

Children and Young People's Plan Review 2008

Welcome to the second annual review of Leeds Children and Young People's Plan!

Over the past year, colleagues across the partnership have worked together towards our ambitions for improving the lives of children, young people and families in our city. This report assesses the progress we've made so far and sets out our priorities and plans for the year ahead.

At the end of 2007, the charity 4Children identified Leeds as one of the most child-friendly places to grow up in the UK. It recognised our determination to reach out to the most disadvantaged families to provide the help they need.

This focus on targeting our efforts to where they can make the biggest difference is at the heart of the Leeds approach. It underpins many of the successes we've celebrated, like our best ever GCSE exam results; improving the support Children and Young People's Social Care provides to the particularly vulnerable; and pioneering pilot initiatives like the Budget Holding Lead Professional, which has shown what can be achieved when we wrap services around the needs of children and their families.

Elsewhere, we have led the way nationally in a number of fields, with Beacon status recognition for both our Healthy Schools Standard and for city-wide partnership working, where children's services provided a key case study. Our Parent Choice Advisory Service has been identified as leading practice nationally and there are many other examples of children's services in Leeds guiding and inspiring others.

It has been a year of ongoing change and development. Work to embed our children's trust arrangements has continued. We have placed particular emphasis on strengthening local leadership and engagement, helping front-line services deliver support that is personalised to individual needs, developed in partnership across relevant agencies, guided by the participation of those we work with and focused on preventing problems before they become more serious.

Our progress and challenges were thoroughly assessed by the Joint Area Review inspection carried out late in 2007. The final report confirms the high levels of self-understanding we have in Leeds about what we are doing well and where we have potential to be better. It has played an important part in informing this review and highlighting both our strengths and those areas where we can and must do more to continue improving outcomes.

Against this backdrop, we are well placed to move forward. This Plan links closely with the new Leeds Strategic Plan, helping us to better tie our own priorities to wider aspirations for how the city progresses. Significant challenges continue, but through the priorities and approach set out in this Plan and the talent and motivation of our workforce, we can ensure that every child and young person is able to say they have been lucky to grow up in Leeds.

Rosemary Archer
Director of Children's Services

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Introduction

Outline of 2008 Children and Young People's Plan Review.

After the foreword, we start with the Background section, which provides an outline of what the Children and Young People's Plan 2006-09 was and a reminder of key aspects from the 2007 Review. This is important because it provides the baseline for the 2008 Review. The Background section finishes with the revised priorities agreed last year. Next, in our 2008 CYPP Review section we outline the main features of the 2008 Review. This section includes a description of the changing context, our consultation and participation work, the Annual Performance Assessment and the Joint Area Review, and our developing structure and approach. The 2008 CYPP Review section concludes by setting out our future direction, including an overview, our approach, and a restatement of our priorities for 2008-09. It also includes a short section of action plans and targets, leading us to look ahead to the more fundamental review of Leeds' CYPP 06-09, which will start in summer 2008.

The main body of the 2008 Review follows a 'results based accountability' approach to generate a 'report card' for each of the priorities that were agreed by Executive Board in the 2007 Review and are organised in line with the Every Child Matters outcomes framework. There are additional sections on Narrowing the Gap and Service Management.

Background

The Children and Young People's Plan 2006-09

As part of the Children Act 2004, each local authority was given a new duty to develop a Children and Young People's Plan (CYPP) that would form the single, over-arching strategy setting out how the council and its partners would work together to improve outcomes for children, young people and their families. The Leeds Children and Young People's Plan was developed through the extensive involvement of children, young people and the Children Leeds Partnership from late 2005 and approved by Leeds City Council in 2006. The Plan set out priorities and objectives for 2006 to 2009.

Each year the Plan is reviewed to consider our progress and to update our priorities and objectives for the year ahead. It is also an opportunity to refine and refresh our approach to developing better services for children and young people as the Every Child Matters agenda develops nationally, and as we learn what works best in Leeds.

Outcome of the 2007 Review

The 2007 Annual Review, last year, led to the agreement of new, more focused priorities, targets and actions. It also included more detail on the distinctive 'Leeds

Approach' to developing children's services. As these now form the basis of the 2008 Review, as a reminder the priorities and approach agreed in 2007 are summarised below:

Vision

As set out in the Children and Young People's Plan in 2006, our vision is that we want every child and young person to be:

happy, healthy, safe and successful and free from the effects of poverty.

The Leeds Approach

The 2007 Review described the model for children's services in Leeds. The key elements of this are summarised below:

- *Personalisation*: making sure that services and support are tailored to the ambitions, needs and circumstances of the individual child, young person or family or the community they live in.
- *Participation*: developing services and strategy *with* children, young people and families rather than imposing a model.
- *Partnership*: working with others to agree shared aims at all levels, from citywide strategic groups to local partnerships around schools and communities to front line teams, with all working together to make this easier.
- *Prevention*: working to identify problems early, responding quickly and appropriately to needs as they change to avoid problems becoming severe, and more difficult and costly to resolve.
- *Safeguarding*: Fundamental to achieving our aims is the need for building a culture of safeguarding in everything we do – to ensure we all work to make children and young people safe and to promote their wellbeing. Safeguarding is an essential part of everyone's responsibility across the partnership.
- *The Universal Offer*: developing an enhanced and extended entitlement for all children, young people and families to excellent, tailored support and services. The Universal Offer ranges from learning to advice and guidance and from family support to positive activities.
- *Narrowing the Gap*: in addition to an enhanced offer for all, it is important that services also build their capacity for providing additional support for those who need it most. Leeds' Children's Services are focused on narrowing the gap for those with the most barriers to achieving good outcomes, particularly looked after children and disabled children and young people.
- *Building resilience*: we know that to achieve our aims we need to build resilience; that is the ability of children and young people (as well as families and whole communities) to effectively manage change and challenges so they can thrive. Services, however good, cannot and should not manage people's lives or assure their success. Families and communities bring up children, not local services.
- *Aspiring to excellence*: we need high expectations for what children and young people can achieve, as well as excellence in the services that work for them.

CYPP priorities agreed as part of the 2007 review

The table on the following page shows the priorities for improving outcomes and improving services that were agreed in 2007. These have been used to inform the Leeds Strategic Plan, which is the citywide plan that sets out strategic outcomes, priorities and targets for all communities, including children and young people.

| Every Child Matters Outcome | Priority | Long term priority | Short term priority |
|-------------------------------------|--|---|--|
| Stay safe | Safeguarding | Embedding a safeguarding culture | Improving the assessment and care of children in need |
| | Safe communities | Strengthening community safety and cohesion | Reducing bullying |
| Be healthy | Emotional wellbeing | Promoting emotional wellbeing for all | Improving services for children, young people and families with additional mental health needs |
| | Activity and obesity | Reducing obesity | Raising activity |
| | Sexual health | Improving sexual health for all | Reducing teenage conception |
| Enjoy and achieve | Secondary progress | Improving educational outcomes for 11-16 year olds | Targeting under achievement |
| | Early learning | Improving readiness to learn | Enabling the engagement of parents and young learners in early years and primary schools |
| Make a positive contribution | Positive opportunities | Enhancing positive opportunities in and out of school | Reducing anti-social behaviour and offending |
| Achieve economic wellbeing | Qualifications and skills at 19 | Raising qualifications and skills levels for 19 year olds | Reducing the proportion of vulnerable groups not in education, training or employment |
| ALL | Narrowing the gap in outcomes for the most vulnerable children and young people | | |

| Every Child Matters Outcome | Long term priority | Short term priority |
|------------------------------------|---|--|
| Service management | Extended services for every neighbourhood | Roll out of extended services in schools and children's centres |
| Service management | Parenting support for all | Proactive, tailored support for families facing the most severe challenges |
| Service management | Personalised, joined up support for all | Moving towards integration through the roll out of the Common Assessment Framework, Budget Holding Lead Professional and Individual learning plans |

The 2008 Children and Young People's Plan Review

This section explains the main features of this year's review. It sets out how this Review has been shaped by the changing national and local context, and informed by consultation, inspection feedback and an improved approach to undertaking the review.

The changing context

A variety of important developments nationally are informing and complementing the work that Leeds is doing to improve outcomes for all our children and young people.

The introduction of the new Department for Children, Schools and Families and the subsequent publication of the Government's first national Children's Plan 'Building Brighter Futures', highlights an ongoing emphasis on adopting and encouraging a partnership approach to bring services together around common goals.

Within the Children's Plan and elsewhere, there is evidence of several themes growing in prominence as understanding evolves around the type of focus needed to take the Every Child Matters agenda forward. In particular amongst these themes is:

- An appreciation for the significant impact that child poverty and social exclusion can have on the full range of outcomes and the need therefore to target efforts towards those who are most vulnerable.
- The central, fundamental role parents, carers and families play in shaping and supporting children and young people. The importance of seeing each child as part of a wider network and community has introduced the 'think family' focus to the type of initiatives being encouraged nationally and implemented locally.
- Support for 'workforce development' underpinning efforts to progress the children and young people's agenda, with an emphasis on building the skills, confidence and understanding to create better integration of services.
- A changing role being advocated for schools, with a focus on further developing partnerships to support a broader spectrum of outcome areas.

In the context of these and other wide-ranging developments, Leeds is well positioned to build on the progress made so far.

Our priorities include an overarching focus on helping children and young people to succeed, whatever barriers may complicate their opportunities to do so. Locally, our approach gives those working with children and young people the encouragement and support to adopt new practices and perspectives so that partnership and integrated working are central to how we do things. This work is informed by learning from a number of innovative pilot initiatives that have highlighted the importance of local leadership. It is reflected in the progress we have made on areas like the strategic joint commissioning of services.

Our learning so far mirrors the national focus on a 'think family' approach. It is clear that the best way to prevent problems children and young experience from escalating is to support families from the outset to address issues in partnership. This review therefore highlights how a 'think family' approach in Leeds will increasingly guide our future direction.

Our learning has also made clear that supporting schools and other services locally so that they have more control and influence in the areas where they can make the greatest difference is key to our future prospects for progress. Local leadership will increasingly be the vehicle for realising our ambitions.

These themes, 'think family' and 'local leadership' will, along with the priorities and approach detailed below, enable us to take forward our focus on improving outcomes in a way that complements the national agenda and reflects the context of learning and progress being made here in Leeds.

Consultation and participation

The 2008 Review has been supported by consultation across the wider Children Leeds partnership. Much of this has included the direct involvement of a large number of staff in workshops and in contributing information, data and case studies for the review. In addition there has been consultation through an online toolkit to help inform the review.

Annual Performance Assessment and Joint Area Review

The 2008 Review is informed by, and builds on, preparations and feedback from the recent Ofsted inspection of children's services in Leeds. This includes both the Annual Performance Assessment in October 2007 and the more detailed inspection programme for the 'Joint Area Review' (or JAR) that took place in December 2007.

Structure of the 2008 Review and Results Based Accountability

The structure of this year's review has changed to reflect both the current context in Leeds, and also to use the opportunity to include a more effective approach that is designed to strengthen the focus on outcomes.

The 2008 review aims to be a more concise and focused document to reflect the intensive work that has been undertaken across the city in recent months to review progress and agree priorities for the future. This includes both the inspections mentioned above but also wider work across Leeds to develop the Leeds Strategic Plan, which is the citywide plan that sets out strategic outcomes, priorities and targets for all communities, including children and young people. As such the 2008 Review will link to, and build on, this existing work.

The 2008 Review is informed by 'Results Based Accountability', which is a method for planning and performance management that was developed in the US but is now promoted by the government for use in children's services. The intention of this approach is to support partnerships to keep a focus on 'results' or 'outcomes', i.e. the difference they make to the wellbeing of populations, and to base simpler, shared plans and reviews around this.

In line with this approach, the main part of this document is organised into brief 'report cards' that review each of the priorities set out in the 2007 CYPP Annual Review and agreed by Executive Board in 2007. Each report card includes the following sections:

- *Scorecard*: This section shows how we performed against the targets we set for improving outcomes and how we compare with other similar areas.
- *The story behind the data*: This section gives a brief explanation of the data in the scorecard, and the factors underlying the figures.
- *Progress against the plan*: this section is organised as follows:
 - *Improvements in outcomes*: this section highlights how we have made a real difference to the lives of children, young people and families.
 - *Improvements in service performance*: this section sets out how we have improved a selection of the services that work with children and young people through developing new services or making some existing services perform better.
 - *Positive accomplishments*: this section records some of the major achievements of the last year, for example in winning awards for service quality or winning new funding for the city.
- *Case Study*: this section provides an illustrative example of work in each priority area and demonstrates the impact of an action at an individual level.
- *Changes to the plan*: this last section sets out the main actions we will take over the next year to further improve services and raise outcomes.

The 2008 Review closes with an update of our Priorities and Targets for the year ahead.

Achievements and Future Challenges

The 2008 Review draws attention to a variety of achievements over the past year, which, as recognised by the Joint Area Review inspection, demonstrate the impact that the Leeds approach is having. For example:

- *Be Healthy*: the Local Public Service Agreements target for raising the proportion of pupils taking part in two or more hours of sport per week was exceeded, as were targets for raising breastfeeding rates and reducing waiting times for mental health and sexual health services.
- *Stay Safe*: there has been significant progress in improving social care performance on a range of key measures (such as initial and core assessments) and some improvements in the general quality of care provided in residential units, as reflected in Ofsted inspections.
- *Enjoy and Achieve*: Leeds' young people achieved their best ever GCSE exam results in 2007, including sharp improvement for some targeted schools

and pupil groups, helping to narrow the gap. In addition the city made good improvements to the proportion of five year olds achieving good standards in the Foundation Stage Profile, particularly for those children in more deprived areas.

- *Positive Contribution:* Leeds exceeded its target for reducing youth offending, and also a range of important local indicators for engaging young people in positive activities across the city.
- *Economic Wellbeing:* the last year saw some significant improvements in the proportion of young people achieving better qualifications at age 16 and 19, and good progress towards raising the proportion of school leavers participating in learning or work.
- *Service Management:* Leeds has exceeded its targets for developing extended services around schools, met its target for creating Children's Centres and made further progress on the cultural change that Every Child Matters requires.

The 2008 Review has contributed to an intensive period of self-assessment and inspection over recent months. Whilst this has rightly recognised the many successes and good progress made by the local partnership, it has also emphasised that significant challenges remain. There are some outcomes where there are ambitious targets in the Leeds Strategic Plan that will require the council and all its local partners to further focus the city's resources, effort and creativity in addressing these challenges.

- *Teenage conception rates:* the latest data show that Leeds has seen a marginal increase in conception rates since 1998, and therefore the city is well below trajectory to meet national targets. This is an important area as research suggests conception rates are an important proxy indicator for overall wellbeing and has strongly links to young people's aspirations, opportunities and deprivation.
- *The numbers of Looked After Children and Young People:* the relatively high numbers of young people in care in Leeds has been widely reported as an important issue for the city. The latest data show that at year end the overall number of Looked After Children and Young People has remained at broadly the same level as last year and so the targets for reduction have not been met. This is a key issue in two ways – firstly in the challenge it offers to ensure preventative support is further strengthened and targeted to ensure children do not need to enter care, and secondly because of the challenges these high numbers pose to delivering stable, high quality care for these young people. In light of this, targets for reducing the number of Looked After Children and Young People, and improving the stability of placements and timeliness of reviews have all been included in the Leeds Strategic Plan.
- *Attendance:* Raising attendance has been an acknowledged priority for Leeds over recent years. There have been improvements but recent data has re-emphasised the national and local challenges about raising attendance, and in particular about addressing the small but significant minority of pupils and schools that have high levels of persistent absence, particularly in secondary schools.

- *Learning outcomes for 14-19 year olds*: Both local analysis and the Joint Area Review have raised concerns about learning outcomes for 14-19 year olds. Assessment of data released in the autumn showed particular concerns about the significant minority of learners leaving school with no GCSEs, and significant achievement gaps for some learners (e.g. those eligible for Free School Meals) and some schools.
- *The proportion of young people not in education, training or employment (NEET)*: The latest (provisional) data for NEET shows a rise in the non-participation rates amongst 16-18 year olds, meaning that Leeds now requires sharp improvement to meet targets on this national priority. In addition the JAR made specific recommendations about increasing the proportion of Looked After Young People and young offenders that are in education or work.

In order to improve these outcomes and build on Leeds' progress with the Every Child Matters agenda, the authority and its partners will need to increase the pace of change in the way children's services are organised and managed. In particular over the next year there is a need to drive forward workforce reform, continue strengthening local partnership development and embed new 'integrated processes' for joint working such as the Common Assessment Framework and ContactPoint.

Future Direction

Overview

The 2008 Review and the consultation and analysis that informed it, supports the overall approach and priorities for children's services in Leeds. This has been confirmed by feedback from Ofsted, who commented positively on the sharper priorities agreed in 2007, and praised the model for children's trust arrangements that is developing in the city.

Refreshing our approach

The 2008 Review, and our ongoing learning have confirmed our broad approach to children's services, set out in the opening section of this document. However, in light of ongoing national and local developments we now also need to emphasise the following:

- 'Think Family': the need to recognise that families not services bring up children, and to make sure that services, whether for adults or children, work together to support the family and build resilience.
- 'Local leadership': local partners are central to our approach for delivering our change agenda. We want our services to be led locally, and for those staff and partners working closest with children, young people and families to have more control and lead the way forward.

Restating our priorities for 2008/09

Each year as part of the review we consider if there is a need to change or update priorities. This year it is proposed that the priorities will remain the same, for this

final year of the 2006-09 Leeds Children and Young People's Plan. There are several reasons for this decision, including:

- *Review and wider needs analysis:* the 2008 Review and wider needs analysis has shown that, whilst there has been progress in most areas, outcomes in these priority areas still require further improvement.
- *Joint Area Review:* the recent inspection of children's services supported the priorities set out in the 2007 Review, and identified areas within them for further work.
- *Leeds Strategic Plan/Local Area Agreement:* consultation for the key outcomes and improvement priorities for the new Leeds Strategic Plan and Local Area Agreement was based on the priorities in the 2007 Review. Feedback from a wide range of stakeholders supported retaining these priorities, and these are now embedded in the structure of these new plans.
- *Building awareness and ownership:* during the current changes across local partnerships and children's services it is felt that retaining the same priorities affords more chance to build awareness, ownership and joint working around the existing priorities, rather than adding yet more change.

However consultation on the CYPP priorities has emphasised a common concern regarding their wording. There were widespread concerns and comments about the need to change the language to be clearer, more positive and to better emphasise the outcomes we want to achieve for children and young people.

| | |
|---|--|
| CYPP Review 2007 | Updated Priority wording: All children and young people are... |
| Activity and Obesity | Active and eat healthily |
| Emotional Health | Happy and resilient |
| Sexual Health and Teenage Conception | Able to make healthy choices about sex and relationships |
| Assessment and Care of Children in Need | Safe in their families and safe in care |
| Community Safety | Safe in their communities |
| Secondary Achievement | In school and achieving |
| Early Learning | Able to make a good start in learning |
| Positive Opportunities | Engaged in positive activities |
| Qualifications and skills at 19 | Succeeding in learning or work |
| Narrowing the gap | Able to succeed, whatever the barriers |
| Service Management | Supported by excellent, integrated services |

Action Plans for 2008/09

The key actions for the year ahead are set out in the review sections above. More detailed action plans that set out how these will be managed and implemented are available in the following documents:

- *Joint Area Review Action Plan*: In response to the recommendations of the JAR an action plan will be approved by the Integrated Strategic Commissioning Board and the Leeds City Council Executive Board by July 2008.
- *Council Service Improvement Plans*: All council services agree a service improvement plan each year. Most of the key information for children's services will be included in the plans for Children and Young People's Social Care, Early Years, the Integrated Youth Support Service and the Director of Children's Services Unit. Other related actions will be found in other service plans, such as Area Development Plans, Housing or Corporate functions.
- *Education Leeds Strategic Plan*: this document sets out the key priorities and plans for Education Leeds and its work with schools and learners.
- *Primary Care Trust Children and Maternity Services Business Plan*: this document provides additional detail on the main commissioning and action plans for the PCT.
- The range of strategy documents and action plans across the city such as Partnership and Family Support, Alcohol Strategy, Emotional Health Strategy and the Obesity Strategy.

Targets for 2008/09

The table at the end of the document sets out the outcome measures we will use to assess our progress and the targets we have set for improvement. These include all those within the Leeds Strategic Plan, as well as additional indicators to reflect the wider priorities and statutory duties of children's services.

Renewing the Children and Young People's Plan 2006 - 09

This document is the last review of its kind for the first Leeds Children and Young People's Plan. The term of the first CYPP runs from 2006 to 2009 so work will therefore begin in Summer 2008 to involve all local partners as well as children, young people and families in agreeing a renewed strategy for improving outcomes and transforming children's services.

Be Healthy

| | | |
|-----------------------------|---------------------------|----------------------------|
| Priority | Long term priority | Short term priority |
| Activity and obesity | Reducing obesity | Raising activity |

| Measure | Baseline | Target | Benchmark* | Latest |
|---|---------------------|--------------------------------|---------------------------------|---------------------|
| Halt the increase in the proportion of 5 year olds that are obese by 2010 (measured at reception) | 9% | Return to 2000 National Levels | 9.7% (Regional Data) | 9.29% |
| Halt the increase in the proportion of 11 year olds that are obese by 2010 (measured in Year 6) | 18% | Return to 2000 National Levels | 17.2% (Regional Data) | 17.74% |
| Raise the proportion of mothers breastfeeding by 2% per annum | 50% (2003/04) | 54% | 63.3% | 64% |
| Increase the proportion of 5-16 year olds engaged in 2+ hours of high quality PE to 90% by 2009 | 2006 result: 83% | 2007: 85% | West Yorks average in 2007: 84% | 2007 result: 86% |

* National data is used as a benchmark unless stated otherwise.

Story behind the data

The return to 2000 National Level is a revised target for childhood obesity. The latest data is for 2007 with a target of maintaining these levels during the coming year. The obesity levels at Reception are lower in Leeds than the Regional benchmark. Measurement at Year 6 shows marginally higher rates in Leeds than the Regional levels. We achieved high levels of the numbers of children measured (over 90%) following increased focus from the School Nursing Service, which gives us a reliable baseline from which to measure our improvement.

From a baseline of 50% the number of mothers initiating breastfeeding increased by 14% points. The improvements are due to a wide range of interventions including increased focus on breastfeeding by universal services; the provision of specialist services, such as breastfeeding cafés, employment of breastfeeding co-ordinators; and more focused work to assure the quality of the data.

We have exceeded the 85% target for increasing the number of young people engaged in two or more hours of Physical Education (PE), by 1%, partly due to an increased focus and Year 3 and Year 6 pupils participating in school swimming as part of the national curriculum. There has also been a 16.5% increase in the number of junior visits to our leisure centres.

Progress against the plan

(i) Improvements in population outcomes

- The high percentage of children participating in The National Child Measurement Programme will enable assessment of the effectiveness of obesity reduction interventions. This is vital in order to reduce not only obesity rates but also in the reduction of obesity related health problems in later years such as diabetes and coronary heart disease.
- The 14% increase in the rates of mothers initiating breastfeeding has positive health benefits for both baby and mother. Breastfeeding is key to reducing infant mortality, especially within vulnerable groups. It reduces the incidence of infections, promotes maternal recovery from childbirth and emotional attachment between mother and baby.
- The increase in the number of children undertaking physical activity as part of school life will be a very key component of future success in reducing lifetime obesity.

(ii) Improvements in service performance

- Services relating to breastfeeding have been re-designed to better meet the needs of the most vulnerable groups who previously had lower rates of access to services. The Joint Preventative Partnership has funded a major research and consultation project on meeting the needs of disadvantaged children in South Leeds.
- Focused expansion of services means that the Watch It Weight Management Service now provides treatment services from 12 locations, many are integrated within local leisure centres, and are developing a treatment programme for five to eight year olds.
- Services have been targeted to have maximum impact on priority areas. Carnegie Weight Management Services have been commissioned to deliver two clinics, initially targeting areas of deprivation, with plans to expand to other parts of the city.
- The increasing integration of the School Nursing Service into schools has enabled a stronger focus on health promoting behaviour. Wake up Shake up, is an exercise activity which takes place first thing in a morning, in schools across Leeds, to encourage children and young people to engage in physical activity and promote mental wellbeing.
- Increased investment and prioritisation into prevention and early intervention. Two additional Health Improvement Specialists have been recruited to increase the capacity to deliver the 'Can't Wait to be Healthy – Leeds Childhood Obesity, Prevention and Weight Management Strategy'. 14 Breastfeeding Cafés across Leeds have been established to provide vital advice and support to new parents.

- Partnership working and increased participation has improved performance. The Engaging Inactive Children Programme has worked with School Sports Co-ordinators, Extended Schools Cluster Co-ordinators, parents and families: The Healthy Living Gala in South Leeds Council attracted over 500 children and parents; DAZL Dance Spectacular engaged 350 children and young people in performance at a sell out show with an audience of 1200 in Leeds Town Hall.

(iii) Positive accomplishments

- The Leeds 'Watch It' project was the overall winner at the National Obesity Forum's Best Practice Awards for Excellence in Weight Management.
- Leeds Baby Friendly Initiative completed stage one towards achieving the World Health Organisation's recognised status.
- Leeds Healthy Schools won national Beacon Status in 2007.

Case study

Weight Loss Camp

'A' had a very clear goal when he joined the NHS weight loss camp. He wanted to change for himself and only weeks into the three-month programme his family were overjoyed to see their 13-year-old son transformed. At 13.5 stone, A's confidence was at rock bottom. He would often comfort eat, steal food from the kitchen and then hide it in his bedroom.

"About four weeks in to the programme A's chin started lifting," his mother said. "He has gone from having no confidence to being really bubbly. ... He's been more confident at school, his grades have improved and his school report at the end of last term was 100 per cent better than this time last year. ... He hasn't complained about being bullied and he's been wanting to get in touch with friends as soon as he's back from school."

'A' has lost over five inches from his waist in the last 12 weeks and as a reward the family have the new puppy he's been longing for. 'A' now walks his dog daily, sometimes three times a day. He's swimming regularly, walks home from school and has taken control of his overeating.

"I feel much happier," said 'A'. "But it is quite hard. The temptation can be very hard, but you just have to try and forget and carry on. I will carry on after the club finishes because I know I have my mum to help me."

Changes to the plan

Key actions for 2008 / 2009:

- By March 2009 a care package (for childhood obesity) will be developed and training delivered to enable Health Visitors and Children's Centre Staff to provide evidence based support to families.
- By March 2009 local resources will be developed and disseminated by front line staff highlighting what children and families can do for themselves and the support services available locally to prevent and manage overweight and obesity.
- By March 2009 a programme engaging more inactive children, young people and families particularly from disadvantaged communities in the East of the city will have been developed.
- By March 2009 increased numbers of women continuing to breastfeed at eight weeks, from 2008 baseline.
- By 2012 at least 90% of five to sixteen year old students to take part in at least four hours of sport every week, comprising two hours quality PE plus a further two to three hours beyond the school day.

Be Healthy

| Priority | Long term priority | Short term priority |
|----------------------------|---------------------------------------|--|
| Emotional wellbeing | Promoting emotional wellbeing for all | Improving services for children, young people and families with additional mental health needs |

| Measure | Baseline | Target | Benchmark* | Latest |
|--|-----------|--------|--------------------------|--------|
| No family waiting longer than 26 weeks for access to CAMHS treatment. | 84% | 100% | 89.7% (Regional Data) | 97.7% |
| ECM questionnaire registers positive changes in a range of questions | See below | | | |
| The proportion of Leeds schools achieving the national Healthy Schools standard (2007) | 46% | 50% | 60% | 69% |

* National data is used as a benchmark unless stated otherwise

Story behind the data

Significant improvements have been made in ensuring that families receive Child and Adult Mental Health Service (CAMHS) treatment within national waiting times. A 13.7% points improvement in performance from the baseline has been achieved and is now 8% higher than the Regional benchmark.

The Every Child Matters questionnaire is undertaken on a sample basis in primary and secondary schools, and asks questions relating to where children and young people would go for help or advice on emotional health. Responses indicated that 80% of primary and 77% of secondary school children knew where to go. Over 30% of both survey respondents indicated they needed additional information about looking after their emotional health.

The December 2007 national target of 50% for healthy schools was exceeded by 19%, 9% higher than the benchmark.

Progress against the plan

(i) Improvements in population outcomes

- Improved access to mental health and emotional health services has been achieved by the reduction in time children wait to access services.
- Embedding universal emotional and mental health and wellbeing in schools via

the National Healthy Schools Standard. This standard includes criteria to support children and young people to develop healthy behaviours, reduce health inequalities, raise achievement and promote social inclusion. Future surveys and indicators will enable measuring of the above.

- A focus on the emotional health of children and young people has also had a positive impact on learning outcomes. The rolling out of SEAL (Social and Emotional Aspects of Learning) across the primary school sector, with the rollout of the secondary SEAL strategy, began in September 2007. Primary School Results show a positive impact in both KS1 and KS2. Children's overall Emotional and Behavioural development scores were significantly higher post SEAL intervention. In KS2, children taught more than four SEAL units made significantly greater gains in reading and maths, as measured by Average Points Score Gain, than children taught four or fewer units.

(ii) Improvements in service performance

- Improved partnership working and integration with schools and Area Management Boards has improved outcomes. The BEST/MAST team model, using multi agency teams in schools, has demonstrated how emotional health issues at individual, class and whole school level can be addressed in new and imaginative ways.
- Recent Ofsted reports in SEAL schools have judged care, guidance and support as good, and some with outstanding features. Currently 14 secondary schools are involved.
- Increased focus on prevention and early intervention. Connexions have funded the development of an emotional health training awareness raising pack for Connexions Personal Advisors (PAs) staff working with young adults/adolescents.
- Increased focus on promoting emotional and mental health issues within universal services via CAMHS training project developments. Over 800 training places have been provided to children's services staff each year. This number will increase further in 2008/09.
- Improved service efficiency through re-designed care pathways has enabled more children and young people to be seen quicker within CAMHS, with reducing CAMHS specialist waiting lists. The CAMHS service has changed the ways it sees children and families for the first few appointments. Few children now wait more than 13 weeks for an initial appointment, compared with the 300 waiting this long 18 months ago.
- Individual schools are utilising ways of assessing the emotional needs of cohorts of their pupils. Some BEST schools have used the Strengths and Difficulties questionnaire, Guiseley School has used PASS (Pupil Attitudes to Self and School).
- Increased interagency working and cooperation has enabled improved services

for children and young people. The CAMHS/ Children's Social Care Prioritisation Panel reduces bureaucracy and is an effective method of prioritising and fast tracking referrals between one agency and another. Formal agreements between agencies are now in place for specific areas of provision, such as ADHD and Autism assessments.

(iii) Positive accomplishments

- National support for innovative practice with successful bids totalling £1.7m for Multi Systemic Therapy has been secured.
- Securing a national Mental Health in Schools Pathfinders project.

Case study

Child: Nine year old White British girl living with both parents. **Referrer:** GP

Reason for referral: Two year history of anxiety especially in relation to separation from her mother, preventing her attending parties or dance classes that she had previously enjoyed. She had been very tearful at school and had become very angry and frustrated with herself, which was impacting on her and her family's life.

Response: She was seen for three sessions in consultation clinic with her mother and grandmother.

Consultation Clinic Assessment: Mother and grandmother were able to identify that in their attempts to help the child they had tended to give her lots of reassurance and had got into a pattern of avoiding situations that provoked anxiety. Through discussing these difficulties we were able to establish that this was actually reinforcing the anxious behaviour rather than helping to reduce it. In the sessions the child was also helped to look at her responses, and to develop a plan using very small steps, to encourage her to challenge her fears. She found that visualising her mother helped her to feel braver and try to cope with small amounts of anxiety. Her mother also helped her to use numbers to scale her anxious feelings and rate her anxiety between nought and ten. This helped her to notice when it began to reduce.

The family were also helped to understand the psychology of anxiety using a psycho-educational approach and also directed to reading material in the form of a book – *Helping your Anxious Child*. A therapeutic letter in between sessions reinforced all the strategies and ideas that had been discussed.

Outcome: By the third session the child's anxiety had reduced significantly and the family were happy to continue to support her to challenge her worries without further input from CAMHS.

Changes to the plan

Key actions for 2008/2009:

- By September 2008 develop and implement the Emotional Health Strategy.
- By September 2008 have completed consultation on the Action Plan across Universal Children's Services; Services for specific "vulnerable groups"; Targeted/ specialist children's services; CAMHS services.
- By March 2009 further SEAL rollout in both secondary and primary sectors.
- By March 2009 increased behaviour management training for those working in the classroom from 2008 baseline.
- By March 2009 agree the emotional health role for Health Visitors, ensuring consistency in practice.
- By March 2009 introduce a training programme for Early Years staff on attachment issues.
- By March 2009 clarify the relative roles of the other teams and agencies addressing bereavement.
- By March 2009 undertake an assessment of the mental health needs of children and young people from Black and Minority Ethnic Communities.

Be Healthy

| Priority | Long term priority | Short term priority |
|----------------------|---------------------------------|-----------------------------|
| Sexual health | Improving sexual health for all | Reducing teenage conception |

| Measure | Baseline | Target | Benchmark* | Latest |
|---|----------------|----------------|--------------------------------|----------------|
| Reduce teenage conceptions by 55% by 2010 | 50.4 (1998) | 22.7 (2010) | Y&H 46.6 Eng 40.4 (2006) | 50.7 (2006) |
| All GUM (Genito-urinary Medicine) referrals offered appointment within 48 hours | 77.5% | 100% | 96.6% (regional data) | 99.5% |

* National data is used as a benchmark unless stated otherwise

Story behind the data

Since 1998 Leeds rate of teenage conceptions (15-17 years) has risen by 0.4%. Conception rates vary between Leeds wards and are strongly associated with deprivation. A third of Leeds wards are hotspots with rates amongst the highest in England. Performance lags behind both regional and national rates.

There has been a decrease in waiting time for GUM (Genito-urinary Medicine) referrals as of March 2008 with 99.5% of young people being contacted within 48 hours of referral, compared to a target of 100%. This is a 22% point improvement from the baseline with current figures 3.1% better than regional benchmark.

Progress against the plan

(i) Improvements in population outcomes

- Reductions in the rate of teenage conception have been achieved in six priority wards as a result of targeted activity with vulnerable young people.

(ii) Improvements in service performance

- Development of performance framework to facilitate measuring of performance in the services commissioned to reduce teenage conceptions.
- Increased involvement of young people in service planning. Youth Sexual Health Acton Group (YSHAG) worked with the Theatre in Education Company on a production called LS7 Results which addressed issues around sexual health.

- Increased prioritisation on target groups in partnership with Barnardos. Work has taken place with boys and young men to increase awareness and knowledge amongst participants in relation to sexual health and increased intention to use contraception.
- 15 GP surgeries have joined the young people friendly scheme offering dedicated drop in clinics for young people offering contraceptive advice, STI screening, young people's health check and health advice.
- Targeted work has been undertaken with African and African Caribbean 11 -16 year olds, and a reduction in unintended pregnancies amongst the target group in schools served has been realised.

(iii) Positive accomplishments

- Successful bid of £775k over three years for the national Family Nurse Partnership Programme which through focussing on family support to teenage parents will also look at reducing subsequent pregnancies.

Case study

Sexual Health information for young people: City-Wise and www.leedssexualhealth.com

City-Wise is a young people friendly, free and confidential contraceptive and sexual health clinic for all young people under 25, based in the city centre. The service offers help with many aspects of young people's sexual health including contraception, Chlamydia screening, condoms, emergency contraception, and support on pregnancy choices including termination of pregnancy.

The service also provides a youth worker who is available to talk through sexual health matters with young people. Young people are able to drop in for free condoms, Chlamydia tests and free pregnancy tests.

The service features young people as welcomers who are there to put young people at ease and break down any inhibitions they may have about using the service.

Young people have helped design the information leaflets and guidance that young people can pick up in the centre.

www.leedssexualhealth.com is a one stop online shop for sexual health services in Leeds. Each section of the site is split into services for under 25's and services for over 25's.

The website uses innovative ways to raise awareness of sexual health. One example was a promotion in association with Radio Aire in which free tickets for a Kaiser Chiefs concert held at Elland Road were given away by 'The Kaiser Thief'. Listeners

to Radio Aire were told the whereabouts of 'The Kaiser Thief' and if they found him they could receive free tickets to the concert alongside sexual health information. Leedssexualhealth.com and Radio Aire were outside Elland Road on the day of the Kaiser Chiefs' concert with DJ's holding competitions and giving away free information and free Chlamydia testing.

Changes to the plan

Key actions for 2008/2009:

- New Teenage Pregnancy & Parenting Strategy agreed and launched May 2008 by Children Leeds including a range of actions for example:
 - Assessment of Young People's Sexual Health needs including development of local data sets and information on services by July 2008.
 - Development of a comprehensive communications strategy by May 2008.
 - From April 2008, commissioning with clear service level agreements with rigorous performance management
 - By March 2009 relocate the CityWise young people's contraception and sexual health service to a new city centre location to support improved access to services.
 - By March 2009 implement extended weekend and evening opening hours for Contraceptive and Sexual Health services for young people.
 - By March 2009 double (when compared to 2008 figures) the uptake of Long Acting Reversible Contraception (LARC) by young people.
 - By March 2009 complete the review of Sex and Relationships Education in secondary schools and implement an action plan for improvement.

Stay Safe

| Priority | Long term priority | Short term priority |
|-------------------------|---|---------------------|
| Safe communities | Strengthening community safety and cohesion | Reducing bullying |

| Measure | Baseline | Target | Benchmark* | Latest |
|---|------------|---|------------|--|
| The proportion of children and young people reporting being bullied in the last four weeks | 33% (2007) | Not applicable See Story behind the Data | 33% (2007) | Data will be available in September when the survey results are published. |
| The proportion of children and young people that report feeling safe in their neighbourhood | 73% | Not applicable See Story behind the Data | 74% | Data will be available in September when the survey results are published. |

* National data is used as a benchmark unless stated otherwise

Story behind the data

Both these measures are new indicators, produced by the national Ofsted TellUs survey of 10-15 year olds. As such, there were no targets agreed until baseline information was available. Targets for future years are included at the end of this document, through these are subject to change due to changes in the definitions.

The data from the first survey suggests that the prevalence of bullying in Leeds is in line with the national average. Similarly, the proportion of children and young people reporting frequent bullying (5%) is similar to the national benchmark.

The data on children and young people's perception of feeling safe in their neighbourhood is based on the national TellUs Survey, which was undertaken for the first time in 2007. As such, analysis is limited at present. The data shows that Leeds is in line with the national average for the proportion of young people feeling safe, and shows that in Leeds girls are more likely to report feeling safe than boys, which differs from the national pattern.

Progress against the plan

(i) Improvements in population outcomes

- In light of both the new measures and the early stages of this work, there are no measurable improvements to outcomes that can be reported at this stage.
- Leeds continues its success in reducing road accidents, one of the major causes

of death and injury for children and young people. The 2007 figures show that the number of children and young people killed or seriously injured has been more than halved since the late 1990s, with the numbers falling from 91 to 43. The 2007 figures are the lowest ever and no child was killed in a road traffic accident during the year.

(ii) Improvements in service performance

- There has been excellent progress in improving citywide working on reducing bullying, a key concern for children and young people. The Anti Bullying Strategy – The Power of Me was developed with children and young people and launched in November 2007 during Anti-Bullying Week. This led to an Anti-Bullying Ambassadors programme for young people across the city and an anti-bullying pilot in Ralph Thoresby High School which is piloting prevention and intervention techniques. We have also trained over a hundred staff in providing support for Bullying. Lastly, there was a high profile publicity campaign ‘The Power of Me’ with advice and guidance for every child, and citywide adverts.
- Education Leeds and the Youth Offending Service have worked with five schools to create ‘Safer Schools Partnerships’ where police officers work on school sites to improve safety in the school, work to ensure incidents are resolved within school where possible, and build links between the young people, school and police service.
- Education Leeds has continued to deliver projects that are best practice nationally in promoting community cohesion within schools. The Stephen Lawrence Education Standard for community cohesion has continued to be adopted by more schools and Early Years providers, with a further 29 schools achieving the standard in 2007. Schools continue to work well with Education Leeds and the Council in monitoring racial harassment incidents, with 100% of schools providing reports in 2007.
- Agreed shared priorities and improved working between the Safer Leeds and Children Leeds partnerships.

(iii) Positive accomplishments

- A whole community approach to the Stephen Lawrence Education Standard in Morley, where 17 schools worked together towards accreditation. The project started in response to incidents of racism and bullying within the area. The schools have now all achieved at least one level of the standard and have successfully engaged parents and the wider community in the promotion of race equality. This collective effort was supported by Education Leeds, the South Leeds Area Management Board, and several experienced Stephen Lawrence schools.
- Groundbreaking work to promote peace has been undertaken, including pupils from seven secondary schools participating and sharing their work in the 'Peace Jam' at Bradford University led by Rigoberta Menchú Tem, Nobel Peace Laureate. As part of the peace programme the play, entitled 'And then they came for me',

about the holocaust survivor Eva Schloss, was performed at Ralph Thoresby to a packed audience of students from Leeds schools. Copies of Eva's book have been distributed to all schools, and the play will be performed by pupils in autumn 2008. Pupils from Priesthorpe worked with local theatre group 'Blah Blah' and holocaust survivors for the civic performance.

Case study

Anti-Bullying Pilot – Ralph Thoresby High School

An anti-bullying pilot is underway at Ralph Thoresby High School, the programme uses a range of innovative and creative anti-bullying strategies.

A number of agencies are involved with the pilot to ensure the delivery of a comprehensive programme, for example, school staff received restorative justice training from the Youth Offending Service and West Yorkshire Police. Training has also been delivered by ChildLine for a peer support programme which is now in place in the school.

The pilot offers children and young people a range of opportunities to engage with the programme and its development. For example, young people participated in a review of Ralph Thoresby's anti-bullying policy and, through a whole school survey, pupils' views on and experiences of bullying were sought.

Activities have also been put in place in the school which aimed to positively impact on the reduction of bullying, for example, the Leeds Rugby Foundation launched a programme of positive break time activities. To further support the programme Anti-Bullying Ambassadors have been put in place at Ralph Thoresby and feeder primary schools took part in the anti-bullying 'Power of Me' art project and have received peer support training.

To ensure that the impact and effectiveness of this innovative programme is fully understood a review will be undertaken later in 2008.

Changes to the plan

Key actions for 2008/2009:

- To agree and implement a partnership action plan to build on the work of the Anti-Bullying Strategy, an action plan will be in place by October 2008.
- Put in place improved systems for monitoring and analysing domestic violence incidents within children's services by October 2008.
- Agree and implement new joint working arrangements between Adult and Children's Services for supporting families affected by adult substance misuse by March 2009.

- Promote and improve referral routes for young people affected by substance misuse by November 2008.
- Formalise and embed the existing Safer School Partnerships by December 2008. Extend the use of Safer Schools Partnerships to more schools by March 2009.
- Deliver a wide programme of safety activities through the Be Healthy Stay Safe campaign by July 2008.
- Support the completion and implementation of the West Yorkshire Multi-Agency Protocol for young people at risk of sexual exploitation by July 2008.
- Put in place better arrangements for children's services' involvement in citywide systems for the monitoring and responding to community tension and hate crime by July 2008.

Stay Safe

| Priority | Long term priority | Short term priority |
|---------------------|----------------------------------|---|
| Safeguarding | Embedding a safeguarding culture | Improving the assessment and care of children in need |

| Measure | Baseline | Target | Benchmark* | Latest |
|--|----------|--------|------------|---------------|
| The timeliness of reviews of looked after children | 33.8% | 70% | 91% | 61% estimated |
| The timeliness of core assessments | 57.8% | 75% | 80% | 77% |
| Reduce the numbers of looked after children per 10000 population under 18 to that of the authority's statistical neighbours | 88.3 | 88.3 | 59.5 | 88.3 |
| Increase the numbers of children who became the subject of a child protection plan or were registered to the same proportions per 10,000 population aged under 18 as that of statistical neighbours | 25.7 | 30 | 36.2 | 26.3 |
| The percentage of residential homes for looked after children managed or commissioned by Leeds that have had key inspections within the performance year which meet the National Minimum Standards or are rated as 'Adequate' or above | N/A | 100% | N/A | 83% |

*Benchmark is based on statistical neighbours

Story behind the data

The first half of the year saw the care population grow by 2.64% to 1,401. However, the number declined during the second half of 2007/08 and at March 2008, Leeds has a very similar number to those that it had at March 2007 at 1,356. A greater proportion of these are citizen looked after children (i.e. not including unaccompanied asylum seeking children) as the total number of unaccompanied asylum seeking children has fallen from 103 at March 2007 to 82 at March 2008.

Significant additional investment in Children and Young People's Social Care has supported improvements in the timeliness of social care led processes including those relating to looked after children reviews and core assessments.

Leeds has historically had high numbers of looked after children. Local research has established that associated features of families where the child is unable to remain at home include parental drug and alcohol misuse; parental mental health concerns and domestic violence.

The introduction of new family support processes in the late 1990s significantly reduced the numbers on the child protection register in Leeds until a historical low point was achieved in 2004/05. This policy was revised for 2006/07 and this has contributed to the increase in children on the child protection register during that year and subsequently. The proportion still remains lower than that of national and statistical neighbour comparators.

There is evidence from inspection reports of looked after children's residential units that there have been improvements in the general quality of care provided during 2007/08. However, there are a small number of units which have been inspected in the year which have not been given an overall rating of 'Good' and two have been identified as 'inadequate'.

Progress against the plan

(i) Improvements in population outcomes

- The number of looked after children at 31st March 2008 has reduced during the second half of the year to a level very similar to that at March 2007.
- The gap between proportions of children who are subject to child protection plans in Leeds and the national average is closing.

(ii) Improvements in service performance

- Leeds has significantly increased the percentage of core assessments which were completed on time. Over this year, our performance has improved from 58% in March 07 to 77% by Feb 08 in respect of core assessments completed within the timescale. Current performance is rated within the fourth of five bands (rated 'good').
- From a very low base of 33%, performance on looked after children's reviews being conducted on time has improved to 60% overall. Performance has been particularly strong in the second half of the year at 90% giving confidence for strong improvement to continue into the coming year. Additional support is being targeted on a small number of specialist teams where performance continues to be poor.
- Of the 13 council run children's residential units, 11 are currently rated 'good' or 'satisfactory'; however two are rated 'inadequate'. The number of required improvements has greatly reduced. Each unit has an improvement plan that is

monitored and supported. The expectation is that all units will improve their rating this year.

- Increased investment has led to service improvements and increased capacity, for example:
 - The percentage of looked after children with an allocated social worker has risen from 92.6% in March 2007 to 98.7% in February 2008.
 - At March 2008 all children and young people on the Child Protection Register have been allocated a social worker.
 - The amount of time spent by social workers on supervising contact has decreased from 440 to 215 hours per week, following the recruitment of additional unqualified support staff. This has freed social work time for work on assessment and care management processes.

(iii) Positive accomplishments

- An additional £1million has been invested in social care fieldwork staff during 2007/08. An additional 43 full time equivalent staff were appointed (as at Dec 07 in comparison to March 2007).
- Regulatory inspections of adoption services and of the regional secure unit have concluded with very positive overall judgements.
- Claremont Lodge, one of our commissioned homes has been deemed to be outstanding.

Case study

Budget Holding Lead Professional for Looked After Children

'S' is a 14 year old girl on a Care Order. In late 2007 she was living in a residential children's home, from where she was absconding regularly. Even when the police brought her back, she stayed for only a short time. It was already clear that she was at risk, as she had become pregnant, and meetings were held to consider the possibility of placing her in a Secure Unit for her own safety. Before and throughout this time she had been known to one of our Family Resource Centres (FRCs) though they too were finding it hard to engage with her.

Around this time we became one of four pilot authorities using a Budget Holding Lead Professional (BHLP) approach to Looked After Children. Using the funds this provided, together with ability to use that money quickly and imaginatively, the FRC and the social worker paid for an Individual Support Worker to work closely with 'S' over a number of sessions each week. The ISW was able to re-engage 'S' with a number of services, to the extent that the risky behaviour reduced. That enabled her to move to a foster placement, where after a slightly difficult start, 'S' settled very well. She is due to have her baby very soon and she will stay with the child in the same foster placement. None of this would have been possible without the funds and the imagination to provide such intensive support (which is still continuing). This has

saved the large amounts of money a secure placement would have cost, but far more importantly, has prevented 'S' from losing her liberty and given her a much more positive outlook, which is reflected in the huge change there has been in just a few months.

Children and Young People's Social Care will be learning from this and similar experiences of using BHP in its continued efforts to prevent children becoming looked after, and to improve outcomes for them if they do need to come into care.

Changes to the plan

Key Actions for 2008/2009:

- Review family support services by December 2008, with the intention to ensure that services are appropriately configured to reduce the numbers of looked after children.
- Develop multi-agency strategy to support vulnerable families by targeting focused intensive services which will effectively meet their needs and enable appropriate parenting at home. This will be informed by the comprehensive review of Family Support Services. The strategy will ensure that all staff working in services for children and young people and their families are alert and able to respond appropriately to children who have experienced violence and other forms of abuse, by March 2009.
- Implement the Leeds Domestic Violence Strategy in 2008/09. The progress of this strategy will be measured by the achievement of the Leeds Domestic Violence Responses Minimum Standard Quality Mark. A target of 15% improvement in agencies achieving level 1 has been set for March 2008.
- Develop an action plan to ensure that all initial child protection conferences happen on time and to ensure that all core assessments are of good quality by December 2008.
- Implement an action plan relating to the electronic case recording system to ensure the system provides a fixed and permanent audit trail of entries made, by March 2009.
- By March 2009 demonstrable improvements will be made to health provision for looked after children from the 2008 baseline, with a focus on access, dental, sexual and contraceptive health and immunisation and drug and alcohol services.

Enjoy and Achieve

| Priority | Long term priority | Short term priority |
|-----------------------|------------------------------|--|
| Early learning | Improving readiness to learn | Enabling the engagement of parents and young learners in early years and primary schools |

| Measure | Baseline 2005-06 academic year | Target 2006-07 academic year | Benchmark* | Results 2006-07 academic year |
|---|--|---|--|---------------------------------------|
| Raise standards to above floor target in English and mathematics at Key Stage 2 | English: 13.8% Maths: 21.3% (below target) | English 9% of schools Maths 14% of schools | 2005-06 academic year English 13.2% Maths 18.9% | English 10.5% Maths (12.9%) |
| Increase the proportion of 5 year olds with a good level of achievement in the Foundation Stage Profile (FSP) (78+ points and 6+ points in all Personal, Social and Educational Development and Communications Language and Literacy strands) | 43% | 47% | 46% | 47% |
| Improve the average FSP score of the lowest achieving group to narrow the gap between that group and the rest | 41 (% point gap) | 37.1 (% point gap) | Not published | 38 (% point gap) |
| Implement the pilot project to give free access to early education provision to vulnerable young children | 0 | 750 places taken in vulnerable communities | Na data to be released in June | 608 |

* National data is used as a benchmark unless stated otherwise

Story behind the data

Performance at Key Stage 2 shows a slight improvement on previous years at Level 4+ across all three of the core subjects of English, maths and science. National averages have also improved with Leeds results remaining broadly inline. At Level 5+ results are generally stable, the exception being maths where performance dropped in Leeds and for statistical neighbours. 2007 saw a good reduction in the

number of schools under floor targets especially in maths where 21 fewer schools are now under the floor target. In English 9 fewer schools are. This is evidence of the positive impact of intervention and intensive support work. The new floor targets combining both subjects will continue this challenge.

2007 saw positive improvements in Foundation Stage outcomes reversing the previous year's trends. There has been an increase in the percentage of children reaching a good level of overall achievement through gaining at least 78 points across all strands of the Foundation Stage Profile, while also having at least 6 points in each of the Personal, Social and Educational Development (PSED) and Communication Language and Literacy (CLL) strands. The percentage of pupils who reached this level of achievement has risen by over 4% points and is now at its highest recorded level in Leeds, and slightly higher than national results, which only improved by 1% point. It is improvements in the CLLD strands that have driven overall improvement, with one for example Linking Sounds and Letters improving by 10% points. It is considered that assessments of progress have improved in accuracy year on year, offering confidence that results represent real improvements and evidence of impact.

The gap between the performance of the lowest 20% of achievers and the Leeds average narrowed in 2007 with the average performance of the lowest 20% rising by two points against the Foundation Stage Profile, therefore, while the target was not quite achieved good progress has been made.

Progress against the plan

(i) Improvements in population outcomes

- At the Foundation Stage 75.8% of children achieved 6 or more points across all areas of learning, an increase of 2% points from the previous year, bringing the Leeds average closer to the national, 76.4%.
- At Key Stage 2 the percentage of children reaching the Level 4+ standard in English has risen to 81% and is above the national average of 80%.
- The average performance of pupils entitled to Free School Meals (proxy for deprivation) improved in 2007 in English, maths and science narrowing gap with the Leeds average, accepting that these gaps remain large and an ongoing focus for improvement.

(ii) Improvements in service performance

- Leeds' assessment processes have been commended nationally for their rigour, systems and moderation processes.
- The Leeds Challenge has been established as a way of providing a coherent approach to school improvement for 40 schools in some of the most challenging

circumstances ensuring partners shape support around the needs of the school.

(iii) Positive accomplishments

- Major improvements in the school building and environments have been delivered at Bankside, Harehills, Bracken Edge and Thorpe Primary Schools.
- Ofsted inspections continue to highlight the outstanding schools in Leeds while also showing that Leeds has less than the national average of schools judged to be unsatisfactory.
- Leeds has been commended by the National Strategies as having good practice in relation to the implementation of the school improvement partner programme, with elements of practice regarded as outstanding.
- Early Years Service designated a pathfinder for delivering flexible offer to three and four year olds in all settings.
- Early Years Service secured funding to pilot Early Education Services for two year olds in disadvantaged areas.
- 49 Children's Centres are now open.

Case study

Primary Schools Intensifying Support Programme

The Intensifying Support Programme (ISP) intention is to support schools where KS2 results are consistently below the national floor targets. Schools receive additional funding and consultancy for both school improvement activity and subject support. ISP is supported by the DCFS who funded 20 schools in 2006-07 with an additional 9 included through local funding. For 2007 the average improvement for these schools is a 7.1% point increase in English and a 6.6% point increase in maths. This compares to a just over 1% point increase for both subjects in Leeds and nationally.

In the context of an individual school, Bramley St Peter's was included in the ISP in 2004. While happy to be included in the programme the school believed that it had tried everything to raise standards. They have since experienced sustained improvement that has importantly been maintained beyond the end of the intensive support period. We can see this when we add the percentages of children achieving level 4 in English, maths and science together from 198 in 2004 before ISP to 237 in 2006 the final year of ISP to 251 in 2007. The school is now performing above the Leeds average for maths and science and very close to the average for English. This is for schools where two-thirds of the pupils come from areas ranked in the 20% most deprived nationally. Pupils display positive attitudes to their own learning and staff make effective use of assessment information. A key to success has been the school taking ownership of the intervention programme. Bramley St Peter's has become an example of good practice and the school has now provided support to other ISP schools.

Changes to the plan

Key Actions for 2008/2009:

- Review and renew the school improvement policy incorporating a focus on improving collaborative and cluster work and on integrating a broader children's services focus into the school improvement agenda, by March 2009.
- Deliver monitor and coordinate the Early Years Outcomes Duty plan, by March 2009.
- Roll out of the pilot project to give vulnerable children free access to early education from the age of two; extend the free offer for three and four year olds, by March 2009.
- By March 2009, develop and consult on a common funding mechanism for early years, schools and private, voluntary and independent settings.
- From April 2008, improve the security of assessment at the end of Key Stage 1 and 2 and the quality of pupil tracking using information for focusing additional support programmes for vulnerable groups.
- By March 2009, develop a best practice project with outstanding primary schools.
- From September 2008, establish task groups and deploy advisor, consultant and additional support to schools causing concern, including customised programmes of themed national strategies consultant support.
- Progress the Primary Capital Programme submitting the Strategy for Change to DCSF by June 2008 and beginning preparatory work for option appraisal and potential implementation from March 2009 onwards.

Enjoy and Achieve

| | | |
|---------------------------|--|----------------------------|
| Priority | Long term priority | Short term priority |
| Secondary progress | Improving educational outcomes for 11-16 year olds | Targeting underachievement |

| Measure | Baseline 2005-06 academic year | Target 2006-07 academic year | Benchmark* | Results 2006-07 academic year |
|---|---|---------------------------------------|--------------------------------------|--|
| % of students achieving 5 or more grades A*-C including English and Maths | 40.4% | 45% | 43.9% | 42.1% |
| Number of schools below the 2008 Key stage 4 floor targets (30% of pupils achieving 5+ A*-C GCSEs or equivalent) | 8 | 3 | 3.3% of schools | 1 (2.6% of schools) |
| The number of Leeds schools with 50% of pupils achieving level 5 and above in English, maths and science at Key Stage 3 | 9 | 5 | Not published | 12 |
| The number of permanent exclusions from Leeds schools | 84 | 70 | **National data is not yet available | 65 |
| The number of fixed term exclusions (per 1,000 pupils) from Leeds schools | 68 | 39 | **National data is not yet available | 60 |
| Increase attendance in secondary schools to 92.3% by 2008/09 | 90.8% | 92.2% | 92.3% | 90.9% |

*Statistical Neighbours

**Ofsted guidance states that it is not appropriate to compare performance on exclusions using Statistical Neighbours.

Story behind the data

Each year an increasing proportion of Leeds young people are achieving five or more good GCSE's, including English and maths, with the gap to national performance progressively closing. There have been striking improvements in a number of schools' performance, especially in relation to the 5+ A*-C GCSE or equivalent measure with a consequent reduction in the number of schools below the 2008 Key Stage 4 floor target. In 2007 only 1 school remains below the target, down from 14 in 2003. Improvements are driven by developing and improving leadership in schools, with consequent improvements in teaching and learning and in arrangements for supporting pupils' progress, with the school improvement policy directing and focusing support to achieve this. Challenges remain to ensure good progress for all young people, recognising that the new national Key Stage 4 floor

target for 2009 has raised the bar again and that we must improve outcomes for low achievers.

With the Key Stage 3 floor targets, performance is dependent on consistent improvement in English, maths and science. However, maths results have declined nationally, in statistically neighbouring areas and locally, therefore 2007 saw a decline in Leeds floor target performance. While 2006 improvements have not been maintained, performance remains above all other years with standards in English rising.

Leeds permanent exclusions are at an all time low with significant year on year reductions driven by good collaborative arrangements with Area Management Boards and schools and by effective identification and intervention. This is also impacting on the rate of fixed term exclusions which reduced by 13% in the 2006-07 academic year and is looking to improve further and potentially faster in 2007-08. While improvements have not met the challenging stretch targets they do offer confidence for ongoing and sustainable improvement.

Attendance and persistent absence are key factors impacting on achievement. While there was only a marginal improvement in secondary attendance in 2006-07 the rate is improving for the 2007-08 academic year. The percentage of pupils persistently absent fell from 10.7% in 2005/06 to 9.7% in 2006-07. Persistent absence is increasingly the national and local focus, with 18 Leeds schools currently identified as target schools by the Department of Children Schools and Families.

Progress against the plan

(i) Improvements in population outcomes

- The percentage of pupils achieving five or more GCSE's at grades A*-C rose by 3.7% in 2007 the equivalent of an additional 390 pupils achieving this standard. 223 additional pupils achieved the standard including English and maths.
- The number of pupils permanently excluded from school has reduced from 85 in the 2005/06 academic year to 65 in 2006/07.
- In the 2006-07 academic year there were 570 fewer persistent absentees in Leeds secondary schools than in 2005-06.

(ii) Improvements in service performance

- All aspects of the School Improvement Partner programme (SIP) in Leeds are rated as good by the National Strategies regional officers. In particular the link between the SIP and school improvement services is strengthening the commissioning and deployment of support to schools.
- New ways of working with schools involving area and cluster focuses, greater partnership working, more timely monitoring and the promotion of greater whole school ownership of attendance are impacting on improved secondary attendance and reductions in persistent absence.

- Partnership work with Area Management Boards and schools continues to strengthen with in-year fair access protocols established, improvements in intervention and support to avoid exclusions and successful compliance with new statutory requirements for fixed term exclusions

(iii) Positive accomplishments

- Excellent improvement in individual schools' performance, 5+ A*-C GCSE results improved at a number of schools including Garforth by 8% points and Boston Spa by 15% and included schools that had in recent years raised Ofsted concerns, John Smeaton +16%, Cockburn +12% and Crawshaw +19%.
- In the past year two secondary schools Garforth and Roundhay were rated as outstanding by Ofsted.
- Two secondary schools moved into new state of the art buildings in September 2007 representing successful delivery of the final phase of the Combined Secondary School Project.
- £12.4 million of funding has been secured for additional ICT investment in PFI secondary schools.

Case study

Re-engage with the Rhinos

Matty is a 16 year old student who was referred to the Re-engage programme for poor school attendance and a lack of motivation and direction. Inspired by working within a professional sporting environment Matty was able to make significant improvements in his school attendance, attending more regularly so that he could maintain his place on the programme. As Matty was a keen sportsman and rugby player he found that he was able to commit himself 100%. He never missed a session, arrived early and demonstrated desire and enthusiasm towards learning new skills which enabled him to gain additional qualifications. The opportunity to participate on the Re-engage programme has helped Matty develop skills and experience to support his GCSE in PE and has given him the drive and motivation to apply for a place at college. Matty has proven to be a positive role model including becoming a Peer Mentor on a Re-engage programme. Finally, when Matty joined the programme he had dreams of becoming a professional rugby player. Since he started he has been identified by the Leeds Rugby Foundation as an 'up and coming' talented rugby player.

Changes to the plan

Key actions for 2008/2009:

- By March 2009 review and renew the school improvement policy incorporating a focus on improving collaborative and school cluster work and on integrating a broader children's services focus into the school improvement agenda.
- By March 2009 develop model 2015 trajectories for all secondary school key attainment measures, undertaking with schools a strategic dialogue on curriculum provision, target setting, the development of pathways and shaping partnership support.
- From September 2008 establish task groups and deploy advisor, consultant and additional support to schools causing concern, including customised programmes of themed national strategies consultant support.
- From September 2008 improve outcomes in English and maths GCSE by training schools in further use of Fisher Family Trust data and through directing increased support for English and maths to schools below floor targets.
- From September 2008 monitor and track permanent and fixed term exclusions ensuring action plans are implemented for those schools requiring additional support to reduce the numbers they exclude.
- From September 2008 with Area Management Boards promote school collaboration targeted at avoiding exclusions and ensure partnerships are in place to provide suitable care and provision for pupils at risk.
- By September 2008 produce a new Children's Services Attendance Strategy developed on the basis of partnership discussion and participation.
- From September 2008 implement targeted schools persistent absence plans, engage additional support and monitor progress; alert schools at risk of becoming target schools and support preventative improvement activity.

Make a positive Contribution

| Priority | Long term priority | Short term priority |
|-------------------------------|---|---|
| Positive opportunities | Enhancing positive opportunities in and out of school | Reducing antisocial behaviour and offending |

| Measure | Baseline | Target | Benchmark | Latest |
|---|----------|-----------------|---|------------------------|
| No. of Breeze Card Holders | 77800 | 90318 | Local measure | 94293 |
| Youth Service 'Reach' – the number of young people contacted by the Youth Service | 47.2% | 25% | Not published | 25% |
| No. of young people engaged in the Positive Activities for Young People programme | 2031 | 2000 | Not applicable – this is a local measure. | 2076 |
| No. of First Time Entrants to the Youth Justice System | 2076** | 7% reduction*** | Local Measure (Leeds only) | 1698* 18% reduction |

* Quarter four data is awaiting confirmation from West Yorkshire Police.

** The baseline in 2005 / 2006

*** This includes the Local Public Service Agreement stretch target which increases the Youth Justice Boards 5% target by 2%

Story behind the data

The target for increasing the number of Breeze card holders has been exceeded this year. Positive action taken to promote the Breeze card and deliver positive opportunities and activities for young people, such as the Breeze on Tour festival, has helped to deliver a continued increase in sign up for the card.

The statistic for the number of young people contacted by the Youth Service and the target for this have reduced from 06/07 because 07/08 is the first year that the Youth Service has only counted figures that can be supported and verified by their Management Information System. In previous years manual counting had been used and it was felt this may lead to inaccurate data. However because the system had not been rolled out to all partner organisations, several providers (in receipt of funding via the City Council) have not been able to supply information for the contacts they have made this year. The figure above therefore under represents the full number of contacts made. Work is now being undertaken to roll out the Management Information System to all organisations within the Youth Work Partnership.

Leeds Youth Offending Service has worked closely with partners across the city to reduce the number of first time entrants to the youth justice system and they have exceeded their target. In 2005/06 there was a peak (an increase of 35%) in the

number of first time entrants to the Criminal Justice System. An analysis of offending by young people in Leeds conducted by the Youth Offending Service indicated that a significant number of young people were arrested for behaviours / incidents that occurred at or near school and the majority of this offending was relatively minor. Therefore to address this a protocol was set-up between the Police, Youth Offending Service and schools to ensure minor incidents be addressed using routine school internal sanctions, policies and procedures.

Progress against the plan

(i) Improvements in population outcomes

- More young people have been engaged in positive activities. The Youth Service has worked with more young people, raising contact rates from 15,500 to 31,500. 70,000 Breeze Card holders took part in activities. Over 15,000 young people took part in the Breeze Festivals last summer, which comprises of art, sport, information and play activities. The festival also enables young people to access information about year round activities and service provision available in their area. Breeze also works closely with Children and Young People's Social Care to ensure that looked after children in Leeds know about all Breeze activities and that they are actively encouraged to sign up for a Breeze Card and participate in events, meaning that now over 600 looked after children in Leeds hold a Breeze Card.
- Volunteering rates remained stable in this year, keeping to the high levels of 2006/07. Involvement in targeted positive activities for vulnerable young people rose from 2031 in 2006/7 to 2076 in 2007/8 which exceeded the target set of 2000. The number of positive outcomes over exceeded the target set of 600 and achieved 795 positive outcomes; and the number of young people involved in Anti Social Behaviour focussed work increased from the target of 175 to 364.
- More young people have been involved in decision-making and improving services. The numbers involved in the Reach Out And Reconnect group rose and the numbers of schools with school councils increased from 25 to 33 and the number in the Youth Council from 38 to 78.
- The proportion of young people who offend and re-offend has been successfully reduced, with the Youth Offending Service achieving targets for reducing first time entrants to the Youth Justice System and re-offending rates.

(ii) Improvements in service performance

- The Youth Service was restructured and improved in the past year, with the successful transition to becoming the 'Integrated Youth Support Service' completed successfully. Support for volunteering was enhanced, with a new team in place and significant extra funding secured. An action plan has been agreed to improve assessment and guaranteed positive opportunities for vulnerable young people. This has led to an increased range of projects, such as the Youth

Inclusion Projects and “Revizit”, for this group.

- Support for participation has been improved, with the agreement of a Participation Strategy supported by new networks of staff from all local services.
- 58,000 young people were engaged in the Be Healthy Challenge.
- As part of the work on community cohesion the Morley Family of Schools (17 schools) worked together to achieve the Stephen Lawrence Education Standard.

(iii) Positive accomplishments

- The Learning Partnership secured £1 million of funding to help build support and opportunities for volunteering.
- The Breeze Offer, setting out entitlements to positive activities, was developed with young people and agreed with support of all local services.
- The ‘Market Place’ was commissioned by local services working together to create a service that will provide a wide range of intensive support for vulnerable young people.
- The Bang Bang project, situated in the Corn Exchange, which provides positive activities for young people, was runner up in the National Best Practice Awards.
- The Youth Offending Service has had a positive inspection with the service judged to be good in its work with parents and young offenders in the community and demonstrating an appetite for continual improvement.
- Roll out of the "resolving offending behaviour in schools" protocol, has resulted in significant reduction in arrests and prosecutions of young people on school premises.
- More than 50% of primary schools are now engaged in working towards Investors in Pupils status. This is an award that recognises the contribution that pupils make towards their school.

Case study

Reparation

A young person who had damaged the front of a retail business with graffiti received a referral order from the court meaning they had to undertake reparation work. The young person was therefore referred to the Leeds Youth Offending Service.

The victim of the crime was contacted by a Victim Liaison Officer working with the Youth Offending Service and it emerged that the victim was keen to engage with the young person who had committed the offence.

Through the mediation work of the Youth Offending Service the victim and the young person met at the young person's panel. The purpose of the panel meeting was to decide what reparation work the young person would undertake. At the panel meeting the victim of the crime was able to explain to the young person the negative effect that the graffiti had on people who worked in the building and explained that he felt it discouraged customers from entering his premises.

This exchange meant that the young person was able to understand the impact of their actions, apologise to the victim of their crime and reassure him that he would not commit this offence again. Additionally at the meeting, the young person agreed to undertake his reparation work at one of the victim's business premises.

The young person's work attitude was reportedly excellent and the victim thanked the young person for their work at the end of his reparation. The young person has a positive relationship with the victim now and they greet each other if they meet.

Changes to the plan

Key actions for 2008/2009:

- Increase participation in the Be Healthy Stay Safe Challenge compared to numbers in 2007, with a focus on increasing participation in secondary schools and having children and young people lead on this within schools, by March 2009.
- From September 2008 develop an area/cluster based Personal Health and Social Education/ Emotional Health and Wellbeing framework, encompassing Sex and Relationship Education (SRE) and Drugs/Alcohol provision, on the basis of an agreed commitment and a negotiated package of support to groups of schools.
- Deliver a Continuing Professional Development programme for Personal Social Health Education for teachers and non-teaching staff in secondary schools, by March 2009.
- Work in partnership with Leeds Youth Council to support them to meet their Every Child Matters manifesto aims. The key theme for this year is 'Promoting a positive representation of young people in the media', by March 2009.
- Set up two large scale, multimillion pound, 'Integrated Youth Centres to provide a wide range of youth, leisure and advice services for young people. To be completed, by March 2009.
- Set up three new mobile youth work units by July 2008.
- Create new volunteering opportunities for young people in Leeds, by March 2009
- Provide guaranteed intensive youth support for those young people at risk by, March 2009

- Implement the Leeds City Council/Department of Children, Schools and Families 'Youth Support Action Plan', by March 2009.
- Reduce the number of looked after children entering the criminal justice system, with appropriate use being made of alternative interventions, by March 2009.
- Increase the number of young people supervised by the Youth Offending Service who are actively engaged in suitable full time education, training or employment at the end of their order, by March 2009.
- Increase the number of Safer Schools Partnerships in Leeds to five by October 2008.

Achieve Economic Wellbeing

| Priority | Long term priority | Short term priority |
|--|---|---|
| Qualifications and skills at 19 | Raising qualifications and skills levels for 19 year olds | Reducing the proportion of vulnerable groups not in education, training or employment |

| Measure | Baseline 05/06 Academic Year | Target 06/07 Academic Year | Benchmark* 06/07 Academic Year | Latest 06/07 Academic Year |
|---|---------------------------------------|-------------------------------------|--|----------------------------------|
| 93% of young people aged 16 achieve level 1 qualifications and 59% level 2 qualifications by the end of the 2007/08 academic year | L1: 87% L2: 52.2% | L1: 88% L2: 56.5% | L1 average: 91.1% L2 average: 58.5% | L1: 88% L2: 55.9% |
| 67% of young people aged 19 achieve level 2 qualifications and 47% level 3 qualifications by the end of the 2007/08 academic year | L2: 63% L3: 41% | L2: 64% L3: 45% | L2 average: 68.6% L3 average: 42.0% | L2: 65% L3: 41% |
| 6.6% of year 11 leavers and 8% of 16-18 year olds not in education, employment or training (NEET) by the end of the 2007/08 academic year | Y11: 8.2% 16-18: 8.8% | Y11: 7.1% 16-18: 8.4% | Not yet available | Y11: 7.4% 16-18: 10.0% |

*The benchmark data is statistical neighbours.

Story behind the data

The target for ensuring that 88% of young people achieve level one qualifications by the end of the 2006/2007 (academic year) has been achieved.

While the latest data for the 06/07 academic year suggests that the target for ensuring that 56.5% of young people aged 16 achieve level 2 qualifications has been narrowly missed, a significant improvement has been made in terms of closing the gap between performance in Leeds and that of our statistical neighbours.

The rate of improvement against the target to ensure that 64% of people aged 19 achieve level 2 qualifications is good. Level 2 achievement at 19 builds on Level 2 achievement at age 16. Our significant increases in performance at 16 over recent years will have a significant impact on closing the gap with national averages in the future.

While we did not reach our target for ensuring 45% of young people achieve level three qualifications in the 2006/07 academic year, our achievement is only slightly

less than that of our statistical neighbours. Furthermore improving Level 3 achievement at 19 is one of the Local Area Agreement targets. It has also been made one of the three key post 16 funding priorities for 2008/9. Future targets against this indicator have been set to narrow the gap to national and regional performance.

There has been a slight increase in the percentage of 16-18 year olds who are NEET, although this is likely to be due to a much larger fall in the proportion of pupils recorded as 'Unknown'.

Progress against the plan

(i) Improvements in population outcomes

- The headline percentage at 5+ grades A*-C (Level 2 qualifications) has increased again from 2006 by 3.7 % points, this is a significant improvement brought about by targeted intervention. As Level 2 achievement at 19 builds on Level 2 achievement at age 16, significant increases will have an impact on closing the gap with national averages in the future.

(ii) Improvements in service performance

- 15 additional Connexions workers focusing on young people less likely to progress to employment, education or training and in particular those likely to drop out at 17.
- Effective localisation of Connexions services.
- The recent JAR report highlights improved engagement and progression for some groups of young people; an extensive range of effective 14–16 collaborative provision; very effective re-engagement of young people in education and training through youth service activity; good involvement of young people in the shaping of services; the network of 14–19 local delivery partnerships which have enabled curriculum development and local provision.
- Targeted intervention continues to produce some good improvements in outcomes. For example, learners on programmes supported and funded by the Education Leeds 14-19 Team achieved an average 4.5% above their expected performance at Level 1 and 12% above expected performance at Level 2; multi agency work to reduce NEET has maintained the significant reduction in Year 11 NEET.

(iii) Positive accomplishments

- Achieved the “September Guarantee” a year in advance of this requirement being mandatory.

- Leeds has developed a NEET Strategy, including pre 16 preventative work through targeted programmes for the disaffected/disengaged supported by mentoring and coaching, and intensive support for those between the age of 16 and 19.
- The launch of a web-based Common Application system for schools, colleges and work based training providers.

Case study

Apprenticeship

Young person X gained a highly sought-after place on an apprenticeship with a Belfast-based plumbing and heating company, HEAT. X was offered the place after doing work experience with the company while studying for a BTEC Diploma in construction, as part of the Key Stage 4 Engagement programme. After finishing the course with a Distinction, X was offered a full apprenticeship from September 2007.

X says he's really enjoying his apprenticeship and would recommend the course. He hopes to go on to run his own business. The Central Partnership Manager, said, "I'm delighted with X's progress, which is well deserved. He recently spoke at a national conference aimed at extending such programmes to more young people."

Changes to the plan

Key actions for 2008/2009

- Implement the action plan to complete the review of 14-19 provision, by March 2009.
- Consult, develop and secure engagement in a Leeds Learner Entitlement, by March 2009.
- Consult, agree and implement a Leeds 14-19 Education Plan for September 2008, with effective partnership engagement and with accountability and review arrangements established.
- Continue development of Diploma programme with implementation of two Diplomas from September 2008, preparation for the seven Diplomas starting in 2009 and submission for 2010 Diplomas.
- Roll out the Common Application Process to all schools, Further Education colleges and work based training providers, achieve 50% take up by secondary schools by September 2008.
- School improvement partners and advisers challenge and support schools in reducing the number of children and young people leaving school with no qualifications, by March 2009.

- Effectively utilise the three additional Connexions buses and the six additional Connexions Personal Advisor units to ensure all targets for the work of the mobile personal advisors are met, by March 2009.
- Deliver increased targeted services for young people not in education, employment or training to keep them engaged with education, meeting all related targets by 2010.
- Develop an Information, Advice and Guidance (IAG) framework for Leeds and use that framework to influence future commissioning of IAG services in order to achieve improved outcomes, especially for young people not in education employment or training, by March 2009.
- Progress the merger of Park Lane College, Leeds College of Technology and Leeds Thomas Danby with a new merged college coming into existence from March 2009.

Narrowing the Gap

Leeds is a success story but despite the success of the city as a whole there are still unacceptably wide gaps between those areas that are wealthy and thriving and those that suffer high levels of multiple deprivation. The city and its partners are committed to tackling this issue through the “narrowing the gap” agenda which remains one of our key priorities.

The “narrowing the gap” agenda runs throughout our work and informs efforts across all of our priorities. For the purposes of this review however, we have focussed on outcomes for three priority groups which include some of our most vulnerable children and young people in the city:

- Looked After Children (LAC)
- Children with Learning Difficulties and/or Disabilities (LDD)
- Black, Minority Ethnic (BME) children and young people

It is important that we target support to our most vulnerable children and young people and we recognise that improving outcomes for these three groups will help us achieve our “narrow the gap” agenda. We also recognise that we need to understand and meet the needs and challenges of other groups in the city, focussing on children living in areas with high levels of multiple deprivation and children living in impoverished households. In order to do this we have commissioned research into understanding what the strategic needs of the city are so we can analyse this information and provide a targeted response to any identified groups and areas.

Narrowing the Gap: Looked After Children

| Measure | Baseline 2006/2007 | Target | Benchmark* | Latest 2007/2008 |
|---|-------------------------------|---------------|-------------------|-----------------------------|
| Percentage of young people leaving care at the age of 16 or over in the year April to March with at least one GCSE at grade A*-G or GNVQ | 53.8 | 55.1 | 53.5 | 58% (provisional) |
| Percentage of young people leaving care at 16 with five or more GCSEs or equivalent A*-C | 8.7% | 15% | 11.4 | 7% (provisional) |
| Improve the percentage of looked after children who have regular dental checks and health needs assessments | 74.5% | 80% | 88% | 74% (actual Sept 07) |
| Increase the rate of adoptions of looked after children | 6.7% | 8% | 9.9% | 7.2% (provisional) |
| Decrease the percentage of looked after children who are absent from school who missed a total of at least 25 days for any reason | 12% | N/A | 14% | 13% |
| Increase the % of under 16s looked After for less than four years living in the same placement for less than two years or placed in adoption | 70.5% | 80% | 66.9% | 70.7% (provisional) |
| The percentage of looked after children who have been in care for one year or more and over ten years old convicted or subject to final warning or reprimand during the year for an offence committed while being looked after expressed as a ratio of the percentage of all children over ten years old convicted or subject to final warning or reprimand during the year for an offence in the police force area | 3.4 | 2.9 | 2.4 | 3.1 (actual Sept 07) |

*Benchmarks are statistical neighbours

Story behind the data

Education performance for looked after children is generally in line with statistical neighbours. Attendance is better than for statistical neighbours and is particularly strong for the primary school cohort. A lower percentage of looked after children in Leeds are achieving five A-C GCSEs than statistical neighbours, but there have been significant improvements in looked after children achieving at least one GCSE or equivalent.

Leeds has had difficulties in identifying local dentists who are able to treat looked after children within National Health Service arrangements. This has affected performance against health indicators. Similarly performance has been adversely affected by difficulties in establishing arrangements for dental and health checks for older looked after children, including unaccompanied asylum seekers.

There was an increase in the number of adoptions taking place in 2007/08 (90 children) in comparison to 06/07 (87 children). This improvement is not immediately clear within the statistics because the national performance indicator is defined as a percentage rather than reflecting actual numbers. Consequently higher numbers of looked after children in Leeds during the first half of the financial year have had an adverse impact upon the result.

Leeds provides high levels of placement stability due to the quality of support provided by its carers; specialist 'wrap around' support available to meet the needs of looked after children within their placements and the quality and range of local services working together to meet the needs of children.

Reductions in the percentage of looked after children convicted of offences, or subject to final warnings and reprimands, have resulted from the implementation of the youth offending strategy by the West Yorkshire Police and the Youth Offending Service, who have also been promoting the restorative justice approach.

Progress against the plan

(i) Improvements in population outcomes

- School attendance in Leeds is better than that of statistical neighbours.
- Placement stability indicators in Leeds remain higher than those of statistical neighbours and are improving.
- Leeds provides greater placement stability for looked after children than the average for statistical neighbours.

(ii) Improvements in service performance

- The JAR Report confirmed that Leeds provides good quality long and short-term

foster placements and offers placement stability that is improving outcomes for looked after children.

- The JAR inspection noted that Leeds also provides high quality support for carers and professionals.

(iii) Positive accomplishments

- A Supporting Vulnerable Young People Group was established in 2007/08 to improve housing and support services for over 16 year old looked after children, care leavers and others in vulnerable housing circumstances.
- Progress in the quality of care for unaccompanied asylum seeking children and care leavers has been noted in 2007/08. In general terms this has been derived from enhanced resourcing and business processes. The Children's Asylum and Refugee Team has additional social workers and administrative support. Specialist services and access arrangements for education and housing services have also been developed for both unaccompanied asylum seeking children and for care leavers.
- Leeds PCT introduced a specialist dental service for looked after children in March 2008.
- The Ofsted inspection of the adoption service in Leeds has judged the service to be 'good' overall and described the provision for helping children to achieve well and enjoy what they do as 'outstanding'.
- The authority has appointed a Head Teacher for Looked After Children to improve education outcomes for this group.

Case study

A Young Person Living in a Leeds Residential Children's Home

CB, Year 12, lives at a Leeds residential children's home. Since he arrived at his local school, he has been involved with extra-curricular activities, taking lead roles in their musical productions Little Shop of Horrors, Les Misérables and Grease, and representing the school on the South African exchange in Durban. Despite his outside commitments, CB also attained fantastic GCSE results, and his achievements have been recognised by the Fischer Family Trust as the best value added performance in the school.

His teacher said: "CB is the first student from this children's home to stay on in the Sixth Form. All the staff are immensely proud of his achievements and his engagement with the opportunities offered to him. We look forward to sharing CB's future successes."

Changes to the plan

Key actions for 2008/2009:

- The Head Teacher for Looked After Children will lead on the implementation of Care Matters. We will conduct a full analysis of the population of looked after children by October 2008 and fully implement the policy, by March 2009.
- Children's Services will develop and commission arrangements for providing contact between family members and looked after children, by March 2009.
- Children Leeds will develop and implement an Emotional Wellbeing strategy, by March 2009.
- The Head Teacher for Looked After Children will lead action to improve school attendance by Leeds looked after children, including those attending schools outside its geographical boundaries. This will involve developing and implementing a multi-agency action plan by September 2008 which will improve performance to meet the targets set for 2008/09.
- Partners will work together to implement the action plans to reduce the number of fixed term exclusions for looked after children, by March 2009.
- Partners will work together to improve the proportion of looked after children in education, employment and training at age 16 and 17, by March 2009.
- Increase the number of Connexions Personal Advisers working for and with Looked After Young People and Care Leavers, by March 2009.

Narrowing the Gap: Children and Young People with Learning Difficulties and or Disabilities.

| Measure | Baseline | Target | Benchmark | Latest |
|---|----------|--------|-----------|--------|
| No targets were set for this area in 2007. Targets will be set for future years using the new National Indicator Set. | | | | |

Story behind the data

Not applicable. See note above.

Progress against the plan

(i) Improvements in population outcomes

- The percentage of pupils attaining five or more GCSEs at grades A*-C has improved for all Special Educational Needs groups in 2007. The percentage of pupils not attaining any GCSE or equivalent passes has reduced for School Action, School Action Plus and for those with statements.
- In 2007 authorised absence rates fell for all Special Educational Needs groups; this was in line with the average for Leeds.
- The recent JAR inspection confirmed that there have been no permanent exclusions of children with learning difficulties and/or disabilities from primary schools and SILCs throughout the last three years. This compares very well to the performance of comparator groups.

(ii) Improvements in service performance

- The 2007 Leeds JAR reports stated - Ofsted school inspections show that provision for children with learning difficulties and/or disabilities is good in most schools and in the SILCs and PRUs. Pupils make good or outstanding progress in more than half of the schools inspected
- We have improved the collection and analysis of both P Scales (a set of descriptions for recording the achievement of pupils with Special Educational Needs) and Performance Indicators for Value Added Target Setting (PIVATs) to enable better monitoring of progress for children and young people working at levels below the national curriculum. Continued improvements with the use of this data will enable improved challenge and support for schools.
- The 2007 Leeds JAR reports stated - The contributions of local services to improve outcomes for children and young people with learning difficulties and/or disabilities are good. An effective strategic plan for inclusion demonstrates a good level of child-centred planning and service provision. Early years settings and children's centres provide good access and support for children and their parents/carers. The progress children and young people make in schools is usually good according to Ofsted inspections. Absence and exclusion rates are reducing.

- We are committed to ensuring all children and young people are able to realise their potential. To help ensure this we have focussed work over 2007 on collecting and analysing both P Scale and PIVATs data from schools. Those recorded by SILCS were collected and analysed for the first time in the summer term of 2007.
- We have improved the quality and equity of the short break service with more coordinated care packages between health and social care teams
- We have strengthened inter-agency working by ensuring our inter-agency group is more representative of the range of partners involved.

(iii) Positive accomplishments

- The Leeds Inclusive Learning Strategy has been agreed, which sets out our vision and strategy for delivering inclusive learning for all pupils. Four workstreams have been established. These are:
 - promotion and further development of inclusive practice and inclusive schools.
 - further development of specialist provision, including the role of the Specialist Inclusive Learning Centres.
 - further development of the behaviour continuum and provision, including the role of the Pupil Referral Units (PRUs).
 - further development of integrated locality working by central services and teams.
- £4.5m of PFI funding approved for improving short break facilities. This has enhanced capacity for strategic commissioning.
- In July 2007 a programme manager for disabled children was appointed to implement a government standard (NSF Standard eight) which will: ensure children and young people who are disabled or who have complex health needs receive co-ordinated, high-quality child and family-centred services. The manager will also be responsible for implementing the government's 'Aiming High for Disabled Children' agenda which sets out how services should work together to provide better support to families.

Case study

Consultation with families with disabled children undertaken in July 2007, identified a need for "better and more comprehensive information on what services are available".

A multi agency information group has been established. In March 2008, the first edition of a termly newsletter for families with disabled children and professionals working with disabled children was produced and sent directly to all children with a statement of special educational need. The newsletter includes information about national policy and legislation in relation to disabled children, local service

developments , information about activities outside of school day, financial and child care issues.

Feedback from parents and professionals has been positive

“I think the first edition of 'This is news' is fantastic, it's vibrant, informative and exciting. Something like this was desperately needed and we finally have it, well done and I am looking forward to seeing future editions” – parent of a disabled child

Changes to the plan

Key actions for 2008/2009:

- Deliver Leeds Inclusive Learning Strategy objective three to review and develop the strategies for behaviour management in mainstream schools and the requirements for area provision and city-wide Behavioural, Emotional and Social Difficulty (BESD) provision by March 2009.
- The Early Years Service is commissioning a provider to deliver a single point of contact for both families with disabled children and for providers of services for children with disabilities by March 2009.
- By March 2009, review and revise monitoring and accountability of Special Educational Needs and Learning Difficulties and Disabilities outcomes and of statutory assessments, including consideration of impact and value for money and strengthening this focus in the operation of the school improvement policy.
- The short break funding will be available from March 2009 and will be used to support children with additional needs to access play and leisure services in their communities.
- By September 2008, a city wide strategy for disabled children and young people will be in place. The funding and action plans for this will be agreed.
- Pilot individualised budgets for a small number of children and young people beginning in September 2008.
- By December 2008, establish a multi-agency transitions board to support young peoples move from children's to adults' services.
- By March 2009, complete the review of short break provision and plan and commission future services on a multi agency basis using additional Aiming High funding, incorporating CAF, budget holding lead professional and individualised budgets.
- By March 2009, increase the number of families having services coordinated through the Team around the Child/ Early Support Approach with a lead professional /keyworker supporting family service meetings and drawing up a family service plan.

Narrowing the Gap: The attainment of Children and young people from Black and Minority Ethnic communities

| Measure | Baseline (2005/06 academic year) | Target (2006/07 academic year) | Benchmark | Latest (2006/07 academic year) |
|---|----------------------------------|--------------------------------|--|--------------------------------|
| The ratio of the priority black cohort permanently excluded to the overall percentage for Leeds | 1.9 | 1.6 | Local measures, no national comparator | 1.5 |
| The percentage of pupils from priority Asian cohorts achieving five or more grades A*-C or equivalent at GCSE * | 30% | 44% | | 53% |
| The percentage of pupils from priority Black cohorts achieving five or more grades A*-C or equivalent at GCSE * | 28% | 46% | | 48% |

Story behind the data

The encouraging overall improvement in the percentage of pupils achieving five A*-C grades at GCSE or equivalent has been exceeded by the improvement in outcomes for the Black heritage cohorts. The percentage of Black Caribbean heritage pupils achieving this level of attainment has risen by 17% points. There has been an eight percentage point improvement observed for Pakistani cohorts. Indian and Chinese heritage pupils consistently outperform their peers, both in Leeds and nationally.

Progress against the plan

(i) Improvements in population outcomes

- With international new arrivals encouragement has been given for achieving a GCSE qualification in their home language, with support given to 63 new arrival pupils from seven different schools. Of these, 84% achieved an A*-C pass, 40% achieved an A* and one pupil scored one of the top five scores in the country in French.

(ii) Improvements in service performance

- A revised procedure for allocating school places to unaccompanied asylum seeking children has led to significant improvements in meeting the timescale requirements related to allocation.

(iii) Positive accomplishments

- The Community Cohesion Programme has been developed to support the successful inclusion of international new arrival pupils and their families in Leeds schools. Funding and consultant support has been provided to establish English for Speakers of Other Languages (ESOL) classes for parents and the wider school community.
- The Leeds Gypsy Roma Traveller Achievement Service has contributed to nationally recognised good practice with the development of the web site www.gypsyromatravellerleeds.co.uk (www.grtleeds.co.uk) and in the promotion and the development of the idea of Gypsy Roma Traveller History Month, which has been taken up by the Department for Children Schools and Families and recommended by Lord Andrew Adonis to every local authority.
- Education Leeds Ethnic Minority Achievement Team (EMA) was among six organisations invited to present their ideas on improving Children's Services at a House of Lords hearing. The Local Government Association press release stated that Education Leeds were among "the top six in improving Children's Services". The initiative on the inclusion of international new arrivals was selected from a total of 116 submissions after a call for evidence to narrow the gap.

Case study

Minority Ethnic Achievement Project (MEAP)

This is the second year of a National Strategies initiative targeting Pakistani, Bangladeshi, Turkish and Somali students at Key Stage 3 in three Leeds schools - Lawnswood, Primrose, and Priesthorpe.

The programme focuses on four key areas: leadership and management, tracking and monitoring, teaching and learning and parents and the community. The programme leaders in year 2 have received training in CPD modules for use with the whole school and have strong links with the Black Pupils Achievement programme (BPAP) at senior leader level. At subject leader and teacher level, new curriculum development networks have been initiated to ensure an enhanced curriculum provision for the target groups.

In the three schools the impact of the project has included:

- Students and school involvement in target setting and commitment to achieve the targets, where 80% of targeted pupils met or exceeded their targets.
- Increased understanding of the use of whole school systems to raise BME achievement.
- Schools understand MEAP as a model for raising achievement of different groups and are beginning to disseminate this across the school.
- Increased understanding of working with Pakistani pupils by subject

leaders and associated staff.

- Increased use of data analysis to set pupil level and group targets and an increased understanding and use of data tracking.
- There are indications that MEAP students' attitudes to learning have improved and consequently their attendance has improved.
- In one school there has been a strong focus on parental involvement and parental confidence and understanding and pupil engagement (e.g. reading at home) has improved.

Changes to the plan

Key Actions for 2008/2009:

- Establish bespoke programmes to be implemented from September 2008 to raise the attainment of black and minority ethnic pupils in the eleven secondary schools containing the majority of the black and minority and ethnic minority pupils.
- Implement a strategic approach to raising the attainment of all Traveller children across all educational settings through developing effective partnerships, promoting best practice and monitoring/reviewing all provision, by March 2009.
- Reduce the number of First Time Entrants (FTE) into the youth justice system and reduce any disproportionality including children and young people from BME backgrounds, by March 2009.
- Reduce the re-offending rates of young offenders and reduce any disproportionality including children and young people from BME backgrounds, by March 2009.

Service Management

| | | |
|---------------------------|---|---|
| Service management | <ul style="list-style-type: none"> • Extended services for every neighbourhood • Parenting support for all • Personalised, joined up support for all | <ul style="list-style-type: none"> • Roll out of extended services in schools and children’s centres • Proactive, tailored support for families facing the most severe challenges • Moving towards integration through the roll out of the Common Assessment Framework, Budget Holding Lead Professional and Individual learning plans |
|---------------------------|---|---|

| Measure | Baseline | Target | Benchmark | Latest |
|---|---------------|---------------|-------------------------------|--------|
| Overall Ofsted rating for ‘Service Management’ | 3 (2006) | 3 | Data not available nationally | 3 |
| Overall Ofsted rating for ‘Capacity to Improve’ | 3 (2006) | 3 | | 3 |
| No. of Extended Primary Schools | 8% (2006) | 24% (2007) | | 41% |
| No. of Extended Secondary Schools | 18% (2006) | 23% (2007) | | 64% |
| Number of Children’s Centres | 24 | 49 | | 49 |

Story behind the data

The Ofsted judgements on Children’s Services management capacity being good in Leeds were confirmed at both the Annual Performance Assessment (APA) in October and the Joint Area Review (JAR) in December. This judgement is made against national criteria and assesses key factors such as ambition and leadership as well as how we manage resources and performance. In both the JAR and APA there was significant praise offered by inspectors and no recommendations for improvement were identified in these areas.

Leeds has exceeded the national target for secondary schools, in relation to the number of extended schools we provide, offering full core provision one year ahead of schedule. Leeds is progressing well in developing in extended services and investing in children’s centres.

Progress against the plan

(i) Improvements in population outcomes

- Strong service management and the improved joint working of the partnership have been judged by Ofsted to be making a 'good contribution' to improving most outcomes in Leeds. As can be seen throughout this review, there is a general trend in improving outcomes across children's services with some marked improvements in priority areas such as GCSE results.

(ii) Improvements in service performance

- Good progress has been made at developing more *integrated front line delivery* with Ofsted noting that 'Good progress has been made in bringing together professionals ... to deliver high quality services'. Key areas of progress include: the successful pilot of Budget Holding Lead Professionals, including an additional project to support looked after children; the development of the Seven Day Response service; and further integration around the expanded network of high quality Children's Centres and Extended Services.
- There have been some strong improvements in developing *integrated processes* to support new ways of joint working. Work to develop ContactPoint is making good progress, ahead of other regional authorities. The implementation of the Common Assessment Framework continues, with additional training continuing for the citywide roll out, supported by an enhanced 'E-CAF' IT system. Progress to deliver the Integrated Children's System has been sound, with positive feedback from the government. Further work to develop integrated processes has been strengthened by recent additional joint funding for Co-ordinators in each area of the city. A further example of integrated processes is clearly demonstrated in one wedge of the city, where action has been taken to combine a number of separate meetings, which often concern the same families, into one multi agency panel. The panel has the potential to lead to more innovation in the support and co-ordination of services for young people and their families, this work focuses on young people and families at risk of anti-social behaviour, crime or negative outcomes. The work will expand the targeted use of services and ensure that consistent levels of need and service response are applied across the city thus ensuring that the right young people and families get the appropriate intensity of service.
- There have been continued improvements in developing a more coherent *integrated strategy* across the partnership. Recent developments include Children Leeds strategies for: Family Support and Parenting, Emotional Health and Participation. Strategic multi-agency groups, such as the Family Support and Parenting Board, have been established to drive strategy implementation. The Children and Young People's Plan has been subject to effective development and review throughout the year, leading to additional funding and joint action to address shared areas of concern. The citywide plan has been supplemented by the creation of local CYPPs in each wedge and plans for each 'Cluster' of extended services. Links to wider strategies have been improved through work to

join the CYPP and Local Strategic Partnership/Local Area Agreement at citywide level, and Local CYPPs and Area Development Plans in localities. Development of strategy has been strengthened through greater participation of young people in the Children Leeds Partnership and the promotion of a more focused thematic approach.

- *Inter-agency governance* has continued to be strengthened over the past year. In particular the past twelve months has seen good progress within school Clusters, Wedge Partnerships and growing links between these groups and Area Management Boards. Citywide governance has also been bolstered, with enhanced capacity and leadership within each of the main elements of the children's trust arrangements. In particular the Local Safeguarding Children Board has made good progress, informed by a new independent Chair, Safeguarding Manager and Business Plan, and the Integrated Strategic Commissioning Board (ISCB) has become more established and has made strong progress in its Commissioning Plan. The children's trusts arrangements have been further enhanced with the creation of thematic sub-groups such as the Joint Preventative Partnership that have made improvements to shared strategy and commissioning. Lastly, all these arrangements have been helped by working within the successful Local Strategic Partnership – the Leeds Initiative, which has won a Beacon Award this year for its success, with Children Leeds being cited as a partnership exemplar in the process.
- Shared strategies and stronger governance have supported improvements to *integrated commissioning*. Examples include: the successful implementation of the first ISCB Commissioning Plan; the rationalisation and integration of significant budgets through the Joint Preventative Commissioning Panel; and lastly joint commissioning of the MarketPlace service. This has been supported by integrated budget planning across children's services, including the agreement of shared savings action plans as well as improved shared performance management which has led to joint working and funding for common priorities (see case study below).

(iii) Positive accomplishments

- Ofsted judged both the 'service management' and 'capacity to improve' of children's services as 'Good' during inspection and assessment in 2007/08.
- KPMG auditors judged Leeds' children's trust arrangements to be effective.
- Over £1.5 million was identified and realigned by partners to jointly commission new ways of working on shared priorities.

Case study

Joint Preventative Partnership (JPP) Innovation Fund

The Joint Preventative Partnership (JPP) is a collaboration of four partnerships: Sure

Start Partnership, The Youth Work Partnership, Leeds Children's Fund and Connexions. Almost half of the partnership's members are drawn from the voluntary, community and faith sector.

The JPP delegate commissioning responsibilities to a panel of people whose primary function is to commission preventative services for children and young people aged 0-19 (up to 25 if with learning difficulties/disabilities or care leavers), by working together a more holistic approach to commissioning services is achieved.

The JPP is accountable to both the Integrated Strategic Commissioning Board (ISCB) within the children's trust arrangements and to the children's block of the Leeds Strategic Plan.

The JPP Innovation Fund Grants 2008/09 (City-wide and Wedge-based) is the first programme of funding being commissioned through the JPCP. This funding is for a period of 12-months. Further information can be located on the Children Leeds website www.childrenleeds.org.uk.

The JPP Innovation Grant consists of a total of £1.4million pooled budgets. Of this, £900,000 has been identified for preventative services through the five Children Leeds wedges for children and young people aged 0-19 in the following five key priority areas:

- To focus on a reduction in teenage conceptions.
- To reduce the numbers of reception into care.
- To improve key-stage 3 attainment.
- To improve school attendance (at key transition stages).
- Any other key priority for the locality that will have a direct or indirect impact on the above priorities.

£500,000 of funding has been identified for preventative services on a City-wide basis for children and young people aged 0-19 in the following key priority areas:

- To improve school attendance and attainment with particular reference to priority groups e.g. Looked After Children (LAC)
- The Innovation Fund provides an exciting opportunity to develop local and city-wide commissioning expertise, promote collaborative working and stimulate market development.

Changes to the plan

Key actions for 2008/2009:

- Review commissioning arrangements to strengthen recent improvement by July 2008 and put new arrangements in place by October 2008.
- Agree a shared Medium Term Resource Plan for all children's services by October 2008 and a shared Asset Management Plan by January 2009.

- Put in place the locality element of the children's trust arrangements to build on the work of Children Leeds wedge partnerships and school Area Management Boards and link to area committees. New arrangements to be in place by October 2008.
- Work with children, young people, families, staff and wider stakeholders to update our strategy and agree a new Children and Young People's Plan, by March 2009.
- Put in place more funding and stronger programme management to speed up the promotion of integrated working through the Common Assessment Framework, ContactPoint, and the Budget Holding Lead Professional. New arrangements in place, by September 2008.
- Promote and develop new ways of improving work on shared priorities through commissioning new services in the Innovation Fund, by July 2008.
- Review and re-commission parenting and family support services by March 2009, and trial and evaluate new approaches through the parenting pilots, by March 2009.
- Agree an action plan to deliver the Workforce Development Strategy by June 2008. Implement the action plan to March 2009.
- Develop a strategy for new arrivals through the Children Leeds Partnership, by March 2009.

Targets for 2009

Key: L – LAA, N – National Indicator Set, P – National Public Service Agreement priority, O – Ofsted APA/JAR Priority

| Ref | Outcome | Priority | Measure | Links | Baseline | 2009 |
|-----|------------|------------------|---|---------------|-----------------------------------|-----------------------------|
| 1 | Be Healthy | Active | % of children and young people taking part in five or more hours of sport and PE per week | L, N, P | NEW | |
| 2 | Be Healthy | Active | Prevalence of breastfeeding at 6-8 weeks | N, P | 37.6% | 40.6% |
| 3 | Be Healthy | Active | Proportion of young people that are obese in (a) Reception and (b) Year 6 | N, P | (a) 9.29% (b) 17.82 % | (a) 9.2% (b) 17.7% |
| 4 | Be Healthy | Happy | Emotional health of Looked After Children | L, N, P | NEW | |
| 5 | Be Healthy | Happy | Fully comprehensive CAHMS | N | 4 | 4 |
| 6 | Be Healthy | Happy | CAMHS waiting times (local target) - % patients seen within 18 weeks for admitted and non admitted pathways | N | NEW | 100% |
| 7 | Be Healthy | Healthy Choices | Reduction in the under 18 conception rate in relation to the 1998 baseline | L, N, P, O | +0.4% | Under negotia tion |
| 8 | Be Healthy | Healthy Choices | % of 15- 24 year olds screened or tested for Chlamydia | N | 4.5% | 17% |
| 9 | Be Healthy | Healthy Choices | % of schools meeting the new Leeds Quality Standard for Sex and Relationships Education | | NEW | |
| 10 | Stay safe | Safe in families | No.s of looked after children (excluding Unaccompanied Asylum Seekers) | L, N, P | 1274 | 1156 |

Children and Young People's Plan Review 2008

| Ref | Outcome | Priority | Measure | Links | Baseline | 2009 |
|-----|-------------------|-------------------------|---|------------|----------|-------|
| 11 | Stay safe | Safe in families | Timeliness of Reviews for Look After Children | L, N, O | 62 | 70% |
| 12 | Stay safe | Safe in families | The percentage of children aged under 16 who had been looked after continuously for at least 2.5 years, who were living in the same placement for at least 2 years, or are place for adoption | L, N, P | 70.78 | 72 |
| 13 | Stay safe | Safe in families | Number of children who became the subject of a child protection plan or were registered to the same proportions per 10,000 population aged under 18 as that of statistical neighbours | | 403 | 388 |
| 14 | Stay safe | Safe in communities | The proportion of children and young people who have experienced bullying | L, N, P | 33% | 26.5% |
| 16 | Enjoy and Achieve | In school and achieving | % achieving Level 5+ in both English & maths at KS3 | L, N, P, O | 65% | 74% |
| 17 | Enjoy and Achieve | In school and achieving | % achieving Level 5 or above in science at KS3 | L, N | 69% | 77% |
| 18 | Enjoy and Achieve | In school and achieving | Progression by 2 levels in English KS2 to KS3 | L, N, P | 23.8% | 35% |
| 19 | Enjoy and Achieve | In school and achieving | Progression by 2 levels in maths KS2 to KS3 | L, N, P | 54.5% | 66% |
| 20 | Enjoy and Achieve | In school and achieving | % achieving 5+ A*-C GCSEs or equivalent, inc English & maths | L, N, P, O | 42.1% | 52.0% |
| 21 | Enjoy and Achieve | In school and achieving | Reduction in number of schools where fewer than 30% of pupils achieve 5 A*-Cs at GCSE inc both Eng & maths | L, N, P, O | 13 | 2 |
| 22 | Enjoy and Achieve | In school and achieving | Progression by 2 levels in English KS3 to KS4 | L, N, P | 51.2% | 65.9% |
| 23 | Enjoy and Achieve | In school and achieving | Progression by 2 levels in maths KS3 to KS4 | L, N, P | NA | 32.6 |

Children and Young People's Plan Review 2008

| Ref | Outcome | Priority | Measure | Links | Baseline | 2009 |
|-----|------------------------------|--------------------------------|---|------------|--------------------------------------|---------------------------------------|
| 24 | Enjoy and Achieve | In school and achieving | Secondary persistent absence rate | L, N | 9.8% | 7.7% |
| 25 | Enjoy and Achieve | Start to learning | % achieving 78+ points with at least 6 points in PSED and CLL at Early Years Foundation Stage | L, N, P, O | 47.1% | 48.5% |
| 26 | Enjoy and Achieve | Start to learning | % achieving Level 4+ in both English & maths at KS2 | L, N, P, O | NA | 77% |
| 27 | Enjoy and Achieve | Start to learning | Gap between lowest-achieving 20% in Early Years Foundation Stage profile and the rest | L, N, P | 38% | 30% |
| 28 | Enjoy and Achieve | Start to learning | Progression by 2 levels in English KS1 to KS2 | L, N, P | NA | 87% |
| 29 | Enjoy and Achieve | Start to learning | Progression by 2 levels in maths KS1 to KS2 | L, N, P | NA | 85% |
| 30 | Make a positive contribution | Engaged in positive activities | Proportion of young people taking part in positive activities | L, N, P | * | * |
| 30 | Make a positive contribution | Engaged in positive activities | Number of Breeze Card holders who participate in a positive activity | L, N, P | 69,991 | 73,491 |
| 30 | Make a positive contribution | Engaged in positive activities | No. of volunteering opportunities for young people | L, N, P | 680 | 920 |
| 31 | Make a positive contribution | Engaged in positive activities | First Time Entrants to the Youth Justice System | L, N, P | 2,076 | 5% reduction |
| 32 | Make a positive contribution | Engaged in positive activities | The proportion of young people reached by the Youth Service | L, N, P | 25% | 25% |
| 33 | Economic Wellbeing | Succeeding in learning & work | The proportion of 19 year olds with Level 2 qualifications | L, N, P | 65% 2006/2007 academic year | 68.6 2006/2007 academic year |

Children and Young People's Plan Review 2008

| Ref | Outcome | Priority | Measure | Links | Baseline | 2009 |
|-----|--------------------|-------------------------------|--|---------|--------------------------------------|--------------------------------------|
| 34 | Economic Wellbeing | Succeeding in learning & work | The proportion of 19 year olds with Level 3 qualifications | L, N, P | 41% 2006/2007 academic year | 43% 2006/2007 academic year |
| 35 | Economic Wellbeing | Succeeding in learning & work | The proportion of 16-18 year olds Not in Education, Employment or Training (NEET) | L, N, P | 10.0% | 7.8% |
| 36 | Narrowing the Gap | Able to succeed | Looked After Children achieving Level 4 in English at Key Stage 2 | L, N, P | 40% | 56% |
| 37 | Narrowing the Gap | Able to succeed | Looked After Children achieving Level 4 in maths at Key Stage 3 | L, N, P | 30% | 56% |
| 38 | Narrowing the Gap | Able to succeed | Looked After Children achieving 5 A*-C GCSEs or equivalent including English and maths | L, N, P | 4% | 17% |
| 39 | Narrowing the Gap | Able to succeed | FSM achievement gap at KS2 | N | 25.6% pts | 24 % pts |
| 40 | Narrowing the Gap | Able to succeed | FSM achievement gap at KS4 | N | 32% pts | 28 % pts |
| 41 | Narrowing the Gap | Able to succeed | % BME achieving Level 4 at KS2 in English + maths | L, N | 61.6% | 69.7% |
| 42 | Narrowing the Gap | Able to succeed | The proportion of Looked After Children with up to date Health Needs Assessments and dental checks | | 61 | 80 |
| 43 | Narrowing the Gap | Able to succeed | % BME achieving 5 A*-C GCSEs inc English + maths | L, N | 37% | 42.2% |
| 44 | Service management | Excellent services | Percentage of extended schools | N | 42% | 90% |
| 45 | Service Management | Excellent services | Number of children's centres | | 48 | 57 |

Children and Young People's Plan Review 2008

| Ref | Outcome | Priority | Measure | Links | Baseline | 2009 |
|------------|--------------------|--------------------|---|--------------|-----------------|-------------|
| 46 | Service Management | Excellent services | Overall rating for children's services in 2008 Ofsted Annual Performance Assessment | | 3 | 3 |

*this target (which is also one included in the Leeds Strategic Plan as NI 110) will be based upon the 'tell us' survey aimed at children and young people. Education Leeds will carry out the survey between March and June 2008. Once the survey results have been analysed a target will be set.