



SCRUTINY BOARD (CHILDREN AND FAMILIES)

Meeting to be held in Civic Hall, Leeds, LS1 1UR on
Wednesday, 18th July, 2018 at 10.00 am

(A pre-meeting will take place for ALL Members of the Board at 9.45 a.m.)

MEMBERSHIP

Councillors

- H Bithell - Kirkstall;
- K Bruce - Rothwell;
- D Cohen - Alwoodley;
- P Drinkwater - Killingbeck and Seacroft;
- C Gruen - Bramley and Stanningley;
- J Illingworth - Kirkstall;
- W Kidger - Morley South;
- A Lamb (Chair) - Wetherby;
- J Lennox - Cross Gates and Whinmoor;
- K Renshaw - Ardsley and Robin Hood;
- R. Stephenson - Harewood;

Co-opted Members (Voting)

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

Co-opted Members (Non-Voting)

- Ms C Foote - Teacher Representative
- Vacancy - Teacher Representative
- Mrs A Kearsley - Early Years Representative
- Ms C Hopkins - Young Lives Leeds
- Vacancy - Looked After Children and Care Leavers

Principal Scrutiny Adviser:
Angela Brogden
Tel: (0113) 37 88661

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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> <ol style="list-style-type: none"> 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. 2. To consider whether or not to accept the officers recommendation in respect of the above information. 3. If so, to formally pass the following resolution:- <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 have been identified.</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	DECLARATION OF DISCLOSABLE PECUNIARY INTERESTS	To disclose or draw attention to any disclosable pecuniary interests for the purposes of Section 31 of the Localism Act 2011 and paragraphs 13-16 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 - 13TH JUNE 2018	To approve as a correct record the minutes of the meeting held on 13 th June 2018.	1 - 6
7	DIRECTORS RESPONSE TO SCRUTINY INQUIRY - THE IMPACT OF CHILD POVERTY ON ACHIEVEMENT, ATTAINMENT AND ATTENDANCE		7 - 24
8	FINANCIAL PERFORMANCE - CHILDREN AND FAMILIES	To receive a report from the Head of Governance and Scrutiny Support presenting financial performance information relevant to the remit of the Scrutiny Board.	25 - 58

9

LEARNING IN LEEDS ANNUAL STANDARDS REPORT 2016-17

59 -
200

To receive a report from the Head of Governance and Scrutiny Support presenting the Learning in Leeds Annual Standards Report for 2016-17.

10

WORK SCHEDULE

201 -
230

To consider the Scrutiny Board's work schedule for the 2018/19 municipal year.

11

DATE AND TIME OF NEXT MEETING

Wednesday, 26th September 2018 at 10.00 am
(pre-meeting for all Board Members at 9.45 am)

THIRD PARTY RECORDING

Recording of this meeting is allowed to enable those not present to see or hear the proceedings either as they take place (or later) and to enable the reporting of those proceedings. A copy of the recording protocol is available from the contacts on the front of this agenda.

Use of Recordings by Third Parties – code of practice

- a) Any published recording should be accompanied by a statement of when and where the recording was made, the context of the discussion that took place, and a clear identification of the main speakers and their role or title.
- b) Those making recordings must not edit the recording in a way that could lead to misinterpretation or misrepresentation of the proceedings or comments made by attendees. In particular there should be no internal editing of published extracts; recordings may start at any point and end at any point but the material between those points must be complete.

SCRUTINY BOARD (CHILDREN AND FAMILIES)

WEDNESDAY, 13TH JUNE, 2018

PRESENT: Councillor A Lamb in the Chair

Councillors H Bithell, P Carlill, D Cohen,
P Drinkwater, N Harrington, J Illingworth,
D Jenkins, W Kidger, J Lennox and
K Renshaw

CO-OPTED MEMBERS (VOTING)

Mr E A Britten – Church Representative (Catholic)
Mr A Graham – Church Representative (Church of England)
Ms J Ward – Parent Governor Representative (Secondary)

CO-OPTED MEMBERS (NON-VOTING)

Ms C Foote – Teacher Representative

1 Appeals Against Refusal of Inspection of Documents

There were no appeals against refusal of inspection of document.

2 Exempt Information - Possible Exclusion of the Press and Public

There were no exempt items.

3 Late Items

There were no late items of business.

4 Declaration of Disclosable Pecuniary Interests

There were no declarations of disclosable pecuniary interests.

5 Apologies for Absence and Notification of Substitutes

Apologies for absence were submitted by Councillors K Bruce, C Gruen and R Stephenson. Apologies were also received for Co-opted Members A Kearsley, C Hopkins and J Hazelgrave.

Notification had been received that Councillor P Carlill was substituting for Councillor C Gruen, Councillor D Jenkins for Councillor K Bruce and Councillor N Harrington for Councillor R Stephenson.

Draft minutes to be approved at the meeting
to be held on Wednesday, 18th July, 2018

6 Minutes - 26th April 2018

In consideration of the draft minutes, the Board took the opportunity to formally acknowledge and thank the former Scrutiny Board Chair, Councillor Sue Bentley, for her contribution to the work of the Scrutiny Board. The Chair also agreed to write to her on behalf of the Board.

RESOLVED – That the minutes of the Scrutiny Board (Children & Families) meeting held on 26 April 2018 be approved as a correct record.

7 Co-opted Members

The Head of Governance and Scrutiny Support submitted a report which sought the Board's formal consideration for the appointment of co-opted Members.

The Board noted that the following nominations for statutory voting co-opted members had been received:

- One Church of England diocese representative – Mr A Graham
- One Roman Catholic diocese representative – Mr E A Britten

Parent governor representatives were as follows:

- Parent Governor (Primary) representative – Vacancy
- Parent Governor (Secondary) representative – Ms J Ward (23/04/15 – 22/04/2019)
- Parent Governor (Special Educational Needs) representative – Ms J Hazelgrave (12/09/14 – 11/09/18).

In addition to the statutory voting co-opted members, the Board also acknowledged the nominations for non-voting co-opted members.

In doing so, the Chair highlighted that Mary Owen (a teacher representative last year) and Sandra Hutchinson (a longstanding Early Years representative) would not be continuing as co-opted members of the Board. The Board formally thanked them for their contributions and paid particular tribute to Sandra Hutchinson's commitment to Scrutiny for more than 15 years. As such, it was agreed that the Chair would write to Sandra on behalf of the Board.

Members also discussed the potential for other interest groups to be represented on the Board. However, it was agreed that the appointment of any additional co-opted members would be considered on an ad-hoc basis based on the subject matter of a particular piece of Scrutiny work.

RESOLVED – That in addition to the above statutory voting co-opted members, the following be appointed as non-voting co-opted members to the Scrutiny Board for 2018/19:

- Teacher Representative – Awaiting Nomination
- Teacher Representative – Ms C Foote
- Looked After Children and Care Leavers – Awaiting Nomination
- Young Lives Leeds – Ms C Hopkins
- Early Years Representative – Mrs A Kearsley

8 Scrutiny Board Terms of Reference

The Head of Governance and Scrutiny Support submitted a report which presented the Board's terms of reference for information.

RESOLVED – That the Board's terms of reference be noted.

9 Sources of work for the Scrutiny Board

The Head of Governance and Scrutiny Support submitted a report on potential sources of work and areas of priority within the Board's terms of reference.

The following information was appended to the report:

- Vision for Scrutiny at Leeds
- Best Council Plan 2018-21
- Leeds Children and Young People's Plan Refresh 2018-23
- Leeds City Council 2018/19 Budget Report (Children & Families)

The following were in attendance:

- Councillor Fiona Venner, Deputy Executive Member for Children and Families
- Sue Rumbold, Chief Officer for Partnerships and Health
- Tim Pouncey, Chief Officer for Resources and Strategy
- Chris Hudson, Policy, Planning and Procedures Leader

The Chair informed the Board of the intended thematic approach for the year, based on the question 'is Leeds a child friendly city?' seven years on from the introduction of Child Friendly Leeds. The theme of the meetings are to reflect the five outcomes set out within the Leeds Children and Young People's Plan, which states that all children and young people:

- are safe from harm
- do well at all levels of learning and have skills for life
- enjoy healthy lifestyles
- have fun growing up
- are active citizens who feel they have a voice and influence

Linked to this, consideration is to be given to how much the Council and partners have progressed towards delivering each outcome in relation to the following cohorts:

- All Children
- Vulnerable Children
- Looked After Children

In adopting this approach, the Chair invited Board Members to highlight any particular issues they would like the Board to reflect on when considering the five outcome areas. In summary, the following issues were raised:

- Play provision, specifically the variation between the inner and outer areas of the city;
- The attainment gap between vulnerable learners and their peers;
- The support available for mainstream schools in helping children with SEND to achieve;
- Cluster sustainability and early help facilities;
- Support for children with Dyslexia and Dyspraxia;
- The wellbeing of children and young people in schools, to include support for LGBT children and combating loneliness;
- Addressing rising trends in exclusions and particularly children with autism;
- Measuring achievement against the original Children and Young People's '12 Wishes' for a child friendly city;
- Maximising the use of available mapping data.

RESOLVED –

- a) That the information and guidance provided within the report be noted.
- b) That the Board adopts a thematic approach this year, based on the question 'is Leeds a child friendly city?' and is reflective of the five outcomes set out within the Leeds Children and Young People's Plan.
- c) That the issues raised by the Board are taken into consideration linked to the Board's agreed thematic approach.

10 Performance Update

The Director of Children and Families submitted a report which provided a summary of performance information relating to outcomes for Leeds children and young people.

The following were in attendance:

- Councillor Jonathan Pryor, Executive Member for Learning, Skills and Employment
- Councillor Fiona Venner, Deputy Executive Member for Children and Families
- Steve Walker, Director of Children and Families
- Sue Rumbold, Chief Officer for Partnerships and Health

Draft minutes to be approved at the meeting
to be held on Wednesday, 18th July, 2018

- Tim Pouncey, Chief Officer for Resources and Strategy
- Chris Hudson, Policy, Planning and Procedures Leader
- Peter Storrie, Head of Service, Intelligence and Policy Service

The key areas of discussion were:

- *Supporting vulnerable learners* –the Board was informed of recent changes made within the Directorate to enable a more integrated approach amongst specialist staff working with children with SEND. Reference was also made to learning from other authorities, such as Newcastle, and the development of a new officer led group to monitor progress against the 3 A's (as set out in the Children & Young Peoples Plan).
- *Attainment figures* – it was noted that the most recent Annual Standards Report was being scheduled for the Board's July meeting and will give Members the opportunity to discuss attainment levels in more detail.
- *Supporting children and young people from deprived backgrounds to learn* – Members requested further information relating to the new Child Poverty Impact Group as part of the planned recommendation tracking of the Child Poverty Scrutiny Inquiry report.
- *Latest data figures* - Members were concerned to note references to 2016 figures as being the most recent data, but were informed by Officers that timescales shown in the report are the latest verified national figures, many of which are provided by external organisations such as the NHS.
- *Number of school places created in good or outstanding schools* - whilst concerns were raised around the decrease in Ofsted rated 'good' or 'outstanding' new school places in the city, Members suggested that this local indicator needed to be reviewed to ensure it accurately reflects the current context of school places.
- *Reporting of hate incidents* – Reference was made to the Hate Incident Reporting in Schools (HIRS) scheme in Leeds which was developed and implemented in September 2014. The scheme requires that schools complete a Hate Incident Reporting in Schools form for each individual incident of 'Hate' and/or 'Bullying' Behaviour. It was requested that further details of this Scheme be circulated to Members.

RESOLVED –

- (a) That the report and appendices be noted.
- (b) That the above requests for additional information be provided to the Board.

11 Work Schedule

The report of the Head of Governance and Scrutiny Support presented the draft work schedule for the forthcoming municipal year. This included the traditional items of Scrutiny work which involves performance monitoring, recommendation tracking and Budget and Policy Framework Plans.

Reflecting on the Board's discussion during this meeting, it was suggested that the Principal Scrutiny Adviser work with the Chair to draw up a proposed work plan based around the Board's agreed thematic approach this year. This is to be brought back to the Board at its next meeting for formal consideration and approval.

RESOLVED –

- (a) That the draft work schedule be noted.
- (b) That the Principal Scrutiny Adviser works with the Chair to draw up a proposed work plan based around the Board's agreed thematic approach this year and brings this back to the Board's next meeting for formal consideration and approval.

12 Date and Time of Next Meeting

Wednesday, 18 July 2018 at 10.00 am (pre-meeting for all Board Members at 9.45 am)

(The meeting concluded at 12.00pm)



Report author: Sue Rumbold
Phone number: 01133783629

Report of Director of Children and Families

Report to Scrutiny Board (Children and Families)

Date: 18th July 2018

Subject: Directors response to Scrutiny Inquiry – The Impact of Child Poverty on Achievement, Attainment and 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 checked="" type="checkbox"/> Yes	<input 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. On 20th July 2017, the Scrutiny Board (Children and Families) agreed the terms of reference for an inquiry that would look at the impact of child poverty on the attainment, achievement and attendance. The inquiry had a significant focus on the legislative framework and the duties on local authorities around child poverty, the prevalence of child poverty in Leeds, and the initiatives in Leeds to support partners and schools in mitigating the impact of child poverty.
2. The scope of the inquiry is set out in detail in the final report, *The Impact of Child Poverty on Achievement, Attainment and Attendance*, which was published on the 15th May 2018 ([Link to inquiry report](#)).

Recommendations

3. The Scrutiny Board is requested to note the responses to the recommendations based on their findings and to endorse the approach outlined below.

1 Purpose of this report

- 1.1 This report sets out the formal response of the Director of Children and Families to the recommendations of the Scrutiny Board (Children and Families) inquiry into the impact of child poverty on achievement, attainment and attendance.

2 Background information

- 2.1 The legislative changes to child poverty have removed the need for a child poverty strategy. That is not to say, however, that Leeds City Council do not focus on child poverty, in terms of its impact on a range of outcomes. The commitment to tackling child poverty has been seen as implicit across all directorates of the council. Children and Families link with a number of local and national initiatives; including troubled families, pupil premium and Education Endowment Foundation research. They also work with key partners from schools, including clusters, learning alliances and seconded Headteachers.
- 2.2 National government changes to child poverty definition and measurement has led to complexity in the data collection, measures, and reporting on the numbers of children and young people who experience poverty, which has resulted in uncertainty in the true figure of children and young people who experience poverty, either in Leeds or across the UK. This data that exists shows a clear upward trend in the number and percentages of children and young people who experience poverty.
- 2.3 Latest figures show that 4 million children across the UK experienced relative poverty (after housing costs) during 2015/ 2016; an increase of 100,000 children from the previous year. This figure is predicted to increase by 50% by 2020.
- 2.4 In Leeds, 22.7% of all dependent children under the age of 20 (37,200 children) lived in relative poverty in 2014, compared to 19.9% (2.3m children) in England. With regards to children under the age of 16 in Leeds, 23.1% (32,805 children) were in poverty in 2014, compared to 20.1% (2m children) in England.
- 2.5 School based measures, in the form of Pupil Premium figures, show that 33,467 pupils in Leeds are deprived (Pupil Premium index 2017-2018). Between 2011 and 2015, there was a 32% increase in the number of year 6 Leeds children living in the 10% most deprived areas in the UK; and a 91% increase in the number of year 6 Leeds children living in the 3% most deprived areas in the UK.
- 2.6 Adults being out of work are often cited as the main reason for child poverty; however, in Leeds, 66% of children who are in poverty were from a household where at least one person was in work in 2015/2016.
- 2.7 Whilst it is difficult to establish a causal link between the impact of child poverty on life quality indicators, research shows that experiencing poverty in childhood is a statistically significant factor for substantially lower

outcomes in education, employment, wellbeing and physical and mental health.

- 2.8 On the 20th July 2017 the Scrutiny Board (Children and Families) agreed the terms of reference for an inquiry that would look at the impact of child poverty on the attainment, achievement and attendance. The inquiry had a significant focus on the legislative framework and the duties on local authorities around child poverty, the prevalence of child poverty in Leeds, and the initiatives in Leeds to support partners and schools in mitigating the impact of child poverty. The scope of their inquiry is set out in detail in detail in the final report, The Impact of Child Poverty on Achievement, Attainment and Attendance, which was published on the 15th May 2018.
- 2.9 The inquiry was conducted over five evidence gathering sessions which took place between July and December 2017, when we received a range of evidence both written and verbal. We also visited three schools and one Cluster Partnership in November 2017 to speak to practitioners. A meeting was also attended with the LCSB Education Reference Group on the 3 October 2017.
- 2.10 Leeds has an ambition to be a child friendly city by 2030. The mechanism for delivering this vision is outlined in the refreshed Children and Young People's Plan (CYPP) 2019 – 2021. The CYPP states that mitigating the impact of poverty on children and young people is a priority.
- 2.11 The Best City for Learning Strategy, 2016-2020 is a strategy to improve education across Leeds. It was developed from intelligence gathered from a series of debates, entitled Leeds: The Big Education Debate. These events were held in 2015, and attended by a wide variety of educationalists and professionals across Leeds. Improving the experiences and outcomes of vulnerable and disadvantaged learners was expressed as an area of necessary improvement within these debates. Seven priorities, born from the debates, were identified and together they create the Best City for Learning Strategy. One of these priorities is 'High Expectations for All', in which the emphasis is placed on identifying 'Creative and innovative approaches need to be used to address the gaps which prevent children from achieving their potential'. This priority addresses the gap between the less and more advantaged, and discusses the importance of providing equity of education.
- 2.12 The Annual Standards Report's, 2013-2014, 2014-2015, 2015-2016, and 2016- 2017, all have sections on child poverty and the impact of this on educational attainment in terms of pupil premium and free school meal measures. The Annual Standards Reports provide an update on the priorities highlighted in the Best City for Learning Strategy.
- 2.13 Clear priorities for Children and Families Services are outlined in the Children and Young People's Plan and driven by an active Children's Trust. Priorities are strategically aligned with the overall local authority plan (Best Council Plan, 2019-2021), the Best City for Learning, Best Start in Life Strategy, Leeds SEND Strategy, Future in Mind Strategy, the Health and Wellbeing Strategy, and the Safer Communities Strategy.

3 Main issues

- 3.1 The impact of living in poverty can be categorised into two types- structural and individual effects. The structural effects can include inadequate housing, fuel poverty, food poverty, parental unemployment and a lack of access to resources and facilities. Individual effects can include poor mental and physical health, low educational outcomes, restricted access to opportunities, lower wellbeing and low paid/ no employment.
- 3.2 The principal measure of child poverty has, for many years, been based on relative income. In the recent recession there has been a reduction in median earnings. Therefore, this has had the effect of reducing the value of the relative poverty line which is measured against the median earnings figure. This has resulted in people being taken out of the relative poverty figures even though their earnings position may not have changed. The latest national figures showed that 300,000 fewer children were in relative income poverty between 2009-10 and 2010-11 largely due to reductions in median incomes. At the same time absolute poverty remained unchanged, implying that the living standards of children did not improve over this period.
- 3.3 It is recognised that the attainment and achievement of disadvantaged children and young people is not a new issue and the research and analysis undertaken has been extensive. Consistent conclusions are that disadvantage impacts on a child's learning and the longevity of the disadvantage makes a difference. Disadvantaged pupils are not a single group; characteristics such as Special Education Need and Disability (SEND), ethnicity and EAL (English as an Additional Language) interact with disadvantage with varying impacts on progress rates, gaps with non-disadvantaged pupils and the long term impact of disadvantage.
- 3.4 Studies on long-term disadvantage show that there is a strong link between pupils' attainment and progress, and the percentage of time they spend in school as free school meal eligible. At all key stages, pupils who have been on free school meals have lower attainment than children who haven't been on free school meals. If a child has been eligible for free school meals on just one occasion, their attainment is still lower than their peers who haven't been free school meal eligible. Attainment decreases as the length of time spent on free school meals increases. Studies show that only a very small percentage of schools have been able to reverse this trend, and be above national averages for attainment. Disadvantaged pupils finish primary school over 9 months behind non-disadvantaged and finish secondary school over 19 months behind. Disadvantaged pupils fall behind by around two months each year over the course of secondary school.
- 3.5 Leeds is considered alongside regional and national performance data which identifies that Yorkshire and Humber is one of the regions with the greatest challenge. This is particularly reflected in the Leeds data. Leeds gaps are larger than national, with the gap between children who are on free school meals and not on free school meals widening throughout their education journey. The gap at 5 years is 5.7 months, at 11 years it is 13.3 months, and at 16 years it is 22.3 months. Whilst this gap at 16 years is larger than national gaps (19.2 months) it is smaller than the average gap

for Leeds' comparator cities (Bristol, Liverpool, Newcastle and Sheffield) where the average gap is 22.6 months.

- 3.6 Analysis has been conducted with primary schools in Leeds, to provide an overview of poverty and pupil deprivation levels. It is important to emphasise that poverty effects each child differently, and therefore each school will have its own unique context, challenges and celebrations. One fifth of primary schools within Leeds have between 66% and 99% of their pupils living in the most deprived areas nationally and yet two fifths of primary schools have less than 5% of their pupils living in the most deprived areas. The most disadvantaged schools have the highest proportion of children with Special Educational Needs (20%), a figure that decreases on comparison with the affluence of the area. For the most affluent areas, the figure is 8%.
- 3.7 The difference between the nine most deprived clusters and the rest of the city is quite clear. These nine clusters have the most dense population of pupils, the highest rates of free school meals, the highest rates of new arrivals, and the highest proportions of BAME, EAL and SEND pupils.

Response to Scrutiny recommendations

- 3.8 **Desired outcome: Understanding the range and effectiveness of services provided to mitigate the impact of Child Poverty to inform the provision and commissioning of services and ensure appropriate investment of council resources**
- 3.8.1 Recommendation 1 – That the Director of Children and Families maps the range of Council wide services to reduce the impact of child poverty in order to:
- a) provide a clear overview of activity and the effectiveness of that activity,
 - b) identify the gaps in service provision
 - c) inform commissioning of council services
 - d) inform the need for Third Sector support
- 3.8.2 The Director of Children and Families accepts this recommendation and is pleased to provide the following update; a Child Poverty Impact Board has been established, with members comprising of Chief Officers from a wide range of council directorates.
- 3.8.3 A) A mapping activity has been undertaken, drawing together all of the work across the council that has a specific focus on mitigating the impact of child poverty. There are a vast amount of boards and groups across the council that work on this priority, and it has been established that there is a need for one group to draw together this work and assess the impact of this work.
- 3.8.4 A partnership approach has been created, which aims to find and implement research-led interventions, integrating the voice of the child with the voices of parents and professionals. This city wide approach will create or develop research- led collaborations that assess the impact of low cost, high impact work, interventions and projects. These areas will focus on reducing the

effects of child poverty, and thoroughly exploring the outcomes of these solutions.

- 3.8.5 The child poverty strategy for the city focusses on establishing a city-wide equal partnership, the Child Poverty Impact Board, which applies robust measures and targets to reduce the negative impact of child poverty, through using research informed interventions and projects. There is a strategic board and six Impact Workstreams, involving a wide range of partners across the city; they will create and evaluate low cost, high impact projects that improve the lives and experiences of children and young people who live in poverty. These projects will research the impact of poverty, but, crucially, will see what we can change or improve to make a difference and mitigate this impact.
- 3.8.6 These six Impact Workstreams will be clustered around six areas: 'Readiness for Learning & School Age Education', 'Housing & Provision', 'Empowering Families', 'Financial Health & Inclusion', 'Transitions & Employment', and 'Health, Wellbeing & Resilience'. The workstreams both consist of new boards, and enhancements to existing boards.
- 3.8.7 B) The Child Poverty Impact Board will oversee the Impact Workstreams, and the wide ranging membership of the Impact Workstreams are designed to identify areas of concern, gaps in service provision, and areas that can be improved; and then create innovative and bold approaches to address the concerns and reduce the gaps, to improve the lives of children, young people and their families.
- 3.8.8 C) Discussions within the Child Poverty Impact Board that focus on how the city can work together more effectively to mitigate the impact of poverty are underway, and the role of commissioning arrangements are included within these improvement conversations.
- 3.8.9 D) Both the Strategic Board and the Impact Workstreams will consist of representatives from Leeds City Council, public, private and third sectors, academics, community representatives, youth voice representatives and other partners. Working with the third sector is a key priority for all work for Children and Families directorate, which can be seen in the child poverty priorities.
- 3.9 **Desired Outcome – To review and update the Directors Sub Delegation Scheme**
- 3.9.1 Recommendation 2 – That the Director of Children and Families and the Leader of Leeds City Council:
- a) reviews the Directors Delegation Scheme for the Director of Children and Families, with reference to 'Specific Delegations' part 3, Child Poverty.
- b) ensures that mitigating the impact of Child Poverty remains a specific delegation for the Director of Children and Families.
- 3.9.2 The Director of Children and Families accepts this recommendation, and is looking forward to working with key partners to mitigate the impact of child poverty in Leeds.

- 3.10 **Desired Outcome – To aid continued support and challenge by the Scrutiny Board with regard to the ‘Challenging Child Poverty’ Priority**
- 3.10.1 Recommendation 3 – Following adoption of the refreshed CYPP, that the Director of Children and Families includes performance management information pertaining to ‘Challenging Child Poverty’ priority, in all future performance reports presented to the Scrutiny Board.
- 3.10.2 The Director of Children and Families accepts this recommendation. The Director will endeavour to include all relevant data with regards to mitigating the impact of child poverty within future performance reports that are presented to the Scrutiny Board.
- 3.11 **Desired Outcome – To improve living conditions for children in order to support their education and wellbeing.**
- 3.11.1 Recommendation 4 – That the Director of Children and Families works with the Director of Resources and Housing to ensure that there is effective communication between the two Directorates that enables children and young people living in sub-standard or crowded housing conditions to be identified and supported appropriately to minimise the impact on their education and development.
- 3.11.2 The Director of Children’s & Families welcomes this recommendation, and work on this priority is ongoing through the ‘Housing and Provision’ Impact Workstream, as well as conversations at the strategic level. Both directorates have identified the impact of poor quality housing provision, and the issues associated with some private sector properties that contribute to this poor quality housing provision. The Impact Workstream will first look to create data on the scale of the problem, and then it will create projects that aim to improve housing and provision for children, young people and their families. There will be a link in to improve the education and wellbeing of children who live in sub-standard housing through the Child Poverty Impact Board, of which all research and impacts will be presented.
- 3.12 **Desired Outcome – To aid continued support and challenge by the Scrutiny Board with regard to mitigating the impact of Child Poverty**
- 3.12.1 Recommendation 5- That the Director of Children and Families and the Chair of the CPIB provides the Scrutiny Board (Children and Families) with a comprehensive report which details
- a) the purpose and priorities of the CPIB
 - b) an overview of the aims, objectives and targets of the CPIB.
 - c) details of how the CPIB will ensure cross Council and Partnership commitment and action in order to reduce the impact of Child Poverty
- 3.12.2 The Director of Children and Families accepts this recommendation and would like the opportunity to send this report to Scrutiny following an OBA event that will be held on the 15th October. The aim of the OBA is to ensure that the Child Poverty Impact Board and the Impact Workstreams are promoted to the city, additional membership is gathered, and the aims,

objectives and targets of the groups are consulted on by a wide range of external and internal partners.

3.13 Desired Outcome – Review how further support can be provided to mitigate the impact of Child Poverty through commissioning, procurement and third sector support.

3.13.1 Recommendation 6 – That the Director of Children and Families:

a) investigates how reducing the impact of child poverty can be included in service specifications to support the Council's Social Value Charter

b) considers how a set of commonly understood priorities and targets to mitigate the impact of Child Poverty can be created, shared and implemented with Third Sector Partners and wider organisations who support families in Leeds.

3.13.2 The Director of Children and Families accepts this recommendation, and is pleased to report that the Child Poverty Impact Board are working with partners to assess the best way to support the Council's Social Value Charter and to develop a set of priorities and targets. The Scrutiny Board will be invited to consult on these priorities and targets once they have been developed with a wide range of partners.

3.14 Desired Outcome – To narrow the learning gap for disadvantaged children at KS1 and KS2

3.14.1 Recommendation 7 – That the Director of Children and Families commissions independent analysis and research by a recognised educational research organisation in order to identify the fundamental reasons for the widening of the learning gap during KS1 and KS2, so that the Local Authority, Schools and support organisations can respond collectively to the challenges raised.

3.14.2 The Director of Children and Families accepts this recommendation, and conversations around research into the widening of the gap in educational attainment between less advantaged and more advantaged young people with a range of partners including the West Yorkshire Combined Authority and universities in Leeds.

3.14.3 The 3A's Strategy is also being developed to reduce the gap in educational attainment for all vulnerable children and young people. This strategy is focussed around the collective drive to improve the Attendance, Achievement and Attainment of all our children and young people, but particularly those who are vulnerable and/ or less advantaged.

3.14.4 Our ambition in Leeds is to improve outcomes for all children and young people, and we know we need to do more to make a difference for children and young people who are particularly vulnerable. There is a city wide focus on closing the gap, through raising the attainment, achievement and attendance of vulnerable learners.

3.14.5 We know that we want children and young people to flourish in our city, and so we must give them a secure knowledge in education, demonstrated by

good grades in a range of examinations throughout the continuum of learning. Each set of results acts as a passport to the next phase of learning and provides a firm foundation on which further accomplishments can be built. That is why we will continue to focus on attainment.

- 3.14.6 To be successful in life, and to secure meaningful and fulfilling work, we know that children also need more than great outcomes. They need key skills such as resilience, confidence and self-esteem; the ability to communicate and work in a collaborative and cooperative way within a team. We know that children need to be able to make a friend and be a good friend to others, and that success in music, the arts or sports can create a more rounded and interesting character. We want children in Leeds schools, therefore, to be supported to achieve.
- 3.14.7 Finally, we know that when children are in school and learning, that they are safe, secure and successful; that is why we have such a strong emphasis of attendance. By combining the three A's of Attainment, Achievement and Attendance we believe that we can give all Leeds children a strong start in life and enable them to contribute to our vibrant and compassionate city.
- 3.14.8 Closing the gap in these learning outcomes is a key priority for the Children and Families service and Learning Improvement. Leeds is striving to ensure education in Leeds is equitable through acknowledging that not every child starts at the same point, and therefore focusing extra support to ensure that children who are disadvantaged make accelerated progress and achieve the same outcomes as their peers.
- 3.14.9 Key staff work with leadership teams to identify any gaps, and support them to apply strategies to address the gaps and diminish the impact of disadvantage. It is also acknowledged by all staff within Children and Families that any interaction with a family, child or young person should include an acknowledgement that learning is a fundamental element of support. The 3A's are at the heart of the innovations bid and work is taking place across the city to ensure that learning has a high priority in all consultations.
- 3.15 **Desired Outcome – To narrow the learning gap for disadvantaged children at KS1 and KS2.**
 - 3.15.1 Recommendation 8 – That the Director of Children and Families undertakes detailed analysis of the schools in Leeds where disadvantaged pupils are making good progress to better understand the drivers for this, and identifies if the strategic and operational approaches can be adopted by schools who are in need of further support to narrow the gap for disadvantaged pupils
 - 3.15.2 The Director of Children and Families accepts this recommendation and is pleased to provide the following update; the Impact Workstream 'Readiness for Learning and School Aged Education' will undertake this detailed analysis, in partnership with schools, settings, universities and third sector organisations.

- 3.16 Desired Outcome – To increase take up of FSM for those children who are entitled to receive one**
- 3.16.1 Recommendation 9- That the Director of Children and Families works in partnership with the Director of Communities and Environment (Financial Inclusion Team) to identify those schools where pupil take up of FSM is below average and work with those schools to identify what improvement measures can be put in place.
- 3.16.2 The Director of Children and Families accepts this recommendation and is pleased to comment that this work will be delegated to the 'Financial Health and Inclusion' Impact Workstream.
- 3.17 Desired Outcome – To help support families out of poverty**
- 3.17.1 Recommendation 10-That the Director of Children and Families works in partnership with the Director of Communities and Environment (Financial Inclusion Team) to further equip front line staff in Children's Services with the skills to recognise debt and poverty, and to help or signpost families to manage their finances.
- 3.17.2 The Director of Children and Families accepts this recommendation and the Child Poverty Impact Board will proceed to design and implement a series of interventions under the Financial Health and Inclusion Impact Workstream in order to mitigate against the effects of poverty and improve the long term outcomes of disadvantaged children and young people by: raising awareness of existing financial support services; supporting the wellbeing of those experiencing financial difficulty; improving financial capability; and providing comprehensive outreach to those who need services.
- 3.18 Desired Outcome - To reduce holiday hunger and ensure children are ready to learn when they return to school**
- 3.18.1 Recommendation 11- That the Director of Children and Families investigates what school holiday food provision is available for children who would usually access FSM, and how this support can be expanded in areas of high deprivation in Leeds.
- 3.18.2 The Director of Children and Families accepts this recommendation. We propose to engage a range of key personnel, including officers from Children and Families Health and Wellbeing, Learning Improvement, Social Care, Third Sector Organisations and Public Health in identifying the school holiday food provision and how this can be expanded across Leeds. We know that there are areas of good practice across the city, for example partnerships between schools and with the Real Junk Food Project, and so the 'Health, Wellbeing and Resilience' Impact Workstream will investigate if a holistic, city wide approach can be established, to ensure that no child goes hungry through the school holidays.

- 3.19 **Desired Outcome – To broker consistent and mutually beneficial relationships between schools and the Police/PCSO’s, which were previously highly valued by the schools visited.**
- 3.19.1 Recommendation 12 – That the Director of Children and Families works in partnership with West Yorkshire Police to improve effective and consistent relationships to support schools in areas of high deprivation. Particularly for schools in areas which include a high proportion of families receiving targeted support.
- 3.19.2 The Director of Children and Families accepts this recommendation. We fully appreciate the importance of children both being and feeling safe in their schools and communities. Our service is currently aware that some schools are using their Pupil Premium to broker relationships with local Police/PCSO’s for safer schools. Our service will investigate the impact this is having and consider liaising with other schools to ensure a comprehensive Police/PCSO relationship is available to all schools who need it.
- 3.20 **Desired Outcome – To ensure that disadvantaged children are placed in a learning environment within 4 weeks.**
- 3.20.1 Recommendation 13 – That the Director of Children and Families investigates the perceived backlog situation for in-year moves and the resources provided to support in-year school admissions and reports back to the Scrutiny Board in July 2018 detailing what action will be taken to ensure that waiting times for disadvantaged children beyond 4 weeks is minimised.
- 3.20.2 The Director of Children and Families has prioritised finding good learning places for all children and young people, but especially those who are less advantaged. Three additional posts have been created in the Admissions Team to manage the increase in requests for in-year transfers. One of these new posts will specifically focus on ensuring that a school place is secured as quickly as possible and to review the existing fair access protocols, which prioritise timely admission for disadvantaged children. The Admissions Team continues to review whether responsibility for co-ordinating in-year requests for school places should lie with the Local Authority rather than schools, to ensure any barriers to securing a school place quickly can be overcome.
- 3.20.3 One particular area of identified pressure for the city is in Harehills / Burmantofts, where our innovative approach to meeting the unprecedented demand for school places has seen the creation of over 1900 additional school places. Since 2014, 195 permanent places per year group have been created across the area, with a further 400 bulge places commissioned in-year to provide for children arriving in the area during the school year. It was recognised during the first term of this academic year (2017/18) that despite the existing additional places, there were a number of children who could not secure a local school place due to the volume of requests being received. A satellite site to Shakespeare Primary School was established with the support of Bridge Community Church, which has provided over 130 additional places to local children, a favoured option as this provided for sibling groups moving into the area which were often more difficult to admit together in other schools. The children engaged with this learning provision are benefiting from the excellent care and education provided by the school

staff, and Children and Families would like to express their sincere thanks to Shakespeare Primary for working with us to develop the satellite school. The Department of Education visited the satellite provision, and the feedback was that they were very impressed with the provision.

3.20.4 In addition to this satellite provision, all schools in the area were asked to admit one or two children over their published admission number to provide a further 111 places across the schools. This ensured that all those identified as being without a school place were offered a local place. Applications for school places for children arriving in the area continue to be received and regular reviews of these ensures that we continue to create school places as and when required to meet both projected and current demand. A learning review will be undertaken with internal and external partners, to ensure that the learning and good practice, alongside the complications, are captured and then shared across the city.

3.21 **Desired Outcome – To highlight poverty proofing initiatives to schools in Leeds to aid and support reducing the impact of Child Poverty.**

3.21.1 Recommendation 14 – That the Director of Children and Families communicates child poverty initiatives such as ‘Poverty Proofing the School Day’ delivered by Children North East and the North East Child Poverty Commission, and/or the Manchester ‘toolkit’, to all Leeds Schools.

3.21.2 The Director of Children and Families accepts this recommendation. Using the information gleaned from our own proposed audits and research of best practice throughout Britain, we will propose a set of poverty mitigating initiatives tailored to Leeds schools in order to make schools a poverty-safe space. In addition to this, partnership work with the West Yorkshire Combined Authority and other local authorities, including Newcastle and Children North East, is being developed to map the impact of child poverty on school life, and the strategies, approaches and tools that are used in effective schools to mitigate this is being created. This will provide a contextualised, local map of the ways that schools can ‘Poverty Proof’ the school day, which will then be shared with all of our schools and settings.

3.22 **Desired Outcome – To provide greater voice and influence for disadvantaged children and to aid schools in the development of initiatives that will reduce the impact of Child Poverty in the learning environment.**

3.22.1 Recommendation 15 – That the Director of Children and Families:

a) engages with schools to develop (in partnership) a poverty proofing audit toolkit, to support schools in mitigating the impact of child poverty on learning.

b) considers how children can raise their concerns about poverty and the impact it has on their education and how the solutions they propose can be implemented.

3.22.2 A) The Director of Children and Families accepts this recommendation. In line with the Children and Young People’s Plan 2015-19, our service has the

ambition that 'All children and young people are happy and have fun growing up'. We are committed to ensuring a disadvantaged background does not adversely affect the chance of realising this outcome. The service will comprehensively investigate what measures Leeds schools are - or are not - currently implementing, using a framework developed in collaboration with schools, families, children and young people. We will listen to the voice of individuals with lived experience of being in relative poverty in schools, to design and recommend best practice throughout the local authority and alleviate the effects of poverty in schools.

- 3.22.3 B) The Director of Children and Families accepts this recommendation. Our service has a longstanding commitment to the voice and influence of children and young people: the Children and Young People's Plan 2015-19 highlights that one of our five outcomes is 'All children and young people are active citizens who feel they have voice and influence'. Whilst we have a universal ambition for all children to achieve this outcome, there are more barriers to break down for children who come from disadvantaged backgrounds and we are committed to empowering all children to be active citizens. The service will consider developing a voice and influence partnership with the Leeds Poverty Truth Commission in order to engage fully with the individuals affected and consider how their proposals can be implemented with guidance from our Child Poverty Impact Board.

4 Corporate Considerations

4.1 Consultation and Engagement

- 4.1.1 The inquiry was conducted over five evidence gathering sessions which took place between July and December 2017, when the Scrutiny Board received a range of evidence both written and verbal. They also visited three schools and one Cluster Partnership in November 2017 to speak to practitioners. A meeting was also attended with the LCSB Education Reference Group on the 3 October 2017.
- 4.1.2 Consultation and engagement with children and young people is being established through work with the University of Leeds, Leeds City Council and Child Poverty Action Group. In addition to this, an Outcomes Based Accountability Event will be held in October 2018 to gain the views and opinions of a wide range of partners.

4.2 Equality and Diversity / Cohesion and Integration

- 4.2.1 Equality and diversity issues have been considered throughout the Scrutiny inquiry. Disadvantaged pupils are not a single group; characteristics such as Special Education Need and Disability (SEND), ethnicity and EAL (English as an Additional Language) interact with disadvantage with varying impacts on progress rates, gaps with non-disadvantaged pupils and the long term impact of disadvantage.
- 4.2.2 Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best city in the UK and ensure that

as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.

4.3 Council policies and City Priorities

4.3.1 This report provides context on a key city regional and national challenge. Improving learning outcomes is a priority in the Children and Young People's plan, raising attainment for all while closing the gaps that exist. This priority is reflected in all city strategies contributing to the strong economy compassionate city including the Best Council Plan 2015-20 and the Joint Health and Well Being Plan. Learning being central to improving future outcome for citizens and the city.

4.3.2 Equality Improvement Priorities 2016 – 2020 have been developed to ensure that the council meets its legal duties under the Equality Act 2010 by helping the council to identify work and activities that reduce disadvantage, discrimination and inequalities of opportunity.

4.3.3 The scope of the inquiry fulfils some of the best council objectives and priorities as defined in the Best Council Plan 2015 – 2020. These include; improving educational achievement gaps; providing skills programmes and employment support; improving school attendance and reducing the percentage of young people who are NEET.

4.4 Resources and value for money

4.4.1. There are no specific resource implications from this report.

4.5 Legal Implications, Access to Information and Call In

4.5.1 None

4.6 Risk Management

4.6.1 None

5 Conclusions

5.1 The Director of Children and Families welcomes the recommendations of the scrutiny inquiry and undertakes to ensure the co-ordination of their implementation as outlined in this response.

6 Recommendations

6.1 The Scrutiny Board is requested to note the responses to the recommendations based on their findings and to endorse the approach being taken.

7 Background documents¹

7.1 Appendix 1: Child Poverty Overview

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

National government changes to child poverty definition and measurement has led to complexity in the data collection, measures, and reporting on the numbers of children and young people who experience poverty, which has resulted in uncertainty in the true figure of children and young people who experience poverty, either in Leeds or across the UK. This data that exists shows a clear upward trend in the number and percentages of children and young people who experience poverty.

- Latest figures show that 4 million children across the UK experienced relative poverty (after housing costs) during 2015/ 2016; an increase of 100,000 children from the previous year. This figure is predicted to increase by 50% by 2020.
- In Leeds, 22.7% of all dependent children under the age of 20 (37,200 children) lived in relative poverty in 2014, compared to 19.9% (2.3m children) in England. With regards to children under the age of 16 in Leeds, 23.1% (32,805 children) were in poverty in 2014, compared to 20.1% (2m children) in England
- School based measures, in the form of Pupil Premium figures, show that 33,467 pupils in Leeds are deprived (Pupil Premium index 2017-2018). Between 2011 and 2015, there was a 32% increase in the number of year 6 Leeds children living in the 10% most deprived areas in the UK; and a 91% increase in the number of year 6 Leeds children living in the 3% most deprived areas in the UK.
- Adults being out of work are often cited as the main reason for child poverty; however, in Leeds, 66% of children who are in poverty were from a household where at least one person was in work in 2015/2016.

Whilst it is difficult to establish a causal link between the impact of child poverty on life quality indicators, research shows that experiencing poverty in childhood is a statistically significant factor for substantially lower outcomes in education, employment, wellbeing and physical and mental health.

The impact of living in poverty can be categorised into two types- structural and individual effects. The structural effects can include inadequate housing, fuel poverty, food poverty, parental unemployment and a lack of access to resources and facilities. Individual effects can include poor mental and physical health, low educational outcomes, restricted access to opportunities, lower wellbeing and low paid/ no employment.



(Child Poverty Action Group, 2018)

When looking at strategies to improve childhood poverty, the most important area to focus on is developing ways to reduce the impact of experiencing poverty on the lives of children and young people.

The intention is to create a partnership approach to find and implement research-led interventions, integrating the voice of the child with the voices of parents and professionals. This city wide approach will create or develop research- led collaborations that assess the impact of low cost, high impact work, interventions and projects. These areas will focus on reducing the effects of child poverty, and thoroughly exploring the outcomes of these solutions.

The Leeds approach to challenging child poverty will consist of two main strands, the first being a reformed Child Poverty Impact Board, and the second being Impact Workstreams.

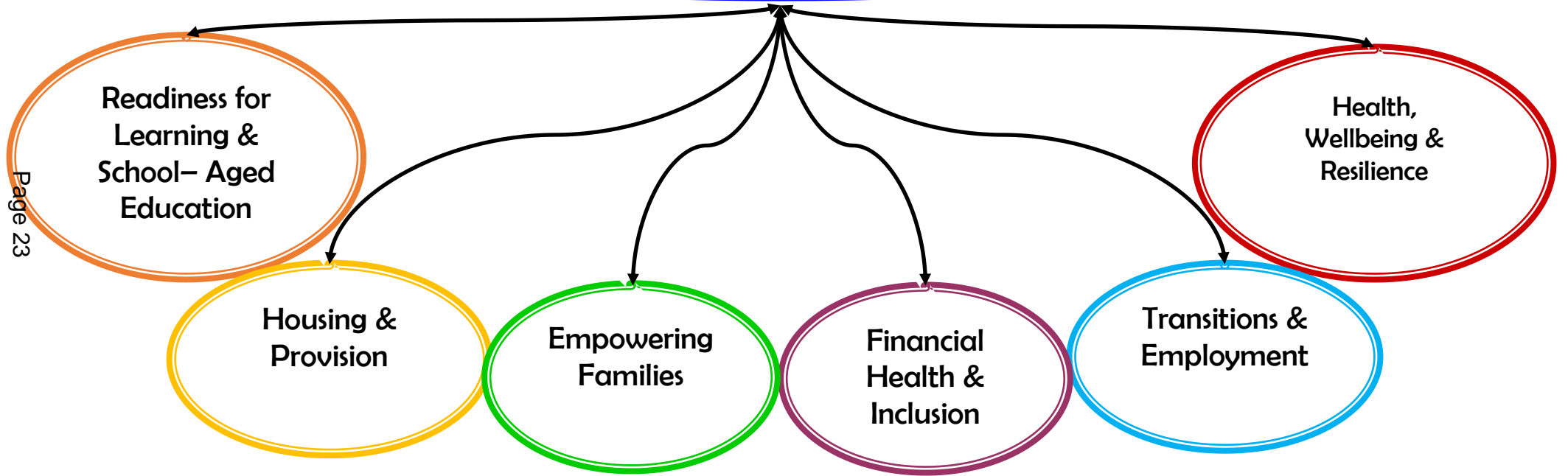
Both the Strategic Board and the Impact Workstreams will consist of representatives from Leeds City Council, public, private and third sectors, academics, community representatives, youth voice representatives and other partners.

The Child Poverty Impact Board will be a strategic governance board with a reformed membership, comprising a city region approach. Membership for the Strategic Board will remain consistent, and the Strategic Board will assess and oversee the interventions carried out by the Impact Workstreams, and create policy and strategic direction accordingly.

The Impact Workstreams will be clustered around six areas; 'Empowering Families', 'Housing & Provision', 'Health, Wellbeing & Resilience', 'Readiness for Learning & School Age Education', 'Financial Health & Inclusion', and 'Transitions & Employment'. The workstreams may consist of new boards, or they may involve enhancements to existing boards.

They will exist to create, or develop on, projects and interventions that are focussed around improving the outcomes of children who experience poverty through exploring and mitigating the impacts of child poverty in relation to their area. This work will be research led, with students and academics from Universities in Leeds contributing to developing and assessing the impact of these interventions. The Impact Workstreams will have a more flexible membership, and interventions/ projects will be time-sensitive; if they are found to be having no/ low impact, they will be discontinued and replaced. If they are found to be having impact, they may be continued, expanded or developed.

Child Poverty Impact Board



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Report author: Angela Brogden
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Report of Head of Governance and Scrutiny Support

Report to Scrutiny Board (Children and Families)

Date 18 July 2018

Subject: Financial Performance – Children and Families

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. The purpose of this report is to provide Board Members with financial performance information relevant to the Children and Families Directorate in accordance with the Board's terms of reference.
2. Details of the Council's financial outturn position for 2017/18 for both revenue and capital was reported to the Executive Board on 27th June 2018. This report is therefore appended for the Board's consideration (Appendix A). However, appendix 1 within the Executive Board report has been adapted to only reflect information relevant to the Children and Families Directorate.
3. The Executive Board also received a financial health monitoring report relating to the first two months of the current financial year and therefore this report is also appended for the Board's consideration (Appendix B).
4. Appropriate senior officers have been invited to the meeting to discuss the attached reports and address any issues raised by the Scrutiny Board.

Recommendations

5. That the Scrutiny Board considers the relevant information within the attached Executive Board reports and agrees any specific scrutiny actions that may be appropriate.

Background documents¹

6. None.

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Report of the Chief Officer Financial Services

Report to Executive Board

Date: 27th June 2018

Subject: Financial Performance - Outturn Financial year ended 31st March 2018

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? If relevant, Access to Information Procedure Rule number	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

1. The purpose of this report is to inform members of the final outturn for the financial year 2017/18. The pre-audited accounts will be presented to the Corporate Governance and Audit Committee at its meeting on the 26th June 2018.
2. As set out below, the final position on the General Fund shows an underspend of £6.95m after the creation of a number of earmarked reserves. This is a reduction in the underspend of £0.9m when compared to the provisional outturn position received at Executive Board in April.
3. The Council received a payment of £7.3m from HMRC relating to overpaid output VAT in respect of admission charges at the Council's sporting facilities in 2017/18, of which £6m will transfer to the Council's general reserve, contributing significantly to this final underspend position. The 2017/18 budget assumed a contribution from the general reserve of £1.4m. However the final outturn underspend results in a net contribution to the general reserve of £5.6m, including this VAT refund.
4. The Housing Revenue Account outturn reflects a surplus of £1.4m.
5. As at April 2017 the level of General Reserve was £20.1m. As per table 3 at paragraph 5.1 the amount of General Reserve at 31st March 2018 is £25.6m.

Recommendations

5. Members of the Executive Board are asked to;
 - a. Note the outturn position for 2017/18 and to agree the creation of earmarked reserves as detailed in paragraphs 3.16 and 5.3 and delegate their release to the Chief Officer Financial Services.
 - b. Note that the Chief Officer Financial Services will be responsible for the implementation of these actions following the 'call in' period.

1. Purpose of this report

- 1.1 This report sets out for the Board the Council's financial outturn position for 2017/18 for both revenue and capital. It also includes the Housing Revenue Account and expenditure on schools.
- 1.2 The report also highlights the position regarding other key financial health indicators including Council Tax and Business Rates collection statistics, sundry income, reserves and the prompt payment of creditors.
- 1.3 It should be noted that, in accordance with proper accounting practice, any significant event which occurs prior to the audit sign-off of the accounts in September 2018 could impact on the Council's final published outturn position and hence the level of reserves. This is known as a post balance sheet event and, should such an event occur, it will be reported back to this Board at the earliest opportunity.

2. Main Issues

- 2.1 The 2017/18 general fund revenue outturn position, after the creation and transfer of a number of earmarked reserves as detailed in paragraph 5.3, is an underspend of £6.95m. The Council received a payment of £7.3m from HMRC relating to overpaid output VAT in respect of admission charges at the Council's sporting facilities in 2017/18, of which £6m will transfer to the Council's general reserve, contributing significantly to this final underspend position.

Table 1 - summary outturn position

Directorate	Director	Staffing	Total Expenditure	Income	Total (under /overspend)
		£000	£000	£000	£000
Adults & Health	Cath Roff	(637)	1,106	(1,106)	0
Children and Families	Steve Walker	(2)	1,793	(1,812)	(19)
City Development	Martin Farrington	(604)	5,659	(5,309)	351
Resources & Housing	Neil Evans	(4,278)	318	(375)	(57)
Communities & Environment	James Rogers	2,698	6,070	(6,095)	(25)
Strategic	Doug Meeson	(20)	(594)	(6,609)	(7,203)
Total		(2,843)	14,353	(21,306)	(6,953)

2.2 Full details of the directorate variations, budget action plans and risk areas for the year can be found in the financial dashboards attached at Appendix 1. The main directorate issues contributing toward the outturn position are as follows:-

2.3 **Adults and Health** - The directorate has achieved a balanced position at the financial year-end.

Variations in staffing across the directorate have delivered a £0.6m saving. This is primarily related to slippage in appointing to vacant posts.

There is a net £0.5m underspend on demand led budgets. Higher than budgeted care home and home care fees, the effect of the increase in the use of supported accommodation and slippage on savings plans have been more than offset by a combination of one-off savings within Learning Disability and lower than expected uptake of Direct Payments.

Income is £1.1m higher than budgeted for. This is as the result of a combination of betterment of income in Learning Disability which relates to several Ordinary Residence cases, additional income for Public Health and the Leeds Plan team which contribute towards offsetting lower than anticipated service user contributions.

The extent of one-off savings has provided an appropriate source of funding for expenditure incurred that would otherwise have been met through prudential borrowing, including the refurbishment of the 3 Recovery Hubs commissioned by the CCG. This not only reduces pressure on the capital programme, but also has the added benefit of delivering recurrent revenue savings to the Adults & Health budget in future years.

The directorate received the first year of a three year funding stream, referenced as the Spring Budget monies. Of the £14.7m received £5.6m has been carried forward within reserves; this sum is committed to specific schemes approved by the

Health and Wellbeing Board. Slippage in CCG funded Public Health schemes (i.e. not the Public Health Grant) and underspends within safeguarding have been carried forward within earmarked reserves.

£0.3m of reserves, for commissioning services related to drugs and the prison service, have been transferred into the directorate from the Resources and Housing directorate. The Health and Social Care reserve was increased by £0.8m to address anticipated pressures in respect of residential placements and increased cost pressures on commissioned care contracts. Other variations across the net £204.2m budget show a saving of £0.3m.

- 2.4 **Children and Families** – The directorate faced another challenging year in keeping spend within the approved budget. The main budget pressures were on both demand-led budgets, particularly Children Looked After (CLA), and the achievement of some income targets. The number of CLA increased over the year as a result of continuing demographic pressures. In recognition of this an increase of £4.1m to the CLA budget was approved during the year, funded from a number of different sources including reserves. An additional £1.95m of DfE innovation grant was also used to support the budget in advance of its planned use. The determination of the Council's updated Medium Term Financial Strategy, which is timetabled to be received at July's Executive Board, will need to recognise that this sum has been used in 2017/18.

At outturn, as a result of these actions, the directorate spent within the approved budget. Without these actions the directorate would have faced an overspend of just over £6m. The outturn position is an improvement against provisional outturn which projected an overspend of £0.4m. The main reason for the improved position is a reduction in the overall spend on transport and staffing.

After taking account of the revisions to the approved budget, detailed above, there was an overspend of £1m against the revised CLA budget. At the year-end there were 66 children in External Residential (ER) placements and 190 in Independent Fostering Agency (IFA) placements against the revised budgeted position of 54 and 182 respectively. The number of children in IFA placements fell gradually during the year whilst the number in ER placements increased from 55 at the start of the year to 66 at the end of the year. This was the main reason for the overspend on the CLA budget together with an overspend of £0.4m on adoption, Special Guardianship Orders and Residence Orders placements.

Spend against the home to school and home to college transport budget, which overspent by £1.3m in 2016/17, was slightly below budget in 2017/18. Spend on staffing was also within budget.

Other major variations included a shortfall on income from children centres, net of savings on staffing, of £1.1m. There was a shortfall in traded income of £0.6m although this was partly offset by additional income from the partnership agreement with Kirklees MC and additional income from the Dedicated Schools Grant (DSG).

It has previously been reported that there are significant pressures on the High Needs Budget (HNB) of the DSG. The directorate led a review of this budget, and following extensive consultation with partners, have developed a five year plan to

bring spend in line with funding and to repay the accumulated deficit balance on the DSG. The overall outturn deficit on the DSG is £2.9m, a reduction of £0.7m from the deficit brought forward from 2016/17. The deficit balance will be carried forward to 2018/19. This deficit is included within the total schools reserves shown in Table 2 below.

2.5. City Development – In overall terms the Directorate overspent by £0.35m.

Severe weather episodes in December and January followed by the arrival of the 'Beast from the East' in February 2018, culminated in a £0.8m overspend on the Directorate's £1.3m Highways winter maintenance budget.

Income pressures of £1.2m within Asset Management largely reflected slower than anticipated growth within the Directorate's commercial asset portfolio and shortfalls against the stretch target for advertising income.

These income pressures within Asset Management were, however, more than offset by the successful recovery of £1.2m of VAT for sport admissions and continued buoyancy within Planning and Building Control services which generated surplus income of approximately £0.7m.

Primarily through careful vacancy management, the Employment and Skills service delivered an underspend of £0.1m to assist in offsetting other Directorate pressures.

The Directorate's outturn position was supported by bringing approximately £0.7m of S106 balances into account from the balance sheet, recognising that specific obligations pertaining to historic agreements have been satisfied.

2.6 Communities and Environment - The overall outturn position for 2017/18 is an underspend of £25k. The main variations across the individual service areas are as follows:

Within Customer Access there has been an overspend of £0.7m, which is mainly in respect of staffing resources required for the delivery of the Community Hub programme and the additional cost of providing security arrangements at a number of Hub sites and the Central Library. This has been partially offset by additional income from the Interpreting and Translation team.

The main pressure within Welfare & Benefits during the year has been the level of income receivable from Housing Benefit (HB) overpayments which has been impacted upon by a reduction in the number and average value of HB overpayments. After providing for an appropriate level of bad and doubtful debts, there was a £1.9m shortfall against the budget of £8.4m, although this has been partially offset by HB expenditure/subsidy variations of £0.8m and savings of £0.4m in other areas, resulting in an overall overspend of £0.7m.

Within the Refuse Service, the delay in implementing the collection route efficiency programme has resulted in a pressure of £1m. However, this has been offset by a saving of £0.5m in respect of business rates at the Recycling and Energy Recovery Facility (RERF), savings of £0.6m in respect of disposal costs and recycling income

and further one-off savings of £0.5m identified within the service. Overall the Waste Management Service has underspent by £0.6m.

There has been an overall underspend of £0.5m within Car Parking Services, mainly reflecting staffing and expenditure savings. Overall, income was £0.1m higher than budgeted with shortfalls in on-street income of £0.4m and Bus Lane enforcement income of £0.1m being offset by additional income from off-street car parks (£0.1m), PCNs (£0.4m) and all other types of income (£0.1m).

There have been other net savings of £0.3m across the directorate including Community Safety and Environmental Health, which mainly reflects staffing savings in those areas.

2.7 Resources and Housing – The Directorate had a small underspend of £57k on a £73m net budget. (<1%)

Resources underspent by £1m, primarily arising from savings in Shared Services (£1.6m), Strategy and Improvement (£0.35m) and Legal and Democratic services of (£0.25m). These were offset by shortfalls in income in finance court fees of £0.4m, an overspend of £0.5m in Human Resources due to a combination of the non-achievement of the £0.3m savings assumed in the budget strategy relating to training budgets and the loss of school income. An additional £0.2m had to be incurred in the Digital Information Service relating to remedial work on the Council's network to ensure it qualifies for the Public Services network certificate. However, overall the Council's Support Services functions successfully delivered its budgeted saving target of £5m.

The Housing and Property division overspent by £0.2m. Spend on Corporate Property Maintenance was £0.5m in excess of the budget. The pressures in this service have been recognised in the 2018/19 revenue budget where an additional £0.5m has been provided for. Within the Sustainable Energy team £0.2m has been transferred to an earmarked reserve for use in 2018/19 to deliver work on air quality. There was an underspend of £0.5m in Strategic Housing Partnerships mainly arising from vacant posts and turnover.

Leeds Building Services had a budget surplus of £8.4m to deliver; an increase of £1.8m compared to the previous year's budget. In total a surplus of £7.8m has been achieved. Delays in the implementation of the Total Mobile system meant that not all of the efficiencies were delivered in year.

Civic Enterprise Leeds (CEL) had a small overspend of £0.1m. Pressures in catering, particularly around schools income and rising food costs, totalled £0.5m and were managed down by savings and additional income of £0.4m across other parts of CEL, namely Fleet Services, Cleaning and Security.

2.8 Strategic and Central Accounts - overall, the strategic & central budgets underspent by £7.2m. There are a number of key variations within this figure.

The Council has received a payment of £7.3m from HMRC relating to overpaid output VAT in respect of admission charges at the Council's sporting facilities. Of this sum £0.6m relates to the period April 2017 to September 2017 and this sum

has been incorporated into City Development's outturn position. It is proposed that a further £0.7m be transferred to a new earmarked 'Sport Maintenance Backlog Reserve' to contribute towards addressing backlog maintenance requirements at the Council's sports facilities. The balance of the HMRC repayment, £6m, will transfer to the Council's general reserve.

An underspend of £1.7m on costs associated with the Council's debt portfolio is largely due to accrued income on a deferred developer contribution and to capitalisation of interest costs relating to assets which were under construction at the year end.

There are income pressures of £2.1m on S278 (income from developers) due to lower levels of development activity and New Homes Bonus grant received is £1.8m below budget due to the impact of changes announced in the Budget. However, these are largely offset by additional S31 grant (business rates) of around £3.6m, of which £3.2m recompenses the Council for the reduction in business rate income resulting from reliefs announced after the Council's budget was set. In addition the levy payment to the Business Rates Pool is £0.6m below budget.

A small surplus of £0.3m, largely as a result of a review of the level of insurance provision required, has been taken to the General Insurance reserve.

Other variations include pressures of £0.3m on Prudential Borrowing recharges and a £0.4m shortfall in regard to PPPU income.

2.9 Early Leaver's Initiative

The Council has operated a voluntary retirement and severance scheme since 2010/11 which has contributed to a reduction in the workforce and subsequent savings which have contributed towards the Council being able to deliver balanced budget positions. In 2017/18 approval has been given for 117.53 FTE's to leave the Authority through the Early Leaver's Initiative and this will generate savings of £12.2m over the five year period up to and including 2022/23.

The council set aside a reserve to fund the future up-front costs of the Early Leavers Initiative. However, due to new flexibility in the use of capital receipts subsequently introduced by the government, the council has been able to fund some of its in-year early leavers costs with capital receipts, enabling it to continue to carry forward this reserve for use in future years. Capital receipts totalling £1.8m have been utilised in 2017/18.

3. Housing Revenue Account (HRA)

- 3.1 Following finalisation of the HRA, the outturn for the year is a surplus of £1.4m when compared against the 2017/18 budget.
- 3.2 Total income received was in line with budgeted expectations, although there are a number of variations to report. An increased level of Right to Buy sales (508 sales compared to the budget of 350 sales) resulted in lower rental income of £0.4m, but

this is partially offset by the additional sales generating one off fee income of £0.2m

- 3.3 Service charge income was £0.1m less than budgeted.
- 3.4 Additional income of £0.3m was received through arrangements with the Council's external maintenance contractors whereby the Council shares in the benefit of external contract costs being less than the initial target cost.
- 3.5 External funding contributions from activities such as catering, and charges for sundry items such as lost key fobs generated £0.1m more than budgeted. This additional income has offset reduced income on capitalised salaries due to vacant posts of £0.1m
- 3.6 The budget for disrepair was overspent by just under £1m. This was largely as a result of a combination of resolving an increased number of disrepair cases. The potential for a further overspend was mitigated by taking a more pro-active approach to avoid expensive claims in the future.
- 3.7 Against a budget of £43.5m, expenditure on maintaining and repairing the Council's housing stock was £1m underspent. £0.5m of this was due to successful renegotiation of contracts with external suppliers.
- 3.8 Savings of £1.2m on employees costs arose due to a combination of posts being held vacant awaiting the implementation of new structures and staff secondments to the Housing ICT project.
- 3.9 Premises costs were approximately £0.1m higher than budgeted for. This was principally due to an overspend on utility costs of £0.3m. However £0.2m of this has been offset by savings on Commercial Asset Management, solar panel maintenance and office running costs.
- 3.10 Net savings of £0.4m have been realised in relation to Supplies and Services. This is due to reduced bank transaction charges (£0.2m), a review of Printing requirements (£0.1m) and a range of other minor variations totalling (£0.1m).
- 3.11 An increase in Fire Prevention work has resulted in an overspend of £0.4m for charges for services commissioned from the Council. Increased internal legal costs, as a result of higher levels of Disrepair, have been offset by savings on other internal services from the Council
- 3.12 Following a review in the level of tenant arrears there was a reduction in the provision for doubtful debts of £0.6m, along with minor variations on remaining budget headings totalling £0.2m.
- 3.13 The Enhanced Income Team was budgeted to be funded through a contribution from an earmarked reserve. This has not been utilised in 2017/18 allowing the work of the team in helping tenants to maximise their income to extend into 2020/21 when the effect of Universal Credit may be more fully known. The impact of this is a £0.5m variation on the 17/18 appropriation account.
- 3.14 Additional capital spend of £1.7m expenditure on the Environmental Improvement Programme has been funded through the use of the balance on of the earmarked

reserve.

- 3.15 The Capital charges underspend of £0.6m is largely due to a revision to the timetable for the capital contribution from the Council to the contractor delivering the PFI contracts in Little London, Beeston Hill and Holbeck. This £0.6m is offset by adjustments within the PFI Unitary Charge of £0.2m.
- 3.16 The surplus on the Housing Revenue Account is £1.4m. It is recommended that earmarked reserves are created for;
- a) £0.4m to fund the extension of the Concierge service in Multi-Storey flats in order to reduce the impact that Anti-Social behaviour has on both the building, the residents and their visitors and improve levels of customer satisfaction.
 - b) £0.29m to replace furniture and carpets in sheltered housing schemes.
- 3.17 The balance of the in year surplus of £0.7m will be transferred to the HRA Capital Reserve to offset some of the pressure that the Sprinkler programme has imposed on the capital programme. This allows some of the projects which have been deferred because of it to proceed.

4. Schools

- 4.1 The 2017/18 outturn position for schools is shown in table 2 below;

Table 2

Outturn	£m
Schools Reserves	
Balance Brought Forward	20.6
Net Contribution From Reserves	-2.6
Balance Carried Forward	18.0
Extended Services & Partnerships	
Balance Brought Forward	9.0
Net Contribution From Reserves	-1.6
Balance Carried Forward	7.4
Dedicated Schools Grant	
Balance Brought Forward	-3.6
Net Contribution To Reserves	0.7
Balance Carried Forward	-2.9

- 4.2 As schools are funded from the Dedicated Schools Grant (DSG) their reserves are ring fenced and must be carried forward. At 31st March 2018, mainstream school reserves stand at £18.0m.

In accordance with previous decisions, the development costs of School PFI and BSF funded schemes are initially met by borrowing from the overall level of school reserves which is then repaid over a period of time and at the close of the year

£0.3m was still outstanding. In addition, there is outstanding borrowing against school reserves for school VER costs totalling £0.7m together with a further £4.0m to support early intervention and preventative services in Children's Services in 2013/14.

After netting the above items from the £18.0m, the net mainstream schools reserves position totalled £13.0m as at 31st March 2018. There is also a further ring-fenced school reserve of £2.3m specifically relating to the carry forward of in year PFI scheme balances, giving overall school reserves of £15.3m as at 31st March 2018.

- 4.3 Extended Services & Partnerships reserves amount to £7.4m as at 31st March 2018. These include balances held by Area Inclusion Partnerships and Clusters.
- 4.4 At the start of 2017/18 the ring fenced DSG reserve was a deficit of £3.6m. During 2017/18 there has been an overall underspend on DSG services of £0.7m, which is as a result of an underspend on the Schools Block (£0.7m) and the Early Years Block (£2.4m) partly offset by an overspend on the high needs block (£2.4m) In total a deficit balance of £2.9m will be carried forward to 2018/19. This position will be reported to Schools Forum in June. The Children and Families Directorate completed a review of the High Needs Block during 2017/18 to address the pressures and the deficit DSG balance. The deficit balance on general DSG is £3.4m, this is partly offset by a surplus balance of £0.4m on the de-delegated DSG.

5. Reserves

- 5.1 A full statement of all Council reserves can be found at Appendix 2. A summary of the reserves is shown in table 3 below;

Table 3

Reserves	Balance at 31.3.16 £m	Transfer to/(from) £m	Balance at 31.3.17 £m
General Fund:			
General reserve	20.1	5.6	25.6
Earmarked reserves	18.0	7.9	25.9
Ring-fenced & grant reserves	11.0	(5.9)	5.1
Total	49.1	7.5	56.6
Schools:			
Ring-fenced reserves	22.5	(2.9)	19.6
Housing Revenue Account:			
General reserve	6.6	(0.1)	6.5
Earmarked reserves	52.0	(2.9)	49.0
Total	58.6	(3.1)	55.5
Total Reserves	130.2	1.6	131.8

General Reserve

5.2 Table 4 below provides an explanation of the movement in the General Reserve;

Table 4

General Fund Reserve	£m
Opening Balance 1st April 2017	20.1
Budgeted usage	(1.4)
In-year underspend	6.9
Closing Balance 31st March 2018	25.6

5.3 Creation of New Earmarked Reserves

It is recommended that the following are created;

- A Prisons Reserve **£0.2m** to carry forward CCG funding for social work in prisons
- A Drugs Reserve **£0.13m** to carry forward external income earmarked for drug and alcohol priorities
- A Transforming Care Reserve **£1.7m** to mitigate against costs associated with the NHS England led transfer of care packages to a community setting, in accordance with the 2017/18 budget report
- A Social Care Development Reserve **£0.6m** to meet costs associated with development of social care models, for example the Recovery Model, in accordance with the 2017/18 budget report
- A Resilience Reserve **£1m** to mitigate against unforeseen demand pressures in Adult Social Care such as the impact of cold winters or flu outbreaks, in accordance with the 2017/18 budget report
- A Spring Budget Reserve **£5.6m** to carry forward Spring Budget monies from MHCLG
- A Skills for Care Reserve **£0.2m** to provide funding for training of Care Workers
- A Winter Monies Reserve **£0.6m** funding received from the Leeds CCG to reduce delays in transferring people out of hospitals into community based care

- A Sport Maintenance Backlog Reserve **£0.7m** to contribute towards addressing backlog maintenance requirements at the Council's sports facilities
- A Sustainable Energy & Air Quality Reserve **£0.2m** to deliver work on air quality.

6. Capital Programme

- 6.1 The actual capital expenditure for General Fund and HRA in 2017/18 is £318.0m, an underspend of £25.3m or a 7.4% variation against the February 2018 Capital Programme projected outturn.

General Fund

- 6.2 The following table shows the in-year actual General Fund capital expenditure against the estimated level of capital expenditure:

General Fund	Feb 18	Apr 18	Variation	
	Estimate	Outturn	£m	%
	£m	£m	£m	%
Adults & Health	4.3	1.6	(2.7)	(62.8%)
Strategic and Central	36.7	31.3	(5.4)	(14.7%)
City Development	82.6	80.1	(2.5)	(3.1%)
Children & Families	89.6	80.7	(8.9)	(9.9%)
Resources & Housing	32.5	26.1	(6.4)	(19.7%)
Communities & Environment	13.3	12.4	(0.9)	(6.8%)
Total Spend	259.0	232.2	(26.8)	(10.4%)
Financed by				
General Fund Borrowing	132.5	121.0	(11.5)	(8.7%)
General Fund Capital Receipts	3.1	1.7	(1.4)	(45.2%)
General Fund Specific Grants and Contributions	123.4	109.5	(13.9)	(11.3%)
Total Funding	259.0	232.2	(26.8)	(10.4%)

- 6.3 A full breakdown of the net variations is detailed in Appendix 3. Comments are also provided for schemes that have a material variation of greater than +/-£250k.
- 6.4 The general fund borrowing variation is £11.5m or 8.7% of the expected spend on borrowing. The treasury outturn position is presented as a separate report to this Executive Board.
- 6.5 The General Fund capital programme delivered £232.2m of expenditure including major works on our Annual maintenance programmes, Highways planned maintenance to our roads and streets network, Flood Alleviation, City Cycle Connect, East Leeds Orbital Road, Leeds Public Transport Investment Programme, Strategic Investment Fund, Change in the Workplace, Learning Places programme, the Social Emotional Mental Health programme, Schools

Capital maintenance, provision of Adaptations grants, District Heating Network and vehicle replacement programme underpinning the council's emissions reduction programme and the essential services technology and customer access programmes.

Housing Revenue Account

6.6 The following table shows the in-year actual Housing Revenue expenditure against estimate:

HRA	Feb 18	Apr 18	Variation	
	Estimate	Outturn	£m	%
	£m	£m	£m	%
Council Housing Growth Programme	13.4	14.6	1.2	9.1%
Housing Leeds Council House Programme	69.0	69.3	0.3	0.4%
BITMO Council House Programme	1.9	1.9	0.0	0%
Total Spend	84.3	85.8	1.5	1.8%
Financed by				
HRA Self-Financing	70.4	70.7	0.3	0%
HRA Capital Receipts RTBs	11.2	11.4	0.2	2%
HRA Specific Grants and Contributions	2.7	3.7	1.0	35%
Total Funding	84.3	85.8	1.5	1.7%

6.7 The HRA capital programme delivered £85.8m of expenditure including £14.6m on our Council Housing Growth Programme and £71.2m on the refurbishment of our council house properties.

Capital Programme Resources

6.8 The following table details the overall capital financing position for the Council:

	Feb 18	Apr 18	Variation	
	Estimate	Outturn	£m	
	£m	£m		
Net Capital Spend	343.3	318	(25.3)	(7.4%)
Financed by				
General Fund Borrowing	132.5	121.0	(11.5)	(8.7%)
General Fund Specific Grants and Contributions	123.4	109.5	(13.9)	(11.3%)
General Fund Capital Receipts	3.1	1.7	(1.4)	0%
HRA Self-Financing	70.4	70.7	0.3	0%
HRA Capital Receipts RTBs	11.2	11.4	0.2	2%
HRA Specific Grants and Contributions	2.7	3.7	1.0	37%
Total Funding	343.3	318.0	(25.3)	(7.4%)

6.9 Capital receipts of £1.75m have been utilised in 2017/18 to fund expenditure capitalised under the government's temporary flexibility for funding transformational change via capital receipts. In line with existing accounting policy £3.6m of receipts have been utilised to fund PFI liabilities and £8.2m have been used to repay debt,

and borrowing of £2.9m has been undertaken in lieu of section 278 contributions.

- 6.10 HRA Council Housing Growth Programme, Housing Leeds and BITMO have utilised £70.7m of self-financing funding, £3.7m of external contributions and have utilised £11.4m of Right to Buy receipts.
- 6.11 The net borrowing of the Council as at 31st March 2018 is £1954.0m. Further details of this and the debt financing costs will be presented in the 2017/18 Outturn Treasury Management report to this Executive Board.

7. Other Financial Performance.

- 7.1 The performance statistics for the year in respect of the collection of local taxation are as follows:-

	2010/11 Leeds Actual	2011/12 Leeds Actual	2012/13 Leeds Actual	2013/14 Leeds Actual	2014/15 Leeds Actual	2015/16 Leeds Actual	2016/17 Leeds Actual	2017/18 Leeds Actual
Council tax	96.7%	96.6%	96.6%	95.7%	95.7%	95.9%	96.1%	96.1%
Business Rates	97.9%	97.5%	97.6%	97.1%	97.3%	97.8%	97.5%	98.0%

- 7.2 Following the introduction of the Council Tax support scheme in 2013/14 a 19% contribution scheme was implemented for working age claimants and this was increased to 26% for 2014/15 but has then been set at 25% for the years between 2015/16 and 2017/18. The collection position at the end of March was as follows:

- Council tax in-year collection rate – 96.1% (also 96.1% last year). The in-year collection rate target for 2017/18 year was 96.1%. £32.7m has been collected in respect of 2017/18 bills, an increase of £18.9m compared to the previous year.
- Collection rate for those affected by Council Tax Support scheme – 74.4% (73.9% last year)
- Collection rate for those previously getting 100% Council Tax benefit – 64.7% (64.3% last year)
- The collection of non-domestic rates for the year is 97.99% of the current net debit of £380.0m. This represents an increase of 0.45% in comparison to 2016/17.
- Discretionary Business Rate Relief Scheme – against a budget of £350k in 2017/18 some £586k of local discounts were approved under the scheme to support the creation of employment and economic growth and to increase the business rates base.

Prompt Payment of Creditors

- 7.3 The prompt payment result at the year-end was 87.96% of undisputed invoices processed within 30 days. This was against a target of 92%. The prompt payment performance for this year has been adversely affected by a significantly large number of late invoices being received from directorates, coupled with staff turnover within the Accounts Payable team. Both issues have now been addressed and current performance is running at 95.45%.

8. Corporate Considerations

- 8.1 Consultation and Engagement - This is a factual report and is not subject to consultation.

- 8.2 Equality and Diversity / Cohesion and Integration - The Council's revenue budget for 2017/18 was subject to Equality Impact Assessments where appropriate and these can be seen in the papers to Council on 22nd February 2017.

- 8.3 Council Policies and Best Council Plan - The 2017/18 budget targeted resources towards the Council's policies and priorities. This report comments on the financial performance against this budget in support of our Best Council ambition to be an efficient and enterprising organisation.

- 8.4 Resources and Value for Money- This is a financial report and all financial implications are detailed in the main body of the report.

8.5 Legal Implications, Access to Information and Call In

There are no legal implications arising from this report.

8.6 Risk Management

Budget management and monitoring is undertaken on a risk-based approach where financial management resources are prioritised to support those areas of the budget that are judged to be at risk, for example the implementation of budget action plans, those budgets which are subject to fluctuating demand and key income budgets. To reinforce this risk-based approach, specific project management based support and reporting around the achievement of the key budget actions plans was put in place for 2017/18.

9. Recommendations

- 9.1 Members of the Executive Board are asked to;

- a. Note the outturn position for 2017/18 and to agree the creation of earmarked reserves as detailed in paragraphs 3.16 and 5.3 and delegate their release to the Chief Officer Financial Services.

- b. Note that the Chief Officer Financial Services will be responsible for the implementation of these actions following the 'call in' period.

10. Background Documents¹

10.1 There are no background documents relating to this report.

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

CHILDREN & FAMILIES 2017/18 FINANCIAL YEAR FINANCIAL DASHBOARD - Outturn

Overall Summary - At Outturn the Directorate has underspent by £20k This is an improvement from the projected outturn position of an £0.42m overspend. The main explanation for this improved position is further staffing savings of £0.175m, £0.2m Passenger Transport savings, and £0.16m savings around Direct Payments and Independent Support Worker payments. During the year the Children and Families budget was increased by £4.1m in recognition of the significant pressure on the Children Looked After budget and an additional £1.95m of the DfE Partners in Practice grant funding was utilised in year as part of an action plan to bring spend in line with the budget. Without the increase in the in-year budget and use of additional DfE grant the directorate would have overspent by £6m.

Children Looked After - This budget was increased by £4.1m following a release from reserves during the year. The outturn position was a £1m overspend, a small increase from P12. The outturn position also reflects £0.5m additional Dedicated Schools Grant funding for the education element of ER placements. This was offset by additional costs due to increasing CLA numbers over the February & March period.

Staffing - Staffing balanced to budget; a £0.175m improvement from P12 which relates to staffing & agency pay savings across all areas of the directorate.

Transport - At outturn passenger transport came in £200k under budget; previously been reporting a balanced position. This was due to £0.1m lower payments to West Yorkshire Metro and further £0.1m for Independent Travel Training costs and Passenger Transport charges.

Trading and Commissioning - At outturn there was £0.63m shortfall against the £1.2m additional trading target; a small adverse movement from P12 of £0.05m in 0-19 Learning Improvement and Music Services. This has been offset by additional income from other sources including additional income from the partnership work with Kirklees MC.

Other Income - The Outturn position reflects £1.95m additional usage of the new Innovations & Partners in Practice grant. The use of this grant in 17/18 will not impact on the future delivery of the programme but the earlier than originally planned use of the grant will need reflecting in the financial strategy in 2019/20. There is additional School Improvement Monitoring & Brokering Grant of £0.5m. There was a shortfall in income in children's centres of £1.85m; partially offset by savings within Family Services. The Outturn position reflects additional income from; UASC grant income £0.755m (Unaccompanied Asylum Seeking Children grant) ; additional Dedicated Schools Grant contribution to out of area External Residential placements of £0.8m.

Dedicated Schools Grant - There is a separate Dashboard for DSG.

Budget Management - net variations against the approved budget

				PROJECTED VARIANCES											Total (under) / overspend £'000	
	Expenditure Budget	Income Budget	Latest Estimate	Staffing	Premises	Supplies & Services	Transport	Internal Charges	External Providers	Transfer Payments	Capital	Appropriation	Total Expenditure	Income		
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000		
Demand Led Budgets:																
In House Fostering	12,510	(2,810)	9,700	0	0	0	0	0	(910)	0	0	0	(910)	0		(910)
Internal Residential	3,805	0	3,805	135	52	33	23	0	0	(12)	0	0	230	(1)		230
Kinship Care	2,383	0	2,383	0	0	1	0	0	255	(1)	0	0	254	2		256
Family Placement & Place for Adoption	1,828	0	1,828	0	0	0	0	0	(150)	(3)	0	0	(152)	(1)		(153)
IFA	7,789	0	7,789	0	0	0	0	0	171	0	0	0	171	0		171
External Residential	11,016	0	11,016	0	0	0	0	0	1,288	0	0	0	1,288	(800)		468
Semi Independent Living <18 & Secure Justice/Welfare	2,575	0	2,575	0	0	0	0	0	322	0	0	0	322	0		322
Adoption, SGO and RO	6,588	0	6,588	0	0	14	0	0	890	24	0	0	727	(283)		445
Leaving Care	4,859	(1,489)	3,190	0	0	35	3	0	888	(348)	0	0	578	(755)		(177)
Section 17	444	0	444	0	0	0	0	0	389	0	0	0	389	0		389
SEN Outside Placements	4,857	(4,857)	0	0	0	0	0	0	0	0	0	0	0	0		0
Transport	14,894	(453)	14,241	0	0	0	0	0	0	0	0	0	0	0		0
Sub total Demand Led Budgets	72,688	(9,589)	63,099	135	52	82	26	0	2,903	(340)	0	0	2,858	(1,837)		1,021
Other Budgets																
Partnerships	21,952	(9,450)	12,502	(87)	76	258	(200)	(90)	(60)	(128)	0	(200)	(409)	(434)		(843)
Learning, Skills & Universal Services	71,006	(88,482)	2,544	104	(83)	(183)	(8)	498	(21)	(12)	0	0	337	(119)		218
Safeguarding, Targeted & Specialist Services	99,850	(80,648)	39,002	276	94	167	205	(145)	29	56	0	(1,484)	(802)	1,078		276
Central Overheads	9,554	(7,735)	1,819	(450)	0	0	0	0	0	0	0	259	(191)	(500)		(691)
Sub total Other Budgets	202,162	(146,295)	55,867	(137)	107	262	(1)	263	(52)	(82)	0	(1,425)	(1,065)	25		(1,040)
Total	274,850	(155,884)	118,966	(2)	159	344	25	263	2,851	(422)	0	(1,425)	1,793	(1,812)		(19)

Appendix 1

Key Budget Action Plans and Budget Variations:		Lead Officer	Additional Comments	RAG	Action Plan Value £m	Forecast Variation £m
A. Significant Variations						
	Children Looked After	Steve Walker	Pressure on CLA demand led budgets (External Residential placements and Independent Fostering Agencies). The current number of IFAs is 190 and ER is 86. Reflects additional £0.5m DSG income for education costs of ER placements.	R		1.02
	Staffing related costs	CSLT	Capitalised pension costs relating to former employees early retirement costs	R		0.05
	Income - ESG	CSLT	Additional School Improvement Monitoring and Brokering Grant against budgeted income.	G		(0.50)
	Net effect of all other minor variations	CSLT	There are a number of other minor variations within the directorate.	G		0.17
B. Key Budget Action plans (BAP's)						
E1	Remodel Social Work Practice	Sal Tariq	Reduced agency spend in Children's Social work service, and also reduce non-front line staffing in Children's Social work. The outturn position is a shortfall of £0.53m against the saving target, primarily due to a reduced saving against the Initial Budget Action Plan around Social Work staffing.	R	(0.93)	0.53
E2	Other staffing savings	CSLT	Net other staff savings from ELI and through the management of vacant posts.	A	(0.98)	(0.60)
C2	ESG funded activities	Andrew Eastwood, Sue Rumbold	Proposed savings include running cost savings in information management & technology, learning improvement and information management, and staff savings across a number of services.	G	(0.97)	0.00
C3	Commissioned services	CSLT	Commissioned Services - A shortfall of £0.2m is currently projected against the budgeted savings. New contract awarded for Family Drugs Alcohol Court service £0.1m.	A	(0.65)	0.30
A7	Increase traded income and reduced level of subsidy	CSLT	Additional resources have been committed to provide the capacity to develop a strategy and implement the proposals. Additional traded income has been included in the 17/18 budget for activity centres, complex needs, early years improvement, attendance strategy and a range of other services provided to schools. Since P11 the traded position for 0-19 Learning Improvement and Music has worsened by £290k.	A	(1.25)	0.63
C1	Children's Centre Family Services & Childcare	Andrea Richardson	Reshape of family services which will include a review of the core offer and additional services currently funded by partners.	G	(0.60)	0.00
A4	Additional DfE Innovations funding	Sal Tariq	New Innovations bid approved and £7.3m received in 2016/17. It is anticipated that £5.7m will be spent in 2017/18.	G	(2.50)	(1.95)
A2	Children's Centre Income	Andrea Richardson	Increases in Fees from January 2017 and September 2017 and additional income from the new Free Early Educational Entitlement (FEEE) hourly rates. A shortfall of £1.85m against the overall income target is projected. Planned changes to the Catering Service have been delayed resulting in a pressure of £0.1m. These pressures are partially offset by Family Services staffing savings of £0.75m.	R	(0.30)	1.20
A3	Additional income from top slice Free Early Education Entitlement (FEEE) payments.	Sue Rumbold	New ability to top slice 5% from FEEE payments to nursery providers. Schools Forum approval received.	G	(1.00)	0.01
	Various other budget savings	CSLT	Including short breaks contract savings, additional public health and CCG funding, additional DCLG funding for troubled families, passenger transport savings (WYCA and Independent Travel Trainer)	A	(2.86)	(0.48)
C. Contingency Plans						
	Utilisation of External Income		Utilisation of additional Kirklees Improvement Partner grant income £0.1m : anticipated additional schools funding contribution to area External Residential placements £0.3m.	A		(0.40)
Children and Families Directorate - Forecast Variation						(0.019)

Directorate	Description of Reserve	Balance 1st April 2017	Actual Transfers To & From Reserve	Balance at Outturn 2017/18	Reason for the Reserve
		£k	£k	£k	
	GENERAL FUND	(20,070)	(5,564)	(25,634)	
Adults & Health	S256 funding for health inequalities	(3,615)	674	(2,941)	Specific funding from Leeds South and East CCG for tackling health inequalities.
Adults & Health	Health and Social Care (CCG)	(1,991)	(758)	(2,749)	To fund Health and Social Care priorities
Adults & Health	Safeguarding (Adults)	(94)	(120)	(214)	Independent Safeguarding Board - carry forward of partner contributions.
Adults & Health	Prisons Reserve	0	(205)	(205)	CCG funding for social work in prisons
Adults & Health	Drugs Reserve	0	(133)	(133)	Carry forward of external income for drug and alcohol priorities
Adults & Health	Transforming Care	0	(1,700)	(1,700)	Provision to mitigate against costs associated with the NHS England led transfer of care packages to a community setting, in accordance with 2017/18 budget report
Adults & Health	Social Care Development Reserve	0	(600)	(600)	Provision to meet costs associated with development of social care models e.g. Recovery Model in accordance with 2017/18 budget report
Adults & Health	Resilience Reserve	0	(1,000)	(1,000)	Provision to mitigate against unforeseen demand pressures e.g. caused by hot summers, cold winters flu outbreaks etc., in accordance with 2017/18 budget report
Adults & Health	Spring Budget	0	(5,602)	(5,602)	Carry forward of Spring Budget monies from DCLG.
Adults & Health	Skills for Care	0	(196)	(196)	To provide funding for training of Care Workers
Adults & Health	Winter Monies	0	(600)	(600)	Funding received from Leeds CCG to reduce delays in transferring people out of hospitals back into community based care
Children & Families	Health Innovations	(1,248)	(429)	(1,677)	Monies given by Health Service for a number of joint initiatives around commissioning & children's centres
Children & Families	Safeguarding (Children's)	(201)	32	(169)	Independent Safeguarding Board - carry forward of partner contributions to fund serious case reviews
City Development	HS2	(156)	0	(156)	To support the costs of developing and progressing master planning for the Southbank; including HS2 planning.
City Development	Sport Maintenance Backlog Reserve	0	(700)	(700)	Contribution towards addressing the backlog of maintenance requirements at the council's sports facilities.
Communities & Environment	Casino License	(435)	258	(177)	Reserve for creation of Social Inclusion Fund as per licence bid and to fund LCC inclusion team.
Communities & Environment	Economic, Social and Environmental Wellbeing fund	(349)	0	(349)	Carry forward balances on the wellbeing budgets of Community Committee.
Communities & Environment	Parks Special Project - Temple Newsam	(81)	58	(23)	To cover cost of repairing fire damage at Temple Newsam Home farm.
Communities & Environment	Communities Innovation Fund	(80)	33	(47)	To fund work with the 3rd Sector to develop future financial sustainability in the sector.
Communities & Environment	Immigration Advice	(60)	60	0	Fund to assist Chapeltown Citizens Advice Bureau to provide immigration advice to clients
Resources & Housing	Homelessness Prevention Fund	(120)	(689)	(809)	To fund Homelessness prevention
Resources & Housing	Business Transformation	(48)	48	0	Siebel review (system of customer facing communication etc)
Resources & Housing	Lord Mayor	(35)	(13)	(48)	Balance of budget carried forward.
Resources & Housing	Armed Forces Day	(30)	24	(6)	Funding for Armed Forces Days 2017/18
Resources & Housing	Members club	(8)	0	(8)	Surplus on the Members Club.
Resources & Housing	Sustainable Energy & Air Quality	0	(200)	(200)	To support delivery of work on Air Quality
Strategic	Capital reserve	(3,372)	3,372	0	Directorate contributions towards borrowing costs of capital schemes. Contributions received over life of asset and released back to revenue to cover debt costs over life of loan. Reserve now exhausted.
Strategic	General Insurance	(2,659)	(273)	(2,932)	To help fund cost of future insurance claims
Strategic	Mutual Municipal Insurance	(11)	0	(11)	Reserve to fund potential claw backs of past insurance receipts from MMI.
Strategic	ELI Reserve	(2,000)	0	(2,000)	Reserve carried forward to support 18/19 base: ELI severance now funded by capital receipts in line with Council agreed policy.
Strategic	Invest to Save	(1,000)	392	(608)	Fund to get projects off the ground to generate future revenue savings.
Strategic	Demographic and Demand	(380)	380	0	Reserve to help fund future demographic demands.
Strategic	Legal Cost of VAT claims	(63)	0	(63)	Funds set aside from £8.4m VAT claim refund received in 10/11 (originally £100k) to help fund legal costs for remaining VAT cases
Strategic	Energy Efficiency Reserve - LCC	(4)	0	(4)	Energy efficiency reserve to fund invest to save energy efficiency initiatives.
	Sub-total Earmarked Reserves	(18,040)	(7,887)	(25,927)	
	Total non-ring fenced Reserves	(38,110)	(13,451)	(51,561)	

Directorate	Description of Reserve	Balance 1st April 2017	Actual Transfers To & From Reserve	Balance at Outturn 2017/18	Reason for the Reserve
		£k	£k	£k	
Schools	Extended Schools Balances	(9,017)	1,639	(7,378)	Surpluses on extended school activities carried forward
Schools	School Balances	(17,159)	1,935	(15,224)	Schools balances net of VER, Children's Services and BSF PFI borrowing
Schools	Dedicated Schools Grant	3,633	(678)	2,955	Carry forward of ring fenced DSG funding.
Resources & Housing	Taxi & Private Hire Licensing Surplus	(314)	301	(13)	Ring fenced reserve for taxi and private hire licensing service.
Strategic	Energy Efficiency Reserve - Salix	(158)	(109)	(267)	Energy efficiency reserve to fund invest to save energy efficiency initiatives.
Strategic	Revenue grants	(10,497)	5,726	(4,771)	Revenue grants carried forward as per IFRS requirements (see note 1 below)
	Sub-total GF ring fenced reserves	(33,512)	8,814	(24,698)	
	Note 1: Revenue Grants				
	Adult Social Care	0	(122)	(122)	Public Health grant carried forward
	Children & Families (Partners in Education (Re-Imagining Children Services for the 21st Century))	(7,318)	6,051	(1,267)	£7.318m DfE Partners In Practise funding received in 16/17 to be used in 17/18 and 18/19.
	Children & Families (Other)	(274)	(1,423)	(1,697)	Revenue grants carried forward
	City Development	(1,378)	19	(1,359)	Revenue grants carried forward
	Communities & Environment	(44)	(83)	(127)	Revenue grants carried forward
	Resources & Housing	0	(99)	(99)	Revenue grants carried forward
	Strategic Accounts (Flood)	(1,483)	1,383	(100)	Flood relief scheme for businesses
	Sub-total Revenue Grants	(10,497)	5,726	(4,771)	
	HRRING FENCED RESERVES				
	HRA General Reserve	(6,631)	136	(6,495)	
	Environmental Works	(1,668)	1,668	0	To fund environmental works in the Swarcliffe PFI area
	Insurance (Large Claims)	(137)	0	(137)	To fund the cost of insurance claims
	Welfare Change	(1,782)	0	(1,782)	To fund pressures arising from welfare reform.
	Housing Advisory Panels (HAPs) Reserve	(699)	158	(541)	To fund projects identified by Housing Advisory Panels which benefit the tenants and residents in the community they represent.
	Sheltered Housing	(3,238)	0	(3,238)	To fund investment in sheltered housing schemes which will contain shared bathing facilities and fund improved access for people with mobility issues.
	Holdsworth Place (Land Purchase)	(64)	0	(64)	To fund the purchase of land at Holdsworth Place
	Early Leavers' Initiative	(408)	0	(408)	To fund the cost of approved severance payments
	Changing the Workplace	(353)	21	(332)	To fund the cost of 'new ways of working' for staff in Housing Leeds as office moves are completed.
	eFiles Box It Project	(262)	0	(262)	Principally to fund the scanning of Housing Management paper files to electronic files - to assist the Housing Service in the preparation for moving to Community Hubs.
	Wharfedale View SF	0	(10)	(10)	Contribution from shared owners towards future costs of replacing furniture and carpets at Wharfedale View Extra Care facility
	Concierge Service to Multi Storey Flats	0	(400)	(400)	To fund the extension of the Concierge service in Multi-Storey flat areas in order to reduce the impact of Anti-Social behaviour
	Sheltered Housing Furniture & Carpets	0	(280)	(280)	To replace furniture and carpets in sheltered housing schemes
	Swarcliffe PFI	(10,343)	2,933	(7,410)	PFI Sinking Fund
	LLBH&H PFI Sinking fund	(2,515)	(195)	(2,710)	PFI Sinking Fund
	Major Repairs Reserve	(30,501)	(969)	(31,470)	Ring-fenced to fund capital expenditure or redeem debt.
	Sub-total HRA reserves	(58,601)	3,062	(55,539)	
	Total ring fenced Reserves	(92,113)	11,876	(80,237)	
	TOTAL RESERVES	(130,223)	(1,575)	(131,798)	

CAPITAL PROGRAMME - 2017/18 GENERAL FUND OUTTURN VARIATIONS

The following table highlights main scheme variations between the estimates in February 2018 and the final 2017/18 outturn. The variations are based on those programmes/schemes with significant variations both over/under > £250k.

Directorate	Programme/ Scheme	02.02.18	2017/18 Actual £000s	Variation Under (-)/ Over £000s	Reason for variation
Adults & Health	Services for older people	2,368.9	1,065.1	(1,303.8)	Non-recurrent In year savings were used to fund building refurbishments, including those required for the delivery of the Intermediate Care/Recovery Beds commissioned by the CCG. These schemes (£1.4m) were due to be funded via prudential borrowing. As a result there will be ongoing recurrent revenue savings for Adults and Health.
	Digital Information Services	1,371.8	517.8	(854.0)	The 10 schemes within Business Intelligence, Digital Transformation and schemes to be delivered in partnership with the NHS have slipped to 2018/19. A&H are in the process of finalising plans for their IT based schemes for this and the next two years.
	Public Health	543.9	0.0	(543.9)	No suitable property identified for our residential rehab and detox service. The scheme involved the purchase and refurbishment of a property to develop the service. This grant is now due to be paid back to govt.
		4,284.6	1,582.9	(2,701.7)	

Directorate	Programme/ Scheme	02.02.18	2017/18 Actual £000s	Variation Under (-)/ Over £000s	Reason for variation
Strategic & Central	General Capitalisations, Transformational Change & Interest	7,786.5	7,358.0	(428.5)	Year end exercise to assess capital and revenue expenditure resulting in increased capitalisations from directorate revenue of £1m. The transformational change programme (£1.4m) came in under the provision needed for 2017/18 early leaver initiative severance costs and the balance will be carried forward to 2018/19.
	Changing the Workplace	27,032.7	22,079.0	(4,953.7)	Merrion refurbishment works including tenants enhancements, new Merrion generator and furniture and equipment (£3m) less than anticipated at the setting of the programme in February. The recycling of furniture has enabled continuous savings within the programme. Civic Hall, remaining phase 1 projects and other small enabling moves came in under by (£1.2m). St Georges House (£0.7m) level 3 fit out has commenced and is due to complete July
	Other schemes	1,831.3	1,847.3	16.0	No material variances on the remaining schemes within Strategic and Central.
		36,650.5	31,284.3	(5,366.2)	

Directorate	Programme/ Scheme	02.02.18	2017/18 Actual £000s	Variation Under (-)/ Over £000s	Reason for variation
City Development	Highways	63,122.6	57,914.8	(5,207.8)	Highways accounts for almost 72% of the 2017/18 City Development programme. Unexpected scheme delays on our major programmes account for (£5.8m) of the variance including East Leeds Orbital Road (£2.0m) and Cycle City Ambition Ph2 (£1.4m) which can be explained by the liquidation of the contractor Carillion. Major programmes which encountered unexpected delays (£1.4m) including Claypit Lane (site issues), Temple Green Park and Ride (remedial works less than expected), adoption of highways in PFI area (weather conditions March) and City Centre Vehicle restrictions (procurement issues). The city wide bridges and structures programme (£1m) have seen delays on site due to contractor procurement issues. This has been offset by additional spend on Highways Maintenance capitalisations £0.6m. Other highways schemes within the 390+ schemes delivered in year that have over and underspends have no material variances to explain within this
	Heritage Asset Programme	3,032.7	1,802.4	(1,230.3)	The Heritage Asset programme will carry forward the balance of (£1.2m) to 2018/19. Conditional surveys are being carried out to inform future provision that will be needed to our Heritage Assets.
	Culture and Sport	4,346.6	2,531.2	(1,815.4)	The Grand Theatre refurbishment achieved practical completion on August 2017 however the defects liability period finishes in Aug 2018, and any retention monies (£0.7m) will be paid then. Airborough Sports centre and overall sports maintenance schemes (£0.7m) encountered delays due to the discovery of asbestos in several areas. Other remaining schemes within Culture and Sport have no material variances to explain within this report.
	Economic Development	5,495.4	4,932.9	(562.5)	No material variances in the 46 Economic Development schemes.
	Regeneration	1,639.4	1,013.0	(626.4)	Lower Kirkgate THI (£0.8m) project has a contrasting mix of ownership types in the area, the majority of projects are gaining momentum as the project enters its final 2 years. A total of £500k is ring-fenced for the First White Cloth Hall, which has recently gained planning permission and listed building consent. The grant has been agreed by EB subject to post tender details being agreed by the Director of City Development. Start on site is planned for late summer 2018 and the programme will last approximately 1 year. This is offset by capitalisations within the regeneration team £0.2m for developments to future transformational schemes.
	* Other City Development	13,159.5	11,928.7	(1,230.8)	* These figure includes the March EB approval of the strategic investment fund acquisition £8.4m which was finalised in March 2018. No other material variances on the remaining 40+ schemes within City Development.
		90,796.2	80,123.0	(10,673.2)	

Directorate	Programme/ Scheme	02.02.2018	2017/18 Actual £000s	Variation Under (-)/ Over £000s	Reason for variation
Childrens & Families	Social Emotional and Mental Health Programme	29,419.3	27,458.6	(1,960.7)	All 3 SEMH sites have seen some delays; North - (£1.4m) Costs certified but not yet paid, plus works were re-sequenced to maintain access to building to enable construction of Multi Use Games Area (MUGA), resulting in the lower than anticipated spend. South - (£0.3m) Revised completion date for external works due to bad weather, plus delays in billing, delays to groundworks at front of site due to siting of cabins. East (£0.2m) - Highways works delays causing slippage in programme - works have been rescheduled to May half term in order to maintain school access.
	Learning Places	41,458.4	36,579.0	(4,879.4)	The (£4.9m) variance within the 80+ schemes delivered in our learning places programme is primarily due to:- schemes at Park Spring, Iveson, Hovingham, Brudenell, Fieldhead Carr, Greenside, Cockburn, Roundhay and Shakespeare with the main reasons being the unexpected weather and resequencing of works, with the knock on effect in delayed works and the impact on spend in 2017/18. There were no other material variances within the 70 schemes delivered as part of the learning places programme.'
	Schools Capital Maintenance	10,725.0	9,332.9	(1,392.1)	Numerous roofing works deferred. The combined LEP and Kitchen Ventilation works final account savings with client contingency not required. NW SILC Green Meadows & Bradford Road sites fire scheme charges final account savings, plus net savings on other minor works.
	Other Children's Services Schemes	7,977.9	7,310.6	(667.3)	No material variances on remaining 84 schemes within Children's Services.
		89,580.6	80,681.1	(8,899.5)	

Directorate	Programme/ Scheme	02.02.2018	2017/18 Actual £000s	Variation Under (-)/ Over £000s	Reason for variation	
Resources & Housing General Fund	Energy Efficiency programme	3,779.8	2,036.9	(1,742.9)	There are a lot of interdependencies and mitigating factors, within the District Heating Network programme which has led to this (£1.5m) variance at outturn, there are major risks with a high reliance on external stakeholders in order to be able to deliver this project. These major risks will take time to mitigate and reduce down to a manageable level such as the renewable energy certificates (ROCS), wayleaves and securing and finalising heat customers. There are no other material variances on the remaining	
	Corporate Property Management - Main works to Corporate buildings	3,736.7	2,058.1	(1,678.6)	Of the variance at outturn (£1.7m) 80% will be completed by end of June 2018. CPM have identified a number of schemes 16/17 (£0.4m) carried forward where approval had been granted in previous years where work was not going to proceed. This has now been released and put back into the annual programme. A number of schemes which were due to be delivered in 2017/18 are now going through a value for money review.	
	CPM - Demolitions	1,778.2	426.8	(1,351.4)	Previous years programme delayed to ensure that correct governance in place within City Development to declare asset surplus to requirements. Delays to Grafton Centre (£0.25m) approved for demolition then held for potential school use. Some delays encountered due to ecological surveys, this process to be reviewed to avoid any future instances. No works took place on the asbestos removal scheme (£0.2m). All proposed known demolitions not completed in 2017/18 are now approved and planned for demolition in Q1 (£0.8m).	
	CPM - Fire Risk Assessment Remedial works	1,222.9	700.0	(522.9)	Main reason for underspend due to delays getting schemes to design freeze, with Civic Hall issues ongoing with design consultants.	
	Vehicle Replacement Programme	2,968.5	2,455.7	(512.8)	Waste Management Vehicles not replaced (£327k) along with a number of other cross directorate vehicles which will now be part of the 2018/19 programme.	
	Digital Information Services and Finance	6,942.8	6,613.3	(329.5)	No material variances on the 20 Digital Information Services and Finance schemes.	
	Private Sector renewal including adaptations to private sector	10,386.4	10,780.2	393.8	The Holbeck group repair scheme £0.4m had a higher than expected sign up of private sector owners in year leading to higher group repair works than expected.	
	Other Resources and Housing Schemes	1,676.4	1,027.4	(649.0)	Civic Hall backlog maintenance (£0.25m) is committed and will now be spent in 2018/19. No other material variances in the remaining R&H schemes.	
			32,491.7	26,098.4	(6,393.3)	

Directorate	Programme/ Scheme	02.02.2018	2017/18 Actual £000s	Variation Under (-)/ Over £000s	Reason for variation
Communities & Environment	The Arium	2,251.6	2,823.8	572.2	Against the original scheme estimate the current overspend of £572.2k has been funded from borrowing to cover essential variations at outturn 2017/18 that were incurred to promote further commercial development and revenue growth.. Further essential variations in 2018/19 are likely to be required when the scheme completes. This will then be reported in a future capital programme
	Parks Main Programme	5,376.3	4,390.6	(985.7)	Replacement of machinery and equipment due to be purchased in 2017/18 £0.4m will now arrive in 2018/19. Of the remaining 100+ schemes within Parks & Countryside there are no other material variances.
	Community HUBS	2,413.7	2,158.2	(255.5)	The transfer of (£0.2m) at year end to a scheme within asset management as best use of resources accounts for the majority of the variance within Community Hubs.
	Waste Operational	1,043.2	730.5	(312.7)	No material variances in the 18 schemes delivered within the Waste Management Programme.
	Other E&H General Fund	2,269.4	2,279.1	9.7	No other material variances on remaining schemes within Communities and Environment.
		13,354.2	12,382.2	(972.0)	

Total General Fund Variances	267,157.8	232,151.9	(35,005.9)
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CAPITAL PROGRAMME - 2017/18 HRA, HOUSING LEEDS & BITMO OUTTURN VARIATIONS

The following table highlights main scheme variations between the estimates in February 2018 and the final 2017/18 outturn.

The variations are based on those programmes/schemes with significant variations both over/under > £250k.

Directorate	Programme/ Scheme	02.02.2018	2017/18 Actual £000s	Variation Under (-)/ Over £000s	Reason for variation
Resources and Housing HRA	Council Housing Growth Programme	13,665.3	14,621.1	955.8	A £1m injection into the CHGP was actioned in March 2018 as the result of the correct capture of staffing within the Housing Growth team for previous years. This has also allowed us to utilise additional RTB receipts to part fund this scheme which would otherwise have been lost to the programme.
	Housing Leeds	69,000.0	69,268.0	268.0	Some overs and unders within the 200 schemes delivered but no material variances overall.
	BITMO	1,871.7	1,913.7	42.0	No material variances
Total HRA Variances		84,537.0	85,802.8	1,265.8	

Total Capital Program Variances	351,694.8	317,954.7	(33,740.1)
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Report of the Chief Officer Financial Services

Report to Executive Board

Date: 27th June 2018

Subject: Financial Health Monitoring 2018/19 – Month 2 (May 2018)

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? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

1. The purpose of this report is to inform the Executive Board of the financial health of the authority in respect of both the revenue budget and the Housing Revenue Account for the first two months of the financial year.
2. The 2018/19 financial year is the third year covered by the 2015 Spending Review and again presents significant financial challenges to the Council. The Council to date has managed to achieve considerable savings since 2010 and the budget for 2018/19 requires the Council to deliver a further £34m of savings.
3. The current and future financial climate for local government represents a significant risk to the Council’s priorities and ambitions. Whilst the Council continues to make every effort possible to protect the front line delivery of services, it is clear that the position remains challenging.
4. This is the first budget monitoring report of the year, and Executive Board will recall that the 2018/19 general fund revenue budget, as approved by Council provides for a variety of actions to reduce net spend through the delivery of £34m of budget action plans by March 2019. At this early stage of the financial year, it is clear that the majority of these actions are on track to be delivered, however this report highlights a potential overall overspend of £2.2m and measures will be required to be identified and implemented so that a balanced budget position can be delivered.

5. At Month 2, the Housing Revenue Account is projecting a balanced budget position.

Recommendation

6. Executive Board are asked to note the projected financial position of the authority.

1. Purpose of this report

- 1.1 This report sets out for the Executive Board the Council's projected financial health position for 2018/19 at month 2.
- 1.2 Budget Monitoring is a continuous process throughout the year, and this report reviews the position of the budget and highlights potential key risks and variations after the first two months of the year.

2. Background information

- 2.1 Executive Board will recall that the net budget for the general fund for 2018/19 was set at £510.9m.
- 2.2 Following the closure of the 2017/18 accounts, an underspend of £7.0m was achieved and this has been added into the Council's general reserves. This contribution to the Council's reserves had not been budgeted for in 2016/17.
- 2.3 The balance of general reserves at the end of March 2017 was £20.1m and when taking into account the budgeted use of £1.4m in 2016/17, and the contribution from the underspend in 2017/18, this leaves a balance at March 2017 of £25.6m.
- 2.4 Financial monitoring continues to be undertaken on a risk-based approach where financial management resources are prioritised to support those areas of the budget that are judged to be at risk, for example the implementation of budget action plans, those budgets which are subject to fluctuating demand, key income budgets, etc. This has again been reinforced through specific project management based support and reporting around the achievement of the key budget actions plans.
- 2.5 This first monitoring report in 2018/19 is intended to highlight any known variations to the approved budget at an early stage in the financial year. A more detailed quarter 1 report, including financial dashboard information for all directorates, will be presented to the July meeting of the Executive Board.
- 2.6 Looking beyond 2018/19 a report is timetabled to be considered at Executive Board in July and this will provide an update to the medium-term financial strategy. This will take account of the final year of the government's 4-year funding settlement, the move to greater business rate retention, potential increasing funding from local taxation and income, the impact of increasing demand and cost pressures and ultimately what actions and decisions will need to be taken in order to stay within the anticipated financial resources.

3. Main Issues

- 3.1 After two months of the financial year an overspend of £2.2m is projected, as shown in Table 1 below.

Table 1

Summary Position - Financial Year 2018/19

Reporting Period Month 2

		(Under) / Over spend for the current period			
Directorate	Director	Staffing	Total Expenditure	Income	Total (under) /overspend
		£000	£000	£000	£000
Adults & Health	Cath Roff	(819)	(367)	367	0
Children and Families	Steve Walker	12	812	100	912
City Development	Martin Farrington	(1,404)	(665)	665	0
Resources & Housing	Neil Evans	(1,485)	(775)	775	0
Communities & Environment	James Rogers	12	(25)	25	0
Strategic	Doug Meeson	0	585	700	1,285
Total Current Month		(3,684)	(435)	2,632	2,197

- 3.2 The major variations are outlined below;

- 3.2.1 **Children and Families** – Whilst still early in the financial year there are a number of budget pressures that mean it will be challenging for the directorate to contain spend within the approved budget without additional saving proposals being identified, agreed and implemented. The projected year-end position is an overspend of £0.9m. This is significantly lower at this stage than in recent years and reflects the increases made to the Children and Families budget, particularly demand-led budgets, over the last two years.

As in previous years the main budget pressure is likely to be on the demand led budgets of Children Looked After (CLA) and transport. Whilst the CLA budget has been increased by £8m over the last two years there are still significant demand and demography pressures on this budget that are resulting in an upward pressure in terms of costs. External Residential (ER) and Independent Fostering Agency (IFA) placements are both currently higher than the budgeted assumptions although the variance is much lower than in previous years. The directorate has agreed a number of actions including reviewing ER placements in order to ensure that placements are still appropriate. The number of children in ER placements has already reduced from 66 to 62 from the start of the financial year. The ER budget is projected to overspend by £0.8m but there remains a risk that numbers do not reduce as assumed.

The current projection assumes that spend on transport will be within budget but there is a risk that continuing demographic pressures contribute to an overspend on this budget.

The 2018/19 budget included savings of £5m. All the actions are being implemented and are expected to deliver the required level of savings.

3.2.2 Strategic & Central Accounts - At Month 2, the Strategic & Central budgets have a projected overspend of £1.3m. The key variations are:

- a projected overspend of £0.6m in debt costs, mainly due to higher interest rate assumptions than those assumed at the time the budget;
- a projected net shortfall of £0.4m in S31 grant income for business rates, due to changes in the calculation methodology after the 2018/19 budget had been set, offset by estimated additional S31 grant income; and
- a projected shortfall of £0.3m in New Homes Bonus.

3.3 Other Financial Performance

3.3.1 Council Tax

The Council Tax in-year collection rate at the end of April was 10.27% which is in line with the performance in 2017/18. At this early stage the forecast is to achieve the 2018/19 in-year collection target of 96.1% collecting some £338m of income.

3.3.2 Business Rates

The business rates collection rate at the end of April was 10.86% which is 0.22% behind the performance in 2017/18. The forecast is to achieve the 2018/19 in-year collection target of 97.7% collecting some £384m of income.

The total rateable value of business properties in Leeds has increased from £921.06m at 1st April to £923.25m at the month end, growth of £2.19m. To calculate Leeds' actual income from business rates this total rateable value is multiplied by the national business rates multiplier (48.0p in the pound). After reliefs and adjustments this amount is then shared between Leeds City Council (99%) and West Yorkshire Fire Authority (1%). Following deductions for the Business Rates tariff and to meet the business rates deficit brought forward, Leeds' actual business rates income is projected to be in the region of £204.86m, which is slightly below budgeted expectations.

3.3.3 Business Rates Appeals

The opening appeals provisions for 2018/19 is £21.5m which is made up of £11.5m relating to appeals received against the 2010 ratings list and £10m estimated costs in relation to the 2017 ratings list. Under the 100% Business Rates Retention pilot, Leeds' budget is affected by 99% of any appeals provision made in this year but provisions brought forward from 2017/18 were made at 49%.

On the 1st April 2018, there were 2,628 appeals outstanding against the 2010 ratings list. During April 87 appeals have been settled, of which 50 have not resulted in changes to rateable values, and 7 new appeals have been received. 7 new appeals were received in April, the low number received reflecting that appeals

are no longer accepted against the 2010 list except in very specific circumstances. At 30th April there are 2,548 outstanding appeals in Leeds, with 23.5% of the city's total rateable value in the 2010 list currently subject to at least one appeal. No appeals have been received to date against the 2017 list.

4. Housing Revenue Account (HRA)

4.1 At the end of month 2 the HRA is projecting a balanced position against the 2018/19 Budget.

5. Corporate Considerations

5.1 Consultation and Engagement

5.1.1 This is a factual report and is not subject to consultation.

5.2 Equality and Diversity / Cohesion and Integration

5.2.1 The Council's revenue budget for 2018/19 was subject to Equality Impact Assessments where appropriate and these can be seen in the papers to Council on 21st February 2018.

5.3 Council Policies and Best Council Plan

5.3.1 The 2018/19 budget targeted resources towards the Council's policies and priorities as set out in the Best Council Plan. This report comments on the financial performance against this budget, supporting the Best Council ambition to be an efficient and enterprising organisation.

5.4 Resources and Value for Money

5.4.1 This is a revenue financial report and as such all financial implications are detailed in the main body of the report.

5.5 Legal Implications, Access to Information and Call In

5.5.1 There are no legal implications arising from this report.

6. Recommendations

6.1 Executive Board are asked to note the projected financial position of the authority.

7. Background documents¹

7.1 None

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.



Report author: Angela Brogden
Tel: (0113) 37 88661

Report of Head of Governance and Scrutiny Support

Report to Scrutiny Board (Children and Families)

Date 18 July 2018

Subject: Learning in Leeds Annual Standards Report 2016-17

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. During its meeting on 27th June 2018, the Executive Board received a report which presented the Learning in Leeds Annual Standards Report for 2016-2017. This report has now been provided for the Scrutiny Board’s consideration (Appendix A).

2. This latest Annual Standards Report summarises the achievement of learners at all Key Stages throughout 2016-2017. It shows the achievements and challenges over the course of that academic year and provides recommendations for the future. It also outlines the actions taken by the Council to fulfil its responsibilities to support, monitor, challenge and intervene as necessary.

3. As in previous years, to further facilitate the scrutiny of educational performance in Leeds, details of the relevant Learning Outcomes Dashboards have also been provided for the Board’s consideration (Appendix B).

Recommendations

4. That the Scrutiny Board considers the Learning in Leeds Annual Standards Report 2016-2017 and relevant Learning Outcomes Dashboards and agrees any specific scrutiny actions that may be appropriate.

Background documents¹

5. None.

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Report of: The Director of Children & Families

Report to: The Executive Board

Date: 27th June 2018

Subject: The Annual Standards Report 2016-17



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? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

1. The Annual Standards Report reflects upon progress made over the last year towards achieving the aims and priorities outlined in the education strategy for Leeds: The Best City for Learning 2016-2020. This strategy was developed from a series of education debates held in September-November 2015. The feedback from these events resulted in the definition of seven key priorities for the city which come under the headings: World Class Provision, Great Leeds Schools, High Expectations for All, Strong Attainment, Fluid Transition, Inspirational Teaching and Learning and Uplifting Leadership.
2. The Annual Standards Report reflects on these priorities over the past year, examining the current picture, where we want to go and how we will get there. In this way, the Annual Standards report is a yearly reflection of our progress towards becoming the best city for learning.

Recommendations

The executive board is recommended to:

1. Note this report as it details the outcomes of Leeds children and young people in the 2016 / 2017 academic year.
2. Make recommendations against expectations for future developments in learning and ways that Leeds intends to diminish differences between key groups across the city; including those pupils with pupil premium funding, SEND or within a minority group.

3. Consider the provision of ongoing support, challenge and intervention in Leeds to ensure that progress continues to be made towards the best city for learning.

1 Purpose of this report

- 1.1 The purpose of this report is to show our progress towards becoming the best city for learning. The report does this by outlining where we are now in relation to the strategy and the actions that we will take to ensure that all children in Leeds including those affected by poverty and other disadvantages are supported to achieve their potential.

2 Background information

- 2.1 This report should be considered alongside the Best City for Learning Education strategy as the two documents are closely connected. The title of each chapter in the report is one of the seven priorities which emerged from the Big Education Debates in 2015. The report addresses the actions to be taken in order to fulfil each of these priorities.
- 2.2 The Annual Standards Report summarises the achievement of learners at all Key Stages throughout 2016-2017. It shows the achievements and challenges over the course of that academic year, and provides recommendations for the future. It also outlines the actions taken by the Council to fulfil its responsibilities to support, monitor, challenge and intervene as necessary.
- 2.3 This report is a report of both the Executive Member for Children and Families and the Executive Member for Learning, Skills and Employment.

3 Main issues

Listed below are the seven chapter titles of the report and a brief summary of the contents of each section. The full document is available in the appendix.

- 3.1 **World Class Provision:** *"We need a collaborative approach that provides good quality provision to meet the needs of all Leeds children"* This chapter covers key points on; school places, Early Years, Special Educational Needs and Disability, The Virtual School and Targeted Services.
- 3.2 **Great Leeds Schools:** *"In such a diverse and vibrant city we need schools to be distinct environments in which all children are proud to succeed"* Leeds Teaching Schools and Mathematics Hubs are discussed as well as examples of great Leeds primary and secondary schools from 2016-2017.
- 3.3 **High Expectations for All:** *"Creative and innovative approaches need to be used to address the gaps which prevent children from achieving their full potential"* The gap in performance between disadvantaged pupil groups and their peers is discussed.
- 3.4 **Strong Attainment:** *"We must have high standards where the majority of children achieve their age related expectations"* Key data from early years through to post 16 is examined and notable trends identified.

- 3.5 **Fluid Transition:** *"We need to smooth transition across the whole learning continuum to enable the child to face the world"* Transition across the learning spectrum is examined, from early years through to jobs and destinations.
- 3.6 **Inspirational Teaching and Learning:** *"Children need to experience an engaging and enriching curriculum that focuses on deeper learning"* The chapter addresses key issues in exclusions, Artforms, the Health and Wellbeing Service and Active Schools.
- 3.7 **Uplifting Leadership:** *"We need to nurture leaders through challenge and support in order to provide inspiring development opportunities within a collaborative community"* Issues around governor support and partnerships with Teaching School Alliances are discussed.

4 Corporate Considerations

4.1 Consultation and Engagement

- 4.1.1 None specifically for this report

4.2 Equality and Diversity / Cohesion and Integration

- 4.2.1 Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best city in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.
- 4.2.2 The Annual Standards Report addresses the issue of inequalities throughout the city in the 'High Expectations For All' chapter. This section reports on the performance gap between disadvantaged pupils and their peers. Data for different ethnic groups and Special Educational Needs and Disability is also analysed.
- 4.2.3 Actions outlined to close the gap include; (1) Extra support will put in to 0-19 education providers to ensure equity of outcomes. (2) Leeds will continue to work in partnership with schools, settings and partner Headteachers to promote and progress bespoke projects to close the gap in Leeds. (3) Partnership work with third sector groups, teaching schools and research partners will direct and support the needs of less advantaged individuals or groups within schools. (4) Continue to monitor and record data on the performance gap to ensure focus on improvement and to target further action. (5) Maintain and develop the work that is already being done to further reduce the gap through city wide partnerships.
- 4.2.4 The Executive Board may engage and involve interested groups and individuals (both internal and external to the council) to inform recommendations.
- 4.2.5 An equality impact screening has been undertaken for this report and is attached as an appendix.

4.3 Council policies and Best Council Plan

4.3.1 This report will assist in achieving outcomes and priorities as defined in The Best City for Learning 2016-2020, The Best Council Plan 2018/19-2020/21, The Children and Young People's Plan 2015-19, the priority around being a child friendly city, Best Start in Life Strategy and the Leeds SEND Strategy.

4.4 Resources and value for money

4.4.1 The level of investment in children and young people is considerable. The need to continue to improve learning and education across Leeds means that this must remain a high priority when allocating resources.

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 None identified

5 Conclusions

5.7 In keeping with Leeds' ambition to have a strong economy in a compassionate city, it is important that the potential of our children and young people is maximised. The Annual Standards Report will provide an important yearly update on our progress towards becoming the best city for learning.

5.8 The future plans and recommendations section at the end of the Annual Standards Report provides an overview of the actions required in order to achieve each priority. This is available in the appendix.

6 Recommendations

The executive board is recommended to:

1. Note this report as it details the outcomes of Leeds children and young people in the 2016 / 2017 academic year.
2. Make recommendations against expectations for future developments in learning and ways that Leeds intends to diminish differences between key groups across the city; including those pupils with pupil premium funding, SEND or within a minority group.
3. Consider the provision of ongoing support, challenge and intervention in Leeds to ensure that progress continues to be made towards the best city for learning.

7 Background documents¹

7.1 None

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.



Leeds
CITY COUNCIL

Appendix 1



The Learning in Leeds Annual Standards Report

2016-2017



Contents

Introduction	3
Context	6
World Class Provision	8
School Places	8
Early Years Provision	11
New Arrivals	13
Great Leeds Schools	14
High Expectations for All	18
Ethnicity and English as an Additional Language (EAL)	19
English as an Additional Language (EAL)	21
Special Educational Needs and Disability (SEND) and Social, Emotional, Mental Health (SEMH) Provision.....	22
Social, Emotional and Mental Health (SEMH).....	28
Child Poverty & Deprivation.....	31
Children Looked After	36
Strong Attainment	40
Early Years	40
Primary	41
Key Stage 4	44
Key Stage 5	50
Inspirational Teaching & Learning	52
ArtForms – Music, Arts and Artemis	52
The Health and Wellbeing Service.....	54
Active Schools	56
Targeted and Early Help Services.....	58
Attendance	59
Exclusions	60
Uplifting Leadership	64
Fluid Transition	67
Post 16	69
Not in Education, Employment or Training (NEETs).....	70
Readiness for the world of work	72
Key Recommendations from the Report	75

Introduction

Leeds is an exciting and vibrant city, with a growing population of children and young people, increasing numbers of languages spoken and people from a fantastic diversity of backgrounds making Leeds their home. The growing diversity of Leeds has resulted in a city of great contrast- we have some of the poorest neighbourhoods in the country, and some of the most affluent areas. The nine poorest clusters in Leeds have the densest population of pupils, the highest rates of free school meals, the highest rates of new arrivals and the highest proportions of black, Asian and minority ethnic pupils, English as an additional language and pupils with special educational needs and disabilities. In Leeds, approximately 40% of children in the poorest communities are classed as disadvantaged (in receipt of pupil premium).

Due to these demographics, there is an enormous spread of attainment outcomes in the city. Some primary schools in Leeds fall among the highest performing schools in the whole country, including two schools where 100% of pupils achieved the expected standard in reading, writing and in maths. However results in attainment, attendance and achievement remain lower than desired and we have established a Council-wide Child Poverty Impact Board to focus on the ways in which the whole Council can work to help us close this gap.

We know that there is more to do to make sure that all young people are supported to exceed their potential and there is a city-wide focus on raising the attainment, achievement and attendance of the most vulnerable pupils in the city. The Annual Standards Report, 2016-2017, details where we are in meeting the priorities in the Best City for Learning Strategy <http://www.leeds.gov.uk/docs/Leeds%20Best%20City%20Learning%20Strategy.pdf>, which details the direction for education improvement across the city, describes how we are developing a sector- led system in which we work alongside schools as a key partner in driving up attainment, achievement and attendance across the city. In a city where school budgets per pupil are the second lowest funded in the region, we will continue working with our schools and settings to make this the best city for children and young people to grow up in.

Councillor Lisa Mulherin
Executive Member for Children & Families

Our ambition in Leeds is to improve outcomes for all children and young people and we know we need to do more to make a difference for children and young people who are particularly vulnerable. There is a city wide focus on closing the gap, through raising the attainment, achievement and attendance of vulnerable learners.

To help ensure Children & Families Service is best equipped to drive improvements in educational outcomes for vulnerable learners, a review was recently carried out of Children and Families Services. This review has focused on how we configure our services to ensure we improve learning outcomes for our most vulnerable learners including children and young people with special educational needs and disabilities.

We know that we want children and young people to flourish in our city and so we know we must give them a secure knowledge in education, demonstrated by good results in a range of examinations throughout the continuum of learning. Each set of results acts as a passport to the next phase of learning and provides a firm foundation on which further accomplishments can be built. That is why we will continue to focus on attainment.

To be successful in life and to secure meaningful and fulfilling work, we know that children need more than great outcomes. They need key skills such as resilience, confidence and self-esteem; the ability to communicate and work in a collaborative and cooperative way within a team. We know that children need to be able to make a friend and be a good friend to others, and that success in music, the arts or sports can create a more rounded and interesting character. We want children in Leeds schools to be supported to achieve.

Finally, we know when children are in school and learning, that they are safe, secure and successful; that is why we have such a strong emphasis of attendance. By combining the three A's of Attainment, Achievement and Attendance we believe that we can give all Leeds children a strong start in life and enable them to contribute to our vibrant and compassionate city.

Steve Walker

Director of Children & Families

Context

Population

The strong economy in Leeds is being strengthened and supported by the new inclusive growth strategy, which aims to create a thriving economy in a compassionate city that everyone can benefit from and contribute to. Leeds has a current population in excess of 774,060 people which is estimated to grow to 819,000 people by 2024. Recent estimates are that there are in excess of 187,000 children and young people under the age of 20 in Leeds.

Although the increase in young people in the city has enabled the success of initiatives such as Child Friendly Leeds and brought a new youthful energy to the city, this change in demographic is continuing to increase pressure on school places, early years provision and the complex needs service.

Schools and Settings

At the start of the 2016/2017 school year there were 221 primary age schools, 38 secondary, 3 through schools and 7 special schools in Leeds. These figures include all state-funded schools. Of the three through schools, the Temple Learning Academy currently only has provision open in the primary phase, with secondary provision due to open this year.

Children and Young people

The incredible diversity shown within Leeds schools is increasing, with over 20 different ethnic groups identified and 31% of the population coming from Black, Asian or Minority Ethnic groups. The proportion of pupils in Leeds schools who have English as an Additional Language (EAL) continues to grow and in the January 2016 school census there were 196 different languages recorded as spoken by the children of city.

In Leeds, 17.3% of children are eligible for Free School Meals and 13.5% of Leeds children have Special Educational Needs. National measures of child poverty indicate that 22.7%, or 37,300, children in Leeds live in poverty, which is above the 19.9% seen nationally. Research by the Joseph Rowntree Foundation in 2017 found that 60% of people in poverty live in a household where someone is in work.

Children who grow up in poverty face a range of disadvantages throughout childhood and their entire life course. Experiencing childhood poverty has severe short and long term consequences across all indicators for success, with statistically significant relationships evidenced in gaps for educational attainment, physical and mental health, social integration, longevity, wellbeing, housing, economic and employment outcomes.

Whilst the impact of poverty can be found in all areas of the city, there are specific concentrations of poverty within the inner city. The city strives to mitigate both the causes and impact of poverty and is integral to all work with children and families.

Percentage of children from demographic groups in Leeds compared to national:

	BME	FSM eligible	SEND	Children living in Poverty	EAL: primary	EAL: Secondary
	<i>Black or minority ethnic groups</i>	<i>Eligible for Free School Meals</i>	<i>Special Education Need or Disability</i>	<i>Children from low income families.</i>	<i>English as an additional language</i>	<i>an</i>
Leeds	31.2%	17.3%	13.4%	20.7%	20.2%	14.6%
National	30.0%	14.3%	14.4%	18.6%	20.1%	15.7%

Data source: SFR 20/2016 SFR37/2017

The development of the 3 A's Strategy for the city, which focuses on Attendance, Achievement and Attainment is intended to ensure that all children including those affected by child poverty and disadvantages have the opportunity to reach their potential.

Through the child poverty strategy, we are using research-based partnerships to identify specific areas where we can make the most difference. Included in this is the Child Poverty Impact Group, which brings together representatives from third, public and private sector organisations, universities, schools, and communities.

World Class Provision

"We need a collaborative approach that provides good quality provision to meet the needs of all Leeds children"

Introduction

The Education Act 1996 places a specific duty on local authorities to ensure that there are sufficient school places at both primary and secondary levels. However, subsequent changes in legislation and regulations means that local authorities can no longer open schools and any new schools are required to be academies or free schools. Applications to open a new school can come either through direct application by an academy chain or free school sponsor – which does not require the approval or agreement of the local authority, or by the local authority opening a free school. In both cases the final decision is taken by the Regional Schools Commissioner. Delivering sufficiency of school places is made more complex as each academy is responsible for setting their own PAN. As will be seen Leeds has a good track record on delivery of school places. However, we are facing increasing challenges and are working with a significant deficit of £71m.

School Places

Overview

Leeds has had, and continues to have, huge growth in the demand for learning places from early years through to Post 16 education. Following over a decade of rapidly increasing birth rates from a low of 7,500 to a peak of those who entered reception in September 2016 of 10,350, the demand for early years and primary school provision has been significant.

Whilst the birth rate now appears to have stabilised at or above 10,000 children per year group for the past 7 years, the increased demand for primary school places is now being seen in the demand for secondary school places. It is projected the equivalent of 5 new secondary schools will be required across the city in the next 5 years, through a combination of new schools, expansions to existing schools, and changes to Post 16 provision across the city. In addition, unprecedented levels of in-year requests for school places is providing unpredictable pressure on the school

system both through increased migration into the city and additional new housing continuing to bring additional need for school places across all ages.

To ensure children and families have access to a good local school Leeds City Council, as do all local authorities, has a statutory duty to ensure the provision of learning places and to secure an appropriate balance locally between education supply, demand, choice and diversity. It is the role of the council to plan, organise and commission learning places in Leeds in a way that raises educational standards, manages fluctuations in pupil numbers and creates a diverse community of good schools. The authority seeks to exercise this function in partnership with children and families, elected members, diocesan education boards, governing bodies of schools, Headteachers, local communities and other key stakeholders.

The Local Authority is faced with a number of significant challenges and pressures to meeting sufficiency of school places. There have been significant reductions to central funding available to the LA and we now have a deficit of £71m. Unlike Free Schools and Academies, Local Authorities are no longer allowed to open new schools, and some Pupil Admission numbers have been altered against our advice.

School Places Delivered to Date

Since 2009, over 1,600 additional reception places have been created (the equivalent of 54 forms of entry and almost 11,500 primary schools places from Reception to Year 6). In addition, further reception and primary school places have been developed in the city through the free schools.

Additional secondary learning places have been created with an extra 50 places per year group at Roundhay High School in addition to places created at Temple Learning Academy, Ruth Gorse Academy and Dixons Trinity Academy free schools, as well as the opening of the Elliott Hudson College that has created additional learning places at Morley Academy, Bruntcliffe Academy and Farnley Academy.

200 new specialist learning places have been created in our SILCs from September 2015, 150 at the North East SILC (Woodhouse) and 50 at the South SILC. The Council's £45m investment in SEMH provision will also ensure Springwell Leeds have

the capacity for up to 360 places for children and young people with SEMH from September 2018 across the city over 4 sites, with 3 sites already open.

Where Leeds wants to be

- All young people having the opportunity to attend great local provision
- All children will be able to attend a good or outstanding school or academy.
- Sufficient places within specialist provision will be able to accommodate the needs of all children with Education, Health and Care Plans.
- Alternative provision in the city enables young people to be supported into successful education, employment or training destinations.

How Leeds will get there

- Leeds will continue to run a 'Good Learning Places Board' representative of a range of teams within Learning Skills and Universal Service, looking at all decisions made about school places, and putting the emphasis on learning at the heart of the decision making process.
- When looking at creating or expanding provision, Leeds will continue to work with schools, governing bodies, local communities and ward councillors to create an accurate view of need and explore ways that the pressure can be alleviated.
- Leeds will continue to share demographic data freely through Outcome Based Accountability events in order to engage communities in the decision making process.
- Leeds will, wherever possible, continue to look to expand good or outstanding schools to meet demographic need for school places.
- Where there is a need for additional school places in an area Leeds will always seek to work in partnership with schools. Where agreement cannot be reached the local authority may need to direct a school to take additional children. If this occurs the local authority will work with the leadership of the school to ensure learning remains strong.
- Where appropriate, Leeds will continue to work with key partners to develop new schools in areas of significant demographic pressure.

- Leeds will continue to engage in collaborative work with the Regional Schools Commissioner (on behalf of the DfE) and the Education Funding Agency to identify areas of pressure and secure sites for new schools to address need.
- Leeds will continue to work alongside the RSC to address raising standards across all schools in Leeds, regardless of their status.
- Leeds will continue to raise the issue of underfunding with the DfE and ESFA.

Early Years Provision

Overview

Leeds offers a very broad range of early years provision across the city. There are currently over 1450 early years settings, these include 236 day nurseries/playgroups, 35 children's centre daycare settings, 828 childminders and 129 school nurseries.

Early Years Consultants from the Learning Improvement Team work with settings to offer support and challenge to secure high quality provision for our youngest children. The team have expertise in all aspects of the statutory framework, early years curriculum and Ofsted criteria sharing this with settings to ensure they meet children's needs effectively.

The number of early years children in Leeds continues to rise. In 2017 there were over 10,250 in reception classes. The needs of the early years cohort are becoming increasingly complex and numbers of children with communication and language issues, who have EAL or are on FSM are rising.

Where Leeds is now

Currently Leeds' early years settings are in a strong position when compared to national averages. We continue to maintain high percentages of providers who achieve good or better in Ofsted inspections which are above national outcomes.

Ofsted's annual report 2017 highlighted the importance of exceptional leaders as a key element of high quality settings. The Learning Improvement Team continue to support the development of early years leaders through our ongoing CPD programme.

The vast majority of children in Leeds receive their early years education in childcare on non-domestic premises or with childminders; this means that most early years children in Leeds attend a setting which is Ofsted rated as good or outstanding. This is a strong pattern of improvement since 2014.

Early Years Provision Type	Leeds September 2013	Leeds September 2014	Leeds September 2015	Leeds September 2016	Leeds September 2017	National September 2017
Childcare non-domestic premises	77%	87%	93%	95%	97%	95%
Childminders	70%	81%	87%	94%	99%	89%

Where Leeds wants to be

Leeds City Council will work to maintain the high percentages of ‘Good’ and better early years settings, will support and develop quality provision for two year old funded children and continue to improve quality and outcomes for young children.

How Leeds will get there

- We will provide high quality bespoke support and challenge to schools and settings, based on the Early Years and Learning Improvement strategies to secure further improvements.
- Developing the traded offer of training and support available to all early years providers to ensure it focuses on identified priorities and addresses key areas for development.
- Supporting opportunities for early years settings to share good practice and support each other in the improvement journey and work in collaboration with Teaching Schools.
- Developing the leadership skills of early years leaders and managers to build capacity, identify priorities and drive improvements forward.

New Arrivals

Children & Families' vision for Leeds is to be the best city in the UK and the best city for children and young people to grow up in. One of the key priorities is to ensure that the most vulnerable children and young people, including new arrivals to the country and the city, are protected. In the last two years there has been an increase in economic migrants and unaccompanied asylum seeking children and refugees, many of whom are fleeing from war torn countries. Children & Families have continued to work with the third sector to support the new arrivals and provided refugees with welcome packs to support their learning. The service is also working in collaboration with Migration Yorkshire, the Refugee Council, School Admissions and the families themselves to ensure a smooth transition into Leeds education settings.

Great Leeds Schools

"In such a diverse and vibrant city we need schools to be distinct environments in which all children are proud to succeed"

The ambition for Leeds to be a child friendly city and the best city for learning remains at the forefront of all the work that is done with children and young people in Leeds, and the city continues to meet several significant challenges in terms of growth and poverty.

Schools and Settings

At the end of the academic year 90% of primary schools nationally were judged to be good or outstanding by Ofsted, with Leeds primaries just above this figure at 91%. Of the 37 maintained schools inspected, 97% received outcomes in line local authority views. 3 improved their grade to good and a further 28 maintained a good judgement. 19% of Leeds primaries are rated outstanding, serving 19% of primary aged children. Of the 3 schools receiving judgements of inadequate, all have now converted to sponsored academy status. At secondary level, at the end of the academic year, over 70% of pupils were attending a school judged to be good or better with 20% attending an outstanding school. There were two academies judged to be inadequate – both of these have been rebrokered to a new sponsor. During the year a number of secondary schools retained their Ofsted 'good' judgements, with one judged to be outstanding. Two thirds of the six special schools in Leeds were judged to be good or better in July 2017 (with one gaining an outstanding judgement for the second time). Of the remaining two schools, one has subsequently regained its good status and one is in the process of becoming a sponsored academy.

Recognition/Achievement

A number of Leeds schools have received recognition for their achievements:

- Meanwood CE Primary was again recognised as being the Sunday Times top state school of the year.
- 2 schools received national TES school awards- Farsley Farfield (Healthy School) and Parklands Primary (Collaboration).

- There were 9 Headteachers of Leeds primary schools recognised as National Leaders of Education.
- Six secondary schools were in the top 12% of schools nationally for progress at key stage 4. These were Rodillian Academy, Allerton High School, Cockburn School, Garforth Academy, Woodkirk Academy and The Morley Academy.
- Lawnswood School was in the top 5% of schools nationally for progress at A level.
- Leeds East Academy (White Rose Academies Trust) was the third most improved school in the country. On average pupils in 2017 made a grade better progress in every subject than pupils in 2016.

Teaching School Alliances (TSAs) and Mathematics Hubs

Increasingly funding is directly allocated by the Department of Education to Teaching School Alliances and Mathematics Hubs to support school to school work. The local authority is engaged in strategic work with a number these including identifying those schools which would benefit from support and monitoring the support provided. Joint work has been undertaken and is ongoing with three of the local Maths Hubs to improve provision and outcomes at all phases.

Where Leeds want to be:

- Leeds wants all children and young people to have the opportunity to attend a good or outstanding school.
- In terms of Ofsted outcomes for primary and secondary schools, Leeds will be in the top quartile nationally.
- A successful, robust system of working with schools to ensure that standards rise and that training and development are of the highest quality.

How Leeds will get there:

- Leeds will continue to improve the quality of teaching and learning through the provision of a comprehensive programme of continuing professional development. This will include a focus on the development of meta-cognitive skills.
- We will focus increasingly on closing the attainment gap between vulnerable learners and their peers. This will involve further development and communication of the 'Advantaging the Disadvantaged' work (see box on p.16)

designed to raise the achievement of disadvantaged groups. In addition we will continue to work with school settings and children's centres through clusters and RES Teams to promote the 3 As through more joined up working with vulnerable learners and their families.

- We will continue to support and promote in-school training – where school based coaches visit teachers' classes, provide feedback, organise group meetings and discuss teaching strategies.
- Schools will be encouraged and supported to ensure that there are effective classroom management strategies in place that ensure that all learners are motivated and engaged.
- The learning improvement team will maintain appropriate levels of challenge and offer bespoke support to vulnerable schools, taking early action to prevent problems from escalating.
- Continuing to promote better peer support with Leeds schools. This will include continuing partnership working through learning alliances, families of schools, Teaching Schools and Mathematics Hubs.
- We will extend the use of evidence based research such as that published by the EEF to inform programmes to improve learning outcomes, particularly for disadvantaged pupils
- Strengthen the relationship between the local authority and the Regional Schools Commissioner (RSC) to ensure that we have strongly performing academies and free schools within Leeds

'Advantaging the Disadvantaged'

A cross phase working party was established in 2017 to develop a co-ordinated response across Learning Improvement to poor outcomes for disadvantaged pupils in Leeds. Developments so far have included:

- Training for all members of Learning Improvement looking at local and national data and current research.
- The development of team plans with short, medium and long term objectives with clear success criteria.
- Creating a publication for schools: *Breaking Down Barriers: A Directory to Champion Disadvantaged Learners* citing key research, useful website and good practice seen in schools.
- Visits to regional schools with strong outcomes for disadvantaged learners.

Work in 2018-19 will focus on visiting schools nationally where disadvantaged pupils make outstanding progress with a view to disseminating the findings as part of a regional conference in March 2019.

High Expectations for All

"Creative and innovative approaches need to be used to address the gaps which prevent children from achieving their potential"

Overview

The 'gap' in attainment between different cohorts of children is an area that every education provision is focusing on. In Leeds, the gaps differ from class to class, school to school and area to area. Trends in data highlight the impact of demographics on attainment, particularly in terms of the following groups:

- Black, Asian and Minority Ethnic groups
- Special Educational Needs and Disabilities
- Less advantaged backgrounds
- White working class boys
- Children who are looked after
- Social, Emotional and Mental Health needs
- Gender

The performance gap in Leeds between children from the above groups and their peers reflects the national picture. Reducing the gap in attendance, achievement and attainment so that all children and young people are on the best pathway for a bright and successful future is an ambition for Leeds, and we are working with schools and settings to provide focused support and intervention.

Bespoke support for schools includes:

- Pupil premium support in schools with staff and Governors
- Documentation review – strategy, audit, action plan, case studies,
- Spending review – allocation, evidence, impact and strategy
- Ofsted preparation – documentation, ownership, evidence
- Intervention recommendations based on research
- Interventions evaluation
- Impact reviews

Ethnicity and English as an Additional Language (EAL)

Nearly a third of children and young people in Leeds schools are from Black, Asian and Minority Ethnic groups. Just under a fifth of learners have English as an Additional Language and this is increasing year on year. While there are ethnic groups who achieve above the Leeds average in outcomes year on year, the attainment for particular ethnic groups is well below that of their peers nationally at all key stages. It is a key priority for Leeds to ensure that we support these vulnerable learners to achieve in our schools and settings.

Changes over the last year

There has been an increase in children and young people with English as an Additional Language (EAL) and Black, Asian and Minority Ethnic (BAME) children and young people in Leeds. For schools with New Arrivals, some families are not only new to the country, but also new to education. Leeds City Council continues to ensure that the pastoral and academic provision for these pupils takes into account the additional needs of these children and young people, to improve their outcomes and secure positive futures.

Leeds City Council has continued to work with schools and settings to develop innovative programmes and resources which are specifically focussed on raising outcomes for our Black, Asian and Minority Ethnic, New Arrivals and English as an Additional Language pupils; including:

- EAL champions
- Reading and EAL programme
- Talk Matters programme
- Arooj
- Primary and secondary school competitions
- EAL proficiency scales
- Oracy & Writing programme
- Leeds Young Interpreters
- Parents' workshops
- Summer schools
- EAL Assessment materials
- New to schooling resources

Ethnicity

In Leeds from 2016-2017 the number of pupils in Leeds who are Black, Asian and Minority Ethnic increased from 31.1% to 32.5%. There are greater increases in primary provision than in secondary provision.

The 2017 Key Stage 2 assessments are the second set of assessments against the national curriculum that was introduced in 2014.

2016-17, Key Stage 2 - Percentage of pupils reaching the expected standard - Reading, Writing and Maths – Ethnicity

	2016			2017		
	Leeds	National	Percentage point gap	Leeds	National	Percentage point gap
White	49	54	-5	57	61	-4
Mixed	51	56	-5	53	63	-10
Asian	46	56	-10	53	64	-11
Black	37	51	-14	49	61	-12
Chinese	53	72	-19	79	78	1

In Leeds performance across most groups is lower than the corresponding national figure, with the largest difference being between black pupils locally and nationally. Within Leeds the percentage of pupils achieving the standard is higher amongst Chinese pupils compared to Black, Asian and Mixed pupils.

2016-17, Key Stage 4 - Average Attainment 8 score per pupil – Ethnicity

	Leeds	National	Percentage point gap
White	46.1	46.0	0.1
Mixed	43.9	47.1	-3.2
Asian	43.9	50.2	-6.3
Black	45.0	45.0	0
Chinese	61.3	63.0	-1.7

Trend data not available due to changes in assessment criteria.

The new GCSEs have been reformed in structure, content and assessment format. They are also graded using numbers rather than letters. This year's cohort was the

first to take the reformed GCSE's in English, English Literature and Mathematics. The new grades do not map directly onto previous A*-G grades, therefore it is not possible to directly compare the gaps in the 2017 results with those in 2016. However, gaps still remain in some areas. For example, whilst White and Black pupils in Leeds have performed as well as pupils nationally, Mixed, Asian and Chinese pupils have not performed as well as Mixed, Asian and Chinese pupils nationally. The biggest gap of 6.3 between Leeds and the national average is amongst Asian pupils.

English as an Additional Language (EAL)

In Leeds the number of children and young people with English as an additional language (EAL) increased from 16% in 2014 to 18.8% in 2017. Levels of EAL are higher for younger age groups than for older children. The main additional languages spoken are Urdu, Polish, Punjabi and Arabic.

2016-17, Key Stage 2 - Percentage of pupils reaching the expected standard - Reading, Writing and Maths – English as an Additional Language (EAL)

Leeds EAL	48
National EAL	61
Leeds non EAL	58
National non EAL	62

In Leeds 48 per cent of EAL pupils reached the Reading, Writing and Maths benchmark, compared to 61 per cent nationally (a gap of 13 percentage points). The gap between EAL pupils and non EAL pupils in Leeds is 10 percentage points.

2016-17, Key Stage 4 -Average Attainment 8 Score - English as an additional language (EAL)

Leeds EAL	43
National EAL	48
Leeds non EAL	46
National non EAL	46

In 2017 the performance of Leeds pupils who are EAL was 5 points below the national average. The gap in performance between Leeds EAL and non EAL was 3 points, which is the same as the gap between national EAL and national non EAL.

We aim to secure high levels of attainment for English as an Additional Language learners and those from Black, Asian and Minority Ethnic groups through:

- Accelerating the progress and attainment of BAME learners and those learning English as an Additional Language through innovative programmes, resources and training.
- Raising awareness of and reducing barriers to achievement such as low levels of English, lack of parental engagement, lack of a diverse workforce, and racism and discrimination.
- Promoting the benefits of diversity and cultural competency in Leeds schools.

Special Educational Needs and Disability (SEND) and Social, Emotional, Mental Health (SEMH) Provision

Overview

Leeds has a citywide commitment to be a child friendly city and the best city in the UK for all children, young people and families. As such, the city is ambitious for all children and young people and wants to achieve the best outcomes for all. At present, Leeds is not fully achieving its ambitions. There is recognition that not all children with SEND have the levels of attendance and attainment that they should have and that academic progress could be stronger.

This is a challenge for all in the city. Leeds is confident that, together, it can meet the challenge and make the changes necessary to transform the lives of the children and young people with SEND. Linked to the sustained rise in the growth of the city, Leeds has experienced rising demand for support for children in schools with SEND, including those with SEMH); this applies to both mainstream and specialist school provision. There have been increases in the range of need and the complexity of need, and a rise in children experiencing more than one type of need. The patterns and numbers of the primary need identified for children and young people with SEND have also changed in recent years, along with the national criteria on how SEND is

recorded, which changed in 2015. Primary type of need is collected for those pupils on SEN support or with an Education Health & Care plan (EHCP).

There were slightly more children identified with a primary need in 2017 compared with 2016, an increase of 34 children. The most significant increase can be seen in the number of pupils whose primary SEND need was identified as 'Specific learning difficulty' (an increase of 224 or 17%). In 2017 in Leeds primary schools there were a little over 10000 children identified with SEN, representing 13.6% of the school population. 9578 were SEN Support and 526 children had a statement of SEN or an Educational Health and Care Plan (EHCP). In secondary schools 4460 pupils receive SEN support and 473 have an Educational Health and Care plan. Just over half (51%) of children and young people with statements or EHC Plan are educated in SILCs (Special Inclusive Learning Centres), with 37% solely in SILCs and a further 14% in SILC partnerships. Of the remaining half, 9% are in Resourced Provision and 40% in mainstream schools. There are a small number of children with 'Social, emotional and mental health' need (11 pupils representing 1% of the overall SEND population with a Statement or EHCP) in pupil referral units. Pupils who are categorised as having 'Severe learning difficulties', 'Profound and multiple learning difficulties' or 'Autistic spectrum disorders' have a higher proportion receiving their education in SILCs.

Data shows that there is a gap in educational attainment for pupils with an identified SEND in Leeds as compared to similar cohorts in other authorities.

At the end of primary school the average attainment of Leeds children identified as requiring SEND support is below comparator averages. 16% of children in Leeds reached the expected level in reading writing and maths, this was 5 percentage points below national, 3.5% below Statistical Neighbours, 1% below the regional average and Leeds ranked lowest of the core cities. For children with EHCP/statements Leeds results are more in line with comparators accepting that only 8% of this cohort nationally reach the expected level in reading, writing and maths. Leeds is 1% point below national, in line with regional performance, 0.5% below the statistical neighbour average and ranked fourth out of the core cities. Both SEN groups compare better than non-SEN Leeds pupils when comparing directly to their national peer groups, accepting the attainment levels are considerably lower.

In 2016-17 at Key Stage 2 the percentage of pupils reaching the expected standard in reading, writing and maths is as follows:

	Leeds	National	Percentage point gap
SEN Support	16	21	5
EHC Plan or SEN with a statement	7	8	1
No identified SEN		70	

SEN pupils in Leeds perform less well than SEN pupils nationally across all categories with the biggest gap in performance amongst those categorised as 'SEN Support' (five percentage points). Locally and nationally there is a large gap between the percentage of pupils with SEN and those without reaching the expected standard.

In 2016-17 at Key Stage 4 - Average Attainment 8 Score - SEN provision is as follows:

	Leeds	National	Percentage point gap
SEN Support	30.3	31.9	1.6
EHC Plan with a statement	12.2	13.9	1.7
No identified SEN		49.5	

The gap between Leeds and National was substantially larger in the 2015-2016 figures and it was picked up as an area for development in our Ofsted CQC SEND Area Inspection outcome letter in February 2017. Over the last year we have made progress and the gap between Leeds and national average attainment 8 scores has reduced by 1.2% for children and young people with SEN Support and by 4% for children and young people who have an EHCP with a statement. However, the gap between pupils with SEN both locally and nationally and their peers nationally with no identified SEN remains large. Reducing this gap remains a priority for the city.

In Leeds the provision for pupils with SEND reflects the view that children and young people should be able to receive the provision they need at a level, and in a setting, which is appropriate to their individual needs. Most children and young people with SEND should be able to enjoy and achieve in mainstream schools. All mainstream schools provide a core offer of support for those with SEND. Some children and young

people have very complex needs and might need a detailed assessment and a Statement or an Education Health and Care Plan (EHCP) to help meet their needs. Some children and young people who have SEND are supported to achieve in mainstream schools, some are supported in resourced provisions in mainstream schools and some are supported in Specialist Inclusive Learning Centres (SILCs), who have partnerships with mainstream schools.

To support SEND pupils in both mainstream and specialist provision, Leeds uses a funding mechanism called Funding for Inclusion (FFI). FFI is Leeds' mechanism for delegating funding from central government to all schools and settings for children and young people who require additional support for Special Educational Needs (SEN), are a Leeds resident and who are between 2 and 25 years of age. The process of allocation is based on need; those with the most complex SEN and require the highest level of provision receive the most funding. The funding provided to schools and settings by the council is monitored to ensure it is used effectively and efficiently for the pupils to whom it is given. Funding is allocated to most schools, settings and providers on an annual basis, although for children and young people in early years settings this is carried out termly. The intention is that the allocation of funding is fair and equitable across all schools and settings. FFI funding allows a setting to personalise provision and offer support over and above that made available to all children and young people.

Support to SEND pupils is funded through the High Needs Block (HNB) of the Dedicated Schools Grant (DSG). Leeds's HNB, in common with many around the country, is under considerable pressure due to increasing demographic growth and complexity of children's needs. This resulted in an overspend on the HNB of £4.8m at the end of the 2016/17 financial year. A new National Funding Formula for the HNB was introduced in 2018/29 and whilst it identified a need for a significant increase in funding for Leeds, a cap on gains in the formula has limited the increase in funding available. As a result of the ongoing financial pressure on the HNB the Children and Families Directorate led a review of spend to identify options for bringing expenditure back in line with future anticipated funding settlements. The review included extensive consultation with partners across education and saving proposals were presented to Leeds Schools Forum. One of the approved saving proposal was a reduction in the

basic unit rate for FFI from £684 to £600 with an estimated annual saving of £1.5m. This was implemented from April 2018 although specialist provisions have been protected from this reduction.

There are five generic Specialist Inclusive Learning Centres (SILCs), one SILC for pupils with Social Emotional and Mental Health Needs, and one Special Secondary Free School. There are also 15 SILC Partnerships and 18 Resourced Provisions. In Leeds resourced provisions meet the following types of needs: Physical Disability, Specific Learning Difficulties, Learning Difficulties Hearing Impaired, Speech and Language, Visual Impaired, and Complex Communication.

Changes over the last year

The action plan, in addition to the areas already highlighted through self-assessment and our formal review under the new Ofsted CQC Area SEND Inspection arrangements, is based on the Scrutiny Board Report “Aspire, Empower, Accomplish – Supporting Young People with Special Educational Needs and Disabilities in Leeds”. The report and improvement plans have directed our improvement priorities.

The Special Educational Needs Statutory Assessment and Provision (SENSAP) team have been driving up the quality of Education, Health and Care Plans (EHCPs) through close partnership working. The ongoing actions include:

- Strengthening care and health advice
- Link to the Health SEND Steering Group
- Working with the Designated Clinical Officer (DCO) and Speech and Language Therapist
- Linking the review of short breaks provision to EHC plans
- Development of an advice exemplar
- Continued moderation of plans and collation of learning from the process
- Embedding the aspirations of the child or young person throughout their plan
- Auditing EHC plans
- Comparing previous plans with newer plans and developing an external moderation process that improves the quality of plans year on year

Some issues have been identified in terms of accurate identification of pupils' special educational needs. In particular, dyslexia appears to be under-identified in Leeds. To address the gap in identification of pupils' specific learning difficulties (SpLD), the category of need that includes Dyslexia, a comprehensive programme of training and support has been delivered to schools including: Level 1 Dyslexia Capacity Building Training; a split two hour session suitable for staff meetings; SpLD intervention training for Alpha to Omega and The Active Literacy Kit; additional bespoke training as required. A further level two course has also been designed to embed good practice and policy supporting pupils with dyslexia.

To better understand the SEND population and the impact of initiatives, reports have been developed to allow analysis; one off investigative analysis has also been undertaken. The Annual Standards Report now allows includes analysis by SEND, where before this was not available.

Within the Children and Families directorate, a SEND Monitoring Group has been established that brings both Learning Improvement and Complex Needs services together to explore and understand the barriers in both primary and secondary mainstream provision and to review achievement in specialist provision. A programme of activity has taken place using a learning enquiry approach to identify what factors have the greatest impact on the academic and personal progress of children with SEND. This has led to good practice guidance being developed. An evaluation tool for secondary schools' SEND provision is also being prepared. An SEND strategic review has been carried out to establish what provision will be required in Leeds to meet growing SEND needs. This was endorsed by the Council's Executive Board in February 2018.

Where Leeds wants to be

- New sites to improve the standard of SEND provision in the city and spread of provision across the city; reducing travel for many learners; and a new build and significant refurbishment of existing buildings to improve current facilities.
- A citywide sustained improvement in SEND pupils' attendance, achievement and attainment

How Leeds will get there

- Continue to analyse sufficiency and capacity and review quality of Leeds' provision through the SEN Provision Working Group reporting to the SEND Strategy Group.
- Establish provision for complex SEMH needs, working with an outstanding academy to completely re-design provision and radically improve the offer for this vulnerable group.
- Focus the Child Friendly Leeds approach around the 'Three As' of attendance, achievement and attainment, driven from the highest level.

Social, Emotional and Mental Health (SEMH)

As set out above, the number of learners needing support for SEMH is rising in Leeds and nationally. This applies to both mainstream and specialist school provision. There have been increases in the type of need and the complexity of need, and a rise in children experiencing more than one type of need. Children who have SEMH identified as a primary or secondary Special Educational Need typically achieve lower educational outcomes than children with no SEMH or SEN needs.

Changes over the last year

Leeds continues to make progress in significant developments to the offer of support for Children and Young People (CYP) with SEMH needs in the city. In January 2017, the 'Future in Mind: Leeds' strategy was launched. The strategy was co-produced by the local authority and local health agencies, with significant input from families, young people and colleagues across different agencies.

The strategy sets out a vision of a universal focus on wellbeing to develop resilient communities through a city-wide continuum of high quality support, thereby preventing and reducing the need for specialist interventions and supporting improved outcomes for some of our most vulnerable children and young people.

The strategy is supported by an implementation plan which is overseen by a multi-agency board. Significant actions to date include:

- The development of the MindMate website to provide high quality information and signposting to services for young people, families and practitioners, as well

as interactive self-help tools and short films for young people. The site design and content are driven by the views of young people, with the site featuring blogs and short films created by young people with experiences of SEMH issues.

- The development of a new helpline and referral service, the MindMate Single Point of Access or SPA, enables practitioners including GPs and colleagues in schools to seek advice on accessing support for children and young people and where appropriate, arrange referral to CAMHS or other appropriate service. All young people are now seen by CAMHS for consultation within the 12 week target standard. Currently (as at the end of April 2018) the average waiting time for the consultation clinic within CAMHS is 10.1 weeks. In addition the service has worked to reduce the waiting times for those children and young people who require an Autistic Spectrum Disorder assessment. This has reduced from an average wait of 23.5 weeks in May 2017 to an average wait of 9.3 weeks at the end of April 2018.
- The development of MindMate champion schools and early years settings and MindMate Lessons. MindMate champion settings are those that have been recognised as being MindMate Friendly and can show they have made a positive change to an area of social, emotional or mental health (SEMH) in their setting. The Champions Programme is open to all Leeds schools, SILCs and children centres and over 80% have signed up to take part as at February 2018. Champion settings have access to MindMate Lessons: a new and modern emotional literacy and mental health curriculum for KS1 – 4 which was launched in May 2017. Development of the curriculum is ongoing.
- Ongoing work to develop the offer of our Area Inclusion Partnerships (AIP): partnership of schools across 5 areas of the city working to promote inclusion in schools and provide support where there is risk of exclusion. This has included development of a new SEMH Panel to ensure timely, equitable access to support for learners who have exceptional SEMH needs which the local AIP cannot meet through their local offer of support.

Work is ongoing to transform specialist education provision for SEMH needs in Leeds and establish a new world-class SEMH provision in partnership with the Wellspring Trust, a successful provider of SEMH learning rated 'Outstanding' by Ofsted. This new

provision will be delivered over four sites across the city and feature new state-of-the-art buildings and facilities. This represents a major investment of £45m by the Council and will radically improve the learning environment for this vulnerable group of learners. It will also reduce the numbers of learners travelling a long way each day to access education outside of the city due to a lack of suitable local provision to date. The city is on track to achieve the timescale of opening all the new sites by September 2018 with 3 already open.

There is a gap in educational attainment between Leeds children with SEND and children without SEND nationally. This trend is both evident in Leeds and across other local authorities. Children with social, emotional and mental health (SEMH) needs form part of the SEND cohort and therefore have been prioritised as a cohort of vulnerable learners. Data trends across the city clearly demonstrate the gap in educational outcomes between vulnerable learners and their peers. Some children and young people with SEMH needs require additional and different provision to help them achieve.

Where Leeds wants to be

The vision for Leeds is to ensure that the most vulnerable children and young people across the city have the right educational pathway and support so they have the confidence and means to meet their potential.

How Leeds will get there

This vision will be achieved through providing a continuum of excellent SEMH provision for children and young people in schools, academies and all educational provision.

The Leeds Local Transformation Plan (LTP) is a five-year strategic plan to deliver whole system change to children and young people's emotional and mental health support and service provision in the city. The plan incorporates the following priority areas for the future:

- Focus on the first 1001 days of life
- Building emotional resilience
- Early help services for CYP with SEMH

- Clear and published Local Offer
- Single Point of Access and swift response
- Integrated and targeted approach for vulnerable children
- Children in mental health crisis
- Create world class specialist education provision
- Transition to adult services
- Community Eating Disorder Service
- Improve quality of support and services

Leeds has a unified strategy and plan in response to the *Future in Mind* publication and requirements to respond to the Social Emotional and Mental Health component of the SEND agenda. This joint strategy *Future in Mind: Leeds* and the underpinning Local Transformation Plan has been approved by the Leeds Health and Wellbeing Board and is published on CCG and council websites. The Executive Member for Children and Families co-Chairs the Future in Mind Programme Board with the lead NHS commissioner.

There has been good progress in all the priority areas and reports on the assurance of implementation are submitted to NHS England on a quarterly basis.

Child Poverty & Deprivation

Overview

Both in Leeds and nationally, there are large gaps in attainment between disadvantaged learners and their peers. Disadvantaged pupils include pupils known to be eligible for free school meals (FSM), pupils who are in alternative provision or a pupil referral unit (between Year 6- Year 11), and pupils who are looked after children for at least one day or who are adopted from care. The gap is proven to emerge before a child reaches two years of age and it increases throughout each stage of schooling. This is an issue for all leaders and practitioners as these gaps are found in schools judged by Ofsted to be outstanding and good as well as those classed as requiring improvement or inadequate. Attainment gaps impact on both social mobility and the ability to secure good outcomes in later life.

Leeds is a city that contains some of the richest and some of the poorest neighbourhoods in the country and as a result gaps in attainment are even wider than those seen nationally. 36,000 (31%) of young people (0-15 years) in Leeds live in the 10% most deprived areas in the country, whilst over 17,000 (15%) live in the 3% most deprived areas. This is compared to 8,700 (7%) of young people living in the 10% least deprived areas. Just over half of pupils entitled to Free School Meals in Leeds live in areas ranked in the 10% most deprived, highlighting economic disadvantage is present in most communities. This can include households where at least one parent is working, nationally two-thirds of families with children in poverty have an adult working.

Learning outcomes for disadvantaged learners are improving, but not fast enough to close the gap between the Leeds average and their peers nationally. Whilst the changing demography of Leeds presents challenges and a context within which performance should be viewed, this does not fully explain the extent of the gap in outcomes for our disadvantaged children and young people. Leeds is not the only city in England which faces similar challenges and DFE analyses of similar local authorities (statistical neighbours) indicate that the outcome gaps in Leeds are larger than in comparable local authorities. In 2016 the gap in months between FSM eligible students and their peers can be seen below.

Key stage	Early Years	KS2	KS4
England	-4.3	-9.5	-19.3
Leeds	-5.7	-13.3	-22.3

In contrast, non-disadvantaged learners in Leeds achieve good outcomes; on the whole performing in line with national averages.

The DFE compares the performance of FSM pupils in a specific way. Due to the fact that the performance of disadvantaged pupils nationally is known to be substantially lower than that of non-disadvantaged (other) pupils, it is a national priority to improve their outcomes and diminish the national performance difference between disadvantaged and other pupils. For this reason, the DfE Performance Tables

measures the performance of a school's disadvantaged pupils in comparison with the performance of 'other' (non-disadvantaged) pupils nationally.

Using this comparator, performance data for FSM pupils at the end of 2016/17 is as follows.

Early Years – Attaining a Good Level of Development (GLD) in percent

GLD	2015/16	2016/17
Leeds FSM	46	47
LEEDS other	66	69
National FSM	54	56
National other	72	73

The gap has remained static at 26%.

Key Stage 2 – attaining expected standards in reading, writing and mathematics (RWM) in percent

RWM	2015/16	2016/17
Leeds FSM	26	33
LEEDS other	52	61
National FSM	36	43
National other	57	65

The gap has increased by one percentage point which reflects the national trend.

Key Stage 4 (KS4) – Progress 8 outcomes (P8)

P8	2015/16	2016/17
Leeds FSM	-0.63	-0.42
LEEDS other	0.05	0.16
National FSM	-0.46	-0.48
National other	0.04	0.04

A key success over the past year has been progress in improving outcomes for learners eligible for FSM, narrowing the gap with their peers at a rate faster than the national trend.

The gap has decreased by 0.84. This figure is equivalent to an improvement of almost one grade higher.

At KS4, Leeds disadvantaged pupils are improving at a greater rate than national FSM pupils.

Progress 8 is the only truly comparable data we have for last year at KS4 due to the changes that took place to the exam system. However even with these changes Leeds schools improved Attainment 8 (A8) outcomes for both FSM pupils and others.

A8	2015/16	2016/17
Leeds FSM	35.7	34.1
LEEDS other	50.8	47.1
National FSM	39.1	35.1
National other	51.8	48.2

The attainment 8 gap in Leeds decreased by 2% whilst nationally this gap increased.

Changes over the last year

We have made significant improvements at the end of KS4 in both progress 8 and attainment 8 measures. Although no significant change can be seen with GLD in Early years there have been improvements to other data measures such as Average Point Scores. More improvements are needed particularly for pupils in the primary age range.

We have many examples of schools in Leeds who consistently ensure that outcomes for FSM pupils are in line with those that are non FSM and that overall outcomes remain in line with or better than national. We have identified these schools and are engaging with them to inform our training and support.

Where we want to be

Due to the changes to the exam systems, accountability measures and curriculum it is difficult for us to set long term targets for this area. However we must systematically improve outcomes for disadvantaged learners so that at the end of all phases of education:

- a. The gap in Leeds is no bigger than statistical neighbours or other core cities
- b. The gap in Leeds is no bigger than the gap seen nationally.
- c. Ultimately FSM outcomes are in line with others both in Leeds and nationally

How we will get there

Working within the council's child poverty strategy, we will provide training and support to schools in order to share good practice and strategies which have been proven to be successful when reducing the gap in educational outcomes for disadvantaged learners. We will collate a team action plan and create a directory of useful information, advice, research and support for school Leaders. All training and support will highlight the needs of this vulnerable group and there will be a specific focus on improving language and communication as a means to diminish differences.

Training offered will include:

- Leading on closing the gap for the disadvantaged
- Intervention networks
- Early years closing the gap training
- A regional Achievement for All conference organised by the 0-19 Leeds Learning Improvement service
- Governor briefings, which are already underway

All Learning Improvement consultants will have extensive training in language development in relation to their area of expertise. There will be a focus on *learning to talk* and *learning through talk* underpinned by the launch of a new network group for Language Leaders.

Bespoke support for schools will include:

- Pupil premium provision
- Documentation reviews
- Spending reviews
- Interventions evaluations
- Impact reviews

We will continue to identify schools locally and nationally who are successful in closing these gaps to gather intelligence on successful approaches, share good practice and develop further school to school support. Schools are identified through performance tables, OFSTED reports and Pupil Premium Awards. They are then invited to share practice at training events and network meetings. Details may also be shared with other schools so that practice sharing visits can be arranged.

Children Looked After

A child looked after is a child or young person up to their 18th birthday who is either accommodated by, or in the care of, the local authority. The most common reason for children to come into the care of the local authority is because they have experienced abuse and neglect. Children in care have a significant number of professionals and services who support them including their carers, social workers, therapeutic social workers, Independent Visitors, specialist nurses and Designated Teachers in school. Nationally, children who have experienced care do not do as well in their learning as their non-looked after peers and this is the case at all stages of learning from early years to higher education. To fulfil the ambition to make Leeds the best city for children, young people and families in the UK and to fulfil our Corporate Parenting duties now enshrined in law, we must ensure looked after children receive the best education and support for learning.

The Virtual School is responsible for ensuring that children looked after (CLA) and care leavers fulfil their potential at all stages of their learning journey so that they can go on to be successful in higher education, apprenticeships and employment. The scope of the Virtual School goes beyond that of statutory school age, such as administering the early years pupil premium plus and supporting graduates onto the Leeds City Council graduate scheme.

Leeds has the highest aspirations for children and young people who are looked after and addressing the “gap” in attainment and achievement is a key priority in the Children and Young People’s Plan and an integral aspect to our ambition to become the best city for all children to live and grow up in. Leeds City Council works closely

with schools and settings to improve the educational attainment of looked after children and to reduce the gap with their peers.

Changes over the last year:

- Our statutory duties to promote the educational achievement of children looked after are discharged through our Corporate Parenting responsibilities across a range of partnerships - the Corporate Parenting Board, the Multi-Agency Looked After Partnership and the Virtual School who bring together services such as Learning Improvement, Educational Psychologists and Complex Needs Services, Youth Offending Service and Health around securing the best learning outcomes for the children in our care.
- There is a robust Continuing Professional Development and training offer through the Workforce Development service and the Virtual School provide a comprehensive programme of training and development across all corporate parenting roles including designated teachers and governors, social workers, Independent Reviewing Service, foster carers and other services whose actions contribute to the educational achievement of children looked after and care leavers.
- The Virtual School have 3 clusters delivering a Children Looked After Cluster Champion function in Brigshaw, Temple Newsam Halton and Bramley.
- The Virtual School quality assures every first Personal Education Plan and first review recorded within the Mosaic system and provides advice, support and challenge to social workers and Independent Reviewing Officers (IROs) through this process.
- Termly progress data is shared with key partners from the Complex Needs service who play a crucial role in ensuring that children have their needs identified and met e.g. educational psychology service, special educational needs inclusion team and the statutory SEN assessment team.
- Although the attendance of children in care at both primary and secondary school is better than their non-looked after peers, the Virtual School uses Pupil Premium+ to commission additional targeted support for attendance for individual pupils who are experiencing particular barriers to their attendance and engagement in learning.
- The Virtual School have worked closely with our commissioned 1-1 tuition provider to increase the impact of the service on learning outcomes.

- The Virtual School and the Voice and Influence Team developed and delivered a Corporate Parenting Induction Programme to the members of the Corporate Parenting Board and a number of Community Committees

Where Leeds wants to be

- Looked after children in Leeds will reach the same educational and life outcomes as their peers.
- Looked after children in Leeds will be supported to achieve, attend and attain throughout their education journey.
- Looked after children in Leeds will achieve exam results that are comparable with non-looked after children nationally.

How Leeds will get there

- Target direct activity of the Virtual School to those children where data informs those who most need it and continue to enable and empower the Independent Reviewing Officers, Designated Teachers, social workers and carers to secure expected or better than expected progress in learning through the Personal Education Plans and Care Planning frameworks.
- Ensure that Pupil Premium Plus is being used effectively and that evidence based interventions are prioritised to accelerate progress in learning once children become looked after.

In addition:

- Better understand a child's previous learning journey at the point they become looked after and increase awareness of the impact of trauma, abuse and neglect that might be evident before they come into the care of the local authority – we added attainment and achievement to our obsession regarding attendance so that learning is at the heart of everything we do for all children.
- Ensure corporate parenting responsibilities are understood across the council and across the range of governance processes and decision making that takes place cross-council and that this is subject to Scrutiny.
- Review the Personal Education Plan process to become more child-centred, child-friendly and driven by need rather than meeting statutory requirements alone.

- Recognise across the partnership that after prior attainment is factored in, stability in school and care placement has the biggest impact on progress and attainment.
- Particularly in light of 'Keep on Caring', work with elected members to continue to strengthen policy and focus on the numbers of care leavers not in education, training and employment.

Strong Attainment

"We must have high standards where the majority of children achieve age related expectations"

Early Years

Access to high quality early years provision has a significant impact on educational outcomes for children later on. Where children attend settings that effectively meet individual learning and development needs, children make good, or rapid, progress in their learning from their starting points.

The statutory assessment at the end of the reception year is known as the Early Years Foundation Stage Profile (EYFSP). This is a teacher based, best-fit assessment which measures attainment across 17 strands of learning.

There are two key indicators for measuring performance at the end of the Early Years Foundation Stage. The first is the percentage of children achieving the early learning goal in 12 identified strands: known as the 'Good Level of Development' (GLD). In addition to this is the 'average total point score' (ATPS) which is based on scores from all 17 strands of the curriculum. The 'inequality gap in achievement' measures the attainment gap between the bottom 20% and the average for the cohort.

Where Leeds is now

Outcomes at the end of Early Years Foundation Stage have continued to rise over the last few years, with an improvement in the percentage of children reaching a Good Level of Development (GLD), from 51% in 2013 to 65 % in 2017. The national GLD for 2017 rose again to 71% so we remain below national.

The average total point score has seen an increase this year and is now broadly in line with national at 34.2 points. The average point score for children in the lowest 20 % has increased from 18.8 points in 2013 to 22.7 points in 2017.

A key challenge for Leeds has been reducing the 'inequality gap', which in 2013 saw us ranked as 152nd out of 152 local authorities. This work has been given high priority.

Despite the significant rise in child poverty and in new arrivals with English as an Additional Language (EAL), the gap has reduced this year to 33.3% from 44.6% in 2013. Leeds now has a smaller gap than the average for core cities and statistical neighbours and has improved its ranking further to 101 out of 152 LAs.

Where Leeds wants to be

The Learning Improvement Team continue to work with early years settings and schools to raise outcomes for children. We hope to further increase the Good Level of Development and improve outcomes for our lowest attaining children in order to further close the inequality gap.

How Leeds will get there

- A bespoke service of support and challenge available to schools and settings which is shaped around analysis of local and national early years data to drive forward further improvements.
- Developing setting to setting support and opportunities to share best practice and working in collaboration with Teaching Schools.
- Robust moderation procedures and practice.
- Focused and targeted work on identified areas with schools/settings where outcomes are lower than expected.
- Targeting key areas of learning for work with early years settings to support increases in the Good Level of Development.

Primary

Overview

This was the second year of the new primary accountability reforms which set different floor and coasting measures for attainment and progress.

Floor standard

The floor standard is the minimum standard for pupil attainment and / or progress that the Government expects schools to meet (combined Reading, Writing & Maths at the end of Key Stage 2).

In 2017, a school will be above the floor if:

- At least 65% of pupils meet the expected standard in reading, writing and mathematics, or
- The school achieves sufficient progress scores in all three subjects. The DfE have defined this as: at least -5 in reading, -5 in mathematics and -7 in writing.

To be above the floor, the school needs to meet either the attainment or all of the progress element. The attainment element is a combined measure. This means an individual pupil needs to meet the expected standard in reading, writing and mathematics, in order to be counted towards the attainment element.

To meet the progress element a school needs to have sufficient progress scores in reading, writing and mathematics. There is no measure of 'sufficient progress' for individual pupils. In 2016 sufficient progress will be calculated using a value-added methodology.

Although the floor standard for combined attainment in 2016 remained at 65%, due to changes to assessment, the percentage of students achieving the expected standard nationally was 53%. There were five Leeds schools below the floor standard in 2016; this is compared to 17 schools below floor in 2015.

Coasting Definition

In 2017, a school was deemed to be coasting if:

- *In 2015, fewer than 85% of pupils achieved level 4 in English reading, English writing and mathematics, and the school has less than the national median percentage of pupils who achieved expected progress in English reading and English writing and mathematics; and*
- *In 2016 and 2017, fewer than 85% of pupils meet the expected standard in English reading, English writing and mathematics, and the school achieves a progress score below -2.5 in English reading or below -3.5 in English writing or below -2.5 in mathematics.*

In Leeds between September 2016 and July 2017, there were 8 schools that met the coasting criteria. These schools are prioritised for additional support and challenge. Work with coasting schools has included the collation and analysis of actions plans schools were required to submit to the RSC, adviser-led workshops for head teachers and governors focusing on attainment and progress, additional adviser time allocated to support individual school improvement progress and brokerage of funded support from system leaders and Teaching School Alliances through the DfE's Strategic School Improvement Fund.

Changes over the last year

Phonics: In 2017 the proportion of children meeting the expected standard in phonics remained static (77%). This is 4% behind national outcomes and 2% below core cities. There has been an increase in the % of pupils who met the expected standard by the end of Y2- from 88% in 2016 to 90% in 2017. This is in line with other core cities. The national figure increased by 1% to 92%.

Key Stage 1

There were improvements in outcomes in all subjects in 2017. Reading improved by 3% at expected standard and higher standards to 68% and 29% respectively, writing by 5% at expected standard to 59% and by 3% to 11% at the higher standard and mathematics by 4% to 68% at expected standard and by 3% to 16% at the higher standard. The improvements in the proportion of children achieving the expected standards were better than those seen nationally, as it was for children achieving the higher standard in reading. Attainment remains below that seen nationally and for statistical neighbours and core cities but the gap at expected standard is diminishing in reading and mathematics.

Key Stage 2

Improvements were seen across all subjects at expected and higher standards in 2017 and also in combined attainment which rose from 48% in 2016 to 56% in 2017, compared to 62% of children nationally in 2017. Gaps to national performance remain the same in 2017 with the exception of reading where this has decreased by 1%.

Children in Leeds made significantly more progress in mathematics than similar pupils nationally, in reading it was in line with that seen nationally but there was significantly less progress made than national in writing.

Where Leeds want to be

- Strengthen leadership and informed self-evaluation in all schools through restorative approaches
- Improve attainment so that Leeds is placed in the second quartile of all schools nationally
- Develop critical collaborations to provide school to support challenge and support

How Leeds is going to get there

- Embed partnership working with TSAs, Hubs, Education Endowment Foundation and school leaders
- Further refine the core and traded offers in line with these priorities including alignment of work with Governors

Key Stage 4

Overview

Secondary schools in Leeds performed well in 2017 with some noteworthy achievements against a number of the main national benchmarks, particularly the key Progress 8 indicator. These achievements are particularly encouraging within the context of further changes to secondary school accountability in 2017. These outcomes are the result of much focussed work on the part of individual schools and academies supported by a range of partnerships including teaching school alliances, school to school collaborations and the Leeds Learning Partnership (the traded arm of the local authority's 11-19 learning improvement team).

Although the set of Key Stage 4 indicators used in 2017 appears the same as in 2016, direct comparison with 2016 is not possible for the following reasons:

The reformed GCSEs in English, English Literature and mathematics that were assessed for the first time in 2017 are completely different qualifications to previous

GCSEs in these subjects with content that is more challenging. In addition, these new GCSEs are linear (that is, they are assessed at the end of a two year period of study rather than assessed as smaller modules) with far more assessment by exam and less coursework. The new grades (1-9) do not map directly onto previous A*-G grades. Even for legacy GCSEs where the actual qualification has not yet changed, there will be little similarity with previous grades due to the change in points tariff used to convert letters to numbers (which is need to calculate Attainment 8 and Progress 8 scores). What this means is that every grade B, C, D, E and F is worth less in 2017 than it was in 2016, and only grade A*s are worth more points in 2017 than in 2016.

Changes over the last year

Progress 8

Progress 8 was a new measure in 2016 and is now the key indicator of how well secondary schools are performing and a key factor in Ofsted inspections. There has been significant improvement this year with the 2017 Leeds score rising to well above average at +0.07, in comparison with -0.06 in 2016. This is better than the national result and for other comparators such as core cities and statistical neighbours. Leeds is ranked =37 out of 151 local authorities and is in Band B nationally against this measure.

Attainment 8

Due to the changes to examinations outlined above, nationally the average Attainment 8 score per pupil has decreased by 3.7 points to 46.4 in 2017. The average Attainment 8 score per pupil in Leeds is 2017 is 45.1 points. Whilst this is below the national average, the fall in Leeds was less than nationally which indicates a relative improvement.

The result of 45.1 means Leeds is placed in Band C, with a rank of 95. The performance of Leeds schools on this measure is above that for schools in core cities, but below statistical neighbours.

EBacc

For a pupil to have achieved the Ebacc, he or she must have gained a grade 5 or

above in English Literature, English Language and Maths and a grade C or above in 2 sciences, geography or history and a language.

EBacc Entry: Nationally the percentage of pupils entered for all components of the EBacc has decreased slightly from 39.8 per cent to 38.4 in 2017. In Leeds, the entry rate for 2017 was 38.0 per cent, a reduction of 2.8 percentage points from 2016. The rate of entry to EBacc enabling subjects in Leeds schools is slightly lower than nationally.

EBacc Attainment: In Leeds, the percentage of pupils achieving EBacc (including a 9-5 pass in English and maths) is 20.9. This is only very slightly (half a percentage point) below national. This places Leeds in Band B nationally against this measure, with a rank of 71/151. Looking at the percentage of pupils achieving EBacc (including a grade 9-4 pass in English and maths), the Leeds figure is 23.7 which is broadly in line with the national figure of 23.9 per cent. This places Leeds in Band B nationally against this measure, with a rank of equal 67/151.

Standard pass / strong pass

In March 2017 the Secretary of State for Education wrote to the Education Select Committee to announce a change to the terminology here. She stated that instead of a “good pass,” the DfE would instead report on a “standard pass” at grade 4 and a “strong pass” at grade 5. This means that there is a distinction between what grades count as good enough to enable young people to progress onto post-16 learning and what is used for school accountability purposes. The DfE have subsequently published outcomes both at grade 4 and at grade 5 for the basic measures (English and Maths) and EBacc measures. Whilst both measures are shown here, only the grade 5 measures are used for school accountability purposes. Outcomes in Leeds against these measure are as follows;

The percentage of pupils achieving a strong pass in English and maths is 39.3 per cent. This compares to 42.9 per cent nationally and places Leeds in Band C nationally for this measure with a rank of equal 98/149. Leeds performance is above core cities but below statistical neighbours. This figure does not have a comparator with previous years.

The percentage of pupils achieving a standard pass in English and maths is 60.5 per cent. This compares to 63.9 per cent of pupils nationally and places Leeds in Band C

against this measure with a rank of equal 107/151. Leeds performance is above core cities but below statistical neighbours. This figure is comparable to 2016 data because the bottom of a grade 4 in reformed GCSEs maps onto the bottom of a grade C of unreformed GCSEs. Comparison of these figures to equivalent 2016 data shows that attainment in this measure is stable, with an increase of 0.9 percentage points across state-funded schools.

Floor Standards/Coasting Schools

A school is below the floor standard if its Progress 8 score is below -0.5. Between September 2016 and July 2017, there were seven Leeds schools that met the coasting definition and four schools that were below the floor standard.

. This is in contrast to the picture nationally and in comparator cities where the proportion of schools below the floor standard rose. As a result, Leeds is ranked in Band B nationally against this benchmark.

A secondary school meets the coasting definition if:

In 2015, fewer than 60% of pupils achieved 5+ A* to C grades including English and maths, and the school has less than the national median percentage of pupils who achieved expected progress in English and in mathematics; and

In 2016 and 2017, the school has a Progress 8 score below -0.25

A school must be below the coasting thresholds for all three years to fall within the overall coasting definition in 2017.

Nationally, 9.6 per cent of state-funded mainstream schools met the coasting definition in 2017. In Leeds the percentage of schools meeting this definition fell between 2016 and 2017 although, at 13.9 per cent (five schools), this is higher than national and places Leeds in Band C nationally.

Outcomes for specific groups of pupils

A key focus for Leeds in the past year has been to improve progress outcomes for vulnerable pupils. Results suggest that this work, together with the massive effort of schools and academies, is having an impact. In 2017, the progress 8 score for disadvantaged pupils was -0.29, which is more positive than the national figure of -0.40. Non-disadvantaged pupils in Leeds also outperformed their peers nationally with a progress 8 score of +0.24 compared to +0.11 nationally. Whilst it is encouraging that

progress scores for both disadvantaged and non-disadvantaged pupils have increased from 2016, Leeds remains committed to diminishing the difference between these two cohorts whilst ensuring that both continue to perform strongly against national figures.

Other specific groups also made good progress compared to similar groups nationally. Girls outperformed boys in Leeds but both made better progress than girls and boys nationally. Pupils who have educational and health care plans gained a progress 8 score of -0.91. This is better than the national figure of -1.04 but improving outcomes for these pupils remains a priority. For those pupils receiving SEN support there is a similar picture: a progress 8 score which is better than national but which remains lower than for other pupils.

When the data is analysed to see where Leeds can promote improvement across our secondary schools and academies, it can be seen that there are specific gaps which can be addressed. Overall, young people in Leeds who are not disadvantaged (66%) achieve in line with non-disadvantaged pupils nationally. The attainment 8 figure is 52, or the equivalent of gaining slightly more than a C grade across eight subjects including English and Maths. Girls also do well in terms of progress; they make progress which is better than the progress made nationally by girls in every subject except Maths. Boys in Leeds, however, make less progress than boys nationally in all subjects, and so this is an area of focus for schools. Most ethnic groups perform well against national comparisons, however, there are two groups whose progress is below that of all pupils nationally: both Bangladeshi and African-Caribbean pupils gain, on average, a third of a grade less in each of their subjects. The greatest under performance in Leeds is by disadvantaged pupils; these pupils gain half a grade less per subject than other pupils with the same prior attainment nationally. Further analysis of this group identifies that disadvantaged pupils with high prior attainment make even less progress than expected. This is an area where schools and academies must focus attention to drive up standards.

Where Leeds wants to be

We are delighted that Leeds was above the national average in 2017 in some key areas. The aim for 2018 and beyond is for Leeds to reach and ideally exceed, the national average against all the main indicators. In addition, we want to build on the successes of 2017 and further close the gap between vulnerable students and their peers.

How Leeds will get there

- We will continue our focus on improving outcomes for disadvantaged pupils at all levels through training and dissemination of good practice.
- We will ensure that the high level of challenge and support that exists in the secondary school system continues, continuing to make effective use of school improvement advisers and a range of systems leaders.
- The Leading Learning Partnership (LLP), through its 13 termly subject networks, senior leader briefings and other focused training events, will continue to provide high quality support for school leaders. These continue to be accessed by the majority schools in Leeds (including maintained, academies and other settings). As a result of the significantly improved outcomes in 2017, a key focus of the LLP will remain on developing effective leadership to improve the quality of teaching and learning, to close gaps in achievement and variation within schools and to ensure the successful implementation of new curriculum and assessment models. A particular focus currently is the development of oral literacy so that pupils, and particularly EAL pupils, have the tools to access learning across a range of subjects and can use these successfully in linear exams.
- We will support other key partners (such as Teaching School Alliances and Maths Hubs) in funding bids through the Strategic School Improvement Fund (SSIF).
- We will continue to provide facilitating opportunities for subject leaders across the city to moderate each other's work and to discuss the implications of the new specifications.
- Throughout 2017-18, a seconded senior leader has been supporting schools to improve progress outcomes in the Ebacc subjects of History and Geography.

Key Stage 5

Overview

There were some positive developments in post 16 results in 2017. The average grade for an A level student in Leeds was a C grade which is the same as the national figure. For those students taking an Applied General qualification the average grade was a distinction, again in line with the average national grade.

It was encouraging to see that several of the big providers in Leeds performed well. The first cohort of 300 students at the new Elliott Hudson Sixth Form College gained an average A level grade of a C+; the average grade for the 240 students at Roundhay was also C+ and for the 900 students at Notre Dame it was a C.

A challenge remains ensuring the students in Leeds gain the highest grades at A level. In 2017, 16% of Leeds students gained the grades AAB at A level compared to 19.3% of students nationally.

Lawnswood School was in the top 5% of schools nationally for value added. This means that students did considerably better than expected given their GCSE starting points. Abbey Grange, Garforth, Boston Spa and Elliott Hudson College also all had results which placed them in the top 20% of schools nationally.

There were nine schools in Leeds where value added outcomes were below average.

Actions

- A Post 16 leaders' network meets termly to discuss best practice. An annual conference showcases national successes.
- Six schools purchased a Post 16 review from Leeds School Improvement.
- A Careers Network supports schools to deliver high quality advice and guidance so that students are recruited on to courses at which they can excel.

Where Leeds want to be

- To be in the second quartile nationally on average points per entry in both A level and applied general qualifications.
- No school or college to be Significantly Negative (SIG-) on value added for A level and Applied General qualifications.

- Improve the percentage of students achieving the highest grades at A level so that they are in line with national figures.

How Leeds will get there

- Continued focus by the local authority on schools working in partnerships or closing their sixth form in order to establish a joint sixth form offer where a broad and appropriate curriculum can be developed.
- Continue to offer a Post 16 support package through the Leading Learning Partnership.
- A focus on key schools which are not delivering positive value added outcomes.

Inspirational Teaching & Learning

"Children need to experience a broad and balanced curriculum that focuses on deeper learning and enables the child to face the world"

ArtForms – Music, Arts and Artemis

Culture should be an essential part of every child's education, both in and out of school (Department for Culture, Media & Sport Culture White Paper 2016).

ArtForms is the music and arts service within Children and Families, Leeds City Council. We deliver and facilitate a range of arts and cultural learning for children, young people, families and schools. The team consists of experienced music and arts education practitioners with a strong track record of teaching and learning, school improvement and raising outcomes for children through music and the arts.

ArtForms is committed to providing high quality continuing professional development training for teachers and practitioner led projects delivered in school. ArtForms support a number of city wide networks and work in close partnership with the arts and cultural sector in Leeds (www.artformsleeds.co.uk).

Music

ArtForms Music delivers music teaching and learning in schools and the community for children and families. A wide, diverse and inclusive range of instrumental and vocal learning enables children to take their first steps in music and to progress to the highest levels. City of Leeds Youth Music Groups provide opportunities for young musicians to perform in ensembles of high quality, with many groups enjoying national reputations. Music Centres are open to all and offer music learning in the heart of communities.

ArtForms Music is the lead organisation within the Leeds Music Education Partnership, which delivers the National Plan for Education, and provides music learning for more than 23000 children and young people in Leeds.

Music Connect, facilitated by ArtForms, links music teachers from schools across the city, providing support and continuing professional development.

Arts development

The Arts development team work with schools to deliver a rich and broad arts curriculum. Our aim is to foster pupils' sense of enjoyment and fulfilment in learning in order to raise their attainment in the arts and across the curriculum. We provide bespoke support for schools and offer a wide range of training opportunities for teachers. In addition, schools can access creative projects delivered by skilled and experienced artists, supporting learning in different curriculum areas.

Artemis

Artemis is the artefact and art lending service for Leeds schools. Engagement with schools has continued to grow year on year, with 2016-17 seeing a record number of objects and artworks being loaned to both school and non-school settings including Age UK, Northern Film School and Leeds Libraries. There has been a significant growth in supporting SEMH provision in both Leeds and Bradford, which has received excellent evaluation from teaching staff. Partnership projects have included work with Leeds Museums & Galleries on the development of the Leeds Curriculum, as well as delivery of primary and high school teacher CPD as part of the 0-19 Learning Improvement team.

Where Leeds wants to be

- Every child in Leeds can access, experience and participate in arts and cultural learning
- Every school is supported to deliver a rich and dynamic curriculum with a strong arts and cultural learning offer for all pupils
- Teaching and learning in the arts supports and contributes to the raising of core standards with a key focus on closing the attainment gap for vulnerable and disadvantaged pupils
- Supporting and nurturing talent, enabling young people to overcome barriers in order to achieve artistic excellence.

How Leeds will get there

- Strategic leadership and support for networks and partnerships linked to the Leeds Music Education Partnership and the Leeds Cultural Education Partnership
- A comprehensive programme of CPD for teachers and support staff
- Providing inclusive and engaging cultural learning opportunities which support attainment across the curriculum
- Through increased trading and partnership working with schools and the cultural sector
- Providing clear progression pathways for all learners

The Health and Wellbeing Service

Over 2016-2017 there continued to be a comprehensive training programme to schools and settings, training 1208 delegates across the year. The service delivered:

- 30 (606 delegates) PSHE training courses
- 10 (73 delegates) Physical Activity courses
- 8 (99 delegates) Healthy Eating
- 3 (43 delegates) Healthy Schools training courses across the year.

Student leaders have been trained in a variety of areas, including:

- 14 School Food Ambassadors
- 57 Playground Leaders trained
- 16 Primary schools comprising over 950 pupils benefitted from lessons and whole school assemblies on Recycling and Waste awareness.
- 350 primary and secondary pupils benefitted from educational visits to Leeds Recycling Facilities to learn about Leeds domestic and recyclable waste

Changes over the last year

There were a number of changes to Personal Social and Health Education last year, including the new Primary PSHE Scheme of Work for which 78 delegates attended the launch event. 69 delegates have also attended a full days training on the scheme which is now being used by over 130 schools.

Leeds continues to actively support the health agenda through the Healthy Schools programme. This year saw the launch of the new, improved and refreshed School Health Check, an online self-evaluation tool, as evidence in preparation for Ofsted inspections. This has been a great success with 209 Leeds schools engaged with the programme, with 59 schools having successfully self-validated and 27 schools externally being assessed. Nationally we also saw 41 schools engage with the updated tool.

In order to further support Pupil Wellbeing, over 10,000 pupils and 117 schools completed the annual citywide 'My Health My School Survey' in 2016/17, with nearly 190 schools now registered to complete the survey in 2017/18.

The service has also promoted healthy eating with over 75 schools using the new Leeds Packed Lunch Policy Toolkit, which incorporates the Eatwell Guide. Over 50 schools have been trained on the School Food Ambassador Programme, using the new and updated toolkit. Universal Infant Free School Meals (UIFSM) uptake was at 89.5% 2016/17 for the city.

The Teenage Pregnancy and Parenthood team worked with 70 referrals from September 2016- July 2017, maintaining school attendance for 66% of referrals, 83% of referrals moved into a post 16 destination. 100% of young people and staff in schools rated the support either excellent or very good. The team delivered 140 classroom based sessions on a range of sex and relationship topics, working with 1540 boys and 1375 girls across primary and secondary schools in Leeds.

The Health and Wellbeing Service's support of the national Investors in Pupils programme has seen greater focus on pupil personal development, behaviour and welfare through an enhanced role in school self-review and formal presentation on assessment days.

Where Leeds wants to be

Delivering high levels of achievement for children across the city and improving health and wellbeing outcomes for all pupils

How Leeds will get there

- Ensuring all Leeds schools deliver an effective needs led PSHE curriculum, including Relationship and Sex Education
- Improve health and wellbeing outcomes for all pupils by working with key partners
- Continue to promote and increase the use of the My Health My School Survey, aiming to achieve the target of 11,000 children and young people across the city completing it.
- Continue to promote uptake of Investors in Pupils, maintaining existing and attracting additional franchise contracts and keep under review the accreditation pathways.

Active Schools

Overview:

The Active Schools programme, which now forms part of our health and wellbeing service, provides a primary city wide offer that schools and settings can buy into with their Sport Premium funding. The aim is to promote and develop, through collaboration and partnership, a sustainable system for Physical Activity, PE and school sport that enriches the lives of all children and young people. This will be achieved through supporting schools to make a positive impact on the physical, mental and social wellbeing of children and young people through using physical activity, PE and school sport to help improve attendance, behaviour, attainment and close the inequalities gap.

Changes over the last year:

- A high proportion of schools signing up – 164.
- A further enhanced inclusion offer around participation of children and young people and upskilling staff in schools in place
- Schools took part in a range of activities and events: An Active learning Classroom, Table Tennis, Tagtiv8, 1K a Day, Balanceability, Go try Tennis, Digital Me – Dance Badges, Sport2theBeat, Pilates, Skills2Achieve – Rymans, Maths of the Day – EYFS, The Power of Sport

- Professional development courses were delivered across three subject leader days and schools were given bespoke support. A range of innovation projects were delivered, engaging with a range of PE and sport providers.

Where Leeds wants to be

By 2020 Leeds wants to become the best city in the UK for excellence in physical activity, PE and sport. Ensure that schools are spending the additional accountable grant income wisely and that it is fulfilling its purpose of increasing engagement in physical activity, raises the profile of sport increases staff expertise, broadens the range of opportunities and increases participation in competitive sport.

How Leeds will get there

- Develop a sustainable system and skilled workforce that can, through collaboration and partnership, deliver, influence and promote high quality physical activity, PE and sport
- Influence children, young people and their families to develop physically active habits for life
- Support all children and young people to lead physically active, healthy lives with a focus on participation, fun and enjoyment
- Raise achievement and attainment in and through PE and sport
- Monitor the expenditure made by schools and ensure that activities supported by the Active Schools funding is making a measurable difference.
- Support schools to fulfil the accountability of any additional funding by publishing the impact of increased activity and outcomes in learning on their websites.

Targeted and Early Help Services

Targeted and Early Help Services provided by Leeds have evolved and developed over the last 12 months; particularly with the development of Restorative Early Support (RES) Teams and the introduction of the Leeds Practice Model. Originally trialed in the 2Gether cluster with very positive feedback from local schools and the cluster about how the RES Team is supporting improved relationships, practice and joint working, this model has been further developed and is a key element of the £9.6 million of Innovations and Partners in Practice funding received from the government, which is the largest award in the country and a strong sign of support for our work in the city.

RES teams have now been rolled out into the highest needs clusters in the city, and they are helping to increase the speed and access to advice and support for families. Central to the RES arrangements will be the Leeds Practice Model which builds on all aspects of professional practice. It brings together best practice that naturally aligns to working restoratively with both families and colleagues.

Working alongside the evolving RES teams we are establishing the use of a single formulation model to unify and develop practice across services in Leeds. The aim is to extend the model into as many aspects of children's services work as possible. It is centred within a series of regular and ongoing multi-agency Rethink forums as well as other complementary events, training sessions and approaches.

In addition to the developing work through the Innovation funding we have continued to have significant success with the Families First approach funded through the Government's Troubled Families Programme, which has been an important part of whole system reform of child welfare in Leeds. This approach has had a great impact – improving outcomes for children and families whilst reducing demand for specialist services and reducing costs. An example of this impact is that whilst demand for social work services nationally have been rising sharply since 2011, Leeds has reduced social work referrals by 5%, the proportion of children in need by 9%, the number of children with child protection plans by nearly half and the proportion of children looked after by 20%.

Looking forward to 2018/19, our success to achieve “earned autonomy” will play a key role in the next stage of our strategy for supporting children and families which will include strengthen our restorative approach to early help as a new way of working with children, families and communities.

Clusters continue to be a key element of the service offer for families. There have been some changes to the cluster landscape over the last 12 months with the development of Multi Academy Trusts, Free Schools and other educational settings and Children’s Services are determined to continue to challenge and support clusters through providing high quality performance data to demonstrate the difference that they make to vulnerable children and families which will in turn lead to better attainment.

Funding from the Clinical Commissioning Groups (CCGs) has continued this year allowing clusters to expand the reach of early intervention mental health support to schools.

Attendance

The importance of attending school cannot be underestimated and the more a child takes a full and active part in school, the more chance they have to develop and reach their potential. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.

Primary:

The attendance rate in primary settings for the academic year 2016/17 puts Leeds in the top 30 authorities in the country with a consistent rate of 96.2% attendance over the last three years. We have reduced the number of authorised absence and as a result we are in the top 10 authorities in the country with authorised absence rates 0.3 percentage points less than the national rate.

There has been a slight increase in 2016-17 for unauthorised absence and that trend is also reflected in the national figures, however the persistent absence rate has been reducing year on year with the rate now being 0.2 percentage points below the national.

Secondary:

Overall attendance for secondary settings has not changed compared to the previous year whereas national attendance rates have reduced by 0.2 percentage points.

Unauthorised absence rates have slightly increased and the rate is still higher than national which also saw an increase of 0.1%. The increase in persistent absence is slightly lower than the increase nationally.

The Council will continue to work with schools to make improving school attendance a priority. We will work with schools and academies to ensure that everyone takes responsibility for children's attendance at school. In particular, we will focus on persistent absence and unauthorised absences in secondary settings as these are areas where we are above the national rate.

We will use our early help and targeted support through clusters and the developing Restorative Early Support Teams in high need clusters to ensure that we identify the problem early when school attendance is becoming a problem. Where necessary we will consider using our statutory powers to prosecute parents who fail to ensure their children are getting the education they deserve.

Exclusions

Overview

Leeds has an ambition to continue to ensure low levels of permanent exclusions and to maintain the drive in further reducing the number and length of fixed term exclusions. As a result of close working between the LA, the sector led commissioned Area Inclusions Partnerships (AIP) and schools, the permanent exclusions in Leeds in 2016- 17 were at the lowest level for many years. The number of fixed term exclusions however has continued to increase.

Changes over the last year

Within the spirit of the Exclusions Trial (launched in 2011) and with the planned closure of the PRUs in July 2016, the AIPs have received further devolved funding in 16/17,

based on legally based commissioning agreements, to provide for any 6th day cover required for permanent exclusions and to support exceptional and citywide alternative provision places. All schools and academies belong to an AIP and have been asked to sign the contract document for the devolvement of high needs block funding to their AIP to support inclusion and reduce exclusion.

Where a permanent exclusion notification has been received by the LA, the local AIP has arranged 6th day cover and on-going support to parent and pupil through the process and beyond including seeking an alternative to the exclusion. Alongside this, Headteachers are invited to the SEMH Panel if they choose to permanently exclude to explore with the multi-agency panel alternatives to exclusion and what other support can be provided.

Senior officers from the local authority have a regular dialogue with the AIP lead officers, meeting each week following the SEMH Panel. The contract and the regular meeting has supported greater consistency and understanding of need across the city.

Permanent Exclusions

In 16/17 there were 11 upheld permanent exclusions – 5 of which came from academies, 4 from maintained schools and 2 from colleges. This is a significant drop from the 33 of the previous year which was in itself a low level of permanent exclusion in comparison to other authorities. There were 14 notifications from Leeds schools including 14-16 plus provision at Leeds City College. The SEMH Panel with its role of support and challenge together with the local work of the 6 AIPs have encouraged and enabled schools to seek alternatives to permanent exclusion. Where the permanent exclusion has been upheld by governors, the AIPs have worked with the parent to explore access to a new school and package of support.

Fixed term exclusions

Under the DFE Guidelines (Sept 2017) all schools must notify the local authority of any exclusions over 5 days immediately and all exclusions at the end of each term. Schools also must send exclusion information to DFE and this is then collated and sent back to the local authority in the following year- usually 9 months later. There

continues to be a variance in the exclusions reported direct to the local authority at the end of each term and those sent to DFE.

Table 1 – fixed term exclusions reported to DFE School Census

FTEX	2014/15	2015/16	2016/17
Primary	328	465	651
Secondary	4792	5592	6654
Special	459	66	216
Pupil Referral Unit	146	41	-
All	5725	6164	7521

There continues to be an upward trend in fixed term exclusions though there are marked differences in the level of exclusions between primary and secondary and between individual schools.

Where Leeds wants to be

- Children and Families continues to encourage schools and academies to seek an early help discussion for any child who has more than 3 fixed term exclusions in any term. Encourage schools to look for unmet needs as possibly the reason for the behaviours presented.
- To continue to work together to reduce permanent exclusions
- Working with all schools and settings to encourage reduction in fixed term exclusions
- Ensure that all exclusions are notified to the local authority

How Leeds will get there

- Close working with schools through the Area Inclusion Partnerships.
- Sharing information on children with current F band funding with schools at transition and ensuring there is additional support if needed.
- Continue to provide to schools and the AIP's regular updates on exclusions so that schools including governors are aware of their figures in a local, city wide and national context.
- Challenge the small number of schools and academies that account for the highest number of exclusions.

- Provide governor training on a regular basis to ensure governors are aware of exclusion processes and how to monitor these.
- Continue to offer schools opportunities to discuss how to support young people with presentations of challenging behaviour and seek the best ways to encourage pupils engagement in education.

Uplifting Leadership

"We need to nurture leaders through challenge and support in order to provide inspiring development opportunities within a collaborative community"

Overview

Quality leadership is integral to ensuring and sustaining quality provision. Effective governance provides strategic direction and control to schools, academies and Multi-Academy Trusts (MATs). It creates robust accountability, oversight and assurance for their educational and financial performance and is ambitious for all children and young people to achieve the very best outcomes. *[DfE - A Competency Framework for Governance Jan 2017]*

Governors should offer challenge and support to Executive Leaders, in equal measure, holding them to account for:

- educational performance of the school and its pupils and the performance management of staff
- financial performance of and making sure money is well spent
- ensure clarity of vision, ethos and strategic direction

Schools and settings need to be using the opportunities that arise to develop leadership in all staff, to use Teaching Schools and other partners to develop the skills and traits required to drive improvement in themselves and to inspire those around them. This will create outward facing organisations where mutual support and challenge contribute to sustained improvement.

Changes over the last year

Leeds has a knowledgeable and experienced Governor Support Service that provides advice, guidance and consultancy to support individual governors and boards in a wide range of educational settings. Access to an extensive range of documents ensures governors are kept up to date with legislative changes, as well as ensuring compliance with statutory duties and best practice. The service provides training opportunities to support the development of effective Governing Boards. This is delivered by qualified trainers and feedback is always excellent. Briefings are held termly and provide a

forum for governors to focus on local priorities. In 2017-18 the meetings provided opportunities for governors to share local and national developments, good practice and ideas to support the attainment of disadvantaged pupils and overcome barriers to learning. An annual conference gives governors the opportunity to focus on current issues and opportunities, with input from national and local speakers.

Leeds maintains a small but strong Learning Improvement Team and advisers work with schools in proportion to need to support, challenge, signpost and broker opportunities to develop and devolve stronger leadership throughout the school. As part of this approach, all primary schools are offered the opportunity to work as part of a learning alliance focussing on priorities and facilitated by an identified adviser. The Learning alliance work has been transformative in effective groups, enabling genuine opportunities for school to school support and improving leadership as part of this.

The Leeds Learning Partnership, the traded element of secondary School Improvement, has a strong track record in enhancing school to school support by adding leadership development through their programmes.

The Leeds Learning Partnership (LLP) (the traded element of the secondary learning improvement offer), has continued to develop and has responded appropriately to the changing requirements of school leaders, particularly in relation to changes to the qualifications framework. Leadership development through school to school support remains a key element of the LLP. Increasingly, school leaders from beyond Leeds are accessing this innovative programme.

We reported last year about the establishment of the Yorkshire Leadership Community (YLC), a partnership of regional Teaching School Alliances and Leeds and North Yorkshire LAs, through which a suite of leadership programmes is offered to school leaders from across the region. These have developed further over the past year or so and the YLC currently offers the following:

- Aspiring Leaders Programme
- Middle Leaders Programme (NPQML)
- Senior Leaders Programme (NPQSL)
- Headteacher and Principals Programme (NPQH)

- Headteacher and Deputy Headteacher Internship Programme for Women
- Headteacher and Deputy Headteacher Internship Programme for BME leaders
- Yorkshire and Humber Stepping Up Programme
- Enhancing Headship Programme (EHP)
- Executive Leaders Programme (NPQEL)

Where Leeds wants to be

Schools will demonstrate a compelling vision which drives the strategic leadership, empowering all pupils to achieve, with a focus on our most vulnerable children.

Headteacher performance management will continue to be of a consistently high quality across all schools, with appraisal of leaders linked closely to the four domains in the National Standards of Excellence.

We will maintain or high percentage of Ofsted reports that acknowledge strong leadership, including governance.

We will continue to work with schools in alliances and other groupings to ensure that leaders are outward facing and support each other to improve their settings.

How Leeds will get there

- Continue to work as an active member of the West Yorkshire Strategic Partnership, a group that includes the Department of Education (through the Regional Schools' Commissioner), Ofsted and Teaching Schools as well as large Multi-Academy Trusts and local authorities.
- Strengthen primary in alliances to create more shared strength and depth of leadership.
- Further develop the traded offer to provide bespoke training around leadership and management for schools and settings.
- Through strong alignment of Governor Services and Learning improvement, ensure that governance is consistently good or better through development opportunities and shared consistent messaging. Working in partnership with 'the Key for Governors' and the NGA (National Governors Association) e-Learning Link to provide a broad range of support for school governors.

Fluid Transition

"We need to smooth transition across the whole learning continuum to enable children and young people to face the world"

Best Start Strategy, Life Ready for Learning & Free Early Education Entitlement

Delivery of the Best Start Strategic Action plan is on track, building on existing good work across the city. 'Baby Week', a city wide partnership event to raise awareness of support in the earliest years was a great success.

Additional funding has been investing in developing and extending the existing evidence based parents offer, this includes:

- Extended individualised Pregnancy Birth and Beyond (PBB)
- HAPPY, an anti-natal programme targeted at women with a BMI of over 25. Running in the South and West only at the moment.
- HENRY programme is developing volunteers in communities to work alongside practitioners with families who are hard to reach and engage with.

Free Early Educational Entitlement

The offer for two-year olds

The number of two year olds taking up the offer continues to increase, with over 270 more children accessing places than last year. The funding rate will be increased from April and is presently under consultation.

Early Years National Funding Formula (EYNFF)

This refers to the universal 15 hour entitlement for three and four year olds, and the additional 15 hours for working parents. There will be a transition towards this national formula which will be in place by 2019/20. Early Years pupil premium and Early Years Funding For Inclusion are continuing and remain separate from the EYNFF.

Early Years

In Leeds we acknowledge the crucial importance of the transition process to ensure that children feel settled and secure and can make the most of the learning opportunities in their setting/school. Smooth and effective transitions support

children's attachments and help to maintain high levels of emotional well-being at times of change. Where transitions are planned carefully and meet children's emotional needs, the impact of stress is minimised and children can continue their learning journey with little interruption.

The Early Years Learning Improvement Team ensures that transition and children's emotional well-being are given a high priority in its work with schools and settings. We aim to ensure that transitions are a positive experience for young children and their families.

- Early Years Learning Improvement Consultants working in settings to provide challenge and support to practitioners around their transition practice, encouraging reflection and evaluation of current processes.
- There are termly forums held for early years leaders in schools and settings. These Early Years Leadership Forums provide the opportunity for early years practitioners to network together, share information and good early years practice. The development of effective relationships between staff in schools and early years settings supports smooth transitions.
- Specific guidance on early years transitions has been written to share with early years practitioners. The "Starting and staying strong" document provides advice, guidance and case studies to support settings in developing robust effective transition processes.
- There is a universal transfer record in place for all early years settings. This ensures key information is shared and that there is consistency across schools and settings. This is a requirement of the 3 and 4 year old FEEE funding contract. The record provides a clear and comprehensive picture of the child's learning and development needs, which enables the receiving setting to plan effectively for the child's next steps in their learning journey.
- Where appropriate training which is delivered to early years practitioners and leaders identifies and supports best transition practice.
- We continue to support schools to provide high quality 2 year old provision for funded children. Where 2 year olds take up their place in school, the number and effects of transitions are reduced, thus improving learning opportunities for vulnerable children.

Primary Secondary Transition

Ensuring effective transition between primary and secondary phases remains a key priority for all schools in the city. The local authority has continued to support schools and academies in transition over the past year. Examples of support include numbers of cross-phase training, development and networking opportunities for schools. For example cross-phase conferences in English, maths, Religious Education, art and music have taken place in the past year.

Research and resource development to support assessment commissioned by Trinity Halifax Maths Hub continues and there are examples of groups of primary and secondary schools working together to ensure more effective transition, for example, across the Cardinal Heenan Catholic Community of schools. The intention is to develop these models, ensuring that good practice is shared more widely. The establishment of an Education Endowment Foundation (EEF) cross-phase funded project on developing the work of Teaching Assistants has developed with the engagement of a new cohort

Post 16

Leeds City Council are continuing to develop approaches to review and improve the learning infrastructure to better meet the challenges facing Post 16 provision in Leeds through working with key partners including schools, colleges and training providers. These approaches are developing the learning opportunities that are available to young people and increasing young people's exposure to the opportunities available within the Leeds City Region and beyond. The first University Technical College in West Yorkshire opened in Leeds in September 2016 specialising in Advanced Manufacturing and Engineering.

Through working in partnership with all learning providers, alongside better business engagement, a sustainable and relevant learning infrastructure of sufficient capacity and breadth to accommodate all young people and better prepare them for work and adulthood will be created. This is linked to the improvements being made in reducing

NEET and Not Known in the City as outlined below and the increased focus on Business Engagement with Schools.

Leeds will continue to work with schools and partners to develop the Post 16 infrastructure in Leeds and engage with schools, colleges and training providers to establish clear pathways of progression into further learning and employment.

How Leeds will get there

In order to draw all these strands together, the development of a city-wide strategy around transition as a learning continuum is part of planned focused work with local Teaching School Alliances, local universities, the Leeds Learning Partnership and other school partners

Not in Education, Employment or Training (NEETs)

Overview

Research shows that young people who are not in education, employment or training (NEET) are a vulnerable group who will most likely face reduced life choices and experience a variety of problems. These individuals have been identified as a priority group in the Children and Young People's Plan and one of the three Leeds City Council obsessions.

In September 2016 the government changed the definition of the NEET cohort to be 16 and 17 year olds and now combines each local authority's NEET rate with their not known rate. Whilst this prevents year on year performance comparisons, it provides local stakeholders with a much more accurate measure of which young people are in need of support: i.e. both those who are not participating and those whose status is currently not known. It is also now more transparent where local authorities have efficient tracking processes and low rates of not knowns, but whose NEET rate appears to be above average.

At the end of 2016, of the 14,510 young people of year 12 and 13 age, 870 were NEET; 6% of the cohort. This 6% figure equates to 2.9% NEET and 3.1% Not Known.

This ranked Leeds 98th amongst all local authorities and was in line with the national average.

Changes over the last year

Some initiatives undertaken by the council and partners across the city include: The Council's Leeds Pathways Support Team offer impartial Information, Advice and Guidance (IAG) support to NEET young people from 9 locality hubs/libraries plus the City Centre; 'Moving On Teams' targeting support to groups of young people in year 11 who are not likely to take on their planned post-16 destination or year 12 students who have dropped out of learning; The Council's www.leeds.gov.uk/leedspathways website was revamped to be more young person friendly and more functional on smart phone and tablet devices, providing IAG for young people whilst on the move; Direct mailings to young people and their parents/carers informing them of post-14 and post-16 learning, training and employment options; Leeds annual Apprenticeship Recruitment Fair, Application Workshops and Parent Seminars; Next Steps Event supporting young people who are still without a positive post-16 destination for the following September.

Where Leeds wants to be

Leeds continues to strive to become a NEET free city, working with partners to proactively support all young people to access positive pathways, improving their lives and future economic wellbeing.

How Leeds will get there

The council is committed to supporting schools and colleges in meeting their duties to provide good quality impartial Careers Education, Information Advice and Guidance (CEIAG) to children and young people in Leeds. This includes forging strong relationships with business leaders, Headteachers, universities and colleges, the third sector, the West Yorkshire Combined Authority and the Department for Work and Pensions DWP to promote the variety of learning and employment options available to young people in Leeds to enable them to thrive and succeed. Leeds City Council will continue to run a CEIAG network for schools and colleges, promoting good practicing and support providers to meet their statutory duties, providing them with self-assessment tools, peer to peer support and up to date labour market information.

- Expand the number of Next Steps events to capture young people who are unsure of their post 16 plans earlier in the New Year
- Continue to support young people in their localities with Drop In sessions available with Leeds Pathway Support Advisers
- Conduct outreach sessions to further inform where support is needed to successfully achieve the ambition of a child friendly NEET free city.
- Continue to review and strengthen tracking data to enable the local authority to understand the characteristics of those young people who are currently NEET and their barriers to engaging, thus directing supportive action swiftly to those young people in greatest need.

Readiness for the world of work

Overview

Most people will spend many years of their life in a working environment, hopefully in a productive and enjoyable career that enables them to support their families and enjoy a good quality of life. But getting the right guidance about the world of work, through Careers Education, Information, Advice and Guidance, is not always easy.

We know that an inadequate understanding of the world of work can lead to an insufficient awareness of where the areas of economic and employment growth lie now and in the future, and the consequences of this in terms of making poor choices can then lead to higher risks of drop out from educational pathways, qualifications or training that are not appropriate to a career pathway.

The Council believes that all young people should have the necessary skills and understanding for them to plan their career and know how and where to access impartial unbiased information.

While the Council has limited powers in this field, we are committed to working with our partners and stakeholders, including business leaders, Headteachers, universities and colleges, the third sector, the national Careers and Enterprise Company and

Government, to strengthen independent careers advice in schools and links with employers.

Changes over the last year

- We have supported the continued roll-out of the Enterprise Adviser Programme, with all Leeds schools now engaged and benefiting from first-hand input from employers.
- Our Supported Internship programme has grown in scale, with more young people and employers now involved, leading to hugely beneficial outcomes for the participants.
- We have continued to support the Leeds IAG Network and have introduced more employer speakers to the meetings, giving IAG leads a more direct insight into the city's key sectors.
- Our approach to informing young people about the potential of apprenticeships goes from strength to strength, with the Leeds Apprenticeship Recruitment Fair a fixture in the city's calendar and the Leeds Apprenticeship Hub continuing to engage thousands of young people in the city's schools.

Where Leeds wants to be

We want all our young people to receive impartial, objective and high quality CEIAG that helps them to make informed decisions about the subjects they study and the careers they want to pursue, which will both improve productivity and limit the risk of young people becoming NEET

We want our schools to engage effectively with the business community so that young people understand the expectations of employers and can prepare for the world of work effectively

How Leeds will get there

- Expect Leeds schools to sign up to the Leeds Young Person's IAG Charter – setting out what young people can expect from CEIAG and enabling them to hold providers to account

- Continue to work with the WYCA Enterprise Advisers and Enterprise Co-ordinators to support effective business engagement in schools, and reinforce the importance of the Gatsby Benchmarks which set out what constitutes effective careers education
- Continue to host the Leeds IAG Network, providing peer support and expert advice to IAG leads in the city's schools
- Maintain our commitment to promoting apprenticeships as a beneficial career for young people, including continuing to stage the Leeds Apprenticeship Recruitment Fair

Key Recommendations from the Report

World Class Provision

School Places

- Leeds will continue to run a 'Good Learning Places Board' representative of a range of teams within Learning Skills and Universal Service, looking at all decisions made about school places, and putting the emphasis on learning at the heart of the decision making process.
- When looking at creating or expanding provision, Leeds will work with schools, governing bodies, local communities and ward councillors to create an accurate view of need and explore ways that the pressure can be alleviated.
- Leeds will share demographic data freely through Outcome Based Accountability events in order to engage communities in the decision making process.
- Leeds will, wherever possible, look to expand good or outstanding schools to meet demographic need for school places.
- Where there is no agreement between the school community and the need to provide school places, the authority may need to compel a school to take additional children. If this does occur, the city will continue to work with the leadership in the school to ensure that learning remains a strong priority.
- Where appropriate, Leeds will work with key partners to develop new schools in areas of significant demographic pressure.
- Leeds will continue to engage in collaborative work with the Regional Schools Commissioner (on behalf of the DfE) and the Education Funding Agency to identify areas of pressure and secure sites for new schools to address need.

Early Years

- We will provide high quality bespoke support and challenge to schools and settings, based on the Early Years and Learning Improvement strategies to secure further improvements.
- Developing the traded offer of training and support available to all early years providers to ensure it focuses on identified priorities and addresses key areas for development.

- Supporting opportunities for early years settings to share good practice and support each other in the improvement journey and work in collaboration with Teaching Schools.
- Developing the leadership skills of early years leaders and managers to build capacity, identify priorities and drive improvements forward.

Great Leeds Schools

- Leeds will continue to improve the quality of teaching and learning through the provision of a comprehensive programme of continuing professional development. This will have a key focus on the development of meta-cognitive skills.
- We need to see further progress in closing attainment gaps for those pupils deemed vulnerable and their peers – vulnerable either because of life circumstances, social context or learning or disability challenges. We will undertake further analyses of data to ascertain what is and isn't working to inform our work. This will involve the further development of 'Advantaging the Disadvantaged' work designed to raise the aspirations and achievement of disadvantaged groups.
- We will continue to support and promote in school training – where school based coaches visit teachers' classes, provide feedback, organise group meetings and discuss teaching strategies. These are much more effective strategies.
- Schools will be encouraged and supported to ensure that there are effective classroom management strategies in place that ensure that all learners are motivated and engaged.
- The learning improvement team will maintain appropriate levels of challenge and offer bespoke support to vulnerable schools, taking early action to prevent problems from escalating.
- Strengthen partnerships at all levels through universal and bespoke contact and development opportunities. This will include continuing partnership working with Teaching Schools and Mathematics Hubs.
- We will extend the use of research/evidence based programmes to improve learning outcomes particularly for disadvantaged pupils.

- Strengthen the relationship between the local authority and the Regional Schools Commissioner (RSC) to ensure strongly performing academies and free schools within Leeds.

High Expectations for All

English as an Additional Language and Black, Asian and Minority Ethnic pupils

- Accelerating the progress and attainment of BAME learners and those learning English as an Additional Language through innovative programmes, resources and training.
- Raising awareness of and reducing barriers to achievement such as low levels of English, lack of parental engagement, lack of a diverse workforce, and racism and discrimination.
- Promoting the benefits of diversity and cultural competency in Leeds schools.

Special Educational Needs and Disabilities

- Continue to analyse sufficiency and capacity and review quality of Leeds' provision through the SEN Provision Working Group reporting to the SEND Strategy Group.
- Establish provision for complex SEMH needs, working with an outstanding academy to completely re-design provision and radically improve the offer for this vulnerable group.
- Focus the Child Friendly Leeds approach around the 'Three As' of attendance, achievement and attainment, driven from the highest level.

Social, Emotional and Mental Health

- Focus on the first 1001 days of life
- Building emotional resilience
- Early help services for CYP with SEMH
- Clear and published Local Offer
- Single Point of Access and swift response
- Integrated and targeted approach for vulnerable children
- Children in mental health crisis
- Create world class specialist education provision

- Transition to adult services
- Community Eating Disorder Service
- Improve and quality of support and services

Child Poverty

Working within the council's child poverty strategy, we will provide training and support to schools in order to share good practice and strategies which have been proven to be successful when reducing the gap in educational outcomes for disadvantaged learners. We will collate a team action plan and create a directory of useful information, advice, research and support for school Leaders. All training and support will highlight the needs of this vulnerable group and there will be a specific focus on improving language and communication as a means to diminish differences.

Bespoke support for schools will include:

- Pupil premium provision
- Website audits
- Documentation reviews
- Spending reviews
- Preparation for Ofsted.
- Interventions evaluations
- Impact reviews

Virtual School

- Target direct activity of the Virtual School to those children where data informs those who most need it and continue to enable and empower the Independent Reviewing Officers, Designated Teachers, social workers and carers to secure expected or better than expected progress in learning through the Personal Education Plans and Care Planning frameworks.
- Ensure that Pupil Premium Plus is being used effectively and that evidence based interventions are prioritised to accelerate progress in learning once children become looked after.

Strong Attainment

Early Years

- A bespoke service of support and challenge available to schools and settings which is shaped around analysis of local and national early years data to drive forward further improvements.
- Developing setting to setting support and opportunities to share best practice and working in collaboration with Teaching Schools.
- Robust moderation procedures and practice.
- Focused and targeted work on identified areas with schools/settings where outcomes are lower than expected.
- Targeting key areas of learning for work with early years settings to support increases in the Good Level of Development.

Primary

- Embed partnership working with TSAs, Hubs, Education Endowment Foundation and school leaders
- Further refine the core and traded offers in line with these priorities including alignment of work with Governors

Secondary

- We will continue our unremitting focus on improving outcomes for disadvantaged pupils at all levels through training and dissemination of good practice.
- We will ensure that the high level of challenge and support that exists in the secondary school system continues, continuing to make effective use of school improvement advisers and a range of systems leaders.
- The Leading Learning Partnership (LLP), through its 13 termly subject networks, senior leader briefings and other focused training events, will continue to provide high quality support for school leaders. These continue to be accessed by the majority schools in Leeds (including maintained, academies and other settings). As a result of the significantly improved outcomes in 2017, a key focus of the LLP will remain on developing effective leadership to improve the quality of teaching and learning, to close gaps in achievement and variation within schools and to ensure the successful implementation of new curriculum and assessment models. A particular focus currently is the development of oral literacy so that pupils, and particularly EAL pupils, have the tools to access

learning across a range of subjects and can use these successfully in linear exams.

- We will support other key partners (such as Teaching School Alliances and Maths Hubs) in funding bids through the Strategic School Improvement Fund (SSIF).
- We will continue to provide facilitating opportunities for subject leaders across the city to moderate each other's work and to discuss the implications of the new specifications.
- We will supporting schools with EBacc subjects through the deployment of a seconded senior leader.

Inspirational Teaching and Learning

Artforms

- Strategic leadership and support for networks and partnerships linked to the Leeds Music Education Partnership and the Leeds Cultural Education Partnership
- A comprehensive programme of CPD for teachers and support staff
- Providing inclusive and engaging cultural learning opportunities which support attainment across the curriculum
- Through increased trading and partnership working with schools and the cultural sector
- Providing clear progression pathways for all learners

Health and Wellbeing

- Delivering high levels of achievement for children across the city
- Ensuring all Leeds schools deliver an effective needs led PSHE curriculum, including Relationship and Sex Education
- Improve health and wellbeing outcomes for all pupils by working with key partners
- Continue to promote and increase the use of the My Health My School Survey, aiming to achieve the target of 11,000 children and young people across the city completing it.

- Continue to promote uptake of Investors in Pupils, maintain existing, and attract, additional franchise contracts and keep under review the accreditation pathways.

Active Schools

- Develop a skilled workforce that can, through collaboration and partnership, deliver, influence and promote high quality Physical Activity, PE and Sport
- Support all children and young people to lead physically active, healthy lives with a focus on participation, fun and enjoyment
- Raise achievement and attainment in and through PE and Sport

Attendance

The Council will continue to work with schools to make improving school attendance a priority. We will work with schools and academies to ensure that everyone takes responsibility for children's attendance at school in particular we will focus on persistent absence and unauthorised absences in secondary settings as these are areas where we are above the national rate.

We will use our early help and targeted support through clusters and the developing Restorative Early Support Teams in high need clusters to ensure that we identify the problem early when school attendance is becoming a problem. Where necessary we will always consider using our statutory powers to prosecute parents who fail to ensure their children are getting the education they deserve.

Exclusions

- Close working with schools through the Area Inclusion Partnerships – this relationship has been defined in more detail than previously through the AIP contracts and the update for this year
- Sharing information on children with current F band funding with schools at transition and ensuring there is addition support if needed
- Continue to provide to schools and the AIP's regular updates on exclusions so that schools including governors are aware of their figures in a local, city wide and national context.
- Challenge the small number of schools and academies that account for the highest number of exclusions

- Provide governor training on a regular basis to ensure governors are aware of exclusion processes and how to monitor these
- Continue to offer schools opportunities to discuss how to support young people with presentations of challenging behaviour and seek the best ways to encourage pupils engagement in education

Uplifting Leadership

- Continue to work as an active member of the West Yorkshire Strategic Partnership, a group that includes the Department of Education (through the Regional Schools' Commissioner), Ofsted and teaching Schools as well as large Multi-Academy Trusts and local authorities.
- Work in primary in alliances to create strength and depth of leadership.
- Further develop the traded offer to provide bespoke training around leadership and management for schools and settings.
- Through strong alignment of Governor Services and Learning improvement, ensure that governance is consistently good or better through development opportunities and shared consistent messaging. Working in partnership with 'the Key for Governors' and the NGA (National Governors Association) e-Learning Link to provide a broad range of support for school governors.

Fluid Transition

- Develop a city-wide strategy around transition as a learning continuum is part of planned focused work with local Teaching School Alliances, the local universities, the Leeds Learning Partnership and other school partners

Not in Education, Employment or Training

- Expand the number of Next Steps events to capture young people who are unsure of their post 16 plans earlier in the New Year
- Continue to support young people in their localities with Drop In sessions available with Leeds Pathway Support Advisers, and conduct outreach sessions to further inform where support is needed to successfully achieve the ambition of a child friendly NEET free city.
- Continue to review and strengthen tracking data to enable the local authority to understand the characteristics of those young people who are currently NEET

and their barriers to engaging, thus directing supportive action swiftly to those young people in greatest need.

Readiness for the world of work

- Expect Leeds schools to sign up to the Leeds Young Person's IAG Charter – setting out what young people can expect from CEIAG and enabling them to hold providers to account
- Continue to work with the WYCA Enterprise Advisers and Enterprise Co-ordinators to support effective business engagement in schools, and reinforce the importance of the Gatsby Benchmarks which set out what constitutes effective careers education
- Continue to host the Leeds IAG Network, providing peer support and expert advice to IAG leads in the city's schools
- Maintain our commitment to promoting apprenticeships as a beneficial career for young people, including continuing to stage the Leeds Apprenticeship Recruitment Fair

Appendix 2

Equality, Diversity, Cohesion and Integration Screening



As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: Children & Families Services	Service area: Learning Improvement
Lead person: Sue Rumbold	Contact number: 0113 3783604

1. Title: The Annual Standards Report			
Is this a:			
<input type="checkbox"/>	Strategy / Policy	<input type="checkbox"/>	Service / Function
		<input checked="" type="checkbox"/>	Other
If other, please specify. The document is a yearly update report on learning and education in Leeds.			

2. Please provide a brief description of what you are screening
The Annual Standards Report examines and reflects on progress against our key priorities for Leeds to become the best city for learning. The report provides an overview of learning in Leeds over the past year; the progress made, the challenges we experienced and our aims for the future. The content of the report is being screened to identify any impacts on equality, diversity, cohesion or integration.
3. Relevance to equality, diversity, cohesion and integration

All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?	x	
Have there been or likely to be any public concerns about the policy or proposal?		x
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		x
Could the proposal affect our workforce or employment practices?		x
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 	x	

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment. Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?** (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

A specific chapter in the report focuses on closing the gap in performance between different pupil groups and their peers. Whilst most schools in Leeds have a gap in one form or another, the type and prevalence of the gap differs greatly across the city.

Pupil groups examined include, Pupil Premium, Children Looked After, Ethnicity and Special Educational Needs and Disability (SEND). Data is analysed to compare Leeds with national figures for the different groups and identify the gaps in performance. The chapter then goes on to explain how we want to reduce these gaps and ensure that every child reaches their full potential.

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

Over the last decade, whilst overall attainment has risen in schools, the performance gap between pupils from more and less advantaged backgrounds in the UK has remained prevalent. Reducing the performance gap will have a positive impact on raising the equity of outcomes between disadvantaged groups and their peers. Equity of education acknowledges that not every child starts at the same point, so extra support is provided to ensure children who are disadvantaged have the same outcomes as their peers.

There will be variations in the type, complexity and breadth of the gap in different circumstances and instances, for all schools and settings in Leeds. We want to address the performance gap in all its forms, to ensure that rather than lowering standards, each child reaches a good level of attainment, regardless of predetermination.

The chapter focuses on raising the attainment of pupils from disadvantaged backgrounds, SEND pupils and different ethnic groups, and does not favour one of these groups over another.

- **Actions**

(think about how you will promote positive impact and remove/ reduce negative impact)

- Extra support will put in to 0-19 education providers to ensure equity of outcomes.
- Leeds will continue to work in partnership with schools, settings and partner Headteachers to promote and progress bespoke projects to close the gap in Leeds.
- Partnership work with third sector groups, teaching schools and research partners will direct and support the needs of less advantaged individuals or groups within schools.
- Continue to monitor and record data on the performance gap to ensure focus on improvement and to target further action.
- Maintain and develop the work that is already being done to further reduce the gap through city wide partnerships.

5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.

Date to scope and plan your impact assessment:	
Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

6. Governance, ownership and approval		
Please state here who has approved the actions and outcomes of the screening		
Name	Job title	Date
Sue Rumbold	Chief Officer Partnerships & Health	10.05.2018
7. Publishing		
This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.		
Please send a copy to the Equality Team for publishing		
Date screening completed	10.05.2018	
Date sent to Equality Team	10.05.2018	
Date published (To be completed by the Equality Team)		

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Early Years Foundation Attainment Analysis

Contents

EYFS measures

Table 1: Percentage of pupils achieving A Good Level Of Development

Table 2: Low Achievers Gap

The EYFS framework contains 17 early learning goals in seven areas of learning covering children’s physical, intellectual, emotional and social development. The areas of learning are divided into Prime Areas and Specific Area. The EYFS has a stronger emphasis on the three prime areas which are considered most essential for children’s healthy development. These three areas are: communication and language; physical development; and personal, social and emotional development. The Profile requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the 17 ELGs.

A good level of development is defined as achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics.

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Date produced:	19 October 2017
Created by:	Intelligence and Policy Service
Contact details	chs.performance.and.intelligence@leeds.gov.uk
Data Status	Provisional
Data source	DfE Statistical First Release SFR60/2017
Protective marking	Not protectively marked

2016-17, Early Years Foundation Stage - Attainment

Table 1: Percentage of pupils achieving A Good Level Of Development

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	143/151
	68	71	73	79	

	2013	2014	2015	2016	2017	Change
Leeds	51	58	62	63	65	▲ 2
National	52	60	66	69	71	▲ 1
Stat. Neighbours	48	56	63	68	69	▲ 2
Core Cities	48	55	61	65	67	▲ 2

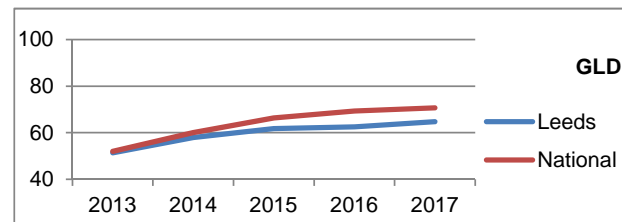
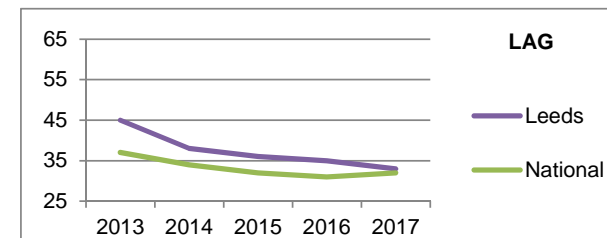


Table 2: Low Achievers Gap

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	100/151
	44	35	32	28	

	2013	2014	2015	2016	2017	Change
Leeds	45	38	36	35	33	▼ -2
National	37	34	32	31	32	▲ 1
Stat. Neighbours	39	38	36	34	33	▼ -1
Core Cities	40	38	36	35	35	▲ 0



Footnotes

GLD - Children are defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in the early learning

2016-17, Early Years Foundation Stage - Attainment

goals in the prime areas of learning.

LAG - The gap is calculated as the percentage difference between the mean average of the lowest 20% and the median average for all children. Data prior to 2012 is not comparable due to the introduction of the revised framework.

2016-17, Percentage of pupils achieving A Good Level Of Development

Table 1: Leeds All

	2013	2014	2015	2016	2017	Change
Leeds All	51.4	58.0	61.8	62.5	64.8	▲ 2.3
National All	52.0	60.0	66.3	69.3	70.7	▲ 1.4

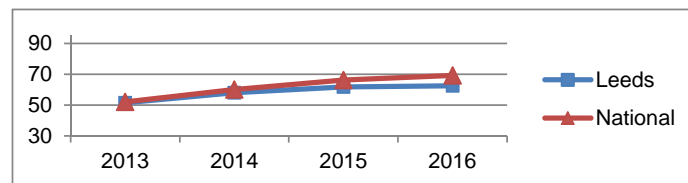


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal
	53	56	60	100	146/151

	2014	2015	2016	2017	Change
Leeds FSM	38.0	44.0	46.0	47.0	▲ 1.0
National FSM	45.0	51.0	54.0	56.0	▲ 2.0
Leeds Non FSM	64.0	66.0	66.0	69.0	▲ 3.0
National Non FSM	64.0	69.0	72.0	73.0	▲ 1.0

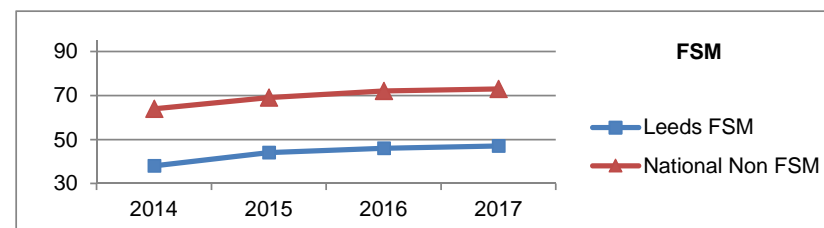
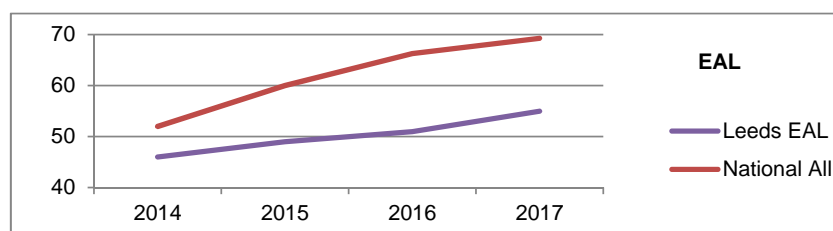


Table 3: EAL

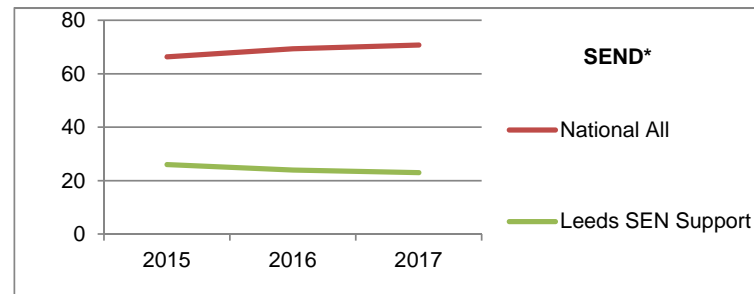
	2014	2015	2016	2017	Change
Leeds EAL	46.0	49.0	51.0	55.0	▲ 4.0
National EAL	53.0	60.0	63.0	65.0	▲ 2.0
Leeds Non EAL	61.0	65.0	66.0	68.0	▲ 2.0
National Non EAL	63.0	68.0	71.0	73.0	▲ 2.0



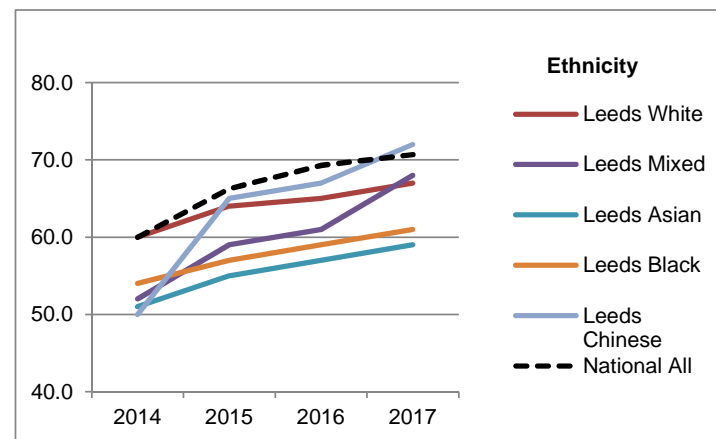
2016-17, Percentage of pupils achieving A Good Level Of Development

Table 4: SEND

	2013	2014	2015	2016	2017	Change
Leeds Non SEN	-	-	68	68	71	▲ 3.0
National Non SEN	-	-	71	75	76	▲ 1.0
Leeds SEN Support	-	-	26	24	23	▼ -1.0
National SEN Support	-	-	24	26	27	▲ 1.0
Leeds State./EHCP	-	-	-	-	-	N/A
National State./EHCP	-	-	4	4	4	■ 0.0



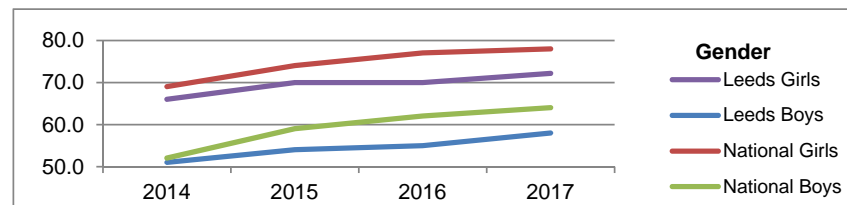
	2013	2014	2015	2016	2017	Change
Leeds White	-	60	64	65	67	▲ 2
Leeds Mixed	-	52	59	61	68	▲ 7
Leeds Asian	-	51	55	57	59	▲ 2
Leeds Black	-	54	57	59	61	▲ 2
Leeds Chinese	-	50	65	67	72	▲ 5
National White	-	62	67	70	72	▲ 2
National Mixed	-	62	68	71	73	▲ 2
National Asian	-	57	64	68	69	▲ 1
National Black	-	59	65	68	70	▲ 2
National Chinese	-	58	67	69	74	▲ 5



2016-17, Percentage of pupils achieving A Good Level Of Development

Table 6: Gender

	2014	2015	2016	2017	Change
Leeds Girls	66	70	70	72	▲ 2
National Girls	69	74	77	78	▲ 1
Leeds Boys	51	54	55	58	▲ 3
National Boys	52	59	62	64	▲ 2



Footnote

*There is no SEND data available for 2013 and 2014 due to the introduction of the Children's and Families Act of 2014 which set out a new system for supporting children with SEND and their families.

In 2015, 2016 and 2017 there is no information available under the SEN with a statement or EHC plan category for Leeds, this is due to data suppression.

Learning Outcomes Dashboards

2016-2017

Key Stage 1 Pupil Group Analysis



Contents

[Reading](#)

- Table 1 - Leeds All
- Table 2 - FSM
- Table 3 - EAL
- Table 4 - Gender
- Table 5 - Ethnicity
- Table 6 - SEND

[Writing](#)

- Table 7 - Leeds All
- Table 8 - FSM
- Table 9 - EAL
- Table 10 - Gender
- Table 11 - Ethnicity
- Table 12 - SEND

[Maths](#)

- Table 13 - Leeds All
- Table 14 - FSM
- Table 15 - EAL
- Table 16 - Gender
- Table 17 - Ethnicity
- Table 18 - SEND

This dashboard covers the results of the Key Stage 1 assessments taken at the end of Year 2. The 2016 Key Stage 1 assessments are the first which assess the new, more challenging national curriculum introduced in 2014. The test outcome is no longer being reported using levels, instead scaled scores have been used. A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test. In 2016, panels of teachers set the raw score required to meet the expected standard.

The expected standard has also been raised to be higher than the old level 2. As a result, figures for 2016 are not comparable to those for earlier years. A new set of KS1 national curriculum tests replaced the previous tests and tasks. The new tests consisted of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: questions
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

The comparator groups have been updated to reflect Ofsted and DfE guidelines.

Version number	V0.3
Date produced:	27 June 2018
Created by:	Intelligence and Policy Service
Contact details	chs_performance.and.intelligence@leeds.gov.uk
Data Status	Provisional
Data source	DfE Statistical First Release 49/2017
Protective marking	Not protectively marked

2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in reading

Table 1: Leeds All

	2016	2017	Change
Leeds All	65	68	▲ 3
National All	74	76	▲ 2

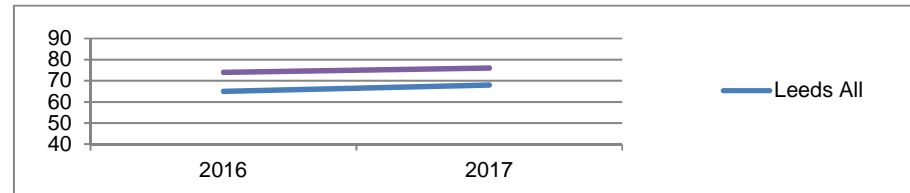


Table 2: FSM

	2016	2017	Change
Leeds FSM	47	50	▲ 3
National FSM	60	61	▲ 1
Leeds Non FSM	69	72	▲ 3
National Non FSM	77	78	▲ 1

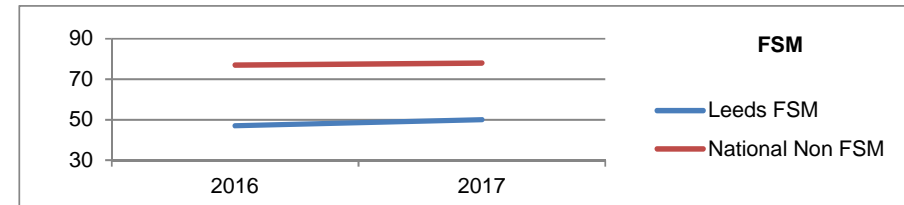


Table 3: EAL

	2016	2017	Change
Leeds EAL	54	59	▲ 5
National EAL	70	72	▲ 2
Leeds Non EAL	68	71	▲ 3
National Non EAL	75	77	▲ 2

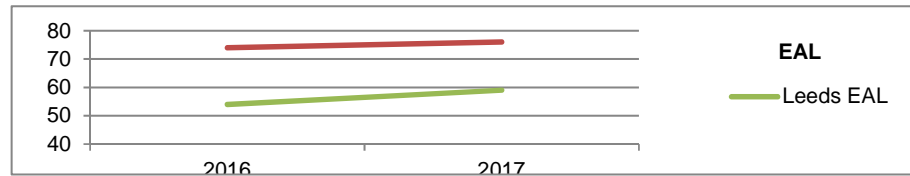
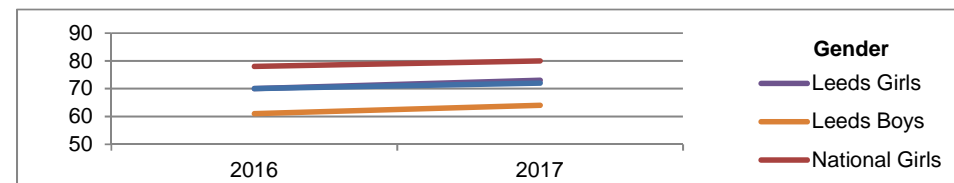


Table 4: Gender

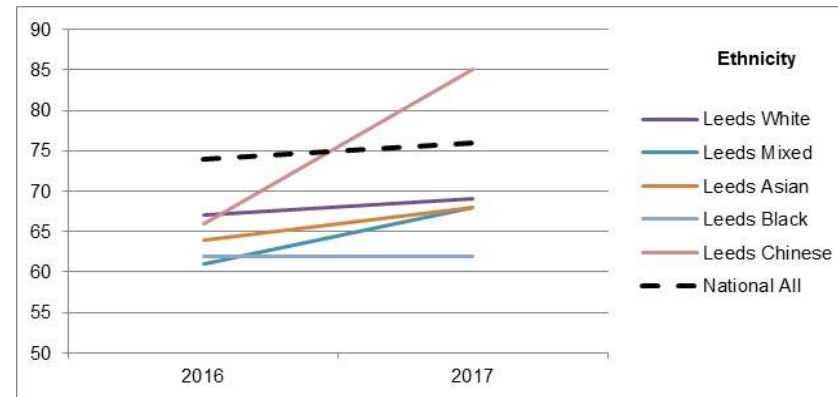
	2016	2017	Change
Leeds Girls	70	73	▲ 3
National Girls	78	80	▲ 2
Leeds Boys	61	64	▲ 3
National Boys	70	72	▲ 2



2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in reading

Table 5: Ethnicity

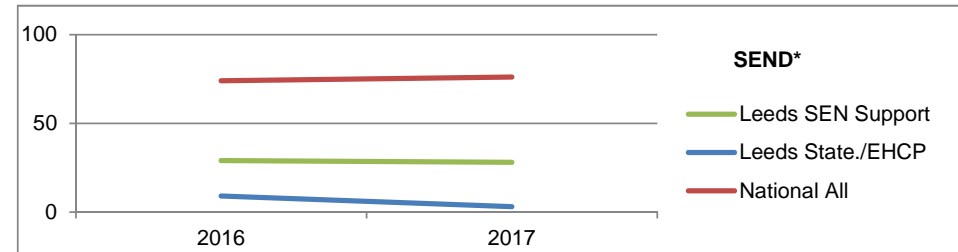
	2016	2017	Change
Leeds White	67	69	▲ 2
Leeds Mixed	61	68	▲ 7
Leeds Asian	64	68	▲ 4
Leeds Black	62	62	▬ 0
Leeds Chinese	66	85	▲ 19
National Asian	76	77	▲ 1
National Black	76	77	▲ 1
National Chinese	80	84	▲ 4



2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in reading

Table 6: SEND

	2016	2017	Change
Leeds Non SEN	72	76	▲ 4
National Non SEN	82	84	▲ 2
Leeds SEN Support	29	28	▼ -1
National SEN Support	32	34	▲ 2
Leeds State./EHCP	9	3	▼ -6
National State./EHCP	14	14	▬ 0



Footnotes: *There is no SEND data available for 2012, 2013 and 2014 due to the introduction of the Children's and Families Act of 2014 which set out a new system for supporting children with SEND and their families.

2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in writing

Table 7: Leeds All

	2016	2017	Change
Leeds All	54	59	▲ 5
National All	66	68	▲ 2

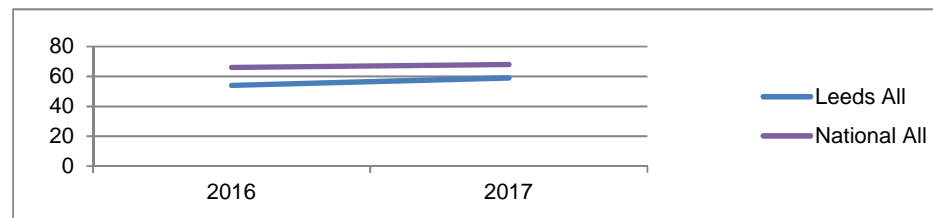


Table 8: Free School Meals (FSM)

	2016	2017	Change
Leeds FSM	36	39	▲ 3
National FSM	50	52	▲ 2
Leeds Non FSM	59	63	▲ 4
National Non FSM	68	71	▲ 3

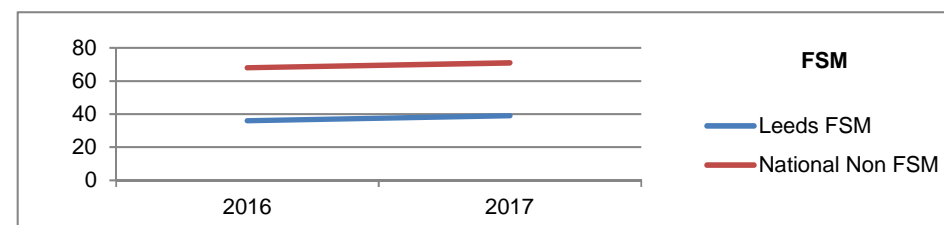
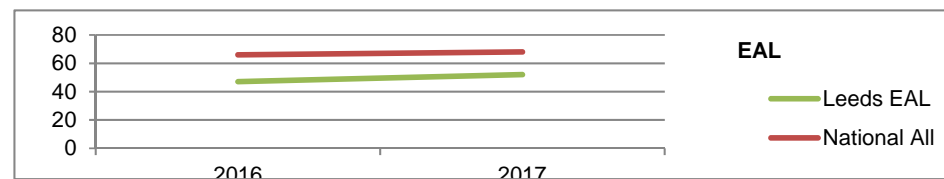


Table 9: EAL

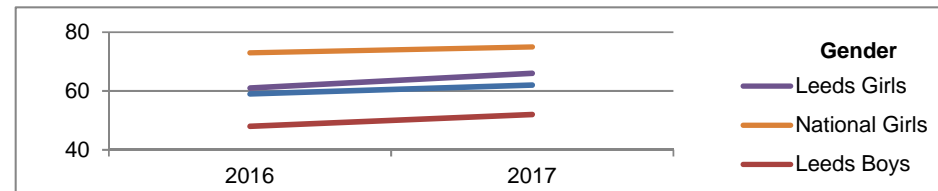
	2016	2017	Change
Leeds EAL	47	52	▲ 5
National EAL	64	67	▲ 3
Leeds Non EAL	57	61	▲ 4
National Non EAL	66	69	▲ 3



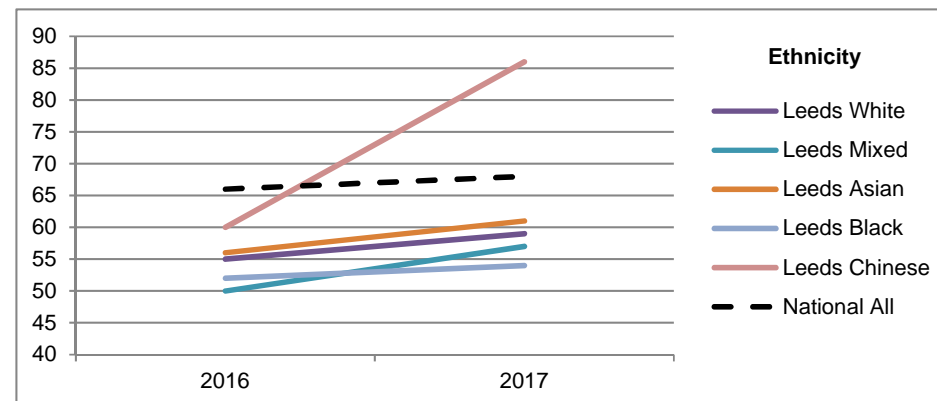
2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in writing

Table 10: Gender

	2016	2017	Change
Leeds Girls	61	66	▲ 5
National Girls	73	75	▲ 2
Leeds Boys	48	52	▲ 4
National Boys	59	62	▲ 3



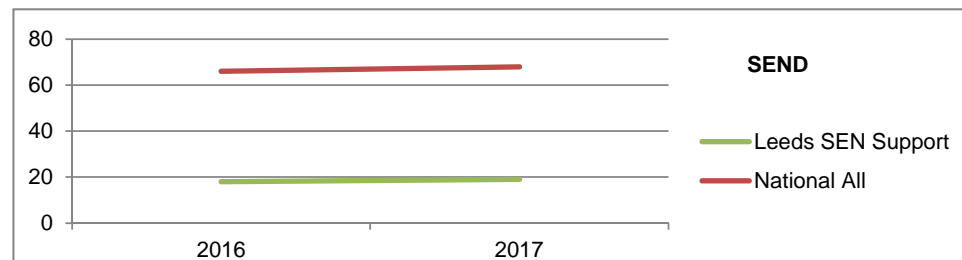
	2016	2017	Change
Leeds White	55	59	▲ 4
Leeds Mixed	50	57	▲ 7
Leeds Asian	56	61	▲ 5
Leeds Black	52	54	▲ 2
Leeds Chinese	60	86	▲ 26
National White	65	68	▲ 3
National Mixed	68	70	▲ 2
National Asian	69	72	▲ 3
National Black	69	71	▲ 2
National Chinese	77	82	▲ 5



2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in writing

Table 12: SEND

	2016	2017	Change
Leeds Non SEN	61	77	▲ 16
National Non SEN	74	66	▼ -8
Leeds SEN Support	18	19	▲ 1
National SEN Support	22	23	▲ 1
Leeds State./EHCP	4	x	N/A
National State./EHCP	9	9	▬ 0



Footnotes: X Indicates figures not shown in order to protect confidentiality.

2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in maths

Table 13: Leeds All

	2016	2017	Change
Leeds All	64	68	▲ 4
National All	73	75	▲ 2

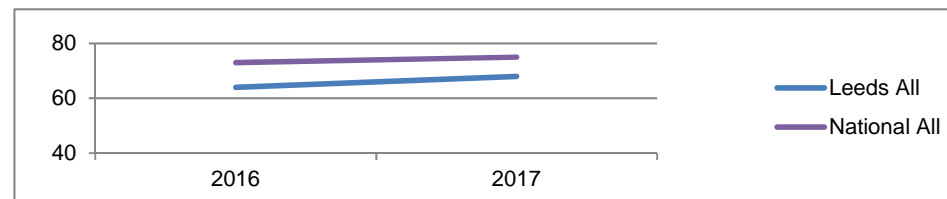


Table 14: Free School Meals (FSM)

	2016	2017	Change
Leeds FSM	46	50	▲ 4
National FSM	58	60	▲ 2
Leeds Non FSM	68	72	▲ 4
National Non FSM	75	78	▲ 3

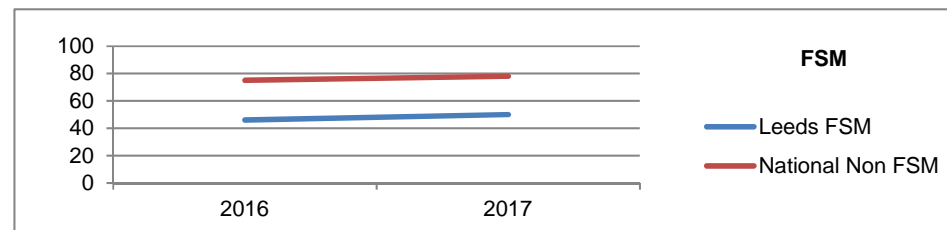
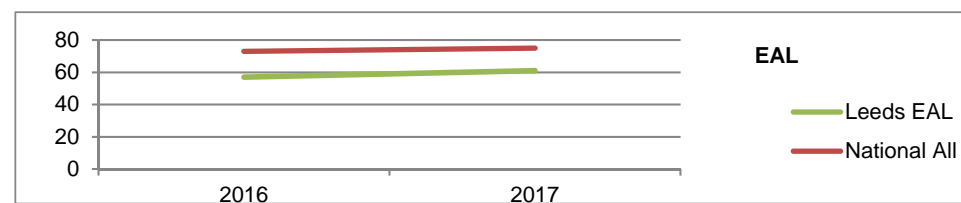


Table 15: EAL

	2016	2017	Change
Leeds EAL	57	61	▲ 4
National EAL	72	74	▲ 2
Leeds Non EAL	67	70	▲ 3
National Non EAL	73	76	▲ 3



2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in maths

Table 16: Gender

	2016	2017	Change
Leeds Girls	65	69	▲ 4
National Girls	74	77	▲ 3
Leeds Boys	64	67	▲ 3
National Boys	72	74	▲ 2

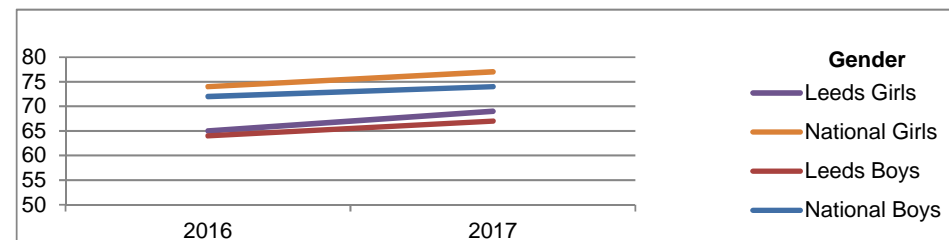
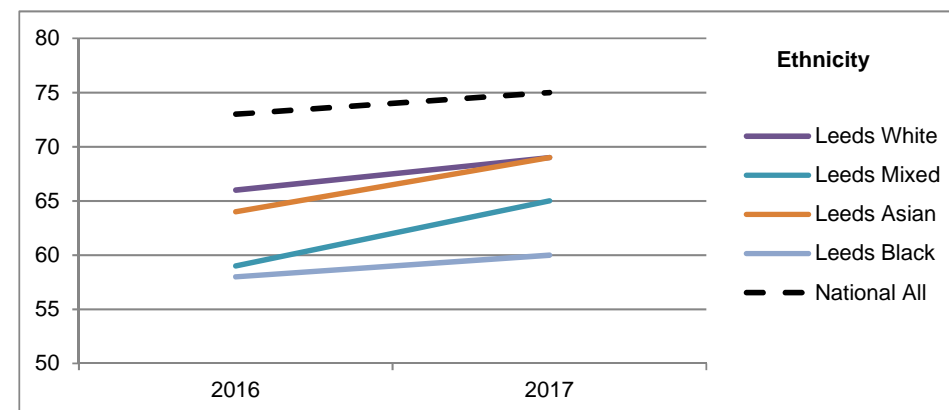


Table 17: Ethnicity

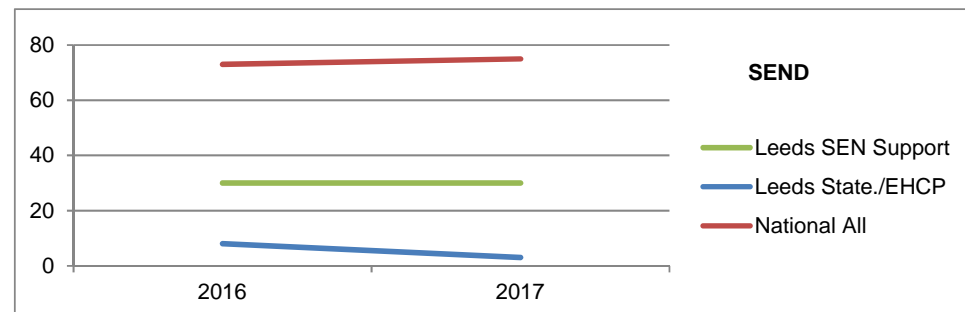
	2016	2017	Change
Leeds White	66	69	▲ 3
Leeds Mixed	59	65	▲ 6
Leeds Asian	64	69	▲ 5
Leeds Black	58	60	▲ 2
Leeds Chinese	79	x	N/A
National White	73	75	▲ 2
National Mixed	74	76	▲ 2
National Asian	75	77	▲ 2
National Black	71	73	▲ 2
National Chinese	88	91	▲ 3



2016-17, Key Stage 1 - Percentage of pupils meeting the expected standard in maths

Table 18: SEND

	2016	2017	Change
Leeds Non SEN	71	75	▲ 4
National Non SEN	80	83	▲ 3
Leeds SEN Support	30	30	▬ 0
National SEN Support	33	35	▲ 2
Leeds State./EHCP	8	3	▼ -5
National State./EHCP	14	14	▬ 0



Footnotes: X Indicates figures not shown in order to protect confidentiality.

Learning Outcomes Dashboard

2016-2017



Key Stage 2 Attainment Analysis

Contents

[Reaching the Expected Standard](#)

Table 1 - Reading

Table 2 - Writing

Table 3 - Maths

Table 4 - Reading, Writing and Maths

Table 5 - Grammar, Punctuation and Spelling

[Reaching the Higher Standard](#)

Table 6 - Reading

Table 7 - Writing

Table 8 - Maths

Table 9 - Reading, Writing and Maths

Table 10 - Grammar, Punctuation and Spelling

Table 11 - Percentage of schools not meeting floor targets

This dashboard covers the results of the Key Stage 2 assessments taken at the end of Year 6. The 2016 Key Stage 2 assessments were the first which assess the new, more challenging national curriculum introduced in 2014, which is why no historical data is available in the dashboards. The test outcome is no longer being reported using levels, instead scaled scores have been used. Scaled scores are normalised values, where a score of 100 will be considered the expected standard. Any score below this means the pupil is working towards the expected standard, and any score above means the pupil is working above the expected standard. Results at the end of Key Stage 2 focus on a child's attainment and progress in maths, reading and writing. Writing is based on teacher assessment, while reading and maths are based on end of key stage tests. A grammar, punctuation and spelling test is also taken.

Ranks and quartiles are shown where appropriate. The methodology used to calculate quartile data has been changed to be in line with the DfE quartile reporting method. Please note, the results are not evenly distributed between the four quartiles as some authorities will post the same result; result/value distribution spread could be very narrow or one or two Local Authorities could post very high or very low results. Instead of presenting quartiles as numbers one to four, with four representing the worst performing LAs, they are now presented as Bands A to D, with D representing the worst performing LAs.

In some instances a quartile position is not shown (denoted by "N/A") as quartile boundaries are not meaningful where there is only a very narrow span of performance on a given indicator and many LAs are separated only by a few percentage points. For every indicator rankings are joint with other LAs, shown by the = sign. This is because the DfE publish this dataset in whole numbers with no decimal places and so more than one LA will be listed with the same result. When LAs are ranked highest to lowest, multiple LAs will feature the same ranking.

2016-17, Key Stage 2 - Percentage of pupils reaching the expected standard

Table 1: Percentage of pupils reaching the expected standard - Reading

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal 126/152
	69	72	75	88	

	2016	2017	Change
Leeds	61	68	▲ 7
National	66	72	▲ 6
Stat. Neighbours	65	71	▲ 6
Core Cities	63	69	▲ 6

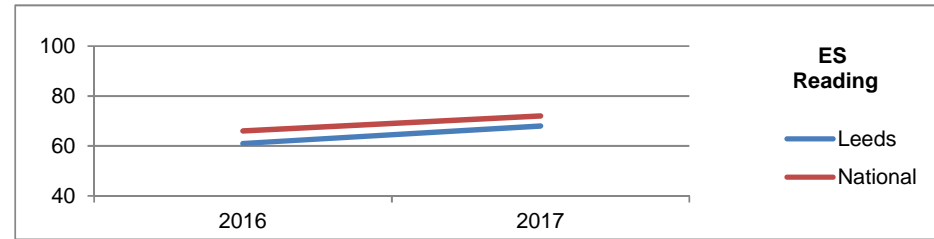


Table 2: Percentage of pupils reaching the expected standard - Writing

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal 148/152
	75	77	79	92	

	2016	2017	Change
Leeds	67	70	▲ 3
National	74	77	▲ 3
Stat. Neighbours	73	76	▲ 3
Core Cities	71	74	▲ 3

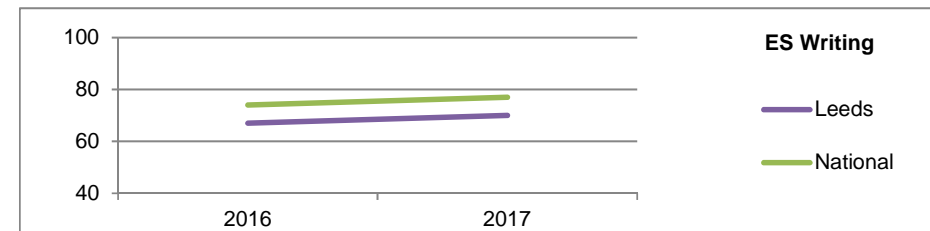


Table 3: Percentage of pupils reaching the expected standard - Maths

2016-17, Key Stage 2 - Percentage of pupils reaching the expected standard

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal 129/152
	73	76	79	92	

	2016	2017	Change
Leeds	66	71	▲ 5
National	70	75	▲ 5
Stat. Neighbours	70	76	▲ 6
Core Cities	68	74	▲ 6

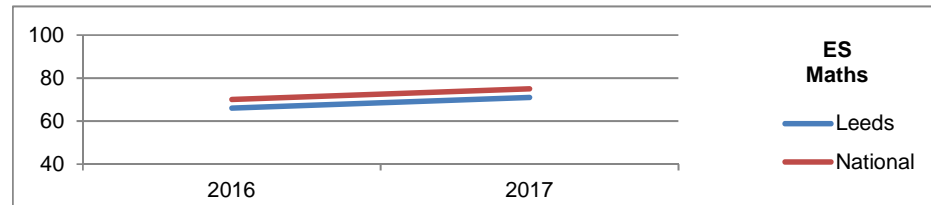


Table 4: Percentage of pupils reaching the expected standard - Reading, Writing and Maths

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal 139/152
	58.75	61.5	65	88	

	2016	2017	Change
Leeds	48	56	▲ 8
National	54	62	▲ 8
Stat. Neighbours	53	61	▲ 8
Core Cities	51	59	▲ 8

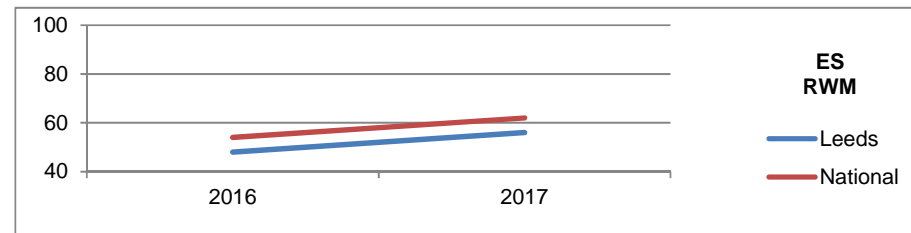
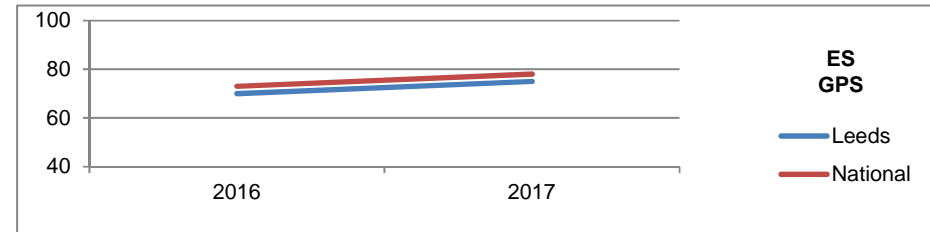


Table 5: Percentage of pupils reaching the expected standard - Grammar, Punctuation and Spelling

2016-17, Key Stage 2 - Percentage of pupils reaching the expected standard

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal 115/152
	76	78	81	92	

	2016	2017	Change
Leeds	70	75	▲ 5
National	73	78	▲ 5
Stat. Neighbours	73	77	▲ 4
Core Cities	71	76	▲ 5



Footnote:

2016-17, Key Stage 2 - Percentage of pupils reaching the higher standard

Table 6: Percentage of pupils reaching the higher standard - Reading

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 96/152
	21	25	28	44	

	2016	2017	Change
Leeds	17	23	▲ 6
National	19	25	▲ 6
Stat. Neighbours	18	23	▲ 5
Core Cities	17	22	▲ 5

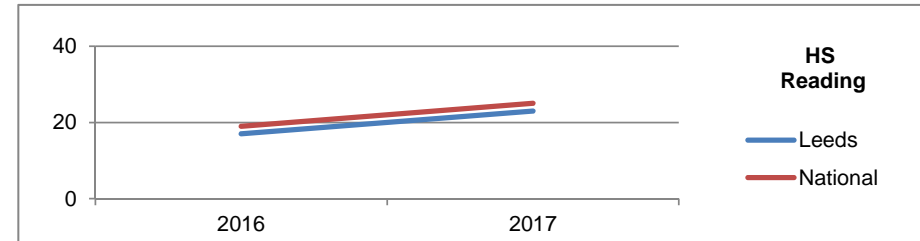
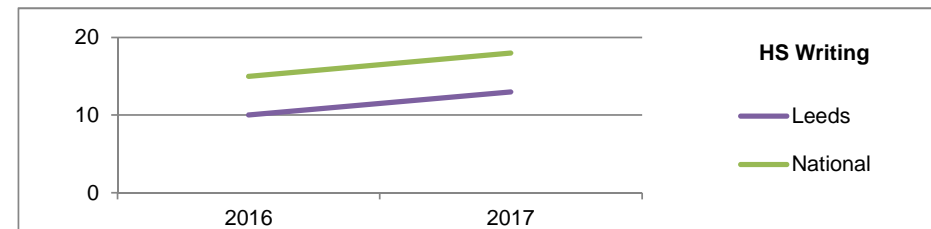


Table 7: Percentage working at greater depth in writing

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal 131/152
	16	18	20	28	

	2016	2017	Change
Leeds	10	13	▲ 3
National	15	18	▲ 3
Stat. Neighbours	14	17	▲ 3
Core Cities	12	16	▲ 4



2016-17, Key Stage 2 - Percentage of pupils reaching the higher standard

Table 8: Percentage of pupils reaching the higher standard - Maths

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 89/151
	20	22	27	41	

	2016	2017	Change
Leeds	15	21	▲ 6
National	17	23	▲ 6
Stat. Neighbours	16	22	▲ 6
Core Cities	16	22	▲ 6

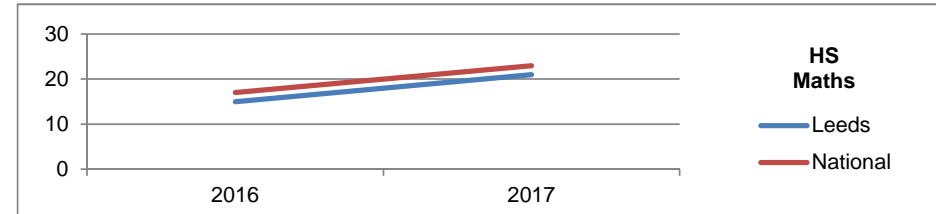
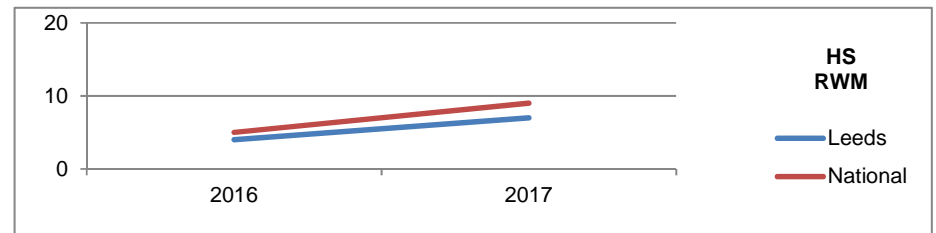


Table 9: Percentage of pupils reaching the higher standard - Reading, Writing and Maths

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band D	Up to and including	Up to and including	Up to and including	Up to and including	Equal 105/151
	7	9	10	18	

	2016	2017	Change
Leeds	4	7	▲ 3
National	5	9	▲ 4
Stat. Neighbours	5	8	▲ 3
Core Cities	5	7	▲ 2

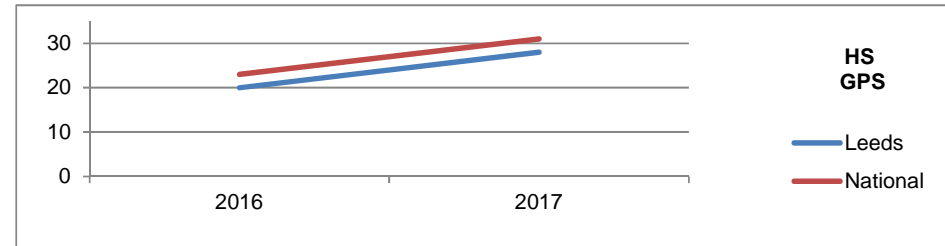


2016-17, Key Stage 2 - Percentage of pupils reaching the higher standard

Table 10: Percentage of pupils reaching the higher standard - Grammar, Punctuation and Spelling

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 103/152
	27	31	35	52	

	2016	2017	Change
Leeds	20	28	▲ 8
National	23	31	▲ 8
Stat. Neighbours	22	30	▲ 8
Core Cities	21	31	▲ 10

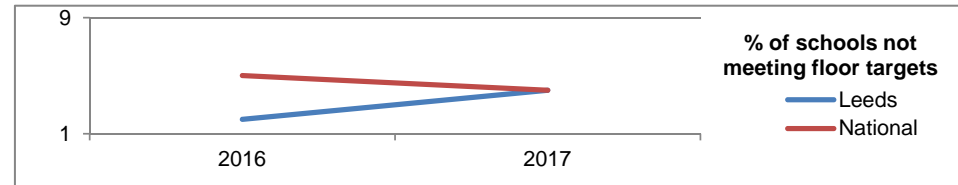


2016-17, Key Stage 2 - Percentage of schools not meeting floor standards

Table 11: Percentage of schools not meeting floor standards

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 85/152
	0	3	5	100	

	2016	2017	Change
Leeds	2	4	2
National	5	4	-1
Stat. Neighbours	5	3	-2
Core Cities	4	3	-1



Footnote: In 2017, a school will be above the floor if: at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; or the school achieves sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.

2016-17 Key Stage 2 - Percentage of pupils reaching the expected standard in reading, writing and Maths by pupil groups

Table 1: Leeds All

	2016	2017	Change
Leeds All	48	56	▲ 8
National All	54	62	▲ 8

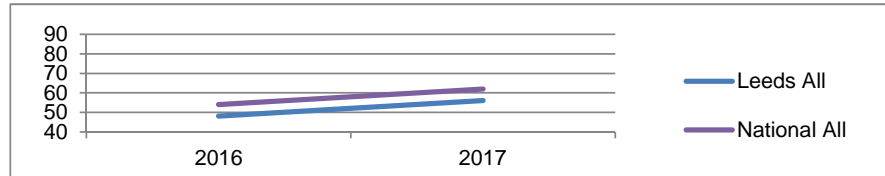


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A
Band D	Up to and including	Up to and including	Up to and including	Up to and including
	38	42	48	69

	2016	2017	Change
Leeds FSM	26	33	▲ 7
National FSM	36	43	▲ 7
Leeds Non FSM	52	61	▲ 9
National Non FSM	57	65	▲ 8

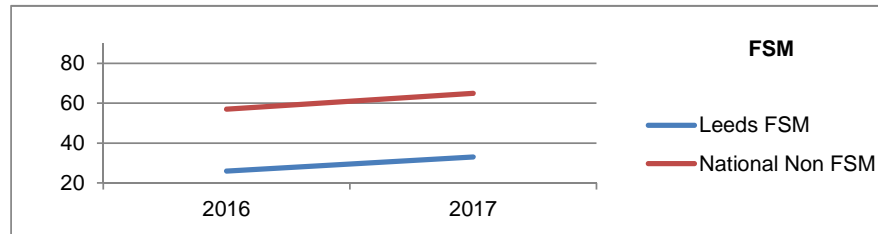
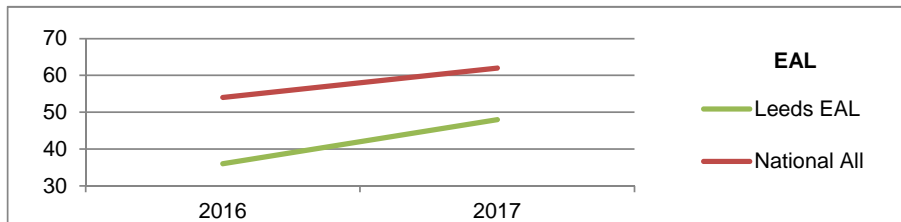


Table 3: EAL

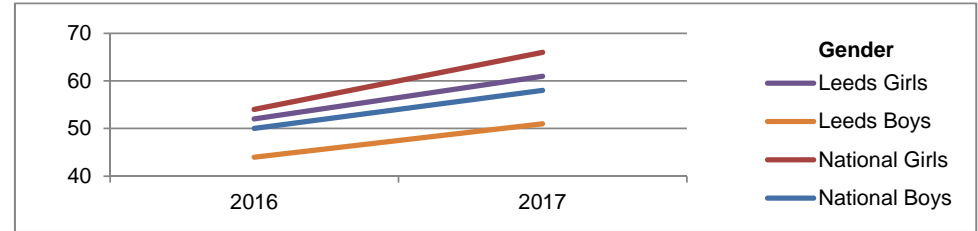
	2016	2017	Change
Leeds EAL	36	48	▲ 12
National EAL	52	61	▲ 9
Leeds Non EAL	50	58	▲ 8
National Non EAL	54	62	▲ 8



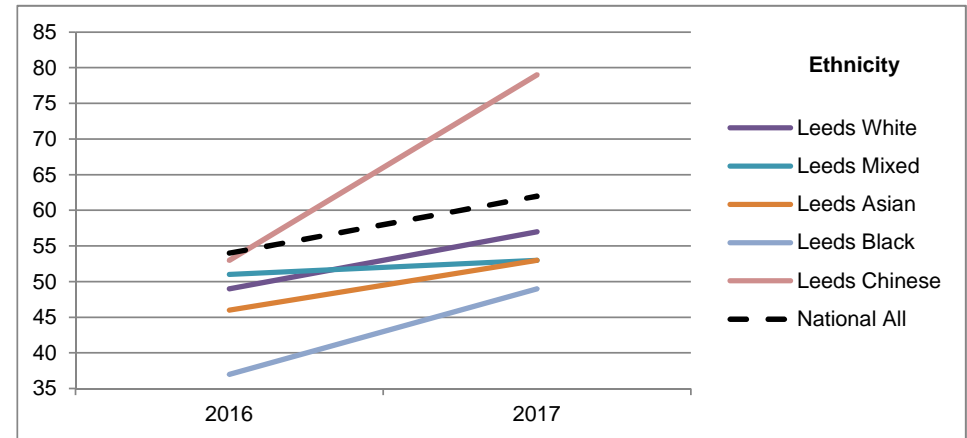
2016-17 Key Stage 2 - Percentage of pupils reaching the expected standard in reading, writing and Maths by pupil groups

Table 4: Gender

	2016	2017	Change
Leeds Girls	52	61	▲ 9
National Girls	54	66	▲ 12
Leeds Boys	44	51	▲ 7
National Boys	50	58	▲ 8



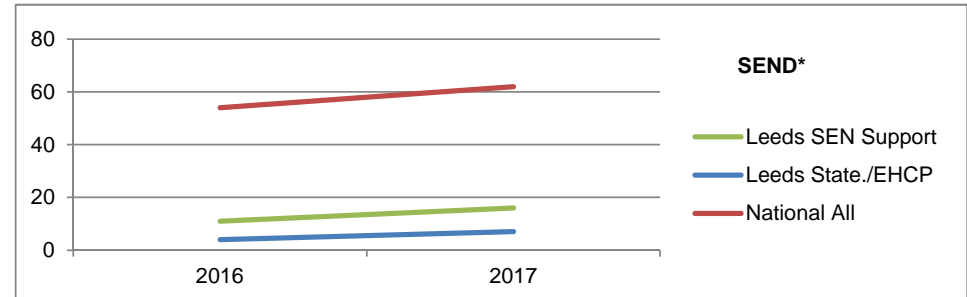
	2016	2017	Change
Leeds White	49	57	▲ 8
Leeds Mixed	51	53	▲ 2
Leeds Asian	46	53	▲ 7
Leeds Black	37	49	▲ 12
Leeds Chinese	53	79	▲ 26
National White	54	61	▲ 7
National Mixed	56	63	▲ 7
National Asian	56	64	▲ 8
National Black	51	61	▲ 10
National Chinese	72	78	▲ 6



2016-17 Key Stage 2 - Percentage of pupils reaching the expected standard in reading, writing and Maths by pupil groups

Table 6: SEND

	2016	2017	Change
Leeds Non SEN	55	64	▲ 9
National Non SEN	62	71	▲ 9
Leeds SEN Support	11	16	▲ 5
National SEN Support	16	21	▲ 5
Leeds State./EHCP	4	7	▲ 3
National State./EHCP	7	8	▲ 1



Footnotes:



Key Stage 4 Attainment Analysis

Contents

Table 1: Progress 8

Table 2: Average Attainment 8 Score per pupil

Table 3: Percentage of pupils achieving a strong pass (grade 9-5) in English and mathematics

Table 4: Percentage of pupils achieving a standard pass (grade 9-4) in English and mathematics

Table 5: Percentage of pupils achieving a strong pass in the English Baccalaureate (including a grade 9-5 or above in English and mathematics, and grade C or above in unreformed subjects)

Table 6: Percentage of pupils achieving a standard pass in the English Baccalaureate (including a grade 9-4 in English and mathematics, and grade C or above in unreformed subjects)

Table 7: Percentage of schools below the floor standards

Table 8: Percentage of schools meeting the coasting definition

Attainment 8 measures the achievement of a pupil across eight subjects including maths (double weighted), English (double weighted if the combined English qualification, or both language and literature are taken), three further qualifications that count in the English Baccalaureate and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Progress 8 captures the progress a pupil makes from the end of key stage 2 to the end of key stage 4. This is done by comparing a pupil's Attainment 8 score to the average for all other pupils nationally who had the same key stage 2 prior attainment. As Progress 8 is a relative measure, the average Progress 8 score for all pupils nationally is zero.

Progress 8 is a measure for local authorities and for schools, young people do not leave school with a Progress 8 result. Attainment 8 is a summary of their achievements at the end of statutory school age.

This year's student cohort was the first to take harder GCSEs in English, English Literature and mathematics. These GCSEs have been reformed in structure, content and assessment format, as well as being graded using numbers rather than letters. 9 is the new top grade and 1 is the lowest grade. The new subjects are being introduced gradually, with new waves of reformed GCSEs introduced in September 2016 (for assessment in 2018) and September 2017 (for assessment in 2019).

The reformed GCSEs in English, English Literature and mathematics are completely different qualifications to previous GCSEs in these subjects. The new GCSE content is more challenging; new GCSEs are linear (that is, they are assessed at the end of a two year period of study rather than assessed as smaller modules); there is far more assessment by exam and less coursework; and the new grades do not map directly onto previous A*-G grades. Therefore, 2017 results are not comparable with 2016 results.

Ranks and quartiles are shown where appropriate. The methodology used to calculate quartile data has been changed to be in line with the DfE quartile reporting method. Please note, the results are not evenly distributed between the four quartiles as some authorities will post the same result; result/value distribution spread could be very narrow or one or two Local Authorities could post very high or very low results. Instead of presenting quartiles as numbers one to four, with four representing the worst performing LAs, they are now presented as Bands A to D, with D representing the worst performing LAs.

In some instances a quartile position is not shown (denoted by "N/A") as quartile boundaries are not meaningful where there is only a very narrow span of performance on a given indicator and many LAs are separated only by a few percentage points. For every indicator rankings are joint with other LAs, shown by the = sign. This is because the DfE publish this dataset in whole numbers with no decimal places and so more than one LA will be listed with the same result. When LAs are ranked highest to lowest, multiple LAs will feature the same ranking.

Version number	V1.0
Date produced:	25 January 2017
Created by:	Intelligence and Policy
Contact details	chs.performance.and.intelligence@leeds.gov.uk
Data Status	Confirmed
Data source	DfE Statistical First Release 01/2018
Protective marking	Not protectively marked

2016-17, Key Stage 4

Table 1: Progress 8

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	Equal 37/151
	-0.15	-0.04	0.07	0.5	

	2017	Change
Leeds	0.07	N/A
National	-0.03	N/A
Stat. Neighbours	-0.12	N/A
Core Cities	0.13	N/A

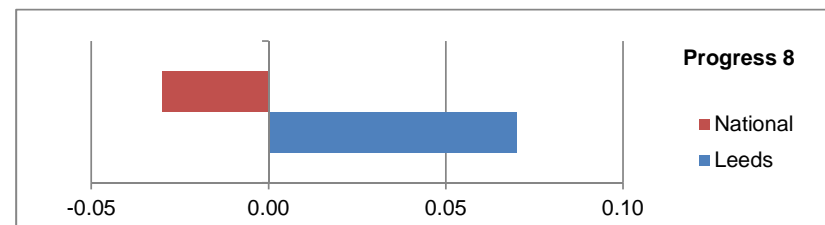
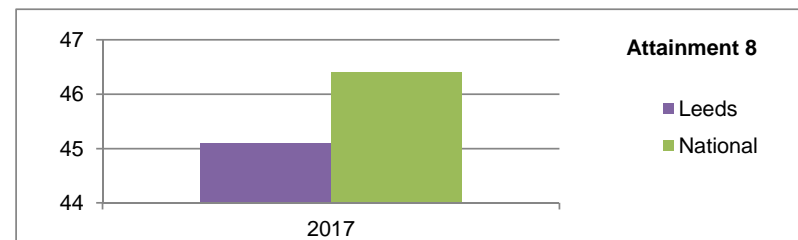


Table 2: Average Attainment 8 score per pupil

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	95/151
	44.4	46.0	48.2	56.2	

	2017	Change
Leeds	45.1	N/A
National	46.4	N/A
Stat. Neighbours	45.2	N/A
Core Cities	43.9	N/A



2016-17, Key Stage 4

Table 3: Percentage of pupils achieving a strong pass (grade 9-5) in English and mathematics

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 98/147
	38	42	47	63	

National	43	N/A
Stat. Neighbours	41	N/A
Core Cities	37	N/A

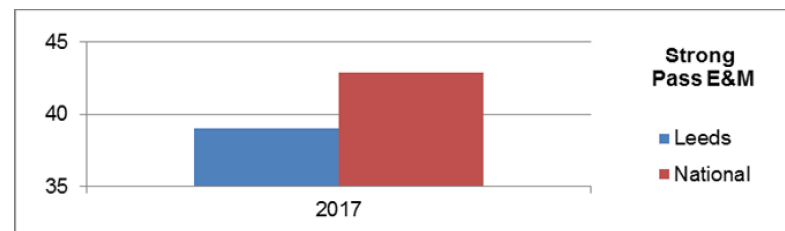


Table 4: Percentage of pupils achieving a standard pass (grade 9-4) in English and mathematics

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 107/151
	60	64	68	84	

	2017	Change
Leeds	61	N/A
National	64	N/A
Stat. Neighbours	62	N/A
Core Cities	57	N/A

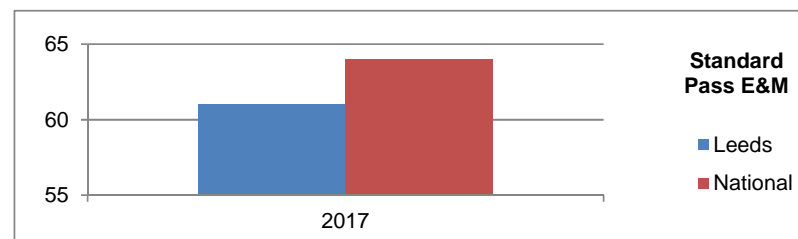


Table 5: Percentage of pupils achieving a strong pass in the English Baccalaureate (including a grade 9-5 pass in English and mathematics, and grade C or above in unreformed subjects)

2016-17, Key Stage 4

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	Equal 71/151
	17	20	25	39	

	2017	Change
Leeds	21	N/A
National	21	N/A
Stat. Neighbours	20	N/A
Core Cities	18	N/A

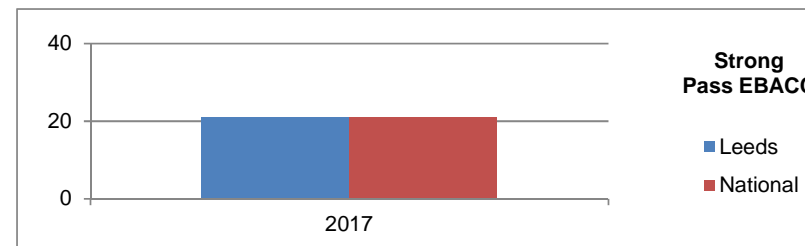


Table 6: Percentage of pupils achieving a standard pass in the English Baccalaureate (including a grade 9-4 in English and mathematics, and grade C or above in unreformed subjects)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	Equal 67/151
	19	23	28	46	

	2017	Change
Leeds	24	N/A
National	24	N/A
Stat. Neighbours	22	N/A
Core Cities	21	N/A

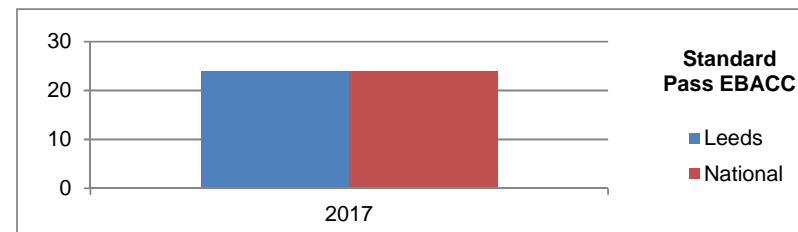


Table 7: Percentage of schools below the floor standards

2016-17, Key Stage 4

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	52/151
	100	18	11	6	

	2016	2017	Change
Leeds	13	8	-5
National	9	12	3
Stat. Neighbours	16	16	0
Core Cities	16	20	4

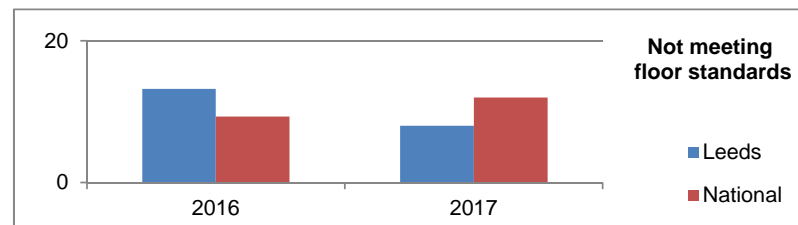
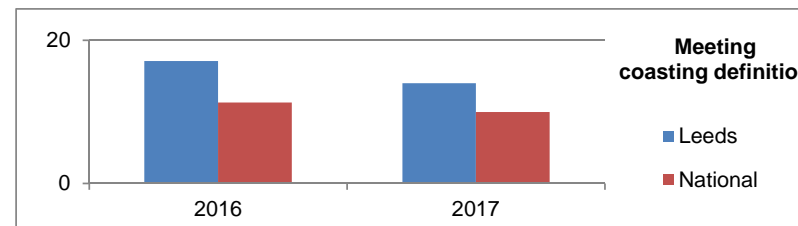


Table 8: Percentage of schools meeting the coasting definition

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	106/151
	100	15	8	0	

	2016	2017	Change
Leeds	17	14	-3
National	11	10	-1
Stat. Neighbours	15	16	1
Core Cities	19	18	-1



Data Notes:

Floor Standards - A school or college is below the secondary floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero

2016-17, Key Stage 4

Coasting Schools - In 2017, a secondary school meets the definition of coasting if:

- In 2015, fewer than 60% of pupils achieved 5 A*-C at GCSE (including English and maths), and the school has less than the national median percentage of pupils who achieved expected progress in English and in mathematics (and a Progress 8 score below -0.25, with the upper band of the 95% confidence interval below zero, for schools which opted in to Progress 8 in 2015); and

- In 2016 and 2017, the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero.

When a school falls within the coasting definition, Regional Schools Commissioners acting on behalf of the Secretary of State will engage the school to consider whether additional support is required.

The coasting definition includes state-funded mainstream schools with results published in the relevant year's secondary school performance tables. The coasting definition does not apply to Pupil Referral Units, special schools and special academies or alternative provision academies. A school will also be excluded from the coasting definition if the number of eligible pupils at key stage 4 is fewer than 11 in 2015, or fewer than 6 in 2016 and 2017; the school does not have published results against all relevant performance measures; fewer than 50% of pupils have key stage 2 tests or assessments that can be used as prior attainment in the calculations of progress measures; or the school closed within the academic year and did not re-open as a converter academy.

2016-17, Key Stage 4 - Attainment 8

Table 1: Leeds All

	2017	Change
Leeds All	45.1	N/A
National All	46.4	N/A

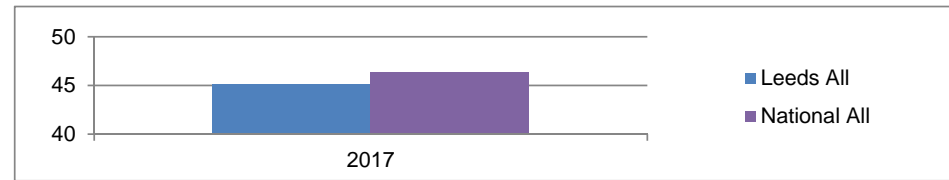


Table 2: Free School Meals (FSM)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	Equal 69/151
	32.2	33.8	36.0	49.4	

	2017	Change
Leeds FSM	34.1	N/A
National FSM	35.1	N/A
Leeds Non FSM	47.1	N/A
National Non FSM	48.2	N/A

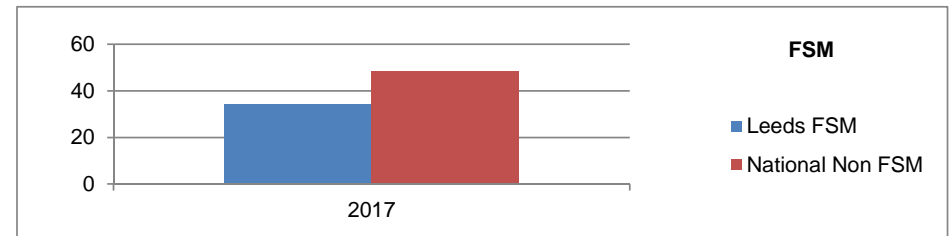
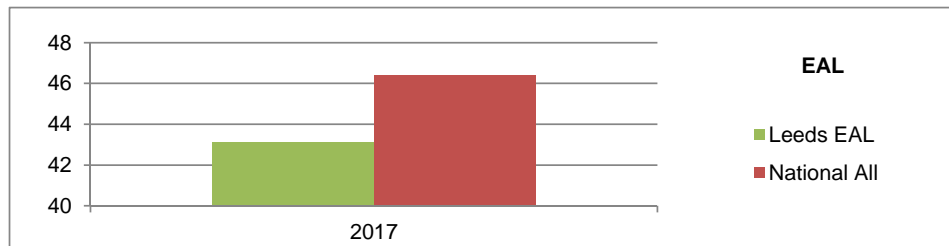


Table 3: EAL

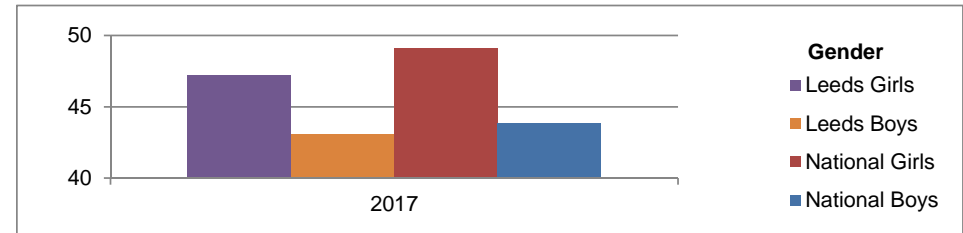
	2017	Change
Leeds EAL	43.1	N/A
National EAL	47.7	N/A
Leeds Non EAL	46.2	N/A
National Non EAL	46.3	N/A



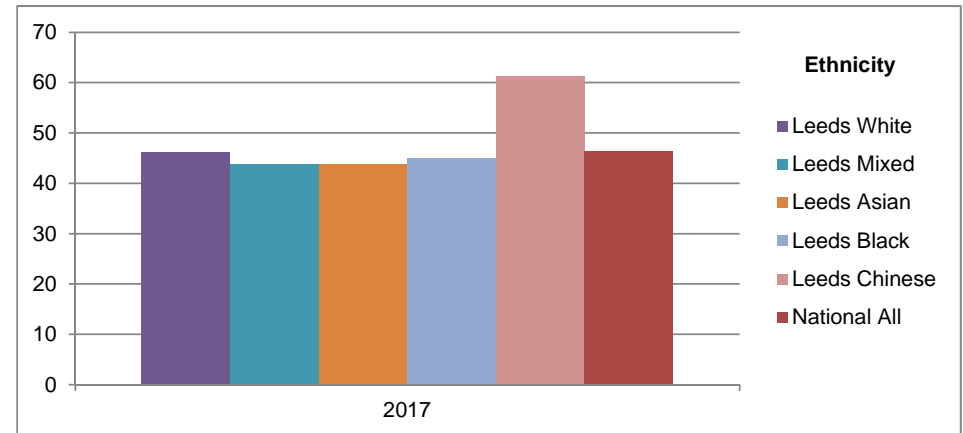
2016-17, Key Stage 4 - Attainment 8

Table 4: Gender

	2017	Change
Leeds Girls	47.2	N/A
National Girls	49.1	N/A
Leeds Boys	43.1	N/A
National Boys	43.8	N/A



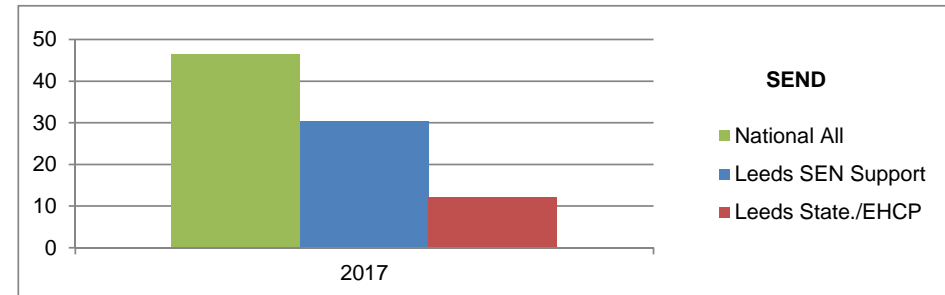
	2017	Change
Leeds White	46.1	N/A
Leeds Mixed	43.9	N/A
Leeds Asian	43.9	N/A
Leeds Black	45.0	N/A
Leeds Chinese	61.3	N/A
National White	46.0	N/A
National Mixed	47.1	N/A
National Asian	50.2	N/A
National Black	45.0	N/A
National Chinese	63.0	N/A



2016-17, Key Stage 4 - Attainment 8

Table 6: SEND

	2017	Change
Leeds Non SEN	48.5	N/A
National Non SEN	49.7	N/A
Leeds SEN Support	30.3	N/A
National SEN Support	31.9	N/A
Leeds State./EHCP	12.2	N/A
National State./EHCP	13.9	N/A



Footnotes:

2016-17, Key Stage 4 - percentage of pupils achieving a strong pass (grade 9-5) in English and mathematics

Table 7: Leeds All

	2017	Change
Leeds All	39	N/A
National All	43	N/A

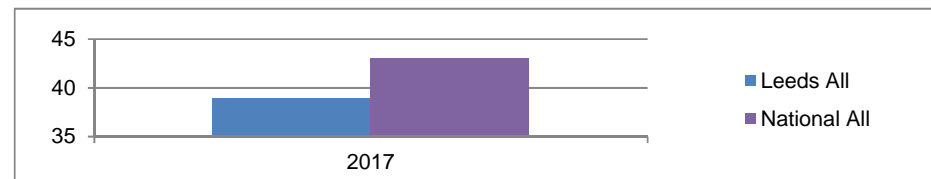
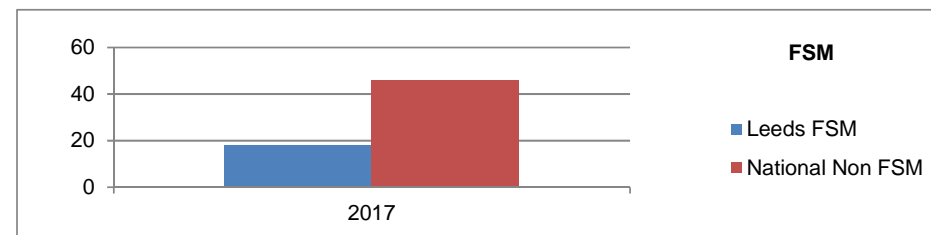


Table 8: Free School Meals (FSM)

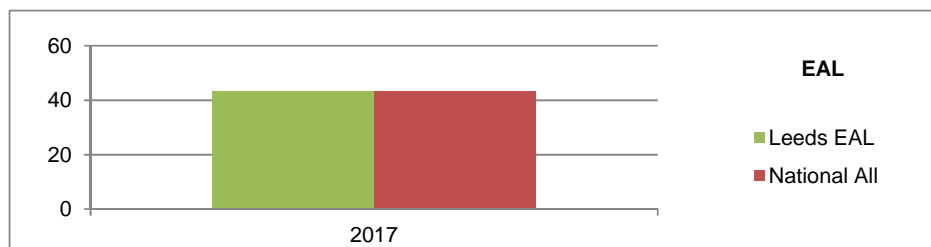
Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 92/149
	17	20	24	47	



	2017	Change
Leeds FSM	18	N/A
National FSM	22	N/A
Leeds Non FSM	43	N/A
National Non FSM	46	N/A

Table 9: EAL

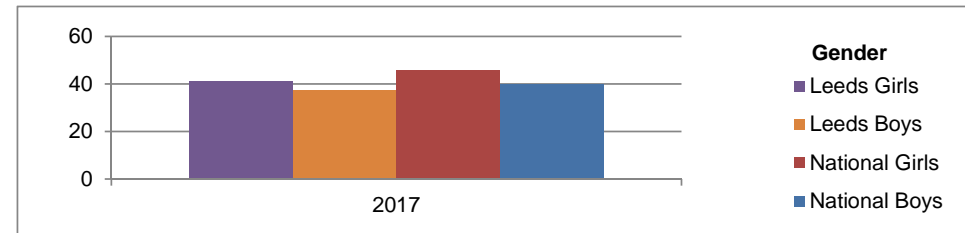
	2017	Change
Leeds EAL	43	N/A
National EAL	48	N/A
Leeds Non EAL	46	N/A
National Non EAL	46	N/A



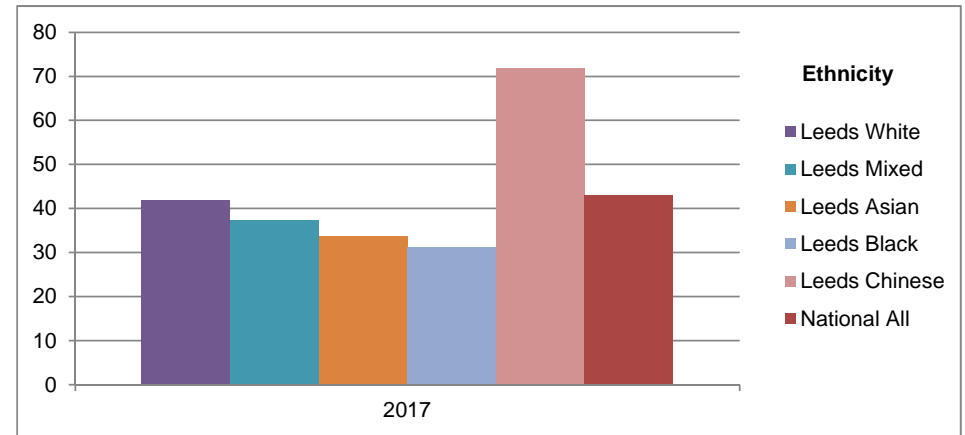
2016-17, Key Stage 4 - percentage of pupils achieving a strong pass (grade 9-5) in English and mathematics

Table 10: Gender

	2017	Change
Leeds Girls	41.2	N/A
National Girls	45.9	N/A
Leeds Boys	37.4	N/A
National Boys	39.9	N/A



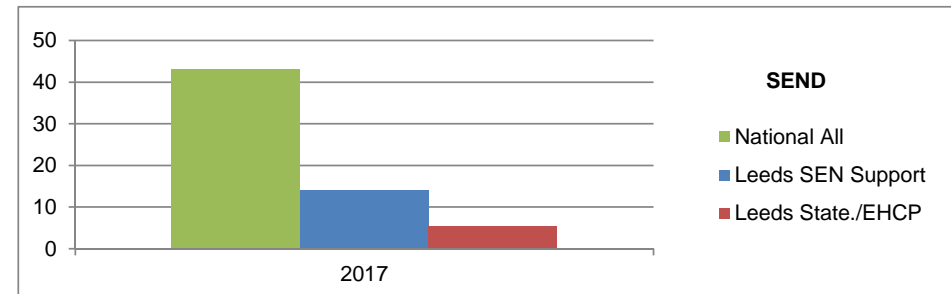
	2017	Change
Leeds White	41.8	N/A
Leeds Mixed	37.3	N/A
Leeds Asian	33.6	N/A
Leeds Black	31.2	N/A
Leeds Chinese	71.8	N/A
National White	42.1	N/A
National Mixed	43.4	N/A
National Asian	50.1	N/A
National Black	38.8	N/A
National Chinese	73.1	N/A



2016-17, Key Stage 4 - percentage of pupils achieving a strong pass (grade 9-5) in English and mathematics

Table 12: SEND

	2017	Change
Leeds Non SEN	44	
National Non SEN	48	
Leeds SEN Support	14	
National SEN Support	16	
Leeds State./EHCP	5	
National State./EHCP	5	



Footnotes:



Key Stage 5 Attainment Analysis

Contents

[2016-17, Key Stage 5 - Attainment for state-funded schools](#)

Table 1: Average point score per A level entry

Table 2: Average point score for a student's best three A levels

Table 3: Percentage of students achieving grades AAB or higher (in at least two facilitating subjects)

Table 4: Average point score per entry for Applied General students

[2016-17, Key Stage 5 - Attainment for state-funded schools and FE colleges](#)

Table 1: Average point score per A level entry

Table 2: Average point score for a student's best three A levels

Table 3: Percentage of students achieving grades AAB or higher (in at least two facilitating subjects)

Table 4: Average point score per entry for Applied General students

This dashboard provides results for the 16-18 cohort and includes results for A level, Applied General and Tech level students. They are based on the Average Points per Student Entry (APSE). The points tariff is detailed on the next page.

A level

Best 3 A levels: This measure applies to the subset of A level students who entered at least one full size A level (this includes double award A levels, and applied A levels, but does not include AS levels, general studies or critical thinking). If students are entered for less than three full size A levels, they are only included in the measure if they have not entered for other academic, applied general and tech level qualifications greater than or equal to the size of an A level. Where a student has only been at a provider for one year, they need to have entered three A levels to be included.

A best 3 A levels score is then calculated for each student by adding together the points in their best 3 A levels, then summed across a school or college. This is divided by the number of eligible students, then further divided by three to give a best 3 A levels points per entry.

For students who have only entered one or two A levels, but have been at a provider for two years and haven't entered an approved tech level, applied general or other academic qualification of size =1), the points in their one or two A levels are still divided by three.

AAB in at least two facilitating subjects: The government's current policy is to promote and incentivise participation in the facilitating subjects¹ at A level. This measure applies to A level students only. A student must have achieved three A levels, of which at least two are in facilitating subjects, at grades AAB. The percentage of students achieving this measure is shown for each provider.

Applied General and Tech Level

Since 2016, only high value level 3 vocational qualifications, which meet pre-defined characteristics, are recognised in the 16-18 performance tables. Only those qualifications on the list of applied general qualifications are recognised in the applied general category, and only those qualifications on the list of tech level qualifications are recognised in the tech level category. To be included in the applied general or tech level performance cohort, the student must have entered for at least one of these qualifications in the academic years they have been allocated to that provider.

Tech Levels are advanced (level 3) qualifications for students wishing to specialise in a technical occupation or occupational group for example engineering, IT, accounting or professional cookery. They are recognised by a relevant trade or professional body or at least five employers that are representative of the industry sector or occupation to which the qualification relates. Many higher education institutions have also pledged support for Tech Levels.

Applied general qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students that want to continue their education through applied learning.

¹The facilitating subjects are biology, chemistry, English literature, geography, history, physics, modern and classical languages*, maths and further maths.

*Classical/Modern Languages which will count towards the AAB 2017 16-18 Performance Tables indicator are: Arabic, Bengali, Chinese, Dutch, French, German, Greek (Classical), Greek



Grade to point score per A level or academic qualification

A level grade	A level point score
<i>(for comparison only)</i>	
A*	60
A	50
B	40
C	30
D	20
E	10
U	0

Grade to point score per applied general or tech level qualification BTEC subsidiary diploma grade

BTEC subsidiary diploma grade	BTEC subsidiary diploma points
<i>(for comparison only)</i>	
Distinction*	501
Distinction	35
Merit	25
Pass	15
U	0

Ranks and quartiles are shown where appropriate. The methodology used to calculate quartile data has been changed to be in line with the DfE quartile reporting method. Please note, the results are not evenly distributed between the four quartiles as some authorities will post the same result; result/value distribution spread could be very narrow or one or two Local Authorities could post very high or very low results. Instead of presenting quartiles as numbers one to four, with four representing the worst performing LAs, they are now presented as Bands A to D, with D representing the worst performing LAs.

In some instances a quartile position is not shown (denoted by "N/A") as quartile boundaries are not meaningful where there is only a very narrow span of performance on a given indicator and many LAs are separated only by a few percentage points. For every indicator rankings are joint with other LAs, shown by the = sign. This is because the DfE publish this dataset in whole numbers with no decimal places and so more than one LA will be listed with the same result. When LAs are ranked highest to lowest, multiple LAs will feature the same ranking.

Table 1: Average point score per A level entry

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 91/150
	29.1	31.0	32.4	39.1	

	2016	2017	Change
Leeds	28.4	30.2	▲ 1.8
National	30.8	31.5	▲ 0.6
Stat. Neighbours	31.6	31.4	▼ -0.2
Core Cities	29.9	30.6	▲ 0.7

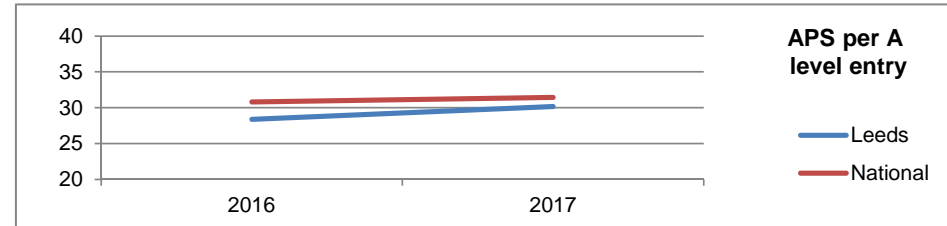


Table 2: Average point score for a student's best three A levels

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	86/149
	32.8	34.2	35.7	42.1	

	2016	2017	Change
Leeds	32.9	33.7	▲ 0.8
National	34.4	34.7	▲ 0.3
Stat. Neighbours	34.9	34.6	▼ -0.3
Core Cities	33.7	34.1	▲ 0.4

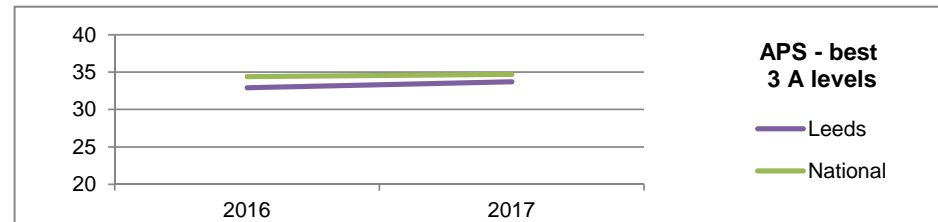


Table 3: Percentage of students achieving grades AAB or higher (in at least two facilitating subjects)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	74/149
	11.7	13.8	17.8	50	

	2016	2017	Change
Leeds	14	14	0
National	16	16	0
Stat. Neighbours	18	18	0
Core Cities	15	16	1

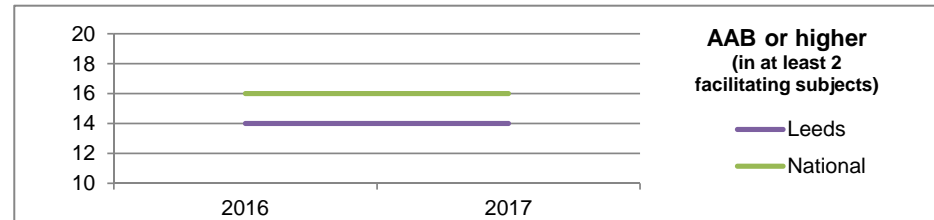


Table 4: Average point score per entry for Applied General students

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	86/144
	37.4	39.7	41.2	46.1	

	2016	2017	Change
Leeds	37.6	39.0	1.3
National	38.0	39.6	1.6
Stat. Neighbours	38.3	40.7	2.4
Core Cities	37.7	39.1	1.5

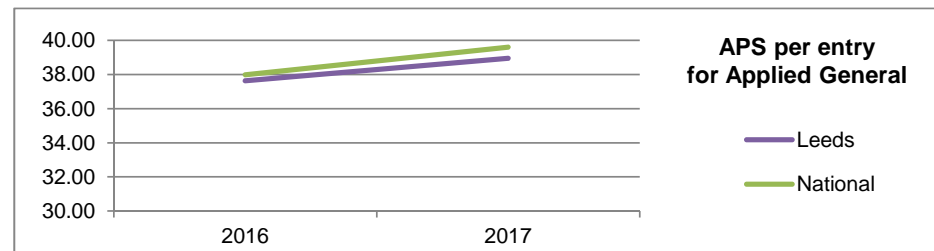
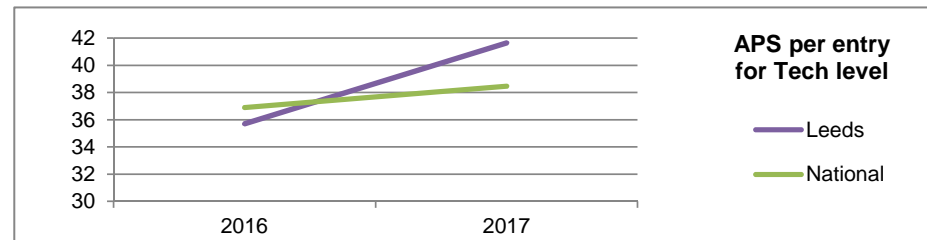


Table 4: Average point score per entry for Tech level students

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band A	Up to and including	Up to and including	Up to and including	Up to and including	29/136
	31.5	38.7	41.2	50	

	2016	2017	Change
Leeds	35.7	41.6	▲ 5.9
National	36.9	38.5	▲ 1.6
Stat. Neighbours	37.4	37.6	▲ 0.2
Core Cities	35.7	38.9	▲ 3.2



Footnote: Covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs) and state-funded special schools. Excludes FE sector colleges, pupil referral units (PRUs), alternative provision (AP), hospital schools, non-maintained special schools, other government department funded colleges, independent schools, independent special schools and independent schools approved to take pupils with special educational needs (SEN).

Table 1: Average point score per A level entry

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	93/150
	29.2	30.4	32	38	

	2016	2017	Change
Leeds	28.1	29.9	▲ 1.8
National	30.4	31.1	▲ 0.7
Stat. Neighbours	29.7	30.2	▲ 0.5
Core Cities	29.3	30.2	▲ 0.9

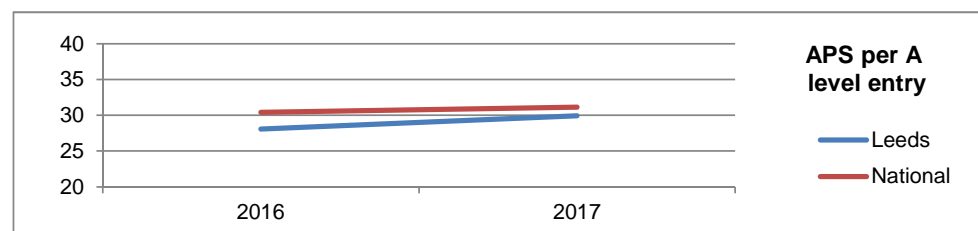


Table 2: Average point score for a student's best three A levels

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 99/150
	32.3	33.6	35.1	40.6	

	2016	2017	Change
Leeds	31.6	32.9	▲ 1.3
National	33.8	34.1	▲ 0.3
Stat. Neighbours	32.6	33.2	▲ 0.5
Core Cities	32.9	33.3	▲ 0.4

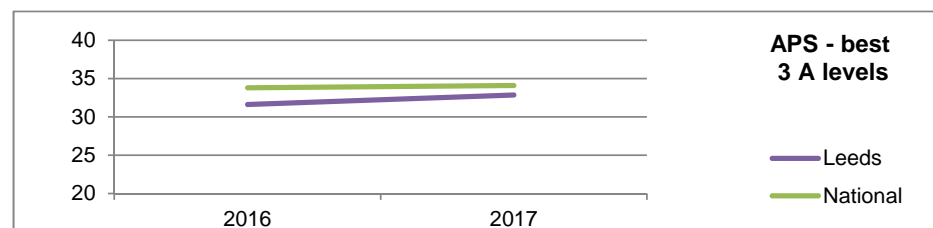


Table 3: Percentage of students achieving grades AAB or higher (in at least two facilitating subjects)

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 86/150
	10	12.9	15.9	40	

	2016	2017	Change
Leeds	11	12	▲ 0.8
National	14	14	▲ 0.4
Stat. Neighbours	12	12	▲ 0.1
Core Cities	13	13	▲ 0.5

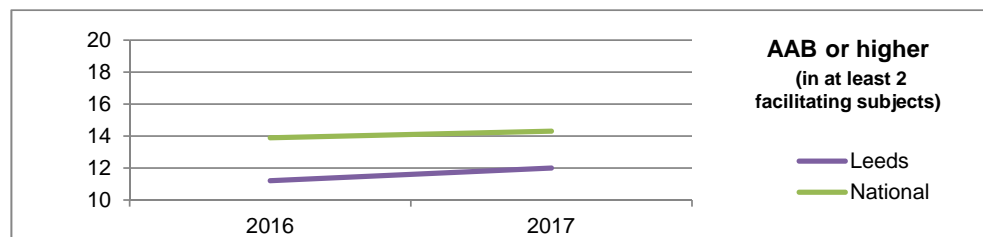
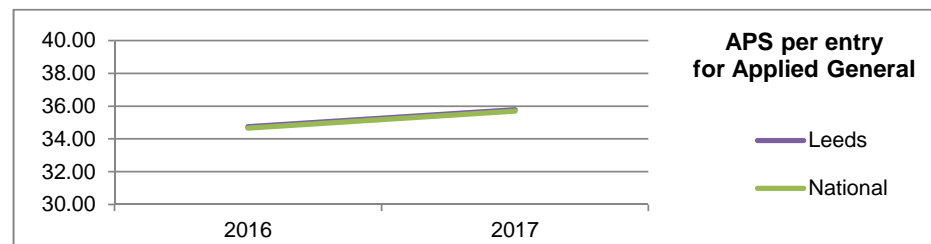


Table 4: Average point score per entry for Applied General students

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band B	Up to and including	Up to and including	Up to and including	Up to and including	Equal 71/150
	33.9	35.7	37.6	42.4	

	2016	2017	Change
Leeds	34.7	35.8	▲ 1.0
National	34.7	35.7	▲ 1.0
Stat. Neighbours	36.2	37.5	▲ 1.3
Core Cities	33.7	34.6	▲ 0.9

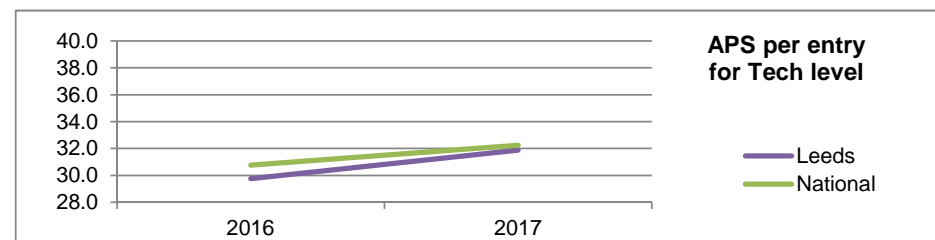


2016-17, Key Stage 5 - Attainment for state-funded schools and FE colleges

Table 5: Average point score per entry for Tech level students

Leeds Quartile Banding	Band D	Band C	Band B	Band A	Rank
Band C	Up to and including	Up to and including	Up to and including	Up to and including	Equal 82/149
	30.7	32.2	34.3	42.4	

	2016	2017	Change
Leeds	29.8	31.9	▲ 2.1
National	30.8	32.3	▲ 1.5
Stat. Neighbours	30.9	32.2	▲ 1.3
Core Cities	29.8	31.0	▲ 1.3



Footnote: The data provided covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs), state-funded special schools and FE sector colleges. Excludes pupil referral units (PRUs), alternative provision (AP), hospital schools, non-maintained special schools, other government department funded colleges, independent schools, independent special schools and independent schools approved to take pupils with special educational needs (SEN).

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Report of Head of Governance and Scrutiny Support

Report to Scrutiny Board (Children and Families)

Date: 18th July 2018

Subject: Work Schedule

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

1 Purpose of this report

1.1 The purpose of this report is to consider the Scrutiny Board’s work schedule for the remainder of the current municipal year.

2 Main issues

2.1 At its initial meeting in June 2018, the Scrutiny Board agreed to adopt a thematic approach this year, based on the question ‘is Leeds a child friendly city?’ seven years on from the introduction of Child Friendly Leeds.

2.2 The Scrutiny Board’s meetings will be themed around the five outcomes set out within the Leeds Children and Young People Plan, which states that all children and young people:

- are safe from harm
- do well at all levels of learning and have skills for life
- enjoy healthy lifestyles
- have fun growing up
- are active citizens who feel that they have a voice and influence

2.3 In adopting this approach, particular consideration will be given to how much the Council and partners have progressed towards delivering each outcome in relation to the following cohorts:

- All children
- Vulnerable Children
- Looked After Children

- 2.4 It is also proposed that the Board applies a structured approach to each themed discussion in order to capture the following:
- An overview of the baseline position back in 2011 (referencing case study evidence and relevant Key Performance Indicators);
 - Comparator information to reflect the current position, along with a summary of relevant key actions taken since 2011;
 - Future aspirations and key milestones, with identified success measures;
 - Existing barriers/challenges and proposed next steps.
- 2.5 It is acknowledged that the Board may also opt to schedule additional working group meetings to undertake further Scrutiny of any particular key issues stemming from its themed discussions. Working groups can also provide greater flexibility in terms of engaging with key stakeholders, such as young people. However, as set out within the Vision for Scrutiny, the Board must also remain mindful of the resource implications associated with the use of working group meetings and site visits when determining its work schedule.
- 2.6 The latest iteration of the Board's work schedule is attached as Appendix 1 for consideration and agreement of the Scrutiny Board – subject to any identified and agreed amendments. As well as reflecting the agreed thematic approach, other traditional items of Scrutiny work have also been incorporated into the work schedule, which involve recommendation tracking of work previously undertaken by the Children and Families Scrutiny Board; performance monitoring reports and any Budget and Policy Framework items.
- 2.7 Executive Board minutes from the meeting held on 27th June 2018 are also attached as Appendix 2. The Scrutiny Board is asked to consider and note the Executive Board minutes, insofar as they relate to the remit of the Scrutiny Board; and identify any matter where specific scrutiny activity may be warranted, and therefore subsequently incorporated into the work schedule.

Developing the work schedule

- 2.8 The work schedule should not be considered a fixed and rigid schedule, it should be recognised as something that can be adapted and changed to reflect any new and emerging issues throughout the year; and also reflect any timetable issues that might occur from time to time.
- 2.9 However, when considering any developments and/or modifications to the work schedule, effort should be undertaken to:
- Avoid unnecessary duplication by having a full appreciation of any existing forums already having oversight of, or monitoring a particular issue.
 - Ensure any Scrutiny undertaken has clarity and focus of purpose and will add value and can be delivered within an agreed time frame.
 - Avoid pure "information items" except where that information is being received as part of a policy/scrutiny review.
 - Seek advice about available resources and relevant timings, taking into consideration the workload across the Scrutiny Boards and the type of Scrutiny taking place.

- Build in sufficient flexibility to enable the consideration of urgent matters that may arise during the year.

2.10 In addition, in order to deliver the work schedule, the Board may need to take a flexible approach and undertake activities outside the formal schedule of meetings – such as working groups and site visits, where deemed appropriate. This flexible approach may also require additional formal meetings of the Scrutiny Board.

Developments since the previous Scrutiny Board meeting

2.11 At the time of agenda publication, there are no significant developments to report since the previous Scrutiny Board meeting.

3. Recommendations

3.1 Members are asked to consider the matters outlined in this report and agree (or amend) the overall work schedule (as presented at Appendix 1) as the basis for the Board's work for the remainder of 2018/19.

4. Background papers¹

4.1 None used

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

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Scrutiny Board (Children and Families) Work Schedule for 2018/2019 Municipal Year

June	July	August
Meeting Agenda for 13th June 2018	Meeting Agenda for 18th July 2018	No Scrutiny Board meeting scheduled.
Scrutiny Board Terms of Reference and Sources of Work (DB) Performance Update (PM)	Inquiry into Child Poverty & 3As – Formal Response (RT) Annual Standards Report (PM) Financial Outturn/Financial Health Report (PM)	
Working Group Meetings		
Site Visits		

Page 205

Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response

Scrutiny Board (Children and Families) Work Schedule for 2018/2019 Municipal Year

September	October	November
Meeting Agenda for 26th September 2018	Meeting Agenda for 24th October 2018	No Scrutiny Board meeting scheduled.
Themed discussion on the following CYPP outcomes: <i>Children and young people enjoy healthy lifestyles; Children and young people have fun growing up; Children and young people are active citizens who feel they have a voice and influence.</i>	Post 16 SEND School Transport (RT) SEND Inquiry (RT) Themed discussion on the CYPP outcome: <i>Children and young people do well at all levels of learning and have skills for life.</i>	
Working Group Meetings		
Site Visits		

Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response

Scrutiny Board (Children and Families) Work Schedule for 2018/2019 Municipal Year

December	January	February
No Scrutiny Board meeting scheduled.	Meeting Agenda for 23rd January 2019	No Scrutiny Board meeting scheduled.
	Performance report (PM) Financial Health Monitoring (PSR) 2019/20 Initial Budget Proposals (PDS) Best Council Plan Refresh – Initial Proposals (PDS)	
Working Group Meetings		
Site Visits		

Page 207

Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response

Scrutiny Board (Children and Families) Work Schedule for 2018/2019 Municipal Year

March	April	May
Meeting Agenda for 6th March 2019	No Scrutiny Board meeting scheduled.	No Scrutiny Board meeting scheduled.
Children Centres Inquiry (RT) Annual Standards Report (PM) Themed discussion on the CYPP outcome: <i>Children and young people are safe from harm.</i>		
Working Group Meetings		
Site Visits		

Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response

EXECUTIVE BOARD

WEDNESDAY, 27TH JUNE, 2018

PRESENT: Councillor J Blake in the Chair

Councillors A Carter, R Charlwood,
D Coupar, S Golton, J Lewis, R Lewis,
L Mulherin J Pryor and M Rafique

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

RESOLVED – That, in accordance with Regulation 4 of The Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012, the public be excluded from the meeting during consideration of the following parts of the agenda designated as exempt from publication on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present there would be disclosure to them of exempt information so designated as follows:-

- (a) That Appendices 2a and 2b to the report entitled, ‘Provision of a Loan Facility to Donisthorpe Hall Nursing Home’, referred to in Minute No. 19 be designated as exempt from publication in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that it contains information relating to the commercial and business activities of Donisthorpe Hall and was used for the purpose of the Council undertaking its due diligence processes. The information used for such due diligence processes includes confidential information commissioned by the Charity for the purpose of restructuring its finances, and as such, it is deemed that the public interest in exempting this information from publication outweighs the public interest in disclosure.

2 **Late Items**

No formal late items of business were added to the agenda, however, prior to the meeting, Board Members were in receipt of supplementary information in respect of agenda item 18 (Submission of the Leeds Core Strategy Selective Review (CSSR)) which provided the Board with the outcomes from the respective consideration of the CSSR by Development Plan Panel and also Scrutiny Board (Infrastructure, Investment & Inclusive Growth), both of which met to consider this matter respectively on 20th June 2018. (Minute No. 17 refers).

In addition, prior to the meeting, Board Members were in receipt of a re-circulated version of the ‘Outcome of Consultation to Increase Learning Places at Moor Allerton Hall Primary School’ cover report, as parts of sections 3.13-3.14 and 4.3 of the original version had been either mis-formatted or had some text missing. (Minute No. 29 refers).

Draft minutes to be approved at the meeting
to be held on Wednesday, 25th July, 2018

- 3 Declaration of Disclosable Pecuniary Interests**
No declarations of disclosable pecuniary interests were made at the meeting.

- 4 Minutes**
RESOLVED – That the minutes of the previous meeting held on 18th April 2018 be approved as a correct record.

COMMUNITIES

- 5 Illegal Money Lending Team, Progress Report**
Further to Minute No. 9, 21st June 2017, the Director of Communities and Environment submitted a report which provides an update on the activities of the national Illegal Money Lending Team (IMLT) within Leeds, and presented an updated version of the associated action plan.

Members highlighted the crucial work that the team were undertaking, and emphasised the key role played by Leeds Credit Union within communities.

Responding to a Member's enquiry, the Board received details on the number of prosecutions which had been secured as a result of the team's actions, and with regard to the number of individuals that had been supported by the team, it was undertaken that further information on this would be provided to the Member in question.

RESOLVED –

- (a) That the contents of the submitted report together with the IMLT Action Plan, as set out within appendix 1, be noted;
- (b) That the Director of Communities and Environment be requested to monitor the progress made by the Illegal Money Lending Team against the plan;
- (c) That a further report detailing the activities of the Illegal Money Lending Team within Leeds be submitted to the Board in 12 months' time.

(Councillor R Lewis joined the meeting at the conclusion of this item)

ENVIRONMENT AND ACTIVE LIFESTYLES

- 6 England and Wales Cricket Board Funding for Non Turf Pitches**
The Director of Communities and Environment submitted a report outlining an opportunity to receive around £72k of funding from the England and Wales Cricket Board (ECB) for the provision of 6 non-turf cricket pitches in parks and green spaces.

Members welcomed the proposal detailed within the submitted report and the fact that there was no restriction from the funding criteria as to which areas of the city could potentially benefit from the pitches.

RESOLVED –

- (a) That approval be given to accept the ECB funding and enter into an agreement to develop non-turf cricket pitches in relevant parks, recreation grounds and playing pitches in line with the ECB offer;
- (b) That approval be given to carry out a consultation exercise in order to determine suitable site locations;
- (c) That future decisions on this project be delegated to the Chief Officer, Parks and Countryside;
- (d) That it be noted that the Chief Officer, Parks and Countryside is responsible for the implementation of these proposals, which are anticipated to be in place by summer 2019.

ECONOMY AND CULTURE

7 Adoption of the Leeds Inclusive Growth Strategy 2018 - 2023

Further to Minute No. 37, 17th July 2017, the Director of City Development submitted a report presenting the Leeds Inclusive Growth Strategy 2018 – 2023, which had been finalised following the latest round of consultation. The report sought the Board’s approval to adopt and publish the finalised version of the Leeds Inclusive Growth Strategy, as appended to the covering report.

In presenting the submitted report, the Chair suggested that further update reports regarding the progress being made be submitted to the Board in due course which focussed upon each of the Strategy’s ‘Big Ideas’ and which detailed the impact that the work behind the strategy was having.

Members welcomed the proposed strategy, highlighting the potential it had to facilitate further partnership working across sectors in order to maximise enablement for all communities throughout the city. The Board also welcomed how the strategy linked to other priority agendas such as health and wellbeing; cultural provision and children and young people.

Members received further details on the proposed convenor role amongst other partners and sectors that the Council would play in moving this agenda forward. In addition, emphasis was placed upon the ‘federal’ nature of the Leeds economy, highlighting the level of economic activity located outside of the city centre.

In conclusion, on behalf of the Board, the Chair extended her thanks to those officers who had developed the strategy to its current position.

RESOLVED –

- (a) That the finalised version of the Leeds Inclusive Growth Strategy 2018 – 2023, as appended to the submitted report, be agreed, and that approval also be given for the Strategy’s publication;

- (b) That approval be given for the Director of City Development to lead on implementing the delivery of the Leeds Inclusive Growth Strategy;
- (c) That further update reports regarding the progress being made be submitted to the Board in due course which focussed upon each of the Strategy's 'Big Ideas' and detailed the impact that the work behind the strategy was having.

8 Workspace for Creative Businesses in Leeds City Centre

The Director of City Development submitted a report which presented a series of recommendations on how the Council could support the provision of workspaces for small and medium sized enterprises (SMEs) and creative businesses in Leeds City Centre.

It was highlighted that the proposals detailed within the submitted report looked to achieve the ambitions as set out within the Leeds Inclusive Growth Strategy (Minute No. 7 refers), and it was noted that the Director of City Development would return to the Board with proposals regarding the redevelopment of Aire Street Workshops and the Engine House, following the expression of interest stage.

The Board highlighted the important role played by SMEs and creative businesses in the city, and in reiterating the 'federal' nature of the Leeds economy, Members highlighted the need to ensure that affordable accommodation for SMEs and creative businesses were available throughout the city.

RESOLVED –

- (a) That approval be given to reaffirm the Council's commitment to a city centre that includes a diversity of uses and has affordable and accessible spaces for new, creative businesses;
- (b) That approval be given for the Director of City Development to invite Expressions of Interest for the redevelopment / refurbishment of Aire Street Workshops and the Engine House, as per the principles as contained within paragraph 3.2.1 of the submitted report;
- (c) That the Director of City Development be requested to report back with recommendations on the preferred way forward for the redevelopment of Aire Street Workshops and the Engine House upon the conclusion of the Expression of Interest stage;
- (d) That the Director of City Development be requested to work with stakeholders in order to develop longer term plans to support the delivery of workspaces for creative and start-up businesses in the city centre, which can inform the creation of a small grants programme as part of the consideration of next year's Capital Programme;
- (e) That it be noted that the Chief Asset Management and Regeneration Officer will be responsible for the implementation of such matters.

9 Waterfront Charter for Leeds City Centre

The Director of City Development submitted a report which sought approval to develop work with partners in order to deliver transformation in the waterfront area of Leeds, which would look to support the city's cultural and economic aspirations.

Members welcomed the submitted report, and in noting how rivers and waterways passed through a number of communities across the city, it was suggested that a further report be submitted to the Board in due course which explored the potential and the opportunities to maximise the benefit arising from such waterways, both for local communities and the city as a whole.

RESOLVED –

- (a) That the Waterfront Charter, as appended to the submitted report be supported, and that in doing so:-
 - (i) Approval be given to the formation of a Waterfront Investment Fund, as per the principles outlined at paragraph 3.3.6 of the submitted report, with approval also being given to provide authority to spend up to £100,000 from Capital Programme Scheme 32672 for this purpose; and
 - (ii) Agreement be given that the Council works with partners in order to establish an owner/occupier forum comprising parties with an interest in the waterfront to help to deliver the Charter.
- (b) That it be noted that the Director of City Development is responsible for the implementation of such matters;
- (c) That a further report be submitted to the Board in due course which explores the potential and the opportunities to maximise the benefit arising from the rivers and waterways which run throughout Leeds, both for local communities and the city as a whole.

10 Leeds 2023 Update

Further to Minute No. 76, 18th October 2017, the Director of City Development submitted a report outlining the steps that the city had taken in response to the decision by the European Commission to cancel the UK competition for European Capital of Culture. In addition, the report summarised the work undertaken by officers to establish the appropriate vehicle for taking forward Leeds 2023 plans, outside of the framework of the European Commission regulations.

With regard to an enquiry regarding the Council representation on the Trust, emphasis was placed upon the value of continuing a cross-party approach towards the 2023 initiative.

Members also received an update regarding a new funding stream which had been recently announced by the Arts Council (Cultural Development Fund), which the Council intended to submit a bid for.

RESOLVED –

- (a) That the overall progress made in taking forward ‘Leeds 2023’ plans, as detailed within the submitted report, be noted;
- (b) That officers be requested to:-
 - (i) Work alongside colleagues in legal and financial services in order to develop ‘Leeds Culture Trust’ as the delivery vehicle for Leeds 2023, and to develop a Service Level Agreement between the Council and Leeds Culture Trust which reflects the Council as a major funder;
 - (ii) Support the Leeds Culture Trust to secure charitable status and commence the search and recruitment process for a Chair and full Board of Trustees, to be in place by early 2019;
 - (iii) Return with a report on further progress at the appropriate time, when a new Chair and Trustees are appointed and when the work of the 2023 independent steering group reaches an end.
- (c) That it be noted that the Chief Officer, Culture and Sport is responsible for the implementation of such matters.

(Councillor Rafique left the meeting at the conclusion of this item)

RESOURCES AND SUSTAINABILITY

11 Financial Performance - Outturn for the Financial Year ended 31st March 2018

The Chief Officer, Financial Services submitted a report setting out the Council’s financial outturn position for 2017/18 for both revenue and capital, including the Housing Revenue Account and expenditure on schools. In addition, the report also sought approval of the creation of earmarked reserves and which looked to delegate their release to the Chief Officer, Financial Services.

In response to a Member’s enquiry, the Board received further detail regarding the 2017/18 outturn in respect of schools’ extended services and partnerships balances. The Board also received an update on the current position regarding proposals to implement collection route efficiencies within the refuse service.

In noting the effect that the backdated sports admission VAT receipt from HMRC had had on the outturn position and the Council’s reserves, an enquiry was made regarding the priorities for the allocation of resource moving forward. In response, it was highlighted that the intention was to submit the Medium Term Financial Strategy to the 25th July Board meeting, and this would propose how the Council’s General Reserve, which contained the VAT receipt, was to be used.

RESOLVED –

- (a) That the outturn position for 2017/18, as detailed within the submitted report, be noted;

Draft minutes to be approved at the meeting to be held on Wednesday, 25th July, 2018

- (b) That the creation of earmarked reserves, as detailed in paragraphs 3.16 and 5.3 of the submitted report be approved, and that their release be delegated to the Chief Officer, Financial Services;
- (c) That it be noted that the Chief Officer, Financial Services will be responsible for the implementation of such matters, following the conclusion of the 'call in' period.

12 Financial Health Monitoring 2018/19 - Month 2 (May 2018)

The Chief Officer, Financial Services submitted a report setting out the Council's projected financial health position for 2018/19, as at month 2 of the financial year.

Responding to an enquiry regarding proposals to implement collection route efficiencies within the refuse service, it was highlighted that should such efficiencies not be made in 2018/19, then alternative actions would be taken with the aim of balancing the directorate budget by the end of the financial year, whilst it was also noted that further detail in respect of the Communities and Environment directorate budget would be available in forthcoming budget monitoring reports to the Board, once greater information was available in respect of specific demand led costs.

Members also received an update regarding the current position of the Children and Families directorate budget.

RESOLVED – That the projected financial position of the authority for 2018/19, as at month 2, and as detailed within the submitted report, be noted.

13 Treasury Management Outturn Report 2017/18

The Chief Officer Financial Services submitted a report which provides a final update on the Council's Treasury Management Strategy and operations for the period 2017/18.

The intention to further consider the Council's debt portfolio and debt costs in the year ahead was noted. A request for future reports to identify the value of the Council's assets which separately identified schools and Council housing was also noted.

RESOLVED – That the Treasury Management outturn position for 2017/18, as detailed within the submitted report be noted, together with the fact that treasury activity has remained within the Council's Treasury Management strategy and policy framework.

14 The Leeds Community Infrastructure Levy - Investment of the Strategic Fund

The Director of City Development and the Director of Resources and Housing submitted a joint report providing information on the sums accumulated within the Community Infrastructure Levy (CIL) strategic fund, as set out in table 1 of the submitted report, and how it was being invested.

In response to a Member's enquiry, the Board noted that based on current information, the funding gap for the Council regarding the provision of school places was currently £71.7m.

RESOLVED –

- (a) That the investment of the CIL strategic fund, as set out in table 1 of the submitted report, to be used to contribute towards the learning places deficit for schools, be noted;
- (b) That it be noted that the responsible officer for the implementation of such investment is the Chief Officer (Financial Services).

15 Improving Air Quality within the City

Further to Minute No. 122, 13th December 2017, the Director of Resources and Housing, the Director of City Development, the Director of Communities and Environment and the Director of Public Health submitted a joint report providing an overview of the consultation responses received on the Clean Air Charging Zone (CAZ) proposal; detailed how the first stage of consultation responses had been considered and how these were reflected within the updated proposal. In addition, the report outlined the funding request to central government for both the required infrastructure and the support measures to mitigate economic impact; detailed the process to reaching approval for both the Full Business Case and the Traffic Scheme; and presented the required changes to licensing conditions for taxi and private hire vehicles to align conditions with CAZ compliant engine standards.

In presenting the submitted report the Executive Member for Resources and Sustainability recommended that a further report be submitted to the 25th July 2018 Board meeting which set out a broader range of proposals not covered by the CAZ for the improvement of air quality throughout the city.

Responding to a Member's specific enquiry, the Board received further information on the process and rationale which had led to the proposal to amend the boundary for the CAZ. It was noted that the amended boundary was being proposed in response to the consultation undertaken, and that the revised boundary did not have any adverse impact upon the delivery of the required outcomes. It was also noted that the revised boundary aimed to ensure that it was clear and easily navigable and looked to avoid any unintended consequences (eg. 'rat-running').

Also, in noting the proposals affecting taxis and private hire vehicles and the need to ensure a consistency of approach for such vehicles whether they be registered with Leeds or with another Authority, Members highlighted that it was essential for the Government to establish a national register for such vehicles, with it being noted that confirmation had been received from Government that they were working to address this issue, whilst Members also highlighted that the Local Government Association were making representations to Government on such matters.

In addition, Members also noted that a substantial funding package was also being sought from Government in order to help facilitate the introduction of the related measures.

Responding to a Member's enquiry, it was undertaken that at the appropriate stage, liaison could take place with community groups in order to provide guidance around CAZ compliancy and exemption categories.

RESOLVED –

- (a) That approval be given to entering into a period of statutory public consultation on the proposed clean air zone and the enforcement of anti-idling;
- (b) That approval be given to entering into a period of public consultation on the introduction of the enforcement of anti-vehicle idling;
- (c) That approval be given to entering into a period of consultation with regard to the proposed changes to the licensing conditions for taxis and private hire vehicles;
- (d) That the necessary authority be delegated to the Director of City Development in order to enable the Director to procure for the required infrastructure, with the necessary 'authority to spend' also being provided to the Director, once funding from government has been secured;
- (e) That the necessary authority be delegated to the Director of Resources and Housing in order to enable the Director to procure for the administration of the taxi and private hire loan, with the necessary 'authority to spend' also being provided to the Director, once funding from government has been secured;
- (f) That approval be given to exempt the resolutions contained within this minute from the Call In process, on the grounds of urgency, as detailed in section 4.5.6 of the submitted report, in order that the Council achieves the closest legitimate date for submission in compliance with the Direction;
- (g) That a further report be submitted to the 25th July 2018 meeting of the Board which sets out a broader range of proposals not covered by the CAZ, for the improvement of air quality throughout the city;
- (h) That it be noted that a further report will be submitted to Executive Board on 19th September 2018 in order to report on the outcomes of the statutory consultation as, referenced within resolution (a) above.

(Under the provisions of Council Procedure Rule 16.5, Councillor A Carter required it to be recorded that he abstained from voting on the decisions referred to within this minute)

(The Council's Executive and Decision Making Procedure Rules state that a decision may be declared as being exempt from the Call In process if it is considered that any delay would seriously prejudice the Council's, or the public's interests. In line with this, the resolutions contained within this minute were exempted from the Call In process, as per resolution (f) above, and for the reasons as detailed within section 4.5.6 of the submitted report, in order that the Council achieves the closest legitimate date for submission in compliance with the Direction)

REGENERATION, TRANSPORT AND PLANNING

16 Design and Cost Report, Proposed Refurbishment, West Yorkshire Playhouse and Public Realm Works

Further to Minute No. 57, 20th September 2017, the Director of City Development submitted a report which provided a summary of the progress made to date on the proposed works to the Playhouse and the public realm redevelopment and enhancement works at Gateway Court and Playhouse Square. The submitted report also sought approval to inject additional funding into existing Capital Scheme Nos. 32019 and 32804 and to authorise expenditure on the proposed works to the Playhouse and public realm works.

Members were supportive of the proposals, and highlighted the important role of the Playhouse in the cultural offer of Leeds. In discussing the redevelopment and the future role of the Playhouse, emphasis was placed upon the need to ensure that it was an inclusive and accessible asset for the whole city.

Responding to a Member's comments, clarification was provided that the Playhouse continued to produce work, whilst the redevelopment was taking place, with a briefing being offered to the Member in question.

Finally, it was noted that the theatre had recently been renamed the 'Leeds Playhouse'.

RESOLVED –

- (a) That an injection of £1.280m into the existing Capital Scheme No. 32019 towards the cost of refurbishing and reconfiguring the West Yorkshire Playhouse, be authorised;
- (b) That a fully funded injection of £550,000 from the West Yorkshire Playhouse into the existing Capital Scheme No. 32019 towards the cost of refurbishing and reconfiguring the West Yorkshire Playhouse, be authorised;
- (c) That 'Authority to Spend' of £1.830m from Capital Scheme No. 32019 towards the cost of refurbishing and reconfiguring the West Yorkshire Playhouse, be approved;
- (d) That an injection of £0.160m into existing Capital Scheme No. 32804 towards the cost of the proposed public realm redevelopment and

enhancement works at Gateway Court and Playhouse Square, be authorised;

- (e) That 'Authority to Spend' of £0.160 from Capital Scheme No. 32804 for the proposed public realm redevelopment and enhancement works at Gateway Court and Playhouse Square, be approved;
- (f) That subject to consultation being undertaken with the Executive Member for Economy and Culture, the necessary authority be delegated to the Director of City Development and the Chief Officer Financial Services in order to negotiate and approve the final terms associated with the receipt of the West Yorkshire Playhouse's financial contribution to the proposed works to refurbish and reconfigure the playhouse building;
- (g) That approval be given to exempt the resolutions contained within this minute from the Call In process, for the reasons of urgency as detailed within sections 4.5.1 – 4.5.2 of the submitted report, and as it is considered that any delay in implementing such resolutions will prejudice the Council's interests;
- (h) That the following be noted:-
 - (i) The actions required to implement the above resolutions;
 - (ii) The proposed timescales to progress the project, as detailed in paragraph 3.9 of the submitted report; and
 - (iii) That the Chief Officer, Culture and Sport will be responsible for the implementation of such matters.

(The Council's Executive and Decision Making Procedure Rules state that a decision may be declared as being exempt from the Call In process if it is considered that any delay would seriously prejudice the Council's, or the public's interests. In line with this, the resolutions contained within this minute were exempted from the Call In process, as per resolution (g) above, and for the reasons as detailed within section 4.5.1 – 4.5.2 of the submitted report, as it is considered that any delay in implementing the decisions will prejudice the Council's interests)

17 Submission of the Leeds Core Strategy Selective Review

Further to Minute No. 131, 7th February 2018, the Director of City Development submitted a report which sought approval from Executive Board to recommend to Council that it approved the Core Strategy Selective Review (CSSR) alongside supporting material and evidence for the purposes of submission to the Secretary of State, so that it may be subject to independent examination by the Planning Inspectorate.

Prior to the meeting, Board Members were in receipt of supplementary information which provided the Board with the individual outcomes from the respective consideration of the CSSR by Development Plan Panel and also Scrutiny Board (Infrastructure, Investment & Inclusive Growth), both of which met to consider this matter respectively on 20th June 2018.

Draft minutes to be approved at the meeting
to be held on Wednesday, 25th July, 2018

RESOLVED –

- (a) That the representations made in response to the recent consultation on the proposed submission draft CSSR documents “Publication Draft” (under Regulation 19 of The Town and Country Planning (Local Planning) (England) Regulations 2012), be noted; and that the consequential changes made to the policies, which as amended now form the Core Strategy Selective Review Submission Draft Plan, also be noted;
- (b) That the individual resolutions of Development Plan Panel and Scrutiny Board (Infrastructure, Investment & Inclusive Growth), following their respective meetings on 20th June 2018, be noted;
- (c) That the following be recommended to Council:-
 - a) To approve the Submission Draft of the Core Strategy Selective Review (**Appendix 1 to the submitted report**) for independent examination, pursuant to Section 20 of the Planning and Compulsory Purchase Act 2004, as amended;
 - b) To approve the Sustainability Appraisal Report (**Appendix 2 to the submitted report**) in support of the Plan, along with supporting evidence and background documents, for Submission to the Secretary of State for independent examination, pursuant to Section 20 of the Planning and Compulsory Purchase Act 2004, as amended;
 - c) To grant authority to the independent inspector appointed to hold the Public Examination, to recommend modifications to the Submission Draft Plan, pursuant to Section 20 (7C) of the Planning and Compulsory Purchase Act 2004, as amended;
 - d) To delegate necessary authority to the Chief Planning Officer, in consultation with the relevant Executive Member, to:-
 - (i) approve the detail of any updates or corrections to the submission material and any further technical documents and supporting evidence required to be submitted alongside the revised Submission plan for consideration at future hearing sessions;
 - (ii) continue discussions with key parties and suggest to the Inspector any edits and consequential changes necessary to be made to the revised Submission Draft Core Strategy Selective Review following Council approval during the Examination; and
 - (iii) prepare and give evidence in support of the revised Submission Plan at Examination.

(Under the provisions of Council Procedure Rule 16.5, Councillors A Carter and Golton both required it to be recorded that they respectively abstained from voting on the decisions referred to within this minute)

(The matters referred to within this minute, given that they were decisions being made in accordance with the Budget and Policy Framework Procedure Rules, were not eligible for Call In, as Executive and Decision Making Procedure Rule 5.1.2 states that the power to Call In decisions does not extend to those decisions being made in accordance with the Budget and Policy Framework Procedure Rules)

18 White Rose and Millshaw Industrial Estate

The Director of City Development submitted a report which set out emerging proposals for significant investment and redevelopment on behalf of the owners of land at the White Rose Office Park and Millshaw Industrial Estate. In addition, the report also provided details of opportunities that this proposal would present for the further development of inclusive growth and regeneration in South Leeds.

Members welcomed the proposal as submitted, highlighted the significant potential for the development in terms of economic growth and job creation, and emphasised the linkages to the Leeds Inclusive Growth Strategy.

With regard to a reference within the submitted report to the Leeds Public Transport Investment Programme, it was clarified that it was intended to submit an update report on the programme to the 25th July 2018 Board meeting.

RESOLVED –

- (a) That the Board's in-principle support be provided for the repurposing of the Millshaw estate as part of a joined up approach to development with the White Rose Office Park, in order to deliver significant inclusive growth benefits to the South Leeds, as set out at paragraphs 3.4 – 3.11 of the submitted report;
- (b) That the planning matters to be addressed by the landowners in bringing forward and delivering a master plan for the White Rose Office Park and Millshaw estate, as set out at paragraphs 3.12 – 3.16 of the submitted report, be noted;
- (c) That confirmation be provided that Council-owned land within and adjoining the Millshaw estate should be considered for inclusion within the master planning exercise on a 'without prejudice' basis, as set out within paragraphs 3.22 – 3.25 of the submitted report, with it being noted that the Head of Regeneration is responsible for the co-ordination of the Council's interests in this respect.

HEALTH, WELLBEING AND ADULTS

19 Provision of a Loan Facility to Donisthorpe Hall Nursing Home

The Director of Resources and Housing and the Director of Adults and Health submitted a joint report which sought approval to make a secured loan facility of £350,000 plus accrued interest available to Donisthorpe Hall care home in order to assist with the care provider's financial recovery plan.

Draft minutes to be approved at the meeting
to be held on Wednesday, 25th July, 2018

The Board noted the significant work which had been undertaken in respect of the required due diligence processes.

A Member highlighted the Council's role of enabling a mixed economy of care provision for the city, and how the submitted proposals were in line with that role.

Following consideration of Appendices 2a and 2b to the submitted report designated as exempt from publication under the provisions of Access to Information Procedure Rule 10.4(3), which were considered in private at the conclusion of the meeting, it was

RESOLVED –

- (a) That the provision of a secured loan facility, funded from the Council's balance sheet, from the Council to Donisthorpe Hall care home for the sum of Three Hundred and Fifty Thousand Pounds plus accrued interest, be approved, with this loan facility being allocated and repaid in accordance with the provisions stated in the submitted report and the exempt appendices 2a (including annexe A, B & C) and 2b;
- (b) That the Director of Adults and Health and the Director of Resources and Housing, in conjunction with the City Solicitor and the Chief Officer Financial Services, be authorised to ensure that the Board's resolution (above) is implemented.

20 Short Break Services

The Director of Adults and Health submitted a report providing details of the outcome of consultation undertaken on short break arrangements, and which sought approval to establish new arrangements to ensure that the Council's short breaks offer was fair, equitable and gave proper weighting to those with the greatest caring responsibility.

Responding to a Member's enquiry in respect of consultation, it was highlighted that the intention was to submit a further report to the Board in due course which provided further detail on the number of users which would be affected by the proposals and how they would be affected.

RESOLVED –

- (a) That approval be given to the expansion of the in-house Short Breaks service, so that it can offer short breaks to a greater variety of people and for a wider range of needs;
- (b) That the three tier approach towards having a short break which supports a range of carer needs, be approved;
- (c) That approval be given to the gradual withdrawal of the Outreach Service over time, in order to facilitate resolution (b) above, with it being noted that people's short breaks will be maintained through alternative arrangements when their sessional worker leaves / retires;

- (d) That further consultation be undertaken on a revised service specification for the Community-based Respite service, including referral pathway and service criteria;
- (e) That it be noted that the Community-based respite service and the Outreach Service are not the only way that people with eligible social care needs may have a break, and that people may choose to have a personal budget in order to arrange a short break that suits them and the cared-for person;
- (f) That it be noted that the Director of Adults and Health is responsible for the implementation of such matters.

21 Leeds' Commitment to Carers

Further to Minute No. 23, 21st June 2017, the Director of Adults and Health submitted a report which provided an update on the progress which had been made by the Council and the Leeds Carers' Partnership in relation to the Leeds Commitment to Carers initiative.

The Board welcomed Val Hewison, Chief Executive of the 'Carers Leeds', organisation who was in attendance and provided the Board with an update on the progress made by the initiative over the past 12 months, highlighted the areas where progress was still required and provided further information on the crucial role played by the many carers throughout the city. In addition, as part of the ambition to make Leeds the best city for carers, an offer was made for further liaison to take place with each Council directorate in order to raise greater awareness in this area.

Members supported the range of actions being taken whilst noting that there was still further work to do in this field. In addition, Members highlighted the importance of providing adequate support to all carers, with reference being made to Council employees. Emphasis was also made to the link between being a carer and the impact that that could have upon an individual's mental health.

RESOLVED –

- (a) That the progress which has been made to date by the Council and the Leeds Carers' Partnership in relation to the Leeds Commitment to Carers, be noted;
- (b) That approval be given to continue the promotion of the Leeds Commitment to Carers initiative across Leeds City Council directorates and also Elected Member Lead Portfolio areas.

22 Leeds Health and Wellbeing Board: Reviewing the Year 2017-18

The Director of Adults and Health submitted a report presenting the 'Leeds Health and Wellbeing Board: Reviewing the Year 2017-2018', which served as an annual review and roundup of the range of activity commissioned or

directed by the Board, which had been guided by the Leeds Health and Wellbeing Strategy 2016-2021.

Responding to a Member's enquiry regarding the several specific issues which had been identified within the Director of Public Health's Annual Report for 2017/18, the Board noted that it was expected that such issues would feature upon the future work programme of the Health and Wellbeing Board.

RESOLVED – That the contents of the submitted report, together with the contents of the appended *Leeds Health and Wellbeing Board: Reviewing the Year 2017-2018* document, be noted, with the following being specifically highlighted:

- The successes achieved in Leeds to bring together effective partnerships/deliver major programmes of change such as the Improved Better Care Fund and Local Care Partnerships;
- Achieving the position as the 'Best Core City for Health and Wellbeing';
- Leeds' increasing influence in West Yorkshire and nationally via the power of our strengths and assets with a community focused approach towards health and care integration;
- Leeds' priority to improve the health of the poorest the fastest and address the social determinants of health (employment, housing, inclusion, community); and
- The additional challenges of delivering the health and care agenda despite ongoing austerity settlements.

CHILDREN AND FAMILIES

23 Leeds Safeguarding Children Board Annual Report (2017/18): Evaluating the Effectiveness of Safeguarding Arrangements in Leeds

The Independent Chair of the Leeds' Safeguarding Children Partnership submitted a report which presented the key findings from the Partnership's Annual Report for 2017/18.

The Board welcomed Dr. Mark Peel, Independent Chair of the Leeds Safeguarding Children Partnership, who was in attendance at the meeting in order to introduce the key points of the annual report and to highlight key priorities.

Responding to a Member's enquiry, the Board noted the view of the Independent Chair when considering the effectiveness of the procedures in place to exchange information between Leeds and other Local Authorities / agencies when dealing with cases which crossed the Local Authority's boundary, who confirmed that he believed that robust processes were in place.

Also in response to a Member's enquiry regarding the capacity in Leeds to deal with continuing and emerging issues around the protection of children and young people, the Independent Chair advised that he did not detect any negative impact in the safeguarding provision in Leeds as a result of the

resource being provided to Kirklees Council, as part of the Partners in Practice programme. Further to this, the Director of Children and Families advised the Board that a period of 3 years had been identified for Leeds' involvement in Kirklees which included a tapering of support, and it was also highlighted that agreement had now been reached with the Department for Education (DfE) for Kirklees to look to recruit their own Director of Children's Services. It was also noted that Leeds was in regular contact with the DfE on such matters.

Following a specific request, the Independent Chair undertook that the Partnership would carry out a piece of work around the 'Early Help' strategy in respect of those children and families who required support, with it being highlighted that although demand for such support was high, a number of schools in the city were withdrawing support for Clusters, through which a number of related services were focussed. It was noted that the outcomes from that piece of work would be provided to Board Members as appropriate, with it also being suggested that it may be appropriate to raise this matter with the Department for Education.

In conclusion, the Chair paid tribute to the vital work of the Leeds Safeguarding Children's Partnership.

RESOLVED –

- (a) That the contents of the submitted cover report together with the contents of the appended Leeds Safeguarding Children Partnership Annual Report (2017-18) be noted, together with the identified safeguarding priorities for the city, as detailed within the Annual Report;
- (b) That the Leeds Safeguarding Children Partnership be requested to carry out a piece of work around the 'Early Help' strategy in respect of those children and families who required support, with it being highlighted that although demand for such support was high, a number of schools in the city were withdrawing support for Clusters, through which a number of related services were focussed, with the outcomes from that piece of work being provided to Board Members as appropriate.

24 Annual Report of the Fostering Service and Annual update of the Statement of Purpose.

Further to Minute No. 29, 17th July 2017, the Director of Children and Families submitted a report which presented the annual report of the fostering service and which sought approval of the revised statement of purpose for Leeds City Council's Fostering Service.

RESOLVED –

- (a) That the Statement of Purpose for Fostering Services for Leeds City Council, as appended to the submitted report, be approved;
- (b) That the contents of the annual Fostering report, as submitted, be noted, with the Board confirming its continued support for the work of

the adoption and fostering service which aims to ensure that children receive the best possible support.

25 Annual Report of the One Adoption West Yorkshire & Statement of Purpose.

Further to Minute No. 29, 17th July 2017, the Director of Children and Families submitted a report which presented the annual report of One Adoption West Yorkshire (OAWY), as required by the National Minimum Standards 2011. Specifically, the report sought approval of the revised Statement of Purpose for OAWY.

RESOLVED –

- (a) That the Statement of Purpose for One Adoption West Yorkshire, as appended to the submitted report, be approved;
- (b) That the annual adoption report, as appended to the submitted report, be noted, with the Board confirming its continued support for the work of OAWY, which aims to ensure that children receive the best possible support.

LEARNING, SKILLS AND EMPLOYMENT

26 Councillor Pryor

At the commencement of the reports within his portfolio, the Chair welcomed Councillor Pryor, given that this was the first Executive Board meeting which he had attended since his recent appointment to the position of Executive Member for 'Learning, Skills and Employment'.

27 The Annual Standards Report 2016-17

The Director of Children and Families submitted a report which presented the progress made towards Leeds becoming the best city for learning. The report outlined Leeds' current position in relation to the associated strategy and the actions that had been taken to ensure that all children in Leeds, including those affected by poverty and other disadvantages were supported to help them achieve their potential.

Responding to a Member's enquiry, the Board received further information on the range of ongoing actions being taken to narrow the gap between advantaged and disadvantaged learners, which included details of the 'Advantaging the Disadvantaged' strategy and the work of the Child Poverty Impact Board.

In noting the recent appointment of a new Deputy Director (Learning), who was due in post in the Autumn, it was suggested that a piece of work that looked at further tackling such matters be developed in readiness for the new Deputy Director, so that they could pick it up as a priority.

Also, responding to an enquiry, the Board received details regarding the processes and timescales by which Educational Health and Care Plans for SEND (Special Educational Needs and Disability) learners were put in place.

RESOLVED –

- (a) That the contents of the submitted report, together with the Annual Standards Report, as appended, which details the outcomes of Leeds children and young people in the 2016 / 2017 academic year, be noted;
- (b) That the expectations for future developments in learning and the ways that Leeds intends to diminish differences between key groups across the city; including those pupils with pupil premium funding, SEND (Special Educational Needs and Disability) or within a minority group, be noted;
- (c) That the provision of ongoing support, challenge and intervention in Leeds be approved, in order to ensure that progress continues to be made towards Leeds becoming the best city for learning.

28 Learning Places Programme - Request for Approval to Inject Basic Need Funding to Expand the Co-operative Academy of Leeds

The Director of the Director of Children and Families submitted a report regarding proposals as part of the Learning Places Programme scheme to increase the Pupil Admissions Number at The Co-operative Academy of Leeds from 180 to 240 from September 2019, which would create an additional 300 places across years 7 – 11. In addition, the submitted report sought approval to undertake related capital expenditure.

RESOLVED –

- (a) That 'Authority to spend' on the Learning Places Programme for the expansion of The Co-operative Academy of Leeds at a total value of £4.1m, as detailed within the submitted report, be approved;
- (b) That it be noted that it is currently envisaged that the scheme will be completed by October 2019, however it is also noted that discussions are ongoing between all parties to look at ways in which to bring this date forward to September 2019;
- (c) That it be noted, that if the required works cannot be completed by September 2019, a contingency plan will be developed to ensure that the Academy is able to accommodate the additional pupil numbers;
- (d) That it be noted that the Chief Officer, Asset Management and Regeneration is responsible for the delivery of the scheme.

29 Outcome of consultation to increase learning places at Moor Allerton Hall Primary School

Further to Minute No. 138, 7th February 2018, the Director of Children and Families submitted a report which detailed the outcome of the consultation undertaken regarding proposals to permanently expand primary school provision at Moor Allerton Hall Primary School from 2 form entry to 3 form entry and which sought permission to publish a Statutory Notice in respect of such proposals.

Responding to an enquiry, assurance was provided to the Board that the proposals being put forward were not simply a short term measure for that area.

Prior to the meeting, Board Members were in receipt of a re-circulated version of the submitted cover report, as it had been noted that parts of sections 3.13-3.14 and 4.3 of the original version had been either mis-formatted or had some text missing.

Having taken the resubmitted version of the cover report into consideration, it was

RESOLVED –

- (a) That the publication of a Statutory Notice on a proposal to permanently expand primary provision at Moor Allerton Hall Primary School from a capacity of 420 pupils to 630 pupils, with an increase in the admission number from 60 to 90, with effect from September 2019, be approved;
- (b) That it be noted that the previous proposals to form a through-school by joining together Moor Allerton Hall Primary School with Allerton Grange School, and to expand primary provision as part of that through-school, are not to be taken forward;
- (c) That approval be given to exempt the resolutions within this minute from the Call In process, for the reasons as set out within paragraph 4.5.2 of the submitted report;
- (d) That it be noted that the responsible officer for the implementation of such matters is the Head of Learning Systems.

(Under the provisions of Council Procedure Rule 16.5, Councillor A Carter required it to be recorded that he abstained from voting on the decisions referred to within this minute)

(The Council's Executive and Decision Making Procedure Rules state that a decision may be declared as being exempt from the Call In process if it is considered that any delay would seriously prejudice the Council's, or the public's interests. In line with this, the resolutions contained within this minute were exempted from the Call In process, as per resolution (c) above, and for the reasons as detailed within section 4.5.2 of the submitted report)

30 European Structural and Investment Funds Programme 2014-2020: Supporting Young People into the Labour Market

The Director of City Development submitted a report which sought authorisation to commit a maximum of £1.8m Council match-funding in order to deliver the Leeds element of the Leeds City Region Employment Hub Project (Routeways) and 'Not in Education, Employment or Training' (NEET) Youth Engagement and Progression (YEP) Projects. The submitted report highlighted how such projects would result in investment of up to £3.8m in the

city and £14m across the Leeds City Region, part funded by the European Structural and Investment Fund (ESIF).

RESOLVED –

- (a) That the Council, as a Delivery Partner, be authorised to work with:-
 - (i) the West Yorkshire Combined Authority under a Service Level Agreement, to deliver the Leeds City Region Employment Hub Project (Routeways), as part of the ESIF Sustainable Integration of Young People into the Labour Market Programme; and
 - (ii) City of Bradford Metropolitan District Council under a Service Level Agreement, to deliver the YEP Project, as part of the ESIF Sustainable Integration of Young People into the Labour Market Programme.

- (b) That the following total expenditure be approved:-
 - (i) up to £1.4m by the Council inclusive of £0.7m maximum match funding to deliver the Leeds element of the YEP project over the next three years, 2018-2021;
 - (ii) up to £2.1m by the Council inclusive of £1.1m maximum match funding to deliver the Leeds element of the Routeways project over the next three years, 2018-2021;

- (c) That it be noted that the Head of Projects and Programmes in the Employment and Skills Service will be responsible for the implementation of both projects in Leeds, which are anticipated to commence by August 2018 and be completed by August 2021.

31 LGBT+ Inclusive City

Further to Minute No. 105, 7th November 2012, the Director of Communities and Environment submitted a report which provided an update on the progress made over the past 6 years since the LGBT+ Friendly City report was considered by the Board. In addition, the report highlighted the work of the re-launched LGBT+ Hub and the Council's LGBT+ Staff Network in contributing towards the development of the agenda alongside partners in the public, Third and Business Sectors.

RESOLVED –

- (a) That the current and ongoing work undertaken to make Leeds an LGBT+ Inclusive City be noted, and that support be provided to the LGBT+ Hub in developing and maintaining a forward work programme, together with success measures which reflect the work streams outlined within the submitted report and appendix. It is also noted that the work programme is to be co-produced and owned between the LGBT+ Hub and the LGBT+ community;

- (b) That support be given to the cross city partnership approach that has developed between the Council, other public bodies, the Third and Business Sectors to deliver on the Inclusive City agenda;

- (c) That support be given to the work undertaken to address the lack of LGBT+ community infrastructure within the city relative to other major urban areas;
- (d) That continued support be given to the leadership role of senior officers, Elected Members and partners in taking forward the LGBT+ equality agenda, with recognition being given to the significant positive impact that the work of champions and allies has in delivering outcomes;
- (e) That the intention for the LGBT+ Hub to develop a forward work programme with a 5 year prioritised timeframe, be noted, together with the fact that the responsibility for supporting the associated resolutions arising from this report will sit with the Director of Communities and Environment and Chief Officer Communities.

DATE OF PUBLICATION:

FRIDAY, 29TH JUNE 2018

**LAST DATE FOR CALL IN
OF ELIGIBLE DECISIONS:**

5.00PM, FRIDAY, 6TH JULY 2018

Draft minutes to be approved at the meeting
to be held on Wednesday, 25th July, 2018