

**Leeds
Joint Area Review
Post Inspection
Action Plan**

Children Leeds

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Introduction

The joint area review of services that are provided for children and young people in Leeds took place in December 2007 and in May 2008 the Director of Children's Services in Leeds received a report which explained what the inspectorate had found.

The report's findings demonstrate the strong progress that Leeds has made, the ability we have to make a real impact in the lives of the children and young people of Leeds and notes the strong focus that we have on partnership and innovation.

The in depth inspection process found clear evidence of good practice, for example, in strong partnership working, a commitment to a preventative approach and a rapid pace of improvement.

Every JAR has core areas which are investigated and they are scored from one to four with four being excellent, in Leeds we were awarded the following scores

Safeguarding	2
Looked-after children	2
Learning difficulties or disabilities	3
Service management	3
Capacity to improve	3

However as well as highlighting all these positives the inspectorate also made some recommendations for improvement, the 10 recommendations made form the basis of this action plan which will help Children Leeds further improve outcomes for children and young people. We have used our strong partnership arrangements to develop this plan which clearly lays out what we will do to address the recommendations Ofsted have made. We will work with our partners and use new and innovative approaches to see that all the aims laid out in this action plan are achieved in the up coming months.

Recommendation 1: Ensure that an appropriate way is found for the successful dissemination of the JAR findings

N o.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
1	Make a positive contribution	Enable children and young people in Leeds to have access to the findings of the Joint Area Review and the action that is planned as a consequence	<p>1.Establish what methods other LAs have used to disseminate JAR reports to Children and Young People (CYP) (May 08)</p> <p>2.Involve CYP in the creation of Children and Young People's version of the JAR report and associated publicity materials (July 08)</p> <p>3. Ensure communications needs of different age ranges and groups eg cyp with disabilities are met</p> <p>4. Publish CYP versions on appropriate websites – Breeze, Children Leeds, Leeds Learning Network (July 08)</p> <p>5. Produce supplement for About Leeds to include CYP section, to reach every household (Sept 08)</p> <p>6.CYP version distributed to CYP via Youth Council, Youth work partnership, School councils, LAC mailing list ,ROAR database (Sept 08)</p>	<p>Methods used by 3 other Local Authorities considered</p> <p>CYP friendly version produced</p> <p>CYP version published on appropriate websites</p> <p>Supplement produced and distributed</p> <p>Distribution completed</p>	<p>Director of Children's Services Unit (DCSU)</p> <p>Communications network</p> <p>Director of Children's Services Unit</p> <p>Communications network</p>	<p>The Project</p>	<p>Within existing resources</p>	<p>Awaiting quarter one review</p>

Recommendation 2: Ensure all initial child protection conferences happen on time and all core assessments are of good quality

No	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
2	Stay Safe-Improving the assessment and care of children in need	Ensure all initial child protection conferences happen on time and all core assessments are of good quality	1. Provide training to staff leading or contributing to core assessments, through a programme to be delivered by March 2009, and incorporated with the Integrated Children's Systems training plan. In particular ensure that the training establishes clarity about expectations on detail, quality and involvement from other services.	<p>Increase the number of core assessment completed within 35 days to be in line with Statistical Neighbours by 31 March 2009</p> <p>Evidence of multi-disciplinary input and analysis in assessments</p>	All Service Delivery managers.	Partner agencies	Training over 150 Children and young peoples social care staff plus other agency staff. 12-15 days cost of venue and using own practitioners, estimated at £6000, but details to be completed	Awaiting quarter one review
		Ensure all initial child protection conferences happen on time and all core assessments are of good quality	<p>2. Area and team improvement plans for 2008/09 to determine local action by agencies in those areas performing below the authority average to include:</p> <ul style="list-style-type: none"> • supervision arrangements and clinical governance • Quality Assurance • Individual team and training requirements 	Improved consistency across geographical areas in the percentage of children re-referred within 12 months to be more in line with the LA average by 31 March 2010				

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No	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
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2	Stay Safe-Improving the assessment and care of children in need	Improve the way we work to be more efficient and effective in supporting work with children.	<p>3 Complete:</p> <ul style="list-style-type: none"> business process reengineering work (July 2008) Implement restructure proposals (Oct 2008) <p>Procedure to include:</p> <p>a) Strategy meetings/discussions require formal consideration of Child Protection Conference and provisional booking of conference. Policy to be confirmed June 2008 and monitored quarterly</p> <p>b) Policy of no Initial Child Protection Conferences cancelled unless approved by manager to be reconfirmed (June 08) and monitored</p> <p>c) Agree multi-agency protocol for acting within agreed timelines for preparation of reports to Initial Child Protection Conferences and commitment to prioritising attendance.</p>	<p>Increase the number of initial child protection conferences that take place within 15 days of the start of S47 enquiries:</p> <ul style="list-style-type: none"> 50% increase in the rate from current baseline during 2007/08 Progress reviewed in October 2008. Action plan to achieve Statistical Neighbour average agreed as part of review. <p>Monitoring reports demonstrate adherence to policy</p>	Reviewing Officer	Service Delivery Managers	Business Process Reengineering is to take place. Costs of restructuring will include an increase in grading and therefore salary costs	Awaiting quarter one review
		Improve the way we work to be more efficient and effective in supporting work with children.	<p>4) Implementation plan for the restructured arrangements to set out specific requirements in respect of quality assurance, including:</p> <ul style="list-style-type: none"> the roles of Independent Reviewing Officers and all agency line managers in ensuring (and reporting on) the quality of assessments <p>the enhancement of independent reviews for children with complex needs placed out of Leeds</p>	<p>Monitoring reports</p> <p>Improved rate of files agreed as good quality through the file audit process.</p>	<p>Reviewing Officers</p> <p>Children and young peoples social care.</p>	<p>Service Delivery Managers.</p> <p>All agencies</p>	Business Process Reengineering is to take place. Costs of restructuring will include an increase in grading and therefore salary costs	Awaiting quarter one review

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No	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
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			5) Implement the Blueprint action plan to increase children and young people's participation in completing assessments and roll our learning to improve involvement of parents and carers in completing assessments.	Increased number of core assessments show evidence of parents, carers and children's participation.				

Recommendation 3: Reduce the number of fixed-term exclusions for looked after children.

N o.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
3	<p>Narrowing the Gap: Looked After Children;</p> <p>Narrowing the Gap: Children and Young People with Learning Difficulties and or Disabilities</p> <p>Enjoy & Achieve</p>	<p>Increased understanding of the risk factors among looked after children and young people that lead to exclusion</p>	<p>1) Analysis of data on the exclusion of looked after children & young people from the 2006-2007 academic year to identify patterns related to age, time in care, school and care placement, services received by all agencies and prevalence of common factors – by June 2008.</p> <p>2) Correlation of exclusion patterns with those for attendance of looked after children & young people to determine the impact of interactions between the two – by June 2008</p> <p>3) Extend existing work of the Pupil Planning Team and the Leeds Extended School for Looked After Children to provide half termly exclusion data so that patterns are available sooner for pro-active intervention – by June 2008.</p>	<p>Report to the Corporate Carer (Elected member) Group and 'Multi-Agency Looked After Panel (MALAP) Executive</p> <p>Production of 6 reports per year to Integrated Strategic Commissioning Board and elected members for monitoring, and to School Improvement panels and locality inter-agency groups for action.</p>	<p>Looked After Extended Services</p>	<p>Performance Management and Information Team (PMIT)</p> <p>Pupil Planning</p> <p>Education Protects</p> <p>School Support Service</p>	<p>Headteacher of Looked After Extended Services time and PMIT capacity</p>	<p>Awaiting quarter one review</p>

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4	<p>Narrowing the Gap: Looked After Children;</p> <p>Narrowing the Gap: Children and Young People with Learning Difficulties and or Disabilities</p> <p>Enjoy & Achieve</p>	Recording of exclusion data for looked after children & young people will be accurate and consistent	<p>1) Review recording systems within Education Leeds – by July 2008;</p> <p>2) Improve data sharing Across Education Leeds, schools and Children and young peoples social care– by September 2008;</p> <p>3) Improved logging of ‘unofficial’ exclusions by social workers, residential managers and foster carers to ensure records held centrally are entirely accurate – by September 2008</p> <p>4) Increased advice and support to social workers, residential managers and foster carers seeking to challenge exclusions with schools and/or Governing Bodies – by September 2008</p> <p>5) Robust and reliable exclusion data for looked after children & young people will be available to School Improvement Service and School Improvement Partners and inform their work with schools – by November 2008.</p>	<p>Transparent and easily understood guidance on recording of exclusions published to schools and other services;</p> <p>Reduced reporting of ‘unofficial’ exclusion by residential managers and foster carers;</p> <p>Increased number of successful challenges to exclusion by carers and social workers.</p>	Pupil Planning Team	<p>Looked After Extended Services</p> <p>Children & Young People’s Social Care</p> <p>Performance Management Information Team /Data Management</p> <p>School Improvement Service</p>	Initial time investment from Pupil Planning Team	Awaiting quarter one review

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N o.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
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5	<p>Narrowing the Gap: Looked After Children;</p> <p>Narrowing the Gap: Children and Young People with Learning Difficulties and or Disabilities</p> <p>Enjoy & Achieve</p>	<p>A time-limited 'Multi-Agency Looked After Panel (MALAP) workgroup will work through June and July 2008 to identify all current preventative work with looked after children & young people relating to increasing engagement with education and reducing exclusion.</p>	<p>1) Multi-agency adoption of the 'Multi-Agency Looked After Panel (MALAP)' key performance indicators' related to exclusion of looked after children & young people into existing planning – by September 2008;</p> <p>2) Implement the Blueprint strategy to engage looked after children and young people in the assessment of current provision and identification of need – by September 2008;</p> <p>3) Identify existing single and multi agency responses to exclusion available at the level of individual children; school; cluster; area and across the city – by July 2008;</p> <p>4) Identify existing single and multi agency pro-active interventions available at the level of individual children; school; cluster; area and city-wide – by July 2008;</p> <p>5) Identify areas of over-lap or duplication among these responses and interventions that could be eliminated to create additional capacity – by August 2008;</p> <p>6) Identify gaps or limitations in the current responses and interventions to inform 'Multi-Agency Looked After Panel' recommendations to Integrated Strategic Commissioning Board and service specific commissioners – by September 2008.</p>	<p>Concise report to MALAP Exec in July/August includes clear recommendations relating to existing deployment of resources and future need that will be used to inform commissioning decisions by Integrated Strategic Commissioning Board.</p>	<p>Looked After Extended Services</p>	<p>Pupil Planning</p> <p>Psychology & Assessment Service;</p> <p>Area Management Board Project Directors and reviewed and revised BEST/BIT programme managers</p> <p>Leeds Inclusive Learning Strategy Project Team</p> <p>Attendance Strategy Team</p> <p>CAMHS</p> <p>Children & Young People's Social Care</p>	<p>Team leader time from all partners</p> <p>Subsequent resource deployment implications will only be clear following report to MALAP Exec.</p>	<p>Awaiting quarter one review</p>

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6	<p>Narrowing the Gap: Looked After Children;</p> <p>Narrowing the Gap: Children and Young People with Learning Difficulties and or Disabilities</p> <p>Enjoy & Achieve</p>	<p>There will be swift and easy referral systems in place that ensure looked after children & young people receive appropriate and timely support when at risk of exclusion and in response to it.</p>	<p>1) Extended Services clusters will undertake a regular pupil by pupil audit of current need among the looked after children and young people they serve, facilitated by Looked After Extended Services (LEXS) fieldworkers – trial by August 2008, roll-out by November 2008;</p> <p>2) Extended Services clusters will plan multi agency responses to need among their cohort of looked after children & young people – trial by August 2008, roll-out by November 2008;</p> <p>3) The Extended School for Looked After Children will provide strategic oversight of cross-service responses to exclusions of looked after children & young people – by September 2008;</p> <p>4) The Extended School will report termly to the Multi Agency Looked After Panel (MALAP) Executive and the Corporate Carers (Elected members) Group on rates and pattern of exclusions, the responses and interventions deployed by services and evidence of their impact – from September 2008.</p>	<p>Extended Services Coordinators will report on outcomes;</p> <p>Corporate Carers and MALAP Exec. will both report positive outcomes;</p> <p>Narrowing the gap between Looked After Children (LAC) exclusion rates and those for the wider school population</p>	<p>Extended Services clusters</p>	<p>Looked After Extended Services</p> <p>Pupil Planning</p> <p>Psychology & Assessment Service</p> <p>Area Management Board Project Directors</p> <p>Leeds Inclusive Learning Strategy Project Team</p> <p>Child and Adolescent Mental Health Services</p> <p>Children & Young People's Social Care</p> <p>Education Leeds - Attendance Strategy Team</p>	<p>See above</p> <p>Currently there is no LAC-specific funding targeted at Mentoring or Study Support.</p> <p>There is also no funding stream to provide 1-to-1 tutorial support to fill the gaps in education most LAC suffer with.</p> <p>Analysis of need based on Personal Education Allowance Guidance suggests the demand for these services could reach £400k</p>	<p>Awaiting quarter one review</p>

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7	<p>Narrowing the Gap: Looked After Children;</p> <p>Narrowing the Gap: Children and Young People with Learning Difficulties and or Disabilities</p> <p>Enjoy & Achieve</p>	<p>Professional practice among frontline children's services workers in schools and social care teams will change to better engage looked after children and young people with learning difficulties.</p>	<p>1) The Looked After Extended Services (LEXS) fieldwork team will develop a network of close working relationships with schools and partner agencies through Designated Teacher networks at cluster and area level people – by September 2008</p> <p>2) Review best practice guidelines for schools and early years settings and partner agencies so that understanding of LAC needs are clearer to children's service workers as are expectations of how those needs are met – on-going in partnership with PAS</p> <p>3) Provide professional development opportunities for Designated Teachers and heads based on good practice facilitated by the LEXS fieldwork team – by September 2008</p> <p>4) Build a bespoke professional development opportunity for teachers based on existing Total Respect training programme delivered by care leavers people – by September 2008, agreement of Total Respect funding agreement (known July 2008) – see below;</p> <p>5) Identify sufficient funding to continue Total Respect training for other Children's Services professionals – see above.</p>	<p>Personal Education Plans will be fit for purpose and implemented</p> <p>Joint publication of good practice guide by Looked After Extended Services (LEXS), the Psychology & Assessment Service and the Therapeutic Social Care team to all educational settings in Leeds</p> <p>Attendance at, and evaluation of, professional development opportunities will be high</p>	<p>LEXS Team</p>	<p>Psychology & Assessment Service</p> <p>Therapeutic Social Care Team & CAMHS</p> <p>Total Respect Training Team</p> <p>Education Leeds & Children & Young People's Social Care</p> <p>Education Protects</p> <p>Education Leeds - Attendance Strategy Team.</p>	<p>There is currently no dedicated fieldworker capacity around LAC. The cost of such a team would be £200k per year to provide a minimal team based on Areas</p> <p>Total Respect and related training will need to be funded.</p>	<p>Awaiting quarter one review</p>

Recommendation 4: Ensure the electronic case record system (ESCR) provides a fixed and permanent audit trail of entries made.

No.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
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8	Stay Safe	Confidence in the clarity and accuracy of all recording, especially the management sign-off of decisions	<p>1) Complete the implementation of Integrated Children's System including full roll out to staff (following all the actions set out in the project plan).</p> <p>2) Review all available options by July 08 to improve the way manager's decisions are recorded sequentially on Electronic Social Care Recording System and report options appraisal with recommendations to Social Care Improvement Board (SCIB) by August 08</p> <p>3) Undertake general review of Electronic Case Record System capability and staff compliance to determine future procurement arrangements report to SCIB by October 08</p>	<p>Full compliance with ICS criteria within Department for Children Schools and Families timescales</p> <p>All managers' decisions are made and clearly recorded on the Electronic Social Care Recording System when the assessment is complete. Improved compliance with existing system by social work staff</p> <p>Completed options appraisal considered by SCIB and linked to citywide review by October 2008</p> <p>Children and young people's data integration quality and reporting consultancy review</p>	<p>Head of service improvement – Children's social Care.</p> <p>Information Communication Technology Team</p>	<p>Leadership Team</p>	<p>Use of Integrated Children's System grant</p> <p>£85k (city wide review)</p>	<p>Awaiting quarter one review</p>

Recommendation 5 : Improve the proportion of looked after children in education, employment and training at age 16 and 17

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9	<p>Narrowing the Gap: Looked After Children;</p> <p>Narrowing the Gap: Children and Young People with Learning Difficulties and or Disabilities</p> <p>Enjoy & Achieve</p>	<p>Improve mentoring support for Looked After Children (LAC) at the point of transition from Year 11</p>	<p>1) Improve data integration to better identify those Looked After Children (LAC) at particular risk of becoming Not in Education Employment or Training as a result of poor educational progress; attendance &/or exclusion – Autumn 2008;</p> <p>2) Target additional specialist Personal Advisor support at young people identified as being high risk of becoming Not in Education, Employment or Training (NEET) from July 08</p> <p>3) Meet the September guarantee Year 11 LAC</p>	<p>Data freely and regularly shared between the Electronic Social Care Record system (Social Care); PASS (Education Leeds); Aspire (Integrated Youth Support Service)</p> <p>Identified PA working with 15-20 most at risk LAC before the end of July 2008 and the number of this cohort swiftly finding a place in Education, Training or Employment (ETE) by the end of September 2008</p>	<p>Integrated Youth Support Service (IYSS)</p>	<p>Respective data management teams</p> <p>Pathway Planning Team</p> <p>Looked After Extended Services</p>	<p>Data management capacity to assure regular and accurate exchange of data</p>	<p>Awaiting quarter one review</p>

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No.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
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10	<p>Narrowing the Gap: Looked After Children;</p> <p>Narrowing the Gap: Children and Young People with Learning Difficulties and or Disabilities</p> <p>Enjoy & Achieve</p>	<p>Improve mentoring support for Looked After Children (LAC) from the point of 14+ choices through to transition from year 11</p>	<p>1) Increase communication between the Leeds Extended School, designated teachers, the Pathway Planning team; Not in Education Employment or Training (NEET) Strategy Team; and Integrated Youth Support Service (IYSS) to ensure specialist support for LAC at risk of becoming NEET is available from year 9 onwards – Autumn 2008</p> <p>2) LAC identified by Leeds Careers and prioritised for interviews in school to identify critical risk cohort – Autumn 2008 onwards;</p> <p>3) Increase knowledge and understanding among of carers and social workers around educational choices and progression</p> <p>4) Improved links between named IYSS workers and Residential Children's Homes to ensure those LAC in residential care have better access to a range of engaging activities outside the school day – Autumn 2008.</p> <p>5) Agree all personal education plans for LAC aged 14 + to address post 16 learning, and that this is specifically addressed at each review.</p>	<p>Specialist LAC PA working with most at risk LAC in Year 9 by late Autumn 2009 with impacts on attendance and engagement with learning by Summer 2009</p> <p>Rigorous follow-up of all LAC in Year 9-11 to ensure careers interviews have been completed and follow – up information to specialist PA's provided</p> <p>Specific short information pack for young people, carers and social workers outlining the practical impact of 14+ decisions from the 2008-2009 academic year onwards.</p>	<p>Integrated Youth Support Services (IYSS)</p>	<p>Education Leeds 14+ Team</p> <p>Looked After Extended Services</p> <p>Social Care LAC social workers</p> <p>Fostering Team</p>	<p>Cost of booklets for approximately 100 Year 9 LAC annually</p>	<p>Awaiting quarter one review</p>

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11	<p>Narrowing the Gap: Looked After Children;</p> <p>Narrowing the Gap: Children and Young People with Learning Difficulties and or Disabilities</p> <p>Enjoy & Achieve</p>	Increase retention on post-16 College programmes	<p>1) Agree protocol between Pathway Planning team and Leeds Colleges covering information exchange and clear guidance to college and social care staff to sustain young people in college places – May 2008.</p> <p>2) Leeds Colleges will provide targeted support for all Looked After Children (LAC) taking up places at from September 2008 as part of multi-agency support packages.</p>	<p>College-Social Care protocol launched in July 2008 with impact on LAC cohort arriving at college in September 2008.</p> <p>Identified 'designated College tutor' meeting regularly with Pathway Planning by September 2008.</p> <p>Improved successes rates of LAC on Further Education courses.</p>	Pathway Planning Team	<p>Leeds Colleges</p> <p>Looked After Extended Services</p> <p>Children and young Peoples Social Care.</p> <p>Integrated Youth Support Services.</p>	Colleges have already committed to identifying the tutor and providing additional support to LAC	Awaiting quarter one review
12	<p>Narrowing the Gap: Looked After Children;</p> <p>Narrowing the Gap: Children and Young People with Learning Difficulties and or Disabilities</p> <p>Enjoy & Achieve</p>	Improve progression into Higher Education (HE) for looked after children (LAC).	<p>1) Maintain and expand the links between Stepping Stones team and Higher Education Institutions (HEI) involving undergraduate mentors.</p> <p>2) Hold 'fun' days at both Universities for LAC and carers etc, as outlined in the AimHigher plan</p> <p>3) Develop a support protocol with local HEI's using the pattern agreed with Colleges – September 2008</p> <p>4) Encourage graduate LAC to participate in open days for LAC at universities.</p>	Further improvement in LAC progression to Higher Education.	Stepping Stones/ AimHigher	<p>University of Leeds & Leeds Met. University.</p> <p>Looked After Extended Services</p> <p>Pathway Planning team</p> <p>Integrated Youth Support Services.</p>	The current level of funding delivers good value for money. If additional young people, were to be targeted for such progression earlier then additional resource will be needed.	Awaiting quarter one review

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13	<p>Narrowing the Gap: Looked After Children;</p> <p>Narrowing the Gap: Children and Young People with Learning Difficulties and or Disabilities</p> <p>Enjoy & Achieve</p>	<p>Improve access to work experience, placement and work-based learning for LAC</p>	<p>1) Gain the support of both the Corporate Carer (Elected Member) and (Officer) groups for the prioritisation of additional work placement and work related learning opportunities to looked after children and care leavers as part of the Care Matters Pledge – Autumn 2008</p> <p>2) Identify opportunities across the council and other partner agencies services for work-related learning opportunities linked to young, and modern, apprenticeship developments in the city as part of the 14+ strategy - Summer 2009.</p>	<p>20 young people every year gain work-related learning opportunities across the Council and partners by Autumn 2009 with a clear commitment from all services to increase this number as the 14+ strategy moves through the school population.</p>	<p>Corporate Carer Groups</p>	<p>Education Leeds</p> <p>Leeds Colleges</p> <p>Looked After Extended Services</p> <p>Pathway Planning and Care Management Teams</p> <p>Primary Care Trust</p> <p>Health Providers</p> <p>Voluntary and Community Sector.</p>		<p>Awaiting quarter one review</p>

Recommendation 6: Reduce the proportion of pupils who leave school with no qualifications

No.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
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14	Improving achievement in Secondary Schools	All young people are accessing learning that offers them the opportunity to gain qualifications	<p>1) 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 – Revised cohort of schools from September 2008 – July 09</p> <p>2) Continue to promote school collaboration targeted at avoiding exclusions and to ensure suitable care and provision is in place for pupils at risk – September 08 – July 09</p> <p>3) Implement the managed moves and fair access policy and monitor its impact on the admission of vulnerable children and young people – September 08 – July 09</p> <p>4) Monitor and support alternative learning programmes to ensure provision is adequate to meet local need and is of the quality required - September 08 – July 09</p>	<p>Combined actions contribute to:</p> <ul style="list-style-type: none"> National Indicator 87 - Reduction in secondary persistent absence 100% of pupils are in provision from 6th day of exclusion and reduction in fixed term exclusions Young people access learning within statutory timescales 	<p>Education Leeds – Attendance Strategy Team</p> <p>Education Leeds – Education Other than at School & Family Support</p> <p>Education Leeds – Admissions and Transport</p> <p>Education Leeds – Special Education Needs Statutory Assessment and Provision</p>	<p>Parents</p> <p>Area Management Boards</p> <p>Schools Police</p> <p>Alternative providers</p> <p>PCT and health Providers</p> <p>Children and young peoples social care</p> <p>Integrated youth support service</p> <p>Youth offending service</p>	Within allocated school and service budgets	Awaiting quarter one review

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N o.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
15	Improving achievement in Secondary Schools	An improved focus on meeting the needs of young people at risk of no qualifications	<p>1) School improvement partners and advisors to increase the focus on the use of a broad range of qualifications at KS4 and on the challenge around the progress, attendance and welfare of pupils at risk of leaving school with no qualifications - Autumn term 2008</p> <p>2) Improve understanding of young people at risk of no qualification through the common factors and groupings research and through undertaking action research projects to meet the needs of low attaining pupils – March 2009</p> <p>3) Support schools to implement functional skills in English, mathematics and ICT – September 08 – July 2009</p> <p>4) Offer schools improved guidance and support for planning pupil progress and for tracking the progress of pupils, focusing on cohorts at risk of low achievement – September 2008 – July 2009</p>	<p>Combined actions contribute to:</p> <ul style="list-style-type: none"> • % of pupils achieving no qualifications, Key Stage 2-4 Contextual Value Added measures, % of pupils gaining at least 8 qualifications at Key Stage 4 • Completion of research activities • All relevant Consultants schools trained according to guidance in requirements of functional skills 	<p>Education Leeds - Secondary School Improvement Advisors</p> <p>Education Leeds – National Strategies / Performance Management and Information</p> <p>Education Leeds – National Strategies</p> <p>Education Leeds - Secondary School Improvement Advisors</p>	<p>Schools School Improvement Partners Parents</p> <p>Area Management Boards</p> <p>Schools Police</p> <p>Alternative providers</p> <p>PCT and health Providers</p> <p>Children and young peoples social care</p> <p>Integrated youth support service</p> <p>Youth offending service</p>	<p>Within allocated school and service budgets</p>	<p>Awaiting quarter one review</p>

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No.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
16	Improving achievement in Secondary Schools	Learning opportunities are in place that meet the needs of learners at risk of limited or no qualifications at the end of Key Stage 4	<p>1) Undertake targeted work with schools that have had high rate of young people Not in Education Employment or Training and with future year 11 leavers, further developing inclusive curriculums and the range of appropriate learning pathways and programmes – From September 2008</p> <p>2) City Learning Centres to provide targeted schools with access to vocational qualifications where they are not yet equipped to deliver, including some free or low cost support for named learners – Sept 08 – July 09</p> <p>3) Offer booster camps through delivering a range of short term tactical accredited provision – September 08 – July 09</p> <p>4) Progress delivery of Leeds Inclusive Learning Strategy objective 3 to review and develop the strategies for behaviour management in mainstream schools and the requirements for area provision and city-wide Behavioural Emotional Social Difficulty provision – Ongoing</p>	<p>Combined actions contribute to:</p> <p>1. NI 91</p> <p>2, 3. Target attendance numbers achieved for Children Leaving Care and booster support with 70% pass rates</p> <p>4. Leeds Inclusive Learning Strategy milestones met</p>	<p>Education Leeds -14-19</p> <p>Education Leeds – Learning Communities</p> <p>Education Leeds – Integrated Children’s Services</p>	<p>Learning and Skills Council</p> <p>Youth Services</p> <p>Children and young peoples social care</p> <p>integrated youth support service youth offending service</p>	<p>Within allocated school and service budgets</p>	<p>Awaiting quarter one review</p>

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No.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
17	Improving achievement in Secondary Schools and Narrowing the Gap	Decrease the proportion of young people with Learning Disabilities or Difficulties or Special Educational Needs achieving no qualifications at Key Stage 4	<p>1) Through the School Improvement Programme encourage schools to ensure pupils with Special Educational Needs, especially those with emotional and behavioural difficulties, are engaged in GCSE course or for qualifications that are accredited with section 96 points – Autumn term 2008</p> <p>2) Embed monitoring of the Special Educational Needs cohort, especially those with emotional and behavioural difficulties, to ensure they remain engaged in learning and are entered for GCSEs or qualifications that are accredited with section 96 points – September 2008 – June 2009</p>	<p>Combined actions contribute to: Increased entry rate for examinations by young people with Special Educational Needs young people and emotional and behavioural difficulties</p> <p>Improved performance in performance on transition plans at 14</p>	<p>Education Leeds - Secondary School Improvement Advisors</p> <p>Education Leeds – Special Educational Needs Statutory Assessment and Provision</p>	<p>School Improvement Partners</p> <p>Schools</p> <p>Children and young peoples social care</p> <p>integrated youth support service youth offending service</p>	<p>Within allocated school and service budgets</p>	<p>Awaiting quarter one review</p>

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N o.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
18	Improving achievement in Secondary Schools/ Narrowing the Gap	Decrease the proportion of looked after children (LAC) achieving no qualifications at Key Stage 4	<p>1) Support schools to identify looked after children, monitor their progress and provide a suitable personalised curriculum towards an accredited qualification. - From September 2008</p> <p>2) Provide range of out of hours support for LAC targeting year 11 LAC for mentoring, study support via the Stepping Stones project</p> <p>(Supported by the:</p> <ul style="list-style-type: none"> • JAR action plan for reducing LAC fixed term exclusions • JAR action plan for reducing LAC who are not in Education Employment or Training (NEET) • and by the care matters programme as highlighted in the rate of secondary progress JAR action plan) 	<p>Combined actions contribute to:</p> <ul style="list-style-type: none"> • Increase the number of LAC entered for qualifications • Reduce proportion leaving school with no qualifications • Improve performance on personal education plans and LAC Reviews 	<p>Education Leeds - Secondary School Improvement Advisors</p> <p>Education Leeds – Learning Communities</p>	<p>Headteacher for Looked After Children</p> <p>Children's Social Care</p> <p>School Improvement Partners Schools</p> <p>Integrated Youth Support Service</p>	<p>Within allocated school and service budgets</p>	<p>Awaiting quarter one review</p>

Recommendation 7: Increase the rate of progress made by pupils in low-performing secondary schools

N o.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
19	Improving achievement in Secondary Schools	To sustain and accelerate the progress schools are making in raising attainment and narrowing the gap	<p>1) Ensure that by 2011 all schools achieve the Key Stage 4 floor target of 30% 5A*-C including English and maths. All schools below the floor target will have a raising achievement plan and additional support from the 'national challenge'.</p> <p>2) Update and deliver whole schools support plans for all schools in extended partnerships and update and deliver issues specific support plans for schools in a focused partnership – In place during Autumn Term 08</p> <p>3) Broker partnerships with other schools to bring in relevant capacity for Schools Causing Concern – In place during Autumn Term 08</p> <p>4) Offer higher profile customised programmes of themed national strategies consultant support to target secondary schools and underachieving departments – In place by November 08</p> <p>5) Offer a programme of support for senior and middle leaders in the use of pupil and cohort performance data that informs teaching and learning strategies and improves the rigour of systems of review and accountability – Ongoing</p>	<p>Combined actions contribute to: Good progress against agreed plans in 90% schools</p> <p>Schools removal from extended partnership category in line with support plans</p> <p>Support results in improvement as evidenced in Ofsted/HMI assessments of extended and focused partnership schools</p> <p>Improved school results in supported subject areas</p>	<p>Education Leeds – Schools and External Partners</p> <p>Education Leeds - Secondary School Improvement Advisors</p> <p>Education Leeds - Secondary School Improvement Advisors</p> <p>Education Leeds – National Strategies</p> <p>Education Leeds</p> <p>National Strategies</p>	<p>SIPS, Schools</p> <p>Integrated Youth Support Strategy</p> <p>Education Leeds</p> <p>Children and Young People's Social Care</p>	<p>Within allocated school and service budgets</p>	<p>Awaiting quarter one review</p>

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N o.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
19	Improving achievement in Secondary Schools	To sustain and accelerate the progress schools are making in raising attainment and narrowing the gap	6) Improve outcomes in GCSE English and maths by training schools in further use of FFT data and through directing increased support for English and maths to schools below floor targets September 08 – May 09	<p>National Indicator – 77, 78 , 89, 97, 98</p> <p>Improved Key Stage 2-4 Contextual Value Added standard</p> <p>Improvement in attendance across all groups and phases.</p> <p>Reduce exclusions across all groups in all phases.</p>	Education Leeds - Secondary School Improvement Advisors	As above	As above	Awaiting quarter one review

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No.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
20	Improving achievement in Secondary Schools / Narrowing the Gap	As 1 but focusing on: The improved performance of black and minority ethnic pupils and a narrowing of the performance gap for target cohorts	<p>1) Build bespoke programme with the eleven high schools with nearly two-thirds of the BME pupils – September 08 – July 09</p> <p>2) Deliver Black Pupils Achievement Programme – New cohort from September 2008</p> <p>3) Deliver Multi-Ethnic Achievement Programme – New cohort from September 2008</p> <p>4) Develop and deliver the ‘Making a Difference’ programme aimed at learners from black and minority ethnic backgrounds and their parents – New cohorts from September 2008</p> <p>5) 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 provision – Approach in place by 30 November 2008</p> <p>6. Ensure Out of Hours/Education Leeds delivered provision targets named cohorts of learners – New cohorts from September 2008</p>	<p>Combined actions contribute to:</p> <ul style="list-style-type: none"> Improved Black and Minority Ethnic achievement against Department for Children Schools and Families agreed targets National Indicator 108 	<p>1. Education Leeds – Ethnic Minority Achievement and Learning Communities</p> <p>2 and 3 Education Leeds – Ethnic Minority Achievement</p> <p>4 Education Leeds – Learning Communities</p> <p>5. Education Leeds – Safeguarding, Looked After and Vulnerable Children</p> <p>6. Education Leeds Learning Communities</p>	<p>Schools</p> <p>Parents</p> <p>REEMAP</p> <p>Integrated Youth Support Strategy</p> <p>Children and Young People’s Social Care</p>	<p>Within allocated school and service budgets</p>	<p>Awaiting quarter one review</p>

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No.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
21	Improving achievement in Secondary Schools / Narrowing the Gap	As 1 but focusing on: The improved performance of Looked After Children and a narrowing of the performance gap	<p>1) Implement Care Matters. Conduct a full analysis of the population of looked after children by October 2008 and fully implement the Care Matters requirements - by March 2009</p> <p>2) Develop and implement a multi-agency action plan to improve school attendance by Leeds looked after children, including those attending schools outside its geographical boundaries. (As part of Children's Services attendance strategy) by September 2008.</p> <p>3) Innovation Funding targeting attendance and achievement in place.</p> <p>4) Stepping Stones provision in place and numbers accessing provision increased</p>	<p>Combined actions contribute to:</p> <ul style="list-style-type: none"> Improved LAC achievement against Department for Children Schools and Families agreed targets National Indicator 101 <p>Increase in numbers accessing stepping stones.</p>	1 & 2 Headteacher for Looked After Children 3 & 4 Education Leeds – Learning Communities	Children's Social Care Integrated Youth Support Services Youth Offending Service	Within allocated school and service budgets Plus use of part of pooled £1.3 budget	Awaiting quarter one review

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No.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
22	Improving achievement in Secondary Schools / Narrowing the Gap	As 1 but focusing on: The improved performance of children and young people with Learning Difficulties and Disabilities (LDD) and Special Educational Needs (SEN) young people and a narrowing of the performance gap	<ol style="list-style-type: none"> 1. Review and revise the monitoring and accountability of SEN/LDD 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 - June 08 – March 09 2. Carry out transfer progress reviews for all Year 7 pupils who a) were in receipt of behaviour funding in primary and b) currently have a statement of educational need or Level-2– March 09 3. Establish a secondary cross service cadre to develop and implement specific support for SEN pupils – Autumn 2008 4. Continue with curricular groups for English, mathematics and science focussed on pupils working below National Curriculum Level 4 – From September 08 5. Advisory support and training for all Specialist Inclusive Learning Centres (SILC) continuous professional development (CPD) coordinators on the new Key Stage 3 curriculum – September 08 – March 09 6. Implement delivery of Leeds Inclusive Learning Strategy objective 3 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. – From September 08 	<p>Combined actions contribute to:</p> <ul style="list-style-type: none"> • Improved KS4 achievement for statemented, school action and school action plus cohort, including NI 105 • Improved progress/transition for targeted cohorts <p>6. Leeds Inclusive Learning Strategy milestones met</p>	<ol style="list-style-type: none"> 1. Education Leeds – SEN Statutory Assessment and Provision 2. Education Leeds - Psychology & School Support 3,4,5 Education Leeds –National Strategies 3. Education Leeds – Integrated Children's Services 	Schools, SILCs	<p>Funding for inclusion</p> <p>Within allocated school and service budgets</p>	Awaiting quarter one review

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No.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
23	Improving achievement in Secondary Schools	Provide an appropriate range of pathways and learning opportunities that meet young people's learning needs and expectations	<ol style="list-style-type: none"> 1. Co-ordinate the implementation of the new 14-19 curriculum with successful implementation of two diploma lines in Sept 2008 and the development of a coherent plan for the phased implementation of new diploma lines/ functional skills/ foundation learning tier. September 08 – July 09 2. Develop 2015 trajectories for all secondary schools key attainment measures through a strategic dialogue on curriculum provision, target setting, the development of pathways and the shaping of partnership support – September 08 – July 09 3. Consult, develop and secure engagement in a Leeds Learner Entitlement, ensuring children and young people's engagement – September 08 – July 09 4. Launch web-based Electronic Individual Learning Programmes (E-ILP) and promote and support take up by schools, colleges and other providers - September 08 – July 09 5. Study Support Centres to provide out of hours support in literacy and numeracy and work with Area Management Boards to support identified entry and level 1 learners 	<ol style="list-style-type: none"> 1. 120 learners starting diplomas in Sept 2008 2. All secondary schools engaged in trajectory dialogue with intended outcomes and commitment embedded in relevant school plans 3. Programme of work to establish entitlement planned and in place by November 08 4. 50% of secondary schools and 2 FE Colleges using the web-based E-ILP in 2008/9 5 Take up targets achieved 	<ol style="list-style-type: none"> 1. Education Leeds – Secondary School Improvement Advisors 2. Education Leeds – 14-19 3. Education Leeds -14-19 4 & 5 & 6 Education Leeds – Learning Communities 	<p>Schools, Further Education Colleges, Learning and Skills Council. Integrated Youth Support Service , Children Leeds</p>	<p>Within allocated school and service budgets</p>	<p>Awaiting quarter one review</p>

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No.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
24	Improving achievement in Secondary Schools	Young People remain engaged in learning	<p>1. Progress the development of integrated locality working through implementation of Leeds Inclusive Learning Strategy objective 4 - Initial new service arrangements in place from September 2008 then ongoing</p> <p>2. Work with Area Management Boards to promote school collaboration targeted at avoiding exclusions and to ensure suitable care and provision is in place for pupils at risk - Ongoing</p> <p>3. Work with partners to implement a Children's Services attendance strategy - September 2008</p>	<p>1. LILs milestones achieved</p> <p>Combined actions contribute to:</p> <ul style="list-style-type: none"> • NI114, • Improvements in fixed term exclusions targets & secondary school attendance • Reduction in persistent absence target schools 	<p>1. Education Leeds – Integrated Children's Services</p> <p>2. Education Leeds – Education Other Than At School & Family Support</p> <p>3. Education Leeds - Attendance</p>	<p>Schools, Area Management Boards.</p> <p>Integrated Youth Support Service</p> <p>Children and Young Peoples Social Care</p> <p>Education Leeds,</p> <p>Health</p>	<p>Within allocated school and service budgets</p>	<p>Awaiting quarter one review</p>

Recommendation 8 : Establish the mental health needs of the increasing number of 0-19 Black and minority ethnic population

No.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
25	Be Healthy - Promoting emotional wellbeing	<p>Establish mental health needs of rising 0-19 BME population by:</p> <p>Completing the needs assessment used within the commissioning process to ensure services meet needs of BME population by March 2009</p> <p>Identification of unmet need to inform 2009/10 commissioning cycle by December 2008</p>	<p>1) Ensure robust connections with Adult Services Community Development and other service providers</p> <p>2) Identify existing needs assessment information</p> <p>3) Identify any gaps in information and address with all partner organisations</p> <p>4) Ensure robust engagement from within BME community in establishing needs assessment and reviewing existing and new services</p>	<p>Increase in 0-19 BME population accessing CAMH services from 2007/08 attendance rates</p> <p>Increased user and community satisfaction of mental health services from 2007/08 position</p>	<p>PCT Children's and Maternity Commissioning Unit</p> <p>Joint Children's Performance Management Team</p>	<p>CAMHS strategy group</p>	<p>Within existing resources</p>	<p>Awaiting quarter one review</p>

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No.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
26	Be Healthy - Promoting emotional wellbeing	Plan in place to address changing needs caused by demographic change. Mental health services meet the demographic changes in the population.	1) Demand and capacity analysis undertaken with mental health service commissioning 2) Capacity plan developed, implemented with annual reviews 3) Performance management and service reviews to assess compliance of service provision against pan trajectory	Capacity and demand profiles met Increased user and community satisfaction of mental health services from 2007/08 position	PCT Children's and Maternity Commissioning Unit Joint Children's Performance Management Team	CAMHS strategy group	Within existing resources	Awaiting quarter one review

Recommendation 9: Complete the review of 14–19 provision and address the issues involving small school sixth forms, excessive competition and duplication of provision and the low outcomes for some vulnerable groups

No.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
27	Achieve Economic Wellbeing	<p>Complete review of the 14-19 provision.</p> <p>Agreement on new FE infrastructure for Leeds</p> <p>Clarity on the development of coherent 14-19 system</p>	<p>1) Second round of consultation on the merger of Park Lane College, Leeds Thomas Danby and Leeds College of Technology.</p> <p>2) Secure agreement of schools, FE colleges and other providers and partners to a future model for 14-19 delivery</p>	<p>Agreement to the merger by the respective college boards.</p> <p>Model agreed and partners clear on roles and responsibilities within revised 14-19 system (Initial Stage completed September 08)</p>	<p>Learning and Skills Council</p> <p>Education Leeds</p>	<p>Further Education Colleges</p> <p>Integrated Youth Support Service</p> <p>Schools</p>	<p>Within existing partnership resources</p>	<p>Consultation commenced May 2008</p> <p>Mandate from secondary Heads and FE Principals to develop a confederation model.</p> <p>Awaiting quarter one review</p>
28	Achieve Economic Wellbeing	<p>A high quality curriculum offer appropriate for needs of all young people which will meet key objectives of a full learner entitlement across Leeds, an increase in participation in learning post 16, and higher levels of achievement at Level 2 and 3 at 19.</p>	<p>1) Resolve through FE Review/14+ Review and development of agreed 14-19 Education Plan</p>	<p>Agreed process for development of a 14+ delivery model</p> <p>First draft of 14-19 Plan agreed in Sept 08</p>	<p>Learning and Skills Council</p> <p>Education Leeds</p>	<p>Further Education Colleges</p> <p>Integrated Youth Support Service</p> <p>Schools</p>	<p>Within existing partnership resources</p>	<p>14+ Review developing proposals for revised 14-19 delivery structures.</p> <p>Education Leeds and the LSC are in process of developing 14-19 Plan</p> <p>Awaiting quarter one review</p>

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No.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
29	Achieve Economic Wellbeing	<p>Introduction of a city-wide planning and commissioning structure which will address local needs with commitments to high quality provision, including for vulnerable groups</p> <p>An effective and responsive planning and commissioning structure that will eliminate poor quality provision and support all young people to achieve to the highest possible level.</p>	<p>1) Strengthen planning of 14-19 provision through 14-19 Education Plan.</p> <p>To include:</p> <p>1a) Development and implementation of clear criteria and guidance for assessing financial viability and quality of all post 14 provision.</p> <p>1b) Rigorous ongoing analysis of demand for and supply of all types of provision across all sectors, at all levels, including for vulnerable groups</p> <p>1c) Development of LA commissioning framework for Post 14 provision.</p> <p>1d) Engage with regional and sub-regional Commissioning groups to plan responses to 'Raising Expectations' requirements.</p>	<p>First version of 14-19 Plan agreed in Sept 08.</p> <p>Criteria and guidance in place for December 2008</p> <p>Procedures for the ongoing updating of the 14-19 Education Plan in place by Dec 2008.</p> <p>Commissioning framework agreed by Dec 2009</p> <p>Indicative plans in place by January 2009.</p>	<p>Education Leeds 14- 19 Team, LSC</p> <p>Education Leeds /Learning and Skills Council</p>	<p>Regional and sub- regional authorities</p> <p>All Partners</p>	<p>Within existing partnership resources</p>	<p>Education Leeds and the LSC are in the process of developing 14- 19 Education Plan</p> <p>Awaiting quarter one review</p>

Recommendation 10: Ensure there is sufficient good quality education and training for young people who offend

N o.	CYPP * outcomes	Outcome	Action	Success measures/PIs	Responsible		Resource implications	Progress & comments
					Team	Partners		
30	Positive Contribution	Ensure all school age (up to 18 years) young people involved with YOS access appropriate education provision.	<p>1) Work with the Area Management Boards (AMB) to ensure that all alternative programmes organised by schools involve 25 hours of education training. Work with the Pupil Referral Unit and within Leeds Inclusive Learning Strategy to ensure that all programmes provide 25 hours of education or training.</p> <p>2) All alternative programmes arranged through EOTAS build to 25 hours over a fixed term. Length of time from off roll identification to on roll is no more than 6 weeks. Provision is made within wedge cover arrangements from the 6th day until the young person can start at their new school.</p> <p>3) Where the young person is to be removed from school roll following a custodial sentence, the decision is made within 10 working days, the YOS is informed immediately and the process of re-admission begins immediately. No young person should leave custody without identified education / training provision."</p>	<p>Area Management Boards to lead production of protocols and Service Level Agreements with providers ensuring minimum 25 hour provision. (By October 2008)</p> <p>Incremental Increase in the proportion of young offenders accessing education, training and employment.</p> <p>Progress to be reviewed on a quarterly basis.</p> <p>Multi agency protocol agreed setting out learning entitlements post custody. (By October 2008)</p>	Leeds Youth Offending Service	<p>Education Leeds</p> <p>Area Management Boards</p> <p>Integrated Youth Support Service</p> <p>Schools</p> <p>Pupil Referral Unit</p> <p>CYPSC Alternative providers.</p> <p>Young Offender Institutions</p>	Within existing resources.	Awaiting quarter one review

* CYPP – Refers to Leeds Children and Young People’s Plan Outcomes