

The Annual Standards Report

Date: 18th October 2023

Report of: Director of Children and Families

Report to: Executive Board

Will the decision be open for call in? Yes No

Does the report contain confidential or exempt information? Yes No

Brief summary

The Annual Standards Report presents Executive Board with externally validated outcomes data following the statutory assessments and examinations which took place in 2022. There was no report for 2020 and 2021 because statutory assessments and examinations were cancelled due to the Covid pandemic.

The Annual Standards Report relates to the fifth priority of The Children and Young People's Plan, which is to improve the achievement and attainment for all children in Leeds.

Recommendations

- a) Note the performance against headline measures for pupils in Leeds 2022 in comparison to national data.
- b) Note the actions taken by the Local Authority to improve outcomes in Leeds, and the planned actions for the coming year.

What is this report about?

- 1 The Annual Standards Report is written to provide elected members with an overview of educational outcomes for Leeds following assessments which took place in 2022. This is the first review for two years. Due to the pandemic, external assessments were cancelled in 2020 and 2021 and no school headline measures were published.
- 2 The data reviews outcomes from early years to Post 16. Outcomes in Leeds are compared with national figures. The report also considers the performance of pupils in Leeds' settings by cohort.
- 3 The report details the actions taken by the Learning Improvement Team in the past year to improve outcomes. These have been informed by outcomes in 2019 and the priorities identified in the Refreshed 3As Plan.
- 4 The report also details planned work over the coming year which has been determined based on the 2022 outcomes.

What impact will this proposal have?

- 5 This report is to provide an update and does not contain a proposal.

How does this proposal impact the three pillars of the Best City Ambition?

Health and Wellbeing

Inclusive Growth

Zero Carbon

This report describes educational outcomes for children and young people in state-funded schools in Leeds. Raising educational attainment gives young people a greater range of options for positive education, employment and training destinations after the end of statutory schooling. These can include further learning, as well as employment with training.

What consultation and engagement has taken place?

Wards affected:

Have ward members been consulted?

Yes

No

What are the resource implications?

- 6 Resource implications for Leeds City Council are the staffing costs of retaining the 0-19 learning improvement service. This service includes a group of colleagues who deliver continuing professional development to school-based staff. This part of the service has a traded income target, which was met in the 2022/23 financial year.
- 7 Undertaking activity that raises educational attainment is also dependent on resources held within schools themselves. This includes schools being able to recruit and retain teaching and support staff, and having the resources to be able to fund professional development for their workforce. Leeds City Council's Financial Services to Schools Team provides budget management support for many of the city's maintained schools, to support school leaders with managing their limited resources. However, in common with other parts of the public sector, many schools report facing very challenging budget positions and increasingly face difficult decisions about how they structure their workforce. The implications of reduced resources in schools have the potential to impact negatively on learning outcomes.

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

- 8 The local authority previously received from the Department for Education (DfE) a School Improvement and Brokerage Grant, to enable it to undertake its statutory and core support,

monitoring and intervention duties to maintained schools, as well as to broker additional support to maintained schools requiring additional support. The grant supported the work of the learning improvement advisory service to undertake these roles. In the 2022/23 financial year the DfE reduced the amount of grant available to the local authority and Schools Forum agreed to fund the gap through de-delegation of Dedicated Schools Grant (DSG) funding in order to maintain the service for schools. The DfE removed the grant fully in the 2023/24 financial year. Leeds Schools Forum agreed to de-delegation of £799k in order to continue to fund learning improvement services that are available to all maintained schools. Of the 60 responses received from schools as part of this round of DSG de-delegation consultation, 53 (88%) were in favour of de-delegating this funding.

- 9 A risk is that if in future years Schools Forum did not support de-delegation to be able to fund learning improvement services, there will be a very significant reduction, and potential removal, of learning improvement services to schools. Schools and their governing bodies would need to take the action necessary to source and fund external support required for school improvement activity, including headteacher recruitment, headteacher support and managing complex improvement situations in school.
- 10 This risk is being managed by evidencing the impact of de-delegated funding to support schools. Some of this funding is earmarked to award directly to schools to pay for centrally-brokered support from other school leaders, or to pay for improvement services provided by Leeds City Council teams.

What are the legal implications?

- 11 This report does not contain any legal implications.

Options, timescales and measuring success

What other options were considered?

- 12 This report does not include an options appraisal.

How will success be measured?

- 13 Educational attainment is measured annually, on the publication of outcomes of statutory assessment in the primary and secondary phases. The next report will look at outcomes from teacher assessment, checks, tests and examinations that took place in summer 2023.

What is the timetable and who will be responsible for implementation?

- 14 Learning improvement services to schools are delivered throughout the academic year. Statutory assessment takes place in the summer term 2024. The next postholder of the deputy director of learning post will be responsible for implementation.

Appendices

- Annual Standards Report 2021-22

Background papers

- None