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## SCRUTINY BOARD (CHILDREN AND FAMILIES)

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Meeting to be held in Civic Hall, Leeds, LS1 1UR on  
Wednesday, 24th April, 2019 at 10.00 am

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

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### 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)
- Mrs K Blacker - Parent Governor Representative (Primary)
- Ms J Ward - Parent Governor Representative (Secondary)
- Vacancy - Parent Governor Representative (SEN)

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

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

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**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><b>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</b></p> <p>To consider any appeals in accordance with Procedure Rule 25* of the Access to Information 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><b>EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. To consider whether or not to accept the officers recommendation in respect of the above information.</li> <li>3. If so, to formally pass the following resolution:-</li> </ol> <p><b>RESOLVED</b> – That the press and public be excluded from the meeting during consideration of the following parts of the agenda designated as containing exempt information on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present there would be disclosure to them of exempt information, as follows:</p> <p><b>No exempt items have been identified.</b></p>	

3	<b>LATE ITEMS</b>	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	<b>DECLARATION OF DISCLOSABLE PECUNIARY INTERESTS</b>	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	<b>APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTES</b>	To receive any apologies for absence and notification of substitutes.	
6	<b>MINUTES OF THE PREVIOUS MEETING</b>	To approve as a correct record the minutes of the meeting held on 6 <sup>th</sup> March 2019 and the Call In meeting held on 8 <sup>th</sup> April 2019.	1 - 12
7	<b>ANNUAL STANDARDS REPORT 2017-18</b>	To receive a report from the Head of Governance and Scrutiny Support presenting the Annual Standards Report for 2017-18.	13 - 100
8	<b>SCRUTINY INQUIRY INTO CHILDREN'S CENTRES - RECOMMENDATION TRACKING UPDATE</b>	To receive a report from the Head of Governance and Scrutiny Support and Director of Children and Families presenting an update on the implementation of the recommendations arising from the previous Scrutiny inquiry into Children's Centres.	101 - 114

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**SCRUTINY INQUIRY - IS LEEDS A CHILD FRIENDLY CITY?**

115 -  
160

To receive a report from the Head of Governance and Scrutiny Support presenting additional information in response to requests made by the Board during the course of its inquiry this year.

10

**WORK SCHEDULE**

161 -  
186

To consider the report of the Head of Governance and Scrutiny Support regarding the Scrutiny Board's work schedule for the 2018/19 municipal year and outline proposals for the 2019/20 municipal year.

11

**DATE AND TIME OF NEXT MEETING**

To be confirmed.

**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, 6TH MARCH, 2019**

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

Councillors H Bithell, K Brooks, K Bruce,  
D Cohen, P Drinkwater, C Gruen,  
N Harrington, J Illingworth and J Lennox

### **CO-OPTED MEMBERS (VOTING)**

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

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

Ms C Foote – Teacher Representative  
Ms H Bellamy – Teacher Representative  
Mrs A Kearsley – Early Years Representative  
Ms C Hopkins – Young Lives Leeds  
Ms D Reilly – Looked After Children and Care Leavers

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

There were no appeals.

#### **71 Exempt Information - Possible Exclusion of the Press and Public**

There were no exempt items.

#### **72 Late Items**

There were no late items.

#### **73 Declaration of Disclosable Pecuniary Interests**

There were no declarations of disclosable pecuniary interests.

#### **74 Apologies for Absence and Notification of Substitutes**

Apologies were received from Councillors Kidger, Renshaw and Stephenson.  
Councillors Harrington and Brooks were in attendance as substitutes.

#### **75 Minutes - 23rd January 2019**

Draft minutes to be approved at the meeting  
to be held on Wednesday, 24th April, 2019

In consideration of the minutes, reference was made to Minute 64 and the Board's discussion surrounding Special Guardianship Orders. It was noted that references made to the large legal costs associated with such Orders was made in the broader sense and not solely as a direct comparative with kinship caring arrangements. Following the meeting, the audio recording was checked and verified the point raised as above.

**RESOLVED** – That the minutes of the meeting held on 23<sup>rd</sup> January 2019 be approved as a correct record of the meeting.

## 76 Scrutiny Inquiry - Is Leeds a Child Friendly City?

The Director of Children and Families submitted a report including key background information and supporting evidence linked to the third session of the Scrutiny Board's Inquiry and agreed thematic approach based around the five Children and Young People's Plan Outcomes.

The following were in attendance:

- Councillor Lisa Mulherin, Executive Member for Children and Families
- Steve Walker, Director of Children and Families
- Ian Cameron, Director of Public Health
- Janice Burberry, Head of Public Health, Children and Families
- Heather Thomson, Head of Public Health (Healthy lifestyles)
- Michelle Kane, Public Health Principal, Children and Families
- Saira Mumtaz-Jones, Health and Wellbeing Lead, Children and Families
- Hannah Lamplugh, Voice Influence and Change Lead, Children and Families
- Kerry Swift, Health Improvement Specialist, Public Health

The Chair informed Members that the information would be discussed based on two main themes:

- 1) Children and young people are safe from harm
- 2) Children and young people enjoy healthy lifestyles

### Children and young people are safe from harm

The Director of Children and Families introduced this theme, noting the need for the two clearly defined and measurable indicators set out in the report, to provide focus.

Members discussed a number of matters, including:

- *The child's perspective.* Members were keen to understand how the child's point of view was integrated into strategies and intervention to support families. The Board heard that all forms of intervention use a restorative approach, working with children, rather than *to* or *for*. Additionally, in Family Group Conferences (FGCs) where the child is

unable to be present, their views are contributed by the coordinator to ensure that their voice is heard.

- *Children's Centres.* Members sought clarity on the role of Children's Centres in reducing the amount of looked after children, and were informed that 75% of looked after children are removed before the age of 5, which reinforces the role of early help through parenting support at Children's Centres.
- *Time limit for care proceedings.* Members sought clarity in regards to the value of the recently introduced 26 week time limit for care proceedings to take place. Members heard that this change was driven by research that evidenced a delay in outcomes, and the subsequent detrimental effect. However, research also suggested that the time limit can impede kinship care arrangements from coming to fruition later in the process. In Leeds, this was not felt to be an issue due to the inclusion of the wider extended family through FGCs taking place prior to the beginning of care proceedings.
- *Mental health.* Concern was expressed regarding the growing need for child mental health services through the Cluster Partnerships, and the lack of resource available, leading to shorter and less thorough interventions. Additionally, as a result of the lengthy waiting lists and high criteria for CAMHS, Members reported that many children were not guaranteed to receive the support they need. Linked to this, it was noted that this year the Leeds Youth Council had also identified mental health provision as a key priority for young people.
- *Visit to DAZL.* Some Members had attended a session at a dance-based youth club in South Leeds, and heard from the young people who attended that they did not feel safe in Leeds. Although it was acknowledged that the two main current indicators were a reflection of the directorate's responsibility to reduce significant harm to young people, this prompted further discussion surrounding the definition of all young people being 'safe from harm' as it was recognised that this can be a complex area to capture and measure. Members also recognised the difficulty for the directorate to hold responsibility for some of the reasons that children may feel unsafe, such as a fear of crime, but had acknowledged the importance of collaborative working across the Council and other partners to help address the impact of such wider determinants on a child's wellbeing.

### Children and young people enjoy healthy lifestyles

The Director of Public Health introduced this theme and highlighted some of the key trends and programmes in relation to alcohol and drugs, physical activity, social and emotional mental health, healthy weight, oral health, sexual health and tobacco use.

Members discussed a number of matters, including:

- *Planning decisions.* Members were concerned that the Core Strategy and Site Allocations Plan did not incorporate the voice of children and young people. Members felt that planning decisions needed to consider

recreational space for young people, to enable healthy and fulfilled lifestyles for young people in new developments in the city. The Director of Children and Families had suggested that the introduction of a 'children and young people impact assessment', similar to the current process for overall equalities, could be a helpful way of demonstrating how decisions being made by the Council will have an impact on young people.

- *East Leeds Extension.* The Board noted that work was underway to develop the new East Leeds Extension housing area as an exemplar of planning and design that encourages active neighbourhoods. Linked to this, the Board suggested that young people within the local schools may wish to be engaged in such work too.
- *Travel to school initiatives.* Members heard that Public Health work with the Sustainable Travel Team to develop travel plans, to ensure safe walking and cycling routes to school. Members commented on some positive projects in East Leeds. Members also commented that a barrier to pupils using forms of transport such as bicycles to get to school was the lack of storage space available on school premises
- *Alcohol and drug use.* There was also some concern around the everyday use of alcohol amongst 0.1% of primary school children according to the My Health My School (MHMS) survey, however Members were informed that the self-reporting nature of the survey can occasionally result in anomalies. Members were also informed of the shift in attitudes which have resulted in a reduction in use of alcohol and tobacco amongst young people. However, it was noted that use of drugs, particularly Cannabis, required more attention.
- *Sexual health.* Members sought more information about the inclusion of how well informed young people are around what to expect from Genito-Urinary Medicine (GUM) clinics. Members were assured that there had been a shift away from using 'scary' images to encourage young people to have STI screenings.
- *Buy-in of the Healthy Schools Programme.* Members were assured that a dedicated member of staff maintained regular dialog with the 22% of schools who did not commission the service, and encourages schools to consider the importance of health within the school setting.

**RESOLVED** – That the contents of the report and appendices, along with Members comments, be noted.

*Councillor Illingworth arrived at the meeting at 10:15am during discussion of this item.*

*Councillors Cohen and Brooks left the meeting at 12:25pm and 12:40pm respectively during discussion of this item.*

*Co-opted Members Tony Britten, Anne Kearsley and Claire Hopkins left the meeting at 11:55am, 12:30pm and 12:45pm respectively during this item.*

## **77 Work Schedule**



The Head of Governance and Scrutiny Support submitted a report which invited Members to consider the Board's Work Schedule for the remainder of the current municipal year.

The Board was particularly reminded of the forthcoming Youth Voice Summit Event on 13<sup>th</sup> March 2019 from 5pm.

The Principal Scrutiny Advisor also highlighted that whilst the work schedule indicated there would be an extraordinary meeting scheduled in May to finalise the Board's Inquiry report, it was noted that an alternative option open to the Board was to finalise the report by email correspondence to Board Members and formally bring the report to the Board's initial meeting in the new municipal year. The Chair recommended that the Board makes its decision during its April meeting.

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

## **78 Date and Time of Next Meeting**

Wednesday, 24th April 2019 at 10.00 am (pre-meeting for all Board Members at 9.45 am)

*The meeting ended at 12:55pm.*

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## **SCRUTINY BOARD (CHILDREN AND FAMILIES)**

**MONDAY, 8TH APRIL, 2019**

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

Councillors H Bithell, K Brooks, D Cohen,  
P Drinkwater, J Illingworth, P Latty,  
J McKenna, D Ragan and K Renshaw

### **CO-OPTED MEMBERS (VOTING)**

Mr E A Britten – Church Representative (Catholic)

Ms J Ward – Parent Governor Representative (Secondary)

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

Ms D Reilly – Looked After Children and Care Leavers

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

There were no appeals.

#### **80 Exempt Information - Possible Exclusion of the Press and Public**

There were no exempt items.

#### **81 Late Items**

There were no formal late items, however copies of the School Organisation Advisory Board (SOAB) Terms of Reference were circulated to Members during the meeting.

#### **82 Declaration of Disclosable Pecuniary Interests**

There were no declarations of disclosable pecuniary interests.

However, Co-opted Member Jackie Ward wished it to be noted that she was a Member of the School Organisation Advisory Board (SOAB). Councillor Ragan informed Members for their awareness that the item to be discussed was within her ward boundaries. The Chair also informed Members for their awareness that he took part in the Executive Board meeting on 20<sup>th</sup> March 2019 as a non-voting substitute Member.

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

Apologies for absence were received from Councillors Gruen, Bruce, Lennox and Stephenson. Notification was received that Councillors Brooks, Ragan,

McKenna and P Latty would be in attendance as substitutes. Co-opted Members Kate Blacker, Andrew Graham, Celia Foote, Helen Bellamy, Anne Kearsley and Claire Hopkins also sent their apologies.

#### **84 Call In Briefing Paper**

The Head of Governance and Scrutiny Support submitted a report in relation to the procedural aspects of the call in process.

Members were advised that the options available to the Scrutiny Board in respect of this particular called in decision were as follows:

##### **Option 1- Release the decision for implementation**

*Having reviewed this decision, the Scrutiny Board may decide to release it for implementation. If the Scrutiny Board chooses this option, the decision will be immediately released for implementation and the decision may not be Called In again.*

##### **Option 2 - Recommend that the decision be reconsidered**

*The Scrutiny Board may decide to recommend to the decision maker that the decision be reconsidered. If the Scrutiny Board chooses this option a report will be submitted to the decision maker.*

*In the case of an Executive Board decision, the report of the Scrutiny Board will be prepared within three working days of the Scrutiny Board meeting and submitted to the Executive Board. Any report of the Scrutiny Board will be referred to the next Executive Board meeting for consideration.*

*In reconsidering the decision and associated Scrutiny Board report, the Executive Board may vary the decision or confirm its original decision. In either case, this will form the basis of the final decision and will not be subject to any further call-in.*

##### **Failure to agree one of the above options**

*If the Scrutiny Board, for any reason, does not agree one of the above courses of action at this meeting, then Option 1 will be adopted by default, i.e. the decision will be released for implementation with no further recourse to Call In.*

**RESOLVED** – That the report outlining the Call In procedures be noted.

#### **85 Learning Places Programme Update and Secondary School Place Requirements for East Leeds.**

The Head of Governance and Scrutiny Support submitted a report that presented background papers to an Executive Board decision which had been called in in accordance with the Council's Constitution.

Draft minutes to be approved at the meeting  
to be held on Wednesday, 24th April, 2019

The decision had been called in for review by Councillors Dan Cohen, Colin Campbell, Thomas Leadley, David Blackburn and Mark Dobson.

The Scrutiny Board considered the following written information:

- Call In request received 28<sup>th</sup> March 2019
- 'Learning Places Programme Update and Secondary School Place Requirements for East Leeds' Executive Board report and appendices, 20<sup>th</sup> March 2019
- Minute 177, Executive Board, 20<sup>th</sup> March 2019

The following were in attendance:

- Councillor Jonathan Pryor, Executive Member for Learning, Skills and Employment
- Steve Walker, Director of Children and Families
- Tim Pouncey, Chief Officer, Resources and Strategy
- Viv Buckland, Head of Service Learning Systems, Children and Families

As the Nominated Lead Signatory to the Call In, Councillor Cohen addressed the Board and highlighted a number of issues to be considered. Councillor Cohen clarified that the Call In was only in relation to the dissolution of the School Organisation Advisory Board (SOAB), rather than the other elements of the decision. Councillor Cohen also noted that the Call In request had been signed by representatives of all opposition parties, and felt that this was due to the shared value of independent review and opportunities for residents to have their voices heard. Members were provided with some of the historical context to the SOAB, including the rationale behind the introduction of the Board in 2007 following the conclusion of the School Organisation Committee (SOC). Councillor Cohen informed Members that he felt that the reasons for dissolution as set out in the Executive Board report (20<sup>th</sup> March 2019) were based on procedural matters, such as low Member turnout and limited resource, which should have been given more attention before the decision was taken to abolish SOAB. Concerns were raised regarding the lack of clarity around whether a new mechanism would be introduced to fulfil the function of SOAB, or if there was an expectation for the Call In function to be used as the sole form of oversight for school closures, openings or expansions. Councillor Cohen also commented on the timing of the decision to dissolve SOAB, following its criticism of the recent proposal to expand Moor Allerton Hall Primary School.

Following the introduction by Councillor Cohen, the Board agreed to release all other elements to the decision other than the following:

- d) That approval be given to the dissolution of the School Organisation Advisory Board (SOAB), as a non-statutory function with immediate effect.

Members were given the opportunity to ask questions / provide comment to Councillor Cohen at this stage. Discussions included:

- Members queried whether recommendations made with an average turnout of 3 Members were representative of the body, and were informed that the quorum for SOAB was a minimum of two Members. However, Councillor Cohen recognised that there may be scope for a refresh of the model, including the quorum arrangements.
- There were some concerns raised by Members about the extent to which Members of SOAB are independent, and in response, the Board were informed that the SOAB Terms of Reference set out the criteria for membership, and that Members are given the opportunity to declare interests.

Councillor Jonathan Pryor, the Executive Member for Learning, Skills and Employment, addressed the Board and thanked Members for the release of all other aspects of the decision that were not associated with the dissolution of SOAB. Councillor Pryor informed Members that the Moor Allerton Hall Primary School expansion process had highlighted a significant timeline issue, which had not previously been recognised, as this was the first case of Call In alongside an objection resulting in a SOAB referral. Members were informed that the time limit for implementation of a decision following the end of the statutory notice period is two months, and that if this deadline is not met, the Executive Board would lose their decision-making power and the local authority would be obliged to refer the decision to the Schools Adjudicator. Councillor Pryor expressed concern that this would then result in the decision being unavailable for Call In.

The Director of Children and Families also addressed the Board, noting the change in educational landscape since the introduction of SOAB in 2007, in particular the move from Education Leeds to Children's Services, along with the reduction of maintained schools and increase of academies and academy trusts. The Director advised Members that the consultation process for changes to schools had been transformed since 2007, and now includes a variety of engagement with a range of stakeholders. New regulations were also introduced in 2013 (The School Organisation, Prescribed Alterations to Maintained Schools England Regulations) which set out timescales within which decisions must be made or referred to the Schools Adjudicator. Additionally, Members were informed that Leeds was currently the only local authority within the Yorkshire region to maintain a SOAB. The Director noted his confidence in the Scrutiny function to fulfil the role in the future.

Members were given the opportunity to ask questions / provide comment to Councillor Pryor and the officers present at this stage. Discussions included:

- Members queried the lack of consultation of SOAB prior to the proposal to dissolve, and were informed that the issues as noted with membership and convening meetings made it difficult to consult the SOAB. The Chair commented that it would have been courteous for the

Scrutiny Board to have been consulted about the prospect of a new role as a result of the dissolution of SOAB.

- There was some discussion around the development of a new mechanism for objections to school closure, opening or expansion proposals if the decision were to be released. Members felt that if the role was to be inherited by the Scrutiny Board, then this may mean pre-decision Scrutiny involvement rather than reliance on the Call In process following approval of a decision by Executive Board.

**RESOLVED** – That the contents of the report and the information presented during the meeting be noted.

## **86 Outcome of Call In**

The Scrutiny Board considered whether or not to release the decision for implementation. A vote was subsequently held and the Scrutiny Board agreed (by majority decision) that the decision be released.

**RESOLVED** –

- a) That the decision be released for implementation.
- b) That the Director of Children and Families provides a report to the Scrutiny Board at its first meeting of the new municipal year clarifying the existing process and other potential alternative options for objections to be considered following the publication of a statutory notice of a proposal to close, open or make prescribed changes to a school

## **87 Date and Time of Next Meeting**

Wednesday, 24th April 2019 at 10.00 am (pre-meeting for all Board Members at 9.45 am)

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

**Report of Head of Governance and Scrutiny Support**

**Report to Scrutiny Board (Children and Families)**

**Date 24<sup>th</sup> April 2019**

**Subject: Annual Standards Report 2017-18**

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 20<sup>th</sup> March 2019, the Executive Board received a report which presented the Annual Standards Report for 2017-2018. This report has now been provided for the Scrutiny Board’s consideration (Appendix A).
2. This latest 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. The report reflects on the following seven key priorities for the city which come under the headings: World Class Provision, Great Leeds Schools, High Expectations for All, Better Outcomes for All, Successful Transition, Broad and Balanced Curriculum and Effective Leadership.
3. To further facilitate the scrutiny of educational performance in Leeds, Board Members have also had access to the relevant Learning Outcomes Dashboards that have informed the content of this Standards Report.

**Recommendations**

4. That the Scrutiny Board considers the Annual Standards Report 2017-2018 and agrees any specific scrutiny actions that may be appropriate.

**Background documents<sup>1</sup>**

5. None.

<sup>1</sup> 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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**Report of: The Director of Children and Families**

**Report to: The Executive Board**

**Date: 20<sup>th</sup> March 2019**



**Subject: The Annual Standards Report 2017-18**

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. The report reflects on the following seven key priorities for the city which come under the headings: World Class Provision, Great Leeds Schools, High Expectations for All, Better Outcomes for All, Successful Transition, Broad and Balanced Curriculum and Effective Leadership.
- 1 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 2017-2018 academic year.
2. Note that this report will inform the priorities in the 3As Strategy (Attendance, Attainment, Achievement) which will be published in Spring / Summer 2019.

## 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 commenting on the actions taken as a result of the 2016-17 recommendations, and outlining where Leeds is now in relation to the ambitions it has laid out to ensure that all children in the city, 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 strategy can be found at [leeds.gov.uk](http://leeds.gov.uk). (Search 'Best City for Learning') or [click here](#).
- 2.2. The Annual Standards Report summarises the achievement of learners at all Key Stages throughout 2017-2018. 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 is a report of the Executive Member for Learning, Skills and Employment.

## 3. Main issues

- 3.1. 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 appendix 1, and additional data in appendices 2, 3 and 4.
- 3.2. **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 early years provision and school places.
- 3.3. **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 2017-2018.
- 3.4. **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, as well as strategies to reduce the gap.
- 3.5. **Better Outcomes for All:** *"We must have high standards where all children achieve their age related expectations"*. Key data from early years through to post 16 is examined and notable trends identified.
- 3.6. **Broad and Balanced Curriculum:** *"Children need to experience an engaging and enriching curriculum that focuses on deeper learning"*. The chapter addresses Artforms music and arts, the Health and Wellbeing Service and Active Schools.

**3.7. Effective 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.

**3.8. Successful 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.

## **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 in the city throughout the report, with specific focus in 'High Expectations for All'. 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) An Achievement for All conference in March focusing on the barriers which can prevent disadvantaged pupils from achieving. (2) Continued training and support for schools to improve outcomes for disadvantaged pupils. (3) Evaluation of the effectiveness of a key strategy designed to improve outcomes for disadvantaged pupils. (4) Under the Thriving child poverty strategy – using collaborative partnerships to mitigate the impact of poverty on education.

4.2.4. An equality impact screening has been undertaken for this report and is attached as appendix 4.

### **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 2018-23, 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 from Leeds City Council 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**

5.1. 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.

5.2. 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.

### **6. Recommendations**

6.1. The Executive Board is recommended to:

6.2. Note this report as it details the outcomes of Leeds children and young people in the 2017-2018 academic year.

6.3. Note that this report will inform the priorities in the 3As Strategy (Attendance, Attainment, Achievement) which will be published in Spring / Summer 2019.

### **7. Background documents<sup>1</sup>**

7.1. None.

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<sup>1</sup> 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

# ANNUAL STANDARDS REPORT

THE LEARNING IN LEEDS







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## Introduction

I am proud to be the Executive Member for Learning, Skills and Employment in Leeds. We want to be a city that all young people are proud to call their home, a city that is inclusive, equitable and where all young people exceed expectations and lead a fulfilling life. To achieve this ambition, we need an education system that is supported by a wide range of services, a system that is based on collaboration and co-operation, within which the voices of all young people are listened to, nurtured and supported. We need to ensure that all young people have the appropriate level of high challenge and high support, and that schools, academies and settings are equipped to provide an outstanding educational experience and positive outcomes for all.

Within our ambition to have a fantastic education system, we need to recognise the pressures that local authorities, schools, academies and settings face. Education settings and local authorities alike have faced challenges and uncertainty, in addition to severe funding reductions from central Government across all areas, including SEND funding.

We are seeing increases in the numbers of children living in poverty and in inadequate housing, and we know the impact of poverty on educational outcomes. Now more than ever the importance of the family of Leeds schools working together to improve the lives of our young people is underlined.

We understand the difficulties that education provisions are facing, and we are working with schools, academies and settings to minimise the impact of those, mostly financial, difficulties and deliver the best education system that we can.

Despite these challenges, education in Leeds continues to improve, due in a large part to the resilience, determination and passion of teaching assistants, teachers, leadership teams, governors and school staff. All of whom work tirelessly to support their pupils and their families, develop their provisions and collaborate with others to deliver the best education possible.

I would like to thank all of those who work every day for the children and young people of this city, you are truly making a difference and I look forward to working with you to continue striving forwards.

**Councillor Jonathan Pryor**  
**Executive Member for Learning, Skills and Employment**

Welcome to the Annual Standards Report 2017-18. It is an opportunity to reflect on learning in Leeds over the last year, highlighting areas of progress and success, but also creating the foundations for an open and honest conversation around the significant challenges we face in working towards our ambition of being the best city for learning. Within this document are some beautiful examples of schools, academies and settings going above and beyond, leaders who are improving their entire community through inspirational practice, and education provisions who are defying difficulties and delivering outstanding outcomes. The document also identifies the significant challenges that the local authority, education provisions and the city are facing. These challenges include the pressures on local government funding, complexities around the high needs block, the high rates of short term exclusions and the gap in educational outcomes between different demographic groups. It is important to highlight the struggles that provisions are facing- but it is equally important to reflect on the fantastic educational experience that the majority of children and young people in Leeds are participating in every school day.

Our city is one that is growing and becoming more diverse, and we are proud to be a city that is welcoming, friendly and which people from around the world call home. The world of education continues to shift, our pupil demographic is changing, and the complexities that we face are increasing. Both locally and nationally, child poverty is having a catastrophic impact on the lives of those who experience it, both in terms of day to day hardship and on outcomes across a wide range of indicators. The educational underachievement for disadvantaged or vulnerable learners in Leeds needs to be addressed, as a child's social background should not impact their outcomes. We are ambitious for all our children and young people, especially those who are less advantaged, and this ambition can be seen in the refreshed Children and Young People's Plan.

In November 2018, Children & Families were inspected by Ofsted, and achieved a judgement of 'Outstanding'. Although the main focus of the Ofsted inspection is on children's

social work services, the overall judgement is absolutely a result of the focus and ambition that our schools, academies and settings share with the local authority on delivering better outcomes for children and young people in the city. Thank you for your commitment to working in partnership with us and for the massive difference that you make, day in and day out, for children and families in Leeds.

We work incredibly hard with partners across the city to improve the lives of all our children and young people and this result is a very important milestone in our ambition to ensure Leeds is the best city for children and young people to grow up in. We are, however, not complacent and we will continue doing all we can working with children and families to further improve our services.

**Steve Walker**

**Director of Children & Families**

I am pleased to be writing this introduction in my relatively new role as Deputy Director for Learning for Leeds City Council. I come into this role with 25 years of teaching and school leadership experience which I will be applying, with support from my staff teams and working closely with schools, colleges and settings, to enable citywide improvements in education.

The Annual Standards Report is a snapshot of our performance across a range of measures. It is good to see that we have improved in a number of measures but there is much still to do. We are developing our 3As strategy to address the key areas of Attendance, Attainment and Achievement and we will present this in more detail in the near future.

It is important that we target our resources to ensure that our most deprived children and young people narrow the gap to their peers. We especially need to make every effort for all children to have the best start in their educational careers through outstanding provision in the Early Years. We will also be reinforcing our focus on reading as a key skill for all children and a love of reading as a vital element in being successful in education.

I look forward to sharing continued improvements in our key measures in 2020.

**Phil Mellen**

**Deputy Director for Learning, Children and 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 of 784,846 people which is estimated to grow to 814,079 people by 2024. Recent estimates suggest that there are 190, 816 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 2017/18 school year there were 232 primary age schools, 39 secondary, 3 through schools and 8 special schools in Leeds. These figures include all state-funded schools.

### Children and Young People

	<b>BAME</b>	<b>FSM eligible</b>	<b>SEND</b>	<b>EAL</b>
<b>Leeds</b>	33.78%	16.45%	13.77%	30.32%
<b>National</b>	31.87%	14.14%	14.43%	31.87%

The diversity shown within Leeds schools is increasing, with over 20 different ethnic groups identified and 34% of the population coming from Black, Asian or Minority Ethnic groups (BAME). The proportion of pupils in Leeds schools who have English as an Additional Language (EAL) continues to grow and in the January 2018 school census there were 196 different languages recorded as spoken by the children of the city. In Leeds, 16.5% of children are eligible for Free School Meals and 13.8% of Leeds children have Special Educational Needs and Disability (SEND). 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 55% 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. There are 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 this is integral to all work with children and families.

The development of the 3As 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. This will be a key strategy for Leeds as it strives to improve educational outcomes across the board.

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 Board, which brings together representatives from third, public and private sector organisations, universities, schools and communities.

## Summary of Academic Outcomes 2018

<b>Key Stage/Measure</b>	<b>Percentage/score (all students)</b>	<b>Percentage/score (Disadvantaged students)</b>	<b>Leeds/National ranking</b>
<b>Early Years Good Level of Development</b>	Leeds: 65.7% National: 71.5%	Leeds: 48% National: 57%	All Pupils: 148/152** (No Dis. rankings available)
<b>KS1 Phonics</b>	Leeds: Year 1: 79% Year 2: 90%  National: Year 1: 82% Year 2: 92%	Leeds: Year 1: 72% Year 2: 84%  National: Year 1: 72% Year 2: 85%	All pupils: Year 1: 137/152 Year 2: 124/152 (No Dis. rankings available)
<b>KS1 Teacher Assessment</b>	Leeds: Expected reading: 69% Expected writing: 63% Expected maths: 71%  National: Expected reading: 75% Expected writing: 70% Expected maths: 76%	Leeds: Expected reading: 55% Expected writing: 47% Expected maths: 56%  National: Expected reading: 63% Expected writing: 55% Expected maths: 63%	All pupils: Reading: 146/152 Writing: 148/152 Maths: 146/152 (No Dis. rankings available)
<b>KS2 Age Related Expectation (combined)</b>	Leeds: Expected RWM*: 61% Higher RWM: 9%  National: Expected RWM: 65% Higher RWM: 10%	Leeds: Expected RWM: 45% Higher RWM: 3.2%  National: Expected RWM: 51% Higher RWM: 4.4%	All Pupils: Expected: 125/152 Higher: 79/152  Disadvantaged pupils: Expected: 120/152
<b>KS4 Progress 8</b>	Leeds: -0.02  National: -0.02	Leeds: -0.38  National: -0.44	All pupils: 65/151 Disadvantaged pupils: 44/151
<b>KS4 Attainment 8</b>	Leeds: 44.8  National: 46.6	Leeds: 35.3  National: 36.8	All pupils: 104/150 Disadvantaged pupils: 84/151
<b>KS4 Eng/Maths grade 5 and above (strong pass)</b>	Leeds: 40.9%  National: 43.5%	Leeds: 21.7%  National: 24.9%	All pupils: 88/151 Disadvantaged pupils: 92/151

\* RWM= Reading, Writing and Maths

\*\* The number of comparable LAs nationally may change against some measures

## World Class Provision

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

### Early Years

#### ***Key recommendations from 2016-17***

- 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.

#### ***Commentary and actions***

Leeds has a wide variety of early years provision across the city and a range of choices for parents looking for early childcare and education. There are currently over 1400 providers across the city including 800 childminders, 129 school nurseries, 35 children's centre daycare settings and 235 nurseries and playgroups.

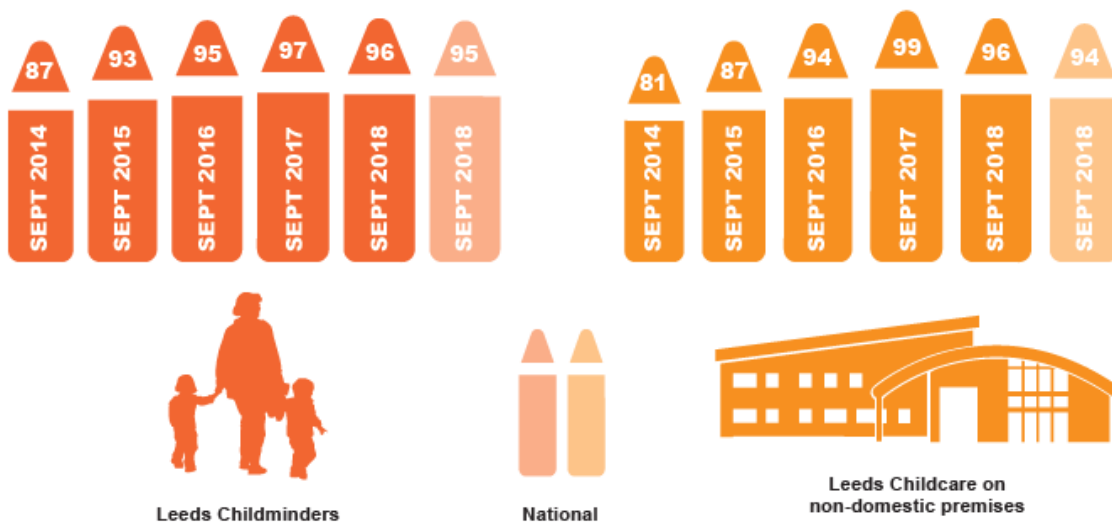
The Early Years Learning Improvement Team have provided support and challenge to the schools and settings across the city. Focused work with settings which have been rated 'Inadequate' or 'Requires Improvement' by Ofsted have successfully secured improvements.

The early years traded offer has continued to develop and has been tailored around the key areas for development identified through data and intelligence. This year has seen the launch of a successful programme of CPD sessions for childminders which will ensure they are able to keep up to date with both learning and development and statutory requirements.

Our training and support offer to early years leaders continues to be well received and impacts positively on leadership capacity. We have increasingly called upon strong practitioners within the city to share good practice and case studies at a range of early years events.

### **Headlines for 2017-18**

In Leeds we have maintained high percentages of providers who have achieved good or better in Ofsted inspections and these figures remain above national outcomes.



The majority of children in Leeds currently access their early years education in either 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.

### **What next?**

- We aim to maintain our high percentages of settings at good or outstanding and keep in line with national averages.
- We will continue to develop and embed opportunities for childminders to access key information and CPD to support ongoing quality improvement.
- Continue to work closely with Ofsted link inspectors to share information and support providers effectively.
- Ofsted’s annual report 2018 highlighted the importance of physical development and developing muscular strength and dexterity for children in the early years. We will



continue to prioritise this area in our training and support programmes and build on the specialist knowledge and expertise of our dedicated Movement Play Consultant.

- Target support through social workers, children’s centres, and community hubs to families who don’t access EYFS provision (800 in 2017-18) and to those who are not on track to achieve GLD by the end of reception.

## School Places

### ***Key recommendations from 2016-17***

- Leeds will continue to run a ‘Good Learning Places Board’ with representatives of a range of teams across the Children and Families Service, reviewing recommendations put forward 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 holistically ways that the pressure for school places can be met.
- Leeds will continue to share demographic data freely through stakeholder events using an Outcome Based Accountability approach to support a more strategic planning places 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 work closely with bordering local authorities to share best practice and support the planning of school places.
- 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.

### ***Commentary and actions***

Leeds City Council has a statutory duty to ensure the provision of good quality learning places and to secure an appropriate balance locally between education supply, demand, and choice. 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 or better schools. The authority seeks to exercise this function in partnership with children and families, elected members, diocesan education boards, governing bodies of schools, head teachers, local communities, multi-academy trusts, the Regional Schools Commissioner and other key stakeholders.

## **Headlines for 2017-18**

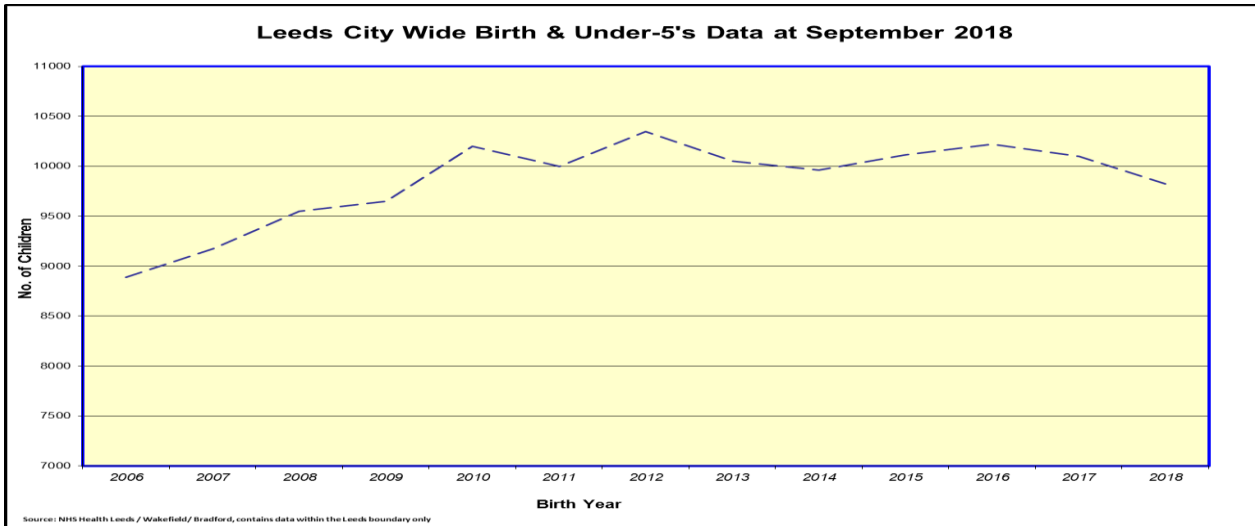
This includes:

- Leeds City Council has created 1,700 new reception class places across primary schools in Leeds and a total capacity across all primary school year groups of 11,700 new places since 2009.
- A further 240 reception class places and a total capacity of 1,680 new places are being created via the governments free school programme, with two primary and two all through free schools now established in Leeds within the last 5 years.
- For academic year 2017/18, an additional 390 reception class places were added across the city through a mixture of:
  - Permanent expansion of existing schools (210 places)
  - Bulge/temporary increases (150 places)
  - Free schools (30 places)
- In response to increased inward migration and new housing we have created a total of 325 places added in-year across reception to year 6.

The birth rate across the city appears to have stabilised following a rise of 3,000 children between 2001 and 2018.

The latest figures based on NHS data show a drop in the number of children born between September 2017 and September 2018 and is the lowest number of births in the city since 2009 as the birth graph below shows.





The levelling out of the birth rate has also seen the projected demand for additional primary school places up to 2022 start to reduce and therefore only relatively small increases are expected over the next few years. However, the demand for secondary school places is now increasing as the larger cohorts of primary children move into secondary schools.

For the academic year 2017/18, an additional 300 secondary places were allocated compared to the previous year, with a further 300 allocated for September 2018. These additional places have been met via a mixture of schools permanently expanding, schools admitting above their PAN (Published Admission Number) and the creation of free schools. This demand is expected to continue for the foreseeable future with projections showing by 2023/24, an approx. need of 1370 additional places (46 forms of entry) compared to the secondary places allocated in 2018.

**What next?**

- Leeds will continue to run a ‘Good Learning Places Board’ with representatives of a range of teams across the Children and Families Service, reviewing recommendations put forward 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 for school places can be met.

- Leeds will continue to share demographic data freely through stakeholder events using an Outcome Based Accountability approach to support a more strategic planning places 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 work closely with bordering local authorities to share best practice and support the planning of school places.
- 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.

## Great Leeds Schools

### ***Key recommendations from 2016-17***

- 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.

### ***Commentary and actions***

A comprehensive but focused programme of professional development was devised and delivered across 2017-18. This included a strong focus on improving outcomes for vulnerable and disadvantaged learners, and strategies to support metacognition. Data analyses and the use of research evidence informed universal offers of support as well as bespoke work undertaken with individuals or groups of schools and settings.

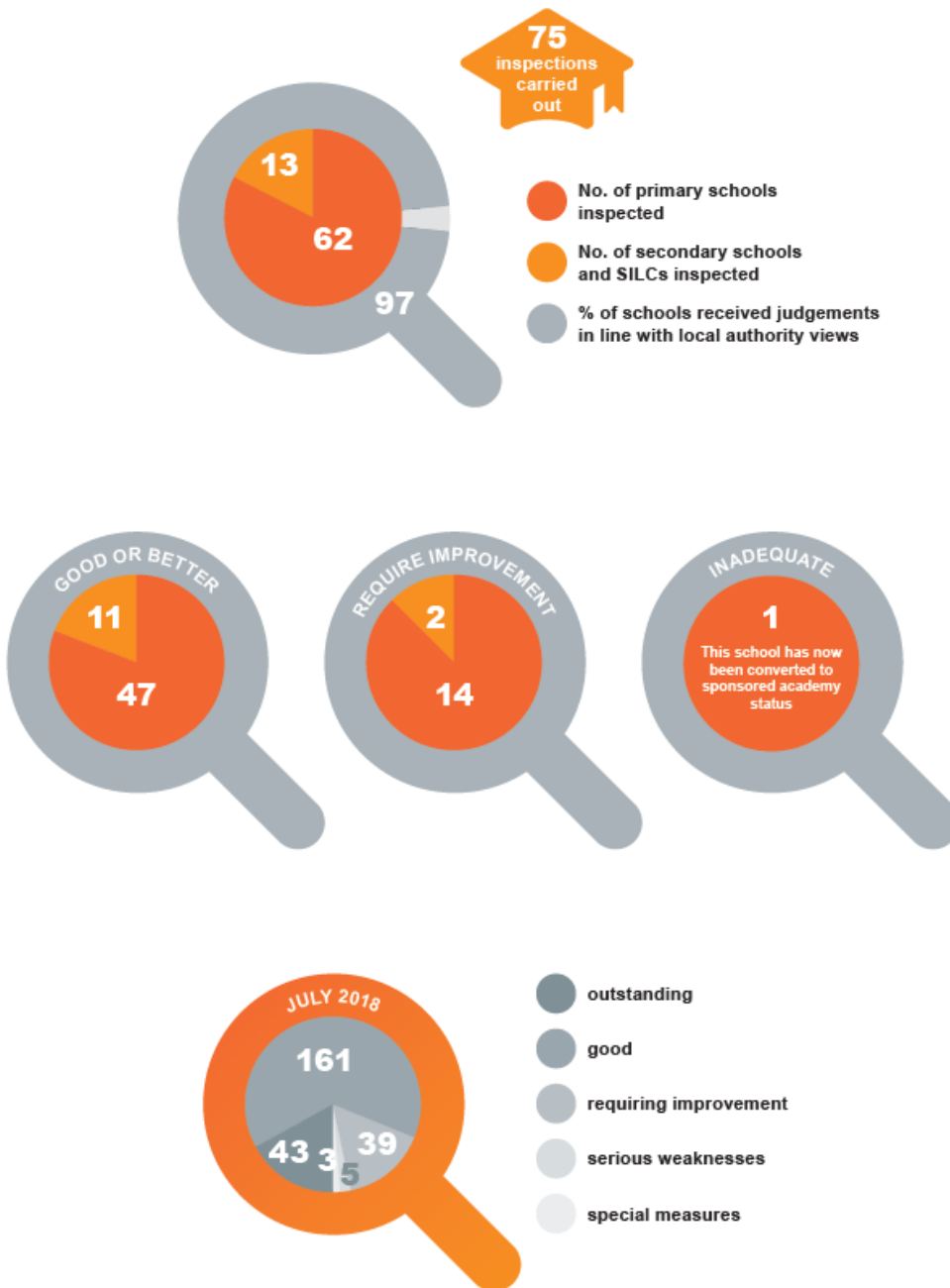
Both maintained schools and academies that buy into our service have designated a specific governor to monitor the impact of pupil premium. There is a specific guidance document to enable governors to effectively challenge how pupil premium funding is spent and the impact of strategies. Our model agendas include pupil premium monitoring as standard practice. 97 governors attended the Governor Briefings which looked at potential barriers to learning for disadvantaged children.

Partnerships with system leaders, Teaching Schools Alliances and Mathematics Hubs have been strengthened. Also, Huntington Research School has been approached to work with the LI team and has delivered workshops to the LLP (secondary) so that schools are taking precision approaches to addressing issues for disadvantaged pupils. Whilst funding streams have in some cases been reduced as a result of changing priorities and policy, the work has continued, thus ensuring that national and local evidence-based approaches inform improvement actions at local authority and school level and provide opportunities to showcase good practice and facilitate further links and network opportunities for schools.

A directory of good practice – ‘Advantaging the Disadvantaged’ – has been developed by local authority staff to signpost schools and other providers to resources and links to support their work. This is available electronically and will continue to expand as further research evidence becomes available.

Learning Alliances for Primary Schools, facilitated by local authority advisers, have now been established for 2 years. Very positive feedback on the impact of this work has been received from school leaders and Ofsted.

**Headlines for 2017-18**



There is detail on the Virtual School in section High Expectations for All.

**Partnership working**

A positive partnership has been established with Huntington Research School which is now informing and shaping some of our approaches to working with schools. For example, a research element is now embedded in the Leading Learning Partnership (LLP) programme which is accessed by the majority of Leeds secondary schools and academies.

On a local level, the Primary Learning Alliance arrangements, facilitated by advisers, build on sharing and developing good practice between leaders and teachers and support the local authority in knowing its schools.

### ***Recognition/Achievement***

- There are now 12 Primary National Leaders of Education working in Leeds – C. Carr, C. Dyson, K. Finlay, E. Holliday, P. Hughes, D. Kenny, L. Leonard, S. Leonard, S. Makin, D. Roundtree, H. Sanderson and J. Turner and 7 others.
- Secondary/Special National Leaders – P. Beardsley, D. Gurney, A. Ngondi, J. Townsley, J. Sheriff and A. Woodhouse.
- Meanwood CE Primary was again recognised as being the Sunday Times top state school of the year.
- Beeston Hill St Luke’s CE Primary was recognised by the DfE as having an ethos and climate which enables disadvantaged pupils to flourish.
- The Ruth Gorse Academy received ‘World Class School’ Accreditation.
- Two secondary schools (Allerton High School and Morley Academy) were in the top 14% of schools nationally for progress at key stage 4. A further ten schools were in the top 30% of schools nationally for progress.
- A number of Leeds schools have featured in Parliamentary Reviews which celebrate best practice in the region. These include Harehills Primary School, Allerton High School, Leeds City Academy, Leeds East Academy and Leeds West Academy.
- Benton Park School received a Centre of Excellence award for their work in providing a high quality programme of financial education for students. The school is one of just 91 across the country as a whole to have achieved this.
- In July 2018, three secondary schools, six primary schools and one SILC were awarded Leeds Music Education Partnership (LMEP) Music Champion School status. This award recognises schools’ ongoing commitment to music education, and the opportunities for music making provided.

### ***What next?***

- Further strengthen school governance and leadership at all levels to ensure a fully informed focus on improvement priorities and robust self-evaluation.
- Encourage and broker strong partnership arrangements particularly for those schools deemed vulnerable through data and/or context.



- Support and challenge school provision, particularly in RI schools, to ensure that all Leeds schools are good or better and that provision improves in all areas of high deprivation. When expanding school provision, ensure that providers are good or better.
- Prioritise reading improvement through training of Social Workers, provision of book packs for disadvantaged homes, improving and enhancing library provision in areas of low attainment and partnership with Booktrust and Dolly Parton Imagination Library.
- Prioritise school attendance for Looked After Children, Children in Need and FSM pupils to ensure this improves steadily and sustainably.
- Review and enhance out of school opportunities in areas of deprivation through partnerships with sports clubs, universities, child friendly ambassadors and other partners such as Oracle Academy and local businesses.
- Ensure that as soon as concerns are raised about the effectiveness of governance at a maintained school, or an academy that buys into the Governor Support Service SLA, a package of support is put in place in partnership with other teams including Learning Improvement, SENIT and safeguarding with clear objectives and time frame and clarity of how impact will be evidenced. Included in this will be a review of the deployment of National and Local Leaders of Governance (NLGs and LLGs) and the use of local authority joint review groups (JRGs).
- Enable governing boards to work together within their learning alliances to benefit from peer-to-peer support.

## High Expectations for All

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

### English as an Additional Language (EAL) and Ethnicity

#### **Key recommendations from 2016-17**

- 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.

#### **Commentary and actions**

In 2017-18, 36% of all pupils in Leeds have Black, Asian and Minority Ethnic (BAME) heritages and 20.3% of pupils speak English as an additional language (EAL). Leeds works strategically to positively impact the outcomes of schools and pupils to reach our vision for Leeds to become the best city for learning for all pupils, regardless of ethnicity or use of English as an Additional language.



Over 2017-18 12 schools accessed the EAL Champions programme. Arooj schools (a project with a cluster of schools across Leeds, working together to focus on raising standards in teaching and learning) received a comprehensive year-long programme of support including a creative writing competition, a 'Leeds Meets Shakespeare' Y1 project and a Y5/6 reading comprehension project. Learners from 29 mainstream schools attended the supplementary schools STEM programme to build harmonious communities. EAL learners across Leeds benefitted from the English and Maths supplementary school support. Staff in three schools developed knowledge in language development and cultural understanding through a British Council project linked with Lille

(France) and Bacau (Romania). Nearly two thirds of mainstream schools across Leeds accessed termly EAL and BME networks. The new Cultural Cohesion Quality Mark supports the growth of culturally responsive interactions across sectors, including education.

### **Headlines for 2017-18**

Below are the headline statements for EAL and ethnicity in 2017-18.

#### **1. EAL**

##### **Foundation stage**

*Percentage of pupils achieving a Good Level of Development (GLD)*

	<b>2017</b>	<b>2018</b>	<b>Change</b>
<b>Leeds EAL</b>	55	56	+1
<b>National EAL</b>	65	66	+1
<b>Leeds non EAL</b>	68	69	+1
<b>National non EAL</b>	73	73	0

An increase of 1 percentage point, the gap between Leeds and national EAL students is unchanged at 10 percentage points.

##### **KS1**

The gap for EAL students in Leeds has narrowed in Reading, Writing and Maths (RWM) in 2017-18, however Leeds is 10-12 percentage points below national in these three areas.

##### **KS2**

*Percentage of pupils reaching the Expected Standard in RWM*

	<b>2016-17</b>	<b>2017-18</b>	<b>Change</b>
<b>Leeds EAL</b>	48	53	+5
<b>National EAL</b>	61	65	+4
<b>Leeds non EAL</b>	58	63	+5
<b>National non EAL</b>	62	65	+3

Leeds EAL students have slightly reduced the gap to national EAL students.

## KS4

### Average attainment 8 score (EAL)

	2017	2018	Change
Leeds EAL	43.1	42.5	-0.6
National EAL	47.7	48.0	0.3
Leeds Non EAL	46.2	46.1	-0.1
National Non EAL	46.3	46.5	0.2

In 2018, the gap between Leeds and national pupils has widened to 5.5 percentage points below national.

### Strong pass (grade 9-6) in English and Mathematics

	2017	2018	Change
Leeds EAL	43.1	33.4	-9.7
National EAL	47.7	44.4	-3.3
Leeds Non EAL	46.2	43.3	-2.9
National Non EAL	46.3	43.4	-2.9

In 2018, EAL pupils in Leeds and Nationally declined in strong passes in English and Mathematics. EAL pupil strong passes in Leeds dropped significantly to 33.4% this is 11 percentage points below national.

## 2. Ethnicity

### Foundation stage

#### Percentage of Leeds pupils achieving GLD

	2018
White	68
Mixed	66
Asian	62
Black	62
Chinese	69

White, Asian and Black pupils improved in 2017-18.

## KS1

All groups have made improvements in RWM in 2017-18, however Leeds remains below national levels in these areas. For the percentage of pupils reaching the Expected Standard, improvements include:

- In Writing, an increase of 8 percentage points and 7 percentage points for Black and Mixed pupils respectively.
- In Maths an increase of 7 percentage points for Black pupils, and 1 percentage point for White pupils (this figure has reduced by 1 percentage point nationally).
- In Reading, an increase of 4 percentage points for Black pupils.

## KS2

Leeds closed the gap for all groups reaching the expected standard RWM benchmark in 2017-18.

	2017	2018	Change
Leeds White	57	63	+6
Leeds Mixed	53	59	+6
Leeds Asian	53	59	+6
Leeds Black	49	53	+4
Leeds Chinese	79	91	+12
National White	61	64	+3
National Mixed	63	66	+3
National Asian	64	69	+5
National Black	61	64	+3
National Chinese	78	82	+4

Leeds continues to close the gaps for all groups, with White pupils just 1 point below national at 63%. Leeds Chinese pupils outperformed national Chinese by 9 points.

The lowest performing groups relative to national are Black pupils at 53% (11 points below), and Asian at 59% (10% points below).

At KS2, 10% fewer Black children in Leeds attain the expected standard in reading, writing and Mathematics than White children.

### ***What next?***

Leeds will continue to provide a framework for schools with EAL learners with Basic Interpersonal Communication Skills (BICS) and Advanced Learners of English, to increase their Cognitive Academic Language Proficiency (CALP). This is crucial for academic achievement and therefore forms part of the 3As strategy of focusing on attendance, attainment and achievement.

Leeds will also continue to develop culturally responsive practices, EAL assessments, training, resources, programmes and skills development, supporting access to learning and language development, to aid and empower schools to meet the needs of their increasingly diverse cohorts.

## Special Educational Needs and Disability (SEND)

### **Key recommendations from 2016-17**

- 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.

### **Commentary and actions**

The Good Learning Places Board ensures identification of need/demand and a joined-up approach to developing special school provision. In 2017 the LA completed a Strategic Review of SEND provision and has set out 4 key priorities, informed by discussions with families, including development of more special school places in Leeds.

A new multi-site academy led by the Wellspring Trust is now established. This new-build academy represents some £45 million of investment by LCC and offers more sites and improved facilities for complex SEMH needs. All of the new Springwell Leeds sites are now operational, and the LA commissions a total of 340 places for learners there.



Plans are in place for a review of early help and learning from an inclusion perspective, including alignment of EHC needs assessments with the early help approach. Revisions to the 0-25 SEND strategy are focusing on universal inclusion for all, in the context of the 3As.

## ***Headlines for 2017-18***

- **Structural change within Children and Families Services:** a new Learning Inclusion Service was formed in 2018. Teams have been brought together to integrate and align universal learning improvement, learning improvement and support for vulnerable learners, including the Head of Virtual School for Children Looked After, and the attendance and exclusions teams. The service is led by a new Head of Learning Inclusion.
- **Special schools and Ofsted ratings:** In Leeds we have 5 generic Specialist Inclusive Learning Centres (SILCs), all of which have partnership arrangements with mainstream schools; and 14 resourced provisions within 7 primary and 7 secondary schools. One SILC is 'outstanding', 3 are 'good' and one 'requires improvement'. All are at maximum capacity. We also have an autism-specific specialist free school, and a new SEMH specialist academy. New SEND provision is only developed in 'good' or 'outstanding' provision. The LA provides support and challenge to provisions, including via a new Quality Assurance Group for resourced provisions.
- **A review of the High Needs Block** (the main funding source for SEND) took place in 2017. The review highlighted concerns in sufficiency of funding and increased demand. Education partners and the LA co-produced plans to reduce spending, which have been implemented. The ESFA in December 2018 announced a small amount of additional High Needs funding for LAs, after concerns were raised nationally. This will alleviate funding pressures to a small degree, as will a new funding formula; however short-term pressures will remain.
- **Learning outcomes:** In 2018, 14.5 % of the statutory school-aged population (15,860 individuals) was identified as having SEND. 12.6 % were identified by schools as receiving SEN support and 1.6 %, an EHC plan or statement.

As per table 1, at end of Key Stage 2, SEN learners in Leeds attain less well than is typical nationally. However, there have been ongoing improvements; in 2016, only

11% of these learners were achieving the expected standards, compared to 21 % at 2018. The gap compared to national performance is greater for learners with an EHC plan; however, it may be inequitable to compare the EHC plan cohort in Leeds to that in other LAs due to the way we allow schools early access to funding. (NB: Key stage 4 data is yet to be released by DfE)

***KS2 – percentage achieving the expected standard in Reading, Writing and Maths***

	<b>Leeds</b>	<b>National</b>	<b>Gap</b>
<b>SEN Support</b>	21	24	3
<b>EHC Plan or SEN with a statement</b>	3	9	6

***What next?***

- We will seek to continue recent improvements in learning outcomes for those accessing SEN support; this will be a key driver in revising our 0-25 SEND strategy.
- We will rigorously analyse outcomes for learners with an EHC plan. Published data as above indicates that in Leeds, our position is less strong than is typical nationally. However, the EHC plan cohort in Leeds is different to that in other LAs; this is because in most LAs, higher level funding is only awarded if a learner has an EHC plan. However in Leeds, our system allows schools to access funding for learners without an EHC plan, if there is evidence of need, thereby putting the needs of the child first. To make direct comparisons is thus not equitable. We will analyse the figures locally accounting for these differences, to better understand our position. We will also consider the impact of historical under-funding; to date Leeds has received High Needs funding allocations 25% lower than the national average (this will change due to a new funding formula, but its legacy remains). Understanding these issues will inform improvement plans.
- We will develop the new Learning Inclusion Service to ensure the most efficient, aligned approach to learning improvement across the wider context for vulnerable learners and across all associated teams.



- A review and refresh of the 0-25 SEND strategy will be undertaken, driven by improved outcomes and emphasising: the universal inclusion agenda; the early help agenda; inclusion support and the '3As'; effective targeting of support.
- We will continue to develop capacity in specialist education, in line with rising demand. There will be specific focus on places for learners with complex communication needs and autism, with plans for new resourced provisions for these needs in 2019 and 2020. The LA has also bid for a new generic special school in the East of the city in 2021.
- The LA will work with the academy trust leading our new specialist SEMH provision to establish a rigorous means of identifying outcomes for learners at the provision.

## Social, Emotional, Mental Health (SEMH)

### ***Key recommendations from 2016-17***

- 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
- Focus on children in mental health crisis
- Create world class specialist education provision
- Transition to adult services
- Community Eating Disorder Service
- Improve the quality of support and services

### ***Commentary and actions***

In terms of early help services we have co-produced with partners, expectations of the support all schools should provide for learners with SEMH needs (by law, all local schools must deliver this). This complements the MindMate curriculum offer. We have developed the Area Inclusion Partnership offer (supporting learners at risk of exclusion due to SEMH needs), including in quality assurance, sufficiency and capacity, outcomes monitoring, and greater focus on early help. A new multi-agency SEMH Panel supports school practitioners to plan pathways for learners who have been permanently excluded, are new to Leeds, or cannot be supported at AIP level.

The MindMate website includes expectations of the support schools should provide for learners with SEMH needs. We have produced guides for Leeds schools, to help them promote the local offer for SEMH.

A new multi-site academy for specialist education provision led by the Wellspring Trust is

now established. This new-build academy represents some £45 million of investment by LCC and offers more sites across the city and improved facilities for learners. All of the new Springwell Leeds sites are now built and in operation, and the LA commissions a total of 340 places for learners there.



### ***Headlines for 2017-18***

*Early help offer:* In 2018, Children and Families Services reformed teams to form a new Learning Inclusion Service; this seeks to align team supporting vulnerable learners, ensuring coordination with universal learning improvement, attendance, and exclusion teams, and the Head of Virtual School for Children Looked After. This will allow for greater integration and coordination of support, and will reflect the new '3As' learning strategy for Leeds (focusing on attendance, attainment and achievement for all, including vulnerable learners; and on ensuring a rigorous approach to early help).

2017/18 also saw developments to our offer from Area Inclusion Partnerships (AIPs; supporting learners at risk of exclusion due to SEMH needs), including: refining of the agreement between AIP members/schools and the LA; improved rigour in identifying AIP outcomes; greater focus on referral to early help assessments; and developments to quality and sufficiency of provisions for those with SEMH needs and at risk of exclusion. AIPs

provided support to several hundred learners at risk of exclusion and their schools in 2017/18. The AIP offer was complemented by a new multi-agency SEMH Panel, wherein members support education practitioners to plan pathways for referred learners with more complex SEMH needs. The Panel supported 50 referrals in 2017/18. These developments have enabled us to achieve a very low level of permanent exclusions in Leeds, one of the lowest in the country; this has been recognised at national level.

*Specialist offer:* as above, 2018 saw the opening of all sites within our new multi-site academy specialist provision for learners with the most complex SEMH needs. This new-build academy, Springwell Leeds, was funded by £45 million of investment by LCC and offers sites across the city and much improved facilities for learners.

#### *An update from health colleagues*

Leeds continues to make good progress in all the priority areas and reports on the assurance of implementation are submitted to NHS England on a quarterly basis. In October 2018 the Future in Mind: Leeds Local Transformational Plan for children and young people's mental health and wellbeing was [refreshed](#). Follow the link for more detail on the achievements, how we know we are making a difference and next steps.

The refreshed plan starts with an open letter to the children and young people of Leeds from Dr Jane Mischenko and Cllr Mulherin, who share their continued commitment to improve the mental health and wellbeing of children and young people in the city. The plan recognises some of the really positive developments achieved to date and summarises what the focus will be in the fourth year. You can also find the open letter in appendix 2.

#### **What next?**

- The embedding of the new Learning Inclusion Service will be a priority, ensuring an aligned approach to learning improvement across the wider context for vulnerable learners and across all associated teams.
- We will continue to foster close working relationships between the LA and AIPs to continue our very good outcomes in preventing permanent exclusions, and further develop our practice in reducing fixed-term exclusions. We will further refine AIP

functions, including reporting of outcomes; and continue to review and develop sufficiency, capacity and quality in AIP provision. We will also refine the functions of the SEMH Panel, to ensure its effectiveness in planning pathways for learners who have been permanently excluded or whose needs cannot be met at local AIP level.

- We will consider establishing a new Virtual School for SEMH, led by a Virtual Head, similar to the Virtual Head for Looked After Children. This is identified in a recent parliamentary review as a potential means of increasing accountability for these most vulnerable learners; we are considering a pilot scheme in Leeds in January 2019.
- The LA will work closely with the academy trust leading our new specialist SEMH provision to establish an efficient and rigorous means of measuring and reporting outcomes for learners attending the new provision.

## Child Poverty

### ***Key recommendations from 2016-17***

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

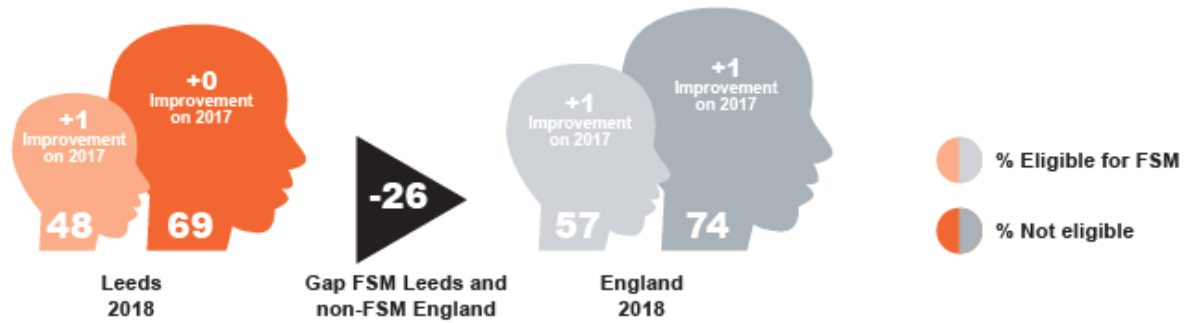
### ***Commentary and actions***

- Delivered a cross-phase Achievement for All Conference in March 2018 to showcase strategies which have improved outcomes for disadvantaged learners. A key focus was Language for All with a keynote address from Neil Mercer, Emeritus Professor of Education at Cambridge University.

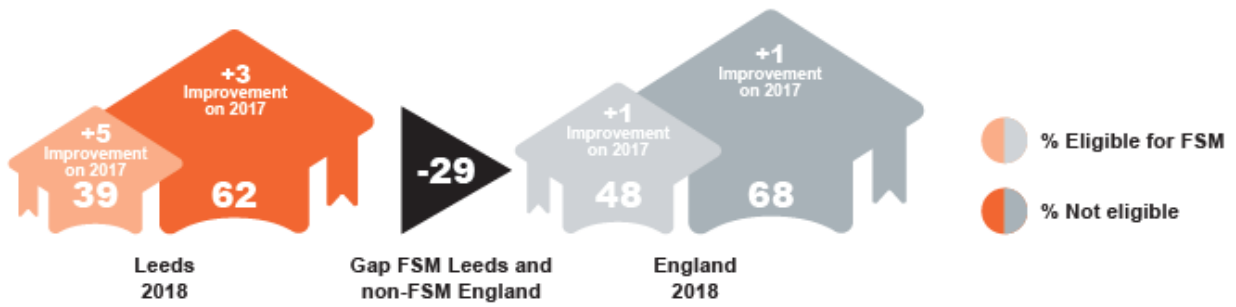
- An action plan to address disadvantage was created by all teams in Learning Improvement.
- A Language Strategy was developed across all phases to address the vocabulary and speech gap which can affect disadvantaged learners.
- Thriving: A Child Poverty Strategy' was created, which contains a key workstream of 'Readiness for Learning and School Aged Education'. Initial projects within this workstream include '50 Things to do Before You're 5' and 'Attendance and Poverty; Period Poverty'.

**Headlines for 2017-18**

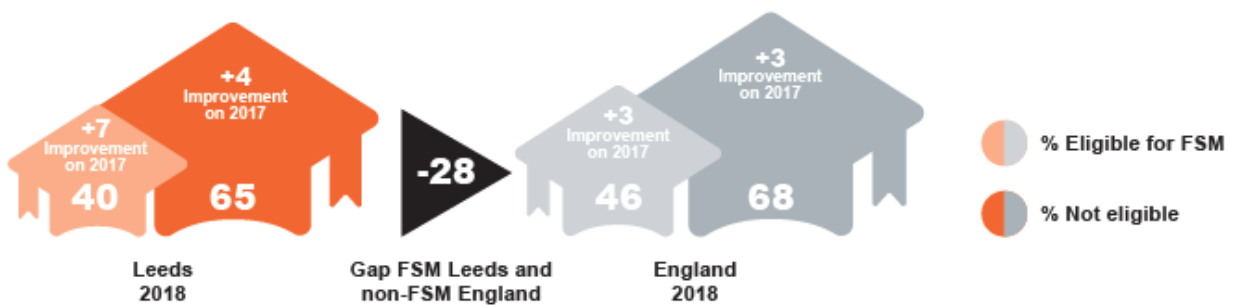
**Percentage of children achieving a Good Level of Development in Foundation Stage**



**Percentage of children achieving the Expected Standard in Reading, Writing and Mathematics at the end of KS1**



**Percentage of children achieving the Expected Standard in Reading, Writing and Mathematics at the end of KS2**



There are still considerable gaps to national outcomes; however, the rate of improvement in outcomes for pupils in receipt of free school meals is faster in Leeds than it is in England as a whole in Key Stages 1 and 2. Key stage 4 data is yet to be released.

### ***What next?***

- An Achievement for All conference in March 2019 will focus on the barriers which can prevent disadvantaged pupils from achieving, such as absence, lack of parental engagement and aspiration. We will also be hosting a poverty and education conference in July 2019 with nationally and internationally renowned speakers on this important subject.
- Support and training for schools to improve outcomes for disadvantaged pupils will continue. In particular, a project run by Learning Improvement in conjunction with Huntington Research School will target a group of primary schools where the gaps between outcomes for disadvantaged and non-disadvantaged learners are high.
- All teams in Learning Improvement will use the Education Endowment Fund Implementation Guide to evaluate the effectiveness of a key strategy designed to improve outcomes for disadvantaged pupils.
- A directory will be disseminated to schools and settings with links to research, relevant organisations and local authority support which seek to overcome barriers faced by disadvantaged pupils.
- Under the Thriving child poverty strategy, collaborative partnerships with key individuals and organisations across Leeds will work together to mitigate the impact of poverty on education.
- We have applied for national grant funding to further target disadvantaged pupils at Early Years to enable a narrowing of the gap to their national peers.
- We have gained over 12,000 free books from the Book Trust and will be using these (alongside funding from Child Friendly Ambassadors) to establish pop up libraries in areas of poverty and deliver books and resources into homes of some of our most disadvantaged families.

## Virtual School

### **Key recommendations from 2016-17**

- 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.

### **Commentary and actions**

Termly monitoring data and statutory testing outcomes have directed activity of the Virtual School to where children are not attaining key milestones e.g. not achieving reading, writing and maths expected standards at key stage 2 and informed other learning support services e.g. educational psychologists, of learning improvement.

In June 2018, the Virtual School commissioned the Institute of Education/UCL “Promoting the Achievement of Looked After Children” knowledge exchange programme to work with Springwell, Roundhay, Allerton High, Royds and Corpus Christi to undertake action research which will be shared in the summer term of 2019.

A revised Pupil Premium Plus Policy was published to all schools in September 2018, promoting the Education Endowment Fund toolkit for identifying those interventions that have an evidence base.

### **Headlines for 2017-18**

- Attendance for primary aged children in care is better than their non-looked after peers for the 6<sup>th</sup> consecutive year.
- There were no permanent exclusions of Children Looked After in Leeds in 2017/18.
- Key stage 1 outcomes for Children Looked After by Leeds are poorer than for looked after regionally and nationally, with writing a particular area of need.
- Children Looked After made better than expected progress in reading and maths at key stage 2 in 2017/18.
- Key stage 4 attainment and progress was broadly in line with Children Looked After nationally and regionally, but this leaves a significant gap to non-looked after children.
- Almost doubled the number of named governors for looked after children.



- Increased number of Designated Cluster Champions from 3 to 5 and still growing.
- Partnership with regional adoption agency to deliver new statutory duties in regard to children previously looked after recognised as best practice by the DfE.

### ***What next?***

- Realise improvements to the quality of target setting in personal education plans by enabling schools to better contribute directly to the recording on the child's PEP.
- Require all PEPs for children and young people in the primary phase to have a specific action in regard to writing.
- Explore how early years settings and practitioners could, potentially, support foster carers with children's "readiness for school" with a focus on sensory integration, gross and fine motor control e.g. Sheridan's checklist of developmental milestones to identify deficits and what kinds of activities can support children making accelerated progress.
- For more detail, the Virtual School is producing an annual report which will be available later this year.

## Better Outcomes for All

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

### Early Years

#### ***Key recommendations from 2016-17***

- 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.

#### ***Commentary and actions***

Analysis of local and national data has been used to inform planning of training and development of resources to support improving outcomes. In response to data, a targeted training programme was designed and offered to specific schools where there was a significant gender gap. This has had a positive impact on practice and outcomes for the majority of schools involved.

Robust moderation continues to be a priority and the sharing of key messages as part of moderation sessions has been an important part of this.

All training, support and information shared with early years settings has identified the key improvement priorities and explored ways of addressing these.

#### ***Headlines for 2017-18***

Outcomes at the end of the Early Years Foundation Stage have continued to rise steadily over the last few years, but not as fast as national averages. The percentage of pupils achieving a Good Level of Development (GLD) has risen from 51% in 2013 to 65.7% in 2018, and rose by the same percentage as the national in 2018. However, Leeds

performance is 6% below the national GLD which currently stands at 71.5%. 48% of disadvantaged students in Leeds achieved a GLD in 2018.

The second key measure at the end of the reception year is the Average Total Point Score (ATPS), which has also seen a gradual rise and is now broadly in line with national at 34.4 points. The ATPS of children in the bottom 20% has risen from 18.8 points in 2013 to 22.4 points in 2018, which is broadly in line with comparator groups.

### ***What next?***

Please see Key Recommendations from World Class Provision – Early Years.

## **Primary**

### ***Key recommendations from 2016-17***

- Embed partnership working with Teaching School Alliances, 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.

### ***Commentary and actions***

There were two key recommendations made to ensure better outcomes. As DfE funding is increasingly directed at our partners, we needed to ensure that partnership working with



Teaching School Alliances (TSAs), Teaching Hubs and the Education Endowment Foundation was effective and that we were utilising the best practice from school leaders. This has been achieved, with strong joint work on a range of Strategic School Improvement Fund initiatives such as reading, starting to impact on outcomes

outlined further below. We also wanted to refine the core and traded offers in line with attainment and progress priorities and further align work with Governors.

This has been actioned and primary outcomes have improved in all subjects with Leeds narrowing the gap with national. Work has begun to strengthen governance across the city's schools through a 3 Tiered approach to Joint Review Groups- a focus group of governors working with advisers and Governors Support service in vulnerable schools. This will be a focus for 2018/19.

### ***Headlines for 2017-18***

#### **Phonics**

The percentage of year 1 pupils (age 6) who met the expected standard in phonics has improved by two percentage points to 79% in 2018. Performance in Leeds improved in 2018 and at a slightly faster rate than comparator averages however Leeds' performance was below national and remains in the fourth quartile (Band D) in 2018. There is a three percentage point gap to national. The percentage of pupils who met the expected standard in phonics by the end of year 2 (age 7) remains static at 90% in 2018. A 'Leading on Phonics' targeted at specific schools with below national data ran last year having some positive impact, 11 out of 26 targeted schools improved outcomes in 2017 and 2018 with 8 out of the 16 at or above national outcomes in 2018. Also, 26 schools self-elected to be part of the programme and 19 of these schools improved outcomes in 2018, prompting us to run this scheme again in 2018/19.

#### **KS1**

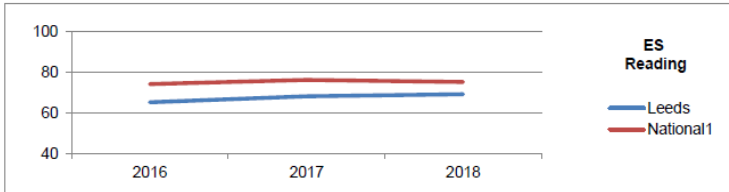
The 2018 assessments assess the new, more challenging national curriculum. The test outcome is no longer being reported using levels, [scaled scores](#) have been used instead. A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test. The expected standard has also been raised to be higher than the old level 2. As a result, figures from 2016 onwards are not comparable to those for earlier years. A new set of KS1 national curriculum tests replaced the previous tests and tasks in 2016.

**Percentage of KS1 pupils achieving the Expected Standard in Reading**

	2016	2017	2018	Change
<b>Leeds</b>	65	68	69	▲ 1
<b>National<sup>1</sup></b>	74	76	75	▼ -1
<b>Stat. Neighbours</b>	72	74	74	▬ 0
<b>Core Cities</b>	69	72	72	▬ 0
<b>Yorkshire &amp; Humber</b>	71	72	72	▬ 0

Leeds has improved slightly and continues to close the gap with national.

*LA Ranking: equal 146/150*

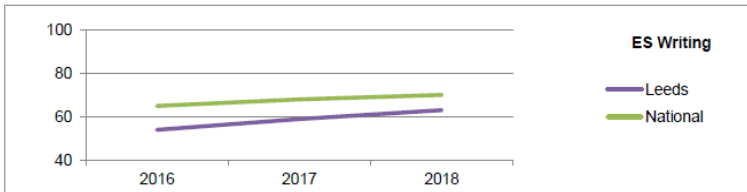


**Percentage of KS1 pupils achieving the Expected Standard in Writing**

	2016	2017	2018	Change
<b>Leeds</b>	54	59	63	▲ 4
<b>National</b>	65	68	70	▲ 2
<b>Stat. Neighbours</b>	64	67	69	▲ 2
<b>Core Cities</b>	60	64	67	▲ 3
<b>Yorkshire &amp; Humber</b>	63	66	67	▲ 1

Leeds continues to make good improvements, ahead of national and the core cities.

*LA Ranking: 148/150*

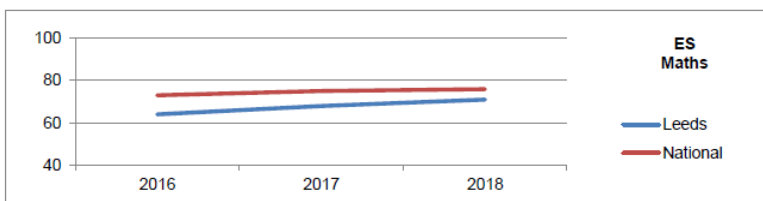


**Percentage of KS1 pupils achieving the Expected Standard in Maths**

	2016	2017	2018	Change
<b>Leeds</b>	64	68	71	▲ 3
<b>National</b>	73	75	76	▲ 1
<b>Stat. Neighbours</b>	71	74	75	▲ 1
<b>Core Cities</b>	68	72	73	▲ 1
<b>Yorkshire &amp; Humber</b>	70	73	74	▲ 1

The gap continues to close between Leeds and national.

*LA Ranking: equal 146/150*



Please see appendix 3 for data on pupils working at a Greater Depth.

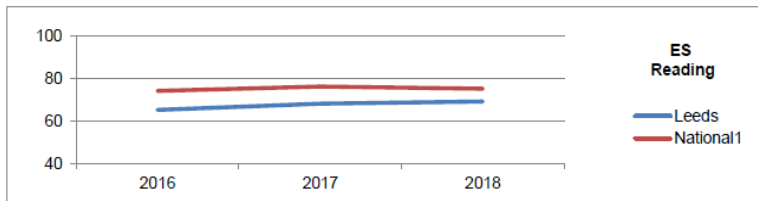
## KS2

### Percentage of KS2 pupils achieving the Expected Standard in Reading

	2016	2017	2018	Change
<b>Leeds</b>	65	68	69	▲ 1
<b>National<sup>1</sup></b>	74	76	75	▼ -1
<b>Stat. Neighbours</b>	72	74	74	▲ 0
<b>Core Cities</b>	69	72	72	▲ 0
<b>Yorkshire &amp; Humber</b>	71	72	72	▲ 0

The gap between Leeds' performance and comparator averages has narrowed slightly.

LA Ranking: 146/150

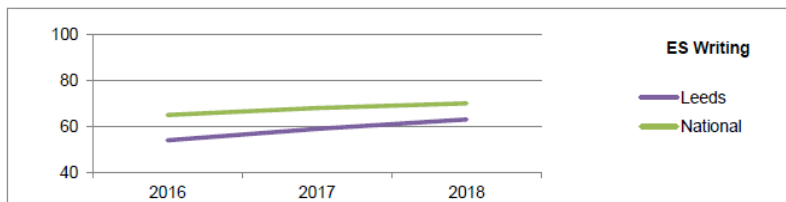


### Percentage of KS2 pupils achieving the Expected Standard in Writing

	2016	2017	2018	Change
<b>Leeds</b>	54	59	63	▲ 4
<b>National</b>	65	68	70	▲ 2
<b>Stat. Neighbours</b>	64	67	69	▲ 2
<b>Core Cities</b>	60	64	67	▲ 3
<b>Yorkshire &amp; Humber</b>	63	66	67	▲ 1

An increase of nine percentage points from 2016. The gap to comparator averages has therefore narrowed marginally.

LA Ranking: equal 148/150

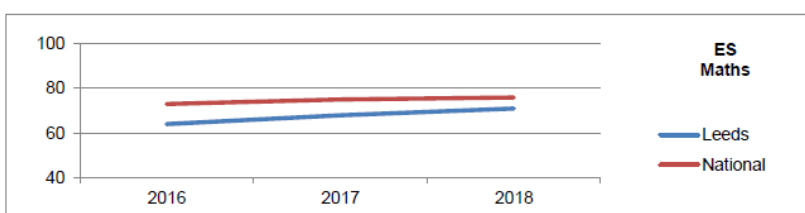


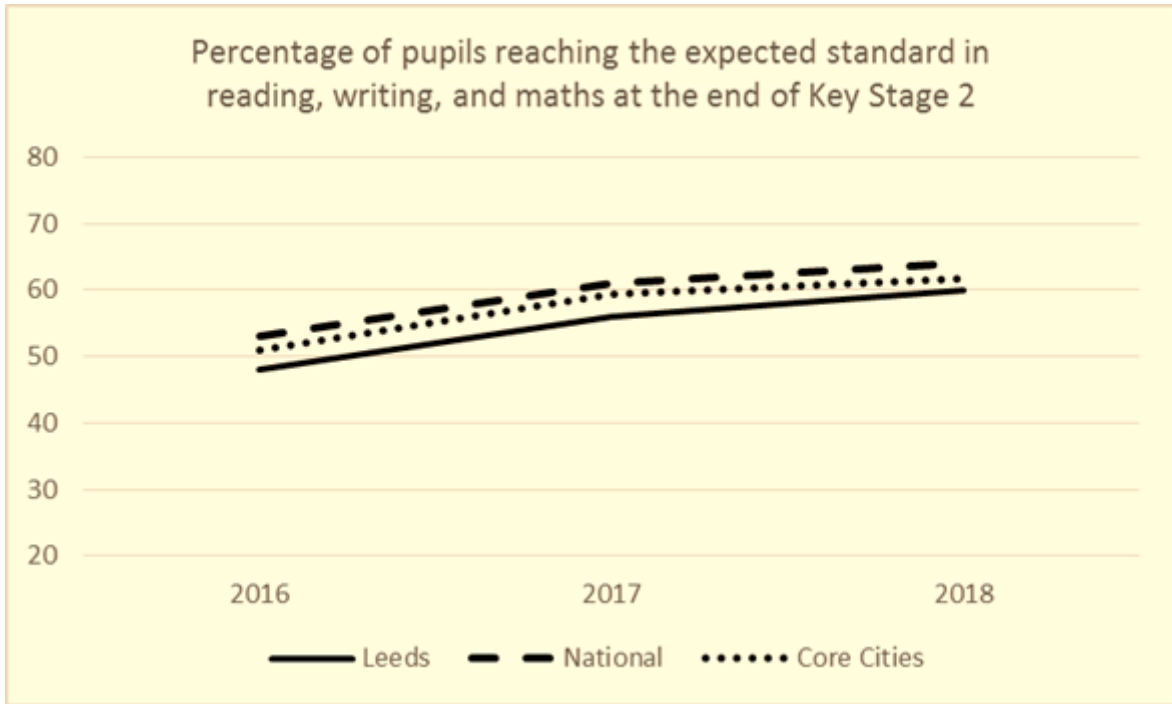
### Percentage of KS2 pupils achieving the Expected Standard in Maths

	2016	2017	2018	Change
<b>Leeds</b>	64	68	71	▲ 3
<b>National</b>	73	75	76	▲ 1
<b>Stat. Neighbours</b>	71	74	75	▲ 1
<b>Core Cities</b>	68	72	73	▲ 1
<b>Yorkshire &amp; Humber</b>	70	73	74	▲ 1

A faster increase than national with the gap narrowing, but still below comparators.

LA Ranking: 146/150





Improvements have been steady over last three years and data indicates that gaps are narrowing but have not yet closed with national at KS2. 60% of children in year 6 reached the Expected Standard in Reading, Writing and Maths compared to 64% of children in state-funded schools nationally. The percentage of children reaching the expected standard has increased for all indicators compared to 2017. Leeds is ranked 128 of 148 local authorities and remains in band D (fourth quartile), but with an improved ranking compared to 2017 (139<sup>th</sup>).

A key priority for Leeds is improving outcomes for disadvantaged pupils. Nationally published research by the Education Policy Institute (2017) identified that the gap at the end of primary school between disadvantaged pupils and all other pupils nationally was larger in Leeds than in any other local authority in England. The complexity within this cohort of pupils continues to increase.

Performance is comparatively more positive for those achieving the Higher Standard. We are now in band C (3<sup>rd</sup> quartile) for Reading, Maths and GPS



(Grammar, Punctuation and Spelling). Greater depth writing remains in the fourth quartile. You can find this data in appendix 3.

***Best ideas - what has worked?***

- Continued focus on attainment gap and combined attainment with targeted schools.
- Wider increased focus on disadvantaged pupils (advantaging the disadvantaged) sharing and developing best practice.
- Further use of research based evidence to inform our work.
- Establishing enquiry based school to school support with the adviser tightly focused on impact on outcomes.

***What next?***

- We will continue to focus on targeting schools and settings to ensure gaps are closed between our most vulnerable pupils and their peers by maximising opportunities to identify and share best practice from within and beyond the local authority. As part of our core offer learning alliance work we will ensure a focus on improving outcomes.
- Increasing support and challenge for governors focused on their school's performance.
- Research-based evidence will inform our work and carefully considered decisions regarding traded and core activities with schools and settings will continue to influence our offer. Priority focused programmes using high impact approaches will support attendance, achievement and attainment as part of the citywide 3As strategy.



## Secondary

### ***Key recommendations from 2016-17***

- 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.

### ***Commentary and actions***

Following discussions with stakeholder groups, we have forged a relationship between our Leading Learning Partnership and the Huntington Research School. This means that all our training is underpinned by evidenced based research with proven improvements in outcomes for young people.

We worked with Teaching Schools Alliances across the region to gain finance from the Strategic School Improvement Fund to develop innovative approaches to learning. These are designed particularly to disadvantaged pupils in English and Maths. In total five bids were successful.

The focus on improving outcomes for disadvantaged pupils remains key. All teams within learning improvement prioritise this cohort of pupils in their work, for example, through funding music tuition (ArtForms), focussing on oral literacy (Secondary) and sharing good practice (Achievement for All Conference March 2018).

### **Headlines for 2017-18**

The Progress 8 score for the city was above the national figure for the second year in a row. 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.

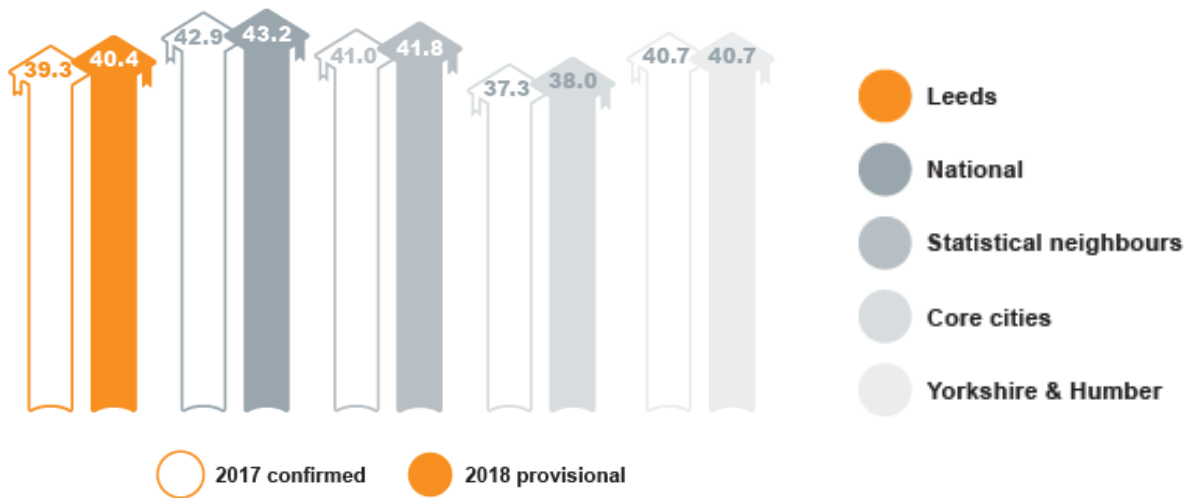
Table 1: Progress 8

<b>Table 1: Progress 8</b>	<b>2017 confirmed</b>	<b>2018 provisional</b>	<b>Leeds rank is =</b>
<b>Leeds</b>	0.07	-0.02	<b>66 of 151 LAs</b>  <b>Band B</b>
<b>National</b>	-0.03	-0.03	
<b>Statistical neighbours</b>	-0.12	-0.13	
<b>Core cities</b>	0.13	-0.14	
<b>Yorkshire &amp; Humber</b>	0.03	-0.03	

The percentage of pupils in Leeds achieving a grade 5 or above in English and maths improved at a faster rate than it did nationally and is now close to national.

Table 2: English and Maths

Leeds is ranked 90<sup>th</sup> out of 151 local authorities.



Other areas to note include:

- The number of secondary schools and academies in Leeds judged good or outstanding by Ofsted rises to 75% or better.
- No secondary school or academy in Leeds is in an Ofsted category of concern.
- The Progress 8 measure remains above national.
- The percentage of pupils achieving a good pass in English and Maths in Leeds is at least in line with national.

### **What next?**

- There is an unremitting focus on outcomes for disadvantaged pupils so that the progress of this cohort in Leeds improves.
- An evidence based research approach will continue to be embedded in our training programmes.

## Post 16

### Headlines for 2017-18

Post 16: Average points score per entry	2018		
	A Level	Applied General	Tech Level
Leeds schools	30.9	26.4	30.9
Leeds schools & colleges	30.9	27.7	30.4
National	31.8	28.2	28.3
Stat. Neighbour	31.2	27.1	29.6
Core Cities	30.8	28.7	27.1

The average points per entry score in Leeds rose for A level entries and is now very close to national.

### What next?

- Improve the percentage of young people in Leeds achieving Level 3 qualifications by the age of 19.
- Improve the percentage of students in Leeds achieving grades AAB or better.
- Ensure average points per student entry for A levels and Applied General qualifications remain at least in line with national.

## Attendance

### Key recommendations from 2016-17

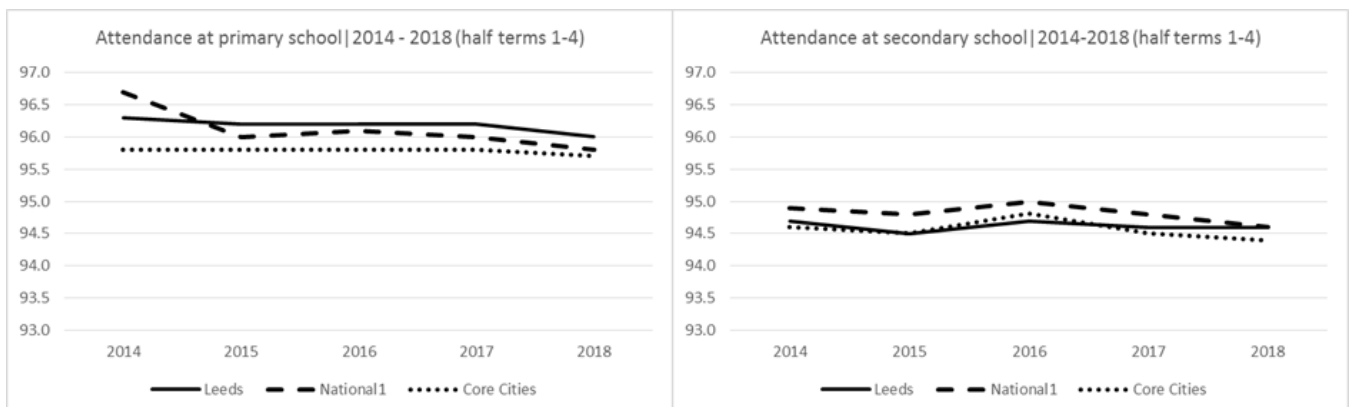
- The Council will continue to work with schools to make improving school attendance a priority. We will work with schools and academies to ensure that everyone takes responsibility for children's attendance at school in particular we will focus on persistent absence and unauthorised absences in secondary 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.

### **Commentary and actions**

The attendance service have continued to offer support to all schools and academies across Leeds, offering bespoke work with families, review of school processes and legal action where this has been necessary. The overall attendance of schools remains stable and in line with national levels.

The attendance service work closely with other support services at cluster level to support the ‘team around the family’ approach; this is been further developed through ‘Rethink’ sessions. The attendance managers continue to move cases to legal processes where this is necessary.

### **Headlines for 2017-18**



The most recent national data covers half-terms 1-4 of the 2017/18 academic year.

Primary school attendance in Leeds was 96%; secondary attendance was 94.6%. For primary schools this is a stable position over the last three years that remains slightly above the national rate for this phase of 96%.

For secondary schools again the attendance rate is largely stable and is in line with the national rate of 94.6%. Leeds is in band b (second quartile) for persistent absence in both primary and secondary schools, however low attendance is a particular concern for some vulnerable groups. In 2016/17, one quarter of all of primary age children in need were

persistently absent and almost half of all secondary age children in need were persistently absent.

### ***What next?***

We will:

- Develop and circulate an Attendance Toolkit to all schools and academies, to ensure consistent understanding of attendance support and processes, frequently asked questions and advice to parents/carers.
- Attendance team managers will offer free attendance review session for schools and academies prior to Ofsted inspections and as a follow-up to Ofsted commentaries where attendance is highlighted.
- Further develop attendance support to families with partner agencies including Area Inclusion Partnerships and RES teams focusing on CIN attendance.
- Maintain expectation that all children and young people have a good level of attendance (96% or above) and ensure this remains a central priority for all agencies supporting families.
- Provide an ICT solution for live attendance from all schools and academies to enable swifter support and data analysis.

## **Exclusions**

### ***Key recommendations from 2016-17***

- 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 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

### ***Commentary and actions***

AIP functions have been clarified in the funding agreement between the LA and AIP members. All members (all Leeds schools except 1 at 2018) are required to sign the contract. Weekly operational meetings and regular strategic meetings between the LA and AIPs have been established. These have been effective and will continue.

All AIP project leads have received details of learners with F band funding as they transition from primary to secondary school.

Termly figures for fixed and permanent exclusions have been provided via AIPs to every school. AIPs also receive individual learner data to review any learner with more than 3 fixed term exclusions in a term.

Sharing exclusion data through AIP structures has supported peer challenge, complemented by conversations with school governors undertaken by school improvement officers.

Training courses continue to be offered for governors.

AIPs continue to offer their members advice and/or or intensive support for individual learners. The multi-agency SEMH Panel offer further support and pathway planning where necessary. 'Rethink' sessions offered forums for discussion. The Head of Learning Inclusion and seconded head for SEMH have offered 'roadshows' across the city.

### ***Headlines for 2017-18***

Permanent exclusions (PEX) in Leeds have reduced notably since 2013 (table 1). In 2017/18 there were 17 notifications to the LA of PEX from Leeds schools and 1 of a Leeds child from another area – 11 were subsequently rescinded, as the SEMH Panel and AIPs provided alternative pathways. The 8 secondary learners whose PEX was upheld were provided with bespoke support to access new school places or appropriate specialist provision. There were 0 PEX in primary schools. In 2016/17, Leeds was ranked 4th out of 147 LAs nationally and in the first quartile. The exceptionally low levels of PEX in Leeds have been noted at national level.

The most recent national data on fixed term exclusions (FTE) from 2016/17 identified a continuing upward trend (table 1), as has been the case nationwide for a number of years. Leeds primary school FTEs increased in 2016/17; however, Leeds is below the national average and in the first quartile.

Table 1.0. Number and rate of fixed term exclusions

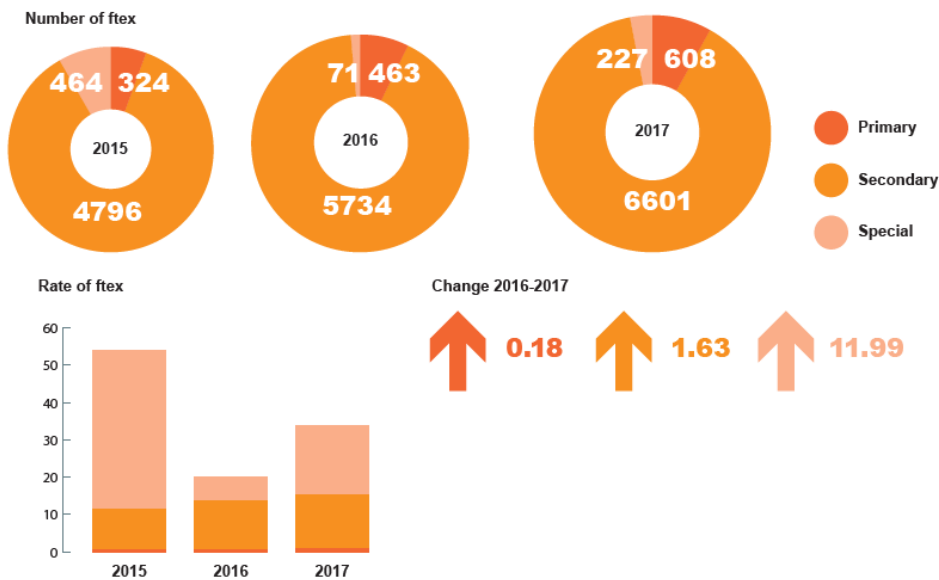
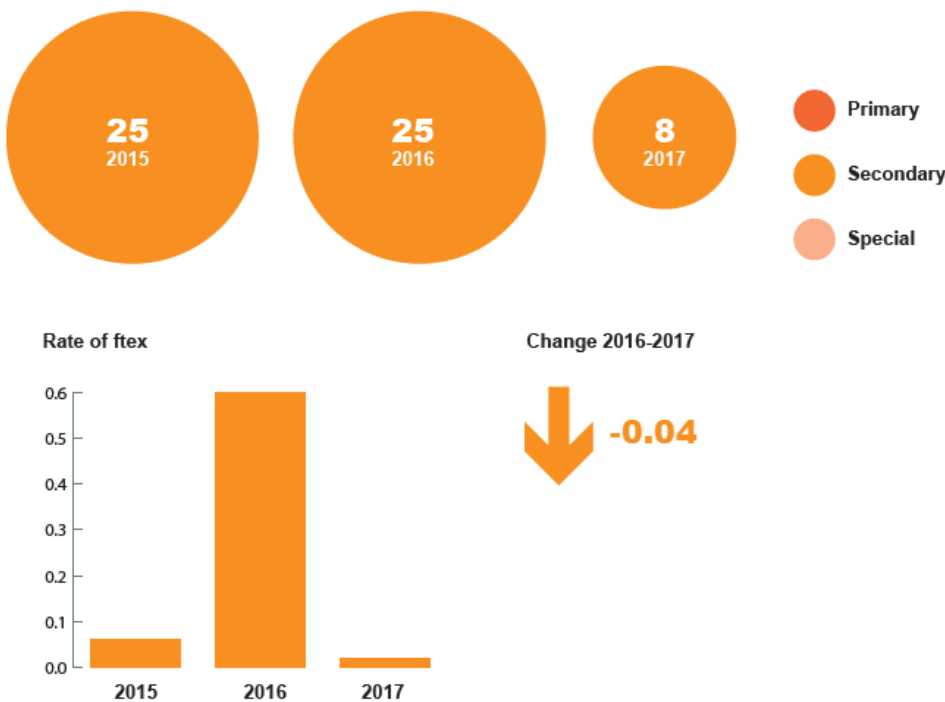


Table 1.1. Number and rate of permanent exclusion





Secondary school FTEs in Leeds are higher than the national average and increased between 2015/16 and 16/17 at a faster rate than nationally (but a lesser rate than statistical neighbours). National data is not yet available for the full year 2017/18, however local reporting indicates that some schools have significantly reduced FTEs. One school have reduced their FTEs from over 1000 in 2016/17, to 60 in 17/18. Available national data for term 1 2017/18 indicates that for all Leeds secondary schools, there were 655 less FTEs than in term 1 2016/17. Primary school exclusions appear to have increased slightly, but remain low against the national average.

AIPs supported several hundred learners at risk of exclusion in 2017/18. The majority were supported to return to/remain in mainstream education. AIP provisions continued to support improved outcomes; see one example in Table 2.

Table 2: example of outcomes for Year 11 learners in Leeds AIP provision:

	<b>Average attendance % at last recorded estimate</b>	<b>% Learners attaining GCSE Maths and English, Grades A*-C/ 4-9, DfE, 2016/17</b>	<b>% Learners not moving into education, employment or training (est DfE at 2013/14)</b>
<b>National estimated averages most recently available, alternative provision</b>	64%	4.3%	20%
<b>Local results for exemplar learning inclusion unit:</b>	78%	33% (1 <sup>st</sup> ranking of 152 regions)	0%

The SEMH Panel in 2017/18 reviewed 50 referrals from schools where learners' needs exceeded the offer provided for by AIPs. This included 18 learners facing PEX as above, 11 of those being rescinded when support was offered by the Panel.

### ***What next?***

We will:

- Continue our effective work to maintain low levels of permanent exclusions.
- Continue to seek reduction in fixed term exclusions via our methods to date and via renewed Early Help protocols.

- Continue to challenge the small number of schools that account for the highest number of fixed term exclusions.
- Continue to foster positive working relationships between the LA and AIPs and further define AIP functions, including rigorous reporting of outcomes.
- Continue to review sufficiency/capacity and quality in AIP provisions.
- Continue to refine the functions of the SEMH Panel in planning pathways for learners who have been permanently excluded or whose needs cannot be met at AIP level, including analysis of key recurrent issues.
- Continue to promote the ethos of high support/high challenge through close partnerships with all schools and the graduated approach model, sharing learning from AIPs on strategies to support inclusion in mainstream education.
- Consider establishing a new Virtual School for SEMH, led by a Virtual Head, similar to the Virtual School and Head for Looked After Children. This is identified in a parliamentary review as a potential positive means of increasing accountability for learners at risk of exclusion. At January 18 we are considering a pilot in Leeds.
- Provide an ICT solution for a live feed of exclusions data from schools to the LA, to reduce variations in data reported to the LA and that reported via the school census.

## Broad and Balanced Curriculum

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

### ArtForms Music and Arts

#### **Key recommendations from 2016-17**

- 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.

#### **Commentary and actions**

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 opportunities for children, young people, families and schools. In 2017/18 a key focus for the service has been to promote positive, strategic partnership working.

ArtForms **Music** is the lead organisation within the Leeds Music Education Partnership (LMEP), which delivers the National Plan for Education, and provides music learning for more than 23,000 children and young people in Leeds.



ArtForms **Arts** is the local authority partner for the Leeds Cultural Education Partnership (LCEP). The purpose of this partnership is to address inequality in Leeds by ensuring all children and young people have access to a high quality arts and cultural education offer that responds to their needs.

Working in partnerships with local arts and cultural organisations has leveraged additional income, and increased the breadth of the music and arts offer for children and young people in Leeds. See below for our actions over the last year.

### ***Headlines for 2017-18***

According to '*Creativity and the Future of Work*' by Creative Industries Federation and Nesta, forecasts suggest that creative occupations will grow by 5.3% over the next six years. That is double the projected job growth across the UK economy and indicates an additional 119,495 creative jobs by 2024.

Employers are looking for confident, globally facing, future ready citizens. They need children and young people to be critical, curious, determined, resilient, and mentally and physically well. The arts can support and help to build these skills and capacities.

The Music and Arts 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 – Music***

- Taught over 17,000 children each week to play instruments and to sing,
- Delivered National Curriculum tuition in music for 8000 children,
- Ran more than 300 classes for 1300 participants in 7 [Music Centres](#) across the city,
- Provided high level opportunities through 12 [City of Leeds Youth Music Groups](#).
- Engaged, as lead organisation in LMEP, effectively with schools, delivering core roles, supporting curriculum development, whole class instrumental learning and delivering singing strategies at or above national average, and significantly developing SEND provision.
- Recognised schools who are committed to delivering inspirational music teaching and learning through the 'Champion Schools' programme.
- Led on the Music Connect Network for all schools, and worked closely with the Leeds Learning Partnership.

- Launched the Youth Music Forum, which allows LMEP to directly consult with a diverse group of young people who are both engaged and not engaged in music making.

#### *ArtForms – Arts*

- The Leeds Meets Shakespeare project was piloted in six Leeds primary schools with significant numbers of British-Pakistani and Bangladeshi pupils. This project demonstrated that teaching Shakespeare through drama can help to raise the attainment of Year 1 pupils with English as an Additional Language (EAL). This work was delivered in partnership with The University of York, Leeds Playhouse and Tribe Arts and was supported by Shakespeare’s Globe Education.
- In partnership with International relations LCC, ArtForms Arts delivered on PACE, an ERASMUS+ mobility consortium bid on behalf of 8 Leeds schools to participate in study visits on arts and cultural education to cities in France, Germany, Finland, and Sweden.

#### *Where Leeds wants to be*

- 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.
- Every school is supported to deliver a rich and dynamic curriculum with a strong arts and cultural learning offer for all pupils.
- Every child in Leeds can access, experience and participate in arts and cultural learning.
- Supporting and nurturing talent, enabling young people to overcome barriers in order to achieve artistic excellence.

#### ***What next?***

Our recommendations remain the same as the previous year, as we continue our strong and ongoing focus on:

- 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 pupils 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 Service

### **Key recommendations from 2016-17**

- 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.

### **Commentary, actions and headlines for 2017-18**

The Health & Wellbeing Service worked with the majority of schools across the city and maintained working with the majority of schools with the **Healthy Schools programme**. Up to the end of July 2018 we had 217 schools across the city that were engaged in the programme.

The service had 119 schools nationally that engaged with the School Health Check tool, and also had 3 international schools engaged with the programme.

The service worked with 157 schools on the **Mindmate Champion Programme** all of which had access to the **MindMate Lessons** Curriculum and 48 Children's Centre engaged with MindMate Champion programme to become MindMate Friendly.

215 schools across the city in total registered to access the **My Health My School Survey**, 170 schools completed the survey, giving the city a **completion rate of 17,176** and enabling the service to exceed its target of 11,000.

The service delivered over 50 **training courses** over the academic year and trained a total of 712 delegates. The training courses have ranged from: Delivering Personal Social Health Education (PSHE) with Confidence, Cooking in the Curriculum, Playground Leaders, School Food Ambassadors, Social Emotional and Mental Health (SEMH) subject leader days.



The Teenage Pregnancy and Parenthood team became the **Support & Prevention Team** and began to work on developing a Resilience Programme for vulnerable secondary school students across the city. The team also provided one-one support for 65 school aged parents (mothers and fathers) and over the year delivered 129 sessions to 1954 children and young people.

**Investors in Pupils** engaged with 39 schools who were successfully assessed as Investors in Pupils schools, and a further 7 were accredited using the new online self-review pathway.

### ***What next?***

The service is aiming to continue to:

- Support schools and settings to engage with health & wellbeing programmes to ensure that policy, practice and provision offers a holistic approach to health & wellbeing for all children and young people.
- Support schools to deliver an effective needs led PSHE curriculum, including Relationship and Sex Education and drug education.
- Aim to improve health and wellbeing outcomes for all pupils by working with key partners across the city and region. These partners are services across Children and Families, CCG, 3rd Sector services and regionally partners such as Yorkshire Sport Foundation. Partnership working ranges from collaborative working where

specific and relevant, sharing resources and key messages to schools and linking partners to support training delivery where appropriate.

- Continue to promote and increase the use of the My Health My School Survey.
- Continue to promote uptake of Investors in Pupils both locally and nationally.
- Continue to support teenage parents through a needs led mentoring service to both young mothers and young fathers.

## Active Schools

### **Key recommendations from 2016-17**

- 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

### **Commentary, actions and headlines for 2017-18**

The service worked with the majority of the primary schools across the city. The SLA offer was reviewed to ensure that schools' needs were being met and the service business plan was completed to ensure that it was working towards full cost recovery.

The service has continued to supports schools and settings to deliver high quality Physical Education through delivering high quality, needs led training through the subject leader day model and support visits logged to enable the service to monitor and track the support to schools going forward.

The service has continued to focus on participation and working with the key foundations across the city to engage them in further participation events. The annual triathlon event, in partnership with Brownlee Foundation engaged 79 schools giving the event a participation rate of 1972.

The service continued to work in collaboration with key partners and partnerships to support the delivery, influence and promotion of high quality Physical Activity, PE and Sport. A number of partners were recommended to become Child Friendly Leeds Ambassadors and pledge to make a difference to all children and young people across the city.



### ***What next?***

The service will aim to:

- Support schools and settings to engage with Active Schools + programmes to ensure that policy, practice, curriculum and provision offer both a focus on good physical health and a holistic approach to health & wellbeing for all children and young people.
- Support schools to deliver an effective needs led PE curriculum and ensure that schools are meeting the required time allocation for PE.
- Aim to improve both health and wellbeing outcomes for all pupils by working with key partners across the city and region.
- Continue to promote and increase the use of the My Health My School Survey, and develop the process by which the data can be collected and reported on for the whole of key stage 2.
- Continue to promote the Child Friendly Leeds vision and encourage sport partners to become ambassadors.
- Develop an online platform for schools to access key information about the SLA offer and to support them with all aspects of PE, physical activity and sport.
- Monitoring & evaluation process of the service will be reviewed to ensure that all planning and reporting is fit for purpose.

## Effective Leadership

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

### ***Key recommendations from 2016-17***

- 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.

### ***Commentary and actions***

The LA has been actively involved in the West Yorkshire Strategic Partnership over the past year making a significant contribution to the submission of Strategic School Improvement Fund (SSIF) bids to the DfE. Some of these were successful resulting in additional funding of over £2 million being allocated to local teaching school alliances to support a significant number of Leeds schools in the key areas of English, maths and Science/Technology.

The primary school learning alliances became more embedded during 2017/18 with a positive impact on further developing the quality of school leadership. There are further details on this below.



The partnerships with both the Key for school Governors and the NGA Learning link have proved to be successful and will be continued through 2019/2020. The Key for Governors currently has 359 active users with 3560 articles accessed. There have been a number of positive comments in Ofsted reports about the support provided, for example Royds

School September 2018 “*They take full advantage of the training and support provided by the local authority.*”

### **Headlines for 2017-18**

During 2017, the Learning Improvement team continued to provide a wide range of core and traded leadership support and challenge to schools in Leeds, the latter also accessed by academies and free schools.

As part of the core offer to all maintained primary schools, school to school support and challenge is offered and facilitated by our team of school improvement advisers through Learning Alliance work. This takes an enquiry based approach, informed by open and honest sharing of information between self-identified groups of schools together with the ‘external’ and objective quality assurance of the adviser contributing to validation of school self-evaluation. There is a focus on the development of senior and middle leadership through partnership activity through the exploration of improvement priorities using school based evidence. This approach has increased outward facing activity across schools, enabling acceleration in the identification and sharing of good practice. Subject and middle leadership professional development opportunities have also been increased through collaboration. Some schools have also benefitted from interim leadership support roles from within their learning alliances.

At secondary level, all maintained schools received support and challenge through an allocation of core adviser time proportionate to the needs of the school. In addition, many secondary schools and academies have benefited from whole school peer reviews brokered either by the Local Authority or through such structures as teaching school alliances or Multi-Academy Trusts.

Ensuring strong leadership is in place in all schools remains a priority and the Local Authority has therefore continued to support governors in their recruitment of Headteachers and, in some cases, other senior leaders. In the city as a whole, there were 30 changes of primary head teachers and five changes of secondary Headteachers/principals during the year—some taking up interim or substantive posts for the first time and others as experienced head teachers. All were offered support from the Children and Families service, from Teaching

School Alliances or through internal Multi-Academy Trust structures. The city continues to attract applicants from outside of the Local Authority.

As part of the Leeds Children's Services statutory duty, there is a core team of assessment specialists led by Strategic Lead and Assessment Manager who conduct external moderation visits, provide guidance on all aspects of early years, KS1 and KS2 tests as well as carry out quality assurance and conduct monitoring as per statutory guide lines. Visits are free of charge to maintained schools. Academies and free schools are charged for these services. This year the team has, under new leadership, rationalised its ways of working to ensure that this statutory service provides an added layer of challenge and support to improve outcomes.

The team also offers a popular traded service to schools and academies which allows them to purchase different levels of high quality support and high quality training from a team of experienced consultants and advisers with a strong track record in assessment.

The 0-19 Learning Improvement team has maintained a significant traded offer which is available to leaders and teachers in all school, academies and other settings in Leeds and, increasingly accessed by schools from beyond Leeds. Take up of the offer remained relatively high in 2017/18 with the vast majority of Leeds schools accessing this offer. However, pressure on school budgets did create additional financial pressures during the year. At early years and primary level, the leadership offer comprised a wide range of training course, networks, conferences and other bespoke adviser and consultancy support to schools. Supporting governors in the crucial aspect of Headteacher Performance Management remains a key element of the team's work. The majority of secondary middle and senior leaders in the city contribute to benefit from membership of the Leading Learning Partnership (LLP), currently in its 8<sup>th</sup> year. The LLP has continued to develop and has responded appropriately to the changing requirements of school leaders, particularly in relation to changes to the qualifications framework and expectations around the breadth of the curriculum. Leadership development through school to school support remains a key element of the LLP.

2017/18, the Governors' Support Service (GSS) continued to provide an invaluable service to individual governors and boards in a wide range of educational settings across the city.

This ensures that the information, advice and support (including clerking), provided to governing boards enables them to effectively hold the school senior leadership to account for both educational performance and for financial and organisational performance. 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. Governor briefings took place termly and 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. The GSS has effectively delivered the NGA's Leading Governance Development for Chairs programme, funded by the DfE, which provides chairs, vice chairs, committee chairs and future chairs opportunities for developing leadership skills and confident governance.

2017/18 was the second fully operational year 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 continued to develop further with the programmes now being accessed by leaders throughout the region. The YLC offer during 2017/18 included programmes for aspiring leaders, middle leaders (NPQML), senior leaders (NPQSL), Headteachers and principals (NPQH) and executive leaders (NPQEL). In addition, Headteacher and deputy Headteacher internship programmes for women and BME leaders took place.

The impact of all the above can be seen in the improvements in outcomes highlighted in other sections of this report.

### ***What next?***

- Further strengthen school governance and leadership at all levels to ensure a fully informed focus on improvement priorities and robust self-evaluation.
- Further develop our core and traded offer to respond to rapidly changing national and local requirements.

- Embed the partnership with Huntington Research School to further inform and shape our approaches to working with schools.
- Ensure that the information, advice and support, including clerking, provided to governing boards continues to enable them to effectively hold the executive leadership to account for both educational performance and for financial and organisational performance.
- Continue to deliver the NGA's Leading Governance Development for Chairs programme funded by the DfE which provides chairs, vice chairs, committee chairs and future chairs opportunities for developing leadership skills and confident governance.
- Work with businesses to recruit people to a newly developed fast track Chairs' programme in order to increase the pool of effective Chairs of Governors.

## Successful Transition

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

### Citywide Strategy

#### ***Key recommendations from 2016-17***

- 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

#### ***Commentary and actions***

Work has begun to develop this city-wide strategy around transition with partners, although there is more to do to ensure an embedded learning continuum.

The forming of one 0-19 team has been fundamental to securing more effective transitions, and enables cross-phase discussions and prioritisations. An example of these positive discussions is that one family of schools has shared suggestions for a common transfer form across the city, and this has been positively received. There has been a successful teaching school bid with NOCTUA based on improving reading which has been across primary/secondary phases and involves 15 schools in total.

#### ***Headlines from 2017-18***

The local authority has continued to support schools and academies in transition over the past year and increased its cross-phase offer. Examples include increased opportunities for cross-phase training, development and networking opportunities for schools. For example the now well-established and highly successful annual cross-phase conferences in English and maths, and this year also 'Advantaging the Disadvantaged' and a West Yorkshire Religious Education Conference.



Cross-phase courses included a Teaching Assistant Induction programme, Primary and Secondary Intervention Senior Leaders' Network and data systems professional development. There was also a cross-phase Management Skills

for Support Staff as well as cross-phase moderation in Y6/7 in maths, reading and writing. Some of the NQT support was also across primary and secondary for example induction tutor training. Consultant training has included a maths/assessment/writing package for schools divided between KS1 KS2 & KS3 for both the Brigshaw Trust and Bishop Wheeler MAT.

Families of schools' meetings provide opportunities for transition discussions and planning for pupil transfer. The diverse education landscape presents significant challenges in establishing both common agreed transfer information and transition arrangements for pupils moving to secondary.

### ***What next?***

Several families of schools are working to review and refresh approaches to transition of pupils between primary and secondary school. This will include making wider recommendations regarding safeguarding matters during transitions as well as evaluation of common transfer forms.

### **Best Start**

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 again this year, launching the '50 Things to Do Before You're 5' app.



Developing and extending the existing evidence based parents offer has included:

- Extended individualised Pregnancy Birth and Beyond (PBB).
- Promotion of the Baby Box for every new parent, available from Children's Centres.
- The HENRY programme has developed the Solids Workshop, very popular with parents sharing good weaning practice.

In addition a social media campaign has been delivered and targeted at the Best Start Zones. A second campaign was delivered in Baby Week intending to utilise more effective targeting via social media, as well as further resources.

Work has continued to promote the use of the Baby Buddy app. Leeds continues to be one of the highest areas for downloads for the app. Uclan have recently undertaken an evaluation of the impact of the app.

Midwives have received training around perinatal mental health, with key champions from other organisations accessing appropriate training. The expansion of the specialist community perinatal mental health team will also allow the increase of training provision in this area across Leeds.

Heath Visitors in Leeds achieved the "gold" accreditation for the Baby Friendly Initiative, a UNICEF award for quality perinatal service. Childrens Centres and Maternity Services are working towards the standards.

## Early Years

The Early Years Improvement team acknowledges the importance of supporting high levels of emotional well-being for our youngest children. Smooth and effective transitions are an essential part of this; by supporting attachment whilst minimising stress and anxiety, settings can support children through these times of change.

Our training and support packages highlight the importance of carefully planning for transition and share best practice for supporting both children and families.

A smooth and successful transition process has implications for many other areas of practice. When done well it supports the establishment of good relationships with parents

and can impact positively on the home learning environment. It supports accurate on-entry assessment which ensures children's needs are met effectively from the outset.

### ***Headlines from 2017-18***

Our training to close the gender gap this year has focused on the importance of the key person relationship to support an effective transition and the emotional needs of boys, in order to improve outcomes.

Work to support disadvantaged groups this year has also identified the essential role the transition process plays in supporting more vulnerable learners, and removing barriers to learning.

### ***What next?***

- Continue to promote well planned, effective transitions throughout and between settings.
- Enhance transitions by developing good practice around the key person approach to ensure children's emotional needs are being met.

## **Readiness for Work**

### ***Key recommendations from 2016-17***

- 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 Coordinators 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.

### ***Commentary and actions***

A number of focus groups are being planned to gather feedback from young people and a marketing and comms campaign is in progress to promote the Leeds Young Person's AIG Charter.

The Enterprise Coordinators continue to attend the Careers Education, Information, Advice and Guidance (CEIAG) network meeting to share information including business engagement and encouraging schools to take on an Enterprise Advisor.

We have continued to host the CEIAG Network which has been attended by 90% of our secondary schools. Feedback from attendees which includes IAG leads and careers advisors in schools and colleges has been extremely positive. Attendees have welcomed the opportunity to not only network with each other, but to share good practice and hear from some of the country's leading experts in the CEIAG field, along with employer speakers. This year we appointed a new lead professional to the network planning team who is himself a careers leader in one of the city's secondary schools.

The Leeds Apprenticeship Hub continues to promote apprenticeships to young people, their parents and carers through:

- Support in schools in Leeds – careers events, parents evenings, whole year group presentations;
- The Apprenticeship Seminar Programme (the 3rd series of seminars) which was delivered in October and November at Leeds Beckett University. Nine sector specific seminars were offered, including those identified in the Leeds Inclusive Growth Strategy. 24 employers delivered presentations including PwC, Sky, NG Bailey, Fire Service, NHS Trust, LCC and the Civil Service. 566 young people, parents and carers attended in total, representing a 30% increase from 2017. 97% of the rated the seminars as either good or excellent;
- The annual Apprenticeship Recruitment Fair will be held on Monday 4 March at Leeds first direct arena which kick-starts with National Apprenticeship Week. Last year there were 6,500 visitors making it the largest apprenticeship event in the North;
- 2 pilot contracts to promote the take up of apprenticeships for young people from BAME communities and young people and adults with autism.

### ***Headlines from 2017-18***

The LEP have tried to maintain regular meetings with LCC in order to maintain strong relationships and best practice sharing through the EAN Network. We also work closely with the CEIAG leads to ensure there is an effective communication process.

We are activity engaging with 40 secondary schools in Leeds.

We have strong links through David Baggaley and the Leeds Manufacturing Festival and worked closely with the team to connect schools to various opportunities throughout the city. Jane 2018-Present. To date there have been 26 activities that meet GB 2, 5 and 6.

We have 32 schools in Leeds who have completed compass. Enterprise Coordinators work closely with school to ensure monthly returns on compass data and encourage schools to work with their Enterprise Advisers to highlight gaps in provision and indent areas for improvement. This enables a targeted approach to the work of the Enterprise Adviser Network.

We have several KPIS around targeted invention & CPD sessions for teachers. This includes delivering LMI sessions on our Growth Sectors and our Careers Campaign #futuregoals which are shared with all Leeds schools.

### ***What next?***

- **CEIAG Charter** - A number of focus groups are being planned to gather feedback from young people and a marketing and comms campaign is in progress to promote the charter. This will then be followed by implementation and monitoring of the charter.
- **Working with WYCA advisers** - Continue to work with the WYCA Enterprise Advisers and Enterprise Coordinators to support effective business engagement in schools, and reinforce the importance of the Gatsby Benchmarks which set out what constitutes effective careers education. This will also include opportunities and invitations for the LEP to directly access and engage with the IAG network on a regular basis.
- **Hosting of the CEIAG network** - Continue to host the Leeds IAG Network, providing peer support and expert advice to IAG leads and careers advisors in the city's schools. We intend to provide more opportunities for discussion around the Gatsby

Benchmarks, September Guarantee and Raising the Participation Age along with guidance to schools on the importance of quality intended/offers/destinations data.

- **Apprenticeships** - Continue to deliver the apprenticeship recruitment fair and the sector seminars. Delivery of ESIF funded contracts to promote apprenticeships.

## Not in Education, Employment or Training (NEET)

### ***Key recommendations from 2016-17***

- 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.

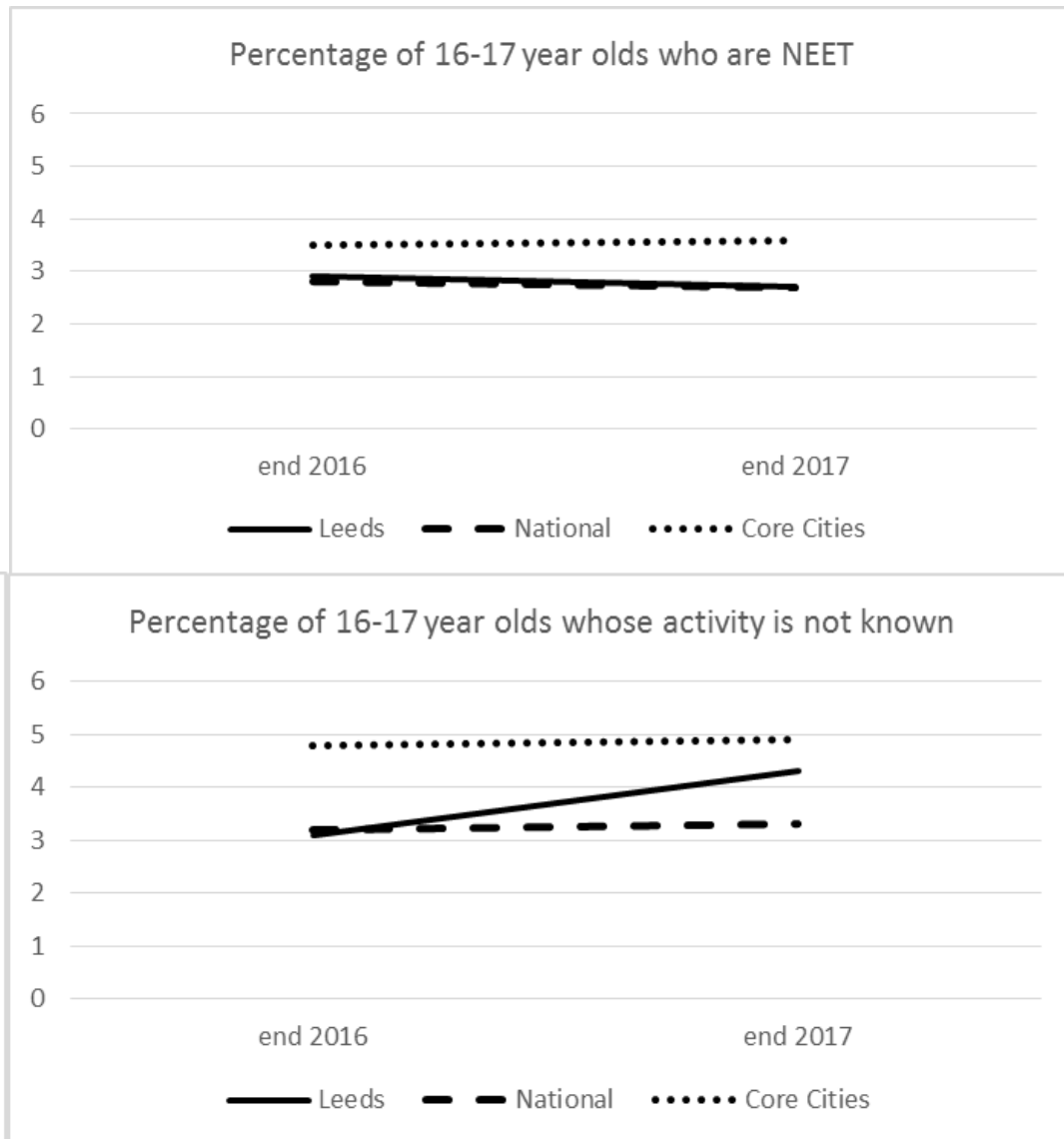
### ***Commentary and actions***

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:

The local authority continues to provide targeted IAG services either in house through the Pathways Support Team or through VCFS partners. This service is now being delivered from Jobshops in the city centre, increasingly at community hubs across the city and in localities, particularly those with the greatest need.

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.

**Headlines for 2017-18**



The DfE’s headline performance measure from 2016 combines each local authority’s NEET rate with their not known rate. It is based on a three-month average of December, January and February. The combined percentage of 16-17 year olds who are NEET or whose activity is not known in Leeds increased from 6% in 2016 to 7% in 2017. The combined 7%, breaks down to 2.7% NEET and 4.3% whose activity is not known (NK).

The percentage of 16-17 year olds who were NEET decreased by 1 percentage point between 2017 and 2018 and is now in line with national; however the not known rate has increased by 1.2 percentage points since 2016. This is above national (3.3%) but below Core Cities (4.9%). This variation between the NEET and NK figures in 2017, and also the increase between the 2016 and 2017 NK figures can partially be explained by data capture issues which occurred during the 2017 reporting period.

***What next?***

- Continue to support young people in their localities with Drop In sessions, outreach and programmes available with Leeds Pathway Support Advisers and our VCFS partners.
- As part of a regional consortium bid, Leeds has been successful in applying to the European Structural & Investment bid for work with NEET young people. This will see a significant increase in the resources available for this work in 2019.
- Continue to review and strengthen tracking data and processes to ensure services from across the partnership can support targeted IAG.

## Key Actions

1. Prioritise reading improvement through training of Social Workers, provision of book packs for disadvantaged homes, improving and enhancing library and other provision in areas of low attainment through collaboration with Booktrust and other partner organisations.
2. Target support through Social Workers, children's centres and community hubs to families who don't access EYFS provision (800 in 2017-18) and to those who are not on track to achieve GLD by the end of Reception.
3. Target support to schools, particularly those graded RI, to ensure that all Leeds schools are graded good or better or making rapid progress towards those grades.
4. Prioritise school attendance for Children Looked After, Children in Need and FSM pupils to ensure this improves steadily and sustainably.
5. Review and enhance out of school opportunities in areas of deprivation through partnerships with sports clubs, universities, child friendly ambassadors and local businesses. Use positive links with national and international partners, such as IBM and Oracle Academy.
6. Leeds will, wherever possible, continue to look to expand good or outstanding schools to meet demographic need for school places (working collaboratively with the RSC and DfE).
7. Further strengthen school governance and leadership at all levels to ensure a fully informed focus on improvement priorities and robust self-evaluation.
8. We will build on recent improvements in learning outcomes for those accessing SEND support; this will be a key driver in revising our 0-25 SEND strategy.
9. We will consider establishing a new Virtual School for SEMH, led by a Virtual Head, similar to the Virtual Head for Looked After Children.
10. Under the Thriving (child poverty) and 3As (Attendance, Attainment, Achievement) strategies and collaborative partnerships with key individuals and organisations, Leeds will work to mitigate the impact of poverty on educational outcomes.
11. Improve the quality of target setting in Personal Education Plans by supporting schools to better contribute directly to the child's PEP.



12. Improve the percentage of young people in Leeds achieving Level 3 qualifications by the age of 19.
13. Reinforce the expectation that all children and young people have a good level of attendance (96% or above) and ensure this remains a central priority for all agencies supporting families.
14. Continue to maintain low levels of permanent exclusions, seek to reduce fixed term exclusions and the length of fixed term exclusions and challenge the small number of schools that account for the highest number of fixed term exclusions. Examine and challenge the practice of “off-rolling” where it occurs.
15. Provide inclusive and engaging cultural learning opportunities which support pupil’s achievement in the broadest sense.

## Appendix 2

### Future in Mind: Leeds Local Transformation Plan for children and young people's mental health and wellbeing

#### Open letter to children and young people

We are writing to you as we publish our refreshed plan in our continued commitment to improve the mental health and wellbeing of children and young people in the city. We are entering our fourth year and want to recognise some of the really positive developments achieved to date and to tell you that we know there is more to do and to share what we are focusing on in our fourth year.

**What we did:** Right from the start we have listened to what you have told us needs to change. You were very clear that you wanted the stigma of talking about mental health to be challenged, you wanted information about how you could help yourself and you wanted to know where you could get help from others. You wanted teachers to be supported to feel comfortable responding to mental health needs and for support and mental health services to be delivered locally and not have long waiting times.

In response to these clear requests we now have the [MindMate](https://mindmate.org.uk) website, developed from the start with young people to ensure we have the right content, function and language. If you haven't seen it yet, do take a look ([mindmate.org.uk](https://mindmate.org.uk)). We continue to develop the site and lots has been added this year both to the young people pages and to the section for parents and carers. This year we will be improving the section for professionals so they feel supported in helping you. There is a message box on the site if you have ideas for new content. We have about a hundred young people involved in improving the website, some of this is done in face-to-face workshops but much is done online.

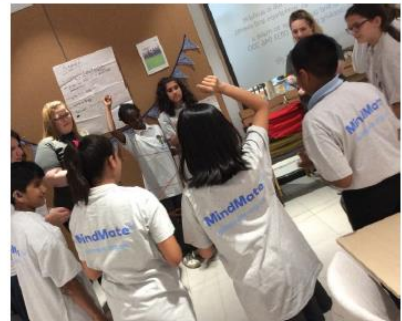
Last year we employed some **MindMate Ambassadors**; they are a group of young people who are passionate about improving mental health support for children and young people in Leeds. The impact they are having is tremendous. They are reaching out across the city to promote **MindMate** and to work with young people to develop the website and help normalise talking about mental health.



**What about schools?** We have created programmes of support and training for our schools to feel more confident and supported in responding to mental health needs. This year we launched the **MindMate Lessons**; these are multimedia lessons for teachers to use in class, across the key stages of learning and were developed by teachers and experts in mental health in response to what you said is needed.

This year **Leeds Healthwatch** will be visiting schools to talk to children and young people, as well as teachers to hear what difference the **MindMate Champion Programme** and **MindMate Lessons** are making and what we need to do to improve and embed them.

We work with clusters of schools to offer early help services for mental health and these local services now cover most of the city's schools. This year we will be working closely with the school clusters to secure and strengthen this local service and will make sure we involve young people and their families in this work.



**Services:** Our mental health services have worked really hard to reduce the time you have to wait to be seen. The wait for **CAMHS** is 12 weeks and this last year there has been a real focus on reducing the time it takes for children and young people to have an autism assessment; this is now meeting the national standard of 12 weeks. We know that there is more to do, 12 weeks is still a long time to wait for support and we have some exciting developments over the next year to reduce the wait you have for your first supportive conversation and mental health service.

Later this year we are introducing direct contact for children, young people and parents to our **MindMate SPA**. Up to now referrals to get support have had to come either from schools to the cluster, or from health and social care professionals to the **MindMate SPA**. We are really pleased that this will change and that you or your parents will be able to directly phone or message the **SPA** to access help. We will also be adding online counselling as an additional way to access support in the city; this will be available through our **MindMate** website.

Young people in Leeds have been very clear that when you are in a crisis situation there needs to be immediate support. In June we launched our new **Teen Connect helpline**. To find out more visit [Teen Connect](https://teenconnect.org.uk)



**What's next?** This coming year we will be working to create places in the city for you to go to if you feel you are having a crisis and need somewhere safe and supportive to be. We are also working with colleagues in West Yorkshire to make sure we have a dedicated mental health crisis team for you that does not have to see you in a clinic or hospital but will go to wherever you are. This is something you told us was very important.

Our plan recognises that there are factors that support your emotional resilience and experiences that can put you at a higher risk of developing mental health needs. Our plan works to strengthen the positive factors and to respond swiftly to those of you who perhaps because of trauma, life circumstances or conditions need specialist help.

We have some really good services in our city that reflect this commitment; we have the award winning infant mental health service that helps create a supportive bond between parents and their babies. We have a dedicated service for children and young people who are in care and we are working with our **West Yorkshire** colleagues to improve the therapeutic support offer for parents who adopt children. Later this year we are launching our intensive **Positive Behaviour Service** for families who have a child with autism or learning disability. We have mental health nurses as part of our **Youth Offending Service** and later this year, working with **NHS England**, we hope to also have a dedicated psychologist and access to speech and language therapy in the team.



We hope this has been a helpful summary of what we are doing in response to the key issues you asked us to address. There is more detail in the full plan but we wanted to start with our letter to you. You have our commitment and that of all our partners who are represented on the programme board of this plan that we will continue to work to deliver the improvements you have asked for. MindMate Ambassadors are members of our board and are very good at keeping this focus.

Clr Lisa Mulherin  
Executive Member for Children & Families  
Leeds City Council

Dr Jane Mischenko  
Strategic Lead Commissioner for Children and Maternity Services  
NHS Leeds CCG

### Appendix 3

#### KS1 PERCENTAGE OF PUPILS WORKING AT GREATER DEPTH- READING

	2016	2017	2018	Change
<b>Leeds</b>	17	19	21	▲ 2
<b>National<sup>1</sup></b>	24	25	26	▲ 1
<b>Stat. Neighbours</b>	22	24	25	▲ 1
<b>Core Cities</b>	19	20	22	▲ 2
<b>Yorkshire &amp; Humber</b>	21	22	23	▲ 1

#### KS1 PERCENTAGE OF PUPILS WORKING AT GREATER DEPTH- WRITING

	2016	2017	2018	Change
<b>Leeds</b>	8	11	11	▬ 0
<b>National</b>	13	16	16	▬ 0
<b>Stat. Neighbours</b>	12	15	16	▲ 1
<b>Core Cities</b>	10	12	14	▲ 2
<b>Yorkshire &amp; Humber</b>	12	14	14	▬ 0

#### KS1 PERCENTAGE OF PUPILS WORKING AT GREATER DEPTH- MATHS

	2016	2017	2018	Change
<b>Leeds</b>	13	16	17	▲ 1
<b>National</b>	18	21	22	▲ 1
<b>Stat. Neighbours</b>	17	19	21	▲ 2
<b>Core Cities</b>	15	17	20	▲ 3
<b>Yorkshire &amp; Humber</b>	16	19	20	▲ 1

## Appendix 4

### 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.

<b>Directorate: Children &amp; Families Services</b>	<b>Service area: Learning Improvement</b>
<b>Lead person: Phil Mellen</b>	<b>Contact number: 0113 3783626</b>

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

<b>2. Please provide a brief description of what you are screening</b>
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.
<b>3. Relevance to equality, diversity, cohesion and integration</b>

**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).**

<b>Questions</b>	<b>Yes</b>	<b>No</b>
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"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>	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**.

<b>4. Considering the impact on equality, diversity, cohesion and integration</b>
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).
<ul style="list-style-type: none"> <li>• <b>How have you considered equality, diversity, cohesion and integration?</b> (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)</li> </ul>

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.



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

<b>6. Governance, ownership and approval</b>		
Please state here who has approved the actions and outcomes of the screening		
<b>Name</b>	<b>Job title</b>	<b>Date</b>
Phil Mellen	Deputy Director Learning	
<b>7. Publishing</b>		
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.		
<b>Date screening completed</b>		
<b>Date sent to Equality Team</b>		
<b>Date published</b> (To be completed by the Equality Team)		





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**Report of the Head of Governance and Scrutiny Support & Director of Children and Families**

**Report to Scrutiny Board (Children and Families)**

**Date: 24<sup>th</sup> April 2019**

**Subject: Scrutiny Inquiry into Children’s Centres – recommendation tracking update.**

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

**Summary of main issues**

1. This report sets out the progress made in responding to the recommendations arising from the previous Scrutiny inquiry into Children’s Centres.
2. Scrutiny Boards are encouraged to clearly identify desired outcomes linked to their recommendations to show the added value Scrutiny brings. As such, it is important for the Scrutiny Board to also consider whether its recommendations are still relevant in terms of achieving the associated desired outcomes.
3. The Scrutiny recommendation tracking system allows the Scrutiny Board to consider the position status of its recommendations in terms of their on-going relevance and the progress made in implementing the recommendations based on a standard set of criteria. The Board will then be able to take further action as appropriate.

**Recommendations**

4. With regard to the Scrutiny Inquiry, the Board is requested to:
  - Agree those recommendations which no longer require monitoring;
  - Identify any recommendations where progress is unsatisfactory and determine the action the Board wishes to take as a result.

## **1 Purpose of this report**

- 1.1 This report sets out the progress made in responding to the recommendations arising from the Scrutiny inquiry into Children Centres.

## **2 Background information**

- 2.1 On 16<sup>th</sup> June 2016, the Children and Families Scrutiny Board resolved to undertake an inquiry which would consider the value of children's centres and how they deliver the aspirations defined in the Best Start Plan and the Children and Young People's Plan.
- 2.2 A key objective of the Scrutiny Inquiry was to identify how the services provided through children's centres impact on the lives of children, particularly in their early years, and improve the lives of their associated family. It also explored how austerity measures within the Council and wider partnerships are impacting on children's centres and the strategic and operational intention for sustaining children's centres now and in the future.
- 2.3 The Scrutiny Board's inquiry report was published on 19<sup>th</sup> October 2017 and detailed the Scrutiny Board's findings and recommendations ([Link to inquiry report](#)). In January 2018, the Scrutiny Board received a formal response to the recommendations arising from its inquiry.

## **3 Main issues**

- 3.1 Scrutiny Boards are encouraged to clearly identify desired outcomes linked to their recommendations to show the added value Scrutiny brings. As such, it is important for the Scrutiny Board to also consider whether its recommendations are still relevant in terms of achieving the associated desired outcomes.
- 3.2 The Scrutiny recommendation tracking system allows the Scrutiny Board to consider the position status of its recommendations in terms of their on-going relevance and the progress made in implementing the recommendations based on a standard set of criteria. The Board will then be able to take further action as appropriate.
- 3.3 This standard set of criteria is presented in the form of a flow chart at Appendix 1. The questions in the flow chart should help to decide whether a recommendation has been completed, and if not whether further action is required. Details of progress against each recommendation are set out within the table at Appendix 2.

## **4 Corporate Considerations**

### **4.1 Consultation and Engagement**

- 4.1.1 Where internal or external consultation processes have been undertaken with regard to responding to the Scrutiny Board's recommendations, details of any such consultation will be referenced against the relevant recommendation within the table at Appendix 2.

## **4.2 Equality and Diversity / Cohesion and Integration**

4.2.1 Where consideration has been given to the impact on equality areas, as defined in the Council's Equality and Diversity Scheme, this will be referenced against the relevant recommendation within the table at Appendix 2.

## **4.3 Council Policies and Best Council Plan**

4.3.1 The scope of the inquiry fulfils some of the best council objectives and priorities as defined in the Best Council plan, particularly supporting children to do well at all levels of learning and have the skills they need for life, keeping children safe, supporting families, and raising aspirations and educational attainment.

## **4.4 Resources and Value for Money**

4.4.1 Details of any significant resource and financial implications linked to the Scrutiny recommendations will be referenced against the relevant recommendation within the table at Appendix 2.

## **4.5 Legal Implications, Access to Information and Call In**

4.5.1 This report does not contain any exempt or confidential information.

## **4.6 Risk Management**

4.6.1 This section is not relevant to this report.

## **5 Recommendations**

5.1 With regard to the Scrutiny Inquiry, the Board is requested to:

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

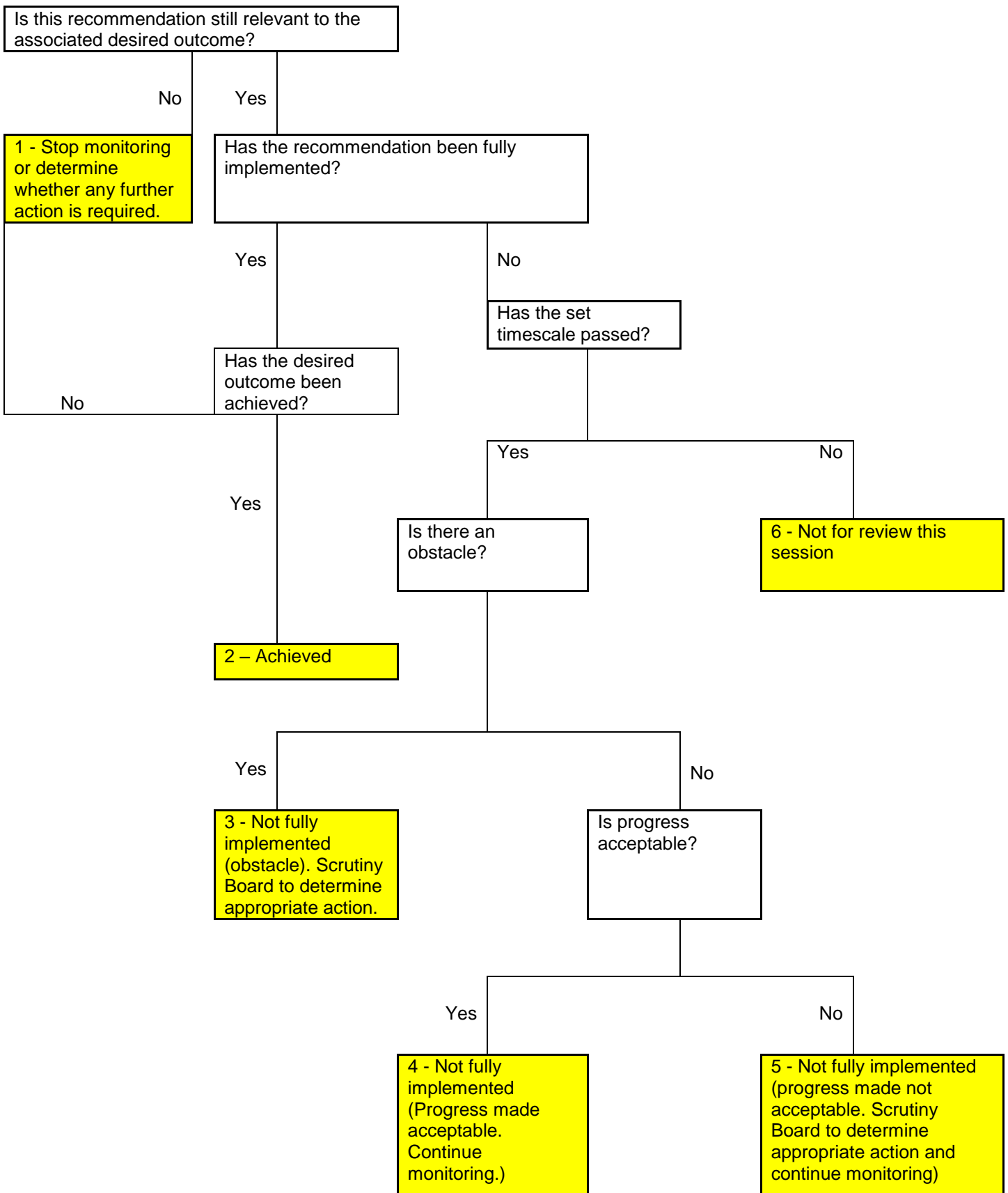
## **6 Background documents<sup>1</sup>**

6.1 None

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<sup>1</sup> 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.

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



### Position Status Categories

- 1 - Stop monitoring or determine whether any further action is required
- 2 - Achieved
- 3 - Not fully implemented (Obstacle)
- 4 - Not fully implemented (Progress made acceptable. Continue monitoring)
- 5 - Not fully implemented (Progress made not acceptable. Continue monitoring)
- 6 - Not for review this session

**Desired Outcome** - To promote and enhance parental voice and influence.

**Recommendation 1** – That the Director of Children and Families undertakes a review of Children’s Centre Advisory Boards to assess the strength of governance arrangements and parental inclusion. Where action is required the Director is requested to provide the necessary support to secure improvement.

**Formal response (January 2018):**

The Director of Children and Families accepts this recommendation. A review of Children’s Centre Advisory Boards will be undertaken in April 2018 through the Annual Conversation Review process which quality assurances the delivery of services. This will ensure a thorough review of governance arrangements and the involvement and voice of parents in service delivery and development. The Director will report on progress in September 2018.

**Current Position:**

A review of all Children’s Centre Advisory Boards was undertaken during the Annual Conversation performance review process in April 2018. Following this, to support Centres to explore ways to strengthen their governance arrangements and parental inclusion, a workshop was delivered to all Managers. The Annual Conversation cycle will be undertaken again in April/May 2019 during which the impact of this training workshop will be assessed.

**Position Status (categories 1 – 6)** *This is to be formally agreed by the Scrutiny Board*

**Desired Outcome** – To provide better informed and integrated support to vulnerable children and families.

**Recommendation 2** – That the Director of Children and Families investigates the strength of partnership and information sharing between each Children’s Centre and local GP services, and where required facilitate support to build up partnership arrangements to provide better support for families who require targeted services.

**Formal response (January 2018):**

The Director of Children and Families accepts this recommendation. We will continue to develop collaborative links with the CCG in terms of integrating services for example maternity and mental health services. We will look at the potential to become part of the social prescribing model for Leeds, similar to the neighbourhood Networks model for older communities.

**Current Position:**

The Children’s Centre Service Lead attended the GP Consortium to deliver a presentation on Children’s Centres and the core offer. Links with CCG colleagues continues to strengthen by ensuring our Service is included in the membership of various strategic meetings such as the Perinatal Mental Health Pathway implementation group and the Maternity Strategy implementation board.

Building on the development of the Local Care partnerships, (the model for joined-up working to deliver local health care), Children’s Centres have established communication with the Chapeltown Child and Family Hub, and will make contact with the Pudsey Child and Family Hub shortly.

A procurement process has just been undertaken to re-commission the Children’s Centre Counselling Service. The contract has been awarded to Northpoint Well-being, the incumbent provider and discussions are underway to ensure this service links with the work of the CCG. One example of this is for Northpoint Well-Being to extract from their data sets, any data relevant for inclusion on the perinatal mental health dashboard. Children’s Centre are also working with the CCG to engage target groups to support the consultation on Urgent Care Centres by encouraging families to complete the consultation survey.

**Position Status (categories 1 – 6)** *This is to be formally agreed by the Scrutiny Board*

**Desired Outcome** – To ensure full Cluster support is maintained to all Children’s Centres across Leeds to provide identified targeted support.

**Recommendation 3** – That the Director of Children and Families investigates the impact of changing Cluster Partnership structures on the support available to Children’s Centres and ensures that full support services are restored and maintained.

**Formal response (January 2018):**

The Director of Children and Families accepts this recommendation and will ensure that Childrens Centres and the new RES teams become closely aligned. We will also maintain and further develop the existing links with cluster teams through Guidance and Support JCC, Family of Schools meetings.

**Current Position:**

Overall the Children’s Centres have developed good working relationships with Cluster teams by ensuring representation at meetings such as support and guidance, JCC and locality domestic violence meetings. Links with the RES teams is beginning to develop and in some areas strong partnership working has been established; this will continue to be a priority for our Service. All Children’s Centres now have access to Mosaic which has really strengthened our ability to evidence the Early Help offer and enables partner agencies to allocate cases / step down cases to Children’s Centre teams.

We are developing opportunities for co-location with teams. The new Early Help Hub in the South is to be located on Cottingley Children’s Centre site, the new Burley Childrens Centre will be collocated with the local social work team. Existing areas of collocated services include Bramley and Hollybush.

**Position Status (categories 1 – 6)** *This is to be formally agreed by the Scrutiny Board*

**Desired Outcome** – To better engage with the public by facilitating clear and up to date information to families and to promote the benefits of Children’s Centres.

**Recommendation 4** – That the Director of Children and Families undertakes a review of electronic media, website and social media provision for all Leeds Local Authority Children’s Centres to enhance the provision of information to families and facilitate engagement digitally.

**Formal response (January 2018):**

The Director of Children and Families accepts this recommendation. A programme of work has begun with the Communications team to consult with parents and stakeholders around service branding, ‘kerb’ appeal, electronic media, website and social media. We will also use new Public Health initiatives launched in the city for example Baby Buddy app, loaning breast pumps, home safety checks, book bags to further publicise Childrens Centre services.

**Current Position:**

Further to a stakeholder consultation exercise, all 29 Children’s Centre day care settings have the new branding of ‘Little Owls’. Banners have been produced and are displayed externally on each site to promote the Ofsted judgement for the Day Care provision. A schedule of work is underway to enhance the ‘kerb’ appeal of Centres which includes decorating and work to the outdoor areas.

Work is underway with the Communications and marketing team to develop a website for each Centre to promote both the Early Learning and Family Services offer. A workshop has been delivered to all Managers to explore other social media provision, in particular facebook. A working group is being established to explore the protocols needed in order to progress this.

The Centres continue their involvement with public health initiatives and promotions and in addition to those detailed above, the Children’s Centres played a significant part in Baby Week delivering a range of activities to families. The Centres are actively encouraging families to download the Baby Buddy App & also are the main distribution point for the Baby Express magazine which is issued to new Parents at regular intervals for the first 12 months of the baby’s life. Another exciting development for our Centres is to launch the ‘50 Things to do before you are 5’ App which has just been developed.

**Position Status (categories 1 – 6)** *This is to be formally agreed by the Scrutiny Board*



**Desired Outcome – To improve communication skills during early year’s development.**

**Recommendation 5 – That the Director of Children and Families:**

- a) investigates the level of needs led demand for communication and language development support, including the support required at each Children’s Centre, and works in collaboration with Health Partners to address the deficits in support identified
- b) investigates the possibility of commissioning and provision of adult learning courses in Makaton in Children’s Centres, to aid parents who wish to support the development of their child’s communication skills.

**Formal response (January 2018):**

- a) The Director of Children and Families accepts this recommendation and will review the funding and support for communication and language needs with regard to the new requirements around the Early Years Dedicated Schools Grant. The Childrens centre communication and language named lead in every Children’s Centre will undertake an audit of need. We will work collaboratively with Health Partners to identify collaborative ways to address demand.
- b) The Director of Children and Families accepts this recommendation will review the existing programme of Family Learning by Leeds City College and consider parent demand for specific areas of training and development.

**Current Position:**

Children’s Centres are making effective use of their EYPP funding to support the development of communication and language support. This has included the implementation of 3 innovative projects taking children and families out of the centres by working with the Art Gallery, Herd Farm & an intergenerational project linking Children’s Centres day care provision with Care Homes. The Art Gallery project has been nominated and shortlisted for a Creative Learning award. The entire workforce were given an appraisal objective around communication, language and literacy.

The Children’s Centre teacher team have conducted an audit review to look at how Communication and Language (C&L) was continuing to be developed and how C&L is a continued focus as a Prime area of learning. This involved looking at how centres promote communication friendly spaces (CFS) in their settings and to discuss the measuring and monitoring of the impact of this. The teachers have also produced a Curriculum Support pack for centres to access. This includes example focus and group time plans, guidance on assessing children in C&L, language programmes plus other documents centres may find useful.

The directorate have put themselves forward to undertake and LGA Early Years Peer Review in June 2019. This will focus on communication and language development outcomes for the city. It will identify key lines of inquiry with recommendations for further action.

There is some availability of Makaton training for parents in the city for example at New Wortley Community Centre, but more work needs to be done to assess need.

**Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board***

**Desired Outcome** – To secure the future financial sustainability of all Children’s Centres in Leeds.

**Recommendation 6** – That the Director of Children and Families explores how further funding reductions can be prevented in order to support the continued sustainability and prosperity of all Leeds Children’s Centres by:

- a) working in collaboration with partner organisations to secure sufficient funding which will support continued integrated practice.
- b) working in collaboration with the Director of Resources and Housing to attain sufficient Local Authority funding in accordance with the Council’s Budget and Policy Framework
- c) bringing a detailed report regarding Children’s Centre funding proposals for 2018/19 to the Scrutiny Board in December 2017.

**Formal response (January 2018):**

The Director of Children and Families accepts this recommendation and will explore how further funding reductions can be prevented in order to support the continued sustainability and prosperity of all Leeds Children’s Centres by working with health, school and voluntary sector partners and the new RES teams to better integrate services for families in their communities.

Whilst LCC budget pressures are challenging it is noteworthy that Children’s Services have taken an active decision to protect funding for Childrens Centres by cross directorate investment across Childrens and Public Health services and innovative work with other partners, recognised nationally as good practice. The inquiry has highlighted that nationally spending in Childrens Centre services fell significantly over the past few years in most other authorities. National Sure Start and early years investment fell by nearly £700m, or 44%, with one in three centres closing since 2010. The preventative work of the Children’s centres is recognised and highly valued and will be a part of the overall offer for children and families in Leeds in the future.

**Current Positon:**

Sustainability business planning continues within the Children’s Centre Little Owls settings. New business modelling tools have been introduced which enable clearer analysis of staff hours against the number of children and this has been used to support centres with deficits. The impact of the implementation of world pay card machines, direct debit and on line payments in centres was fully realised and centres moved to fortnightly cash collections with some centres taking no physical cash at all. College payments started to be invoiced though sundry accounts and this, together with a tighter debt management policy has reduced debt and improved cash flow. The reconfiguration of Little Owls City and Holbeck has been completed and £22,000 will be saved by removing the hired portacabin which is now no longer in use. New support and challenge meetings have been introduced to challenge on discretionary places, sickness, agency use and debt.

Midwifery Services are now being delivered in a number of Centres and they pay a contribution to costs for shared use of space. Work is also underway to implement the co-location of the new PHINS Service which will mean that health visiting and school nursing colleagues will be based in Children’s Centres which will also secure income for our Service.

Arrangements for collocation with wider services and organisations is regularly reviewed. Examples include centres close to, or in Community Hubs, in Burmantofts with youth services and local faith groups in Kirkstall and Boston Spa.

**Position Status (categories 1 – 6)** *This is to be formally agreed by the Scrutiny Board*

**Desired Outcome** – To promote financial planning, the building of aspirations and delivery of longer term programmes.

**Recommendation 7** – That the Director of Children and Families provides additional stability by supporting the planning of services in the longer term and by investigating the feasibility of budget allocation to all Children’s Centres that extends beyond the current 12 month annual settlement. The outcome of this investigation to be reported to this Scrutiny Board in December 2017.

**Formal response (January 2018):**

The Director of Children and Families forwarded a one page financial update to scrutiny in December. He will further investigate this recommendation as part of the council’s aspiration to develop a three year budget strategy. However this will be dependent on the overall budget settlement figure and wider directorate pressures and changing needs.

**Current Position:**

At a national level we are entering the final year (2019-20) of a 4-year funding settlement. Funding details for 2020-21 and beyond are linked with the new Comprehensive Service Review which will be announced in autumn 2019. As such this make long-term planning problematical at the current time.

**Position Status (categories 1 – 6)** *This is to be formally agreed by the Scrutiny Board*

**Desired Outcome** – To ensure that the physical infrastructure of Children’s Centres is fit for purpose currently and in the future.

**Recommendation 8** – That the Director of Children and Families undertakes a review of buildings and facilities to ensure that the infrastructure and space available facilitates the provision of support services currently, and the aspirations of the early years services in the longer term.

**Formal response (January 2018):**

The Director of Children and Families accepts this recommendation and will continue to review the Childrens Centre assets. This will facilitate more effective use of space, more collaborative work with partners and where possible generate opportunities for additional income by December 2018.

**Current Position:**

The Service continues to work closely with colleague in Asset Management to review assets and identify alternative buildings where required ie. Burley CC.

Where Leeds City Council own the buildings, and from a business perspective to invest and improve the assets we will look at Invest to Save or Prudential Borrowing schemes, as and where appropriate.

A revised draft Service Specification has been produced which, after consultation will be issued to school led Children’s Centres in April 2019. This document clearly outlines the agreement between Leeds City Council and schools detailing responsibility for assets and the accountability in terms of any potential clawback of funds. Following this the leases with schools/ academies will be refreshed in light of service changes.

As previously described opportunities for collocation of other community and family services are considered where possible both to enhance working practice and generate income.

**Position Status (categories 1 – 6)** *This is to be formally agreed by the Scrutiny Board*

**Desired Outcome – To secure the future sustainability of Children’s Centres in Leeds.**

**Recommendation 9** – That the Director of Children and Families provides the Scrutiny Board (Children and Families) with a sustainability and development plan for Leeds Children’s Centres

- a) which reflects the recommendations made in this report, and
- b) explores the merits and risks of the family hub model, and
- c) supports the review of asset utilisation so that the most effective use of Children’s Centre buildings in Council ownership is achieved in order to generate additional income or reduce expenditure.

**Formal response (January 2018):**

The Director of Children and Families accepts this recommendation and will develop a sustainability and development plan for Leeds Children’s Centres which reflects the recommendations of this report, gives consideration to the Family Hub model; and gives consideration to asset utilisation and income generating potential.

**Current Position:**

See comments in 8 re Invest to Save and Prudential Borrowing re maintaining and effective use of assets. However without long term certainty around Childrens Centre budgets it is difficult to prepare a long term development plan.

Following the financial end of year close down and 2018-2019 budget summary will be prepared with areas for development and sustainability for 2019-1920.

The net cost of the Little Owls child care provision in the children’s centres for 2019-20 is £0.8m. As such the authorities 2019-20 budget continues to invest in its LCC run childcare centres. This ensures employment for over 600, largely female workers. Ensures a subsidised childcare fee in areas of greater need in the city, and is ensuring good and outstanding early learning provision for over 2,500 children every day.

**Position Status (categories 1 – 6)** *This is to be formally agreed by the Scrutiny Board*

**Report of Head of Governance and Scrutiny Support**

**Report to Scrutiny Board (Children and Families)**

**Date: 24<sup>th</sup> April 2019**

**Subject: Scrutiny Inquiry – Is Leeds a child friendly city?**

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 provide additional information in response to requests made by the Scrutiny Board during the course of its main inquiry this year that asks the question ‘Is Leeds a Child Friendly City?’. The report also summarises and reflects on the findings of the engagement work undertaken with young people as part of the Board’s inquiry.

**2 Background**

2.1 At its initial meeting in June 2018, the Scrutiny Board agreed to adopt a thematic approach this year and undertake an inquiry based on the question ‘is Leeds a child friendly city?’ seven years on from the introduction of Child Friendly Leeds.

2.2 The Board agreed to theme its inquiry sessions around the five outcomes set out within the Leeds Children and Young People’s Plan (CYPP), with particular consideration 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

2.3 The Board’s themed discussions concluded in March 2019. However, during the course of its inquiry the Board identified and sought further information in relation to the following key areas:

- Parental engagement and influence on educational outcomes;
- The extent of young people's voice and influence beyond Children's Services with particular focus on the development of child friendly spaces through planning and city development processes;
- The extent to which young people's voice and influence is helping to identify and address the local transport needs of young people.

2.4 Additional information has therefore been provided within this report to act as a prompt for further discussion during the meeting in relation to the above key areas.

2.5 This report also summarises and reflects on the findings of the engagement work undertaken with young people as part of the Scrutiny Board's inquiry.

### 3. Main Issues

#### Parental engagement and influence on educational outcomes.

3.1 During its October meeting, the Scrutiny Board discussed the CYPP outcome that children and young people do well at all levels of learning and have skills for life. Linked to this, the Board acknowledged the importance of engaging with parents and enabling them to effectively support their child's education. The Board therefore agreed to hold a working group meeting to discuss this matter in more detail.

3.2 This working group meeting was held on 4<sup>th</sup> March 2019 and was attended by the Executive Member for Learning, Skills and Employment; the Deputy Director for Learning; the Interim Head of Learning Improvement; and the Voice Influence and Change Lead Officer. A brief summary of the key issues raised by the working group is set out below.

- *Lack of evidence nationally surrounding the long term impact of parental engagement on educational outcomes* – despite the lack of such hard evidence, it was acknowledged that positive relationships between schools and parents can only enrich a child's experience of school and therefore should be actively encouraged. However, it was noted that the Education Endowment Foundation (EEF) is currently undertaking research around the potential long term benefits. The EEF is an independent charity aimed at supporting teachers and senior leaders by providing evidence-based resources designed to improve practice and boost learning.
- *Encouraging schools to use modern and targeted methods of communicating with parents* – It was felt that all schools need to be considering a variety of ways to communicate with parents and particularly embrace modern methods communication, such as SMS notifications; online portals and social media channels.
- *Promoting the awareness and use of existing online resource toolkits* - the working group received details of two nationally available online resource toolkits associated with parental engagement and schools. The first related to Parentkind<sup>1</sup> which is designed to help teachers, school staff, governors and

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<sup>1</sup> <https://www.parentkind.org.uk/for-schools/Resources>



others engage and involve parents successfully. The second related to the Education Endowment Foundation (EEF)<sup>2</sup>. Whilst it was acknowledged that the Council no longer has a dedicated team tasked with disseminating such guidance amongst schools, it was acknowledged that other existing communication channels and forums could effectively be used to achieve this outcome.

- *Using parent forum volunteers to support wider engagement with parents* – the working group recognised that some parents may find it difficult to engage in a school environment, especially if their own experiences of school was not positive. As such, the working group recognised the potential benefits of schools having parent forum volunteers and exploring ways in which they could assist in building a positive relationship between the school and the wider parent community.
- *Utilising the Council's admissions process to disseminate information on where parental advice and support services can be accessed if needed* – the working group recognised the potential benefits of maximising existing processes that involve contacting all parents directly, such as the admissions process, as a way of disseminating key information surrounding parental advice and support services.
- *Mapping and sharing good practice of parental engagement across all local schools* – the parental engagement work being undertaken by Shakespeare Primary School in relation to its Parent Voice Group was cited as an example of good practice. Whilst acknowledging that different approaches are likely to be adopted by schools, the working group felt that it would be beneficial to try and capture this in some way across the city.
- *Mapping of local Parenting Skills provision* – the working group also felt it would be beneficial to have a map of existing Parenting Skills provision across the city.
- *The potential development of a Parental Engagement Strategy* – moving forward, the working group recognised the potential benefits of developing a Parental Engagement Strategy for the city.

The voice and influence of young people surrounding the development of child friendly spaces through City Development processes.

- 3.3 The Board expressed a particular interest in exploring the extent to which young people are having a voice and influence beyond Children's Services, with particular focus on the development of child friendly spaces through planning and City Development processes.
- 3.4 Recent examples of active engagement with young people by City Development has therefore been provided for the attention of the Scrutiny Board.

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<sup>2</sup> <https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/>

- Close working with the Leeds Youth Ambassadors.

The Leeds Youth Ambassadors (children age 8-17 years from across the city) have been working with the Council's planning department and developers to ascertain the needs of children and young people when developers are in the design stages of a housing development and beyond. The young people looked at their communities and the positives and negatives about where they live. This was then followed by what improvements would make the community child friendly. The ambassadors then voted for 5 representatives to deliver a presentation to developers presenting their needs for a child friendly community. This was really well received and the young people then joined the developers and planners to discuss child friendly communities.

- Engaging young people in the Leeds 'Our spaces' Strategy consultation.

In November 2018, the Council released its first ever draft strategy detailing the ambitions for public realm – Leeds Our Spaces Strategy. The draft strategy focuses on the city centre identifying a number of key projects such as City Square and The Headrow and outlining the big changes and also challenges that the city faces over the next eight to ten years in regards to public realm.

A public consultation on the draft Strategy was held from 27<sup>th</sup> November 2018 until the end of March 2019. Linked to this, the City Development directorate worked in collaboration with the Children and Families Directorate through its Voice, Influence and Change Team to find effective ways of actively engaging young people in the consultation.

Such engagement work included a facilitated discussion between representatives from the City Development directorate and members of the Leeds Youth Council at its meeting on Saturday 9<sup>th</sup> March 2019. A bespoke questionnaire was also developed for young people surrounding public realm spaces, which was sent out to all members of the Leeds Youth Council (approximately 300 young people) in early February.

Representatives from City Development also attended the recent Youth Voice Summit Event on 13<sup>th</sup> March 2019 as having such a large and diverse range of young people in one place provided a great opportunity to undertake consultation and engagement work during the break times. This attracted approximately 120 respondents.

A special Playful Anywhere consultation was also undertaken which involved facilitated 'Playdome' chats at four locations across Leeds – Kirkgate Market, St Johns Centre, Park Square, The Tetley. This attracted approximately 200 respondents.

As the consultation process only finished at the end of March 2019, work is still ongoing in terms of analysing both the quantitative and qualitative responses arising from the consultation. However, at this stage the directorate is able to share the Youth Council questionnaire responses (see appendix 1) and to also highlight the 5 most popular answers from the Youth Summit Event, which were:

- Less traffic
- Accessible for all
- Outdoor play spaces
- Better transport links
- More green spaces

3.5 It is recognised that such cross directorate working will greatly aid children and young people's opinions being incorporated into the city centre vision going forward. Linked to this, a representative from City Development will be attending today's meeting to explain more about the ongoing efforts being made to ensure that young people continue to have a voice and influence in relation to future planning developments in Leeds.

The voice and influence of young people in identifying and addressing local transport needs.

3.6 The Scrutiny Board learned that as part of the annual UK Youth Parliament "Make Your Mark" ballot in 2017, just under 40,000 local young people participated and voted their top local issue as "Improving Transport – Make public transport cheaper, better and accessible for all". Improved and more connected public transport for young people has since become a new priority on the Leeds Children & Young People's Plan and therefore the Scrutiny Board expressed an interest to learn more about how young people have been involved in identifying and addressing local transport needs.

3.7 Linked to this, particular attention is given to the work undertaken last year when the Voice, Influence and Change Team at Leeds City Council and the Yorkshire and Humber Youth Work Unit worked with the West Yorkshire Combined Authority (WYCA) to invite the Bus18 Board to meet with youth representatives to discuss improving bus travel for young people in the region and in turn encouraging more young people to become regular bus users. This meeting took place on 16<sup>th</sup> August 2018.

3.8 A report detailing the outcome of this meeting has therefore been attached for the Board's information (see Appendix 2). Moving forward, the Bus18 initiative is evolving into the West Yorkshire Transport Alliance and the Children and Families Directorate will continue to pursue progress surrounding the implementation of the recommendations as set out within this report.

3.9 It was reported to the WYCA Transport Committee in January 2019 that Transdev would focus on continuing to build on the initiatives offered to young people and the success of the Myday ticket uptake which currently stood at 56%.

3.10 Responsibility in the Children and Families Directorate for progressing the CFL Transport priority has now transferred from the Voice, Influence & Change Team to Children's Transport. Exploratory conversations were held in early April, and agreement in principle was reached, to support young people with a 'mystery shopper' type exercise to collate systematic feedback for operators in respect of progress following previous feedback that young people provided.

## Engaging young people in the Scrutiny Board's Inquiry.

- 3.11 The Scrutiny Board recognised the importance of ensuring that the views and ideas of young people are also being captured as part of its inquiry and expressed a wish to engage directly with young people to gather this information.
- 3.12 The Board therefore welcomed the opportunity to work with the Children and Families Directorate in using their annual youth voice summit event for youth and community groups as a platform to directly engage with the young people attending. The event was therefore themed around the Scrutiny Board's Inquiry and took place on Wednesday 13<sup>th</sup> March 2019.
- 3.13 In addition to the summit event, local youth groups were also given the opportunity to express an interest in accommodating a visit from Scrutiny Board Members. In response, visits were undertaken with the following youth groups:
- Dance Action Zone Leeds (DAZL)
  - Youth Matters Group, Swarcliffe
  - The Market Place
  - Leeds Community Youth Ambassadors
  - Student Leeds Safeguarding Children Partnership.
- 3.14 At today's meeting, Board Members are being invited to share feedback in relation to the key issues raised by the young people during their visits.
- 3.15 The Board will also be reflecting on the views expressed by young people during the Youth Summit Event. To assist with this, the Voice, Influence and Change Team have produced a report of the event, which is attached as Appendix 3 for the Board's consideration.

## **4. Recommendations**

- 4.1 The Board is asked to note the content of this report.

## **5. Background papers<sup>3</sup>**




- 5.1 None used

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<sup>3</sup> 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 Public Realm Consultation












## 1. Is having one single plan for better streets and places in the city a good idea?

		Response Percent	Response Total
1	Yes		57.50% 23
2	No		25.00% 10
3	Not sure		17.50% 7
<b>Analysis</b>	Mean:	1.6	Std. Deviation: 0.77
	Variance:	0.59	Std. Error: 0.12
		Satisfaction Rate:	30
		answered	40
		skipped	0






## 2. Will having better places and spaces designed for everyone make you more likely to visit and use our city centre?

		Response Percent	Response Total
1	Yes - far more likely!		45.00% 18
2	Yes - more likely!		47.50% 19
3	Same as now!		7.50% 3
4	Less likely!		0.00% 0
5	No, I would avoid!		0.00% 0
<b>Analysis</b>	Mean:	1.62	Std. Deviation: 0.62
	Variance:	0.38	Std. Error: 0.1
		Satisfaction Rate:	15.62
		answered	40
		skipped	0

















## 3. What would make you more likely to visit and use the city centre? You can select as many answers as you like

		Response Percent	Response Total
1	Less traffic		40.00% 16
2	Events on the streets		52.50% 21
3	Accessible for all		47.50% 19
4	People friendly spaces		50.00% 20
5	More visitor attractions		60.00% 24
6	Better transport links		52.50% 21
7	Cleaner air		50.00% 20
8	More green spaces		62.50% 25
9	Street Art		47.50% 19
10	Cyclist friendly		27.50% 11
11	Reflects your communities identity		27.50% 11

### 3. What would make you more likely to visit and use the city centre? You can select as many answers as you like

						Response Percent	Response Total	
12	More enjoyable seating locations		70.00%	28				
13	Outdoor play space for children / all		32.50%	13				
14	More spaces to relax		57.50%	23				
15	More playful features		37.50%	15				
16	Other (please specify):		10.00%	4				
<b>Analysis</b>	Mean:	57.48	Std. Deviation:	133.92	Satisfaction Rate:	334.83	answered	40
	Variance:	17933.55	Std. Error:	21.17			skipped	0
Other (please specify): (4)								
1	12/02/2019 18:29 PM ID: 107572542	Using existing buildings to reflect our Yorkshire Heritage and then using them as visitor attractions.						
2	12/02/2019 19:05 PM ID: 107577022	Free indoor seating, e.g sofas for u18's						
3	12/02/2019 20:40 PM ID: 107586868	Cheaper access & activities						
4	19/02/2019 15:48 PM ID: 108258210	Study spaces						














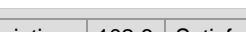

### 4. What do you currently use the streets and spaces in the city centre for? You can select as many answers as you like

						Response Percent	Response Total
1	Running		7.50%	3			
2	Eating		65.00%	26			
3	Cycling		5.00%	2			
4	Relaxing		20.00%	8			
5	Socialising		62.50%	25			
6	Driving		7.50%	3			
7	Thinking		17.50%	7			
8	Work		12.50%	5			
9	Play		7.50%	3			
10	Peace and quiet		12.50%	5			
11	Education / learning		32.50%	13			
12	Commuting		25.00%	10			
13	Shopping		82.50%	33			
14	Exercise		2.50%	1			
15	To get somewhere		52.50%	21			
16	Other (please specify):		7.50%	3			





**4. What do you currently use the streets and spaces in the city centre for? You can select as many answers as you like**

							Response Percent	Response Total
<b>Analysis</b>	Mean:	36.78	Std. Deviation:	58.24	Satisfaction Rate:	217.17	answered	40
	Variance:	3392.06	Std. Error:	9.21			skipped	0
Other (please specify): (3)								
1	12/02/2019 20:40 PM ID: 107586868	Meetings						
2	15/02/2019 15:48 PM ID: 107907815	Attending games group on wednesdays						
3	26/02/2019 08:15 AM ID: 109036423	Having lunch after being to an attraction (museum,art gallery ect						






**5. What would you like to see in our spaces? You can select as many answers as you like**

							Response Percent	Response Total
1	Grassed / planted areas						72.50%	29
2	Trees						55.00%	22
3	Water Features						67.50%	27
4	Sculptures						45.00%	18
5	Space to play						37.50%	15
6	Places to sit						70.00%	28
7	Street entertainers						37.50%	15
8	Less traffic						45.00%	18
9	Picnic places						45.00%	18
10	Pop up events						52.50%	21
11	Street Art						50.00%	20
12	Lighting						30.00%	12
13	Shade						17.50%	7
14	Exercise trails						50.00%	20
15	Other (please specify):						2.50%	1
<b>Analysis</b>	Mean:	46	Std. Deviation:	102.6	Satisfaction Rate:	280.18	answered	40
	Variance:	10527.7	Std. Error:	16.22			skipped	0
Other (please specify): (1)								
1	12/02/2019 20:40 PM ID: 107586868	Promotional stalls giving out free items e.g. Diet Coke in the summer						

### 6. How do you feel about the Leeds City Council ambition that "our public realm/space will become our greatest cultural asset"?

						Response Percent	Response Total	
1	Strongly agree					32.50%	13	
2	Agree					57.50%	23	
3	Indifferent					7.50%	3	
4	Disagree					2.50%	1	
5	Strongly disagree					0.00%	0	
<b>Analysis</b>	Mean:	1.8	Std. Deviation:	0.68	Satisfaction Rate:	20	answered	40
	Variance:	0.46	Std. Error:	0.11			skipped	0
Comments: (6)								
1	12/02/2019 16:40 PM ID: 107559889	-						
2	12/02/2019 19:23 PM ID: 107578434	I don't think it will be the greatest, no.						
3	12/02/2019 19:29 PM ID: 107579651	I think it will definitely be a good cultural asset, but not necessarily the greatest.						
4	19/02/2019 16:06 PM ID: 108260731	it really depends on how the plan is carried out. it could either turn out to be great or it could be an absolute mess.						
5	19/02/2019 16:15 PM ID: 108262193	I think that having good outdoor spaces will become our monopoly over other cities.						
6	26/02/2019 08:15 AM ID: 109036423	I think it would be a great idea if we put more nature in Leeds.						

### 7. How old are you?

						Response Percent	Response Total	
1	10/11 Years Old					10.00%	4	
2	12/13 Years Old					22.50%	9	
3	14/15 Years Old					37.50%	15	
4	16/17 Years Old					17.50%	7	
5	18/19 Years Old					12.50%	5	
<b>Analysis</b>	Mean:	3	Std. Deviation:	1.14	Satisfaction Rate:	50	answered	40
	Variance:	1.3	Std. Error:	0.18			skipped	0



## Regional Youth Voice & Bus18 Meeting

### Thursday 16<sup>th</sup> August 5pm – 7pm, Leeds Civic Hall

### Notes and summary of actions

#### Background:

During the autumn of 2017, nearly one million 11-18 year olds took part in the annual UK Youth Parliament “[Make Your Mark](#)” ballot. This annual ballot is the largest youth consultation in Europe and gives young people the chance to vote on the issues that are most important to them.

Across West Yorkshire, just under 40,000 local young people participated and voted their top local issue as “Improving Transport – Make public transport cheaper, better and accessible for all”. Since then, young people have been working on the topic in their local, regional and national youth council and youth parliament meetings.

In April this year, young people in Leeds - supported by the [Voice, Influence and Change Team](#) at Leeds City Council and the [Yorkshire and Humber Youth Work Unit](#) – worked with WYCA to invite the Bus18 board to meet with youth representatives to discuss improving bus travel for young people in the region and in turn encouraging more young people to become regular bus users.

“Improved and more connected public transport for young people” is a new priority on the Leeds Children & Young People’s Plan and is a key strand in creating a more “[Child Friendly Leeds](#)”

#### Bus18 and transport representatives:

Dave Pearson – Director for Transport Services, WYCA	Cllr Kim Groves – Chair of WYCA’s Transport Committee
Paul Matthews – Managing Director, First West Yorkshire	Neale Wallace – Head of Transport Services, WYCA
Alex Hornby – Chief Executive Officer, Transdev	Dwayne Wells – Head of Commercial, Arriva Yorkshire
Andrew McGuinness – Regional Manager (Northern & Yorks) CPT UK & ABOWY	Dane Hiscocks – Communications Officer, Connecting Leeds

#### Regional youth representatives:

Tommy Schofield – Chair Leeds Youth Council	Blythe McCaul – Leeds Youth Council
Attia Tul-Hayee – Leeds Youth Council	Charlotte Mitchell – Leeds Youth Council
Charlotte Williams – Leeds Youth Council	Codie Edwards – Leeds Youth Council
Farah Mackey – Leeds Youth Council	Gurman Dev – Leeds Youth Council
Jamie Nash – Leeds Youth Council	Liberty Branston – Leeds Youth Council
Manvinder Singh Dev – Leeds Youth Council	Miranda Tekeshe – Leeds Youth Council
Nkosi Yearwood – Leeds Youth Council	Priscilla Adjei – Leeds Youth Council
Sam Williams – Leeds Youth Council	Scarlet Rowe – Leeds Youth Council
Zain Zainuddin – Leeds Youth Council	Jonah Powley – Leeds Youth Council
Brendan Green – Member of Youth Parliament for Barnsley	Daniel James – Barnsley Youth Council
Ali Khasran – Barnsley Youth Council	Edward Turner – Calderdale Youth Council
Leanna Sheety – Calderdale Youth Council	



**Summary of discussions from Workshop 1:** What is good about current bus travel and what challenges do young people still face?

What is good?	What challenges are still faced?
Wi-fi and USB charge points x2 group responses	Wi-fi and charging is not on all buses. Out of the two, charging points are more useful than wi-fi as increasingly more young people have data on their phones
Audio announcements (particularly good for users with additional needs)	Swapping between bus operators mid journey when they have different ticket types and costs. MyDay pass helps with this but clear that not <i>all</i> drivers know about this ticket type or generally how to ensure customers get the best value. This also includes the Uniform Policy – it is felt not all drivers are aware or fully understand this new policy (2 groups)
Improved reliability x2 group responses	Drivers could be more polite and more helpful – using buses is actually a skill and not all young people have the right knowledge and understanding to be ‘good’ bus users
Text service (in Barnsley)	Young people can often be badly behaved on buses especially to and from school or college and can be seen dropping lots of litter.
More environmentally friendly buses x2 group responses	Need to market environmentally friendly fleet better – use statistics to sell it to young people as it will be a good motivator
More modern buses	Not always clear how to raise an issue with a driver or what to do if you have a problem
More frequent buses x2 group responses	Still too much variance in reliability. It doesn’t take many bad experiences to put people off using buses x2 group responses
MyDay pass is good value	Incorrect timing on “next bus due” display boards – need to be more accurate or you just stop trusting them.
Covering the cost of a taxi home if the last bus is late or cancelled is great for passenger safety especially for young people	Need to be better at advertising and promoting all the improvements you’ve made to both young people AND drivers. MyDay and School Uniform policy are great but need more visibility.x3 group responses
Electronic displays are really good	Schools need to play a greater role in helping young people know about best tickets and how to use network x2 group responses
Great that there are now lots of different ways to pay (but sometimes drivers look unimpressed if you use certain payment types)	Drivers could be trained by young people in person or via a video package
Easy to find bus stops	Under 18s can’t book online or use contactless
	E-payment can’t be used if you don’t have a phone
	A parent should be able to purchase an e-ticket and transfer it to their child
	Use buses as a way to promote cultural attractions on each route
	Young people need to know that can approach the driver for help if they feel unsafe

**Summary of discussions from Workshop 2:** What are the biggest challenges and what are the possible solutions?

<b>The challenge:</b>	<b>The solution:</b>
<p>Making young people feel safer on the bus                      -What is the procedure if someone feels at risk?                      -Young people can often feel vulnerable whilst waiting for a bus on the streets</p>	<p>Have a poster on the bus that says it's OK to approach the driver if you feel safe or want help.</p> <p>If buses have CCTV, advertise the fact they do to reassure people</p> <p>Do partnership work with schools and colleges about how to use buses, stay safe, get good value etc. Schools could nominate sustainable transport ambassadors. This could be a partnership project with local authorities as mutual benefit.</p>
<p>Proving your age and fare entitlements if you forget your photocard</p>	<p>Make sure that ALL drivers are aware of the school uniform policy and that some students will not be in uniform (in which case student ID should suffice)</p> <p>Operators really need to do a big push to drivers that it's more important you have regular paying young customers than being unnecessarily strict which leads to bad experiences that will stop people using buses completely. There should be more discretion as it for the greater good.</p> <p>Having a phone app that can hold photo card information – young people much less likely to forget or lose their phones compared to a photo card.</p>
<p>A lack of sufficient promotion and marketing about ticket types and best value fares</p>	<p>Get schools and colleges involved by working with local councils</p>
<p>Consistency of experience across services</p>	<p>This comes down to communication – making sure all the drivers know the right information and fare types</p>
<p>Payment and getting best value</p>	<p>We hear about young people having to pay a full fare even though they're <i>clearly</i> under 18 but have forgotten their card</p> <p>Drivers should have more discretion and a culture created where they are encouraged to be more lenient in disputes (rather than kicking young people off the bus when that young people has other ID that proves their age but the driver still <i>insists</i> on the specific photo card)</p> <p>Drivers must remember that young people are often 'scared' of adults and it's hard to resolve a dispute. A benefit of the doubt approach is good PR and better for keeping young people using the buses.</p>

	Drivers need better information and or training about young people – communication, understanding, awareness of uniform policy and of MyDay tickets.
<p>Not knowing what ticket to purchase (young people) or what ticket to sell (drivers)</p> <p>Sometimes it is cheaper to get a single – drivers should be knowledgeable about fares and always suggest the best value one available.</p>	<p>Just have one type of ticket – single or return – that covers your travel. What is the difference between MyDay and Dayrider? Why would a young person purchase a Dayrider when MyDay is available? Why would a driver allow them to? Needs more clarity</p> <p>Drivers need a manual or visible display with this information to hand. This is also good for the passengers as it can help solve disputes about which fares do (or don't) exist</p> <p>Advertise discounted youth travel at bus stations and on the Apps</p> <p>Educate young people on HOW to use buses, don't take it for granted that people know the process. Include a behaviour charter for the young people, network maps, ticket types, how to pay, how to stay safe. Work with councils, schools and colleges to get this information out there.</p>
Making compliments and complaints	<p>Young people should be entitled to know how to make a complaint or a compliment.</p> <p>Rate your journey / driver apps, compliments and complaints forms on display.</p> <p>Inform customers what to do if they feel safe or if there was a problem with their experience or journey</p>
A true cross region fare – for example South Yorkshire and West Yorkshire travel)	A South and West Yorks Dayrider equivalent which require operators and executives in different regions to meet
Behaviour of passengers and drivers	<p>Seeing other young people behave badly can put young people off using the bus. Have more signage about appropriate behaviour and to not swear, shout, be rude or drop litter,</p> <p>Drivers should also have reminders that passengers are customers and drivers should be polite – especially to young people</p>
Payment – not all young people have contactless so can lose out. They may have to use cash which can then lead to the 'don't have exact money' problem with drivers.	A card (similar to Oyster) that is linked to your age so it will automatically issue you the right ticket.

## Final recommendations:

Based on the feedback from all four groups participating in the workshops, the top recommendations to the Bus18 partnership for increasing bus usage for young people are:

1. **Information to drivers:** to ensure that all drivers on all operators in the region are fully aware of the new discounted travel systems for young people – specifically the ‘school uniform policy’ and the MyDay pass.

We have heard several examples since the launch of these initiatives where drivers have not been aware of these which has led to awkward situations for young people who have been declined a discounted fare or declined travel.

Finally, to encourage drivers to have a ‘benefit of the doubt’ approach to young people’s ticketing. The income from being strict with having to prove your age (even if clearly young looking, in uniform but without photo card) will be negated by putting young people off from using buses at all due to confrontations with drivers.

2. **Information to young people:** to actively seek out ways of working in partnership with schools and colleges (via Local Authorities) to ensure that young people in the region have the correct information to:
  - i. Feel safe and supported whilst using buses
  - ii. Behave appropriately on buses
  - iii. Be aware of best value fares and how to purchase them (MyDay and School Uniform policy)
  - iv. Understand bus timetables
  - v. Know how to make a compliment or complaint and apply for a refund if they have an unsatisfactory experience
3. **Payment:** to be aware that many of the recent innovations in payment methods are not usable by young people and as such to continue to explore alternative ways for young people to pay for their journeys (eg transferable tickets from parents)

## What next?

Young people will be continuing with their transport campaign for the rest of the year, including doing a deputation to a full Leeds City Council meeting in September. We are keen to ensure that the young people who attended this meeting – and the peers they represented – are kept up to date on any changes implemented as a result of the feedback left at this meeting

It would be particularly great to receive a written response after the Bus18 partnership has had an opportunity to reflect on the key recommendations outlined above. The young people and teams who support them would be more than happy to continue working with Bus18 to help implement some of these recommendations where applicable.



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# Let's Talk About Leeds

Youth Voice Summit 13<sup>th</sup> March 2019



## Event Report

## Background to the event

In 2018, the Leeds City Council Children & Families Scrutiny Board set up a new scrutiny inquiry to ask the question “is Leeds a child friendly city? Six years after the launch of the Child Friendly Leeds initiative it is an opportunity to take stock of progress made against the five outcomes of the local Children and Young People’s Plan:

Conditions of well-being we want for all our children and young people – all children and young people:

1. Are safe from harm
2. Do well at all levels of learning and have skills for life
3. Enjoy healthy lifestyles
4. Have fun growing up
5. Are active citizens who feel they have a voice and influence

In addition to seeking evidence from a range of professionals, the Board felt that it was essential to hear from young people in the city about how *they* feel they are being supported to achieve in each of the five areas. To this end, the Board worked with the Voice, Influence and Change Team within the Children and Families directorate to arrange a series of fact-finding visits to youth groups around the city and to hold a central event where young people could come together to give their views to the Board.

A “Let’s Talk about Leeds” event was booked for Wednesday 13<sup>th</sup> March in the Banqueting Suite in Leeds Civic Hall and invites were sent to 47 different youth and community groups and all members of the Children & Families Scrutiny Board.

At the event, members of the Scrutiny Board assumed the roles of “expert listeners” – sitting with groups of young people at their tables and listening in to their conversations and discussions and providing information and insight where it was deemed appropriate. Following the event it was agreed that a copy of the final scrutiny report would be shared back with all of the youth groups in attendance.

## Consultation stalls

Having such a large and diverse range of young people in one place provided a great opportunity for other services to deliver their own consultation and engagement work during the break times. The following services were able to seek views from the children and young people in attendance:

- **Leeds “Our Spaces” Strategy consultation:** young people had the opportunity to comment on the development of public space in the city in line with the draft “Our Spaces” strategy
- **Yorkshire Sport Foundation:** young people were able to speak to colleagues representing Yorkshire Sport Foundation about the types of sports and activities they would like to be made available through their schools and youth settings
- **YouthWatch Leeds ‘mental health crisis’ consultation:** young people were able to speak to representatives from YouthWatch Leeds and feed into a current NHS consultation about the services and support that should be available to support young people in times of a mental health crisis



## The attendees

The event was attended by 134 children and young people aged 8 to 25 from the following 17 youth and community groups:

Care Leavers Council	Children in Care Council (Have a Voice)	NHS Youth Forum
The Marketplace Mental Health Support Group	YPMYG Group - Youth Service South East	Leeds Youth Service West group
BARCA Leeds	Community Youth Ambassadors	Student Leeds Safeguarding Children Partnership
UK Youth Parliament	YouthWatch Leeds	Central Yorkshire Scouts
Leeds Youth Council	Youth Matters - Crossgates & Whinmoor	Youth Matters - Temple Newsam
Willow Young Carers	Youth Service – Prince Philips	

They were joined by the Executive Member for Children and Families (Councillor Lisa Mulherin) as well as the following members of the Children and Families Scrutiny Board and supporting council officers:

Councillor Alan Lamb (Chair of Scrutiny Board)	Councillor Jessica Lennox
Councillor Caroline Gruen	Councillor Hannah Bithell
Councillor John Illingworth	Tony Britten (Scrutiny Board Member – Church Representative)
Jackie Ward (Scrutiny Board Member – Parent Governor Representative)	Kate Blacker (Scrutiny Board Member – Parent Governor Representative)
Debbie Reilly (Scrutiny Board Member - Looked After Children and Care Leavers Representative)	Angela Brogden (Principal Scrutiny Adviser)
Hannah Lamplugh (Voice, Influence & Change Lead)	Sue Rumbold (Chief Officer Partnerships & Health)



## The programme:

<b>16.45</b>	<p><b>Arrival and registration</b> Sign in and register, help yourself to refreshments and visit the stalls</p>
<b>17.10</b>	<p><b>Housekeeping and Icebreaker Game</b> Welcome to the Leeds Civic Hall followed by an icebreaker game to help everyone feel relaxed and engaged!</p>
	<p><b>Welcome to the event</b> Some background and context about the event from:</p> <p>Councillor Lisa Mulherin – Executive Member for Children and Families Councillor Alan Lamb – Chair of the Children and Families Scrutiny Board Hannah Lamplugh – Voice, Influence and Change Lead, Leeds City Council</p>
	<p><b>Workshop One – Let’s talk about Leeds</b> Work together to discuss what support and help you currently receive and what you feel could still be improved around <i>one</i> of the following themes: (Staying Safe) (Learning &amp; Skills) (Being Healthy) (Having fun) (Having a voice)</p> <p>This will be followed by a feedback session so you can hear what other groups have been saying.</p>
	<p><b>Optional group photograph</b> Smile and say cheese!</p>
<b>18.10</b>	<p><b>Break and food</b> Hot food will be served and you will have the opportunity to visit the marketplace stalls...and win prizes!</p>
	<p><b>Workshop Two – Let’s talk about Leeds</b> Similar to the workshop before break, you will work together to discuss what support and help you currently receive and what you feel could be improved around a different <i>one</i> of the following themes: (Staying Safe) (Learning &amp; Skills) (Being Healthy) (Having fun) (Having a voice)</p> <p>This will again be followed by a feedback session so you can hear what other groups have been saying.</p>
	<p><b>Final thoughts, evaluation and raffle prize draw</b> An opportunity to complete evaluation forms whilst the raffle draw is taking place. Councillor Alan Lamb, Chair of the Children and Families Scrutiny Board will then close the event</p>
<b>19.30</b>	<p><b>Event finishes</b> Have a safe journey home!</p>

## Young people's feedback on the 5 outcomes:

### Outcome by outcome breakdown

The tables below contain the collated feedback from every group participating in the event – split across the five outcomes:

<b>Safe from harm</b>	
<b>What works well?</b>	<b>What could be better?</b>
Having police out on the streets	Free self-defence workshops to learn how to protect yourself from things like knife crime
Cameras and CCTV	More police officers, health services, CCTV cameras around main areas, more youth workers on the streets and in places such as parks
Teachers staying on streets outside school until students get on their bus	People to have better training on how to deal with communicating with people who are suicidal or depressed
Good websites to support mental health	More work from the Police for example: coming to do talks at school or college about staying safe and what happens if you get caught committing crime
Police	Have a student psychologist coming into school to talk to students who might be struggling
Child psychologists and youth workers	Drug/alcohol use amongst young people is a problem
Crisis lines eg Childline	Not enough 'safe zones' in the city centre but some do exist
Having mentors in school	Some services aren't easily accessible for all young people
Role of parents and carers	Having young people friendly maps / signage around the city centre
Leeds City Council	More mental health drop in services
Marketplace and other 'safe zones' – treated as a person not a patient, drop in available and creates opportunities for young people	There is not enough information about sexual health services for young people
CaMHS / IAPT	There isn't enough interest from schools around MindMate
Andy's Man Club	Parks are not safe for young people in some areas and this needs monitoring – needles left around etc
Getaway Girls	Taxis – don't always feel safe in taxis, they should all have CCTV cameras installed, Taxi drivers should have more respect for young people, they don't understand that young people find taxi journeys frightening as it is and all taxi drivers should be CRB checked and approved
Sexual health clinics	Buses – are often dirty and the drivers rude and bus passes should be free or very cheap for under 16s as it costs a lot to get to school
MindMate lessons	Violence – people need to have more respect for one another because when they don't it leads to people feeling unsafe
Feel very safe in their youth group setting as the staff are very nice and supportive, taking the time to get to know them all	More surveillance / CCTV will help young people to feel safe and reduce alcohol/drugs
In school we have had: <ul style="list-style-type: none"> <li>○ information on knife safety and the police 'power to search'</li> </ul>	There should be stricter age limit on buying alcohol and heavier penalties for drug dealers, more stop and searches There is a barrier about talking to police to report drug dealing as the act of talking to police is scary

<ul style="list-style-type: none"> <li>○ assemblies on online safety including 'sexting' and 'grooming'</li> <li>○ seen police officers and safeguarding officers in schools</li> </ul>	<p>Less knife crime through having more police patrolling the streets in communities</p> <p>Mental health services to be improved</p>
Around Leeds they have seen lots of visible police officers which helps them feel safe	Free bus travel for Under 16s
There are lots of bike lanes which is good for safety but there needs to be more education on using lights on your bike	More assemblies on bullying in schools / colleges
Feel safe on buses	More school buses
Lots of free phone booths makes them feel safe	Make public space feel safer – more bins for litter and dog poo
NSPCC and Childline	Stop having “no ball games” signs
PSHCE lessons in schools	Renovated parks and spaces
Wider support such as The Marketplace, MindMate, CaMHS, TaMHS, Counselling services in schools	Zebra crossings on dangerous roads
Police on site and visiting schools	More youth groups based in local communities
Being safe online information	More mental health support
Safe project and Safe rooms / Time Out rooms	Zebra crossings
Charities	Slower speed limits
Events like this is positive	Cleaner environments
More events such as Breeze	More stuff for teenagers to do, more social activities, more groups
Police	More lighting on streets
Family	More visible police
Support groups – however they are not very well known	Be educated about safety at school
Youth Workers	More security cameras
Teachers	Lessons on how to stay safe on social media
Having people patrolling in parks	Easier and cheaper bus travel
Schools	Safety is down to the individual (looking after yourself)
Friends	Metal detectors in schools
Places are on the whole easy to get to	Regulating social media
Streets are well lit	More social responsibility
Childline	Make alcohol and drugs less accessible
Mindmate	Giving young people the option to have their say rather than telling them how they should feel
School support system	Stop gang violence
Breakfast clubs and afterschool clubs – easily accessible and safe environment for children	Support system in schools to help students who want to change
Social workers	Make people more aware of the services that are available to them
Mentors	
Safety in numbers, community	
We're generally out late at night WITH friends rather than alone	

**Do well at all levels of learning and have skills for life**

What works well?	What could be better?
Better understanding from teachers that let you speak	Transition from year 6 to 7 was scary
Good teachers and nurture group where I go when I get angry. Some teachers listen in Nurture.	New teachers
We have a sensory room at school with bean bags and fish floating in a tank	When we are naughty should get a reminder then a verbal warning then a sanction
We can make drinks and bagels in Nurture	Don't know school council
There's a teacher that I can always trust"	More outside learning and activities
Emotional support: PSHCE works well in school and covers lots of different topics. Have pastoral officers in schools	More sports for girls
Work experience works well <i>but some schools have stopped offering this</i>	Let kids make rules and have their own ideas (like we get to do in nurture)
	Do more fun stuff
	Learning about managing finances – this is never mentioned in school PSHCE provision. We want to learn about mortgages, taxes, bank accounts, bills, budgeting
	Managing our money is more important than algebra!
	Public speaking training, political education, democracy
	More choice of GCSE subjects – and support when choosing your options
	Better communication between teachers and parents
	More volunteering opportunities need to be available
	Schools to offer 'taster' days in different work placements

<b>Enjoy healthy lifestyles</b>	
<b>What works well?</b>	<b>What could be better?</b>
Leeds City Council listened to us and put monkey bars and a work area on the Broadlea's.	Don't feel comfortable with counselling sessions – only 6 weeks long and there are only 5 places for the 1500 students in school
Gym	It's hard to 'open up' so more support groups would be a good thing
Music	It would be a good idea to see a different person / professional for mental health needs and then a doctor for physical health
Yoga	Sport is good for mental health so there should be more sports teams and tournaments. These should be more accessible
Headspace and other mindfulness apps	Wellbeing lessons in school don't teach enough so it feels like the same lesson on repeat
Having a mental health hotline is a good idea but needs more advertising	Not everyone has a local Gym and transport costs to get to one are expensive
LCC leisure centres although better in some areas than others	Bus drivers can be aggressive and treat teens the wrong way. Buses are not reliable
Dance classes	Doing exercise gets expensive due to public transport costs and poor public transport in Leeds
Rugby	Healthy Eating – at college get no healthy food it's nuggets every day
Dog walking	Hard to ask doctors for help as you may then get turned away
Meditation	More green space
MindMate website	Make activities more affordable as cost is a big barrier
Headspace App	Have age appropriate activities
Gym	Advertise better
Boxing	Have park wardens
Gym – LCC used to run a service where young people could use the gym for free	Mental health services – you should be able to self-refer and not go through your GP
Swimming	Have a campaign to inform drivers about benefits of cycling
Walking – good parks, especially Roundhay	The waiting list for CaMHS services is very long
Exercise equipment in lots of parks	Long term support services at The Marketplace has a long wait
Cycle routes in the city	Needs to be more consistency in the support schools give, every school should have or offer a counselling service
Park runs	Compulsory "health checks" in Year 6 – it really isn't great for young people aged 10 to be told they are overweight as this can really affect them mentally
Triathlon	Have more "trails" to follow in parks
Some schools have counselling services in school	Schools should have more consistent PSHE provision and mental health support
The Marketplace project is fantastic	In a child friendly Leeds we would like age appropriate mental health taught to all CYP
MindMate is really good for information and support	LGBT clubs in schools need to be more inclusive within the school environment
Local GP had referred to The Marketplace and to Mindmate = good	
Schools have their own websites with info	

<b>Have fun growing up</b>	
<b>What works well</b>	<b>What could be better</b>
Scouts! Over 7,500 young people involved in West Yorkshire and over 2,500 volunteers	There should be more fun things to do online not just play "Fortnite"
Breeze card for all young people	The council should stop closing libraries and centres
Having youth work projects	There should be more clubs for under 18s
Skateparks	There should be more indoor activities for young people
Horse riding	There should be more universal sports – e.g. sports that ALL young people can do
Swimming pools	There should be organised youth walks
Good shopping	There are youth groups in the evenings but getting bus home at night can be dangerous
Libraries	There are barriers to some young people getting involved in projects
Leeds is better than Grimsby	High cost and poor reliability of public transport- could be resolved by minibus pick ups
Having pop up events in parks	There is a cost to access some projects which has an impact in deprived areas
Bowling	Some groups fully subscribed and you actually need to be on a waiting list from birth to join
Breeze events (but these are mainly for younger children not teens)	Improving lighting in parks
Volunteering opportunities	More internet cafes
Meanwood Urban Farm	More volunteering opportunities
Parks and gyms in parks	Clean up and revamp parks
Youth clubs	Breeze festival events should cater to all ages with more variety
Breeze festival	Sitting areas and lack of maintenance in smaller parks are not good
Dog Walking	More free events for young people
Really good cycling areas	More free family events
Lots of places to go in daylight – mini golf championships	Funding for more youth centres
Youth club on Fridays	Opportunities for residential to learn new skills
Local park	Discounts for family groups
School	Not enough variety of books in libraries
Shopping	Bring back Party in the Park
Cinema	There isn't much for teenagers to do
Swimming pool	Should have youth clubs for different age groups
Going out to eat	Cut down on young people smoking
Sport –football, rugby, dodgeball	More green areas
Breeze events	More bike lanes in student areas such as Burley / Hyde Park
The Carnival	More places to plant trees
Tropical world	Spaces that are just for teenagers
Dance	Improving the parks – having more equipment
Kickboxing / Boxing	Water fountains in the park
Cinema	More Breeze pop up events, more fairs
Record Shops	More gym access for young people
Parks – football	More disability access in parks

Canteens and bars	Youth club open more days than once a week
Concerts and gigs in town	Reduce gang activity
Shopping	Make the community centre bigger for sports activities
Picnics in the park	More child friendly events that are easy to get to – more dry events that are not all about alcohol and drugs
Walks in Roundhay Park	More green spaces
Breeze events	A more sociable arts scene – on the streets like in Manchester and Liverpool
Museums eg Armouries / Leeds Museum	Would use gyms and swimming pools more if they were easier to get to and cheaper
Things like food festivals	Cost of things can hinder what we do – more about the cost of actually getting there.
Having a youth club and getting to go on youth work trips	Gyms can be intimidating so more “young person friendly” gym sessions
Breeze events	We have less free time during exam times
Skate park in area	We don’t know about some young people’s events – should be better use of social media to promote and advertise and also promote things through schools
MUGA in area	Would like to see more things aimed at older teenagers
Takeaways and restaurants – it’s fun to eat	If there are events for example in millennium square and you may not be able to go if don’t have friends then can a youth worker take you?
Maggi our local lollipop lady, everybody loves her and she gives out sweets	Ice skating all year round
Local playground with a baby park	Stop spice drug users
Leeds Arena in the city centre	Have “steroid free gyms” that are for young people only
Shopping, food, cinema, bowling, trampolines, lazer zone	Have outdoor gyms for young people
	Sort litter out and more dog mess bins so we can walk dogs and enjoy parks
	Better bin people – pick up litter and empty bins quicker
	Smaller skatepark just for the younger children
	More free events for young people in town eg DJ, music, graffiti art etc
	Theme park in Leeds



<b>Active citizens who feel they have a voice and influence</b>	
<b>What works well</b>	<b>What could be better</b>
Our groups get to take over Corporate Parenting Board every year	Transport – should be a web service that asks for young people’s opinions
Youth Summit events	Schools need to have better skills and abilities to understand people with learning difficulties for example Dyslexia
Supported to have a voice by support workers, foster carers, IRO’s	More young people should be able to make decisions within youth groups / leisure centres and schools
Have mentors in school	Activities should be more focused on people aged 13-20
The Care Promise – this gives you information on what you should expect from social services	There should be more advertising of activities on social media
Good support from independent visitors or PAs (Personal Advisors)	Young people don’t always know who their local councillors are and how to contact them
Barnardo’s Children’s Rights service (Advocacy Service for looked after young people)	School councils need to be more consistent and meaningful and should let students know the scope of what they can change
MST Team	Don’t feel you can make much of a difference in school – YP want to see more action and direct change
Quizzes and surveys	Need central support for school councils to offer support and guidance
Through reaching	City councillors should go into their local schools to meet their local school councils every few months. Councillors can learn priorities in the school but also speak to the students to get feedback about their local area
Direct approach	Councillors could hold surgeries in schools
Word of mouth	The role of a “children’s champion” councillor should be clearer.
Social media	Leeds needs better transport e.g. Trams
Leeds Youth Council – learn about what is going on and able to meet with decision makers	Rental bikes would mean less pollution in the city
36% of 11-18 year olds in Leeds took part in the 2018 UK Youth Parliament ‘Make Your Mark’ ballot	Young people should be able to represent their area
School councils – get to speak to and share ideas with headteacher, suggest ideas for PSHE lessons and get to interview new staff for jobs in school	Young people should be able to vote younger to have their say
Youth groups and clubs in local areas enable and encourage young people to have a voice	School councils – school councils should include all students no matter what behaviour or disabilities in having a voice. Sometimes it is only the good “nice” kids who get the chance in schools
Events like today	
Ability to have a protest!	
Inviting local councillor to our youth club	
Encouraging us to vote when we turn 18	
Young people have a voice and influence within the YPMYG youth group – decide on budgets etc	
Got involved in a consultation about making city centre better	
Went to child friendly Leeds awards events	
Have had meetings with ward councillors	
Have attended forums	

Have your say event	
Civic Hall events	
Leeds overall has a good thing to hear young people's voice	

## Young people's feedback on the 5 outcomes:

### Breakdown by youth group

#### Youth group: BARCA Leeds (young people at risk of exclusion)

##### Workshop One: Learning and Skills

###### What works well?

- Better understanding from teachers that let you speak
- Good teachers and nurture group where I go when I get angry. Some teachers listen in Nurture.
- We have a sensory room at school with bean bags and fish floating in a tank
- We can make drinks and bagels in Nurture
- "There's a teacher that I can always trust"

###### What more could be done / what are the problems?

- Transition from year 6 to 7 was scary
- New teachers
- When we are naughty should get a reminder then a verbal warning then a sanction
- Don't know school council
- More outside learning and activities
- More sports for girls
- Let kids make rules and have their own ideas (like we get to do in nurture)
- Do more fun stuff

##### Workshop Two: Being healthy

###### What works well?

- Leeds City Council listened to us and put monkey bars and a work area on the Broadleas.

###### What more could be done / what are the problems?

*Didn't complete*

## Youth group: Central Yorkshire Scouts

### Workshop One: Being Healthy

#### What works well?

- Gym
- Music
- Yoga
- Headspace and other mindfulness apps
- Having a mental health hotline is a good idea but needs more advertising
- LCC leisure centres although better in some areas than others

#### What more could be done / what are the problems?

- Don't feel comfortable with counselling sessions – only 6 weeks long and there are only 5 places for the 1500 students in school
- Mental health:
  - It's hard to 'open up' so more support groups would be a good thing
  - It would be a good idea to see a different person / professional for mental health needs and then a doctor for physical health
  - Sport is good for mental health so there should be more sports teams and tournaments. These should be more accessible
  - Wellbeing lessons in school don't teach enough so it feels like the same lesson on repeat
- Physical health:
  - Not everyone has a local Gym and transport costs to get to one are expensive
  - Bus drivers can be aggressive and treat teens the wrong way. Buses are not reliable
  - Doing exercise gets expensive due to public transport costs and poor public transport in Leeds
- Healthy Eating – at college get no healthy food it's nuggets every day
  - Hard to ask doctors for help as you may then get turned away

### Workshop Two choice: Having fun

#### What works well?

- Scouts! Over 7,500 young people involved in West Yorkshire and over 2,500 volunteers

#### What more could be done / what are the problems?

- There are youth groups in the evenings but getting bus home at night can be dangerous
- There are barriers to some young people getting involved in projects
- High cost and poor reliability of public transport- could be resolved by minibus pick ups
- There is a cost to access some projects which has an impact in deprived areas
- Some groups fully subscribed and you actually need to be on a waiting list from birth to join

## **Youth group: Children in Care Council and Care Leavers Council**

### **Workshop One: Active citizenship and voice**

#### **What works well?**

- Our groups get to take over Corporate Parenting Board every year
- Youth Summit events
- Supported to have a voice by support workers, foster carers, IRO's
- Have mentors in school
- The Care Promise – this gives you information on what you should expect from social services
- Good support from independent visitors or PAs (Personal Advisors)
- Barnardo's Children's Rights service (Advocacy Service for looked after young people)
- MST Team

#### **What more could be done / what are the problems?**

- Transport – should be a web service that asks for young people's opinions
- Schools need to have better skills and abilities to understand people with learning difficulties for example Dyslexia
- More young people should be able to make decisions within youth groups / leisure centres and schools

### **Workshop Two choice: Staying Safe**

#### **What works well?**

- Having police out on the streets
- Cameras and CCTV
- Teachers staying on streets outside school until students get on their bus
- Good websites to support mental health

#### **What more could be done / what are the problems?**

- Free self-defence workshops to learn how to protect yourself from things like knife crime
- More police officers, health services, CCTV cameras around main areas, more youth workers on the streets and in places such as parks
- People to have better training on how to deal with communicating with people who are suicidal or depressed

## **Youth group: Leeds Hospitals Youth Forum**

### **Workshop One: Staying Safe**

#### **What works well?**

- Police
- Child psychologists and youth workers
- Crisis lines eg Childline
- Having mentors in school
- Role of parents and carers
- Leeds City Council

#### **What more could be done / what are the problems?**

- More work from the Police for example: coming to do talks at school or college about staying safe and what happens if you get caught committing crime
- Have a student psychologist coming into school to talk to students who might be struggling
- Drug/alcohol use amongst young people is a problem

### **Workshop Two choice: Having fun**

#### **What works well?**

- Breeze card for all young people
- Having youth work projects

#### **What more could be done / what are the problems?**

- There should be more fun things to do online not just play “fortnite”
- The council should stop closing libraries and centres
- There should be more clubs for under 18s
- There should be more indoor activities for young people
- There should be more universal sports – eg sports that ALL young people can do
- There should be organised youth walks

## **Youth groups: Student Leeds Safeguarding Children Partnership & Prince Phillips Youth Service Group**

### **Workshop One: Being Healthy**

#### **What works well?**

- Dance classes
- Rugby
- Dog walking
- Meditation
- MindMate website
- Headspace App
- Gym
- Boxing

#### **What more could be done / what are the problems?**

- More green space
- Make activities more affordable as cost is a big barrier
- Have age appropriate activities
- Advertise better
- Have park wardens

### **Workshop Two: Active citizenship and voice**

#### **What works well?**

- Quizzes and surveys
- Through reaching
- Direct approach
- Word of mouth
- Social media

#### **What more could be done / what are the problems?**

- Activities should be more focused on people aged 13-20
- There should be more advertising of activities on social media

## **Youth group: Leeds Youth Council & Leeds Youth Parliament**

### **Workshop One: Being Healthy**

#### **What works well?**

- Gym – LCC used to run a service where young people could use the gym for free
- Swimming
- Walking – good parks, especially Roundhay
- Exercise equipment in lots of parks
- Cycle routes in the city
- Park runs
- Triathlon
- Some schools have counselling services in school
- The Marketplace project is fantastic
- MindMate is really good for information and support
- Local GP had referred to The Marketplace and to Mindmate = good
- Schools have their own websites with info

#### **What more could be done / what are the problems?**

- Mental health services – you should be able to self-refer and not go through your GP
- Have a campaign to inform drivers about benefits of cycling
- The waiting list for CaMHS services is very long
- Long term support services at The Marketplace has a long wait
- Needs to be more consistency in the support schools give, every school should offer a counselling service
- Compulsory “health checks” in Year 6 – it really isn’t great for young people aged 10 to be told they are overweight as this can really affect them mentally
- Have more “trails” to follow in parks
- Schools should have more consistent PSHE provision and mental health support
- In a child friendly Leeds we would like age appropriate mental health taught to all CYP
- LGBT clubs in schools need to be more inclusive within the school environment

### **Workshop Two: Active citizenship and voice**

#### **What works well?**

- Leeds Youth Council – learn about what is going on and able to meet with decision makers
- 36% of 11-18 year olds in Leeds took part in the 2018 UK Youth Parliament ‘Make Your Mark’ ballot
- School councils – get to speak to and share ideas with headteacher, suggest ideas for PSHE lessons and get to interview new staff for jobs in school
- Youth groups and clubs in local areas enable and encourage young people to have a voice

#### **What more could be done / what are the problems?**

- Young people don’t always know who their local councillors are and how to contact them
- School councils need to be more consistent and meaningful and should let students know the scope of what they can change
- Don’t feel you can make much of a difference in school – YP want to see more action and direct change
- Need central support for school councils to offer support and guidance
- City councillors should go into their local schools to meet their local school councils every few months. Councillors can learn priorities in the school but also speak to the students to get feedback about their local area
- Councillors could hold surgeries in schools
- The role of a “children’s champion” councillor should be clearer.



## Youth group: The Marketplace Leeds

### Workshop One: Having fun

#### What works well?

- Skateparks
- Horse riding
- Swimming pools
- Good shopping
- Libraries
- Leeds is better than Grimsby
- Having pop up events in parks
- Bowling
- Breeze events (but these are mainly for younger children not teens)
- Volunteering opportunities
- Meanwood Urban Farm

#### What more could be done / what are the problems?

- Improving lighting in parks
- More internet cafes
- More volunteering opportunities
- Clean up and revamp parks
- Breeze festival events should cater to all ages with more variety
- Sitting areas and lack of maintenance in smaller parks are not good
- More free events for young people
- More free family events
- Funding for more youth centres
- Opportunities for residential to learn new skills
- Discounts for family groups
- Not enough variety of books in libraries
- Bring back Party in the Park

### Workshop Two: Staying safe

#### What works well?

- Marketplace and other 'safe zones' – treated as a person not a patient, drop in available and creates opportunities for young people
- CaMHS / IAPT
- Getaway Girls and Andy's Man Club
- Sexual health clinics
- MindMate lessons

#### What more could be done / what are the problems?

- Not enough 'safe zones' in the city centre but some do exist
- Some services aren't easily accessible for all young people
- Having young people friendly maps / signage around the city centre
- More mental health drop in services
- There is not enough information about sexual health services for young people
- There isn't enough interest from schools around MindMate
- Parks are not safe for young people in some areas and this needs monitoring – needles left around etc

## Youth group: Willow Young Carers (Barnardo's)

### Workshop One: Staying Safe

#### What works well?

- Feel very safe in their youth group setting as the staff are very nice and supportive, taking the time to get to know them all
- In school, members of Willow YC have had:
  - information on knife safety and the police 'power to search'
  - assemblies on online safety including 'sexting' and 'grooming'
  - have seen police officers and safeguarding officers in schools
- Around Leeds they have seen lots of visible police officers which helps them feel safe
- There are lots of bike lanes which is good for safety but there needs to be more education on using lights on your bike
- Feel safe on buses
- Lots of free phone booths makes them feel safe

#### What more could be done / what are the problems?

- Taxis – don't always feel safe in taxis, they should all have cctv cameras installed, Taxi drivers should have more respect for young people, they don't understand that young people find taxi journeys frightening as it is and all taxi drivers should be CRB checked and approved
- Buses – are often dirty and the drivers rude and bus passes should be free or very cheap for under 16s as it costs a lot to get to school
- Violence – people need to have more respect for one another because when they don't it leads to people feeling unsafe
- More surveillance / cctv will help young people to feel safe and reduce alcohol/drugs
- There should be stricter age limit on buying alcohol and heavier penalties for drug dealers, more stop and searches
- There is a barrier about talking to police to report drug dealing as the act of talking to police is scary

### Workshop Two choice: Learning and Skills

#### What works well?

This subject is really important to us – especially learning about emotions, cooking, common sense, finances, taxes etc.

- Emotional support: PSHCE works well in school and covers lots of different topics. Pastoral officers in schools
- Work experience works well *but some schools have stopped offering this*

#### What more could be done / what are the problems?

- Learning about managing finances – this is never mentioned in school PSHCE provision. We want to learn about mortgages, taxes, bank accounts, bills, budgeting
- Managing our money is more important than algebra!
- Public speaking training, political education, democracy
- More choice of GCSE subjects – and support when choosing your options
- Better communication between teachers and parents
- More volunteering opportunities need to be available
- Schools to offer 'taster' days in different work placements

## **Youth group: Community Youth Ambassadors Table 1**

### **Workshop One and Two: Staying Safe**

#### **What works well?**

- NSPCC and Childline
- PSHCE lessons in schools
- Wider support such as The Marketplace, MindMate, CaMHS, TaMHS, Counselling services in schools
- Police on site and visiting schools
- Being safe online information
- Safe project and Safe rooms / Time Out rooms
- Charities
- Events like this is positive
- More events such as Breeze

#### **What more could be done / what are the problems?**

- Less knife crime through having more police patrolling the streets in communities
- Mental health services to be improved
- Free bus travel for Under 16s
- More assemblies on bullying in schools / colleges
- More school buses
- Make public space feel safer – more bins for litter and dog poo
- Stop having “no ball games” signs
- Renovated parks and spaces
- Zebra crossings on dangerous roads
- More youth groups based in local communities

## Youth group: Community Youth Ambassadors Table 2

### Workshop One: **Staying Safe**

#### What works well?

- Police
- Family
- Support groups – however they are not very well known
- Youth Workers
- Teachers
- Having people patrolling in parks
- Schools
- Friends

#### What more could be done / what are the problems?

- More mental health support
- Zebra crossings
- Slower speed limits
- Cleaner environments
- More stuff for teenagers to do, more social activities, more groups
- More lighting on streets
- More visible police
- Be educated about safety at school
- More security cameras
- Lessons on how to stay safe on social media
- Easier and cheaper bus travel

### Workshop Two choice: **Having fun**

#### What works well?

- Parks and gyms in parks
- Youth clubs
- Breeze festival
- Dog Walking
- Really good cycling areas
- Lots of places to go in daylight – mini golf championships

#### What more could be done / what are the problems?

- There isn't much for teenagers to do
- Should have youth clubs for different age groups
- Cut down on young people smoking
- More green areas
- More bike lanes in student areas such as Burley / Hyde Park
- More places to plant trees
- Spaces that are just for teenagers

## **Youth group: Youth Service Outer South Group**

### **Workshop One: Having fun**

#### **What works well?**

- Youth club on Fridays
- Local park
- School
- Shopping
- Cinema
- Swimming pool
- Going out to eat
- Sport –football, rugby, dodgeball
- Breeze events
- The Carnival
- Tropical world
- Dance
- Kickboxing / Boxing

#### **What more could be done / what are the problems?**

- Improving the parks – having more equipment
- Water fountains in the park
- More Breeze pop up events, more fairs
- More gym access for young people
- More disability access in parks
- Youth club open more days than once a week
- Reduce gang activity
- Make the community centre bigger for sports activities

### **Workshop Two: Active citizenship and voice**

#### **What works well?**

- Events like today
- Ability to have a protest!
- Inviting local councillor to our youth club
- Encouraging us to vote when we turn 18

#### **What more could be done / what are the problems?**

- Leeds needs better transport e.g. Trams
- Rental bikes would mean less pollution in the city
- Young people should be able to represent their area
- Young people should be able to vote younger to have their say

## Youth group: Youthwatch Leeds

### Workshop One: Having fun

#### What works well?

- Cinema
- Record Shops
- Parks – football
- Canteens and bars
- Concerts and gigs in town
- Shopping
- Picnics in the park
- Walks in Roundhay Park
- Breeze events
- Museums eg Armouries / Leeds Museum
- Things like food festivals

#### What more could be done / what are the problems?

- More child friendly events that are easy to get to – more dry events that are not all about alcohol and drugs
- More green spaces
- A more sociable arts scene – on the streets like in Manchester and Liverpool
- Would use gyms and swimming pools more if they were easier to get to and cheaper
- Cost of things can hinder what we do – more about the cost of actually getting there.
- Gyms can be intimidating so more “young person friendly” gym sessions
- We have less free time during exam times
- We don’t know about some young people’s events – should be better use of social media to promote and advertise and also promote things through schools
- Would like to see more things aimed at older teenagers
- If there are events for example in millennium square and you may not be able to go if don’t have friends then can a youth worker take you?

### Workshop Two choice: Staying Safe

#### What works well?

- Places are on the whole easy to get to
- Streets are well lit
- Childline
- Mindmate
- School support system
- Breakfast clubs and afterschool clubs – easily accessible and safe environment for children
- Social workers
- Mentors
- Safety in numbers, community
- We’re generally out late at night WITH friends rather than alone

#### What more could be done / what are the problems?

- Safety is down to the individual (looking after yourself)

- Metal detectors in schools
- Regulating social media
- More social responsibility
- Make alcohol and drugs less accessible
- Giving young people the option to have their say rather than telling them how they should feel
- Stop gang violence
- Support system in schools to help students who want to change
- Make people more aware of the services that are available to them

## Youth group: YPMYG – Micklefield Youth Service Group

### Workshop One: Having fun

#### What works well?

- Having a youth club and getting to go on youth work trips
- Breeze events
- Skate park in area
- MUGA in area
- Takeaways and restaurants – it's fun to eat
- Maggi our local lollipop lady, everybody loves her and she gives out sweets
- Local playground with a baby park
- Leeds Arena in the city centre
- Shopping, food, cinema, bowling, trampolines, lazer zone

#### What more could be done / what are the problems?

- Ice skating all year round
- Stop spice drug users
- Have "steroid free gyms" that are for young people only
- Have outdoor gyms for young people
- Sort litter out and more dog mess bins so we can walk dogs and enjoy parks
- Better bin people – pick up litter and empty bins quicker
- Smaller skatepark just for the younger children
- More free events for young people in town eg DJ, music, graffiti art etc
- Theme park in Leeds
- Free concerts and music events

### Workshop Two choice: Active citizenship and voice

#### What works well?

- Young people have a voice and influence within the YPMYG youth group – decide on budgets etc
- Got involved in a consultation about making city centre better
- Went to child friendly Leeds awards events
- Have had meetings with ward councillors
- Have attended forums
- Have your say event
- Civic Hall events

#### What more could be done / what are the problems?

- School councils – school councils should include all students no matter what behaviour or disabilities in having a voice. Sometimes it is only the good "nice" kids who get the chance in schools
- Leeds overall has a good thing to hear young people's voice



## Evaluations

81 delegates completed evaluation forms at the event.

### ***How would you rate the event on a scale of 1 (poor) to 5 (great?)***

<b>Rating:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Number of responses:</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>36</b>	<b>38</b>
<b>Percentage:</b>	<b>0%</b>	<b>1%</b>	<b>7%</b>	<b>44%</b>	<b>48%</b>

Overall, 92% of delegates who completed evaluation forms at the event rated it as good (4) or great (5)

*"I enjoyed it!"*

*"Extremely amazing and fun"*

*"Fab – had a lovely night"*

*"This was a really fun night – thank you"*

*"Really enjoyed tonight"*

### **What I really enjoyed was:**

- Meeting new people/groups x 10
- Having my voice/say x 2
- Group discussions x 2
- All the different stalls
- All of it well-presented and great
- Me learning to have confidence and speak over the microphone in front of everyone!
- Meeting everyone
- Really enjoyed the fact that young people collectively got to discuss issues important to us
- Interactive activities
- Food x 13
- Group photo
- Getting to know what people think about the city
- The ability to see other people's views and support decisions
- Finding new ways to keep young people safe
- Seeing all the youth groups from around the city come together
- The cooperation and enthusiasm
- Workshops – we all had our chance to speak our minds and have our voices heard.
- The food was delectable and the brownies were exemplary
- Genuinely felt listened to
- Food was a nice touch
- Good idea have scrutiny members walking round
- Being able to voice my opinion and knowing it can have an impact
- Having a say in how to improve Leeds for people my age
- Games
- Seeing so many young people coming together to have their say and celebrating that together with wonderful support

- Sharing ideas
- Well laid out
- Discussions with members of the scrutiny team
- Feeling engaged and listened to
- Talking about issues which effect young people
- Talking with people who could influence Leeds (act on what was said, not just listen)
- Sharing information
- Seeing how confident young people in the city are
- The location
- Good presenter
- The topics discussed and the aims of the event
- Having important people from LCC attend and take part
- The various consultations that took place
- The fun descriptions read from each table about good things and bad things about Leeds
- Being able to speak my opinion x 2
- Everything x 2
- That everyone was given the chance to voice their opinion x 2
- That we all got the chance to express how we felt about certain problems and how we could improve these problems
- Seeing friends I haven't seen in ages
- All the different stalls
- Talking to other young people
- Getting voices about things like school
- Hanging out with friends
- Everybody had a voice
- Putting our ideas forward
- The whole event x 2
- Completing our group worksheet about issues
- The group discussions and how many people came to our YouthWatch stall
- Being about to speak to young people about our work and having them complete our surveys – we've had some really valuable feedback (Yorkshire Sport)
- It was an amazing experience
- The speakers – Cllr Mulherin and Cllr Lamb
- The audience feedback and discussion time and the opportunity to meet with councillors
- Engaging with other groups in Leeds
- It stayed exactly to time
- The raffle
- People viewing what I think is good
- The piano music – amazing talent
- Had a very enjoyable evening listening to the young people
- Having amazing conversations with my friends
- Having a wonderful time with my fabulous friends
- Really enjoyed hearing other people's opinions on different types of events
- Enjoyed meeting new people and talking about different situations and sharing ideas with each other
- The workshops discussing how to make Leeds better

## The event would have been better if:



- Not as crowded on tables and go for food one by one
- Mix with different groups x 5
- It was longer and more interactive
- No spicy food
- Different styles of workshops x 2
- More topics to talk about x 2
- More time to speak
- The ice breaker was more inclusive and longer
- Better icebreaker
- Started a little later – struggle to get young people there after school x 3
- More information
- A lot more moving around
- We could hear people better
- More activities to get to know more about other youth groups
- More stalls x 2
- More chat with councillors
- More time for discussion with scrutiny members
- More discussions x 2
- More brownies
- Longer sheets to write on
- We could submit more work with a broader range of questions
- Pizza
- Less formal talking from people we don't even know who they are
- More events like this in the future
- More older groups i.e. 12-20 x 3
- Aimed at both children and young people
- More photographs and more fun icebreakers
- It was the same x 2
- Nothing x 2
- Groups could choose their own topics
- A little less adult and more fun for us younger children – but it was really good 😊 😊 😊
- More freebies x 2
- More desert options x 2
- People were not nervous x 2
- More activities / games x 4
- Can we come back please?!
- I liked everything
- Nothing – you did great 😊
- Not as many people as was very crowded and not much room
- Nothing everything was amazing x 2
- If we could bring our whole youth group
- We all got to talk
- If everyone got their opinion and what they would like to happen

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**Report of Head of Governance and Scrutiny Support**

**Report to Scrutiny Board (Children and Families)**

**Date: 24<sup>th</sup> April 2019**

**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 and undertake an inquiry based on the question ‘is Leeds a child friendly city?’ seven years on from the introduction of Child Friendly Leeds.

2.2 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.

2.3 Executive Board minutes from the meeting held on 20<sup>th</sup> March 2019 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

2.4 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.

- 2.5 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.
- 2.6 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

*Joint Workshop with the Adults Health and Active Lifestyles Scrutiny Board to consider a new draft Market Position Statement.*

- 2.7 An opportunity had arisen for members of the Children and Families Scrutiny Board and the Adult, Health and Active Lifestyles Scrutiny Board to work collaboratively to consider and comment on a new draft Market Position Statement (MPS). This is aimed at the health and care provider market to stimulate conversations around the Council’s commissioning intentions across the City. However, the new MPS will have a broader focus beyond adult social care and is being produced in partnership with Children’s Services and Leeds CCG. A joint workshop was therefore held on 4<sup>th</sup> April 2019 to allow Scrutiny to consider the draft MPS prior to it being finalised.

*Call In meeting – 8<sup>th</sup> April 2019*

- 2.8 An Executive Board decision was Called In on 28<sup>th</sup> March 2019. The decision related to the Learning Places Programme and Secondary School Place Requirements for East Leeds, which therefore fell within the remit of the Children and Families Scrutiny Board. A Call In meeting was held on 8<sup>th</sup> April 2019. In conclusion, the decision was released for implementation. However, the Board requested that the Director of Children and Families provides a report to the Scrutiny Board at its first meeting of the new municipal year clarifying the existing process and other potential alternative options for objections to be considered following the publication of a statutory notice of a proposal to close, open or make prescribed changes to a school.

#### Developing the work programme for the new municipal

- 2.9 Scrutiny Boards are subject to an annual review and appointment process as part of the overall governance arrangements presented and agreed by Council at its annual meeting each year.

- 2.10 As such, Scrutiny Boards have tended to adopt different approaches to planning for the new municipal year and providing a 'handover' of issues to be considered by the appropriate and newly constituted Scrutiny Board.
- 2.11 Historically, at the first meeting of the municipal year, Scrutiny Boards have been presented with an outline of proposed formal meeting dates, alongside a draft work schedule that reflected traditional and known items of scrutiny activity, such as performance and budget monitoring, identified Budget and Policy Framework items and recommendation tracking.
- 2.12 Specific scrutiny inquiries have tended to be identified at the initial meetings in June / July each year; however some Scrutiny Board members have raised concern around this approach and the impact this can have on progressing and completing identified inquiries in a timely manner.
- 2.13 In order to bring these matters together and to adopt a longer-term approach to planning Scrutiny Board work programmes; each Scrutiny Board is being presented with:
- (a) A draft schedule of planned meeting dates for the municipal year (2019/20)
  - (b) A draft work schedule that includes known items of scrutiny activity, such as performance and budget monitoring, identified Budget and Policy Framework items and recommendation tracking.
  - (c) Details of specific areas / matters to be recommended for consideration by the appropriate Scrutiny Board, as part of the overall 2019/20 work programme.
- 2.14 The draft work schedule is presented at Appendix 3 for consideration. This also outlines planned meeting dates and for consistency, it is proposed to maintain the current meeting arrangements for the new municipal year, i.e. meeting on Wednesdays at 10.00 am (pre-meeting at 9.45 am).
- 2.15 In considering the details presented at Appendix 3, Members of the Scrutiny Board are reminded to consider the information outlined in paragraph 2.5.
- 2.16 In terms of any specific areas/ matters to be recommended to the successor Scrutiny Board, it is proposed that, once agreed, the Board's final report detailing the findings from its main inquiry this year is considered by the successor Board at its first meeting so that it can help shape the work programme for the new municipal year.
- 2.17 However, the Scrutiny Board is invited at this stage to also recommend any other matters for the successor Board to consider.
- 2.18 In agreeing to recommend any specific matters for consideration by the successor Scrutiny Board, members should recognise the future work schedule will:
- Become the responsibility of a successor Scrutiny Board (subject to the arrangements agreed by Council in May 2019).
  - Remain flexible and adaptable to reflect any new and emerging issues or changing priorities identified in the new municipal year.
  - Need to reflect any timetabling issues that might occur from time to time.
- 2.19 Nonetheless, setting out proposed meeting dates and a draft work schedule for the new municipal year will provide a foundation that will not only help with the initial

planning for next year's Scrutiny Board, it also has the potential to help with planning the work programme in the longer-term.

### **3. Recommendations**

3.1 The Scrutiny Board is asked to:

- a) consider the matters outlined in this report, and the appended information and matters raised during the meeting.
- b) 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.
- c) consider the draft work schedule as presented at Appendix 3 and make recommendations as deemed necessary.

### **4. Background papers<sup>1</sup>**

4.1 None used

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<sup>1</sup> 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.





## Scrutiny Board (Children and Families) Work Schedule for 2018/2019 Municipal Year

June	July	August
<b>Meeting Agenda for 13<sup>th</sup> June 2018</b>	<b>Meeting Agenda for 18<sup>th</sup> July 2018</b>	<b>No Scrutiny Board meeting scheduled.</b>
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)	
<b>Working Group Meetings</b>		
<b>Site Visits</b>		

**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
<b>Meeting Agenda for 26<sup>th</sup> September 2018</b>	<b>Meeting Agenda for 24<sup>th</sup> October 2018</b>	<b>No Scrutiny Board meeting scheduled.</b>
Co-opted Members (DB)  White Rose Children Looked After Interim Residential Framework Agreement (PSR)  Scrutiny Inquiry - Is Leeds a child friendly city? Themed discussion on the following CYPP outcomes:  <i>Children and young people have fun growing up;</i>  <i>Children and young people are active citizens who feel they have a voice and influence.</i>	SEND Inquiry (RT)  Scrutiny Inquiry - Is Leeds a child friendly city? Themed discussion on the CYPP outcome: <i>Children and young people do well at all levels of learning and have skills for life.</i>	
<b>Working Group Meetings</b>		
<b>Site Visits</b>		
<b>Call In Meetings</b>		
	Meeting held on 10 <sup>th</sup> October 2018 to consider the Executive Board decision relating to the proposal to increase primary places at Moor Allerton Hall Primary School.	

### 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
<b>No Scrutiny Board meeting scheduled.</b>	<b>Meeting Agenda for 23<sup>rd</sup> January 2019</b>	<b>No Scrutiny Board meeting scheduled.</b>
	Performance report (PM) Ofsted Inspection Report (PM) Financial Health Monitoring (PSR) 2019/20 Initial Budget Proposals (PDS) Best Council Plan Refresh – Initial Proposals (PDS) Inquiry into Child Poverty & 3As – Update (RT)	
<b>Working Group Meetings</b>		
<b>Site Visits</b>		
		Visits to various local youth groups arranged in consultation with Board Members.

### 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
<b>Meeting Agenda for 6<sup>th</sup> March 2019</b>	<b>Meeting Agenda for 24<sup>th</sup> April 2019</b>	<b>No Scrutiny Board meeting scheduled.</b>
Scrutiny Inquiry - Is Leeds a child friendly city? Themed discussion on the following CYPP outcomes:  <i>Children and young people are safe from harm.</i> <i>Children and young people enjoy healthy lifestyles.</i>	Children Centres Inquiry (RT)  Annual Standards Report (PM)  Scrutiny Inquiry – Is Leeds a Child Friendly City? - addressing outstanding issues	
<b>Working Group Meetings</b>		
Parental engagement and influence on learning outcomes – 4 <sup>th</sup> March 2019 at 2pm  Youth Voice Summit Event – 13 <sup>th</sup> March 2019 at 5pm	Joint workshop with the Adults Health and Active Lifestyles Scrutiny Board on the Draft Market Position Statement – 4 <sup>th</sup> April 2019 at 11.45 am	
<b>Site Visits</b>		
Visits to various local youth groups arranged in consultation with Board Members.	Visits to various local youth groups arranged in consultation with Board Members.	
<b>Call In Meetings</b>		
	Meeting held on 8 <sup>th</sup> April 2019 to consider the Executive Board decision relating to the Learning Places Programme and Secondary School Place Requirements for East Leeds.	

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### 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, 20TH MARCH, 2019

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

Councillors R Charlwood, D Coupar,  
S Golton, Lamb, J Lewis, R Lewis,  
L Mulherin, J Pryor and M Rafique

**APOLOGIES** Councillor A Carter

**SUBSTITUTE MEMBER** Councillor A Lamb

**168 Substitute Member**

Under the provisions of Executive and Decision Making Procedure Rule 3.1.6, Councillor A Lamb was invited to attend the meeting on behalf of Councillor A Carter, who had submitted his apologies for absence from the meeting.

**169 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 Appendix B to the report entitled, 'Learning Places Programme Update and Secondary School Place Requirements for East Leeds', referred to in Minute No. 177 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 the information within the appendix provides commercially sensitive information regarding the potential purchase / valuation of a site and disclosure of this information would potentially prejudice the Council's position. It is considered that the public interest in maintaining the content of the appendix as being exempt from publication outweighs the public interest in disclosing the information at this time.
- b) That Appendix 2 to the report entitled, 'Acquisition of Unit 6 Waterside Road, Stourton, for Service Re-provision', referred to in Minute No. 184 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 the information within that appendix relates to the financial or business affairs of a particular person and the council. This information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information relates to a financial offer that the

Draft minutes to be approved at the meeting  
to be held on Wednesday, 17th April, 2019

council has submitted to purchase the property in a one to one negotiation it is not in the public interest to disclose this information at this point in time. Also it is considered that the release of such information would or would be likely to prejudice the council's commercial interests in relation to other similar transactions in that prospective purchasers of other similar properties would have access to information about the nature and level of consideration which may prove acceptable to the council. It is considered that whilst there may be a public interest in disclosure, much of this information will be publicly available from the Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

#### **170 Late Items**

With the agreement of the Chair, one late item of business was admitted to the agenda entitled, 'Update on Leeds City Council's preparations for the UK's exit from the European Union'. The report could not have been included within the agenda as originally published on 12<sup>th</sup> March 2019, given the uncertain and fast-developing nature of this issue at a national level and the outcomes of the parliamentary votes on the Withdrawal Deal held 12<sup>th</sup>; 13<sup>th</sup> and 14<sup>th</sup> March 2019 respectively. Also, given the UK's exit date from the EU is 29<sup>th</sup> March 2019, and given how quickly the situation was developing, it was felt that this report could not be delayed until the next scheduled meeting of the Board. (Minute No. 179 refers).

Additionally, the Board received a supplementary document relating to 'The Annual Standards Report 2017-18' containing an updated table showing Key Stage 4 data which was not previously available (minute 176 refers).

#### **171 Declaration of Disclosable Pecuniary Interests**

There were no Disclosable Pecuniary Interests declared at the meeting.

#### **172 Minutes of the Previous Meeting**

**RESOLVED** – That the minutes of the previous meeting held on 13<sup>th</sup> February 2019 be approved as a correct record.

### **COMMUNITIES**

#### **173 Community Hubs - Update**

The Director of Communities and Environment submitted a report on the progress made to date on the Community Hub programme, seeking approval of the Phase 3, year 2 programme, in order to establish Community Hubs in a number of key local buildings, mainly existing Libraries and One Stop Centres to support the delivery of integrated and accessible services.

In response to Member comments regarding customer satisfaction and feedback in relation to the Community Hubs delivered to date, the Board was advised that each Hub was responsive to the local community's needs to ensure each locality received the right services for the area. Additionally, the

role of Scrutiny Board (Environment, Housing and Communities) in the development of the programme was acknowledged.

#### **RESOLVED -**

- a) That the contents of the report and specifically the progress made on delivering the Community Hubs as part of Phase 1 and Phase 2, Phase 3, year 1 and the Mobile Community Hub approach be noted.
- b) To note the injection of £4.84m to deliver the Phase 3 - Year 2 (2019/20) schemes of the Community Hub programme and to note that updated business cases for individual Hub schemes will require authority to spend in line with the current capital approvals process.
- c) That it be noted that further Phase 3 business cases will be submitted in 2020 to request further injections of funding for the remaining Phase 3 Projects.
- d) That provisional authority be granted to spend of £900k for the Armley Community Hub scheme and to delegate authority to allow the Director of Communities and Environment to approve a Design and Cost Report up to this amount once the scheme has reached design freeze stage and all appropriate design, cost and programme information has been received.
- e) That it be noted that the Crossgates Community Hub was due be completed under the One Public Estate programme with the NHS; however, this scheme has now been moved back into the Community Hub programme due to a decision by the NHS not to move significant services into this location. To note however, that it is proposed to co-locate the Ashfield Medical GP Practice into the existing library building, as part of creating the Crossgates Community Hub.
- f) That it be noted that the new proposed Joint Service Centre scheme in Lincoln Green/Burmantofts, is being developed jointly with the NHS under the One Public Estate Programme and this will be subject to a separate report.
- g) That the positive impact Community Hubs are having on communities be noted.

#### **CHILDREN AND FAMILIES**

##### **174 Review of Leeds Play Strategy and a Future Commitment to Children's Play**

The Director of Children and Families submitted a report on the progress made against the objectives outlined in the 2007 Leeds Play Strategy. The report sought support for the Authority to retain its commitment to Children's Play; specifically by protecting and supporting Article 31 of the United Nations Convention on the Rights of the Child (UNCRC) the child's right to play; by

Draft minutes to be approved at the meeting  
to be held on Wednesday, 17th April, 2019

endorsing the updated version of the Play Strategy – The Leeds Commitment to Children’s Play.

The report also sought approval to establish a citywide strategic play partnership to develop an action plan to steer the delivery of the Commitment to Children’s Play to ensure that Leeds children are happy and healthy and have fun growing up in the city.

The report detailed how, since the 2007 Play Strategy, Leeds had invested in services and children’s play, with Members noting the current position with regard to funding streams for play provision and acknowledging that provision of play spaces was just as important as provision of play equipment.

**RESOLVED -**

- a) That the progress made to date against the objectives outlined in the Leeds Play Strategy (2007) be noted;
- b) That the updated version of the Play Strategy – The Leeds Commitment to Children’s Play included with this report be endorsed;
- c) That approval be given to the establishment of a citywide play partnership to steer the delivery of the Leeds Commitment to Children’s Play; and to note that the responsible officer for this will be the Strategic Play Officer on behalf of the Children and Families Directorate.

**175 Ofsted Update and Children and Families Improvement Plan**

The Director of Children and Families submitted a report providing an update on the Children and Families Improvement Plan. The report included the outcome and requirements of the October 2018 Ofsted inspection of Children’s Services in Leeds which rated Leeds Children’s Services as Outstanding overall.

A copy of the full inspection report, published on 18th December 2018, was attached as Appendix 1 to the report.

The report highlighted that the four areas for improvement identified by Ofsted had previously been recognised by the Children and Families Services and were already important aspects in the refreshed service improvement plan; which would be submitted to the Secretary of State and Her Majesty’s Chief Inspector (The Education and Inspections Act 2006 (Inspection of Local Authorities) Regulations 2007) by the 28th March 2019 deadline as the Authority’s response to the Ofsted inspection.

The Board broadly welcomed the report and commended officers of the Children and Families Directorate on the work undertaken to achieve the outstanding Ofsted rating. In response to a Member’s comments, the Board received an update regarding Children’s Cluster arrangements across the city.



## **RESOLVED -**

- a) That the report and improvement plan be endorsed as the appropriate response to the findings of the Ofsted Inspection of Children's Services in Leeds in October 2018.
- b) That it be noted that the Officer responsible for implementation of the plan by March 2021 is the Deputy Director Children and Families Social Care.

## **LEARNING, SKILLS AND EMPLOYMENT**

### **176 Annual Standards Report 2017-2018**

The Director of Children and Families submitted the Annual Standards Report which reflected on 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'. The Annual Standards Report summarised the achievement of learners at all Key Stages throughout 2017-2018, including the achievements and challenges over the course of that academic year, and provided recommendations for the future.

A copy of the full document was attached as Appendix 1 to the report, with additional data in Appendices 2, 3 and 4. Prior to the meeting Members had received a supplementary document containing an updated table showing Key Stage 4 data which was not previously available.

In considering the report, the Board received clarification on the contents of specific data sets within the report, including corrections to Table 1: Progress 8 and noted a request for the Board to receive regular updates on progress against the recommendations within the report. Members also considered the rate of progress being made in Leeds when compared with the national average and the actions being taken in this area

## **RESOLVED**

- a) That the contents of the report and the details of the outcomes of Leeds children and young people in the 2017-2018 academic year be noted.
- b) That it be noted that the report will inform the priorities in the 3As Strategy (Attendance, Attainment, Achievement) which will be published in Spring/Summer 2019.

### **177 Learning Places Programme Update and Secondary School Place Requirements for East Leeds**

Further to Minute No. 136, 7<sup>th</sup> February 2018, the Director of Children and Families, the Director of City Development and the Director of Resources and Housing submitted a joint report presenting an update on the Learning Places Programme, including an update on the progress of those projects currently forming part of the Programme. Approval was sought for the proposals presented to meet the demand forecast for the next 3-5 years, particularly

around secondary requirements across the East of the City, as part of the ongoing strategic place planning.

A plan of the Arcadia site proposed to allow the Council to bring forward a free school presumption for the development of a new 6/8 form entry secondary school was attached as Appendix A of the report.

In addition, the submitted report sought approval to undertake related capital expenditure and also to reset the capital risk fund. An outline of the Learning Places Action Plan; submitted by the Council in response to the letter of 7<sup>th</sup> June 2018 from the Education Skills Funding Agency (ESFA) requiring the Council to develop an Action Plan with Target Savings for the delivery of additional school places was also included. Following a review of the Action Plan by the Department for Education, EFSA concluded that the Action Plan will deliver the necessary savings, if implemented effectively.

A Member raised a concern regarding the proposal for the dissolution of the School Organisation and Advisory Board (SOAB) and the Executive Member for Learning, Skills and Employment provided information setting out the reasoning behind the proposal.

Following consideration of Appendix B 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 progress made over the last 12 months across the Learning Places Programme and the successful delivery of 1600 new school places be noted;
- b) That approval be given to the Council entering into negotiations with the Arcadia Group Ltd for the purchase of the currently unused playing field land (2.7ha) at Torre Road for the delivery of a new secondary school, with final Heads of Terms to be presented back to Executive Board at a future point in time once a mutually agreed position has been established;
- c) That approval be given to reset the balance of the Capital Risk Fund to £7.190m, to facilitate effective risk management at programme level which maintains the fund at 10% of the current capital value of schemes in development;
- d) That approval be given to the dissolution of the School Organisation Advisory Board (SOAB), as a non-statutory function with immediate effect.

## **ENVIRONMENT AND ACTIVE LIFESTYLES**

**178 Update on Implementation of Council Resolution on the Phase Out of Single Use Plastics**

The Director of Communities and Environment submitted a report which provided a mid-point update on the implementation of the Council resolution of September 2018 to phase out single-use plastics by the Council and its supply chain by the end of 2019.

The report outlined the work undertaken through a cross-Council group of officers to implement the resolution and the practical changes already implemented.

In discussing the report, Members recognised the importance for work within the Council to continue at pace, whilst noting that several challenges had been identified, particularly in identifying suitable alternatives to plastic goods and in working to a timeframe of December 2019 for implementation. Other national and local organisations who have also pledged to take action to phase out single use plastics were working to a longer timeframe and could therefore benefit from future technological and market developments.

**RESOLVED -**

- a) That the work and progress in implementing the Council resolution to phase out single-use plastics by the Council and its supply chain by the end of 2019 be noted.
- b) That the continuation of a pragmatic and phased approach on the reduction of single use plastics, as outlined in section 3.9.11 of the submitted report, be endorsed.

**ECONOMY AND CULTURE**

**179 Update on Leeds City Council's preparations for the UK's exit from the European Union**

Further to minute 133 of the meeting held 19<sup>th</sup> December 2018, the Chief Executive submitted a report on the preparations that Leeds City Council, working with partners, has been making to prepare for the UK's exit from the European Union scheduled to take place on 29<sup>th</sup> March 2019.

The report detailed further progress that has been made to prepare for any possible outcome of ongoing negotiations between the UK Government and the EU, and focused in particular on the proactive approach which has been taken towards the development of a strategic response plan to guide the council and city's response to Brexit. A copy of the response plan was included at Appendix A of the report.

In presenting the report, the Leader of Council commended the work undertaken by the cross party working group and noted the value of the input from external stakeholders and businesses into the development of the response plan. Additionally, the Chief Executive reported on work undertaken at a regional and national level.

## **RESOLVED –**

- a) That the work ongoing to prepare the council and the city for the UK's exit from the European Union be noted.
- b) That the contents of the strategic response plan attached at Appendix A to the submitted report be noted.
- c) That the response approach outlined in the report, including that further updates should be provided to Executive Board as appropriate, be agreed.

### **180 Extension of Ad:Venture and Digital Enterprise Programmes**

The Director of City Development submitted a report which provided an update on the Ad: Venture and Digital Enterprise programmes and information on the efforts made by the Council to develop a new funding package to extend delivery for a further three years to 2022.

The report sought approval to enter into all contracts and funding agreements required for the extension of the Ad: Venture Enterprise Growth Programme and the Digital Enterprise Project until 2022; as well as authority to spend up to a further £9.5 million of European funds and up to a further £9.5 million of match funding on the Ad: Venture Enterprise Growth Programme and the Digital Enterprise Project, subject to the receipt of necessary funding approvals.

In discussing the report, the Board considered funding of the programme beyond 2022, recognising the need for continued support of the project. With regard to the mechanisms for securing the repatriation of EU funding to the regions it was designated for, Members noted that work in this area continued via the LGA.

## **RESOLVED -**

- a) That the progress and success of Ad: Venture and Digital Enterprise made to date in supporting businesses and individuals across the Leeds City Region be noted.
- b) That approval be granted to seek authority to spend up to a further £9.5 million of European funds, and up to a further £9.5 million of match funding over the period 2019- 22 on the Ad: Venture Enterprise Growth Programme and the Digital Enterprise Project, subject to the receipt of the necessary funding approvals.
- c) That the Director of City Development be authorised to enter into all new contracts and funding agreements associated with the extension of Ad: Venture and Phase 2 of the Digital Enterprise Programme.
- d) That the Director of City Development be authorised to take all action necessary to continue delivery of Ad: Venture & Digital Enterprise.

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- e) That it be noted that Executive Board will receive further reports on progress as part of on-going monitoring and reporting of the Inclusive Growth Strategy.
- f) That approval be given to exempt the resolutions arising from this report from the Call-In process, on the grounds of urgency, as detailed within section 4.5 of the submitted report.

(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 sections 4.5 of the submitted report)

## **RESOURCES AND SUSTAINABILITY**

### **181 Financial Health Monitoring 2018/19 - Month 10**

The Chief Officer (Financial Services) submitted a report which presented the Council's projected financial health position for 2018/19, in respect of both the revenue budget and the Housing Revenue Account as at month 10 of the financial year.

Responding to a Member's enquiry, the Board was provided with further information on the funding structure for the Early Years Block of the Dedicated Schools Grant within the Children and Families Service. Further clarification on the current position with regards to the review of waste services and proposed review of routes and related issues was also provided.

**RESOLVED** – That the projected financial position of the Authority, as at Month 10 of the 2018/19 financial year, be noted.

## **REGENERATION, TRANSPORT AND PLANNING**

### **182 Future High Street Fund**

The Director of City Development submitted a report setting out the terms of the government's £675m Future High Street Fund and how it could help to facilitate the city's inclusive growth ambitions by supporting new investment in physical infrastructure to support the regeneration, resilience and sustainability of Leeds' district centres and local high streets.

It was noted that whilst the 26<sup>th</sup> December 2018 publication suggested that only one bid could be made, the additional guidance published on 7<sup>th</sup> February 2019 increased the number of bids to five.

In discussing the proposed approach to the submission of expressions of interest for the two bidding rounds announced, the Board supported the recommendation for Armley Town Centre to be submitted by the 22nd March 2019 deadline. In considering the second bidding round, anticipated in 2020,

the Board noted a request to conduct wider engagement with Members and external stakeholders and emphasised the importance of securing the benefits of regeneration for the wider community. Additionally, a request to submit progress reports on the second bidding round at the appropriate time was noted.

Appendix 1 to the report included a map showing Neighbour Priority Areas, Wards and Local Centres with the detail of the assessment of the local centres in the priority wards included at Appendix 2.

**RESOLVED -**

- a) That the approach to the assessment and shortlisting of local centres for their potential to meet the criteria for success under the Future High Street Fund, as outlined in paragraph 3.5-3.6 and Appendix 2 of the submitted report be endorsed.
- b) That approval be given for submission of an expression of interest to the Future High Street Fund for Armley Town Centre on or before 22<sup>nd</sup> March 2019.
- c) That officers be instructed to begin an engagement exercise with Members and external stakeholders to inform the Council's proposals for the second round of the Future High Street Fund.
- d) That approval be given to exempt the resolutions arising from this report from the 'Call-In' process, on the grounds of urgency, as detailed within sections 4.5.1 to 4.5.3 of the submitted report.

(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 (d) above, and for the reasons as detailed within sections 4.5.1 – 4.5.3 of the submitted report)

**183 City Centre Vehicle Access Management Scheme - Phase 2A**

Further to minute 81 of the meeting held 17th October 2018, the Director of City Development submitted a report seeking authority to spend £673,000 on Phase 2A of the City Centre Vehicle Access Scheme, in order to control vehicular access to Greek Street and Merrion Street East in the city centre.

The report provided details of the scheme which will significantly increase the safety and security of visitors in these two key locations in Leeds city centre as part of Phase 2A of the City Centre Vehicle Access Scheme and in support of the emerging Our Spaces Strategy which proposes a 'people first' approach with an ambition for the city centre to be safe and welcoming.

**RESOLVED -**

- a) That approval be given for authority to spend £673,000 on Phase 2A of the City Centre Vehicle Access Scheme, in order to control vehicular access to Greek Street and Merrion Street East in the city centre.
- b) That approval be granted for the invitation of tenders and subject to the tender sums being within the tendered budget, to approve and authorise the award of the Contract to undertake the construction of the scheme;
- c) That authority be delegated to the Director of City Development to approve, consult and implement such measures as should be identified; and
- d) That it be noted that the Chief Officer Highways & Transportation will be responsible for implementation.

**184 Acquisition of Unit 6 Waterside Road, Stourton, for Service Re provision**

The Director of City Development and the Director of Adults and Health submitted a joint report seeking approval in principle to the acquisition of Unit 6, Waterside Road, Stourton, and authority to spend the funding necessary to deliver the relocation of Assisted Living Leeds from their current location at 81 Clarence Road to Waterside Road. The report also sought authority to inject and to spend a further £1.4m into the Capital Programme, on an invest-to-save basis, to deliver the expansion of the Assisted Living Service in line with Adults & Health priorities.

The report detailed how acquisition of the property will allow the Council to progress with the release of its assets at Clarence Road which will support the regeneration and growth of the Hunslet Riverside area of the city and outlined the importance of concluding the acquisition as quickly as possible.

In discussing the report, the Board and officers acknowledged a comment emphasising the importance of retaining Changing Places provision within that area of the city centre.

Following consideration of Appendix 2 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 approval be given to the acquisition of Unit 6, Waterside Road, on the terms identified in the confidential appendix 2, including the financial business case, as set out in the submitted report;
- b) That authority be delegated to the Director of City Development to agree the final detailed terms and complete the acquisition;

- c) That approval be given for authority to spend the £5.6m injected into the Capital Programme in February 2019 to support the relocation of Assisted Living Leeds;
- d) That authority be delegated to the Director of City Development and Chief Financial Officer to agree the fit out and refurbishment works to the building once acquired;
- e) That approval be given to the injection and authority to spend a further £1.4m into the capital programme to enable the undertaking of the expansion of the Assisted Living Leeds Service in line with the Directorate's priorities;
- f) That authority to spend the additional £1.4m be delegated to the Director of Adults & Health;
- g) That it be noted that the Head of Asset Management is responsible for the proposed acquisition;
- h) That approval be given to exempt the resolutions arising from this matter from the 'Call-In' process, on the grounds of urgency, as detailed within section 4.5.5 of the submitted report.

(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 (h) above, and for the reasons as detailed within sections 4.5.5 of the submitted report)

#### **185 Marketing for the disposal of the Lisbon Street Site**

The Director of City Development submitted a report seeking approval to recommence the marketing of a site at Lisbon Street for disposal. The report detailed how the site forms part of the Council's approved capital receipts programme and is scheduled for disposal in 2020/21.

It was noted that, following a period of sustained development activity in the city and corresponding improvement in property market conditions, it was considered that now was the appropriate time to release the site for development.

In response to a Member's query, the Board received additional information on the proposals in respect of car parking provision arising from the potential disposal of the site, with the intention to present a further report on this associated matter to the Board in due course.

#### **RESOLVED –**

- a) That approval be given to the recommencement of the marketing of the Lisbon Street site, in accordance with the disposal strategy and

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planning statement outlined within the submitted report and also within Appendix 2 attached to the report.

- b) That officers be requested to bring back a report to Executive Board that evaluates the schemes and the offers made; and makes a recommendation on the preferred and reserve schemes to be selected.
- c) That the proposal to develop a business case to identify the potential to increase the capacity of the Council's West Street Car Park for further consideration be noted.

## **HEATH, WELLBEING AND ADULTS**

### **186 Overview of the NHS Long Term Plan**

The Director of Adults and Health submitted a report providing an overview of the NHS Long Term Plan (LTP) which covers a 10 year period from 2018/19 along with some of the initial implications for Leeds and the region.

In presenting the report, the Executive Member for Health, Wellbeing and Adults emphasised the Authority's influence and partnership working with external organisations to collaborate and integrate service provision and that NHS partners were increasingly linking into that work. Overall, the LTP positively reflected engagement with local authorities and campaign groups; and the role of the NHS and its contribution in delivering Leeds' vision of improving the health of the poorest the fastest.

### **RESOLVED –**

- a) That the contents of the paper providing an overview of the NHS Long Term Plan be noted
- b) That it be noted that the Leeds Health and Wellbeing Board will continue to provide strategic leadership for the Leeds Health and Care Plan and as part of its refresh influence the development of the WYH HCP five year strategy.
- c) That support be given to the continued commitment of Leeds City Council to remodelling a social model of health and care and the resources committed to the Leeds Health and Care Plan.

### **187 Adults and Health Quality Account for Regulated Services**

The Director of Adults and Health submitted a report on the 2017/18 Quality Account for regulated Social Care services for Leeds, specifically those registered and inspected by the Care Quality Commission.

The Board welcomed the progress made in improving the quality of care during the last year, resulting in 78% of residential homes being rated good or above – a 10% increase on the previous year. Additionally, improvements in nursing care homes were noted. Discussion focussed on the quality of care and professional development within the nursing care workforce and how the

council could support continued improvements. Details of proposals being developed to establish a Teaching Nursing Home in recognition of this highly specialised area of care were provided.

**RESOLVED –**

- a) That the contents of the submitted report be noted, that the work outlined within the report to deliver improvements be supported, and that approval be given for the publication of the Adults and Health Quality Account for Leeds, as set out in Appendix 1 of the submitted report.
- b) That it be noted that the Head of Commissioning (Contracts and Business Development) for Adults and Health will ensure that the Quality Account 2017/18 is published on the Leeds City Council Website.

**188 Chief Officer, Financial Services**

At the close of the meeting, the Chair noted the impending retirement of Doug Meeson, Chief Officer, Financial Services, and expressed appreciation and thanks on behalf of the Board for his work and support to the Board and Council Members and his contribution to Leeds City Council.

**DATE OF PUBLICATION: FRIDAY, 22<sup>ND</sup> MARCH 2019**

**LAST DATE FOR CALL IN  
OF ELIGIBLE DECISIONS: 5.00 PM, FRIDAY 29<sup>TH</sup> MARCH 2019**



## Scrutiny Board (Children and Families) Work Schedule for 2019/2020 Municipal Year

June	July	August
<b>Meeting Agenda for 12<sup>th</sup> June 2019</b>	<b>Meeting Agenda for 17<sup>th</sup> July 2019</b>	<b>No Scrutiny Board meeting scheduled.</b>
Scrutiny Board Terms of Reference and Sources of Work (DB)  Scrutiny Inquiry - Is Leeds a child friendly city? – Final Report (PSR)  Performance Update (PM)  School Organisation Objections Procedure (PRS)	Inquiry into Child Poverty & 3As (RT)  SEND Inquiry (RT)	
<b>Working Group Meetings</b>		
<b>Site Visits</b>		

**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 2019/2020 Municipal Year

September	October	November
<b>Meeting Agenda for 25<sup>th</sup> September 2019</b>	<b>Meeting Agenda for 23<sup>th</sup> October 2019</b>	<b>Meeting Agenda for 27<sup>th</sup> November 2019</b>
<b>Working Group Meetings</b>		
<b>Site Visits</b>		

**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 2019/2020 Municipal Year

December	January	February
<b>No Scrutiny Board meeting scheduled.</b>	<b>Meeting Agenda for 22<sup>nd</sup> January 2020</b>	<b>No Scrutiny Board meeting scheduled.</b>
	Performance report (PM)  Financial Health Monitoring (PSR)  2020/21 Initial Budget Proposals (PDS)  Best Council Plan Refresh – Initial Proposals (PDS)	
<b>Working Group Meetings</b>		
<b>Site Visits</b>		

**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 2019/2020 Municipal Year

March	April	May
<b>Meeting Agenda for 4<sup>th</sup> March 2020</b>	<b>Meeting Agenda for 1<sup>st</sup> April 2020</b>	<b>No Scrutiny Board meeting scheduled.</b>
	Annual Standards Report (PM)	
<b>Working Group Meetings</b>		
<b>Site Visits</b>		

**Scrutiny Work Items Key:**

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response