equality, diversity, cohesion and integration outcomes for groups and individuals who are or could be NEET this would be reflected in the Scrutiny Inquiry Report once published.

4.3 Council policies and City Priorities

4.3.1 Young People's Plan obsession – increasing the number of young people in Employment, Education and Training.

4.4 Resources and value for money

4.4.1 This section is not relevant to this report

4.5 Legal Implications, Access to Information and Call In

4.5.1 This report does not contain any confidential or exempt information

4.6 Risk Management

4.6.1 This section is not relevant to this report

5 Conclusions

5.1 Significant progress has been made over the past year around increasing the number of 16-19 year olds entering employment, education or training and there are a number of exciting new developments, both underway and planned, that should make a significant contribution to our ambition of becoming a NEET free city. The Leeds Education Challenge will provide the framework to ensure that we maintain coherence and pace around all our activity to address NEET, including across the vast array of preventative work led by Children's Services, other Council directorates and partner organisations.

6 Recommendations

6.1 That the Scrutiny Board (Children and Families):

- (i) Consider the content of the report
- (ii) Make recommendations where appropriate

7 Background documents¹

7.1 Appendix 1 – Statutory guidance for schools

7.2 Appendix 2 – NEET data & analysis

¹ The background documents listed in this section are available for inspection on request for a period of four years following the date of the relevant meeting. Accordingly this list does not include documents containing exempt or confidential information, or any published works. Requests to inspect any background documents should be submitted to the report author.

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THE EDUCATION ACT 2011
THE DUTY TO SECURE INDEPENDENT AND IMPARTIAL CAREERS
GUIDANCE FOR YOUNG PEOPLE IN SCHOOLS

STATUTORY GUIDANCE FOR HEAD TEACHERS, SCHOOL STAFF,
GOVERNING BODIES AND LOCAL AUTHORITIES

ABOUT THIS GUIDANCE

1. This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out duties relating to the provision of careers guidance for young people. This guidance replaces 'The Education Bill – changes to the delivery of careers guidance', a document made available to schools in April 2011.
2. The purpose of this guidance is to identify the key responsibilities of schools in relation to careers guidance for young people. Schools have a role to play in supporting their pupils to make well informed and realistic decisions by providing access to impartial and independent information and guidance about the range of education and training options that are most likely to help young people achieve their ambitions. This information will become increasingly important as young people will be required to participate in education or training until the end of the academic year in which they turn 17 from 2013, and to their 18th birthday from 2015.
3. Apart from the elements identified in this statutory guidance, it is for schools to decide the careers guidance provision to be made available based on the needs of pupils and the opportunities available. Schools should meet the costs of provision from their overall budgets, including the pupil premium.

REVIEW DATE

4. This guidance will be reviewed by 03/2013 following a consultation on extending the age range to which the new legislation relating to young people's careers guidance will apply.

WHAT LEGISLATION DOES THIS GUIDANCE RELATE TO?

5. This guidance is being issued under section 45A of Part VII of the Education Act 1997 and schools must have regard to it.

WHO IS THIS GUIDANCE FOR?

6. This guidance is for:
 - Head teachers, school staff and governing bodies in all community, foundation or voluntary schools and community or foundation special schools (other than one established in a special school) that provide secondary education
 - Local authorities that maintain pupil referral units
7. Academies and Free Schools will be subject to the same requirements through their Funding Agreements.

BACKGROUND

8. The Education Act 2011 places schools under a duty to secure access to independent and impartial careers guidance for their pupils from September 2012. While complying with the requirement to secure careers guidance from an external source, schools will be free to make arrangements for careers guidance that fit the needs and circumstances of their pupils, and will be expected to work, as appropriate, in partnership with external and expert providers.
9. Once the duty on schools has been commenced, there will be no expectation that local authorities will provide a universal careers service. The statutory responsibility under section 68 of the Education and Skills Act 2008 requiring local authorities to encourage, enable and assist the participation of young people in education or training, remains unchanged.
10. The National Careers Service will be fully operational from April 2012. It will comprise a single website (www.nationalcareersservice.direct.gov.uk from April) and telephone helpline number (0800 100 900) to which schools may wish to direct pupils.

STATUTORY DUTY

11. The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent¹ careers guidance² for pupils in years 9-11. Careers guidance must be presented in an impartial³ manner and promote the best interests of the pupils to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.

RESPONSIBILITIES OF SCHOOLS

12. The Government's general approach is to give schools greater freedom and flexibility to decide how to fulfil their statutory duties in accordance with the needs of their pupils. However, there is an expectation that schools will have regard to the following statutory guidance when deciding on the most appropriate forms of independent careers guidance.

Securing access to independent face-to-face careers guidance

13. In fulfilling their new duty, schools should secure access to independent face-to-face careers guidance where it is the most suitable support for young people to make successful transitions, particularly children from

¹ Independent is defined as external to the school.

² Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.

³ Impartial is defined as showing no bias or favouritism towards a particular education or work option.

disadvantaged backgrounds or those who have special educational needs, learning difficulties or disabilities.

Assuring the quality of external providers of careers guidance

14. Schools may work individually or in consortia/partnerships to secure careers guidance services. Schools can commission independent careers guidance from providers engaged in delivering the National Careers Service or from other providers or individual careers guidance practitioners, as they see fit. Where schools deem face-to-face careers guidance to be appropriate for their pupils, it can be provided by qualified careers professionals. The Skills Funding Agency will require providers of the National Careers Service to be accredited to the revised version of the matrix Standard by April 2013. The existence of this national quality standard will assist schools in making well informed decisions about which providers to work with. The organisation responsible for administering the matrix Standard on behalf of government, emqc Ltd, will provide schools with access to information about which organisations hold the Standard and are suitably accredited to provide independent careers guidance services.

Providing other careers activities for young people

15. Schools should consider a range of wider careers activities such as engagement with local employers and work-based education and training providers to offer all young people insights into the world of work, and with local colleges and universities for first-hand experience of further and higher education. Schools are free to determine the most appropriate forms of engagement but might consider mentoring, workplace visits, work experience, work shadowing, enterprise clubs, employer talks and links with local higher education institutions.

Ensuring adequate support for pupils with special educational needs (SEN) or disabilities

16. Pupils should receive independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances. For those with learning difficulties and/or disabilities, this advice should also include information on the full range of specialist provision that is available. Schools should work closely with local authorities who have an important role to play, in particular through the provision of SEN support services and section 139A assessments.

Working with local authorities

17. Local authorities will retain their duty to encourage, enable or assist young people's participation in education or training. They will be required to assist the most vulnerable young people and those at risk of disengaging with education or work. Local authorities are also expected to have arrangements in place to ensure that 16 and 17 year olds have received an offer of a suitable place in post-16 education or training, and that they are assisted to take up a place. This will become increasingly important as the participation age is raised.

18. To enable local authorities to fulfil these duties, they will continue to track all young people's participation through the local Client Caseload Information

System (CCIS) in order to identify those who are at risk of not participating post-16, or are in need of targeted support. Schools should work with local authorities to support them in recording young people's post-16 plans and the offers they receive along with their current circumstances and activities.

19. Section 72 of the Education and Skills Act 2008 requires all schools to provide relevant information about pupils to local authority support services. Schools should also work in partnership with local authorities to ensure they know what services are available, and how young people can be referred for support. From 2013 schools will be under a duty to notify local authorities whenever a 16 or 17 year old leaves education.

Working with education and training providers

20. Schools have a responsibility to act impartially and recognise where it may be in the best interests of some pupils to pursue their education in a further education college or a university technical college, for example. This may include A levels, apprenticeships and vocational options. This will require schools to establish and maintain links with local post-16 education and training providers, including further education colleges and work-based education and training providers, to ensure that young people are aware of the full range of academic and vocational options.
21. Schools are also encouraged to arrange visits for 14-16 year olds to local colleges, work-based education and training providers and universities and, where appropriate, to supplement these with local college and work-based education and training provider prospectuses being made available to pupils to assist informed decision making.

**Participation Division
Department for Education
March 2012**

Length of time young people are NEET (not in education, employment or training)

In order to identify the numbers of young people in the “sustained” NEET group an examination has taken place of the length of time that individual young people are NEET for in the 3 years after they complete compulsory education. The total time NEET may represent one period of not being in education, employment or training or it may be the sum of a number of separate periods where a young person is not in education employment or training. Some young people engage in EET for short periods of time, from which they drop out and are NEET. This repeated pattern of disengagement from EET is a strong predictor of disengagement from the labour market in adult life.

The data is taken from the Connexions database for Leeds, Insight, and relates to young people who are resident in Leeds.

The analysis is of young people who completed Year 11 in 2008, and shows their status between September 2008 and September 2011. This gives a longer term picture of what happens to young people between age 16 and age 19.

The overall figures for Leeds are:

	Total in Cohort	Total never NEET	% never NEET	Total ever NEET	% ever NEET	Total NEET for less than 6 months	% NEET for less than 6 months	Total NEET for 6-12 months	% NEET for 6-12 months	Total NEET for more than 12 months	% NEET for more than 12 months
All young people	8938	6334	70.9	2604	29.1	825	9.2	776	8.7	1003	11.2

Further analysis has been carried out to look at the results for different groups of young people. This shows the amount of time that young people in different groups spend NEET, including the percentage who are never NEET. Numbers of young people in different groups are contained in Appendix 1

The young people in these groups are identified in a number of ways. Young people may identify that they are in this group to a Connexions PA. Other sources of data are also used, namely:

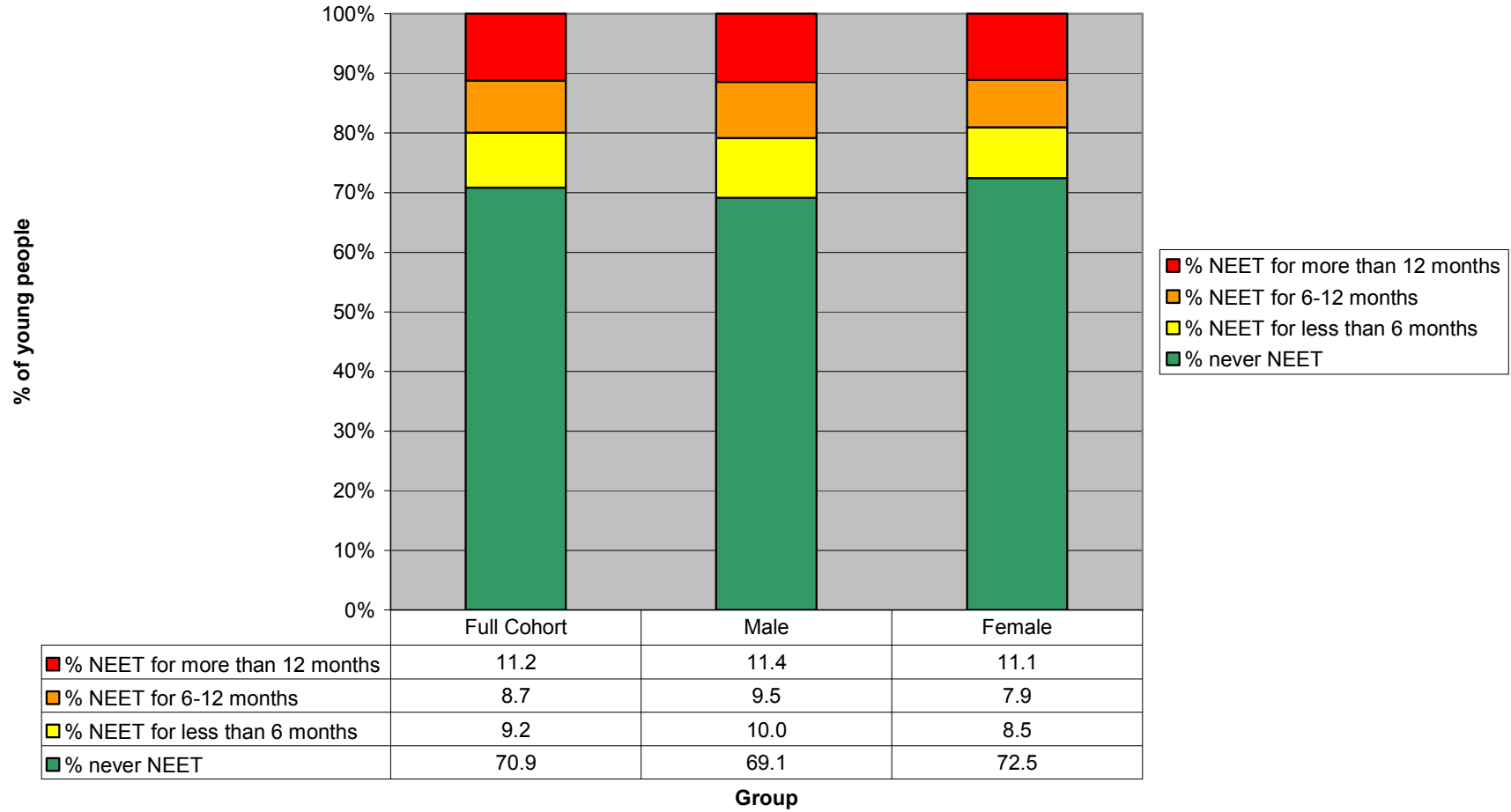
- § Creation of records on the Insight database from schools data includes information on the gender and ethnicity of young people
- § Sharing of information with Social Care to identify young people who are looked after or care leavers
- § Sharing of information by schools to identify: special educational needs; young people's attendance during Year 11 and young people who are suspended or excluded from school.
- § Sharing of information by other services that support teenage parents and agencies that provide housing support to young people

There may be errors and gaps in the recording of information for individual young people but the overall rates given from this data are a clear indication of the outcomes for different groups of young people across Leeds. This is the data available on young people's engagement in EET after compulsory education, giving the most accurate information available on this age group of young people.

The priority groups identified on page 6 include young people who have ever been identified as belonging to that group. Therefore the figures on young people experiencing housing difficulties do not mean that number of young people in a year group are experiencing that difficulty on a given day and the figures on young people who are supervised by the Youth Offending Service include young people who have received supervision but whose contact with the service has ended. These groups are not mutually exclusive, so one young person may appear in more than one of these categories.

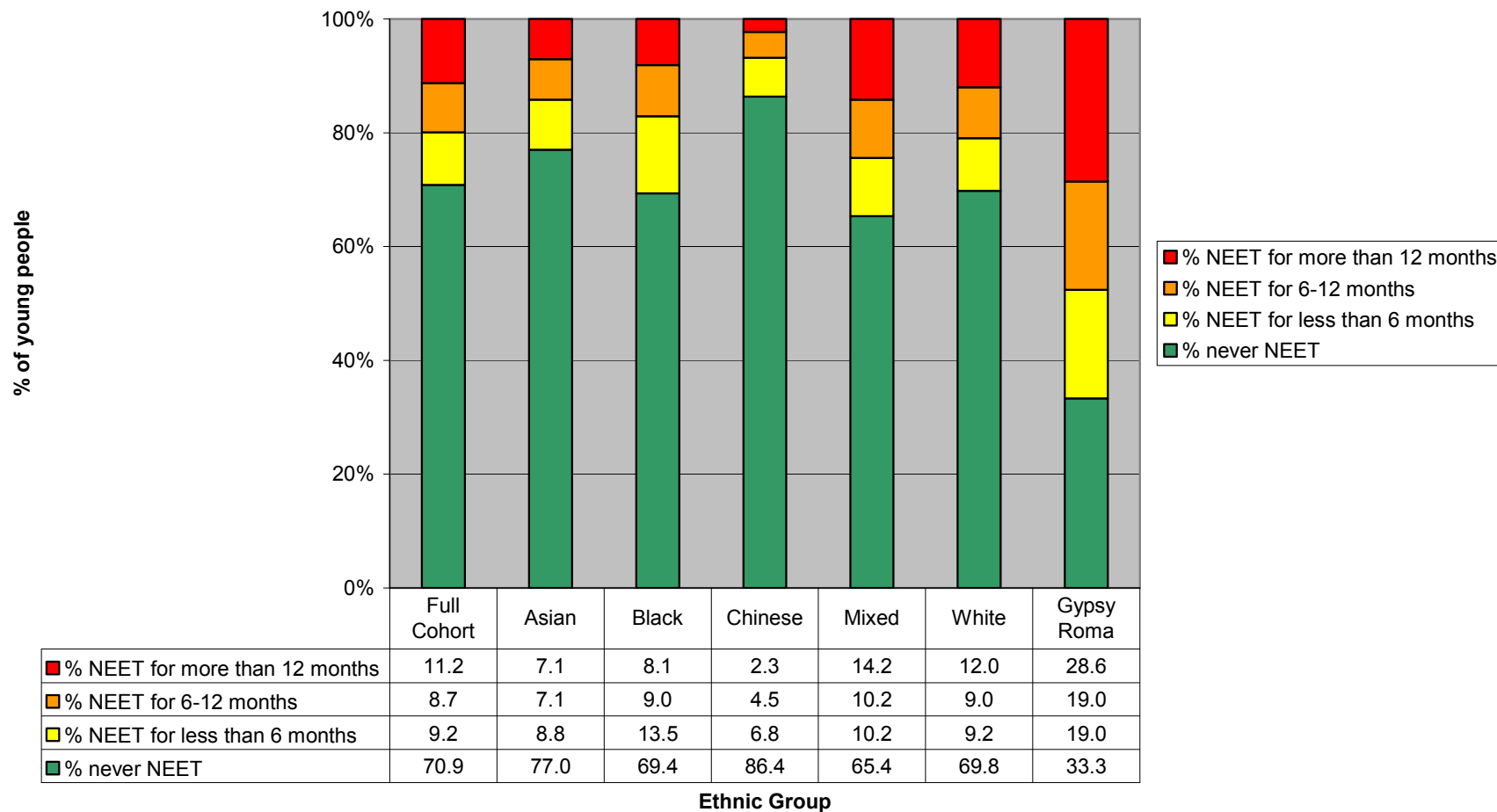
Gender

Time NEET in 3 years following compulsory education



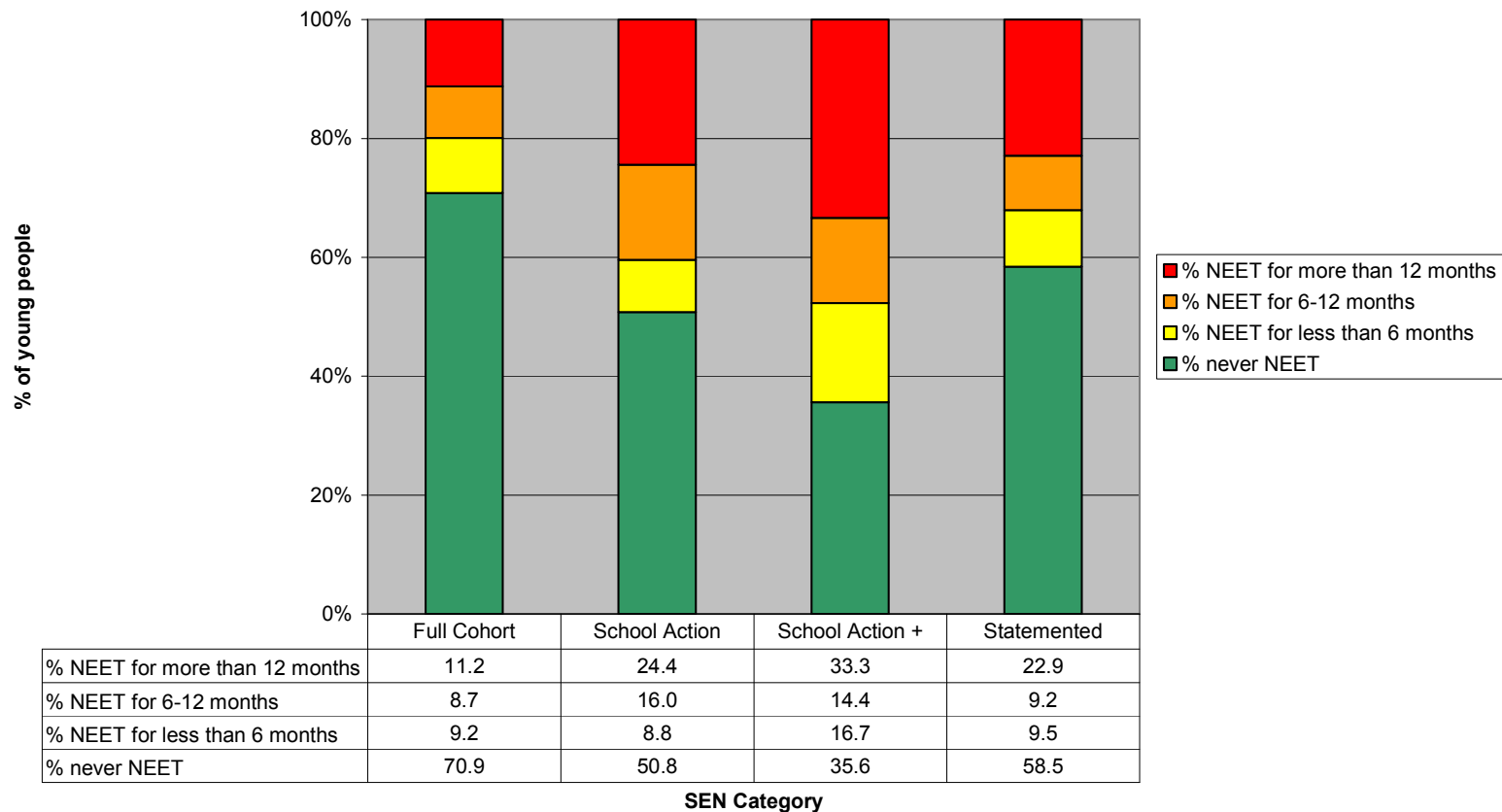
Ethnicity

Time NEET in 3 years following compulsory education



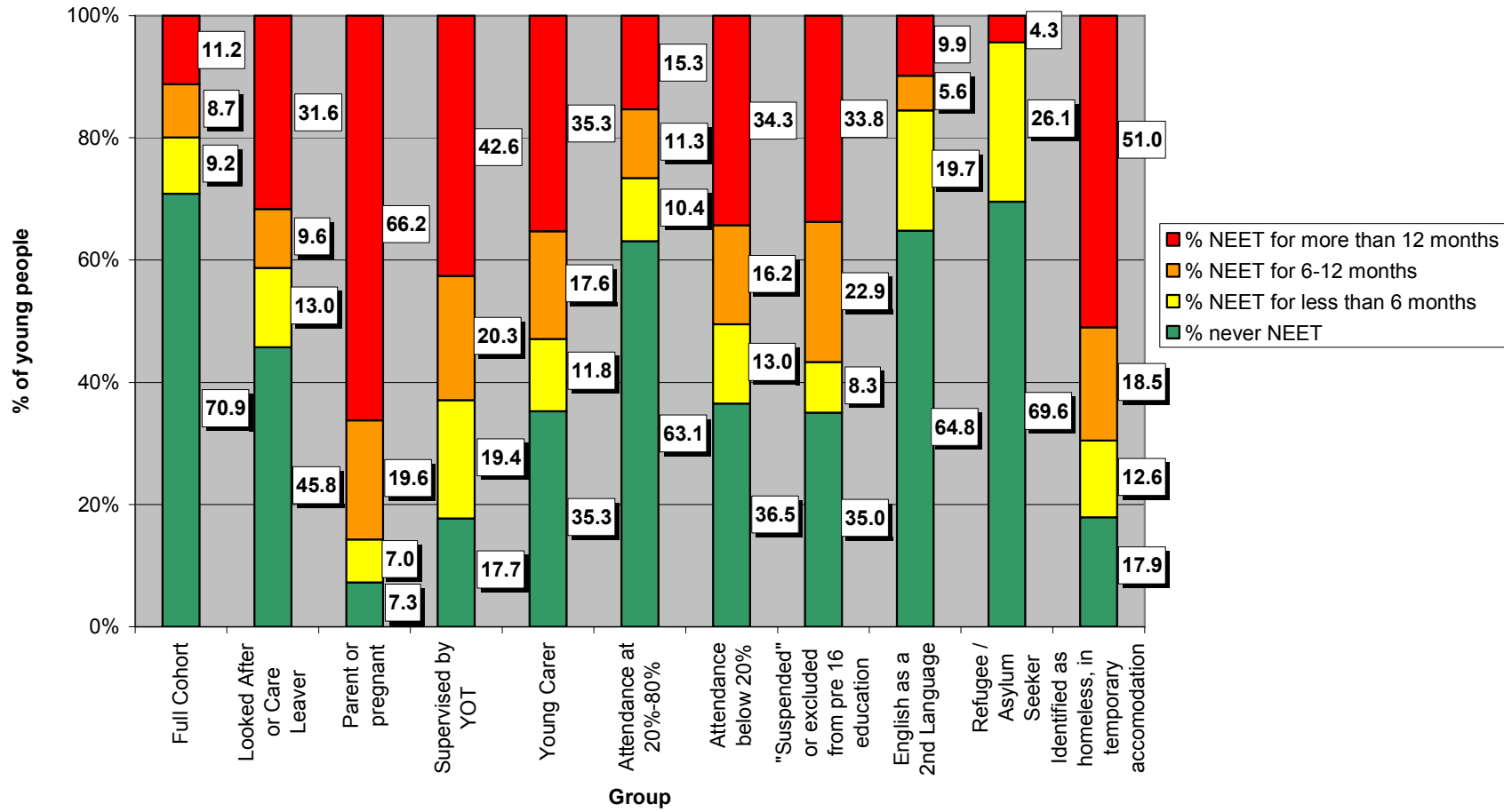
Special Educational Needs

Time NEET in 3 years following compulsory education



Priority Groups

Time NEET in 3 years following compulsory education



Implications

There is no significant difference between the genders in terms of the percentage of young people who are NEET, there is a slightly higher rate amongst young men than young women.

The ethnic group with a significantly higher NEET rate are young people from Gypsy, Roma or Irish traveller communities. Young people with a mixed ethnic heritage also have a higher level of NEET.

All groups of young people with special educational needs identified during statutory schooling have higher NEET rates than the full cohort of young people. The highest rates are for young people who schools identify as requiring School Action Plus level of intervention, this means young people who the schools identify as requiring additional support from external sources but who do not meet the requirements for a statement of special educational needs.

Young people in the identified priority groups have higher NEET rates than the general population but there are different patterns of engagement within this. Teenage parents, young people supervised by the Youth Offending Service and young people experiencing housing difficulties have the highest risk of becoming NEET. The exception to the length of time NEET pattern are young people who are refugees or asylum seekers, whilst a large percentage of this group are NEET it is for a shorter period of time, which may reflect the length of time taken to access appropriate education or training rather than a longer term disengagement from education, employment or training.

Appendix 1

Numbers of young people

Y14 2011 Cohort	Total in Cohort	Total never NEET	% never NEET	Total ever NEET	% ever NEET	Total NEET for less than 6 months	% NEET for less than 6 months	Total NEET for 6-12 months	% NEET for 6-12 months	Total NEET for more than 12 months	% NEET for more than 12 months
Full Cohort	8938	6334	70.9	2604	29.1	825	9.2	776	8.7	1003	11.2
Gender											
Male	4537	3136	69.1	1401	30.9	454	10.0	429	9.5	518	11.4
Female	4372	3169	72.5	1203	27.5	371	8.5	347	7.9	485	11.1
Ethnicity											
Asian	636	490	77.0	146	23.0	56	8.8	45	7.1	45	7.1
Black	310	215	69.4	95	30.6	42	13.5	28	9.0	25	8.1
Chinese	44	38	86.4	6	13.6	3	6.8	2	4.5	1	2.3
Mixed	254	166	65.4	88	34.6	26	10.2	26	10.2	36	14.2
White	7359	5137	69.8	2222	30.2	679	9.2	661	9.0	882	12.0
Gypsy Roma	21	7	33.3	14	66.7	4	19.0	4	19.0	6	28.6
Special Educational Needs											
School Action	307	156	50.8	151	49.2	27	8.8	49	16.0	75	24.4
School Action +	348	124	35.6	224	64.4	58	16.7	50	14.4	116	33.3
Statemented	284	166	58.5	118	41.5	27	9.5	26	9.2	65	22.9
Self reported / recorded categories											
Looked After or Care Leaver	177	81	45.8	96	54.2	23	13.0	17	9.6	56	31.6

Y14 2011 Cohort	Total in Cohort	Total never NEET	% never NEET	Total ever NEET	% ever NEET	Total NEET for less than 6 months	% NEET for less than 6 months	Total NEET for 6-12 months	% NEET for 6-12 months	Total NEET for more than 12 months	% NEET for more than 12 months
Parent or pregnant	358	26	7.3	332	92.7	25	7.0	70	19.6	237	66.2
Supervised by YOT	310	55	17.7	255	82.3	60	19.4	63	20.3	132	42.6
Young Carer	34	12	35.3	22	64.7	4	11.8	6	17.6	12	35.3
Attendance at 20%-80%	222	140	63.1	82	36.9	23	10.4	25	11.3	34	15.3
Attendance below 20%	408	149	36.5	259	63.5	53	13.0	66	16.2	140	34.3
"Suspended" or excluded from pre 16 education	157	55	35.0	102	65.0	13	8.3	36	22.9	53	33.8
English as a 2nd Language	71	46	64.8	25	35.2	14	19.7	4	5.6	7	9.9
Refugee / Asylum Seeker	23	16	69.6	7	30.4	6	26.1	0	0.0	1	4.3
Identified as homeless, in temporary accommodation or living independently	151	27	17.9	124	82.1	19	12.6	28	18.5	77	51.0

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Seacroft Manston Cluster NEET Action Plan April 2012 (DRAFT)

Priority	Actions	Tasks	Partners & Resources	Outcomes/Updates
1. Early identification and Intervention	Ensure those children and young people who are at most risk of becoming NEET are identified at early stages.	<ul style="list-style-type: none"> To gather Family, School and Cluster based information through multi-agency working and effective partnerships. To seek support through the Cluster Guidance and Support in identifying Key Risk factors ie (PA, Attendance, Exclusions, Health, LAC and Crime). To collate all information, completing Common Internal Records or update CAF's on all those identified, with key workers named and allocated. (Information Sharing protocols in place). Ensure targeted support and interventions are available when and where it is needed to reduce the risk factors and increase motivation and outcomes. 	IGEN Staffing Cluster, SMaRT staffing. Guidance and Support Attendance Improvement The Beck Leeds Youth Service	
2. Learning Opportunities and Provision	Ensure that there is suitable and flexible learning provisions in place to meet the needs of all young people, particularly those that improve personal employability and literacy skills and reflects learners views and aspiration.	<ul style="list-style-type: none"> To explore and commission/develop where appropriate individuals or organisations who can meet the needs of those identified. Aim to reduce the individual barriers to enable engagement of those identified. Ensure that there is a commissioned programme of re-engagement which offers a clear pathway through a sequence of programmed activity matched to learner needs. Ensure a range of quality provision accredited and non accredited, formal and informal in a variety of location is available to re-engage those at risk of becoming or who are NEET. Tracking individuals and monitoring when they reach identifying trigger points. 	Cluster, SMaRT Staffing IGEN (EPTA) Yr11 & Post 16 The Beck Leeds Youth Service Guidance and Support Attendance Improvement	
3. Information Advice and Guidance	Need to establish a clear impartial IAG service for all young people in all educational establishments and settings	<ul style="list-style-type: none"> To provide additional support for targeted Children and Young People to develop and raise aspirations and motivation. To support schools with programmes which contribute to PHSE and other school based initiatives ie Stand down days. 	As Above	
4. Personalised Support	Ensure each young person who is at risk of becoming NEET or who is NEET has the support of a trusted individual/Key worker who will act as lead professional to help remove the barriers to successful engagement.	<ul style="list-style-type: none"> Ensure that key workers acknowledge the need for series of different steps to move a young person from NEET to EET. To provide support/guidance appropriately with additional support from the Clusters Guidance and support team. Provide co-ordinated support for those NEET with complex problems/issues particularly those with mental health related issues. Reduce the gap in levels of engagement between identified target groups and the cohort as a whole eg Teenage parents, LAC and others. 	Cluster, SMaRT Staffing IGEN (EPTA) Yr11 & Post 16 The Beck Leeds Youth Service Guidance and Support Attendance Improvement	
5. Employer Engagement	Extend the volume and range of work related learning opportunities and support measures to create sustainable employment or training opportunities.	<ul style="list-style-type: none"> Develop a programme to encourage employers to support work related learning opportunities for young people. 	Cluster Staffing Igen The Beck Other Commissioned Services (Leeds Ahead etc)	

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Leeds Children's Trust

11 – 19 (25) LEARNING AND SUPPORT PARTNERSHIP TERMS OF REFERENCE

Approved by Leeds Children's Trust Board	22 October 2010
Date of Review	1 April 2011 20 April 2012
Document Owner	Director of Children's Services

1. CONTEXT

1.1 The Leeds Children's Trust Board (LCTB)

1.2 The Leeds Children's Trust Board was established in April 2010 and is part of the local co-operation arrangements which collectively make up the children's trust in Leeds.

1.3 It provides the interagency governance of the Children's Trust arrangements in Leeds and has responsibility for publishing and monitoring a jointly owned Children and Young People's Plan (CYPP) to improve the well being of children and young people in the city. It also provides a framework within which partners may agree to commission services together, with pooled or aligned budgets.

1.4 11-19 (25) Learning and Support Partnership

1.5 The 11-19 (25) Learning and Support Partnership brings together agencies involved in the provision of learning and support to children and young people in Leeds. It seeks to bring together all aspects of the learning and support agenda and make a significant contribution to improved outcomes for young people aged 11-19 and people up to the age of 25 with learning difficulties and/or disabilities.

1.6 The partnership will aim to improve outcomes through the identification of key priorities and providing a clear decision making and accountability mechanism for the commissioning of education and training provision and learner support

services. In particular the partnership will focus on narrowing the gap in achievement and participation of children and young people in Leeds and the quality improvement of learning and support services.

1.7 The partnership is the strategic body responsible for approving the 11-19 (25) Learning and Support Plan and ensuring it links with the wider 0-19+ learning and support agenda.

1.8 The partnership is a voluntary collaborative partnership. It does not constitute and should not be deemed to constitute a legal partnership. It is not a corporate entity.

2. FUNCTIONS

11-19 (25) Learning and Support Partnership functions cover:

- The design, development, revision and approval of the 11-19(25) Learning & Support Plan
- Ensuring the effective implementation of the 11-19(25) Plan including the delivery of key priorities and targets and management of risk
- Monitoring progress across the Partnership against the Plan
- The development of an annual Local Statement of Priorities
- The coordination and monitoring of priority actions to support the delivery of the Achieve Economic Wellbeing every child matters outcome, CYPP and Leeds Strategic Plan
- The coordination and monitoring of actions to reduce the number of young people who are NEET/Not Knowns and raising participation in learning
- Monitoring the use of funding to support the delivery of 11-19(25) learning and support services
- Providing recommendations on the use of development funding
- Receiving and where appropriate recommending capital funding proposals for specific 11-19(25) provision and projects
- Providing appropriate challenge to ensure high quality 11-19(25) Learning and Support Services across Leeds

- To establish thematic subgroups around identified priorities and receive reports as appropriate
- Effectively engage young people to ensure we deliver the Breeze Youth Promise and the Leeds Learner Entitlement
- Promote the sharing of good practice amongst partners
- Monitoring the effectiveness of communication between members and their respective networks
- Analyse emerging policy developments arising from changes to local and national policy relating to the learning and support agenda and make recommendations to individual partners and the Children’s Trust Board as appropriate

The partnership will exercise its functions in such as way as to:

- § encourage partners to secure high quality integrated services for children, young people and their families.
- § involve all partners as fully as possible, subject to recognising that not all partners are in a position to carry full contractual obligations and any ensuing financial risks. This should not detract from their contribution to the partnership’s developing agenda but recognises the statutory duties of the relevant partners.

3. GOVERNANCE AND ACCOUNTABILITY

As a significant partnership within the Children’s Trust arrangements, the Children’s Trust Board will agree the terms of reference for the partnership.

The partnership will be required to produce an annual report for the Children’s Trust Board.

Key points from each meeting will be concisely summarised to provide updates to the Children’s Trust Board and other partnership groups along with recommendations for the Board and/or individual partners.

Any proposed amendments to the terms of reference for the partnership should be recommended to the Children’s Trust Board at the next available meeting. The Terms of Reference will be reviewed annually as part of the Children’s Trust Board annual review.

4. MEMBERSHIP

Partners have agreed to be represented on the partnership as follows:

- § Children's Services Officers x 4
- § LCC Employment and Skills x 1
- § Elected Members, Leeds City Council x 3
- § Schools (secondary x 2, SILC x 1)
- § Academy x 1
- § 6th form college x 1 (Notre Dame)
- § FE colleges x 2 (Leeds City College and Leeds College of Building)
- § Work Based Learning x 1 (WYLP)
- § Voluntary Community and Faith Sector x 2
- § Youth Offer providers (Connexions x 2, Youth Work x 1, Youth Offending x 1)
- § Higher Education x 1
- § Employer x 1 (Member of the Leeds Skills Board)
- § Representative for Learners with Learning Difficulties and/or Disabilities x 1
- § Education Funding Agency x1
- § Job Centre Plus x1

Representatives should be at a level of seniority to further the work of the partnership and cover strategic responsibilities.

An appendix to the terms of reference will be regularly updated to provide information about the membership of the partnership along with details of the chair, lead officer and administrative support.

5. OPERATIONAL FRAMEWORK

The overarching framework for governance for the Children's Trust arrangements is covered by the Governance Document for the Children's Trust Board.

Each partnership will take account of this in its work to support effective partnership working and good governance.

All Members of the partnership will be given a copy of the latest version of the Children's Trust Board Governance Document with attention particularly drawn to:

- i. Code of Conduct (section 9)
- ii. Promoting Equalities (section 10)
- iii. Decision Making (section 13)
- iv. Annual Review (section 16)
- v. Conflicts of Interest (section 18)
- vi. Exit Provisions (section 19)
- vii. Scrutiny, Audit and Inspection (section 20)
- viii. Data Management (section 21)
- ix. Complaints Procedure/Disputes Resolution (section 22)

6. STANDARDS OF OPERATION

The partnership shall meet at least six times per year or as deemed necessary to fulfil its functions.

The Chair and Vice Chair for the partnership should be confirmed in consultation with the chair of the Children's Trust Board and the Director of Children's Services.

The agenda of meetings shall be agreed by the Chair in advance of the meetings.

The Lead Officer(s) for the partnership will co-ordinate production of the agenda and papers for each meeting and maintain a work programme for the partnership which takes into account the required annual reporting requirements.

The administrator for the partnership should receive reports not later than ten working days before the date of the partnership meeting. This is to enable papers to be distributed in time and for the chair to be briefed.

The agenda and papers should be sent out to all members at least five working days in advance of meetings. Exceptionally, tabled reports or additional information may be presented at meetings with the discretion of the Chair.

The partnership will be quorate if there are 50% or more members present at the meeting.

Draft minutes will be circulated to members within 5 working days of each meeting with 5 working days for comments. Once approved, public minutes will be placed on the Children Leeds website. Any exempt information will form part of a confidential annex for the partnership/Children's Trust Board only. This will be confirmed with the Chair after seeking advice as required regarding confidential / sensitive matters.

As appropriate to its work, the partnership will need to:

- Ensure its work is in line with governance arrangements for the Children's Trust Board, the priorities in the Children and Young People's Plan and statutory guidance relating to learning and support for the 11-19(25) age group.
- Have an approved performance management framework

- Have robust procedures for financial management and procurement

Interested groups may attend meetings of the partnership to observe discussions on specific items, subject to prior notification and the agreement of the Chair. Such groups will be advised that, at the discretion of the Chair, they will be asked to leave the meeting if in the opinion of the Chair confidential information which it is not in the public interest to disclose, may be discussed.

7. ANNUAL REPORT REQUIREMENTS

The partnership will be required to produce an annual report in the early Autumn to inform the Children's Trust Board of progress and inform the development and review of the Children and Young People's Plan (CYPP). This should cover progress made over the last year and plans for the year ahead in the context of emerging policy developments and resource availability.

The aim of the reporting requirement is to:

- Facilitate joined up working across relevant agencies
- Allow the Children's Trust Board to assess the level of need to inform the development of the CYPP
- Demonstrate the contribution being made to the wider local agenda for children and young people
- Feedback on how effective the contributions of other partners have been in supporting improvements in learning and support outcomes for children and young people
- Give the partnership the opportunity to influence decisions made by the Children's Trust Board in relation to joint strategic planning and commissioning
- Provide a platform to raise any concerns including about the level of support the partnership needs from Children's Trust partners

**11-19 (25) Learning and Support Partnership Meeting
20 January 2012, 8.30am**

Benton Park School

Chair	Cllr Jane Dowson	Leeds City Council
Present	Cllr Sue Bentley	Leeds City Council
	Andrea Cowans	Leeds City Council
	Ceri Nursaw	Leeds University
	Jane Taylor	Leeds City College
	Karen Roberts	Igen
	Ian Billyard	Leeds College of Building
	Terry Coen	Notre Dame
	David Foley	Leeds Secondary heads (Benton Park)
	Richard Norton	Leeds Re'new
	Richard Amos	Leeds City Council
	Terry Walsh	Prospects
	Satbinder Soor	Leeds City Council On Behalf Jean Davey
	Simon Betts	Job Centre Plus
	Ken Morton	Leeds City Council
In attendance	Mary Brittle	Leeds City Council
	Inder Hunjan	Leeds Metropolitan University
Minute Taker	Lee Parkinson	Leeds City Council

Item		Action
1	Welcome, introductions and apologies	
1.1	Apologies were accepted on behalf of Ken Cornforth, Emma Falk, Maxine Naismith, Barbara Newton and Ian St Rose.	
2	Minutes of the last meeting	
2.1	There was a discussion around looking at ways of recording which schools in the Leeds area have granted access to Colleges and other providers for IAG purposes, it was agreed that Andrea Cowans and Ian Billyard would look at producing this for the 1 st February in time for the next school heads meeting and then report back to the LSP on March 2 nd 2012.	
Action	To look at ways of recording which schools have granted access to colleges / other providers for IAG purposes and report back to group at next meeting.	AC / IB
2.2	6.1.4 – The external consultant engaged to undertake a review of post 16 provision has now been in touch with several schools and colleges and the first round of meetings has been arranged.	



<p>3</p> <p>3.1</p> <p>3.2</p> <p>Action</p>	<p>Update on government policy impacting on 11-19 (25)</p> <p>It was noted that there are currently a large number of reports and consultations being released at such a rate that it was difficult to make sure everyone stayed up to date on the recommendations they contained.</p> <p>Concern was also raised that it would be very difficult to capture and communicate to the school governor groups with the current pace of the release of these documents as some of them only meet 4 time's a year at most, as such a new communication strategy would be required and it was suggested that the group collate email addresses for all school governors in Leeds to allow the LSP to circulate important policy changes as soon as possible.</p> <p>Gary Milner / Ken Morton to look at the large number of government papers released recently to filter what we will look at and who will be leading on it, this can then be uploaded to the share portal (discussion area) for group discussion.</p>	<p>GM /KM</p> <p>LP to upload</p>
<p>4</p> <p>4.1</p>	<p>FE Achievement data</p> <p>Ian Billyard tabled a document detailing the FE achievement data in Leeds, it was clear from this that Leeds were currently significantly above the national average, an updated version of this document would be circulated to the group with the minutes.</p>	
<p>5</p> <p>5.1</p> <p>5.2</p> <p>5.3</p> <p>Action</p>	<p>Post 16 Funding Update</p> <p>Richard Amos discussed the initial allocation from the YPLA that was due to all schools, colleges and training providers within the next week. The YPLA have given all organisations have been given 2 weeks to analyse and if required, dispute this allocation with the final allocation due to be released in March.</p> <p>It was noted that there is a large reduction in overall funding within Leeds with an expected £6,500,000 cut in funds across all providers in Leeds.</p> <p>There was a discussion around the impact of these cuts and the need of a data sharing agreement with the academies as the council are currently unable to offer any support on how to deal with these funding reductions due to not being able to see the data needed.</p> <p>Gary Milner / Ken Morton to look at getting a working data sharing protocol in place with the Academies of Leeds, specifically targeted at the allocations data.</p>	<p>GM / KM</p>
<p>6</p> <p>6.1</p>	<p>Widening Participation in FE</p> <p>A discussion on what universities are planning to help widen participation within Higher education was held and two documents were tabled by Inder Hunjan and Ceri Nursaw detailing a programme of events at Leeds Metropolitan university and University of Leeds, across several themes.</p> <ul style="list-style-type: none"> • Awareness and Aspiration • Information advice and guidance 	

	<ul style="list-style-type: none"> • Raising attainment and aspirations in under represented groups • Subject specific events • Transition 	
6.2	For further information detailing the number of sessions and expected number of young people reached this paper has been uploaded to the share portal.	
6.3	A Wolverhampton model was briefly discussed as good practice in need of further investigation, the Universities were actively involved with target setting in partnership with the young people and schools with an agreement in place that if these young people reached these targets a guaranteed university place would be held for them as well as a possible reduction in course fee's.	
Action	Ceri Nursaw, Richard Amos, Andrea Cowans, Ian Billyard and Inder Hunjan to look at the "Wolverhampton Model" to check on the progress of the learner promise.	CN / RA / AC / IB / IH
7	Apprenticeship Update	
7.1	Apprenticeship data was discussed with a focus on the number of 16-18 year old new starts, historical start data was shared with the group. <ul style="list-style-type: none"> • 2008/09 – 1300 starts • 2009/10 – 1300 starts • 2010/11 – 2000 starts The recent increase in starts is expected to continue next year (2011/12) due to various initiatives run across Leeds, The Apprenticeship evening for year 12's / NEETs will be held in mid March, The Leeds Apprenticeship awards on 8 th February at Civic Hall and the <i>Build my Future Build my Leeds</i> will be announced shortly.	
7.2	Some concern was raised over the issue at Leeds College of Building when they placed 8 advertisements on the Vacancy Matching service hosted by the National Apprenticeship Service for business administrator apprentices and yet they were only able to fill one vacancy, a suggestion was made to request a representative from NAS to attend the next LSP meeting to discuss why we are unable to fill vacancies advertised on VMS.	
Action	Representatives from the National Apprenticeship Service to be invited to discuss disappointing uptake of the vacancies advertised on VMS.	GM / LP
8	RPA	
8.1	The Raising the Participation age action plan was discussed and it was requested that this should become a standard item on the LSP agenda to ensure we were doing everything possible in Leeds to reach the national target of all 16-18 year olds being engaged in some form of learning by 2015. This action plan would be made available for comment on the share portal.	
Action	The RPA action plan to be uploaded on the share portal for comment. Any Comments on the expression of interest to be submitted to the DfE to run an RPA project should be sent to Andrea Cowans by 27th January.	LP AC
8.2	NEET and Not Known figure's for Leeds were tabled by Mary Brittle, as of November 2011 11.4% of the current young people cohort (2770 young people) were currently recorded as "not Known", it was noted that there is a	

	DfE flag against Leeds due to the above national average figure. It was agreed that a group effort to reduce the number of NEET / Not Known young people would be required including a modernising of the processes involved in tracking and targeting those most at risk. The Data teams and partnerships would be best placed to do this.	
Action	Ken Morton to discuss with Sue Rumbold the availability of the data team to help sort the NEET / Not Known data by Learning institution and cluster.	KM
Action	Terry Walsh offered to help distribute the data to those provider contacts best suited to work with the NEET / Not Known data.	TW
8.3	Leeds Pathways website was discussed as a fantastic source of information for young people, there were about 3.8 million hits in the last academic year alone. A spring launch of a local jobs and careers section of this website has been agreed and is expected to go live in March.	
8.4	It was noted that no School has over 70% retention rate for sixth form and as such it is key that the six schools still not using to use Leeds Pathways are targeted as a priority.	
8.5	Teen pregnancy provision was discussed as part of the wider RPA discussions, concern was raised at how providers would treat maternity leave and it was felt that additional guidance on this would be required around post 16 learners as currently providers have to remove learners not in attendance for four consecutive weeks from the systems for YPLA funding purposes.	
Action	Richard Amos to check with YPLA the future policy regarding learners being removed from College funding systems if not in contact for 4 weeks and how this links to RPA.	RA
9	Participation and Provision sub group Terms of Reference	
9.1	The participation and provision sub group have now met for the first time and have agreed the terms of reference tabled at that meeting. It was agreed at this meeting that the Participation group will work in partnership with the IAG sub group to ensure that all young people have access to IAG.	
9.2	An action plan for this sub group would be produced and it was noted that quite a number of the actions produced today at the LSP could be placed with the Participation and planning sub group.	
10	Youth Offer Due to time restrictions it was agreed that this agenda item would be discussed at a future meeting.	
11	Update of plan leads There were no exception reports from the plan leads tabled at the meeting.	
12	Date of Next meeting Friday 2 nd March 2012 Leeds Civic Hall	

**11-19 (25) Learning and Support Partnership Meeting
2nd March 2012, 8.30am**

Civic Hall, Leeds

Chair	Cllr Jane Dowson	Leeds City Council
Present	Gary Milner	Leeds City Council
	Margaret Cobb	YPLA
	Brian Duffy	Leeds College of Building
	Lynne McLaughlin	Igen
	Cllr Bentley	Leeds City Council
	Jane Taylor	Leeds City College
	Sue Wynne	LCC employment and Skills
	Richard Amos	Leeds City Council
	Simon Betts	Job Centre Plus
	Terry Walsh	Prospects
	Richard Norton	Young Lives Leeds (Renew)
	Ian St Rose	Leeds Reach – Young Lives Leeds
	Ceri Nursaw	University of Leeds
	Jean Davey	Leeds City Council – Youth Service
	Emma Falk	Youth Offending Service
	Terry Coen	Notre Dame
Minute Taker	Lee Parkinson	Leeds City Council

Item		Action
1	Introductions and Apologies	
1.1	Apologies were received from Andrea Cowans, Ken Cornforth, David Foley, Ian Billyard, Chris Morgan and Ken Morton.	
2	Minutes of the last meeting and Matters arising	
2.1	The minutes of the last meeting were agreed as a true record of events. It was requested that Lee Parkinson update and bring to each meeting the Action Tracker to enable the group to easily track actions assigned to members over the year.	
Action	Lee to ensure Action Tracker sheets are circulated at each meeting	LP
2.2	Item 8.5 – Richard Amos and Margaret Cobb to clarify the time officially allowed as a break from learning when a learner becomes pregnant.	
3	Update of Government Policy	
	<u>Impact of Curriculum Changes</u>	
3.1	The Fisher Family Trust have released an analysis of the potential impact of the changes to the list of approved qualifications for the KS4 performance tables. This analysis suggests that the potential impact of the changes would be significantly greater than the Local Authorities analysis indicated. <ul style="list-style-type: none"> • The national level 2 (5+A*-C) figure would drop by 21%, with the Leeds figure dropping 28%. • The national level 2 (5+a*-C) inc English and Maths would drop by 	



<p>Action</p> <p>3.2</p> <p>Action</p> <p>3.3</p>	<p>4.1% with the Leeds figure dropping 4.8%.</p> <ul style="list-style-type: none"> The effect on individual school's figures varies dramatically, with some schools seeing negligible fall in headline figures while other seeing drops of over 60% in the level 2 figure and 15% in the level 2 inc English and Maths figure. <p>The funding allocations sheet produced by the 14-19 Service to be uploaded to the share portal for information.</p> <p><u>Innovation Fund</u></p> <p>The council have submitted a £1.8 million bid for the £12 Million National Innovation fund aimed at supporting projects aimed at 14-15 year olds to develop their employability. Leeds City Council are prepared to be the Social Investment Partner and will be submitting an application to the DWP by 2nd March 2012. Margaret Cobb will be leading on this from the YPLA for the Yorkshire and Humber region.</p> <p>Richard Amos to inform the group of the outcome of the bid and proposals to be discussed at a future meeting.</p> <p><u>Post 16 Allocations</u></p> <p>The YPLA will be confirming the 16-19 cash allocations to Schools and FE colleges week commencing 16th March 2012, It is expected that all schools and FE colleges will be facing significant funding cuts. The Local Authority will be contacting schools and colleges to offer support in assessing the impact of these changes.</p>	<p>LP</p> <p>RA</p>
<p>4</p> <p>4.1</p> <p>4.2</p>	<p>16-19 Learning Project / Review</p> <p>Leeds City Council have commissioned a piece of work to help ensure that by 2015, all young people aged 16-19 (25) who live in Leeds will:</p> <ul style="list-style-type: none"> Have the opportunity to follow a programme that enables them to remain in full time learning or work with training opportunities. Receive appropriate support that enables them to overcome any barriers to remaining in learning and to achieving their full potential. <p>Leeds City Council would want to be able to guarantee that:</p> <ul style="list-style-type: none"> There will be a co-ordinated city wide and centrally managed approach to the early identification of young people who are at risk of disengaging and dropping out of learning. There will be a co-ordinated city wide programme of multi agency interventions that enable young people who are at risk of disengaging or who have dropped out of education, employment or training to re-engage as quickly and effectively as possible. <p>A project board that includes Council, School and FE College representatives has been formed to provide leadership, direction and support to this project.</p>	
<p>5</p> <p>5.1</p>	<p>IAG</p> <p>Discussed as part of the wider NEET and Not Known update.</p>	

6	NEET and not known update	
6.1	<p>Terry Walsh presented the most recent NEET and Not Known figures for Leeds to the group and detailed the actions currently being undertaken to further reduce these numbers.</p> <ul style="list-style-type: none"> • Home visits – 580 people currently on this list • Telephone canvassing – working out of hours, 4,800 young people followed up this year to date. • Data exchange on college leavers – ex students from Leeds city college and Leeds college of building. 	
Action	Igen representative to distribute area lead brief to group to help recruit helpers for the 26th March “NEET Sweep” – Personal contact with upwards of 900 NEETs / Not Knowns.	LM / All
6.3	A Leeds Children’s Trust board paper produced by Paul Brennan was circulated for information to provide the group with an update on the “NEET obsession” – Increase the number of young people in Education, Employment and Training.	
6.4	It was noted that this report contained inaccuracies around “funding per learner reduced” as it’s the number of learners that’s being reduced, not the actual funding, this along with a couple of other wording changes would be amended in due course.	
Action	Gary Milner to amend Obsession report with comments from LSP re- “funding per learner reduced” is incorrect.	GM
Action	The latest copy of the NEET Obsession report is to be circulated to the group, any comments or additions should be sent to Gary Milner no later than Monday 5th March	GM
6.5	As part of Raising Participation Age, the Learning and Support Partnership needs a clearer view on exactly what information is getting to young people in schools as part of the IAG and progression pathways process.	
Action	Andrea Cowans to collate information from connexions providers, colleges and other partners and present an overview of the situation at the next meeting	AC
6.6	It was also noted that the NEET tracking and data information and sharing protocols would need firming up to allow the partners in Leeds to do this more effectively.	
6.7	As Terry Walsh is retiring at the end of March, a special thank you for his services was noted along with the presentation of a gift from the LSP group.	
7	Share Portal Demo	
7.1	Due to technical difficulties it was agreed that Lee would produce a few power point slides for distribution with the minutes to show group members how to access the share portal discussions area of the website.	

Action	Lee Parkinson to produce a short power point on using the discussions portal and circulate this with the minutes.	LP
8	Leeds Youth Offer	
8.1	Jean Davey gave the group an introduction to her new role and responsibilities as the Youth Offer Lead.	
Action	The “young Lives Forum” (attended by Ian ST rose) met recently and discussed the youth offer, Ian to circulate these minutes via Lee Parkinson for upload to the share portal.	LP
9	Vine Offer	
9.1	Vine, in partnership with colleges and the local authority have secured a new building for delivery that will be opening it's doors on the 5 th April 2012, it is hoped that this will become a “centre of excellence” and allow SEND learners to be able to use its facilities instead of having to leave the Leeds area, it is expected to have a capacity of about 70-80 young people, all with very high special needs. A tour of the facilities will be available for the group in May as it will be the venue for the meeting.	
Action	Lee Parkinson to check if VINE is available for May meeting venue	LP
10	Terms of reference and Membership review	
10.1	It was felt that the agenda is dominated by the Local Authority and that school attendance has been patchy throughout the year. A membership review is to take place that should address these and other issues and ensure the partnership remains fit for purpose.	
Action	Gary Milner is to circulate a Survey before next meeting regarding LA dominated agenda's and school representative attendance, Terms of Reference and current membership list will be circulated with this.	LP / GM
11	Update from LSP plan Leads	
	Several LSP exception reports were circulated for information – <ul style="list-style-type: none"> • SEND • Apprenticeship • LSP Plan Actions list 	
12	A.O.B No further items for discussion	
13	Date of next meeting 20th April – Leeds Civic Hall	
	NB – The next meeting will focus on NEET / Increasing participation	



Leeds 11-19 (25) Learning & Support Plan

2011 – 2015

(Updated September 2011)

Strategy and priorities to shape the future of learning provision and support services for young people aged 11 to 19, or up to 25 for learners who have learning difficulties or disabilities

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1. Foreword

This plan has been developed following a detailed process of discussion and consultation with organisations in Leeds that contribute to the learning and support of young people aged 11-19 and up to the age of 25 with learning difficulties and/or disabilities. It is overseen by the 11-19 (25) Learning and Support Partnership on behalf of the Leeds Children's Trust and contributes towards Leeds becoming a Child Friendly City, linking closely to the Leeds Children and Young People's Plan, supporting the outcome of "Do well in learning and have the skills for life" with a focus on the obsessions of "improving school attendance" and "reducing the amount of young people who are not in education, employment or training". It recognises the contribution that partners and key stakeholders make in achieving these outcomes.

This plan comes at a time of great change nationally and locally, with new freedoms for providers, redefined roles for local authorities and the creation of a new Integrated Children's Service in Leeds, with major budget challenges for us all.

Against this backdrop, participation and achievement in Leeds are rapidly improving. Significant and sustained improvements with Level 2 attainment at age 16 and the number of young people staying on in learning at 16. We have also started to make progress on the number of young people achieving a full Level 2 or 3 by the age of 19. Young people now have a broad curriculum offer and range of pathways to meet their learning needs. The Area Prospectus and Common Application Process, with improvements in the Careers Education Information Advice and Guidance young people receive, have contributed to ensuring more young people get the right support and engage on a pathway that is right for them to achieve their goals.

Raising of the Participation Age means that current Year 10 will be the first young people required to remain in learning to age 17, current Year 9 the first required to remain in learning to age 18. Increasing the number of young people age 16-18 in learning is a key priority for Leeds. We must build on our success to ensure that we deliver an offer that ensures all young people in Leeds are able to choose pathways that motivate and enable them to remain in learning to the age of 18 and beyond.

There is still some way to go, particularly in relation to our more disadvantaged and vulnerable groups of young people. However, we have great opportunities as well as challenges and we are confident that working together in the spirit of collaboration and partnership we can ensure all our young people realise their full potential.



Nigel Richardson
Director of Children's Services



Cllr Jane Dowson
Deputy Executive Member for Learning and
Chair of the 11-19 (25) Learning and Support
Partnership

2. Introduction and Leeds Priorities Statement

The 11-19 (25) Learning and Support Plan identifies four clear priorities that help realise our collective vision of improving outcomes for young people in Leeds:

- **Raise aspirations of Young People and their families. Increase parental engagement in Young Persons learning;**
- **Ensure learning and support infrastructure, curriculum and offer meets the needs of all young people;**
- **Develop a managed transition process for pre and post 16 learners to ensure there are “no exclusions” and “no drop outs”;** and
- **Develop an approach to employer engagement to ensure young people are employable and meeting the needs of the local labour market.**

The strategic priorities have been developed using an Outcome Based Analysis approach by the 11-19 (25) Learning and Support Partnership following consultation and analysis of current provision and outcomes for young people in Leeds. The Plan will be used to shape the education provision and learner support services for all young people, aged 11-19, and up to 25 for learners with learning difficulties and/or disabilities, in response to local need and the national agenda.

Section 5. Our Priorities details the actions and lead partners responsible for taking forward activity that will improve the outcomes for young people. The Leeds Priorities Statement below is a one page summary of these priorities to inform partners thinking when planning provision and highlight the key areas for development. The priorities could include a change of focus for current partners resources or the commissioning of new provision for identified gaps or shortage areas.

The Plan outlines how Leeds will meet its obligations to deliver a demand-led and broad-based curriculum and create a system that will accommodate the participation of every young person up to the age of 18 by 2015. It will enable us to collectively review priorities, analyse progress and celebrate success.

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Leeds Priorities Statement 2012/2013

PRINCIPLES AND VALUES

- The Priorities Statement is a summary of the key priorities identified within the 11-19 (25) Learning and Support Plan, informing the use of resources for all partners, operating in the interests of the young people; ensuring real choice, supporting the most vulnerable and working to address inequalities in opportunities available to young people.
- The Statement will be used to influence the shaping of education provision and learner support services for all young people, aged 11-19, and aged up to 25 for learners with learning difficulties and disabilities, in response to local need and the national agenda.
- Partners involved in 11-19 (25) learning and support in Leeds are committed to working together to put the needs and aspirations of the learner first and to make Leeds one of the best and most exciting places in the country to learn and work.
- Partners will work with businesses and communities to transform learning and support, ensure that young people develop the skills needed by the economy and promote regeneration and life-long learning opportunities for all.
- The Statement along with the outcomes will be owned by the 11-19 (25) Learning and Support Partnership and will be transparent and equitable.
- Any strategic commissioning will be impartial and provider neutral, with the aim of securing high quality provision that meets an identified need or gap in current provision.

PRIORITIES

- **We need provision that provides clear pathways for each young person, but allows them to follow a different path if they choose, with progression agreements into further learner, FE, HE, Apprenticeships and Employment.**
- **We need IAG and Careers Guidance to be based on real time Labour Market Information and link to future job prospects to raise aspirations.**
- **We need a responsive curriculum offer that links to real time Labour Market Information and meets the economic needs of the city.**
- **We need provision that increases participation and achievement in STEM subject areas, raising aspirations for employment in these sectors.**
- **We need to develop Special Education Needs or Disabilities provision to better meet the needs of young people and develop supported employment opportunities within the city.**
- **We need to develop effective transitional arrangements particularly at the end of KS4 and KS5 and methods of collecting and reporting the actual destination of KS5 learners.**
- **We need to increase Apprenticeship take up in key sectors for the city.**
- **We need provision that develops enterprise and employability skills in pre and post 16 provision.**
- **We need high quality, cost effective and sustainable provision across the city and to eliminate poor quality provision.**

3. Vision for 11-19 (25) learning and support in Leeds

All partners involved in 11-19 (25) learning and support in Leeds are committed to working together to put the needs and aspirations of the learner first and to make Leeds one of the best and most exciting places in the country to learn and work.

To achieve this goal we will provide a curriculum and a learning environment fit for the 21st century within which all young people will be able to make informed choices based on appropriate guidance and support. This will enable them to follow individual learning pathways, gaining high self esteem through achieving success and developing to their full potential.

Expectations of all learning providers are high. We will ensure that all young people experience and benefit from education and training which is world-class. We will provide the widest possible range of high-quality learning opportunities, all of which will be accredited to nationally recognised standards and which draw upon the cultural diversity and economic strength of the city.

We will work with businesses and communities to transform learning, ensure that young people develop the skills needed by the economy and promote regeneration and life-long learning opportunities for all.

4. National context

The Department for Education (DfE) has developed a change agenda for education. The guiding principle in relation to public policy is that the government has a reduced role in public services resulting in fewer top-down targets, a reduction of intermediary bodies and more mixed sources of provision. Two key pieces of legislation around education underpin this shift in public policy. Firstly, the Academies Act which underlines the government's commitment to expanding academies, enables schools to achieve academy status with far fewer constraints and within a shortened time span. The second piece of legislation, the forthcoming Education and Children's Bill, will result from the schools White Paper – The Importance of Teaching, which amongst other things will give schools far greater freedoms.

The White Paper makes clear the government's intention to reform the National Curriculum to set out only the essential knowledge and understanding that all children and young people should acquire, leaving teachers to decide how to teach this most effectively. They want to encourage schools to offer a broad range of academic subjects to age 16, by introducing the English Baccalaureate – English, mathematics, sciences, a language and a humanities subject such as history or geography. The recommendations from the Wolf Review into vocational learning have also been adopted by the government.

The government's proposals around qualifications for 14-16 Year olds and performance tables will start to significantly influence the curriculum that will be delivered in schools from September 2012. The implementation of the changes to

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performance tables from 2014 will have a major impact on how many schools and academies are judged to be performing.

The government have established a new “floor standard for secondary schools, which sets an escalating minimum expectation for attainment. A school will be below the floor if fewer than 35 percent of pupils achieve the “basics” standard of 5 A*-C grade GCSEs including English and mathematics, and fewer pupils make good progress between key stage two and key stage four than the national average. This floor target is set to increase in subsequent years.

The Spending Review has made clear the challenges that we will face around the funding of 11-19 (25) learning and support over the next four years. The schools 5-16s budget will receive a real terms increase of 0.1 per cent in each of the next four years with underlying per pupil funding to be maintained in cash terms. Funding will include a £2.5 billion pupil premium to be phased in over four years. However, the overall budget for some schools will not increase in real terms. The non school DfE budget that covers areas such as, funding for 16-18 provision in schools and colleges, youth services, early years, and initiatives around curriculum reform and teenage pregnancy reduction, will decrease by 12 per cent over the next four years. The post 19 learning budget is set to reduce by 25 per cent over the next four years. However, the government are to boost spending on apprenticeships by up to £250 million a year, by the end of the Spending Review period.

The government have announced that the Raising of the Participation Age (RPA) is to remain. However, in order to be able to afford this the government are seeking a reduction in the unit costs, meaning providers will be expected to make efficiencies and deliver to more learners without a corresponding increase in the funding they will receive. The White Paper gives a commitment to level the playing field for 16-19 year olds for schools and FE Colleges. This will be achieved by bring down the level of funding for schools to that of the most efficient FE Colleges.

Support services for young people, both in learning and out of hours, have developed through the Youth Matters agenda, with more young people participating in personal development, leisure and volunteering opportunities to help motivate, engage and prepare them for life and work. There will now be a major reshaping of youth work and Connexions services. The government have developed an all age careers service in England that went live in September 2011. However, the support available to young people through this service is severely limited. Schools will be under a legal duty to secure independent, impartial careers guidance for their students, but will be free to decide how best to support young people to make good careers choices. Local authorities will continue to have a statutory duty to provide services that enable, encourage and assist them to participate in education and training. Education Maintenance Allowances are no longer available from January 2011 to new applicants. The government has replaced the EMA with a 16-19 Bursary fund. However, the total amount of support available through this fund is only around a third of that previously available through the EMA. This is likely to have implications for our ability to engage the most hard to reach and disadvantaged learners.

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Local authorities maintain a key role around the strategic overview of 16-19 education, including identifying gaps and influencing and shaping future provision. The Young Peoples Learning Agency (YPLA) who are currently responsible for making payments to General FE Colleges, Sixth Form Colleges and other training providers are to be replaced with a new Education Funding Agency (EFA). The Secretary of State, Michael Gove, has stated that "Strong local authorities are central to our plans to improve education" and that they are to have a "strong strategic role" and continue to be "powerful champions of educational excellence". A new simplified system is proposed where providers will be funded on a 'lagged pupil funding' basis. Consultation on 16-18 funding is due out in the Autumn 2011 term.

Local authorities will still be responsible for funding maintained school sixth forms and have statutory responsibilities in relation to, for example, providing home to school transport, children who cannot be educated at school, Pupil Referral Units, assessing the needs of the children with the most significant special educational needs and arranging provision for them. It is proposed that the various budgets that currently support post 16 learners with learning difficulties and /or difficulties up to the age of 25 will be brought together to support a more strategic commissioning response at a local level. Responsibility for commissioning the education provision at Young Offender Institutions did not transfer to local authorities on 1 April 2011 as was originally proposed, but it is still possible that this will happen at a later date.

In addition to developing Academies status, the government will be supporting teachers and parents to set up Free Schools to meet parental demand, especially in areas of deprivation. Free Schools along with University Technology Colleges and new Studio Schools are to be encouraged to "drive innovation in vocational education"

The government make it clear that the primary responsibility for improvement rests with schools and colleges rather than local authorities. To support this they are increasing the number of National and Local Leaders of Education – head teachers of excellent schools committed to supporting other schools.

Universities are to be allowed to increase graduate contributions to £9k per year from the 2012-13 academic year. A new graduate contribution system will be introduced that will protect the lowest earning graduates. It remains to be seen what impact these changes will have on young people progressing to university.

The government see the voluntary and community sectors playing a significant role in reforming services for children, young people and families and are currently consulting on a strategy around this – "Building a Stronger Civil Society"

The pace of changes and major budget pressures that providers, local authorities and other agencies face, means the need for dialogue and collaboration is greater than ever, if we are to meet the challenges that lie ahead.

5. Our Priorities

In reviewing the 11-19(25) Learning and Support Plan, the 11-19(25) Learning and Support Partnership undertook an Outcome Based Accountability approach to identifying the priorities and actions needed to “Turn the Curve” to improve the participation and achievements of young people.

Below are the outcomes of the discussions, against the themes of “Participation” and “Achievement” with the key priorities and actions to address the most significant issues.

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Turning the Curve Report		
Population	11-19 (25) year olds in Leeds	
Outcome	All young people participating in education/training and youth activities (11-19 (25) year old participation including Raising of the Participation Age)	
Indicator	Key indicator – 16-19 year old Participation in Education and Training <ul style="list-style-type: none"> – 16-18 NEET – Secondary Persistent Absence Missing – Indicators for 19-25 age range	
Indicator Baseline	See Attached Graphs for: <ul style="list-style-type: none"> - 5 year trend for Participation of 16-19 - 5 year trend for NEET - 5 year trend for Secondary Persistent Absence - NEET at 17-18 specifically due to drop out - NEET Post 19 - Not Knowns 	
Story behind the baseline ...	<p><i>What factors are driving the baseline</i></p> <p><i>What are the causes/forces at work?</i></p>	Parental/Family/Outside Influences <ul style="list-style-type: none"> - Personal circumstances and patterns, impact of family breakdown after age 16. - Pastoral support. - Parental attitude / culture RE of not participation - Gaming – Actions without consequences (violent games) – Young people cant distinguish between virtual world and reality. Safeguarding - TV is used as a babysitter, coming into primary school with poor language skills and motor skills.
		Financial Pressures <ul style="list-style-type: none"> - Poverty 23% below threshold - correlation with attendance - pressure from family to go out and earn post 16. - Financial inability of participation - EMA + bursary - Part time employment
		Understanding Young People <ul style="list-style-type: none"> - Persistent absence at school, lack of participation. Miss planning for post 16. What works to impact on pre-16 to post-16 none attendance? - Better understanding of YP who don't participate to identify indicators pre-16 - Understanding what does work for these young people - Young peoples views of opportunities available. Skills of YP to express views and make informed choices. - YP don't feel part of education system – low support, inappropriate provision.
		Information, Advice and Guidance <ul style="list-style-type: none"> - Schools follow targets and not the pupil. Need that and wraparound support. - PA's still have a struggle to give impartial IAG, subverted by schools trying to keep young people post 16. - Young people encouraged to do a particular route but do they really want to do it. - IAG is critical because a lot of young people just don't know what they want to do. - Ensure application made for post 16.
		Low Aspirations <ul style="list-style-type: none"> - Low expectations – can be whole communities + we as organisations can perpetuate that. - Promotion of education in terms of earnings on Post 16 programmes. - Understanding options and differences. Type of Programmes. - Planning and curriculum offer and personalised planning from year 7. - In and out of employment and impact of what can be provided to support these young people.

LEEDS 11-19 (25) LEARNING & SUPPORT PLAN

Any further data needs?	19-25 age group = fastest growing mental health issues.	
Key Partners	<i>Who is missing?</i>	Early years Parent partnerships (in schools) Where is planning for targeted support in localities/clusters? i.e. attendance in schools/impact on NEET. Feed up into Commissioning Unit
t Ideas – What Works	<i>We could ...</i>	<p>Best Ideas</p> <p>Parental/Family Engagement</p> <ul style="list-style-type: none"> - Parent partnerships - Preventative approach needed that have right people round table in clusters. - Link Clusters & Commissioning. Have an Outcome based Commissioning model. - Future support to young people through locality arrangements. Focus resources on most in need, identified through school arrangements and clusters. Link between activities in school hours and out of school hours. - Forget 14-19 (25) and focus everything on early years <p>Information, Advice and Guidance</p> <ul style="list-style-type: none"> - Schools and post 16 providers to plan transition arrangements for young people moving from Year 11 to another provider. <p>Raising Aspirations</p> <ul style="list-style-type: none"> - Young people entitlement from primary age (or earlier?) . - Carousel of vocational learning in KS4 (or earlier in KS3) for everyone. - Individual learning plans (ILPs). - Work within learning providers to improve progression planning for young people on one year courses, at end of year 12. - Job school from 8/9 years old (in Japan) = part of stem agenda and link to vocational carousel/tasters including weekends, parental involvement, etc. Jobs at 14? - If 50% of KS4 population are not progressing effectively post 16 then halve the size of schools and do something completely different for the other 50%. NB – no revolving doors <p>Understanding Young People</p> <ul style="list-style-type: none"> - Risk registers required for individual learners – e.g. academic skills transparency, ownership of whole YP and openness. - Young people who are high achievers could work with peers who need more support (instead of doing a 4th or 5th A-level) = life skills for high achievers and accreditation if possible. - Sharing good practice between colleges, schools and other providers on good student support arrangements for young people that link effectively with curriculum delivery. - How we build tracking systems for Leeds pupils post-16 so we know what is happening between age 16 and 19. Pool budgets of Providers. - Identify young people who drop out and have co-ordinated response from providers to these young people as current Connexions arrangements will go.

LEEDS 11-19 (25) LEARNING & SUPPORT PLAN

Turning the Curve Report		
Population	11-19 (25) year olds in Leeds	
Outcome	All young people achieving the best possible outcomes to prepare them for their future lives	
Indicator	Key indicator – 5+ A*-C GCSE or equivalent inc E&M <ul style="list-style-type: none"> - Level 3 qualifications at 19 - Level 2 qualifications at 19 - Level 1 qualifications at 16 	
Indicator Baseline	See Attached Graphs for: <ul style="list-style-type: none"> - 5 year trend 5+ A*-C inc E&M - 5 year trend L3 at 19 - 5 year trend L2 at 19 	
Story behind the baseline	<i>What factors are driving the baseline</i>	Parent/Family/Outside Influences <ul style="list-style-type: none"> • Lack of parental/Adult engagement in secondary schools/education • Image of being “bright” isn’t cool
		Low Aspirations <ul style="list-style-type: none"> • Low / non-existent aspiration of parents / family
		Financial Pressures <ul style="list-style-type: none"> • Pupil premium • Removal of EMA / Bursaries
		Curriculum/Transition <ul style="list-style-type: none"> • Maths – often inappropriate – gives a negative image of learning. • Linking curriculum between primary and secondary • Challenge moving from level 1 to level 2 and Level 2 to level 3 at 16.
		<i>What are the causes/forces at work?</i>
Any further data needs?	Employment as achievement Free School Meal data transfer to post 16 providers.	
Best Ideas – What Works	<i>We could</i>	<p>Best Ideas</p> <p>Parent/Family Engagement</p> <ul style="list-style-type: none"> • Family support targeted at Parents of Teenagers • Outside of school – look at good practice as to how parents are engaged • College issue – new ways of developing parental engagement • How do parents want to hear about young person? • Emotional support <p>Raising Aspirations</p> <ul style="list-style-type: none"> • Universities + FE working with schools for progression agreements, Compact agreements based on attainment and attendance, (IPPS) • Recognition of employment as an achievement <p>Curriculum</p> <ul style="list-style-type: none"> • Maths – focus on - numeracy, Life skills, solutions based approach, Business Enterprise • Focus on maths and English – B+ • Structural change at post 16 – do we need another 6 form college/Joint 6th Forms/Small Underperforming 6th Forms (funding and demographic pressures) • Post 14 – college – UTC, All schools academies, Free schools • Good teachers in every school – managed workforce reform • Good practice network – teaching and learning <p>Transition</p> <ul style="list-style-type: none"> • What is currently working in Leeds and the other LA’s in terms of Level 1 and 2 transition and level 2 to level 3 at 16. – What curriculum is most effective. <p>Employers</p> <ul style="list-style-type: none"> • Focus on STEM particularly Maths and science subjects. Focus on achievement and progression, including into employment.

Summary of Outcome Based Accountability for Learning and Support Partnership

What we will monitor

The Key Indicators we will monitor to ensure we are turning the curve are:

Participation:

- 5 year trend for Participation of 16-19
- 5 year trend for NEET and Not Knowns
- 5 year trend for Secondary Persistent Absence
- NEET at 17-18 specifically due to drop out

Achievement:

- 5 year trend 5+ A*-C (and equivalent) inc E+M
- 5 year trend L3 at 19
- 5 year trend L2 at 19
- 5 year trend L1 at 16
- Indicators to include FSM and non-FSM split

What are the stories behind the data?

- Negative Parental, Family and Outside influences on young peoples participation and achievement;
- Low aspirations of young people, their families and peers;
- Financial pressure on young people;
- Lack of understanding of young peoples needs and why they don't engaging in learning;
- Insufficient impartial Information, Advice and Guidance;
- Current offer does not engage some learners and lack of a managed transition at key points; and
- No clear, consistent approach to engaging with employers.

Key priorities and actions that will make a difference

The role of the Lead LSP Member (with support from the Other LSP Partner and Link Officer) would be to:

- oversee the develop of the key action, through existing or new groups and forum;
- champion the activities and strategies developed to address the key action;
- arrange for reporting of progress to the LSP;
- make recommendations to the LSP for support in addressing the key action; and
- be challenged and supported by the LSP in ensuring the key action is being addressed.

LEEDS 11-19 (25) LEARNING & SUPPORT PLAN

Key Priorities	Link to CYPP	Key Actions	Lead LSP Member	Other LSP Partner	Link Officer
<p>1. Raise aspirations of Young People and their families. Increase parental engagement in Young Persons learning.</p>	<p>Priority 3 – Improve behaviour, attendance and achievement.</p> <p>Priority 4 – Increase the numbers in employment, education and training.</p> <p>Priority 5 – Support children to be ready for learning.</p>	<p>1.1 - Plan clear progression pathways for each Young People and develop progression agreements into further learning, FE, HE, Apprenticeships and Employment.</p> <p>1.2 - Ensure IAG and Careers Guidance within the curriculum links to future job prospects and LMI to raise aspirations.</p>	<p>Jane Taylor, Leeds City College</p> <p>David Foley, Benton Park School</p>	<p>Ken Cornforth, Pudsey Grangefield</p> <p>Colin Bell, South Leeds Academy</p>	<p>Richard Amos, Leeds City Council</p> <p>Andrea Cowans, Leeds City Council</p>
	<p>Obsession – Young People not in employment, education or training.</p>	<p>1.3 - JC+, Employment and Skills, Adult Community Learning to link up to develop ways of raising aspirations of parents.</p>	<p>Sue Wynne/Jane Hopkins, Leeds City Council</p>	<p>Simon Betts, JobCentre Plus</p>	<p>Ken Morton, Leeds City Council</p>
	<p>Priority 3 – Improve behaviour, attendance and achievement.</p> <p>Priority 4 – Increase the numbers in employment, education and training.</p> <p>Priority 5 – Support children to be ready for learning.</p>	<p>1.4 - Increase participation and achievement within STEM subjects with a focus on employment into these sectors, including workforce development to increase capacity.</p>	<p>Ceri Nursaw, University of Leeds</p>	<p>Ken Cornforth, Pudsey Grangefield</p>	<p>Richard Amos /Sue Wynne /Alice Winter, Leeds City Council</p>
<p>2. Ensure learning and support infrastructure, curriculum and offer meets the needs of all young people.</p>	<p>Priority 3 – Improve behaviour, attendance and achievement.</p> <p>Priority 4 – Increase the numbers in employment, education and training.</p> <p>Priority 5 – Support children to be ready for learning.</p>	<p>2.1 - Review and implement post 14 and post 16 structural change for learning and support.</p>	<p>Deputy Director Universal Learning and Skills, Leeds City Council</p> <p>Diane Reynard, East SILC</p>	<p>Jane Taylor, Leeds City College</p>	<p>Gary Milner, Leeds City Council</p>
	<p>Priority 6 – Improve support where there are additional health needs.</p> <p>Obsession – Young People not in</p>	<p>2.2 - Develop SEND provision to better meet the needs of young people.</p> <p>2.3 - Implementation of the Youth Service Review.</p>	<p>Deputy Director Universal Learning and Skills, Leeds City Council</p> <p>Diane Reynard, East SILC</p> <p>Gary Milner, Leeds City Council</p>	<p>Pete Vickers, Vine</p> <p>Richard Norton, re'new lan St Rose, Leeds Reach</p>	<p>Andrea Robinson, Leeds City Council</p> <p>Jean Davey, Leeds City Council</p>

LEEDS 11-19 (25) LEARNING & SUPPORT PLAN

	employment, education or training.	2.4 - Implementation of the IAG Targeted Service.	Gary Milner, Leeds City Council	David Foley, Benton Park School	Andrea Cowans, Leeds City Council
3. Develop a managed transition process for pre and post 16 learners to ensure there are “no exclusions” and “no drop outs”.	<p>Priority 3 – Improve behaviour, attendance and achievement.</p> <p>Priority 4 – Increase the numbers in employment, education and training.</p> <p>Priority 5 – Support children to be ready for learning.</p> <p>Obsession – Young People not in employment, education or training.</p>	<p>3.1 - Develop effective transition arrangements (including transfer of learner information) into further learning or employment particularly at end of KS4 and KS5.</p> <p>3.2 - Specify requirements and processes for Transfer of relevant data to the next learning provider including what is required and for what reason.</p>	Ken Cornforth, Pudsey Grangefield	Ian Billyard, Leeds College of Building	Mary Brittle, Leeds City Council
4. Develop an approach to employer engagement to ensure young people are employable and meeting the needs of the local labour market.	<p>Priority 3 – Improve behaviour, attendance and achievement.</p> <p>Priority 4 – Increase the numbers in employment, education and training.</p> <p>Obsession – Young People not in employment, education or training.</p>	<p>4.1 - Link Regeneration and real time LMI into the planning of provision.</p> <p>4.2 - Develop methods of collection, reporting and analysis actual destinations of learners after KS5 provision.</p> <p>4.3 - Focus increase in Develop Apprenticeship (employers and learners) on key sectors for the city.</p> <p>4.4 - Develop supported employment opportunities within the city.</p> <p>4.5 - Strengthening and development of enterprise and employability skills in pre and post 16 provision.</p>	Ken Morton, Leeds City Council	Ian Billyard, Leeds College of Building	Richard Amos /Sue Wynne/ Henry Rigg, Leeds City Council
			Terry Walsh, Prospects	Steve Higginbotham, Igen	Mary Brittle, Leeds City Council
			Ian Billyard, Leeds College of Building	Chris Morgan, WYLP	Sally Lowe, Leeds City Council
			Simon Betts, JobCentre Plus	Diane Reynard, East SILC	Pete Vickers, Vine
			Colin Bell, South Leeds Academy	Jane Taylor, Leeds City College	Christine Marsden, Leeds City Council

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6. How we will measure progress

We will check our progress against a series of measures that have been established. For the key measures of success, annual targets have been developed to enable monitoring of progress on the journey towards 2015.

	Actual				Target						
	2008	2009	2010	2011	2009	2010	2011	2012	2013	2014	2015
The Proportion of 5 A*-Cs at GCSE or equivalent exam results, including English and Maths at Key Stage 4	46.4	45.9	50.6	Available Oct 2011	51.6	56.9	57.5	60	62	63.5	65
Increase the percentage of young people who were in receipt of FSM at academic age 15 who attain L2 qualifications by the age of 19	42.6	43.5	49.6	Available April 2012		50	55	60	62	64	66
Reduce the gap in attainment of L3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.	28.0 %pts	29.8 %pts	26.7 %pts	Available April 2012		25.7	23.7	22	21	20	19
The percentage of 17 year olds participating in education and work based learning (WBL). Based on where people live ¹	73	80	Avail June 2012	Available June 2013	75	77	80	85	90	95	100
The reduction in the proportion of 16-18 year olds who are NEET ²	9.5	8.2	8.3	Available Jan 2012	7.8	6.8	6.5	6.2	Not applicable		
The percentage of young people achieving Level 2 by 19	68.7	71.1	73.7	Available Apr 2012	71.8	75.2	78	80	82	83.5	85
The percentage of young people achieving Level 3 by 19	42.5	44.3	46.7	Available Apr 2012	47	49	51	54	56	58	60
Increase in the number / percentage of young people starting an Apprenticeship	1,412 (7.5%)	1,328 (7.2%)	1,306 (7.4%) Actual	2,074 (12%) Proj'd	-	1,460 (8.2%)	1,986 (11.3%)	2,093 (12%)	2,209 (13%)	2,307 (14%)	2,417 (15%)

¹ Indicator reported as a calendar year. Local authority level data is published by the DFE 18 months after the end of the year.

² Annual result reported as average of November, December and January data. Definition changed in April 2011, so results from this point onwards are not directly comparable with previous data.

7. Funding and commissioning

The Introduction and National Context sections of this plan give much detail about the recent changes brought about by the Coalition Government. These changes include a significant reduction in the spending that supported the 14-19 reform agenda. In addition, the roles of local authorities and the YPLA are to move towards a simplified funding system for post 16. The Secretary of State, Michael Gove, has stated that local authorities are to have a “strong strategic role” and continue to be “powerful champions of educational excellence”.

Whilst the statutory requirement for local authorities to operate a Regional Planning Group has been removed, local authorities are still working collaboratively with one another both sub-regionally and regionally within Yorkshire and the Humber to assist in planning provision across borders.

The Comprehensive Spending Review (Oct 2010) brought with it a number of funding cuts.

- Schools will see a real terms increase of 0.1 per cent in each year of the Spending Review for the 5-16s school budget with underlying per pupil funding to be maintained in cash terms.
- Funding will include a £2.5 billion pupil premium targeted at pupils in greatest need to be phased in over 4 years.
- There will be the creation of a new education endowment fund worth £110 million which local authorities are to be among those bidding to use this additional money to raise attainment in the most challenging schools.
- Despite the above, overall funding for some schools will not increase in real terms over the next 4 years.
- There will be 12% cut in the DfE’s non-schools budget. This includes areas such as youth services, early years and sixth forms as well as teenage pregnancies and drugs awareness.
- BiS is reducing its overall budget for further education for over 18s by 25% over four years. This will impact on progression routes for young people.

As mentioned in the National Context section of this plan, the Raising of the Participation Age (RPA) is to remain, however, the government are looking to reduce the 16-19 unit cost, meaning providers will be expected to make efficiencies and deliver to more learners without a corresponding increase in the funding they will receive.

8. Business Cycle Post 16

In July 2011 the YPLA published the Statutory Guidance: Funding Arrangements for 16-19 Education and Training. It sets out the leadership role of local authorities, including their key statutory duty to secure suitable education and training for young people; and the role of autonomous schools, colleges and providers of education and training working in partnership with each other and with local authorities to meet the needs of all young people. The new simplified post 16 funding methodology is based on lagged pupil funding. Funding follows learner choice and learner volumes drive funding for the following year. The system has been designed with the minimum levels of prescription and monitoring necessary to get maximum money to the front line, to ensure high-quality provision, to give assurance that the funds are used to provide learning for young people and to allow the market to operate effectively. Data collection, financial management and audit are also simplified.

Anticipated benefits of the lagged funding system are:

- To ensure national consistency in such key features as the timing of allocations, data submissions and flows, and the funding formula/rates
- To be transparent and equitable
- To create minimum bureaucracy between partners

The existing demand-led national funding formula will be used for 2012/13 allocations. A review of this funding formula will take place as part of a national consultation due to commence in October 2011. It is therefore likely that a new national funding formula will be used for 2013/14 allocations onwards.

Working with partners the local authorities are expected to shape provision by identifying gaps, enabling new provision and developing the market. This is set out in the Leeds Priorities Statement. This will be as part of the local authorities leadership of education up to the age of 19 (25), and their place shaping and economic development roles beyond 19. The local authority will also work with the National Apprenticeship Service (NAS) to identify the requirements for 16-18 Apprenticeships.

It is still expected that the planning, allocation and funding elements of the process will occur on a cyclical basis and each element needed to establish learning provision for 16 to 19-year-olds will be underpinned by comprehensive data.

Review and Challenge within the Business Cycle Post 16

The Coalition Government proposes to give local authorities progressively greater freedoms as they become strategic delivery partners. The ending of statutory requirements on local authorities to set and then police a whole range of externally imposed performance targets has recently been announced.

However, autonomous schools, Academies, colleges and independent providers are accountable for learner performance and their own improvement, planning what they deliver, within the context of the priorities for young people in the area set out in the Priorities Statement.

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For Post 16 provision providers will be assessed annually against a clear set of national measures (presently Minimum Levels of Performance). Interventions relating to each provider's performance is overseen by a single sponsoring agency.

The Post 16 Business Cycle for 2012/2013 is summarised below.

Month	What	How
August	Refresh of the 11-19 (25) LSP plan	Update data within the Plan from the YPLA data tables
Sept	Strategic analysis & Apprenticeship Stock Take Discussions with providers and neighbouring LA's regarding provision	Analysis of YPLA & NAS data Establish key changes to priorities and infrastructure Production of Leeds Priorities Statement
Oct	Priorities Statement Review of provider performance 16-18 Funding Methodology Consultation	Priorities Statement signed off by the 11-19 (25) LSP & distributed to providers/partners. Review of performance working with the YPLA using MLP data Partnership response compiled to the funding consultation from the 11-19 (25) LSP
Nov	Provider Dialogues to discuss future 16-19 Provision 16-18 learning budget released	Provider Dialogue Meetings to discuss performance and future provision and partnership working YPLA confirms budget and issues a funding statement
Dec	Provisional provider allocations	YPLA provide allocation of learner numbers to providers and shares information with local authority. Summary given to the 11-19 (25) Learning & Support Partnership
Jan		First modelling of funding allocations – discuss implications of the new funding Leeds Apprenticeship Awards Review Apprenticeship Data Pack from NAS
Feb	Apprenticeship Week	

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Mar	National 16-18 Funding Rate confirmed by YLPA Clawback of 16-18 Bursary Closure of YPLA	Final funding rate confirmed by the YPLA and final funding allocations issues to providers. Summary of allocations given to the 11-19 (25) Learning & Support Partnership
April	Education Funding Agency becomes operational	One funding agency for 0-19 learning provision
May	EFA Issue funding agreements/contracts August – Payments commence	Review Data Packs from EFA and begin Strategic Analysis (working with the SRG Planning Sub-Group)
June		
July		
August		

9. Contact details

E-mail: education14to19@leeds.gov.uk

Telephone: 0113 247 5502

Website: www.educationleeds.co.uk/14to19

(Then select Partnership, Planning & Funding from left hand menu)

10. Supporting documents
- links to data sources, appendices and contributing plans/ strategies

DATA	Link address	Contact
YPLA Strategic Analysis: core data tables	www.educationleeds.co.uk/14to19	david.jarvis@yppla.gov.uk / nick.lambert@yppla.gov.uk
YPLA Strategic Analysis: local data tables	www.educationleeds.co.uk/14to19	david.jarvis@yppla.gov.uk / nick.lambert@yppla.gov.uk

APPENDICES	Link address	Contact
1. Learning Provision Apprenticeships; Diplomas; Foundation Learning; Young Apprenticeship Programme	www.educationleeds.co.uk/14to19/index.aspx?pageno=882&np=1	education 14to19@leeds.gov.uk
2. Support Information, Advice & Guidance; 16-19 Bursary Fund; Aim Higher; Mentoring; Transport	www.educationleeds.co.uk/14to19/index.aspx?pageno=531&np=1	education 14to19@leeds.gov.uk
3. Quality Assurance of 13-19 off site provision (off-site learning)	www.educationleeds.co.uk/14to19/index.aspx?pageno=515&np=1	education 14to19@leeds.gov.uk

CONTRIBUTING PLANS/ STRATEGIES	Link address	Contact
Leeds Children & Young People's Plan	www.leedsinitiative.org/children	leigh.walker@leeds.gov.uk
NEET Plan	www.educationleeds.co.uk/14to19	mary.brittle@leeds.gov.uk
IAG Plan	www.educationleeds.co.uk/14to19	andrea.cowans@leeds.gov.uk
Leeds Apprenticeship Work Plan	www.educationleeds.co.uk/14to19	sally.lowe@leeds.gov.uk

ANNEX 1a. Learner entitlement and personalisation

Children and young people in Leeds deserve a high quality learning experience. The Leeds Learner Entitlement outlines ways in which the Leeds Learning Partnership will aim to make sure this happens. Learners, parents and carers, as well as having responsibilities themselves, have the right to expect the entitlement to be met and to challenge providers if expectations are not met.

- We put the rights and needs of the learner first
- We work with mutual respect, trust and co-operation
- We are proud of the diversity of races, experiences and backgrounds in Leeds
- We aim to remove barriers which get in the way of learning and progress
- Partners will work together to offer the best provision and outcomes for all learners
- The Breeze youth promise sets out the support services available to young people

The Leeds Learner Entitlement

We aim to ensure that all our learners are happy, healthy, safe and successful and are educated in good and improving learning places. We aim to do this by providing you with:

1. Teaching, learning, care and support in a learning environment which:
 - encourages dreams and ambitious goals;
 - meets the needs of learners of all abilities;
 - challenges you to achieve your best;
 - and encourages you to progress to further learning and employment;
2. The means for you to safely challenge discrimination and be guaranteed equality of opportunity
3. Opportunities to make sure your opinions are listened to and valued
4. Full and fair information, advice and guidance about learning and employment opportunities to help you make good choices regular progress statements of what you have achieved, what you are aiming for, and what you need to do to get there
5. The opportunity for you to take part in planning your own learning and to involve your parents and carers
6. A clear, fair and supported admissions, transfer and transition process for everybody
7. Opportunities for you to enjoy cultural, creative, social and sporting activities, and to celebrate your success and achievements in them as well as in your academic and vocational learning
8. Support for your physical and emotional health and well-being from a range of services
9. Access to city-wide specialist provision to meet your individual needs and choices

ANNEX 1b. Glossary

14-19 Partnership	14-19 Partnerships are partnerships formed between schools, work-based learning providers, colleges and other stakeholders to collaboratively plan and provide the full 14-19 offer.
ABC	Advanced Bridging Course.
ALS	Additional Learner Support.
Apprenticeship	A structured programme of training which gives an individual the opportunity to work for an employer, learn on the job and build up transferable knowledge and skills. A successful Apprentice will achieve an occupationally specific qualification alongside qualifications in basic skills and in a broader vocational area.
BESD	Behavioural emotional and social difficulties.
BIS	UK Department for Business, Innovation and Skills.
BME	Black and minority ethnic.
CAF	Common Assessment Framework.
CAP	Common Application Process.
CEIAG	Careers Education, Information, Advice and Guidance. This is the provision of impartial careers education, advice and guidance on learning and skills. IAG providers include the Connexions Service for young people and IAG Partnerships and learndirect advice for adults.
CLC	City Learning Centre.
Confederations	Five local area based partnerships to improve outcomes for young people through effective collaborative working that places the needs of the learner first. Representatives include schools, FE Colleges, work based learning providers, voluntary, community and faith sectors and key stakeholders.
Connexions	The Government's information, advice and guidance service for all 13-19 year-olds in England (also provides support up to age 25 for those with learning difficulties and/or disabilities). Transferred to local authority control from 1 April 2008.
Connexions PA	Connexions Personal Advisor.
CPD	Continuous Professional Development.
CYPP	Children and Young Peoples Plan.

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DfE	Department for Education.
EFA	Education Funding Agency. Will be created in April 2012 to replace the YPLA.
EMA	Education Maintenance Allowance.
ESF	The European Social Fund was set up to improve employment opportunities in the European Union (EU) and so help raise standards of living.
FE College	Further Education College. This is an education establishment for post secondary education. They offer anything from basic skills to A Levels, Higher Nationals and Foundation Degrees.
FFI	Funding For Inclusion.
Foundation Learning	Foundation Learning (FL) is qualifications suitable for all learners who are operating predominantly at Level 1 and below (Entry Levels 1, 2 and 3).
FS	Functional Skills are the practical skills in English, information and communication technology (ICT) and mathematics.
FSM	Free School Meals.
HEi	Higher Education Institution.
IMD	Indices of multiple deprivation.
IYSS	Integrated Youth Support Services.
LA	Local authority.
Level 2	Level 2 is an educational attainment level, which is part of the National Qualification Framework. The threshold for successful progression is 5 GCSEs at grade A*-C, including English and maths.
Level 3	Level 3 is an educational attainment level, which is part of the National Qualification Framework.
LLDD	Learners with Learning Difficulties and/or Disabilities.
LMI	Labour Market Information.
MI	Management Information.
MLP	Minimum Levels of Performance.
NAS	National Apprenticeships Service is a customer-facing agency, which was announced in the Apprenticeships review, aimed at putting England's apprenticeship system amongst the world's best.

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NAS will provide a streamlined customer-facing service designed to meet the needs and expectations of learners, providers and employers and will have end-to-end responsibility for the entire programme.

NEET	Not in Education, Employment or Training.
NQF	National Qualifications Framework.
Ofqual	Qualifications regulator.
Provider	The provider is an institution or organisation that delivers training and education in return for receiving public and/or private funds.
PSD	Personal and Social Development.
QCF	Qualifications and Credit Framework.
RPA	Raising the Participation Age.
September Guarantee	The offer of a suitable place in education or training to young people completing compulsory education, by the end of September.
SILC	Specialist Inclusive Learning Centre.
SIPs	School Improvement Partners. They provide professional challenge and support to schools to assist in evaluating their performance in order to identify priorities for improvement and plan effective change.
SLN	Standard Learning Number.
STEM	Science, Technology, Engineering and Maths.
Targeted Youth Support	Coordinated delivery of action to help young people who have additional needs that cannot be met by universal services, and who are at high or growing risk of poor outcomes, such as substance misuse, offending or dropping out of education and training.
VCFS	Voluntary, Community and Faith Sector.
WBL	Work-Based Learning. Learning which takes place predominantly in the work place.
YPLA	Young People's Learning Agency.

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Report of Director of Children’s Services

Report to Children and Families Scrutiny Board

Date: 26 April 2012

Subject: Response to Scrutiny inquiry report – external placements

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Summary of main issues

1. This report sets out the Director of Children’s Services response to the recommendations of the Scrutiny Board (Children and Families) inquiry into the external placements of looked after children, published on the 28th of February 2012.

Recommendations

1. Members are requested to approve the proposed responses as outlined in this report.

1 Purpose of this report

- 1.1 This report sets out the response of the director of children's services to the recommendations of the Scrutiny Board (Children and Families) inquiry into the external placements of looked after children, published on the 28th of February 2012.

2 Background information

- 2.1 Reducing the number of looked after children is one of the three 'obsessions' of the Children and Young People's plan. The Scrutiny Board (Children and Families) identified that the cost of external placements for looked after children is the key budget challenge for children's services and that reducing expenditure in relation to independent fostering agency and residential placements is essential if investment in the preventative and early intervention services necessary to 'turn the curve' on the number of looked after children is to be sustained. Therefore, the Scrutiny Board (Children and Families) focused their inquiry on external placements.
- 2.2 The Scrutiny Board (Children and Families) undertook their inquiry between September and December 2012. The purpose of the inquiry was to make an assessment of and, where appropriate, make recommendations on:
- § opportunities to safely reduce reliance on external placements; and
 - § scope to reduce the cost of external placements that continue to be needed.
- 2.3 In undertaking its inquiry the Scrutiny Board (Children and Families) gathered and evaluated a wide range of evidence including written reports, verbal evidence, visits and observations. The report resulting from the inquiry is comprehensive and makes a total of twelve recommendations. The report recognises the considerable work that has been undertaken by children's services and partners to stabilise the number of looked after children in Leeds but identifies that the numbers have not yet 'turned the curve'. Consequently, seven of the recommendations request an update on progress in relation to key elements of the strategy to reduce the number of looked after children and the associated costs.
- 2.4 The director of children's services has accepted all the recommendations. A Looked After Children Programme Group has been established within children's services to drive forward the strategy for turning the curve on the number of looked after children. This group is chaired by the deputy director (safeguarding, specialist and targeted services) and brings together key staff from across children's services. The group will produce a comprehensive report on progress to the Scrutiny Board (Children and Families) meeting in July 2012.

3 Main issues

- 3.1 This section considers each of the twelve recommendations made by the Scrutiny Board (Children and Families) in their report and the response from the director of children's services.

3.2 Recommendation 1 – That the director of children’s services reports back to us on how local communities can be more proactively engaged in the support to vulnerable families.

3.2.1 This recommendation is accepted by the director of children's services. Given the size and complexity of Leeds working effectively at a local level to address needs of vulnerable children is fundamental to the strategy to reduce the number of children becoming looked after. Cluster arrangements have been identified as the most effective mechanism to coordinate local arrangements for service delivery. A wide range of services are being aligned to local clusters, these include children’s centres, (which will be further strengthened by health visitors later in the year), and attendance improvement officers. On 5 March 2012, the children’s social work teams were re-organised on a local geographical basis to support cluster working. Clusters are provided with a range of management information, which includes the number of referrals, children subject to a child protection plan and looked after children from the cluster. This will help to ensure that the work of the cluster is focused on the most vulnerable children in the area. It is recognised that some clusters are more advanced than others and targeted service leaders are being rolled out in the coming year across the city to assist clusters in developing local strategies.

3.2.2 A range of tools are available to clusters. These include Outcomes Based Accountability, the Top 100 Methodology and the Common Assessment Framework. The latter has been revised following consultation with partners, including the voluntary sector, and the simplified record and process has been welcomed and will enable clusters to provide more effective preventative and early intervention services.

3.2.3 The Child Friendly City initiative will be used to focus attention on all children, including those most at risk of poor outcomes. The initiative will provide an opportunity for the Leeds community to engage in supporting vulnerable children.

3.3 Recommendation 2 – That the director of children’s services provides six monthly updates to us on progress in tackling the budget pressure relating to the cost of external placements. The first report is required July 2012.

3.3.1 This recommendation is accepted by the director of children's services and will be included in the report to the Board in July 2012. Expenditure on external placements has been modelled for 2012/13 predicated on a reduction in both the number and costs of looked after children during the year. Progress is monitored by the children's services senior management team and the Looked After Children Programme Group.

3.4 Recommendation 3 – That the director of children’s services provides a report in July 2012 on savings on the cost of external placements achieved in 2011/12 against the £500k projection, including progress with health contributions.

- 3.4.1 This recommendation is accepted by the director of children's services and will be included in the report to the Board in July 2012. Arrangements to improve commissioning have been strengthened and work has been undertaken with other authorities in the region to improve the quality and reduce the cost of external placements.
- 3.5 Recommendation 4 – That the director of children’s services reports to us in July 2012 with an update on progress against each of the key milestones in the programme plan, the majority of which are due to have been achieved by then.**
- 3.5.1 This recommendation is accepted by the director of children's services. The Looked After Children Programme Board, chaired by the deputy director (safeguarding, specialist and targeted services), is responsible for driving the turning the curve action plan. The group meets on a fortnightly basis to implement the strategy and monitor progress in relation to each of the key milestones in the action plan and to set new targets where necessary. The group will produce a comprehensive report on progress to the Scrutiny Board (Children and Families) meeting in July 2012.
- 3.6 Recommendation 5 – That the director of children’s services reports back to us in July 2012 on progress in launching the fostering recruitment website, and if up and running the impact it has had so far.**
- 3.6.1 This recommendation is accepted by the director of children's services. Considerable work has already taken place to revise the recruitment strategy for foster carers including the development of a new website which is due to be launched shortly. A report on progress on recruitment, including the impact of the website, will be provided to the Scrutiny Board (Children and Families) meeting in July 2012.
- 3.7 Recommendation 6 – That the Corporate Carers group explores the potential to arrange social events and opportunities for foster carers and children to develop networks.**
- 3.7.1 The director of children’s services has discussed this with the chair of the Corporate Carers group and they accept this recommendation. Some work has already been done through the group to raise the profile of foster carers and a dedicated budget of £10,000 has been established to enable members to undertake events to support foster carer recruitment and retention.
- 3.8 Recommendation 7 – That the director of children’s services reviews the payment structure for foster care with particular reference to the impact of the differential between in-house and independent fostering agency rates and reports to the Scrutiny Board with the outcome of this review in July 2012.**
- 3.8.1 This recommendation is accepted by the director of children's services. A review of the payment structure for foster care is underway and fees have already been increased to bring them in line with the new Department of Education

recommended rates which were set in April 2012. Although it has not concluded it is clear that, so long as Leeds remains dependent on high numbers of independent fostering agency placements, it cannot compete with independent agencies on costs. However, the review is highlighting that in comparison with most independent agencies Leeds offers a greater degree of training and support foster carer. Therefore, the review will explore how this can be improved further. Recognising the contribution that foster carers make to vulnerable children in Leeds will be a key feature of the Child Friendly City strategy, which will provide opportunities for businesses and communities to support foster carers. The outcome of the review will be reported to the Scrutiny Board (Children and Families) meeting in July 2012.

3.9 Recommendation 8 – That the director of children’s services explores what good practice might be learned from the Tees consortium for the sub-regional work on placement commissioning that is currently taking place in West Yorkshire.

3.9.1 This recommendation is accepted by the director of children's services. As part of their work with the other authorities in the region, the commissioning unit has examined the approaches taken by a range of other consortia including the Tees and North West of England consortia to identify best practice and ensure that these are incorporated in the approaches adopted by the West Yorkshire authorities.

3.10 Recommendation 9 – That the director of children’s services works with the director of environment and neighbourhoods to secure support from the ALMOs to meet the accommodation needs of foster carers.

3.10.1 This recommendation is accepted by the director of children's services. The directors of children's services and environment and neighbourhoods and their senior leadership teams meet regularly. There is already a protocol in place with environment and neighbourhoods and ALMO's which ensures that foster carers and kinship carers have priority status. Children's services have established good links with Housing ALMOs and are working with them to identify suitable properties to support the redesign of residential services.

3.11 Recommendation 10 – That the director of children’s services reports back to us in July 2012 on what formalised input foster carers should have into the review process for children they care for, and how improvements can be made to ensure that their input is considered in practice.

3.11.1 This recommendation is accepted by the director of children's services. The importance of the role that foster carers have in lives of looked after children is recognised in the Children Act 1989 Guidance and Regulations which identifies foster carers as one of the key participants in reviews of looked after children. It is important that foster carers are supported to make a contribution to the reviews of children that they care for and that their views are given proper consideration. It is recognised that the review process for looked after children can be complex and stressful for participants, particularly children. The integrated safeguarding unit has been established to support continuing improvement in the quality of

practice. The unit brings together the independent reviewing officers and child protection chairs. Key to both of these processes is ensuring that all participants including children, parents and carers are supported to make a positive contribution and that decisions take account of all views. A report will be presented to the Scrutiny Board (Children and Families) meeting in July 2012 setting out how foster carers can contribute to the review process.

3.12 Recommendation 11 – That the director of children’s services presents the initial residential care review outcomes to us at the April 2012 meeting for comment, with a further update on improvement progress required in July 2012.

3.12.1 This recommendation is accepted. A report on progress of the initial residential review is available to the meeting and a further update will be presented to the Scrutiny Board (Children and Families) meeting in July 2012.

3.13 Recommendation 12 – That the director of children’s services provides a report to the Scrutiny Board in July 2012 on the decision making capacity of carers when supporting children in their care and how this could be improved to promote autonomy and consistency.

3.13.1 This recommendation is accepted by the director of children’s services. Some guidance in relation to decisions that are delegated to foster carers is contained in the Foster Carer handbook. However, it is recognised that this needs to be revised to promote autonomy and consistency in decision making. Draft guidance has been developed in consultation with foster carers and this will be launched at the end of June. The director of children’s services will provide a report on the new guidance to the Scrutiny Board (Children and Families) meeting in July 2012.

4 Corporate considerations

4.1 Consultation and engagement

4.1.1 The Scrutiny Board (Children and Families) consulted widely as part of their review.

4.2 Equality and diversity / cohesion and integration

4.2.1 Equality and diversity screening was not required as a response to the recommendations of the Scrutiny Board (Children and Families) recommendations. These issues will be considered in the report to the Scrutiny Board (Children and Families) in July 2012.

4.3 Council policies and city priorities

4.3.1 There are no immediate implications for council policy and governance.

4.4 Resources and value for money

4.4.1 The recommendations will be resourced from within existing Children's Services staffing and budgets, and funding is secured within the approved budget for 2012/13.

4.5 Legal implications, access to information and call in

4.5.1 None

4.6 Risk management

4.6.1 The risks associated with the recommendations are managed by the Looked After Children Programme Group which is chaired by the deputy director (safeguarding, specialist and targeted services)

5 Conclusions

5.1 The Scrutiny Board (Children and Families) inquiry into external placements has identified some important learning for children's services. The recommendations it makes will help the service to strengthen practice and enable the Scrutiny Board to monitor progress in this area. The actions proposed in response to these recommendations will ensure that this is the case, and that work with staff and service users relating to external placements is taken forward effectively in the future.

6 Recommendations

6.1 Members are requested to approve the proposed responses as outlined in this report.

7 Background documents

7.1 Report of the Scrutiny Board (Children and Families) inquiry into external placements

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Report of the Director of Children's Services

Report to Children's and Families Scrutiny Board

Date: 26th April 2012

Subject: Review of children's homes

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

The review of children's home provision in Leeds has been undertaken with the full involvement of children, staff, and partners. The main themes emerging from the consultation exercises and research is given under separate headings within this report. The review of in-house provision will inform the overall Placement Sufficiency Action Plan which is timetabled for completion by the end of April 2012. The development plans for children's homes will form part of this plan as will a plan of improvements to current provision.

Recommendations

Children's scrutiny board are asked to note the contents of this report and accept the direction of travel in relation to children's homes in Leeds.

1.0 Purpose of this report

- 1.1 This report is to update scrutiny board members on progress with the review of Leeds City Council children's homes. The review will be used to inform the placement sufficiency plan.

2.0 Background information

- 2.1 All local authorities are required to produce and publish a placement sufficiency plan. This plan must state how each local authority aims to meet the regulatory requirement to provide sufficient placements within its own area to meet the identified needs for looked after children. The 'duty of sufficiency' requires that children should only be placed outside the city or its immediate environs if they require highly specialist placements which are unreasonable for a local authority to be able to provide themselves.
- 2.2 This duty to provide for looked after children within the boundaries of the city fits neatly with the strategic objectives of Leeds City Council to ensure that Leeds children are cared for by Leeds' own carers and staff wherever possible.
- 2.3 There are currently a large number of looked after children who are in placements outside of Leeds in independent foster care or residential provision. This is not in the best interests of children and young people and is very expensive.
- 2.4 The children's home review aims to ensure that the appropriate high quality provision exists here in Leeds to meet the needs of looked after children and young people.

3.0 Main issues

- 3.1 The review of children's homes has been conducted as a strand of the obsession to reduce the need for children to become looked after. Outcomes for looked after children are generally poor and in many situations earlier effective intervention can prevent the need for this to happen. In addition to the benefits to children, young people and their families, it is highly cost-effective. Reducing the number of children requiring a placement also ensures that the most appropriate provision and placement can be provided locally for those children who really do need to be looked after.
- 3.2 There are four key elements to Leeds City Council's strategy to reduce the need for children to become looked after:
- Effective and coordinated preventative and early intervention services;
 - Targeted services to support children remaining within their family and community networks;
 - Greater placement choice to improve matching;
 - Improvements in care planning to ensure swift action to secure permanence for all children.
- 3.3 Greater effectiveness in early intervention and prevention will nevertheless result in a number of children and young people for whom it is appropriate to become looked after. It is important for these children and young people that the period of time they are looked after is as short as possible. Some children may be able to return home

to their families and research suggests that where this is possible, it should take place within six to eight weeks otherwise children are likely to be looked after for two or more years.

- 3.4 Children who cannot return home require permanent care arrangements, wherever possible in a family situation through adoption or special guardianship. All other placements for children and young people should form part of a plan to prepare children for permanence.
- 3.5 A number of children experience periods of time where living in a family setting becomes too difficult due to their needs and behaviours. Residential care can provide for their needs at this time. The primary focus for all residential care provision however, should be to assist the child to develop the skills necessary to live within a family environment.
- 3.6 Evidence suggests that on the whole outcomes for children living in residential care are most successful in small homes where there is a clarity of purpose and staff have the skills and knowledge to achieve these objectives. It is vital, therefore, that there is clarity and purpose in the statement of function for all residential homes and that children are placed as part of a proactive plan of intervention.
- 3.7 Leeds currently has a mixed provision of eleven children's homes of varied size, three of which provide services for disabled children. The mainstream homes range between providing placements for five to twelve children.
- 3.8 In addition to this, over one hundred children are placed in independently provided residential care in a number of locations across the country.
- 3.9 The aim of the review is to assess the current in-house provision against the assessed needs of looked after children in Leeds in order to develop a strategy to improve the provision in line with evidence of what works for children. It is being undertaken within the context of the strategic objectives to reduce the need for children to be looked after; where necessary children are looked after in family settings by Leeds' own carers; to ensure permanence in the shortest possible time and where residential care is needed, this is provided in Leeds unless there are very specific high levels of need that can only be provided elsewhere.
- 3.10 The review has involved gathering information from:
 - Consultations with children living in residential care in Leeds, their parents, staff from the homes and key partners
 - A buildings review of all the homes
 - A needs analysis of all children in residential provision, in Leeds or external and those children identified as requiring residential provision
 - Trend and demographic information
 - A review of the statements of purpose and function of all the homes
 - Analysis of staffing levels and training needs of staff
 - Analysis of cost of internal and external provision
- 3.11 Whilst the analysis is not yet complete there are some significant early indications about the type of provision required to ensure an appropriate and high quality residential care service for Leeds City Council.

3.12 A number of themes are emerging about the type of provision required including:

- The need to replace the larger homes with smaller and more homely provision within appropriate community settings
- The need for children's homes with education provision in very close proximity or on the same site as the home
- The need for children's home that can provide some level of therapeutic input or a therapeutic environment for children
- The provision of services for children with sexually harmful behaviour
- Provision for young people to be supported into independence
- Residential provision for mother and baby assessments

These themes will be used to inform the sufficiency plan and to shape current provision.

3.13 Consultation with looked after children living in children's homes in Leeds

3.13.1 All children and young people living in Leeds provision have been consulted as part of the review either in groups or individually according to their preference. The work was undertaken by Barnardo's Children's Rights service and some of the key messages that the children and young people expressed were:

- The care home environment should be more "homely" including only internal locks should be on children's bedroom doors (with a key for staff), there should be no staff office, information should not be on posters on the wall but sensitively presented and kitchens should be accessible for children and young people to be able to actively use.
- The homes should be 'normal' houses on a normal street and located in all different parts of city. Some children want to be near the city, others want to be in secluded places. Children and young people want to be involved in decorating and DIY to help develop skills. Homes for children with disabilities need more specialist resources in the home.
- There should be a good mix of children and young people living in each home; gender, ethnicity, culture and religion. There should be a good mix of staff; gender, ethnicity, culture and religion. Children and young people want to be involved in recruiting new staff; they want consistent staff rather than agency staff.
- There should be access to more activities. Children and young people want to link in with disability homes sometimes and do things together. They want to travel and have holidays abroad. They want their home to have its own transport. There should be more independent visitors to visit, take out and support children and young people.
- Some children and young people wanted the age ranges of the homes to be broader than they currently are. They wanted to have involvement in deciding who comes to live in their home in the future.

3.13.2 All of these comments reflect the children's desire to live in pleasant homes that reflect family life for the majority of young people, with staff who care for them with dedication and commitment.

3.14 Consultation with staff in our children's homes

3.14.1 All residential staff have been consulted by a service delivery manager from the service and the key messages from them were:

- To improve the relationships with partners and colleagues, in particular with schools. To ensure “joined up” working to support children and young people.
- To ensure children and young people are placed in homes based on a good quality assessment of their needs and a match with the statement of purpose of the home.
- Standardised information about children’s homes in Leeds which sets out their statement and function and can be presented to social workers making placement, schools for their information and a consistent presentation to inspectors.
- All looked after children should have access to full time education.
- There should be streamlined routes to specialist support for looked after children and young people. Children’s homes staff need to have more training in areas such as disability and mental health and need more knowledge around ADHD and autism.
- Support the developments with looked after children teams to drive care plans for children and young people and avoid drift.

3.15 Consultation with children’s services and partner agencies

3.15.1 Key partners participated in an ‘Outcome Based Accountability’ exercise to develop shared proposals for action. The group produced a range of ‘best ideas’ which echoed themes from both the children’s and staff groups including:

- Structured support for children’s homes staff to enable them to meet the emotional health and wellbeing needs of children in care.
- Multi agency teams working with children’s homes, using the healthy care standard as a benchmark.
- Closer links between homes, their communities and local schools.
- Development of restorative practice across all homes.
- Review of the conditions of service and training and development needs of residential staff in Leeds.
- Involvement of children and their parents in all aspects of decision making.
- Smaller homes with a family feel with high quality professional care.

3.16 Messages from research: best practice factors

3.16.1 The dominant theme of all findings is the fundamental importance of the relationship between staff and young people. This is seen in two interrelated ways: the manner in which staff work with individual young people and the extent to which young people are involved in or feel part of the home. Other key and consistent points are summarised below:

- Voices of children, young people and their families should be at the heart of service design and delivery.

- Children's home managers need to be hands-on, able to unite their staff team behind a shared purpose and be transparent and open in their expectations and pursuit of excellence.
- There needs to be clarity of vision which is focused on the experience of children and young people and which is uncompromising in its ambition. It must also be based upon a commitment to continual improvement.
- Homes should be small, preferably four to six young people, thus reducing the potential for peer conflict and allowing for more focused attention on individual needs.
- The service must encourage and develop warm and caring relationships between children and their carers in order to nurture attachment, create a sense of belonging so that the child or young person feels safe, valued and protected.
- There needs to be meticulous care planning that engages young people and responds in detail to their individual needs so that their experience of care is highly personalised, combined with a commitment to never 'give up' on a child or young person and to do everything possible to maintain the placement.

3.17 Staffing review

3.17.1 A review of staffing across children's homes has been conducted and a number of issues will require attention including the management structure, number of staff in each home and how children's homes may be grouped together to provide support and cover arrangements between them. Consistency in how the homes are run and managed is also required as is attention to the development needs and succession planning for managers.

3.18 Next steps

3.18.1 The review of our in-house provision will inform the overall Placement Sufficiency Action Plan.

In outline, the sufficiency action plan will consider:

- The review of children's homes
- The recruitment and retention plan for fostering services
- The recruitment plan for adopters in Leeds
- Current and trend data on the profile of and placement needs of all children looked after in Leeds
- National data and population data
- Commissioning arrangements currently in place and options for consideration
- Regional and sub regional partnership developments

3.18.2 The sufficiency plan is timetabled for completion by the end of April 2012 and the development plans for children's homes will form part of this plan as will a plan of improvements to current provision. It is intended that all children's homes in Leeds are rated as good or outstanding by Ofsted.

4.0 Corporate considerations

4.1 Consultation and engagement

4.1.1 The review has been conducted in full consultation with children and young people resident in children's homes, residential staff, representatives from all key strategic partners including three elected members of the corporate carers group. Progress reports have also been presented to the corporate carers group on a regular basis.

4.2 Equality and diversity / cohesion and integration

4.2.1 All children resident in Leeds City Council children's homes have been supported to participate in the consultation. Children in the disability homes had specific support to ensure their voice was heard. The parents of children in the specialist homes also participated in coffee morning consultation groups and parents of all children were written to and asked for comment. Consultation took account of any specific learning need or language need and all consultations included questions about equality and diversity.

4.3 Council policies and city priorities

4.3.1 The work with looked after children is a significant priority across the council and is central to the ambition to be a child friendly city. The council is required to act as a good corporate parent and to have the needs of looked after children at the centre of all plans. Children's homes are highly regulated and Ofsted judgements have implications for ratings of the council as a whole.

4.4 Resources and value for money

4.4.1 As outlined earlier, this strand of work is part of the obsession to reduce the need for children to be looked after. This requires more effective early intervention and prevention avoiding the need for them to become looked after. This not only means improved outcomes for children but results in more cost effective interventions.

4.4.2 The Barnardo's and Demos report 'In loco parentis' 2010 supports the view that prevention is most effective; that decisions to look after children in crisis situations can result in poor outcomes and a number of expensive placements and that good assessment and high quality care planning result in good outcomes and stable placements.

4.5 Legal implications, access to information and call in

4.5.1 This report is subject to call in.

4.6 Risk management

4.6.1 Failure to act to develop and improve service provision risks poor outcomes for children and young people, poor inspection outcomes and increased costs of use of external placements following placement disruption.

4.6.2 This work is part of the very high priority attached to the work on reducing the need for children to become looked after and is governed by the deputy director for safeguarding, targeted and specialist services.

5.0 Conclusions

- 5.1 The review of children's home provision in Leeds has been undertaken with the full involvement of children, staff, and partners. It is clear that there is a need to focus on children's homes being smaller and more integrated within their local communities. They should have stable and well supported staff teams who can nurture positive relationships that prepare children for family life or independence.
- 5.2 Relationships between children's homes staff, education and health providers should be much closer and replicate relationships with parents as a whole. Further specialist provision should be developed in partnership with the health service and education colleagues to develop therapeutic interventions and to provide education in very close proximity to children's homes.
- 5.3 The review of children's homes must be considered in line with the key strategic objectives for all looked after children and as part of the overall sufficiency placement plan. The work undertaken as part of the review will now feed into this plan.

6.0 Recommendations

- 6.1 Children's scrutiny board are asked to note the contents of this report and accept the direction of travel in relation to children's homes in Leeds.

7.0 Background documents

- 7.1 Report of the Scrutiny Board (Children and Families) inquiry into external placements



Report author: Sandra Newbould
Tel: 24 74792

Report of Head of Scrutiny and Member Development

Report to Scrutiny Board (Children and Families)

Date: 26th April 2012

Subject: Scrutiny inquiry into combating child poverty and raising aspirations

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Summary of main issues

1. In 2011/12 the Scrutiny Board agreed to undertake an inquiry into combating child poverty and raising aspirations. The Board is in a position to report on its findings and recommendations resulting from the evidence gathered. The Board's draft report will follow and be made available prior to the meeting for Members' consideration.
2. Scrutiny Board Procedure Rule 13.2 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 reported to the Scrutiny Board and considered before the report is finalised".
3. Any advice received will be reported at the Board's meeting for consideration, before the Board finalises its report.
4. Once the Board publishes its final report, the appropriate Director(s) will be asked to formally respond to the Scrutiny Board's recommendations within three months.

Recommendations

5. Members are asked to consider and agree the Board's report following its inquiry into combating child poverty and raising aspirations

Background documents

6. None used

Report of Head of Scrutiny and Member Development

Report to Scrutiny Board (Children and Families)

Date: 26th April 2012

Subject: Scrutiny Inquiry into Improving School Attendance

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Summary of main issues

1. This year, the Scrutiny Board agreed to undertake an inquiry into improving school attendance. This inquiry has now concluded and the Board is in a position to report on its findings and recommendations resulting from the evidence gathered. The Board's draft report will follow and be made available prior to the meeting for Members' consideration.

2. Scrutiny Board Procedure Rule 13.2 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 reported to the Scrutiny Board and considered before the report is finalised".

3. Any advice received will be reported at the Board's meeting for consideration, before the Board finalises its report.

4. Once the Board publishes its final report, the appropriate Director(s) will be asked to formally respond to the Scrutiny Board's recommendations within three months.

Recommendations

5. Members are asked to consider and agree the Board's report following its inquiry into improving school attendance.

Background documents

6. None used