

Report of: The Director of Children and Families

Report to: The Executive Board

Date: 20th March 2019



Subject: The Annual Standards Report 2017-18

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

Summary of main issues

- 1 The Annual Standards Report reflects upon progress made over the last year towards achieving the aims and priorities outlined in the education strategy for Leeds: The Best City for Learning 2016-2020. The report reflects on the following seven key priorities for the city which come under the headings: World Class Provision, Great Leeds Schools, High Expectations for All, Better Outcomes for All, Successful Transition, Broad and Balanced Curriculum and Effective Leadership.
- 1 The Annual Standards Report reflects on these priorities over the past year, examining the current picture, where we want to go and how we will get there. In this way, the Annual Standards report is a yearly reflection of our progress towards becoming the best city for learning.

Recommendations

The Executive Board is recommended to:

1. Note this report as it details the outcomes of Leeds children and young people in the 2017-2018 academic year.
2. Note that this report will inform the priorities in the 3As Strategy (Attendance, Attainment, Achievement) which will be published in Spring / Summer 2019.

1. Purpose of this report

- 1.1. The purpose of this report is to show our progress towards becoming the best city for learning. The report does this by commenting on the actions taken as a result of the 2016-17 recommendations, and outlining where Leeds is now in relation to the ambitions it has laid out to ensure that all children in the city, including those affected by poverty and other disadvantages, are supported to achieve their potential.

2. Background information

- 2.1. This report should be considered alongside the Best City for Learning Education strategy as the two documents are closely connected. The strategy can be found at leeds.gov.uk. (Search 'Best City for Learning') or [click here](#).
- 2.2. The Annual Standards Report summarises the achievement of learners at all Key Stages throughout 2017-2018. It shows the achievements and challenges over the course of that academic year, and provides recommendations for the future. It also outlines the actions taken by the Council to fulfil its responsibilities to support, monitor, challenge and intervene as necessary.
- 2.3. This is a report of the Executive Member for Learning, Skills and Employment.

3. Main issues

- 3.1. Listed below are the seven chapter titles of the report and a brief summary of the contents of each section. The full document is available in appendix 1, and additional data in appendices 2, 3 and 4.
- 3.2. **World Class Provision:** *"We need a collaborative approach that provides good quality provision to meet the needs of all Leeds children"*. This chapter covers key points on early years provision and school places.
- 3.3. **Great Leeds Schools:** *"In such a diverse and vibrant city we need schools to be distinct environments in which all children are proud to succeed"*. Leeds Teaching Schools and Mathematics Hubs are discussed as well as examples of great Leeds primary and secondary schools from 2017-2018.
- 3.4. **High Expectations for All:** *"Creative and innovative approaches need to be used to address the gaps which prevent children from achieving their full potential"*. The gap in performance between disadvantaged pupil groups and their peers is discussed, as well as strategies to reduce the gap.
- 3.5. **Better Outcomes for All:** *"We must have high standards where all children achieve their age related expectations"*. Key data from early years through to post 16 is examined and notable trends identified.
- 3.6. **Broad and Balanced Curriculum:** *"Children need to experience an engaging and enriching curriculum that focuses on deeper learning"*. The chapter addresses Artforms music and arts, the Health and Wellbeing Service and Active Schools.

3.7. Effective Leadership: *"We need to nurture leaders through challenge and support in order to provide inspiring development opportunities within a collaborative community"*. Issues around governor support and partnerships with Teaching School Alliances are discussed.

3.8. Successful Transition: *"We need to smooth transition across the whole learning continuum to enable the child to face the world"*. Transition across the learning spectrum is examined, from early years through to jobs and destinations.

4. Corporate Considerations

4.1. Consultation and Engagement

4.1.1. None specifically for this report.

4.2. Equality and Diversity / Cohesion and Integration

4.2.1. Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best city in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.

4.2.2. The Annual Standards Report addresses the issue of inequalities in the city throughout the report, with specific focus in 'High Expectations for All'. This section reports on the performance gap between disadvantaged pupils and their peers. Data for different ethnic groups and Special Educational Needs and Disability is also analysed.

4.2.3. Actions outlined to close the gap include: (1) An Achievement for All conference in March focusing on the barriers which can prevent disadvantaged pupils from achieving. (2) Continued training and support for schools to improve outcomes for disadvantaged pupils. (3) Evaluation of the effectiveness of a key strategy designed to improve outcomes for disadvantaged pupils. (4) Under the Thriving child poverty strategy – using collaborative partnerships to mitigate the impact of poverty on education.

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

4.3. Council policies and Best Council Plan

4.3.1. This report will assist in achieving outcomes and priorities as defined in The Best City for Learning 2016-2020, The Best Council Plan 2018/19-2020/21, The Children and Young People's Plan 2018-23, the priority around being a child friendly city, Best Start in Life Strategy and the Leeds SEND Strategy.

4.4. Resources and value for money

4.4.1. The level of investment in children and young people from Leeds City Council is considerable. The need to continue to improve learning and

education across Leeds means that this must remain a high priority when allocating resources.

4.5. Legal Implications, Access to Information and Call In

4.5.1. This report is subject to Call In.

4.6. Risk Management

4.6.1. None identified

5. Conclusions

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

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

6. Recommendations

6.1. The Executive Board is recommended to:

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

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

7. Background 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

ANNUAL STANDARDS REPORT

THE LEARNING IN LEEDS





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Introduction

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

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

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

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

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

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

Councillor Jonathan Pryor
Executive Member for Learning, Skills and Employment

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

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

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

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

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

Steve Walker

Director of Children & Families

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

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

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

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

Phil Mellen

Deputy Director for Learning, Children and Families

Context

Population

The strong economy in Leeds is being strengthened and supported by the new inclusive growth strategy, which aims to create a thriving economy in a compassionate city that everyone can benefit from and contribute to. Leeds has a current population of 784,846 people which is estimated to grow to 814,079 people by 2024. Recent estimates suggest that there are 190, 816 children and young people under the age of 20 in Leeds.

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

Schools and Settings

At the start of the 2017/18 school year there were 232 primary age schools, 39 secondary, 3 through schools and 8 special schools in Leeds. These figures include all state-funded schools.

Children and Young People

	BAME	FSM eligible	SEND	EAL
Leeds	33.78%	16.45%	13.77%	30.32%
National	31.87%	14.14%	14.43%	31.87%

The diversity shown within Leeds schools is increasing, with over 20 different ethnic groups identified and 34% of the population coming from Black, Asian or Minority Ethnic groups (BAME). The proportion of pupils in Leeds schools who have English as an Additional Language (EAL) continues to grow and in the January 2018 school census there were 196 different languages recorded as spoken by the children of the city. In Leeds, 16.5% of children are eligible for Free School Meals and 13.8% of Leeds children have Special Educational Needs and Disability (SEND). National measures of child poverty indicate that 22.7%, or 37,300, children in Leeds live in poverty, which is above the 19.9% seen

nationally. Research by the Joseph Rowntree Foundation in 2017 found that 55% of people in poverty live in a household where someone is in work.

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



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

The development of the 3As Strategy for the city, which focuses on Attendance, Achievement and Attainment is intended to ensure that all children including those affected by child poverty and disadvantages have the opportunity to reach their potential. This will be a key strategy for Leeds as it strives to improve educational outcomes across the board.

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

Summary of Academic Outcomes 2018

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

* RWM= Reading, Writing and Maths

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

World Class Provision

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

Early Years

Key recommendations from 2016-17

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

Commentary and actions

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

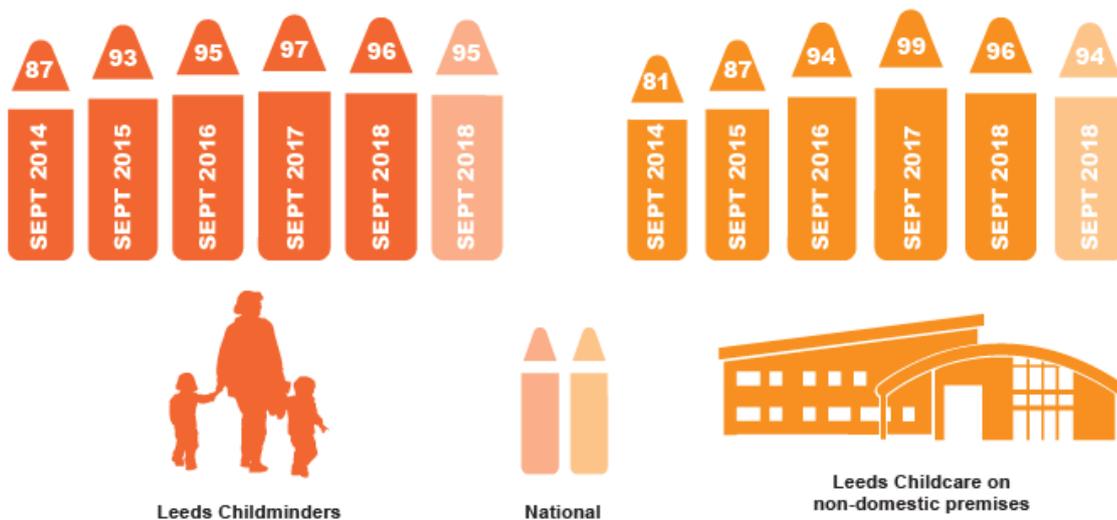
The Early Years Learning Improvement Team have provided support and challenge to the schools and settings across the city. Focused work with settings which have been rated 'Inadequate' or 'Requires Improvement' by Ofsted have successfully secured improvements.

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

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

Headlines for 2017-18

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



The majority of children in Leeds currently access their early years education in either childcare on non-domestic premises or with childminders. This means that most early years children in Leeds attend a setting which is Ofsted rated as good or outstanding.

What next?

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

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

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

School Places

Key recommendations from 2016-17

- Leeds will continue to run a ‘Good Learning Places Board’ with representatives of a range of teams across the Children and Families Service, reviewing recommendations put forward about school places, and putting the emphasis on learning at the heart of the decision making process.
- When looking at creating or expanding provision, Leeds will continue to work with schools, governing bodies, local communities and ward councillors to create an accurate view of need and explore holistically ways that the pressure for school places can be met.
- Leeds will continue to share demographic data freely through stakeholder events using an Outcome Based Accountability approach to support a more strategic planning places process.
- Leeds will, wherever possible, continue to look to expand good or outstanding schools to meet demographic need for school places.
- Where there is a need for additional school places in an area Leeds will always seek to work in partnership with schools. Where agreement cannot be reached the local authority may need to direct a school to take additional children. If this occurs the local authority will work with the leadership of the school to ensure learning remains strong.
- Where appropriate, Leeds will continue to work with key partners to develop new schools in areas of significant demographic pressure.
- Leeds will continue to work closely with bordering local authorities to share best practice and support the planning of school places.
- Leeds will continue to engage in collaborative work with the Regional Schools Commissioner (on behalf of the DfE) and the Education Funding Agency to identify areas of pressure and secure sites for new schools to address need.
- Leeds will continue to work alongside the RSC to address raising standards across all schools in Leeds, regardless of their status.
- Leeds will continue to raise the issue of underfunding with the DfE and ESFA.

Commentary and actions

Leeds City Council has a statutory duty to ensure the provision of good quality learning places and to secure an appropriate balance locally between education supply, demand, and choice. It is the role of the council to plan, organise and commission learning places in Leeds in a way that raises educational standards, manages fluctuations in pupil numbers and creates a diverse community of good or better schools. The authority seeks to exercise this function in partnership with children and families, elected members, diocesan education boards, governing bodies of schools, head teachers, local communities, multi-academy trusts, the Regional Schools Commissioner and other key stakeholders.

Headlines for 2017-18

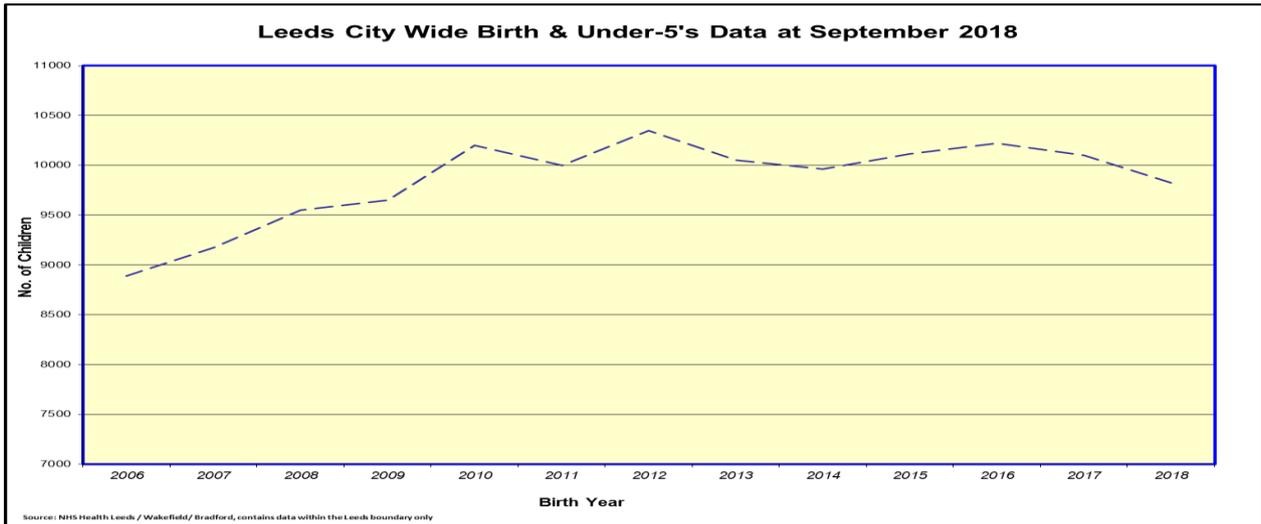
This includes:

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

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

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





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

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

What next?

- Leeds will continue to run a ‘Good Learning Places Board’ with representatives of a range of teams across the Children and Families Service, reviewing recommendations put forward about school places, and putting the emphasis on learning at the heart of the decision-making process.
- When looking at creating or expanding provision, Leeds will continue to work with schools, governing bodies, local communities and ward councillors to create an accurate view of need and explore ways that the pressure for school places can be met.

- Leeds will continue to share demographic data freely through stakeholder events using an Outcome Based Accountability approach to support a more strategic planning places process.
- Leeds will, wherever possible, continue to look to expand good or outstanding schools to meet demographic need for school places.
- Where there is a need for additional school places in an area Leeds will always seek to work in partnership with schools. Where agreement cannot be reached the local authority may need to direct a school to take additional children. If this occurs the local authority will work with the leadership of the school to ensure learning remains strong.
- Where appropriate, Leeds will continue to work with key partners to develop new schools in areas of significant demographic pressure.
- Leeds will continue to work closely with bordering local authorities to share best practice and support the planning of school places.
- Leeds will continue to engage in collaborative work with the Regional Schools Commissioner (on behalf of the DfE) and the Education Funding Agency to identify areas of pressure and secure sites for new schools to address need.
- Leeds will continue to work alongside the RSC to address raising standards across all schools in Leeds, regardless of their status.
- Leeds will continue to raise the issue of underfunding with the DfE and ESFA.

Great Leeds Schools

Key recommendations from 2016-17

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

Commentary and actions

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

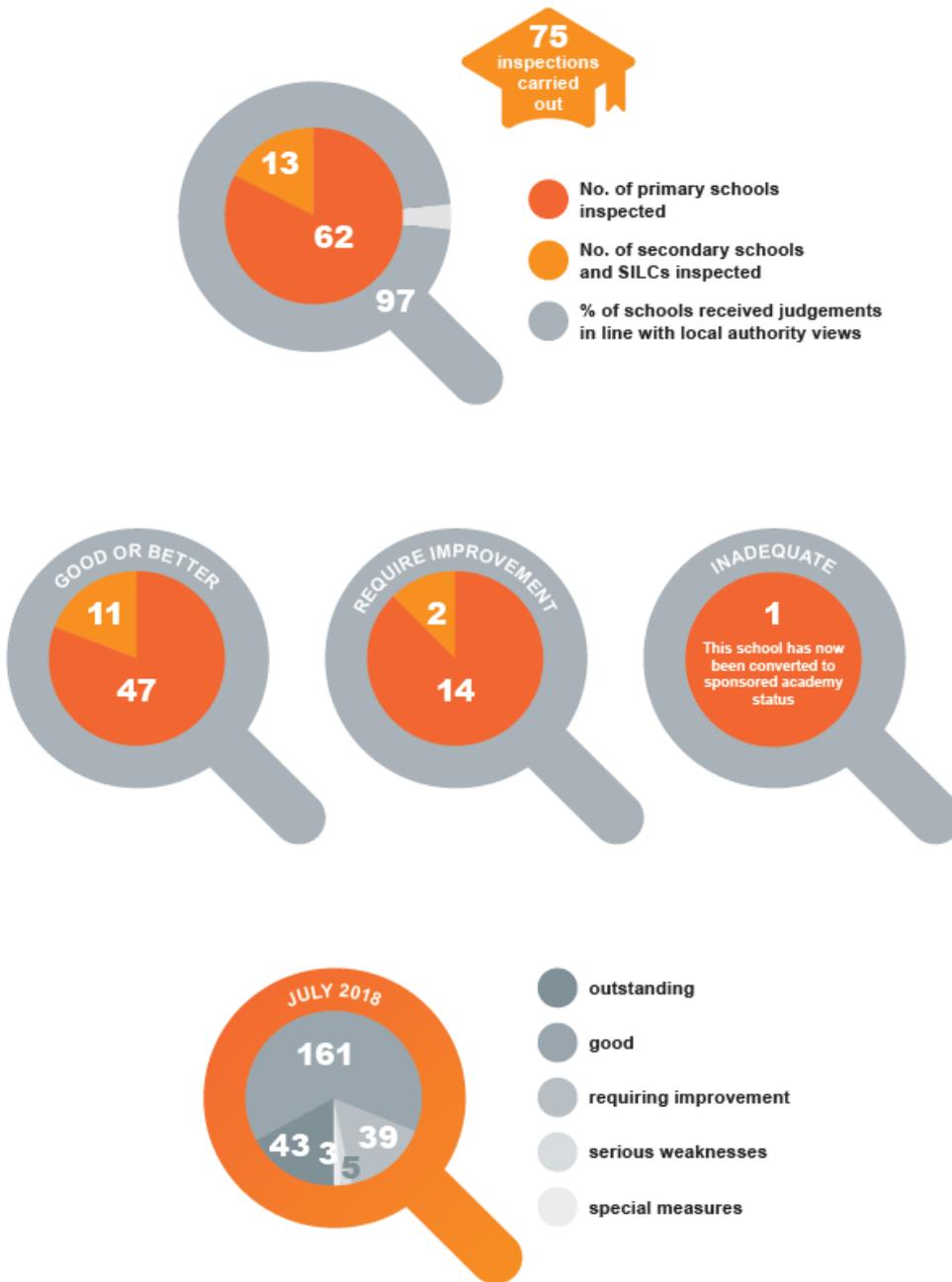
Both maintained schools and academies that buy into our service have designated a specific governor to monitor the impact of pupil premium. There is a specific guidance document to enable governors to effectively challenge how pupil premium funding is spent and the impact of strategies. Our model agendas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

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

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

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

Headlines for 2017-18



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

Partnership working

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

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

Recognition/Achievement

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

What next?

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

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

High Expectations for All

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

English as an Additional Language (EAL) and Ethnicity

Key recommendations from 2016-17

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

Commentary and actions

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



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

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

Headlines for 2017-18

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

1. EAL

Foundation stage

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

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

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

KS1

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

KS2

Percentage of pupils reaching the Expected Standard in RWM

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

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

KS4

Average attainment 8 score (EAL)

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

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

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

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

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

2. Ethnicity

Foundation stage

Percentage of Leeds pupils achieving GLD

	2018
White	68
Mixed	66
Asian	62
Black	62
Chinese	69

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

KS1

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

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

KS2

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

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

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

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

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

What next?

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

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

Special Educational Needs and Disability (SEND)

Key recommendations from 2016-17

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

Commentary and actions

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

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



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

Headlines for 2017-18

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

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

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

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

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

What next?

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

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

Social, Emotional, Mental Health (SEMH)

Key recommendations from 2016-17

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

Commentary and actions

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

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

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

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



Headlines for 2017-18

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

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

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

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

An update from health colleagues

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

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

What next?

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

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

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

Child Poverty

Key recommendations from 2016-17

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

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

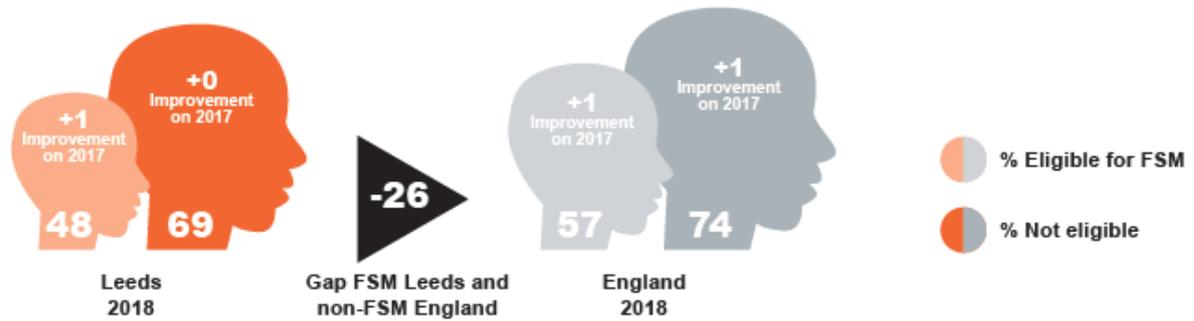
Commentary and actions

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

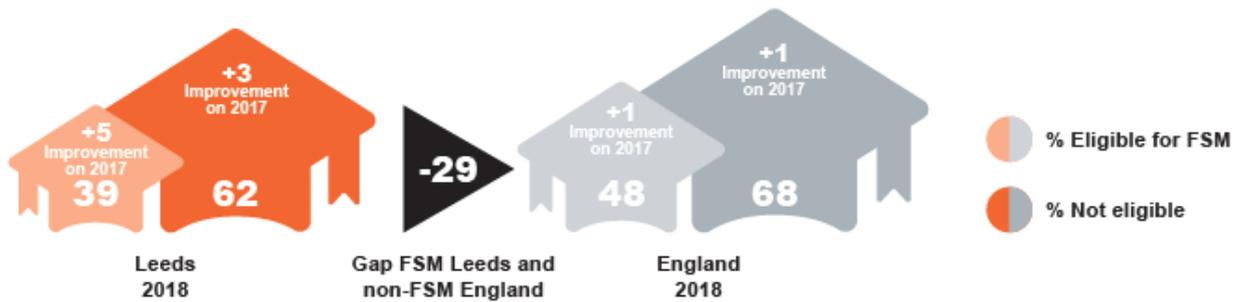
- An action plan to address disadvantage was created by all teams in Learning Improvement.
- A Language Strategy was developed across all phases to address the vocabulary and speech gap which can affect disadvantaged learners.
- Thriving: A Child Poverty Strategy' was created, which contains a key workstream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

Headlines for 2017-18

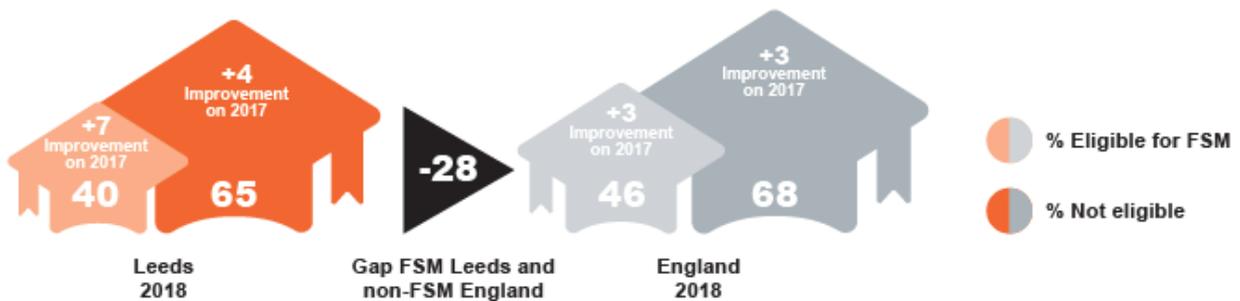
Percentage of children achieving a Good Level of Development in Foundation Stage



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



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



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

What next?

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

Virtual School

Key recommendations from 2016-17

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

Commentary and actions

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

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

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

Headlines for 2017-18

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

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

What next?

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

Better Outcomes for All

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

Early Years

Key recommendations from 2016-17

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

Commentary and actions

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

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

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

Headlines for 2017-18

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

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

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

What next?

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

Primary

Key recommendations from 2016-17

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

Commentary and actions

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



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

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

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

Headlines for 2017-18

Phonics

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

KS1

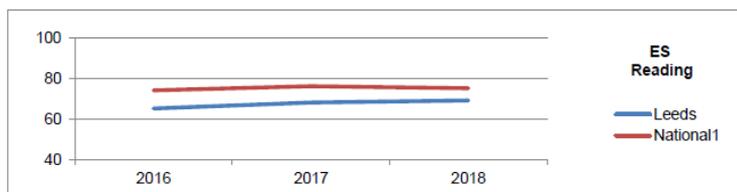
The 2018 assessments assess the new, more challenging national curriculum. The test outcome is no longer being reported using levels, [scaled scores](#) have been used instead. A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the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

Percentage of KS1 pupils achieving the Expected Standard in Reading

	2016	2017	2018	Change
Leeds	65	68	69	▲ 1
National¹	74	76	75	▼ -1
Stat. Neighbours	72	74	74	▬ 0
Core Cities	69	72	72	▬ 0
Yorkshire & Humber	71	72	72	▬ 0

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

LA Ranking: equal 146/150

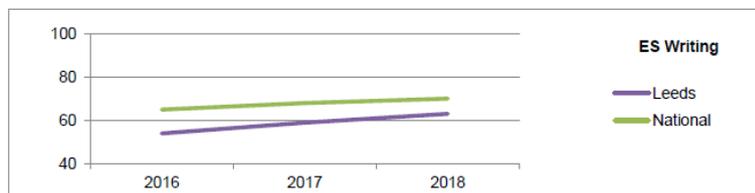


Percentage of KS1 pupils achieving the Expected Standard in Writing

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

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

LA Ranking: 148/150

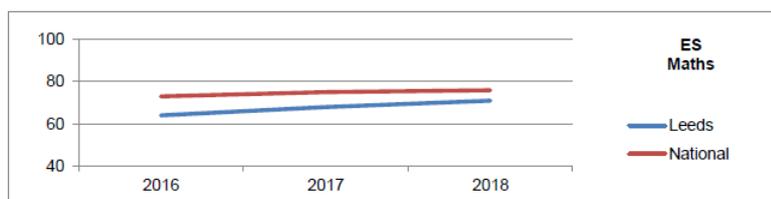


Percentage of KS1 pupils achieving the Expected Standard in Maths

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

The gap continues to close between Leeds and national.

LA Ranking: equal 146/150



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

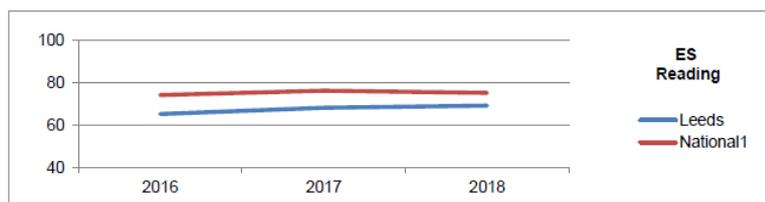
KS2

Percentage of KS2 pupils achieving the Expected Standard in Reading

	2016	2017	2018	Change
Leeds	65	68	69	▲ 1
National¹	74	76	75	▼ -1
Stat. Neighbours	72	74	74	▲ 0
Core Cities	69	72	72	▲ 0
Yorkshire & Humber	71	72	72	▲ 0

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

LA Ranking: 146/150

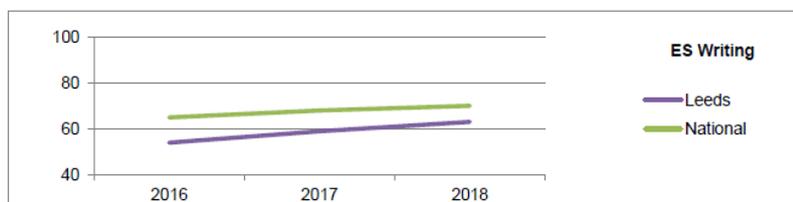


Percentage of KS2 pupils achieving the Expected Standard in Writing

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

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

LA Ranking: equal 148/150

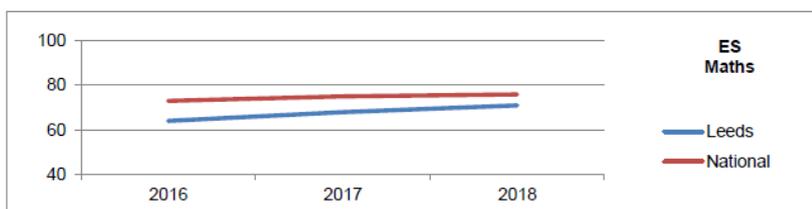


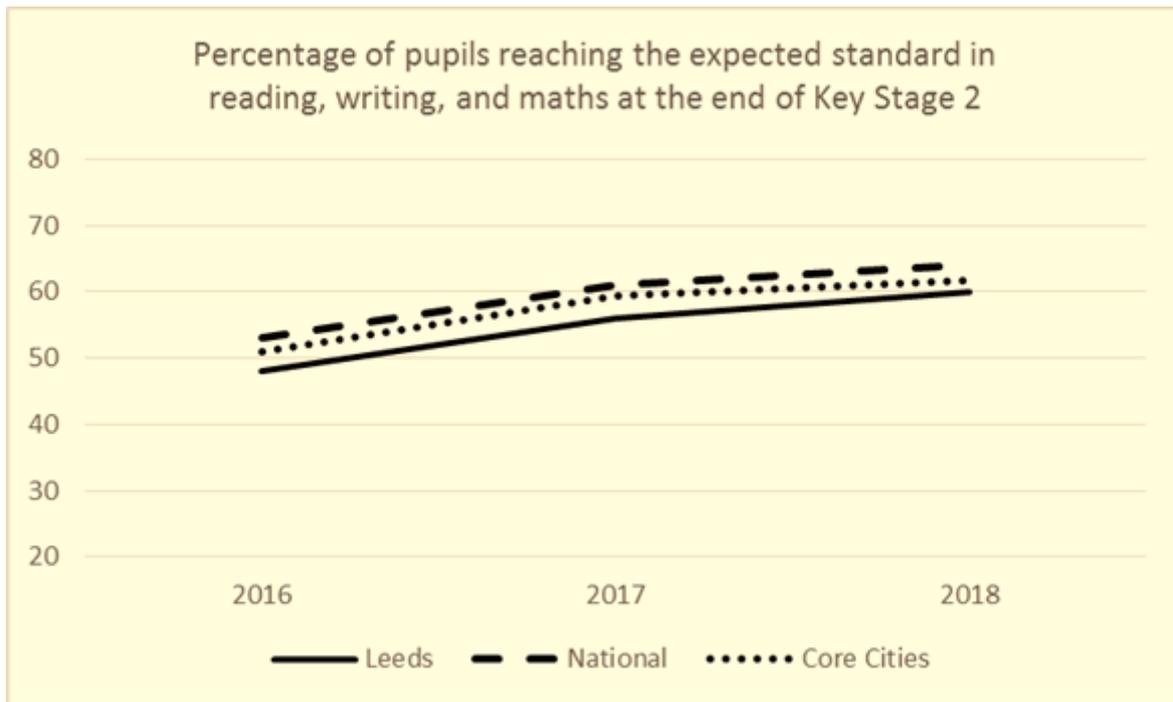
Percentage of KS2 pupils achieving the Expected Standard in Maths

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

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

LA Ranking: 146/150





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

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

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



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

Best ideas - what has worked?

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

What next?

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

Secondary

Key recommendations from 2016-17

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

Commentary and actions

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

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

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

Headlines for 2017-18

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

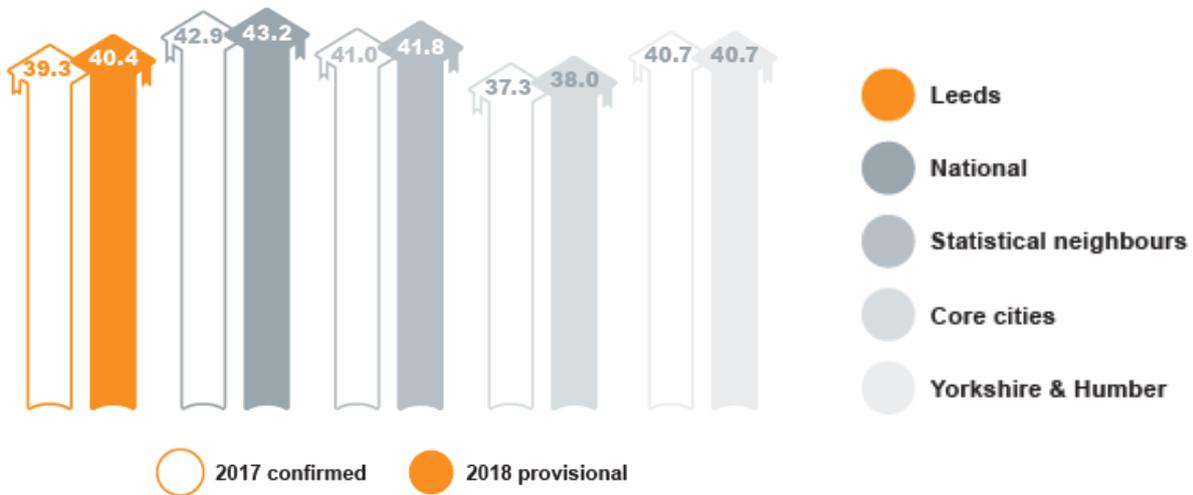
Table 1: Progress 8

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

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

Table 2: English and Maths

Leeds is ranked 90th out of 151 local authorities.



Other areas to note include:

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

What next?

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

Post 16

Headlines for 2017-18

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

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

What next?

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

Attendance

Key recommendations from 2016-17

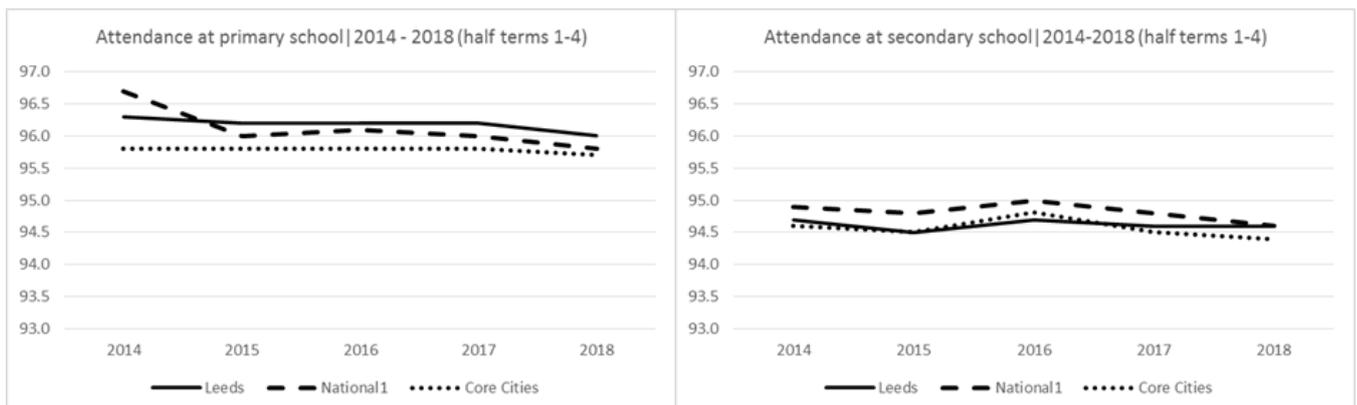
- The Council will continue to work with schools to make improving school attendance a priority. We will work with schools and academies to ensure that everyone takes responsibility for children's attendance at school in particular we will focus on persistent absence and unauthorised absences in secondary settings as these are areas where we are above the national rate.
- We will use our early help and targeted support through clusters and the developing Restorative Early Support Teams in high need clusters to ensure that we identify the problem early when school attendance is becoming a problem. Where necessary we will always consider using our statutory powers to prosecute parents who fail to ensure their children are getting the education they deserve.

Commentary and actions

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

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

Headlines for 2017-18



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

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

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

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

What next?

We will:

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

Exclusions

Key recommendations from 2016-17

- Close working with schools through the Area Inclusion Partnerships – this relationship has been defined in more detail than previously through the AIP contracts and the update for this year
- Sharing information on children with current F band funding with schools at transition and ensuring there is additional support if needed
- Continue to provide to schools and the AIP's regular updates on exclusions so that schools including governors are aware of their figures in a local, city wide and national context.
- Challenge the small number of schools and academies that account for the highest number of exclusions
- Provide governor training on a regular basis to ensure governors are aware of exclusion processes and how to monitor these
- Continue to offer schools opportunities to discuss how to support young people with presentations of challenging behaviour and seek the best ways to encourage pupils engagement in education

Commentary and actions

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

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

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

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

Training courses continue to be offered for governors.

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

Headlines for 2017-18

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

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

Table 1.0. Number and rate of fixed term exclusions

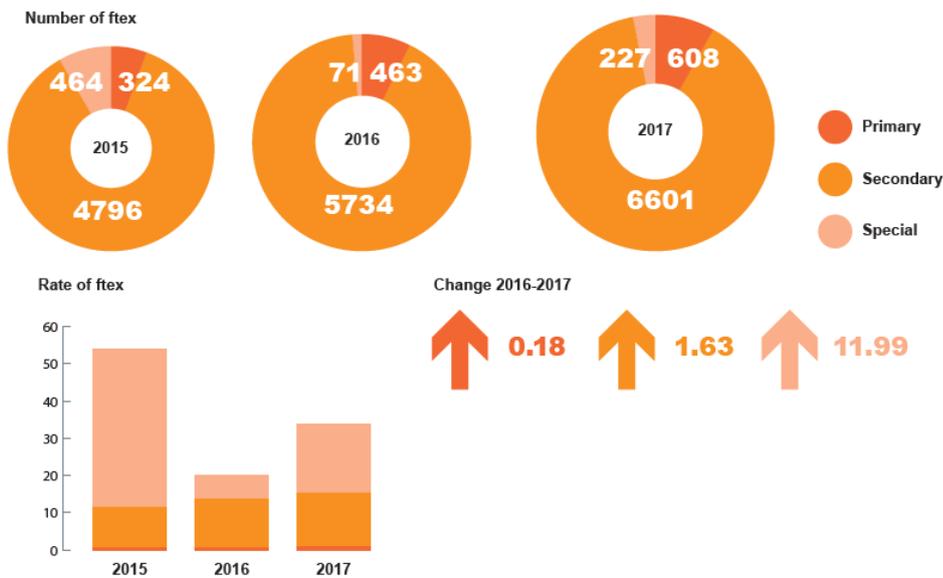
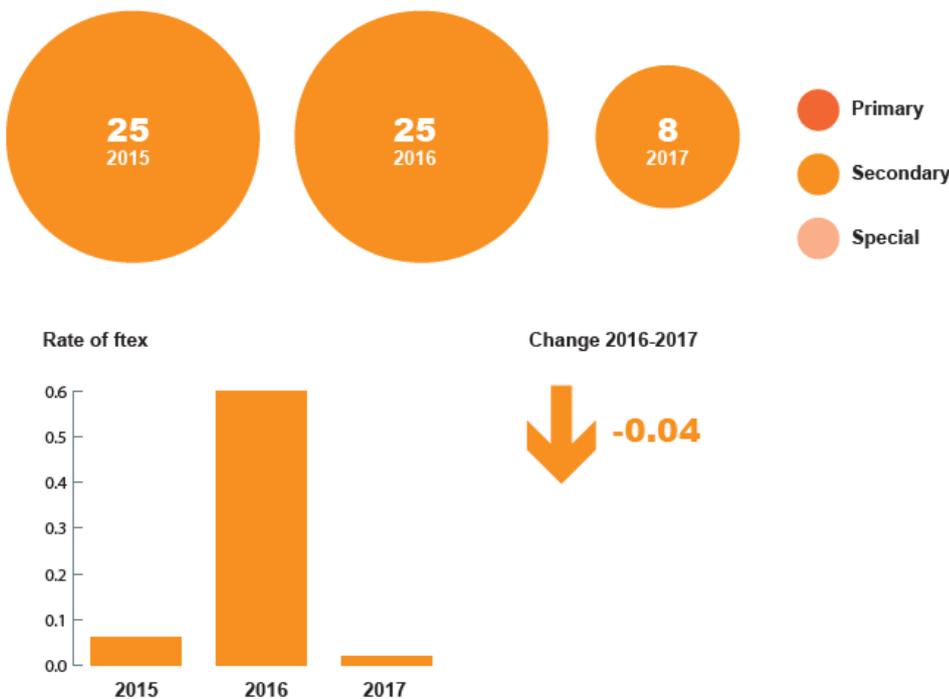


Table 1.1. Number and rate of permanent exclusion



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

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

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

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

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

What next?

We will:

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

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

Broad and Balanced Curriculum

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

ArtForms Music and Arts

Key recommendations from 2016-17

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

Commentary and actions

ArtForms is the music and arts service within Children and Families, Leeds City Council. We deliver and facilitate a range of arts and cultural learning opportunities for children, young people, families and schools. In 2017/18 a key focus for the service has been to promote positive, strategic partnership working.

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



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

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

Headlines for 2017-18

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

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

The Music and Arts team consists of experienced music and arts education practitioners with a strong track record of teaching and learning, school improvement and raising outcomes for children through music and the arts.

ArtForms – Music

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

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

ArtForms – Arts

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

Where Leeds wants to be

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

What next?

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

- Strategic leadership and support for networks and partnerships linked to the Leeds Music Education Partnership and the Leeds Cultural Education Partnership.
- A comprehensive programme of CPD for teachers and support staff

- Providing inclusive and engaging cultural learning opportunities which support pupils attainment across the curriculum.
- Through increased trading and partnership working with schools and the cultural sector.
- Providing clear progression pathways for all learners.

Health and Wellbeing Service

Key recommendations from 2016-17

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

Commentary, actions and headlines for 2017-18

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

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

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

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

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



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

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

What next?

The service is aiming to continue to:

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

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

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

Active Schools

Key recommendations from 2016-17

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

Commentary, actions and headlines for 2017-18

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

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

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

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

What next?

The service will aim to:

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

Effective Leadership

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

Key recommendations from 2016-17

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

Commentary and actions

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

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



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

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

Headlines for 2017-18

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

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

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

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

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

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

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

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

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

This ensures that the information, advice and support (including clerking), provided to governing boards enables them to effectively hold the school senior leadership to account for both educational performance and for financial and organisational performance. Access to an extensive range of documents ensures governors are kept up to date with legislative changes, as well as ensuring compliance with statutory duties and best practice. Governor briefings took place termly and provided opportunities for governors to share local and national developments, good practice and ideas to support the attainment of disadvantaged pupils and overcome barriers to learning. An annual conference gives governors the opportunity to focus on current issues and opportunities, with input from national and local speakers. The GSS has effectively delivered the NGA's Leading Governance Development for Chairs programme, funded by the DfE, which provides chairs, vice chairs, committee chairs and future chairs opportunities for developing leadership skills and confident governance.

2017/18 was the second fully operational year of the Yorkshire Leadership Community (YLC), a partnership of regional Teaching School Alliances and Leeds and North Yorkshire LAs, through which a suite of leadership programmes is offered to school leaders from across the region. These have continued to develop further with the programmes now being accessed by leaders throughout the region. The YLC offer during 2017/18 included programmes for aspiring leaders, middle leaders (NPQML), senior leaders (NPQSL), Headteachers and principals (NPQH) and executive leaders (NPQEL). In addition, Headteacher and deputy Headteacher internship programmes for women and BME leaders took place.

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

What next?

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

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

Successful Transition

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

Citywide Strategy

Key recommendations from 2016-17

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

Commentary and actions

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

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

Headlines from 2017-18

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



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

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

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

What next?

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

Best Start

Delivery of the Best Start Strategic Action plan is on track, building on existing good work across the city. 'Baby Week', a city wide partnership event to raise awareness of support in the earliest years was a great success again this year, launching the '50 Things to Do Before You're 5' app.

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

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

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

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

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

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

Early Years

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

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

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

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

Headlines from 2017-18

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

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

What next?

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

Readiness for Work

Key recommendations from 2016-17

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

Commentary and actions

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

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

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

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

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

Headlines from 2017-18

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

We are activity engaging with 40 secondary schools in Leeds.

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

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

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

What next?

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

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

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

Not in Education, Employment or Training (NEET)

Key recommendations from 2016-17

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

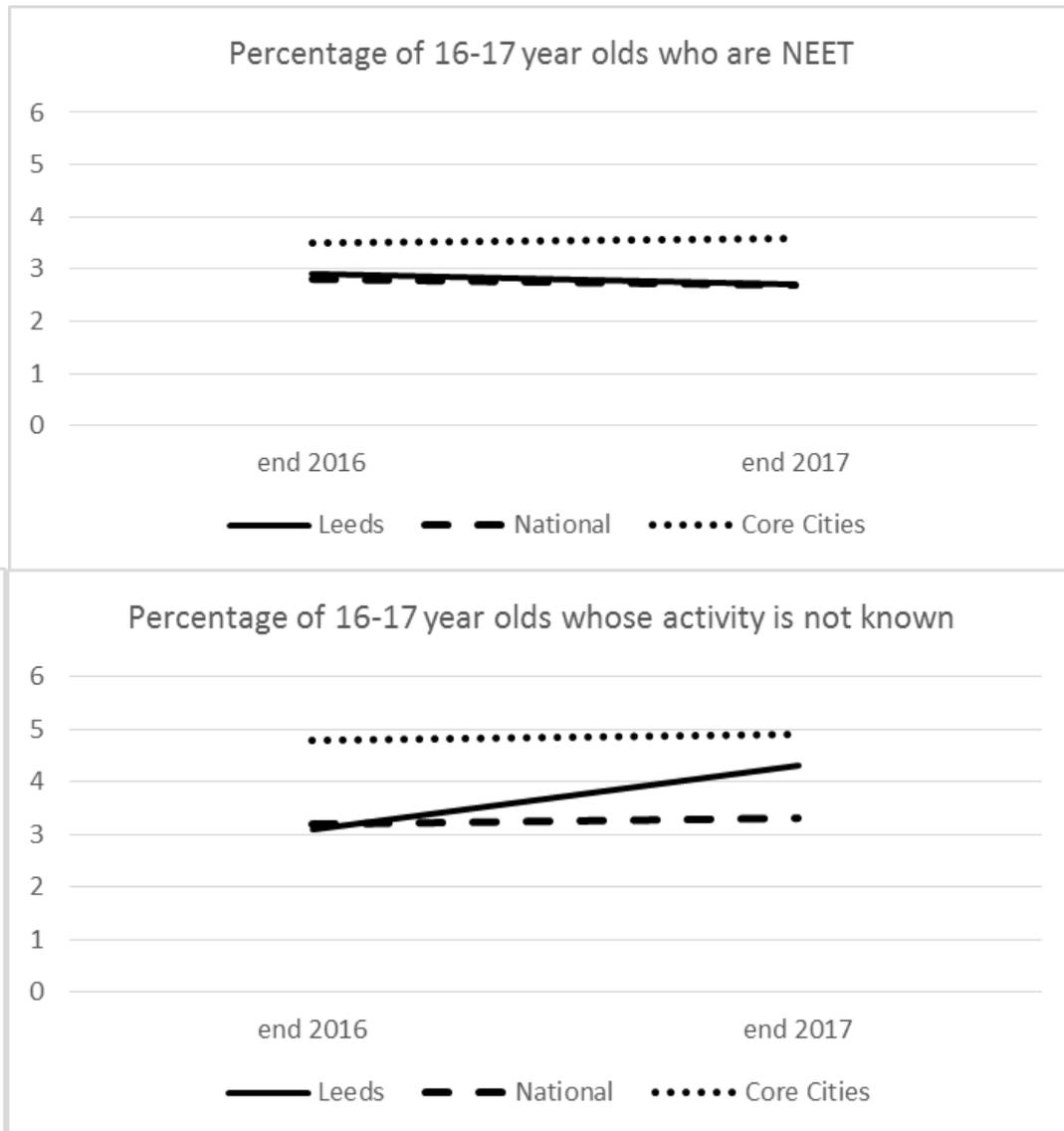
Commentary and actions

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

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

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

Headlines for 2017-18



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

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

What next?

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

Key Actions

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

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

Appendix 2

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

Open letter to children and young people

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

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

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

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



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

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

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



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

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

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



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

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

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



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

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

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

Appendix 3

KS1 PERCENTAGE OF PUPILS WORKING AT GREATER DEPTH- READING

	2016	2017	2018	Change
Leeds	17	19	21	▲ 2
National¹	24	25	26	▲ 1
Stat. Neighbours	22	24	25	▲ 1
Core Cities	19	20	22	▲ 2
Yorkshire & Humber	21	22	23	▲ 1

KS1 PERCENTAGE OF PUPILS WORKING AT GREATER DEPTH- WRITING

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

KS1 PERCENTAGE OF PUPILS WORKING AT GREATER DEPTH- MATHS

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

Appendix 4

Equality, Diversity, Cohesion and Integration Screening



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

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

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

Directorate: Children & Families Services	Service area: Learning Improvement
Lead person: Phil Mellen	Contact number: 0113 3783626

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).
<ul style="list-style-type: none"> • 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
Phil Mellen	Deputy Director Learning	
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		
Date sent to Equality Team		
Date published (To be completed by the Equality Team)		