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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

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### THE NATIONAL CHALLENGE AND STRUCTURAL CHANGE TO SECONDARY PROVISION IN LEEDS

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#### EXECUTIVE SUMMARY

##### 1.0 PURPOSE OF THIS REPORT

- 1.1 The purpose of the report is to present Executive Board with the options and recommendations for delivering the next phase in structuring secondary provision in Leeds, and in particular, the response to the Government's National Challenge.

##### 2.0 BACKGROUND INFORMATION

- 2.1 As part of the National Challenge, the government has set a new floor target for secondary schools at Key Stage 4 of 30% of young people achieving 5 (A\*-C) including English and Mathematics at GCSE. Local Authorities are required to consider structural options for schools at high risk of not achieving the floor targets by 2011. The options include closure, mergers, federation, academy or trust status.

##### 3.0 MAIN ISSUES

- 3.1 Fourteen secondary schools, including the David Young Academy, were identified by the DCSF as part of the National Challenge. Subsequently, the GCSE results published last Summer resulted in the number of Leeds schools below the National Challenge target falling to six. One of these schools will close this Summer and plans are currently being considered by Executive Board that, if approved, will see Intake High School and South Leeds High School become Academies in September 2009.
- 3.2 The October report considered the other three National Challenge schools where we are still required to develop long term strategies to tackle underachievement. Parklands Girls High School, City of Leeds School and Primrose High School still face major leadership challenges to improve teaching, attendance, behaviour and to raise standards and other outcomes. We are required to consider all available options including structural change to bring about significant improvement and reach the 2011 floor target.
- 3.3 In developing a structural response, the Council has the opportunity to further its ambitions for young people in Leeds by aligning policy and strategies for the National Challenge, 14-19, the Building Schools for the Future programme (BSF)

and the development of provision for learners with special educational needs.

- 3.4 Education Leeds has worked with key stakeholders to over the last six months to consider the opportunities and address the challenges. The report presents a number of proposals which are the outcome of very positive engagement and considerable collaborative efforts of these stakeholders. The proposals are high level in that the delivery solutions will still need to be developed; these will also be dependent on capital funding being approved for the city. Reports will be brought to the Board for approval in line with these individual programmes.

#### 4.0 **RECOMMENDATIONS**

- 4.1 Subject to additional BSF funding being available, Executive Board is recommended to adopt Option A and to:
- i) Approve the proposals in Section 6 of the main report.
  - ii) Agree that further reports will come to Executive Board for final approval as each proposal moves to implementation.
- 4.2 In the absence of additional BSF funding, Executive Board is recommended to adopt Option B and to:
- iii) Approve the proposals in Section 7 of the main report.
  - iv) Agree that further reports will come to Executive Board for final approval as each proposal moves to implementation.

## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 4 March 2009**

### THE NATIONAL CHALLENGE AND STRUCTURAL CHANGE TO SECONDARY PROVISION IN LEEDS

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| <p><b>Electoral Wards Affected:</b></p><br><br><br><p><input checked="" type="checkbox"/> Ward Members consulted (referred to in report)</p> | <p><b>Specific Implications For:</b></p> <p>Equality &amp; Diversity <input checked="" type="checkbox"/></p> <p>Community Cohesion <input type="checkbox"/></p> <p>Narrowing the Gap <input checked="" type="checkbox"/></p> |
|--|--|

Eligible for Call-in

Not Eligible for Call-in (Details contained in the Report)

#### 1.0 PURPOSE OF THIS REPORT

1.1 The purpose of the report is to present Executive Board with the options and recommendations for delivering the next phase in structuring secondary provision in Leeds, and in particular, the response to the Government's National Challenge.

#### 2.0 BACKGROUND INFORMATION

2.1 We have seen real improvements in secondary standards, attendance and behaviour over the last five years while, at the same time, much of the secondary school estate has been remodelled and rebuilt. Schools like Carr Manor High School, John Smeaton Community College and the David Young Community Academy have transformed standards and outcomes in areas of Leeds where in the past poor standards and poor outcomes were simply accepted as the norm.

2.2 Through our school improvement policy we have developed a toolkit of strategies, all of which are focused on driving up standards, improving outcomes, improving attendance and improving behaviour. Strong schools have been partnered with weaker ones, underperforming schools have been closed and poor leadership and teaching have been tackled to transform the culture and ethos in schools with a relentless and uncompromising commitment to securing excellent outcomes.

- 2.3 However, Leeds still has some schools where standards are poor, outcomes unsatisfactory, attendance unacceptable and behaviour worrying and more remains to be done to ensure that every young person at school in Leeds achieves to their potential. Executive Board approved a report at its October 2008 meeting which identified opportunities to transform the quality of provision in the East and North East of the city as part of our ongoing commitment to have strong and successful schools serving every community here in Leeds. This report identified national and local drivers such as the National Challenge, Building Schools for the Future (BSF), the Leeds Inclusive Learning Strategy, 14-19 developments and local statutory requirements for the provision of school places.
- 2.4 The National Challenge is the Government's strategy where all schools will achieve the national floor targets of 30% 5(A\*-C) including English and mathematics by 2011. Local authorities are required to consider 'structural' change strategies for schools at high risk of not achieving the floor targets. These strategies include closure, mergers, federation, academy or trust status and the Government is introducing new powers for local authorities and the Secretary of State to intervene where progress in National Challenge schools is deemed inadequate.
- 2.5 The Building Schools for the Future (BSF) programme is intended to rebuild or remodel secondary schools across the country. We have already secured BSF funding for fourteen schools and the Department of Children, Schools and Families (DCSF) has invited expressions of interest (EOIs) for new programmes for 2009 onwards. They are looking for local authorities with the vision and capacity to deliver the remainder of the programme. Leeds has therefore submitted an EOI which aims to meet DCSF expectations for co-located provision with special educational needs provision and 14+ provision and for improving sustainability and delivering low carbon buildings. The expression of interest has been scrutinised by Partnerships for Schools and we are expecting a response from the DCSF in March 2009.
- 2.6 New 14-19 developments are changing funding arrangements and transferring responsibility from the Learning and Skills Council to local authorities under the new duty associated with the "Machinery of Government" changes. We are also seeing significant capital expenditure from the LSC as part of their capital investment programme in the new Leeds College. New models of delivery and governance will be needed to deliver the learner entitlement and the associated curriculum offer. The integrated youth service strategy will need to support the delivery of improved outcomes and reduce the numbers of young people not in employment, education or training (NEET) and support young people staying in learning longer.
- 2.7 The Local Authority's ambitions to ensure all young people in Leeds have the skills, confidence and outcomes to be successful in school, in further and higher education, in training and employment are underpinned by a statutory duty to match provision to demand and preferences. In doing this, the Local Authority seeks to provide choice and diversity to communities in Leeds, encouraging parents and carers, through its admissions policy, to choose good local schools. The Local Authority is also committed to continuing to provide girls only provision in a safe and accessible location to enable parents and carers who wish to choose this provision to have the choice of an excellent academic and vocational school for young women.
- 2.8 The local authority has a duty to secure choice and diversity. This is an obligation

to move away from 'monopoly' maintained community school model but recently has been used as a challenge in terms of parents only being offered Academy or faith schools as their nearest accessible options. We have weighed the 'fair access' consideration in our option appraisal to check that the planned provision strikes a reasonable balance between Academy, faith, community and specialist provision within a reasonable travel to school distance.

### 3.0 THE NATIONAL CHALLENGE

- 3.1 The DCSF published its list of National Challenge schools last year. The list contained fourteen Leeds schools whose results were below the National Challenge target of 30% of young people achieving five good GCSEs including English and mathematics. Subsequently, the GCSE results published last Summer resulted in the number of Leeds schools below the National Challenge target falling to six. One of these schools will close this Summer and plans are currently being considered by Executive Board that, if approved, will see Intake High School and South Leeds High School become Academies in September 2009.
- 3.2 It is important to understand that Executive Board approved at its January Meeting an approach to Academies in Leeds which, while recognising the critical importance of the freedoms and flexibilities available to Academies, protects the interests of the local authority. The agreed Leeds Academies Memorandum of Understanding which addresses partnership arrangements, governance and representation, admissions, behaviour and exclusions and staff recognition is included as Appendix 1.
- 3.3 The October report considered the other three National Challenge schools where we are still required to develop long term strategies to tackle underachievement. Parklands Girls High School, City of Leeds School and Primrose High School still face major leadership challenges to improve teaching, attendance, behaviour and to raise standards and other outcomes. We are required to consider all available options including structural change to bring about significant improvement and reach the 2011 floor target.
- 3.4 The October report also highlighted the connectivity between provision in Outer North East Leeds with communities in East Leeds, and the need to link these areas together in any solutions. The School Population Maps which show where young people attending these schools live are attached as Appendix 4.
- 3.5 The report concluded that there were five fundamental issues that should be addressed if the Council was to further its ambitions for young people and their communities in East and North East Leeds
- the future of the Central Leeds Learning Federation;
  - re-providing girls only provision at a more accessible location;
  - whether to develop Academy status for any of the schools;
  - whether additional new provision was needed in East Leeds; and
  - whether we could rationalise provision in the Outer North East of Leeds.
- 3.6 A follow up report in January set out the progress made towards the review of provision in East and North East Leeds, through the engagement of schools and other community stakeholders. In summary the following work was undertaken:
- informal consultation with the senior leadership teams and governing bodies of the schools, SILCs and PRUs involved;
  - discussions with elected members and community partners through the East

and Outer North East Area Committees;

- joint working with children services partners;
- discussions with LSC and other providers of learning provision to align planning and investment strategies;
- BSF EOI submission for further secondary investment; and alignment of key strategies shaping provision, especially for the inclusive learning strategy and the 14-19 review.

3.7 From this work, a broad consensus has developed around what must be achieved through any proposals:

- addressing and exceeding the National Challenge targets;
- building on existing strong and successful provision, to ensure continuity of learning and stability for all engaged;
- achieving transformation of the learning landscape by maximising the impact of the next wave of BSF funding and other capital resourcing opportunities such as FE and primary;
- securing leadership and governance that will deliver our ambitions through focussed action;
- securing provision where it is needed and with access to extended services;
- building on the consensus and collaboration that is emerging to add strength and capacity to any new provision and the associated process of transition;
- maintaining and building the confidence of young people, parents, communities, teachers and support staff;
- aligning with regeneration activities to support local communities in terms of their social and economic well-being
- effective and accessible girls only provision

#### 4.0 **THE CHALLENGES AND OPTIONS**

##### 4.1 **The Central Leeds Learning Federation**

The Federation was established between City of Leeds and Primrose High School to explore how this model of governance could add capacity to each school's ambitions to improve outcomes. Important lessons have been learned about the benefits and challenges of this new form of governance. We have learned, for example, that Federation provides real opportunities for the flexible deployment of resources and expertise. However, both schools continue to face considerable challenges. The leadership capacity available to the Federation has been a limiting factor and the shared capacity for improvement available through the Federation has been divided between developing the new model and improving outcomes. As a result, the Federation has been unsuccessful and has not impacted sufficiently on outcomes for young people.

##### 4.2 **Options Considered**

Maintain the status quo and work with the existing Federation to continue to drive up standards, improve outcomes, attendance and behaviour.

Dissolve the Federation and explore other ways to drive up standards, improve outcomes, attendance and behaviour.

##### 4.3 **Primrose High School**

Primrose High is a small but growing school. It had 844 pupils on roll at the end of January 2009 with a further 77 in the sixth form. There are 175 pupils in the 2008/9 Year 7 against an admission limit of 180. Primrose High has effectively filled the available places with local children although not the first preference for many. Primrose High School continues to face significant challenges; high levels of

mobility and numbers of pupils who are new to English; the challenge of addressing low levels of literacy and significant in-school variation. Low standards and low levels of literacy remain key issues for the school. Standards and achievement in Year 11 were a major focus for the academic year 2007/08, as was literacy across key stages 3 and 4. There is a significant budget deficit.

At Key Stage 3 standards were significantly below floor targets in all core subjects in 2008. Only 28% achieved L5+ in English, a significant fall on 2007 results. In Maths it was 39%, slightly below 2007 results. In Science it was 33%, the same as 2007. The Key Stage 3 results were below Fischer Family Trust B estimates.

At Key Stage 4 results improved. 5A\*-C results, which showed an improvement from 27% in 2007, rose this year to 33% this year which is above the Fischer Family Trust D estimate of 28%. Despite a focus on literacy in the academic year 2007/08, the school still had considerable difficulty in raising the results in both English and maths and the school did not meet the floor target for the key performance indicator of 5A\*-C including English and maths. Only 19% of the year 11 cohort achieved 5A\*-C including English and mathematics. These Key Stage 4 results were below Fischer Family Trust D estimates.

The school is a target schools for attendance and though still short of their targets there have been improvements. Attendance for half term 1 was 85.4%; almost 2% above the same half term last year. The persistent absentee percentage has reduced this half term compared to the same half term last year. Fixed term exclusions have been falling gradually; this term they have fallen significantly.

Overall there are areas of noticeable progress and improvement, but the capacity and effectiveness of leadership; attendance; standards, achievement and tackling the budget deficit remain key priorities for the school.

#### 4.4 **Options Considered**

Maintain the status quo and work with the existing school team to continue to drive up standards, improve outcomes, attendance and behaviour.

To explore additional ways to drive up standards, improve outcomes, attendance and behaviour including the school becoming part of a Trust.

To explore other ways to drive up standards, improve outcomes, attendance and behaviour including the school closing and becoming an Academy.

#### 4.5 **City of Leeds**

City of Leeds High School is a small school which has long struggled for viability. There were 566 pupils (11-16) on roll at the end of January 2009, with a further 51 pupils in the sixth form. There are 84 pupils in the 2008/9 Year 7 against an admission limit of 150. The school does not provide for its local community in terms of admissions, since parents generally preference other schools. With the high levels of surplus places and its central location, City of Leeds is often the nearest school with available places for new arrivals to the city. This highly transient population brings its own challenges for the school.

City of Leeds School continues to face significant challenges; high levels of mobility and numbers of pupils who are new to English, the challenge of addressing low levels of literacy and significant in-school variation. Low standards and low levels of literacy remain key issues for the school. Standards and achievement in Year 11 were a major focus in the academic year 2007/08, as was literacy across key

stages 3 and 4. There is also a significant budget deficit.

At Key Stage 3 standards were significantly below floor targets in all core subjects in 2008. At L5+ in English the result was 39%, an improvement of 12% on 2007. In mathematics it was 49%, similar to 2007. In science L5+ results were 37%, a slight improvement on 2007. The Key Stage 3 results were below Fischer Family Trust B estimates.

At Key Stage 4 there was a significant improvement from the 2007 result of 14% 5A\*-C, taking it to 32%, still slightly below the Fischer Family Trust B estimate of 35%. Despite a focus on literacy in the academic year 2007/08, the school still had considerable difficulty in raising the results in both English and maths and did not meet the floor target for the key performance indicator of 5A\*-C including English and mathematics. Only 12% of the year 11 cohort achieved 5A\*-C including English and mathematics.

The school is a target school for attendance and though still short of their targets there have been improvements. Attendance for half term 1 was 87.5%, over 2% above the same half term last year. The persistent absentee percentage has reduced this half term compared to the same half term last year. Fixed term exclusions at the school had been falling gradually; this term they have fallen significantly.

The deputy head teacher at City of Leeds continues to act up to the head teacher position and there are clear signs now of his impact in focusing on the key areas for improvement. Overall there are areas of noticeable progress and improvement, but the capacity and effectiveness of leadership; attendance; standards, achievement and tackling the budget deficit remain key priorities for the school. The City of Leeds School remains the highest risk in the city for not achieving the National Challenge floor targets by 2011.

#### 4.6 **Options Considered**

Maintain the status quo and work with the existing school team to continue to drive up standards, improve outcomes, attendance and behaviour.

To explore additional ways to drive up standards, improve outcomes, attendance and behaviour including the school becoming part of a Trust.

To explore other ways to drive up standards, improve outcomes, attendance and behaviour including the school closing and becoming an Academy.

#### 4.7 **Parklands Girls' High School**

Parklands Girls' High School is a small secondary school for girls located in Seacroft. There were 618 girls (11-16) on roll at the end of January 2009 with a further 101 girls in the sixth form. Numbers have been declining and there are 90 pupils in Year 7 (2008/9) against an admission number of 140. Its intake is predominantly from the local Seacroft and Killingbeck areas, and from the inner wedge communities towards Harehills.

As a result of a section 5 Ofsted inspection in March 2008, Parklands Girls' High School was judged to require significant improvement in relation to students' achievement and attendance. The school was therefore given a Notice to Improve. Three priorities for improvement were identified:

- Raise achievement in Key Stage 4, particularly for middle attainers and in English;



- Improve attendance;
  - Ensure that more teaching is good enough to raise standards.
- An HMI monitoring visit in October 2008 judged the school to be making satisfactory progress overall.

At Key Stage 3, the school achieved its highest ever results in 2008 in all core subjects at both L5+ and L6. Increases at L6+ for English and Maths were in line with Fisher Family Trust B and L6+ for Science was in line with Fisher Family Trust D. However, standards remain well below national and Leeds averages. Although the school set the targets for L5+ in all subjects at a very low level they were not achieved. School targets for L6+ were more aspirational and were achieved.

At Key Stage 4, standards remain very low compared to national and Leeds averages. The CVA from KS2-4 remains significantly lower than expected and is related to the numbers of students who fail to get 8 grades or equivalent outcomes. This put the school at the 85<sup>th</sup> percentile nationally. Post-16 performance remains good with value added ALPs scores of '2', although with only a small number of students. There is now a more focused approach to the students achieving English and maths together at Key Stage 4. The school has the potential with stable staffing and continued support to rise above the floor target of 30% 5A\*-C including English and mathematics. However, performance in English needs to improve substantially if this is to happen.

Parklands is a target school for attendance. The school's attendance is currently below 90% and the current persistent absence figure for half term 1 is 15.7%, which is an increase since last term. The school has reported that there has been an increase in disruptive behaviour this term. This is due in part to the high number of supply staff who have been deployed due to significant staff absence. However, there have been only 2 fixed term exclusions this term which is extremely low.

The development of leadership throughout the school is a key priority. Following the early retirement of the previous headteacher, an acting headteacher has taken over at short notice. She is being supported by a headteacher from a neighbouring school, a National Leader of Education, for one day a week.

HMI judged that there has been good progress in relation to teaching and learning. However, the school evidence shows that there is still a need to improve. Governors now understand the need to take more responsibility for monitoring improvements within school but this needs further development. The school has a deficit budget, but an urgent need to invest in modern technology after years of underinvestment. A plan is being developed to build resources and to reduce the deficit over the next three years.

Under the leadership of an acting headteacher, the school is now making progress on the key issues. With sustained leadership and focus the school will achieve the floor targets by 2011. Moving the school to a more central location would improve its accessibility to a wider range of parents across the city. Any movement of the school to a central location would necessitate a careful re-thinking of girls only provision.

#### 4.8

#### **Options**

Maintain the status quo and work with the existing school team to continue to drive up standards, improve outcomes, attendance and behaviour.

To explore additional ways to drive up standards, improve outcomes, attendance and behaviour including the school moving to the centre of Leeds and becoming part of a Trust.

To explore other ways to drive up standards, improve outcomes, attendance and behaviour including the school closing and becoming an Academy and moving to the centre of Leeds.

#### 4.9 **Outer NE Leeds**

Boston Spa School and Wetherby High School are high achieving schools that cater for large numbers of young people from East Leeds. For Boston Spa, this represents approximately 60% of the school population. The average 'travelling to learn' distance for Wetherby and Boston Spa is 4.0 miles and 5.3 miles respectively. These schools are strong providers for many young people who live in East Leeds but who travel large distances everyday to access this provision. Both schools are scheduled for refurbishment as part of Wave 13 of BSF and, if the city is successful in attracting additional BSF funding, there is a good opportunity to develop new build provision of higher quality and which would better reflect the local need. The two schools have established a closer working partnership and are also working with the NE SILC at West Oaks. This collaboration will provide flexibility and capacity to manage major change. The schools' highest priority is to sustain their success with, and commitment to, all their young people including those from East Leeds.

#### 4.10 **Options**

Maintain the status quo and work with the existing school teams to continue to drive up standards, improve outcomes, attendance and behaviour.

Maintain the status quo and work with the existing school teams within a federated approach to continue to drive up standards, improve outcomes, attendance and behaviour and develop post-14 and post-16 provision.

Maintain the status quo and work with the existing school teams to sponsor provision in East Leeds to drive up standards, improve outcomes, attendance and behaviour.

Merge the two schools in new build in Outer North East Leeds and sponsor new provision in East Leeds to drive up standards, improve outcomes, attendance and behaviour.

### 5.0 **THE PROPOSALS**

5.1 Much of the discussion with headteachers, staff and governors in the development of this vision has returned to the theme of transition. We recognise that it is vitally important that we continue our uncompromising and relentless focus on standards and outcomes during any period of transition. All the schools involved will need increased support to improve leadership, teaching and behaviour management and to ensure that cohorts of students currently in Years 9, 10 and 11 continue to achieve high standards in terms of Key Stage 4 outcomes, attendance and behaviour. There is a shared concern that in realising such ambitious proposals there is a need to ensure that young people, their parents and teachers retain confidence in provision during the transitional period. It is encouraging therefore that all headteachers and chairs of governors in the East and Outer North East of Leeds have developed a strong consensus and commitment to work together to support the needs of learners and their communities through any transition process. Once any decision is made, Education Leeds will establish a programme management structure which will work with partners to ensure a smooth transition

focussed on the continued progress of learners.

## **6.0 OPTION A: IF BSF FUNDING IS AVAILABLE TO LEEDS**

### **6.1 The Central Leeds Learning Federation**

It is proposed that the Federation be dissolved and the possibilities and opportunities of Trust developments be explored as other structural options are developed.

### **6.2 Primrose High School**

We should consult on a proposal that Primrose High School should be closed and be replaced by an Academy which should open in September 2010.

### **6.3 City of Leeds**

We should consult on a proposal that City Of Leeds School should be closed and be replaced by an Academy which should open on the City of Leeds site in September 2010. We propose that the Academy be moved to new build provision in East Leeds as soon as possible and that we use the current site for girls only provision.

### **6.4 Parklands Girls' High School**

We should consult on a proposal that Parklands Girls' High School should be closed and replaced by an Academy which should open in September 2010. It is intended that the Academy sponsor and the associated partners would help the school focus on developing academic and vocational excellence. The Academy should be moved to the City of Leeds site as it becomes available. The current site would be further developed through BSF and used for new mixed secondary provision to meet the demand for secondary places in the area.

### **6.5 Outer NE Leeds**

We should consult on a proposal to establish a federation between Boston Spa School and Wetherby High School which would move into newly-built provision in Outer North East Leeds to cater for young people living in Boston Spa and Wetherby. Such a federation could also become a sponsor for a new build provision in East Leeds with full extended services provision and incorporating community and special educational needs provision.

## **7.0 OPTION B: IF NO BSF FUNDING IS AVAILABLE TO LEEDS**

### **7.1 The Central Leeds Learning Federation**

It is proposed that the Federation be dissolved and the possibilities and opportunities of Trust developments be explored as other structural options are developed.

### **7.2 Primrose High School**

We should consult on a proposal that Primrose High School should be closed and be replaced by an Academy which should open in September 2010.

### 7.3 **City of Leeds**

We should consult on a proposal that City Of Leeds School should be closed and be replaced by an Academy which should open in September 2010 and transfer to the Parklands site. We would then propose to use the City of Leeds site for girls only provision.

### 7.4 **Parklands Girls' High School**

We should consult on a proposal that Parklands Girls' High School should be closed and replaced by an Academy which should open in September 2010. It is intended that the Academy sponsor and the associated partners would help the school focus on developing academic and vocational excellence. The Academy should be moved to the City of Leeds site as it becomes available. The site would be used for a new Academy providing mixed secondary provision.

## 8.0 **CONCLUSION**

8.1 There are a number of significant drivers that have led Education Leeds to review the most appropriate learning provision for the community in East and Outer North East Leeds. The review has worked with key stakeholders over the last six months to consider the opportunities and address the challenges. The report presents a number of proposals which are the outcome of very positive engagement and considerable collaborative efforts of these stakeholders. The proposals are high level in that the delivery solutions will still need to be developed. Option A is dependent on capital funding being approved for the city while Option B will deliver on our commitment to delivering sustainable successful schools serving every community here in Leeds. Reports will be brought to the Board for approval in line with each of these individual proposals.

## 9.0 **IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**

9.1 There would need to be formal consultation with all stakeholders in taking forward the proposals for re-provisioning of school places in this area. The solution will address the requirements of the Council to respond to the National Challenge in respect of any structural change to the targeted schools.

## 10.0 **LEGAL AND RESOURCE IMPLICATIONS**

10.1 There is funding for the refurbishment of Parklands Girls High school through the Wave 1 BSF programme. An Expression of Interest for additional secondary BSF funding is currently awaiting consideration with Partnership for Schools and the DCSF. This funding will be essential to enable the transformation of the estate in Outer North East and East Leeds. There will be further exploration of the alignment of the LSC college investment programme to maximise the benefits of co-ordinated delivery strategies.

## 11.0 **RECOMMENDATIONS**

11.1 Subject to additional BSF funding being available, the Executive Board is recommended to adopt Option A and to :

- v) Approve the proposals in Section 6

- vi) Agree that further reports will come to Executive Board for final approval as each proposal moves to implementation

11.2 In the absence of additional BSF funding, the Executive Board is recommended to adopt Option B and to:

- vii) Approve the proposals in Section 7
- viii) Agree that further reports will come to Executive Board for final approval as each proposal moves to implementation

## **Appendices**

- Appendix 1: Leeds Academies Memorandum of Understanding
- Appendix 2: National Challenge Schools in Leeds
- Appendix 3: East and Outer North East Schools NOR and Forecasts
- Appendix 4: School population maps

## **Background papers**

- Executive Board, 8 October 2008 – The National Challenge and structural change to secondary provision in Leeds
- Executive Board, 5 December 2008 – Building Schools for the Future: Expression of Interest for follow-on projects
- Inner/Outer North East and East Area Committees
- Exec Board January 2009-The National Challenge and structural change to secondary provision in Leeds: Progress Report

**MEMORANDUM OF UNDERSTANDING**  
**An Agreement for the Provision of an Academy in Leeds**

**Introduction**

This Memorandum of Understanding (MoU) is not intended to constitute a legally enforceable contract or to create any rights or obligations which are legally enforceable. All parties acknowledge that It is entered into in good faith and intended to be binding in honour only. This is a general commitment of co-operation covering the establishment of an academy in Leeds, and as such acts as a formal statement of interest and intention to co-operate.

This agreement is between:

1. \_\_\_\_\_ as the Sponsor of an Academy in Leeds.
2. The Department for Children, Schools and Families (DCSF).
3. Leeds City Council, being the local authority for the area.

**Purpose and Introduction**

The purpose of this MoU is to set out the matters agreed between the prospective Sponsor(s) of an Academy, the DCSF and Leeds City Council which merit specific mention and to inform the formation of a framework for the development of an Academy in Leeds. The provisions and requirements of this MoU will be incorporated into any Expression of Interest by the Sponsor and the Funding Agreement with the Secretary of State establishing an Academy, so far as such provision is not already made in that Agreement.

This MoU has regard to the proposed aims and objectives of an Academy which are provided by statute and set out in section 482(2) of the Education Act 1996, as substituted by the Education Act 2002.

**General Principles**

An Academy will be at the heart of its community, working within area clusters to establish strong, dynamic partnerships with other local schools, sharing facilities with other schools and the wider community. It will have a broad curriculum with an emphasis on a particular specialism(s) and provide education for pupils of different abilities who are wholly or mainly drawn from the area in which the Academy is situated.

A new Academy in Leeds must ensure that it effectively engages with its local community and parents and that it effectively provides for all young people it serves. It is essential that it should build on existing local partnerships across schools and with colleges and other providers.

## **Scope and Provisions of the Agreement**

### Governance and Representation on the Governing Body

#### Local Authority Representation.

The Local Authority has a key strategic role in planning and commissioning services and educational provision across its area and must work with all schools to develop collaborative approaches to social responsibility and partnership, delivery of the Leeds Learner entitlement, admissions and exclusions, curriculum planning and provision and accountability arrangements. Sponsors of an Academy need to develop models of governance and accountability that connect any new Academy with its stakeholders, partners and its community as well as being part of the educational provision in the City of Leeds. To demonstrate this commitment to working in partnership as part of the wider community of Leeds the sponsor of a new Academy in Leeds must agree that Leeds City Council can nominate two governors to the governing body of the Academy, one representing the Council Ward from which the majority of students will be drawn, and one representing the Council Administration.

#### Elected Parent Representation.

In accordance with the Education and Inspections Act 2006 academies, through their funding agreements, are obliged to have regard to the Children and Young People's Plan designed to support more integrated and effective services whatever the circumstances or background of the child. To secure the Every Child Matters outcomes parents and carers must be engaged as partners in the learning process, and to support this the sponsors of an Academy must ensure that provision is made for at least two elected parent representatives on the constitution of the academy governing body.

### Managing Pupil Behaviour, Attendance, and Excluded Pupils

An Academy will work actively with other local education providers in Leeds to avoid any exclusions from schools and to make suitable and appropriate provision for all children responding to their individual needs. From its opening the Academy will take its allocated share of pupils excluded from other Leeds schools as well as accepting in year transfers in accordance with the Local Authority's In Year Fair Access Policy to ensure that all schools in an area admit their fair share of children with challenging behaviour. A new Academy will access pupil attendance support from the Local Authority and participate in information and data sharing protocols to enable early intervention and support for Persistent Absence pupils and vulnerable pupils.

### Staff and Union Recognition

An Academy will recognise any trade union that the previous employer (the Local Authority or Governing Body) recognised in respect of any transferring employees. In addition, an Academy governing body will recognise, for collective bargaining purposes, those Trades Unions recognised by Leeds City Council

Appendix 2: National Challenge Schools in Leeds

| School DCSF number | School Name                  | 2007         |              |               |              |                      | 2008       |            |              |             |                      |
|--------------------|------------------------------|--------------|--------------|---------------|--------------|----------------------|------------|------------|--------------|-------------|----------------------|
|                    |                              | 5+ A*-C      |              | KS2-4 CVA     | Inclusion    |                      | 5+ A*-C    |            | KS2-4 CVA    | Inclusion   |                      |
|                    |                              | inc (E+M)    | All          | Score         | Absence      | FixedTerm Exclusions | inc (E+M)  | All        | Score        | Absence     | FixedTerm Exclusions |
| <b>Overall</b>     | <b>Leeds</b>                 | <b>42.1%</b> | <b>55.9%</b> | <b>988.7</b>  | <b>11.6%</b> | 130.2                | <b>46%</b> | <b>54%</b> | <b>994.4</b> | <b>8.5%</b> | 98.0                 |
| 4109               | Bruntcliffe School           | <b>28%</b>   | 48%          | <b>982.5</b>  | 10.7%        | 108.0                | 33%        | 48%        | <b>988.7</b> | 18.2%       | 103.4                |
| 4041               | Carr Manor High School       | <b>24%</b>   | 43%          | 1000.6        | 14.1%        | 202.4                | 30%        | 43%        | 1009         | 18.0%       | 142.0                |
| 4031               | City of Leeds School         | <b>14%</b>   | 21%          | <b>949.4</b>  | 28.1%        | 378.0                | <b>12%</b> | 27%        | <b>951.9</b> | 37.4%       | 302.4                |
| 4047               | Cockburn College of Arts     | <b>29%</b>   | 50%          | 1000.9        | 13.7%        | 0.0                  | 31%        | 37%        | <b>1018</b>  | 21.8%       | 0.0                  |
| 4056               | Farnley Park High School     | <b>27%</b>   | 43%          | <b>967.4</b>  | 13.2%        | 301.0                | 30%        | 50%        | <b>973.1</b> | 22.0%       | 21.7                 |
| 4054               | Intake High Arts College     | <b>23%</b>   | 32%          | <b>965.2</b>  | 19.6%        | 50.7                 | <b>21%</b> | 25%        | <b>980.8</b> | 27.0%       | 37.8                 |
| 4045               | John Smeaton High School     | <b>28%</b>   | 52%          | <b>1035.4</b> | 19.1%        | 4.9                  | 34%        | 34%        | <b>1035</b>  | 25.4%       | 7.6                  |
| 4059               | Parklands Girls' High School | <b>23%</b>   | 32%          | <b>971.8</b>  | 21.7%        | 16.5                 | <b>19%</b> | 19%        | <b>984.8</b> | 32.0%       | 20.9                 |
| 4044               | Primrose High School         | <b>23%</b>   | 30%          | <b>968.2</b>  | 26.6%        | 345.2                | <b>19%</b> | 25%        | <b>984.2</b> | 39.9%       | 50.2                 |
| 4103               | Rodillian School             | <b>19%</b>   | 37%          | <b>963.5</b>  | 12.3%        | 162.3                | 35%        | 39%        | <b>977</b>   | 22.1%       | 214.1                |
| 4851               | South Leeds High School      | <b>7%</b>    | 34%          | <b>954.6</b>  | 19.9%        | 407.3                | <b>11%</b> | 28%        | <b>955.4</b> | 31.3%       | 245.4                |
| 4058               | West Leeds High School       | <b>25%</b>   | 42%          | 999.2         | 15.0%        | 206.8                | 34%        | 36%        | <b>988.9</b> | 27.2%       | 141.3                |
| 4057               | Wortley High School          | <b>23%</b>   | 56%          | <b>982.5</b>  | 16.9%        | 135.5                | <b>24%</b> | 81%        | <b>966.9</b> | 28.7%       | 144.5                |



### Appendix 3: East and Outer North East Schools NOR and Forecasts

|                         | Dcsf Number    | School Name                          | National Challenge | BSF Wave | Net Capacity | NOR Yr7 - Yr11 | NOR Yr 12 - Yr 14 | Total NOR   | Forecast Yr7-Yr11 2018 | Forecast Yr12-Yr14 2018 | Total Forecast 2018 |
|-------------------------|----------------|--------------------------------------|--------------------|----------|--------------|----------------|-------------------|-------------|------------------------|-------------------------|---------------------|
| <b>North East Wedge</b> | 4040           | Allerton Grange School               |                    | 1        | 1731         | <b>1384</b>    | 248               | <b>1632</b> | 1354                   | 217                     | 1571                |
|                         | 4114           | Boston Spa School                    |                    | 13       | 1803         | <b>1436</b>    | 369               | <b>1805</b> | 1409                   | 317                     | 1726                |
|                         | 4063           | Roundhay School                      |                    | 1        | 1487         | <b>1204</b>    | 337               | <b>1541</b> | 1256                   | 284                     | 1540                |
|                         | 4111           | Wetherby High School                 |                    |          | 1019         | <b>837</b>     | 157               | <b>994</b>  | 805                    | 117                     | 922                 |
| <b>East Wedge</b>       | 4113           | Brigshaw High School                 |                    | 13       | 1601         | <b>1215</b>    | 200               | <b>1415</b> | 1194                   | 201                     | 1395                |
|                         | 4752           | Corpus Christi Catholic College      |                    | 1        | 900          | <b>929</b>     |                   | <b>929</b>  | 852                    |                         | 852                 |
|                         | 4112           | Garforth Community College           |                    | 13       | 1839         | <b>1524</b>    | 480               | <b>2004</b> | 1363                   | 378                     | 1741                |
|                         | 4045           | John Smeaton Community High School   | √                  | PFI      | 1066         | <b>797</b>     | 120               | <b>917</b>  | 717                    | 52                      | 769                 |
|                         | 4753           | Mount St.Mary's Catholic High School |                    | 1        | 900          | <b>954</b>     |                   | <b>954</b>  |                        |                         |                     |
|                         | 4059           | Parklands Girls' High School         | √                  |          | 918          | <b>616</b>     | 109               | <b>725</b>  | 618                    | 82                      | 700                 |
|                         | 4044           | Primrose High School                 | √                  | 1        | 1049         | <b>828</b>     | 77                | <b>905</b>  | 888                    | 74                      | 962                 |
|                         | 4103           | Rodillian School                     |                    | 1        |              | <b>1090</b>    | 130               | <b>1220</b> | 1057                   | 95                      | 1152                |
|                         | 4104           | Royds School                         |                    | 1        | 1277         | <b>1092</b>    | 156               | <b>1248</b> | 1018                   | 126                     | 1144                |
|                         | 4851           | South Leeds High School              | √                  | 1        | 1337         | <b>1040</b>    | 53                | <b>1093</b> | 1095                   | 39                      | 1134                |
|                         | 4046           | Temple Moor High School              |                    | 1        | 1129         | <b>1081</b>    | 191               | <b>1272</b> | 1110                   | 160                     | 1270                |
| 6905                    | David Young Ac | √                                    |                    | 600      |              |                | <b>849*</b>       | 866         |                        | 866                     |                     |
| <b>North West Wedge</b> | 4031           | City of Leeds                        | √                  | 1        | 792          | <b>625</b>     |                   | <b>625</b>  | 605                    | 53                      | 658                 |

NOR - Autumn School Census - 2008

\* Spring School Census 2008

Modelled Net Capacity

## Appendix 4: School Population Maps