

## The Refreshed 3As Plan

Date: 3<sup>rd</sup> November 2021

Report of: The Director of Children and Families

Report to: Scrutiny Board (Children and Families)

Will the decision be open for call in? Yes No

Does the report contain confidential or exempt information? Yes No

### What is this report about?

#### Including how it contributes to the city's and council's ambitions

- Board members will be aware, [The Best Council Plan](#) has the aspiration for Leeds to be a child-friendly city. The [Leeds Children and Young People's Plan](#) (CYPP) explains this child friendly approach in greater detail and sets out eleven priority areas of work and three key obsessions. The third obsession is to *improve achievement, attainment, and attendance in learning settings*. To deliver on this obsession, the [3As Strategy](#) was developed in 2018.
- The Covid-19 pandemic has necessitated a re-evaluation of our strategy to refresh our plans as there will be significant, immediate, and longer-term impacts on the health, wellbeing and learning of our children and young people. The pandemic has meant that we have done some things differently and one positive outcome has been the closer communication between education settings in Leeds and the local authority. In reshaping our plans, we have been keen to hear the views of people working in early years provisions, our schools, and colleges. In summer 2021, we consulted education leaders, in Leeds, in a series of 'Big Learning Conversations' to hear their priorities and concerns. The plan has been shaped by what they told us.
- This refreshed 3As Plan has also been underpinned by the most recent data we have for the city. The Annual Standards Report for 2018-19 made it clear that Leeds is behind other authorities on headline measures for early years, phonics screening and reading, although young people in Leeds do make accelerated progress throughout their school years and by age sixteen achieve results broadly in line with the rest of the country.
- Our Leeds vision, as expressed in the Council's Equality and Diversity Policy, is to tackle poverty and reduce inequalities that still exist. We recognise some groups have been disproportionately affected by the pandemic.
- This is not a plan for schools and other settings as we recognise that each early years' setting, school, academy, and college will have its own priorities and development plan.
- Our refreshed plan has five priorities and details how Children and Families Services will focus our work to support education settings to support all children and young people's learning.

### Recommendations

Scrutiny Board members are asked to have a full and informed discussion and to make comment on the draft refreshed 3As Plan. Local authority officers will be present at the board meeting to provide appropriate inputs and to respond to questions.

## Why is the proposal being put forward?

- 1 The impact of the pandemic has been significant, and it is recognised that some groups have been disproportionately affected. Revisiting and reframing the plan to improve outcomes based on the 3As of attendance, attainment and achievement will be influential in shaping how Children and Families Services directs resources in response to the challenges brought about by Covid-19. The Scrutiny Board meeting on 3<sup>rd</sup> November provides an opportunity to invite comment from members in helping to shape the plan.

## What impact will this proposal have?

### Wards Affected:

Have ward members been consulted?      Yes      No

- 2 The refreshed 3As Plan will be finalised once comments from Scrutiny Board have been considered.
- 3 The draft priorities below have been selected to be areas of focus where Children and Families Services can have the most impact in supporting learning settings in supporting children and young people's learning in the context of Covid-19.
- 4 There are several teams, plans and strategies within the directorate which focus on supporting the needs of specific cohorts of children and young people. The purpose of the 3As Plan is to drill down into five key priority areas where specific actions are taken by the directorate to have a significant positive impact and where the influence is measurable in the form of key performance indicators (KPI).
- 5 The five key priorities and the associated key performance indicators are:
6. **Priority 1: All children in Leeds are supported to improve their fluency in reading taking into account their individual needs.**

KPI 1: The Learning Improvement Service will have carried out 100 reading deep dive reviews by the end of the academic year 2021/22.

KPI 2: There is an offer to all primary schools to access Level 1 training 'Meeting the needs of children with Specific Learning Difficulties (SpLD) and literacy difficulties'. By the end of the academic year 2021/22, 40 schools will have accessed the training.

KPI 3: All families with involvement with Children's Social Care will be given the advice on how to read to their child which is positive and encouraging, considering the pressures and illiteracy of families. In these instances, further training will be signposted for families to access.

Long-term KPIs: Outcomes from the phonics screening test at the end of Year 1.  
Reading outcomes at Key Stage 2

7. **Priority 2: All children, young people and families are supported to access and regularly attend early years education settings, schools, and post-16 education settings to benefit from learning opportunities, protective factors, and enrichment activities.**

KPI 1: 100 attendance reviews will have been carried out by the end of the plan in 2023.

KPI 2: Improved attendance levels across the city using pre-pandemic data as a basis.

- Total absence figure for all schools.
- Days lost to fixed term exclusions.

KPI 3: Increase in take-up of Free Early Education Entitlement (FEEE) within areas of high deprivation and historical low take-up.

8. **Priority 3: Children and young people with Special Educational Needs and Disabilities (SEND) and their families receive timely and appropriate support to achieve their best possible outcomes and prepare for adult life.**

KPI 1: Working with schools, the Learning Inclusion Service will launch and roll-out the new Leeds SEND and Inclusion Practice Framework. 75% of schools will access the framework by the end of 2023.

KPI 2: The Learning Improvement Service will ensure that supporting the lowest 20% of learners is the key service priority and will be a focus for its work with schools. Outcomes for this cohort will improve.

9. **Priority 4: All children and staff working in learning settings are supported with their wellbeing.**

KPI 1: All leaders and schools will have access to effective wellbeing support services.

KPI 2: A multi-agency trauma informed service will be established with a clear offer of training, support and information communicated to all schools and settings.

KPI 3: The Health & Wellbeing Service will support 115 schools/settings to complete the My Health My School survey and achieve a completion rate of 11,000 responses.

10. **Priority 5: All children make the best start to each stage of their learning.**

KPI 1: With the new EYFS framework, the exchange of information at transition points to support the child's learning and development is of prime importance. All 0-5 settings will have access to a series of online modules that will cover transition, looking particularly at the importance of relationships, with and between parents, staff, and children.

400 Leeds settings will have accessed and utilised the online transition modules by the end of 2023.

KPI 2: The transition of vulnerable students into school will be undertaken in a timely and effective manner dependent on the individual needs of the child and the provision.

KPI 3: The proportion of children meeting the expected levels of development at the end of Reception will show an upward trend towards bringing outcomes in line with national.

## **What consultation and engagement has taken place?**

11. Consultation to refresh the 3As Plan began with events for learning settings across the city and for all ages from 0 – 19. Four consultations took place, each focusing on an age range: early years, primary, secondary (including special schools and alternative provisions) and post-16.
12. The sessions were called The Big Learning Conversations, led by the Director of Children and Families Services, via Zoom, and were well attended. During the sessions the participants were split into breakout rooms and explored the following areas:
  - As a result of the pandemic, participants were asked what areas of the present 3As plan they found to be the most important and would have the most impact in transforming children's lives?
  - Participants were asked for their views on additional areas which should be included in the reframed learning plan in the context of Covid-19.
  - In their work with children and young people, participants were asked how the local authority could best support the education community.
13. The information captured from the breakout rooms was collated, cross-referenced and it was established which themes were consistently raised by participants across the consultation events.
14. The identified themes were a crucial factor in distilling the areas of focus for Children and Families Services in supporting settings, and subsequently the learning of children and young people, within the refreshed 3As Plan.
15. The refreshed 3As Plan is closely aligned with plans and strategies across the authority including but not exclusive to: the Best Council Plan, the Children and Young People's Plan, the SEND Strategy, the Children and Young People's 12 Wishes and also with recommendations from previous Scrutiny Board Meetings.

## **What are the resource implications?**

16. The catalyst for refreshing the 3As Plan has been the enormity of the impact of Covid-19 on children and young people in Leeds.
17. Given the significance of the financial implications of Covid-19, arrangements are in place for the Council's Executive Board to receive separate and more detailed reports regularly. The Council's Plan and Resources Scrutiny Board maintains oversight of the financial management plan in accordance with its remit.
18. In refreshing the priorities of the 3As Plan, Children and Families Services resources will be deployed appropriately to ensure support can be given where the most impact can be made for children, families and learning settings across Leeds, with a focus on those who have been disproportionately affected.

## **What are the legal implications?**

19. This report has no specific legal implications.

## **What are the key risks and how are they being managed?**

20. Children and Families Services Leadership Team, The Good Learning Places Board and the Learning Leadership Team will monitor the progress of the refreshed 3As Plan and the actions which sit below it and will regularly assess the risks associated with the implementation of the Plan.

## Does this proposal support the council's 3 Key Pillars?

Inclusive Growth

Health and Wellbeing

Climate Emergency

21. Providing the right support at the right time, the local authority enables children, families and learning settings to succeed. This, in turn, will have the potential to have a significant positive influence within the Inclusive Growth Plan for Leeds as children and young people who enter apprenticeships and into working life will add their wealth of talents in contributing to the city's economic growth.
22. Work continues to promote energy efficiency and eco-awareness with schools, students and with families. There are likely to be environmental impacts associated with the pandemic that will become clearer over time. It is important to focus on the longer-term impacts of Covid-19 on the climate emergency. Where current changes how work is undertaken, how schooling is delivered and where support is offered to children and families, there are potential opportunities for carbon saving efficiencies. This potential is being balanced against the determination to continue to deliver high quality services.
23. The health and wellbeing of staff within learning settings, as well as the children and young people who attend them, is incorporated into the refreshed aims of the 3As Plan. Through consultation with learning settings during the Big Learning Conversations, it was evident that the mental health of people across the city has suffered because of the pandemic. Mental and physical health are intrinsically linked and learning settings have already created plans in how to improve the wellbeing of every child, young person, and adult within their learning community. Children and Families Services is investigating the best ways of supporting settings to support their staff and the children and young people who attend their settings.

## Options, timescales and measuring success

### How will success be measured?

24. Each of the priorities identified in the refreshed plan has measurable key performance indicators which will enable those directing the plan to regularly assess the impact of the work being undertaken by the local authority.

### What is the timetable for implementation?

25. The 3As Plan runs until the end of 2023, however, each of the measurable targets, once finalised, will have its own timeframe for completion, implementation, delivery, and monitoring.
26. It is proposed to bring regular updates to the Scrutiny Board in order that members can see progress being made against the approved aims of the refreshed 3As Plan.

## Appendices

27. Appendix 1 - Draft version of the refreshed 3As Plan 2021 - 2023.

## Background papers

28. None.