

**Report of: Director of Children & Families**

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

**Date: 24<sup>th</sup> October 2018**

**Subject: Is Leeds a child friendly city?**



**Focus: Children and young people do well at all levels of learning and have skills for life**

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	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

## 1 Summary of main issues

- 1.1 One of the five key outcomes in the Leeds 2018-23 Children and Young People's Plan is for all children and young people to do well at all levels of learning and have skills for life. Learning underpins wellbeing, which is why supporting children to have good attendance to attain and achieve is central to the Child Friendly Leeds approach, putting the education of children at the heart of our best city ambition to be a strong economy in a compassionate city.
- 1.2 In recent years, national changes to the formation and status of schools, and significant shifts in education policy, presents challenges to providing broad and excellent educational experiences to all children and young people. Additionally, there have been significant funding reductions across local authorities and

schools, whilst expectations of standards and progress are on the rise, which have brought about difficult decisions on staffing and resource allocation. The population is growing and the demographics of pupils are changing and becoming increasingly complex.

- 1.3 Through best city ambitions, Leeds has responded to this challenging environment strongly, and has come a long way since 2010/11.

## **Recommendations**

Scrutiny Board is recommended to:

1. Recognise the improvements that have been made to children and young people's outcomes 2011-18 in a challenging context.
2. Endorse, as appropriate, the actions taken by Children and Families to bring about these improvements.
3. Support the service in placing a disproportionate focus on learning and readiness for learning in order to enable more rapid improvements.

## **2 Purpose of this report**

- 2.1 To consider the impact of Child Friendly Leeds 2011-2018 with specific reference to outcomes for children and young people (CYP) within the context of significant influential factors.

## **3 Child Friendly Leeds**

- 3.1 We want Leeds to be a child friendly city as part of our vision to be the best city in the UK, putting children at the heart of a strong economy and compassionate city. Our Children and Young People's Plan 2018-23 clearly states that as one of our key 5 outcomes, we want all CYP to do well at all levels of learning and have skills for life.
- 3.2 Our work with schools and settings to improve attendance, attainment and achievement of all children must be considered in terms of measurable outcomes against the background of significant issues, nationally and locally, which influence the scope and impact of such work.

## **4 Background information**

### **4.1 Influential factors – national**

- 4.2 The education system in the UK has changed drastically in the last seven years but more recently there have been a significant and unprecedented number of national changes in law affecting the structures, financing, curriculum and assessment arrangements for schools as well as their relationship with local authorities. Alongside these, there have also been reforms in teacher training, the school inspection framework and public accountability measures.

### **Academies and free schools**

- 4.3 Since 2006, there has been greater variety across the educational landscape with the introduction of free schools and academies- state funded schools with greater autonomy than traditional state schools and freedom to operate independently of local authorities.
- 4.4 Academies can be 'sponsored' (typically these have been underperforming schools directed by the DfE to academise and work with a strong partner or sponsor) or they can be schools previously judged good or outstanding by

OfSTED who have chosen to convert to academy status. The latter are able to be considered by the DfE and the Regional Schools Commissioner for sponsorship of other schools, more recently and frequently as part of a Multi-Academy Trust.

4.5 Leeds – as at end September 2018:

	Primary	Secondary
<b>Total</b>	<b>224</b>	<b>42</b>
<u>Academies</u>	40	27
of which Sponsor	17	12
of which Converter	23	11
Free School	2	4
Community School	92	6
Foundation School	34	6
Voluntary Aided	39	3
Voluntary Controlled	17	0

SILCs (2-19yrs)	6	
UTC (14-19)		1

4.6 The 2011 Education Act changed the arrangements for establishing new schools, with the requirement for all to be academies or free schools. Local authorities are no longer able to propose the building of maintained schools.

4.7 The DfE have, over the past five years, increasingly devolved funds from School Improvement to Teaching Schools.

### **Funding**

4.8 There are continued pressures on public funding. Leeds City Council has seen its budget cut by 40% since 2010 with core government funding cut by £239m. Changes to budgets coincide with rising costs and a growing population increasing the demand pressures for services.

4.9 The main source of revenue funding paid to local authorities for state funded 5-16 schools in England is the Dedicated Schools Grant (DSG). This is divided into four blocks: the Schools Block, High Needs Block, Early Years Block and the

central schools services block. In consultation with the local schools forum, decisions are made to determine any central retention of funding, any movement of funds between the four blocks of DSG and a local funding formula used to distribute individual school budgets.

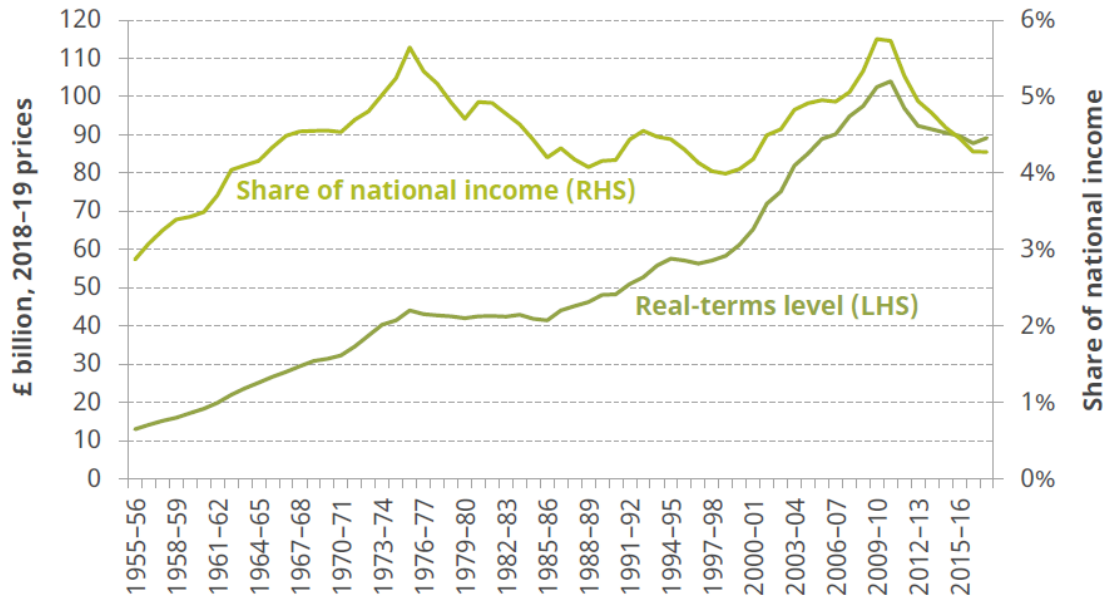
- 4.10 The current system results in significant variations in the amount of funding per pupil in different parts of the country. In 2016-17, the unit of funding per pupil ranged from just over £4000 to just under £7000. The average spend across England was £4500, for Yorkshire and the Humber £4450. In Leeds it was £4546.
- 4.11 Since 2010-11, education spending by the government has fallen in real terms, taking it back to the level it was in 2005-6 (Institute for Fiscal Studies figures). Whilst the Department for Education's overall schools budget has been protected in recent years, this has not provided for funding per pupil to increase with the rise in inflation. With rising pupil numbers in Leeds, this pressure continues to increase.
- 4.12 There are additional pressures to Leeds schools' budgets due to significant underfunding over time. In general, there are discrepancies between the North and London. The Institute for Public Policy Research (IPPR) estimated that in 2016, northern primary schools received £900 less per pupil than those in London and £1300 less per secondary school pupil. Whilst the government has committed to the introduction of a national funding formula to calculate the amount of core revenue funding mainstream schools would attract as well as separate formulae to calculate funding for early years and high needs (for children with SEND) the implementation is not yet underway and therefore reduction in differences is yet to be seen. Whilst the national funding formula has identified that Leeds is significantly underfunded for the schools and high needs blocks when compared with other local authorities, the funding which should be allocated to Leeds has been capped, leading to approximately £15m less for Leeds schools than there should be.
- 4.13 Increasingly, DfE funding streams have been directed through teaching school alliances.

Highest Funded Local Authorities		Lowest Funded Local Authorities	
	Per Pupil Amount		Per Pupil Amount
Tower Hamlets	£ 6 982	Cheshire east	£ 4 205
Hackney	£ 6 857	York	£ 4 201
Lambeth	£ 6 485	West Sussex	£ 4 198
Southwark	£ 6 462	Poole	£ 4 186
Hammersmith & Fulham	£ 6 350	Wokingham	£ 4 166
Leeds = £4 546			

#### 4.14 Regional Variances in Dedicated Schools Grant

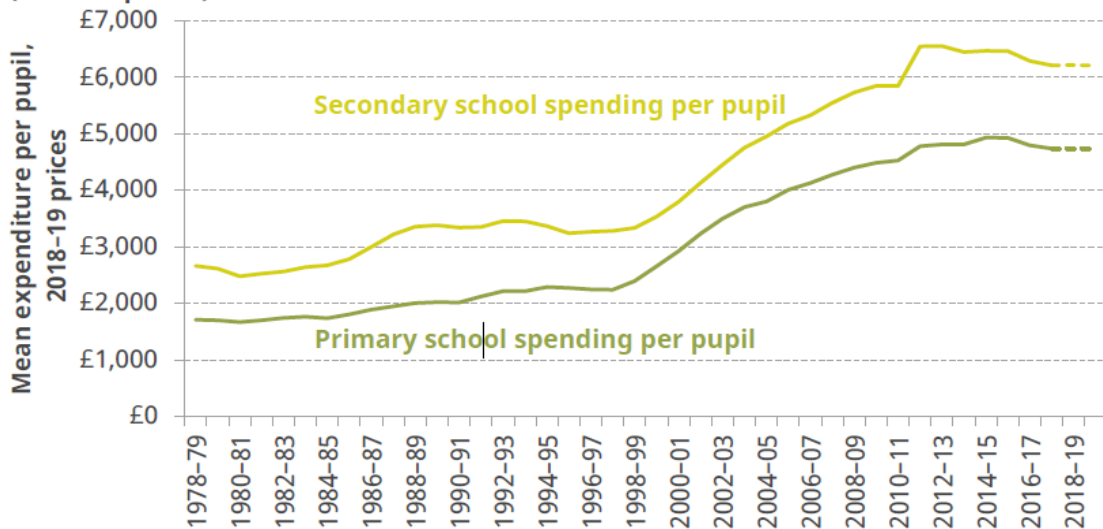
Region	Total 2016-17 baseline for the schools block	TOTAL PUPILS	Funding per pupil
<b>England total</b>			
EAST MIDLANDS	£2,615,183,396	607,344	£4,310.00
EAST OF ENGLAND	£3,437,420,271	795,560	£4,320.00
INNER LONDON	£2,186,303,114	372,341	£5,870.00
NORTH EAST	£1,495,218,115	328,817	£4,550.00
NORTH WEST	£4,359,396,754	960,908	£4,540.00
OUTER LONDON	£3,429,015,990	715,608	£4,790.00
SOUTH EAST	£4,692,363,320	1,119,790	£4,190.00
SOUTH WEST	£2,801,514,727	660,815	£4,240.00
WEST MIDLANDS	£3,554,440,947	784,760	£4,530.00
YORKSHIRE AND THE HUMBER	£3,201,028,099	719,527	£4,450.00
<b>TOTAL</b>	<b>£31,771,884,733</b>	<b>7,065,470</b>	<b>£4,500.00</b>

**Figure 1.1. UK education spending (2018–19 prices)**



Source: HM Treasury, *Public Expenditure Statistical Analyses 2018*; previous PESAs; Office for National Statistics, *Blue Book*; HM Treasury deflators, March 2018 (<https://www.gov.uk/government/statistics/gdp-deflators-at-market-prices-and-money-gdp-march-2018-quarterly-national-accounts>).

**Figure 3.1. Spending per pupil in primary and secondary schools, actual and plans (2018–19 prices)**



Note: Figures based on actual policy up to 2017–18 and policy announcements (dashed lines) up to 2019–20.

Source: See chapter 3 and figure 4.1 in Belfield and Sibieta (2016) for sources up to 2014–15. Figures for 2015–16 to 2019–20 nowcasted and projected based on final Dedicated Schools Grant allocations and Pupil Premium allocations: 2015–16 (<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2015-to-2016>), 2016–17 (<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2016-to-2017>), 2017–18 (<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2017-to-2018>), 2018–19 (<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2018-to-2019>) and 2019–20 (<https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs-2019-to-2020>); Pupil Premium allocations taken from Kelly et al. (2018). Figures for 2019–20 also account for additional teachers' pay grant (<https://www.gov.uk/government/news/government-to-fund-pay-rise-for-teachers>). HM Treasury deflators, March 2018 (<https://www.gov.uk/government/statistics/gdp-deflators-at-market-prices-and-money-gdp-march-2018-quarterly-national-accounts>).

## **Curriculum and assessment**

- 4.15 The national curriculum, introduced in 1988 has been reviewed several times and there have also been changes to the early years' curriculum during this time.
- 4.16 Since 2011, major revisions to the content of all national curriculum subjects have been implemented. The new and more demanding expectations have been followed by changes to assessment arrangements at the end of early years foundation stage (EYFS) in 2013 in 2012 for Y1, in 2016 for Key Stages 1 and 2 and in 2017 and 2018 for Key Stages 4-5.

## **5 Influential factors – Leeds, a challenging and changing context**

- 5.1 Leeds is a vibrant, diverse and growing city, the second largest metropolitan authority in the country. The 2011 census showed that Leeds has a population of 751,500 living in 320,600 households, with over 170 different languages spoken. The latest population estimates for Leeds (mid-2017 data, from the Office for National Statistics) are 784,846, a rise of just over four per cent from the 2011 census. This growth is now affecting secondary school provision and will in the coming decade impact on all young people focused services.
- 5.2 The growth has also been concentrated, although not exclusively, in Leeds's poorer communities, especially in areas considered to be in the most deprived nationally. Many families are living in hugely overcrowded conditions and in addition to the impact on health and wellbeing, there are limited opportunities for children and young people to access quiet spaces, books and other learning materials at home to complete their homework.
- 5.3 Children in the 10% most deprived areas are ten times more likely to be in care or subject to a child protection plan than their peers living in the 10% most affluent areas. The rising diversity impact will be complicated and notably some of the largest population rises are in ethnicities over-represented in the care cohort.
- 5.4 In the most deprived areas of Leeds, one in fifty children is in care or is subject to a child protection plan. On average, a school class in these areas will have two children with whom social care has an open case.



5.5 U18 Population change in Leeds and England from 2012-2017:

	Mid 2012	Mid 2013	Mid 2014	Mid 2015	Mid 2016	Mid 2017
U18 population Leeds	156,825	158,573	160,470	162,598	164,806	166,286
% increase	-	(+1.1%)	(+1.2%)	(+1.3%)	(+1.4%)	(+0.9%)
U18 population England	11,423,310	11,506,451	11,591,701	11,677,856	11,785,277	11,866,957
% increase	-	(+0.7)	(+0.7)	(+0.7)	(+0.9)	(+0.7)

5.6 The under-18 population in Leeds continues to rise at a faster rate than nationally. It is projected to grow by 10.3% by 2026, with the 11-17 population projected to grow by 25.4% across the same period.

5.7 The January 2018 school census showed the following information about the school population:

- 122,750 children and young people are attending Leeds state-funded schools. 75,485 in primary phase; 45,880 in secondary phase; and 1,385 in special schools.
- 35.4% of primary pupils and 31.3% of secondary pupils are from black and minority ethnic backgrounds.
- 22.1% of primary pupils and 16.5% of secondary pupils have English as an additional language.
- 15.8% of primary pupils and 14.5% of secondary pupils are entitled to free school meals.
- Free school meals uptake was 80.8% (primary: 82.9 %; secondary: 75.9 %).
- Universal infant free school meals uptake is 90.5%
- 541 (0.8%) primary pupils and 472 (1.2%) secondary pupils have a statement of special educational needs or an education health and care plan (reception to year 11).

- 9,613 (14.0%) primary pupils and 4,091 (10.3%) secondary pupils are on special educational needs support (reception to year 11).
- In 2017, 35,039 pupils were eligible for pupil premium.

5.8 There is now an overwhelming body of empirical research that links poverty, deprivation social class and parental educational achievement to the education outcomes of children and young people. The linkage is so strong that these factors are considered to significantly outweigh any other factor in determining the likely success of any child. They are much stronger, for example, than the influence of a good teacher or a good school. In fact the longer a child spends in poverty and the greater the depth of that poverty the greater the negative impact this will have on their educational achievement. In looking at the standards of attainment both nationally and in Leeds in recent years this is very clearly borne out. Children living in poverty and deprivation are more likely to attain lower grades and make less progress in education than their better off peers.

5.9 The 3As (Attainment, Achievement and Attendance) strategy is based upon sound research and learning the lessons of what has worked and not worked in Leeds and other cities. It identifies that the key cause of underachievement is poverty and disadvantage. In order to address this the 3As strategy has established core principles of targeting disadvantaged and vulnerable learners, by ensuring that schools; adopt restorative practices, implement quality first teaching, develop and maintain broad balanced curricula for all children and work together in providing cohesive support to disadvantaged learners that will benefit the city's families, communities and economy.

## **6 Position at launch of Child Friendly Leeds in 2011**

6.1 The 2011 census showed:

- An increase in the proportion of households with a lone parent, 10.9%, up from 9.8% in 2001
- A significant increase in the number of residents that were born overseas; more than half of the 86,000 had arrived in the last ten years.

- 23.5% (31,135) of children under 16, and 22.7% (35,145) of all children, experienced child poverty (households earning less than 60 per cent of median income).
- 22% of Leeds' local super output areas (LSOAs) were in the most deprived
- 10% nationally (105 of 476). 164,000 of people in Leeds live in the areas that were ranked amongst the most deprived 10% nationally.
- 29% of children aged 0-15 lived in the most deprived LSOAs in the city, well above the proportion for the whole population (22%).
- Leeds results are improving over time but not always as fast as other areas.
- Attainment gaps for disadvantaged pupils in Leeds are wider than the same gaps nationally: non-disadvantaged pupils in Leeds do as well than their peers nationally.

## 7 Current position (2018)

### 7.1 Outcomes

7.2 Accepting that substantial changes have taken place in curriculum and assessment at all key stages since 2011, limiting the amount of directly comparable data, some significant positive improvements can nonetheless be seen. See appendix 1 for a breakdown of KS2 attainment by pupil group.

	Leeds data – EY, Y1, KS2		
	2016	2017	2018 (provisional)
Early Years (percentage of children reaching a Good Level of Development)	62.5%	64.8%	65.6%
Phonics Y1 (working at expectations)	76.8%	77.4%	79.2%
KS2 assessment (percentage reaching expected standard in reading, writing and maths)	46.9%	55.1%	59.6%

	Leeds data – KS4, KS5	
	2011	2016/17
Proportion of students gaining five good GCSEs including English and Maths	53.1%	
Proportion of students gaining five good passes in any GCSE subject	80.8%	
Progress 8		+0.07
Attainment 8 (average per pupil)		45.1
Percentage of pupils achieving a strong pass in English and Maths		39.3%
Percentage of pupils achieving a standard pass in English and Maths		60.5%
Level 3 qualifications at 19	49.6%	

### 7.3 *Ofsted inspections*

### 7.4 Early years settings

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

7.6 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 demonstrates 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%

7.7 The Ofsted outcomes for primary and secondary between 2011/12 and 2016/17 are as follows:

Ofsted stats – percentage of schools rated ‘good’ or ‘outstanding’		
<b>2011/2012</b>	Primary	71% of schools rated good or outstanding
	Secondary	67% of schools rated good (0 outstanding)
<b>2016/2017</b>	Primary	91% of schools rated good or better
	Secondary	70% of students attend a good or outstanding school

7.8 *Attendance*

7.9 Leeds is committed to achieving consistently good school attendance. Whilst the final figures are not yet available for 2018, there has been clear progress in attendance rates since 2010/11 when primary and secondary school figures were 94.80% and 92.37% respectively. In 2016/17, the rate reached 96.2% and 94.3%. This now places Leeds in the top quartile of local authorities for both primary and secondary school attendance. In real terms this equates to an increase of more than 400,000 schools days.

## 8 Actions taken

8.1 In 2011, schools and settings were organised into three city areas, mainly aligned with Cluster teams and services worked with a group of advisers under

an area lead, accountable to Heads of Primary and Secondary, a Head of Learning Improvement and an Assistant Director for Learning, Skills and Universal Services.

- 8.2 The universal offer to schools was largely free at the point of contact and followed a similar pattern of contacts for all maintained schools whereby an individual adviser allocation was made. Contact typically involved termly visits to focus on aspects of leadership, teaching and learning. Those schools deemed most vulnerable were allocated some additional resource either through access to particular courses or specific consultancy e.g. subject, age-phase or that related to pupil groups. There was no secure precedent for work with other teams such as Virtual School and SENIT.
- 8.3 Service structures and related staffing changes since 2011 have effectively resulted in incrementally diminished resource and at the same time further increased challenging financial targets set for traded services work in Learning Improvement. The resultant dynamic between schools, settings and the local authority has changed considerably.
- 8.4 Together with the impact of the changing educational landscape, the organisational developments within LCC Children's Services and Children and Families Services necessitated a review of the Learning Improvement Strategy in 2015. Contact proportionate to need has been more clearly specified and an increased brokerage and use of system leaders and Teaching Schools alongside the local authority has been secured to target schools for improvement.
- 8.5 Since 2011, there have been stronger communications and closer alignment of services, and therefore better overall service delivery for our children and young people. The city's unique position of working in Clusters offers opportunities for multi-agency working and support. An example of this is the allocation of attendance officers to Clusters to work directly in localities. This has had positive impact as demonstrated above.
- 8.6 The establishment of the Virtual School has supported the teams work together to ensure 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. In May 2018, the communication and alignment of services was further supported through the reshaping of Children and Families services, with the inclusion team becoming a more direct part of Learning Improvement, with the appointment of a Learning Inclusion Lead. 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.

## **9 Future commitments**

- 9.1 Against this backdrop of rapid and complex change, the overall outcomes for children and young people have improved. Whilst we have continued to close gaps with national, there remain significant challenges to closing gaps for children and young people who are disadvantaged or vulnerable through learning or disability and those looked after, with other children and young people.
- 9.2 We are committed to continuing to improve outcomes for all of our children and young people in Leeds. The key drivers for this will be the revised CYPP, the developing 3As Strategy, and the Learning Improvement Policy.
- 9.3 The refresh of the 2015 Children and Young People's Plan for 2018-23 expands on our obsession relating to improving school attendance. This now also includes attainment and achievement. The plan makes a commitment to placing a disproportionate focus on learning and readiness for learning so that we narrow the gap and enable all children and young people to realise their potential.
- 9.4 We will continue to provide high quality bespoke support and challenge to schools and settings, based on the Learning Improvement strategies to secure further improvements, ensuring the right balance of core/traded offer to ensure focus on identified priorities and key areas for development.
- 9.5 We will undertake more detailed analyses of schools where disadvantaged pupils make good progress to understand the key drivers for this and identify approaches to support other schools in narrowing the gap for disadvantaged pupils.

- 9.6 We will consider approaches to 'poverty proofing the school day' as taken in Manchester and the North East and develop an audit toolkit for use in Leeds schools.
- 9.7 Continuing to promote better peer support with Leeds schools. This will include closer partnership working through learning alliances, families of schools, Teaching Schools and Mathematics Hubs Supporting schools, encouraging settings to share good practice. At secondary, 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.
- 9.8 Further develop leadership skills across the education sector to build capacity, and ensure improvements are driven forward. Through strong alignment of Governor Services and Learning improvement, ensure that governance is consistently good or better through development opportunities and shared consistent messaging.
- 9.9 A particular focus is the development of oracy and oral literacy across all phases so that pupils, and particularly EAL pupils, have the tools to access learning across a range of subjects.
- 9.10 Focus on closing the attainment gap between vulnerable learners and their peers. This will involve further development and communication of the 'Advantaging the Disadvantaged' work designed to raise the achievement of disadvantaged groups and sharing the 'Breaking Down Barriers' directory developed by Learning Improvement Colleagues in conjunction with schools. In addition, we will continue to work with school settings and children's centres through Clusters and RES Teams to promote the 3As through more joined up working with vulnerable learners and their families.



## **10 Corporate Considerations**

### **10.1 Consultation and Engagement**

- 10.1.1 In Leeds, we acknowledge that schools are more than just learning places and are also a gateway to being a child friendly city. When the city asks: 'what is it like for a child to grow up in Leeds?' a large proportion of the answer is based in the work that schools do in our communities. Through schools, the local authority has access to every child, young person and family in the city.
- 10.1.2 This report has been produced as a result of the continuous consultation and engagement with our key partners, including schools and settings across the city.

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

- 10.2.1 Information within the report and appendices details the challenges of improving equality and diversity in the context of increasing pressures on the system. The Best City for Learning and the Annual Standards Report provide specific information on the priorities and objectives in relation to equality and diversity in Leeds.

### **10.3 Council policies and Best Council Plan**

- 10.3.1 This report highlights the challenges to delivering the outcomes and priorities as defined in The Best City for Learning 2016-2020, The Best Council Plan 2013-2017, The Children and Young People's Plan 2018-23, The Best Start in Life Strategy, Child Friendly Leeds and the Leeds SEND Strategy 2014-17.

### **10.4 Resources and value for money**

- 10.4.1 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. The potential challenges outlined in this report only serve to sharpen the necessity of this investment to ensure that we continue to improve the lives and outcomes for all our children and young people.

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

- 10.5.1 This report is not subject to Call in.

## **10.6 Risk Management**

- 10.6.1 Risk is managed through a variety of groups, depending on the topic of consideration. These include, but are not limited to: Children and Families Trust Board, Children's Services Leadership Team, Vulnerable Learners, Complex Needs Board, Schools Forum, Dedicated Schools Grant Board, Basic Need, Learning Improvement Leadership Team, Future in Mind Programme Board.

## **11 Conclusions**

- 11.1 Since 2011, there have been significant changes to education, the impact of which are faced by children and young people, schools and local authorities. These changes have increased the accountability, competition and pressures faced by schools and local authorities, whilst simultaneously reducing the funding, raising teacher workloads, and increasing the restrictions in the ability for schools and local authorities to work together to mitigate these risks. Demographic changes are placing further pressure on a system that is already struggling with teacher shortages, curriculum changes and accountability and assessment stress.
- 11.2 Within this context, schools, teachers, local authority staff, and all those who work with children and young people are working hard to make a difference to the lives of children and young people, support them and their families throughout their journeys and make savings without having a pejorative impact on children. National policy changes, however, make this ambition challenging.
- 11.3 Despite these challenges, we are working with all partners to build on the education system within the city to ensure that it is equitable and fair. We need all schools to be strong, capable and resilient; able to cope with the changes that are a feature of education. There are also opportunities for Leeds. We are creating stronger alliances within the city, focusing on Leadership and Management / Teaching and Learning and we are working restoratively with schools to mature those relationships. If we can support schools to move forward securely within a distinctive community of learning, this will enable us to have a greater citywide influence with schools, families and young people.

## **12 Recommendations**

12.1 Scrutiny Board is recommended to:

1. Recognise the improvements that have been made to children and young people's outcomes 2011-18 in a challenging context.
2. Endorse, as appropriate, the actions taken by Children and Families to bring about these improvements.
3. Support the service in placing a disproportionate focus on learning and readiness for learning in order to enable more rapid improvements.

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

13.1 None

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

**Appendix 1 – 2010/11, 2016/17 and 2018 (provisional) KS2 attainment data by pupil group**

Please note that data is not directly comparable due to changes in assessment and curriculum.

**Free school meal (FSM) eligibility**

*Percentage of Leeds pupils attaining level 4+ in English and Maths*

		2010/11		
		Eligibility	Percentage	Gap
English and Maths	Non eligible		78	-24
	Eligible		54	

*Percentage of Leeds pupils reaching expected standards in reading, writing and maths*

		2016/17		
		Eligibility	Percentage	Gap
RWM	Non eligible		61	-28
	Eligible		33	

The 2018 provisional data for FSM eligible pupils reaching expected standards in reading, writing and maths is 44%.

**Special Educational Needs (SEN)**

*Percentage of Leeds pupils attaining level 4+ in English and Maths*

		2010/11	
		SEN	Percentage
English and Maths	No identified SEN		85
	Action		37
	Action +		30
	Statement		12

*Percentage of Leeds pupils reaching the expected standard in reading, writing and maths*

		2016/17	
		SEN	Percentage
RWM	No identified SEN		N/A
	SEN Support		16
	EHC Plan or SEN with a statement		7

The 2018 provisional data for SEN pupils reaching expected standards in reading, writing and maths is 16.7%.

**English as an Additional Language (EAL)**

*Percentage of Leeds pupils attaining level 4+ in English and Maths*

		2010/11		
		Language	Percentage	Gap
English and Maths	Non EAL		74	-9
	EAL		65	

*Percentage of Leeds pupils reaching the expected standard in reading, writing and maths*

		2016/17		
		Language	Percentage	Gap
RWM	Non EAL		58	-10
	EAL		48	

The 2018 provisional data for EAL pupils reaching expected standards in reading, writing and maths is 49.4%.

## ***Ethnicity***

*Percentage of Leeds pupils attaining level 4+ in English and Maths*

		2010/11	
		Ethnicity	Percentage
English and Maths	White		74
	Mixed		72
	Asian		69
	Black		60
	Chinese		66

*Percentage of Leeds pupils reaching the expected standard in reading, writing and maths*

		2016/17	
		Ethnicity	Percentage
RWM	White		57
	Mixed		53
	Asian		53
	Black		49
	Chinese		79

The 2018 provisional data for BME pupils reaching expected standards in reading, writing and maths is 55.3%.