

Report of: The Director of Children & Families

Report to: The Executive Board

Date: 27th June 2018

Subject: The Annual Standards Report 2016-17



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

Summary of main issues

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

Recommendations

The executive board is recommended to:

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

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

1 Purpose of this report

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

2 Background information

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

3 Main issues

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

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

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

4 Corporate Considerations

4.1 Consultation and Engagement

- 4.1.1 None specifically for this report

4.2 Equality and Diversity / Cohesion and Integration

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

4.3 Council policies and Best Council Plan

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

4.4 Resources and value for money

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

4.5 Legal Implications, Access to Information and Call In

4.5.1 This report is subject to Call In.

4.6 Risk Management

4.6.1 None identified

5 Conclusions

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

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

6 Recommendations

The executive board is recommended to:

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

7 Background documents¹

7.1 None

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



Leeds
CITY COUNCIL

Appendix 1



The Learning in Leeds Annual Standards Report

2016-2017



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Introduction

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

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

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

Councillor Lisa Mulherin
Executive Member for Children & Families

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

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

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

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

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

Steve Walker

Director of Children & Families

Context

Population

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

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

Schools and Settings

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

Children and Young people

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

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

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

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

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

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

Data source: SFR 20/2016 SFR37/2017

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

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

World Class Provision

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

Introduction

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

School Places

Overview

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

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

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

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

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

School Places Delivered to Date

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

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

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

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

Where Leeds wants to be

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

How Leeds will get there

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

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

Early Years Provision

Overview

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

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

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

Where Leeds is now

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

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

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

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

Where Leeds wants to be

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

How Leeds will get there

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

New Arrivals

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

Great Leeds Schools

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

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

Schools and Settings

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

Recognition/Achievement

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

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

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

Teaching School Alliances (TSAs) and Mathematics Hubs

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

Where Leeds want to be:

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

How Leeds will get there:

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

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

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

'Advantaging the Disadvantaged'

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

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

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

High Expectations for All

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

Overview

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

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

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

Bespoke support for schools includes:

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

Ethnicity and English as an Additional Language (EAL)

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

Changes over the last year

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

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

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

Ethnicity

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

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

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

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

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

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

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

Trend data not available due to changes in assessment criteria.

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

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

English as an Additional Language (EAL)

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

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

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

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

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

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

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

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

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

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

Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Changes over the last year

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

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

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

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

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

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

Where Leeds wants to be

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

How Leeds will get there

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

Social, Emotional and Mental Health (SEMH)

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

Changes over the last year

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

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

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

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

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

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

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

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

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

Where Leeds wants to be

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

How Leeds will get there

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

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

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

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

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

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

Child Poverty & Deprivation

Overview

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

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

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

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

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

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

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

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

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

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

The gap has remained static at 26%.

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

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

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

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

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

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

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

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

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

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

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

Changes over the last year

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

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

Where we want to be

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

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

How we will get there

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

Training offered will include:

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

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

Bespoke support for schools will include:

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

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

Children Looked After

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

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

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

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

Changes over the last year:

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

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

Where Leeds wants to be

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

How Leeds will get there

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

In addition:

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

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

Strong Attainment

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

Early Years

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

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

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

Where Leeds is now

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

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

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

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

Where Leeds wants to be

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

How Leeds will get there

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

Primary

Overview

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

Floor standard

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

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

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

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

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

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

Coasting Definition

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

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

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

Changes over the last year

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

Key Stage 1

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

Key Stage 2

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

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

Where Leeds want to be

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

How Leeds is going to get there

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

Key Stage 4

Overview

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

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

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

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

Changes over the last year

Progress 8

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

Attainment 8

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

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

EBacc

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

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

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

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

Standard pass / strong pass

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

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

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

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

Floor Standards/Coasting Schools

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

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

A secondary school meets the coasting definition if:

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

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

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

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

Outcomes for specific groups of pupils

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

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

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

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

Where Leeds wants to be

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

How Leeds will get there

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

Key Stage 5

Overview

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

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

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

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

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

Actions

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

Where Leeds want to be

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

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

How Leeds will get there

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

Inspirational Teaching & Learning

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

ArtForms – Music, Arts and Artemis

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

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

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

Music

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

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

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

Arts development

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

Artemis

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

Where Leeds wants to be

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

How Leeds will get there

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

The Health and Wellbeing Service

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

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

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

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

Changes over the last year

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

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

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

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

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

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

Where Leeds wants to be

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

How Leeds will get there

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

Active Schools

Overview:

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

Changes over the last year:

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

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

Where Leeds wants to be

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

How Leeds will get there

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

Targeted and Early Help Services

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

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

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

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

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

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

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

Attendance

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

Primary:

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

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

Secondary:

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

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

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

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

Exclusions

Overview

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

Changes over the last year

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

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

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

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

Permanent Exclusions

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

Fixed term exclusions

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

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

Table 1 – fixed term exclusions reported to DFE School Census

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

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

Where Leeds wants to be

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

How Leeds will get there

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

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

Uplifting Leadership

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

Overview

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

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

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

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

Changes over the last year

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

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

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

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

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

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

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

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

Where Leeds wants to be

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

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

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

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

How Leeds will get there

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

Fluid Transition

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

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

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

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

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

Free Early Educational Entitlement

The offer for two-year olds

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

Early Years National Funding Formula (EYNFF)

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

Early Years

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

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

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

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

Primary Secondary Transition

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

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

Post 16

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

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

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

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

How Leeds will get there

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

Not in Education, Employment or Training (NEETs)

Overview

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

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

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

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

Changes over the last year

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

Where Leeds wants to be

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

How Leeds will get there

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

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

Readiness for the world of work

Overview

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

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

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

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

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

Changes over the last year

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

Where Leeds wants to be

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

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

How Leeds will get there

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

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

Key Recommendations from the Report

World Class Provision

School Places

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

Early Years

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

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

Great Leeds Schools

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

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

High Expectations for All

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

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

Special Educational Needs and Disabilities

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

Social, Emotional and Mental Health

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

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

Child Poverty

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

Bespoke support for schools will include:

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

Virtual School

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

Strong Attainment

Early Years

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

Primary

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

Secondary

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

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

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

Inspirational Teaching and Learning

Artforms

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

Health and Wellbeing

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

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

Active Schools

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

Attendance

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

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

Exclusions

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

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

Uplifting Leadership

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

Fluid Transition

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

Not in Education, Employment or Training

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

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

Readiness for the world of work

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

Appendix 2

Equality, Diversity, Cohesion and Integration Screening



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Key findings**

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

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

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

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

- **Actions**

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

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

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

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

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