

## Appendix 1a:

The appendix presents:

1. Summary of progress against each CYPP priority measure, based on report cards at October 2011	Pages 1-4
2. October CYPP dashboard	5
3. Report Cards	6-37

The direction of travel arrow indicates whether progress is stable, improving or declining

The traffic light RAG indicates either

- **Red** = progress is not being made as planned or expected. The curve has not yet been turned on the headline indicator and is getting worse. Few of the relevant actions or activities are on track.
- **Amber** = Positive progress is being made but not as much as planned or expected. The curve has not yet been turned on the headline indicator. Only some of the relevant actions or activities are on track.
- **Green** = Progress is as planned or expected. The curve is being turned on the headline indicator. All, or most, of the relevant actions or activities are on track.

Outcome	Indicator	Summary	Current Performance	RAG rating Direction of Travel	CSLT lead	CTB sponsor
Safe from harm	<b>Obsession:</b> Number of looked after children	Numbers in care are largely static with reductions in the rate of entry to care being mitigated by children and young people remaining in care for longer. Good social care practice and partnership improvements are being implemented, or are planned, with an increasing focus around early intervention.	<b>1445</b> September 94.9 per 100,000	<b>Amber</b>	Jackie Wilson	Jane Held and Bridget Emery
	Number of children subject to Child Protection Plans	Significant increase in the number of children and young people subject to child protection plans, reflecting improved safeguarding practice. However numbers are now rising above comparators emphasising the need to further focus on addressing the underlying demand through effective partnership approaches to safeguarding and early intervention.	<b>1111</b> September 73.0 per 10,000	<b>Amber</b> æ	Jackie Wilson	Chris Radelaar

Outcome	Indicator	Summary	Current Performance	RAG rating Direction of Travel	CSLT lead	CTB sponsor
Do well in learning and have the skills for life	<b>Obsession: Primary &amp; secondary attendance</b>	Results for academic year 2010-11 half-terms 1-4 have highlighted improvements in performance. However this is against, especially in secondary, high levels of absence; with unauthorised absence a particular issue. The locality focus on attendance is being strengthened; this now needs to be complemented by a renewed city-wide strategic approach.	<b>94.7%</b> Primary 2010-11 HT1-4 <b>92.4%</b> Secondary 2010-11 HT1-4	<b>Amber</b> æ	Paul Brennan	Simon Whitehead and Tony Adlard
	<b>Obsession: NEET</b>	Changes in the NEET definition have increased the size of the cohort in Leeds; however performance remains comparable to statistical neighbours and Not Known performance has improved. National changes to how services are structured combined with the ongoing economic context provide a challenging background for improvement.	<b>8.9%</b> September 2024 young people	<b>Amber</b> æ	Paul Brennan	Martin Fleetwood & Diana Towler
	Foundation Stage good level of achievement	2011 has seen a substantial increase in proportion of children reaching a good level of development from 53% to 58%, this has helped narrow the gap with comparators. However the gap between the lowest achieving and the average remains too large. This is a key priority to be addressed through improvements to 0-5 and family support services.	<b>58%</b> 2010/11 academic year	<b>Green</b> æ	Paul Brennan	Ann Pemberton
	Key Stage 2 level 4+ English and maths	72% of children reached the national level in 2011, this is consistent with the long term position in Leeds. While Leeds continues to be considered in line with comparators the direction of travel is not positive with comparator averages improving. Leeds does perform well on progress measures between Key Stage 1 and 2. A proportion of schools remain at risk of floor standards.	<b>72%</b> 2010/11 academic year	<b>Amber</b>	Paul Brennan	Martin Fleetwood & Diana Towler
	5+ A*-C GCSE inc English and maths	Young people achieved the best ever GCSE results in 2011 with 53.1% (provisional) now reaching the national standard. However gaps to national performance are widening. The proportion of schools under both current and likely future floor standards has reduced. The Leeds Education Challenge will take forward increasing the number of good and outstanding schools and increasing the rate of improvement in attainment.	<b>53.1%</b> 2010/11 academic year	<b>Amber</b> æ	Paul Brennan	Martin Fleetwood & Diana Towler

Outcome	Indicator	Summary	Current Performance	RAG rating Direction of Travel	CSLT lead	CTB sponsor
Do well in learning and have the skills for life	Level 3 qualifications at 19	2011 results will not be available until March 2012. 2010 results show ongoing improvement with 47% of young people achieving level 3. This is tracking just below statistical neighbours but well below national. Based on results at age 18 around half of the 2011 cohort should have achieved level 3. The Free School Meal gap remains an issue.	<b>47%</b> 2009/10 academic year	<b>Amber</b> æ	Paul Brennan	Martin Fleetwood & Diana Towler
	16-18 year olds starting apprenticeships	2006 young people started apprenticeships in the 2010-11 academic year, a 59% increase. This improvement is above comparators and above local targets. This reflects strong support and commitment from partners, including business at both city and local levels.	<b>2006</b> 2010/11 academic year	<b>Green</b> æ	Paul Brennan	Martin Fleetwood & Diana Towler
	Children and families accessing short breaks	In 2010/11, 1,732 children accessed short breaks a 132% increase over two years. A total of 150,056 hours and 15,545 nights of short break were delivered in 2010/11. The loss of Aiming Higher funding will result in a recommissioning of the service in 2012 and an expectation of a decreased take up in 2011/12	<b>1732</b> 2010/11 financial year	<b>Amber</b> æ	Paul Brennan	Diane Reynard
Healthy lifestyles	Obesity levels at year 6	In line with the national picture rates in Leeds appear to be plateauing; however with 1:3 children in Year 6 being at risk of developing obesity related health issues this remains a priority. Analysis confirms links between deprivation and obesity rates. Local training has been successful in raising the skills, knowledge and confidence of the workforce in both children's centres and health visiting teams.	<b>20%</b> 2009/10 academic year	<b>Amber</b> æ	Sarah Sinclair	Hilary Devitt
	Uptake of free school meals - primary & secondary	While improving rates of school meal uptake by free school meal entitled children and young people rates are below national levels. An estimated 4,000 children and young people are not taking up their entitlement. Efforts to improve uptake and to promote healthy eating are ongoing including encouragement to ensure the nutritional quality of packed lunches.	<b>76.8%</b> Primary <b>67.1%</b> Secondary 2010/11 financial year	<b>Amber</b> æ	Sarah Sinclair	Hilary Devitt

Outcome	Indicator	Summary	Current Performance	RAG rating Direction of Travel	CSLT lead	CTB sponsor
	Teenage conceptions (rate per 1000)	The latest national data shows the rates in Leeds are 45.6 conceptions per 1000 15-17 year old females. Citywide rates have reduced by 11.2% in 3 years, with a trend of continued reduction. Rates in the majority of priority wards have begun to 'turn the curve'. Efforts are focusing on work with young people and ensuring that the promotion of sexual health is embedded into partnership efforts at local levels.	<b>45.6</b> As at June 2010	<b>Amber</b> æ	Sarah Sinclair	Ian Cameron
Fun	Children and young people who enjoy their life	The 2010/11 Leeds ECM survey highlighted 84% of primary age children and 74% of secondary school children and young people saying that they enjoyed their life. These figures are very similar to last year. Whilst this is a positive, it does highlight a reasonable minority of children and young people who either aren't sure or don't agree with this the statement that 'I enjoy my life.'	<b>80%</b> 2010/11 academic year	<b>Amber</b>	Paul Brennan	Alan Bolton
Voice and influence	% of 10 to 17 year-olds committing one or more offence	For 2009/10 2.7% of the Leeds 10-17 population committed an offence, compared with 1.9% nationally and 2.2% regionally. For 2010/11 the number of young offenders fell to a rate of 1.9%, compared with a rate of 1.5% nationally. The number of young people who offend and come in to contact with the youth justice system for the first time has fallen over the last five years.	<b>1.9%</b> 2010/11 financial year	<b>Green</b> æ	Mariana Pexton	Sam Prince
	Children and young people's influence in the community	2009/10 results indicated that 3 out of 5 primary school children thought they had an influence over how things were run in their local area. For secondary age children and young people this declined to 1 in 2 with a sharper drop off in the oldest group surveyed, year 9. A renewed focus on this priority has raised the profile and expectations around voice and influence, especially through Child Friendly City work.	<b>58%</b> 2010/11 academic year	<b>Amber</b>	Mariana Pexton	Neil Moloney

# Children's Trust – Children and Young People's Plan Report Cards October 2011

## Children and Young People's Plan Key Indicator Dashboard

	Measure	National	Stat neighbour	2010/11	Result for same period last year	Result July 2011	Result Aug 2011	Result Sep 2011	DOT	Data last updated	Timespan covered by month result
Safe from harm	1. Number of looked after children	58 per 10,000 (2009/10 FY)	69.3 per 10,000 (2009/10 FY)	1,446 (95.3/10,000)	1415 (93.2/10,000)	1444 (94.9/10,000)	1436 (94.3/10,000)	1445 (94.9/10,000)	▼	30/09/2011	Snapshot
	2. Number of children subject to Child Protection Plans	38.3 per 10,000 (2010/11 FY)	39.0 per 10,000 (2010/11 FY)	974 (64.2/10,000)	724 (47.7/10,000)	1061 (69.7/10,000)	1154 (75.8/10,000)	1111 (73.0/10,000)	▲	30/09/2011	Snapshot
Do well in learning and have the skills for life	3a. Primary attendance	94.8% (2010 AY)	94.8% (2010 AY)	94.4% (HT1-5 2010 AY)	94.3% (HT1-4 2010 AY)	94.7% (HT1-4)	94.7% (HT1-4)	94.7% (HT1-4)	▲	HT4 census	AY to date
	3b.. Secondary attendance	93.2% (2010 AY)	93.3% (2010 AY)	91.6% (HT1-5 2010 AY)	91.6% (HT1-4 2010 AY)	92.4% (HT1-4)	92.4% (HT1-4)	92.4% (HT1-4)	▲	HT4 census	AY to date
	4. NEET (new definition from April 2011)	6.6% (Aug-11)	11.0% (Aug-11)	8.3% (Nov 10-Jan 11)	9.6% (Sep 10)	9.0% (2150)	9.1% (2209)	8.9% (2024)	▲	30/09/2011	1 month
	5. Foundation Stage good level of achievement	59% (2011 AY)	60% (2011 AY)	53% (2010 AY)	53% (2010 AY)	57.6% (2011 prov)	57.6% (2011 prov)	58% (2011 conf)	▲	Oct 11 SFR	AY
	6. Key Stage 2 level 4+ English and maths	74% (2011 prov)	76% (2011 prov)	74% (2010 AY)	74% (2010 AY)	72% (2011 prov)			▼	Aug 11 SFR	AY
	7. 5+ A*-C GCSE inc English and maths	57.9% (2011 AY)	56.1% (2011 AY)	50.6% (2010 AY)	50.6% (2010 AY)	50.6% (4,067)	54.2% (2011 prov - sch.)	53.1% (2011 prov - DFE)	▲	Oct 11 SFR	AY
	8. Level 3 qualifications at 19	54.2% (2010 AY)	48.3% (2010 AY)	46.7% (2010 AY)	44.3% (2009 AY)	46.7% (4,392)			▲	Mar 11 SFR	AY
	9. 16-18 year olds starting apprenticeships	Unavailable		1441 (Aug-Mar)	858	2006	not yet available	not yet available	▲	31/07/2011	Cumulative Aug - July
	10. Children and families accessing short breaks	Unavailable - local indicator		1732	1400	1732			▲	Apr-11	FY
	Healthy lifestyles	11. Obesity levels at year 6	18.7% (2010 AY)	19.0% (2010 AY)	20% (2010 AY)	20.9% (2009 AY)	20.0%			▲	Dec 10 SFR
12. Teenage conceptions (rate per 1000)		37.2 (Jun 2010)	42.6 (Jun 2010)	47.4 (2009)	49.8 (Jun 2009)	45.6 (Jun 2010)			▲	Aug-11	Quarter
13a. Uptake of free school meals - primary		79.8%	79% (Yorks & H)	76.8%	75.8% (2009/10 FY)	76.8%			▲	Jul-11	FY
13b. Uptake of free school meals - secondary		69.3%	67.4% (Yorks & H)	67.1%	64.7% (2009/10 FY)	67.1%			▲	Jul-11	FY
Fun	14. Children who agree that they enjoy their life	Unavailable - local indicator (ECM survey)		80% (2011 AY)	79% (2010 AY)	80%			▲	Summer term 2011	AY
Voice and influence	15. 10 to 17 year-olds committing one or more offence	1.9% (2009/10)	2.3% (2009/10)	2.7%	2.7%	1.9% (2010/11)			▲	Jul-11	FY
	16a. Children and young people's influence in school	Unavailable - local indicator (ECM survey)		70% (2011 AY)	70% (2010 AY)	70%			▶	Summer term 2011	AY
	16b. Children and young people's influence in the community	Unavailable - local indicator (ECM survey)		58% (2011 AY)	56% (2010 AY)	58%			▲	Summer term 2011	AY

Key DOT - direction of travel AY - academic year FY - financial year HT - half term SFR - statistical first release

# Children's Trust – Children and Young People's Plan Report Cards October 2011

**Meeting:** Children's Trust Board 31 October 2011  
**Outcome 1:** Children and Young People are safe from harm  
**LCC lead:** Jackie Wilson

**Population:** All children and young people in Leeds  
**Priority 1:** Help children to live in safe and supportive families  
**CTB lead:** Jane Held and Bridget Emery

**Why is this an obsession** Outcomes for children are better when they are able to live safely within their own family and community. The high numbers of looked after children in Leeds impacts on the resources available to provide preventative services aimed at supporting children to live within their families safely.

**OBSESSION**  
**Overall Progress**  
**Amber**

**RAG:** Efforts are impacting on a reduction in the numbers entering care. **DOT:** Marginal rise in numbers with children remaining in care for longer

## Story behind the baseline

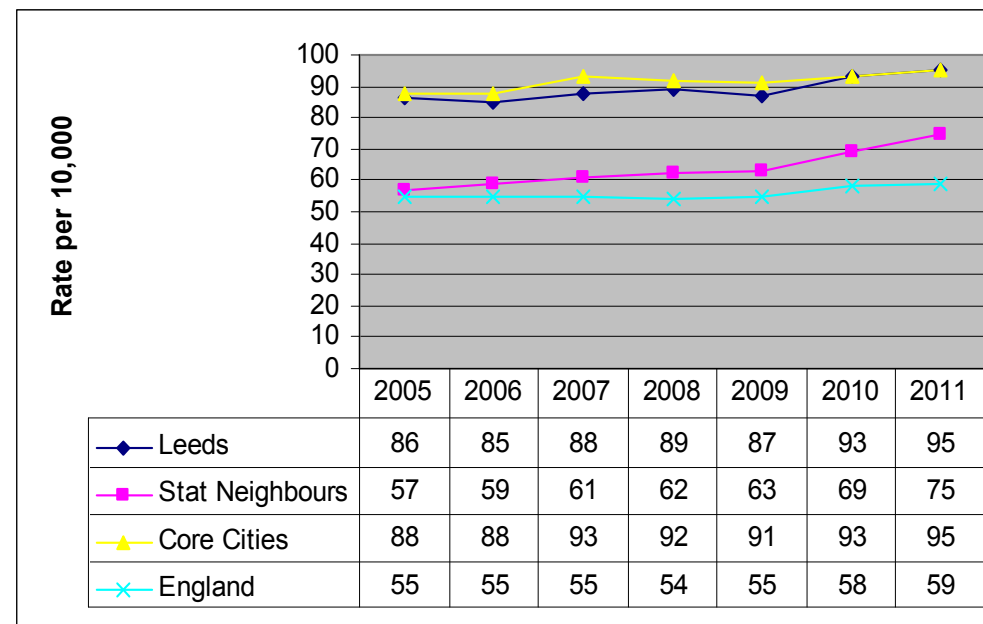
Data for the 2010/11 year shows a rise in the numbers of looked after children in Leeds (from 1423 at March 2010 to 1448 at March 2011). This rise is in line with that seen within the Core Cities comparator group, accepting there are large differences within this group. Comparative data is only available once annually, but provisional in-year local data indicates that this rise is not continuing, with levels of looked after children in Leeds being largely static during 2010/11. Although the statistical neighbour comparator group continues to have a lower rate per ten thousand of looked after children, the rate has seen an increase which is three times greater than the rise seen in Leeds. As at September numbers were 1445.

The rate at which children are entering care in Leeds has been on a downward trend since 2007/08, with 508 care starters in that year as against 448 the following year. This trend has continued to 2010/11 when 425 children entered care. A factor in this trend has been the significant decrease in the number of children who are repeat entrants to care within the same year. 67 children entered care more than once during 2005/06, compared to 22 children in 2010/11.

Since 2007/08 the rate of children leaving care has also been on an overall downward trend and has decreased at a faster rate than the rate of those entering care.

Therefore, the rise in total numbers of looked after children is not a result of more children entering care, but rather that those entering care are remaining in care for longer.

## Curve: Number of looked after children



The number of children subject to a Special Guardianship Orders has increased (currently 224 with 99 pending). This has helped decrease the numbers of looked after children. But as the fostering allowance remains the responsibility of the authority, whilst this should improve outcomes for children, it will not lead to savings.

**What do children and young people think** Children and young people were consulted in May 2011 whilst compiling the Children and Young People's Plan. A focus on reducing the need for children to be looked after was welcomed. A number of practical examples were given by children and young people about how to help keep more families together such as more regular home visits, more help and support for parents and families for everyday things, parents should attend supportive parenting classes, help to develop self confidence for the parent and child and more respite and short break offers would help and give the parent and child a break.

## What we have done

- Two of the three early adopter clusters have held OBA based workshops focussing on the obsession “reducing the need for children to be in care”. These have involved partners from a wide range of organisations in considering the relevant data and issues related to becoming looked after.
- Reviewed “front door” practice in order to better understand how we might respond to need at an earlier point and with greater involvement of Children's Services partners at cluster level.
- £1.3 million investment in Integrated Safeguarding Unit.
- Introduction in July 2011 of new “Strengthening Families” model of child protection conferences which aims to improve focus on risk analysis, shared responsibility for the child protection planning process and timely improvements for children – better engagement and planning at this stage is intended to ensure that intervention is more effective and where plans are not working this is identified and corrected at an early point.
- £2 million funding secured to expand multi-systemic therapy services, with £1 million of this focussed on supporting families where neglect is an issue.
- Re-designed family support services to ensure that these are delivered to the families most in need and where there is the highest risk of children becoming looked after.
- Re-structured children and young people's social care teams to develop locality based social work teams which will work closely with targeted and universal services.

## What works locally

- Increasing numbers of children exiting care through better focus on adoption, Special Guardianship Orders, supporting older children into independence and re-visiting plans for children looked after under voluntary agreements with parents.
- New Care Planning Regulations are being actively implemented in Leeds bringing more rigour and momentum to individual care plans.
- Leeds IRO arrangements were the focus of a visit by the Children's Minister Tim Loughton in September 2011 who commended the Leeds arrangements.

## New actions

- Prioritise access to Early Years Services for families at risk and extend the 2 year old pilot.
- Adopt the findings of the universal review by implementing ‘Early Start’ Teams.
- Implement plans to safely transfer information to services and clusters where a Request for Service does not meet social care thresholds but the family may benefit from additional targeted services.
- Increase use of the Common Assessment Framework (CAFs)
- Target and re-commission Family Support Services
- Implement recommendations for improving the ‘front door’ made by external consultant (preventative strategy to improve early intervention before referral to CYPSC)
- Expand Multi-Systemic Therapy service capacity
- Expand Family Group Conferencing, as part of the overall approach to restorative practice.
- Develop and implement a 60 day default plan for children just entering care (optimise swift returns to family where appropriate)
- Re-visit plans for an identified cohort of children looked after under a voluntary agreement and implement exit from care strategies where appropriate.
- Develop a forecasting model to show potential placement activity (and associated financial impact) over the short and medium term.
- Strengthen care planning processes to achieve more rapid permanence through adoption and special guardianship.
- Recruitment of foster carers and adopters
- Redesign of residential provisions to offer more preventative support to families with teenagers.

## Data development

A review of management information needs is underway which aims to identify current gaps and agree solutions which will meet partnership and business and needs. More regular information available to clusters on referrals, CAFs and requests for service.

## Partners with a role to play

Children and young people, parents, schools, health visitors, family outreach workers, police, VCFS, childcare services, Youth Offending services. Community groups, drug and alcohol services, probation, adult services, housing services, media, business, GPs, transport services, mental health services (CAMHS).

# Children's Trust – Children and Young People's Plan Report Cards October 2011

**Meeting:** Children's Trust Board 31 October 2011  
**Outcome 2:** Children and young people do well at all levels of learning and have the skills for life  
**LCC lead:** Paul Brennan

**Population:** Pupils in Leeds schools (Years 1-11)  
**Priority 3a:** Improve behaviour, attendance and achievement  
**CTB lead:** Simon Whitehead and Tony Adlard

**Why is this an obsession** There are strong links between attendance, attainment, being NEET and youth offending. Particular pupil groups who experience multiple poor outcomes are more likely to have poor attendance, e.g., those living in deprived areas; looked after children; pupils eligible for free school meals; pupils with special education needs and some BME groups.

**OBSESSION**  
**Overall Progress**  
**Amber æ**

**RAG:** Longer-term gap to national performance **Direction of travel:** Some indicator improvements in 2010/11

## Story behind the baseline

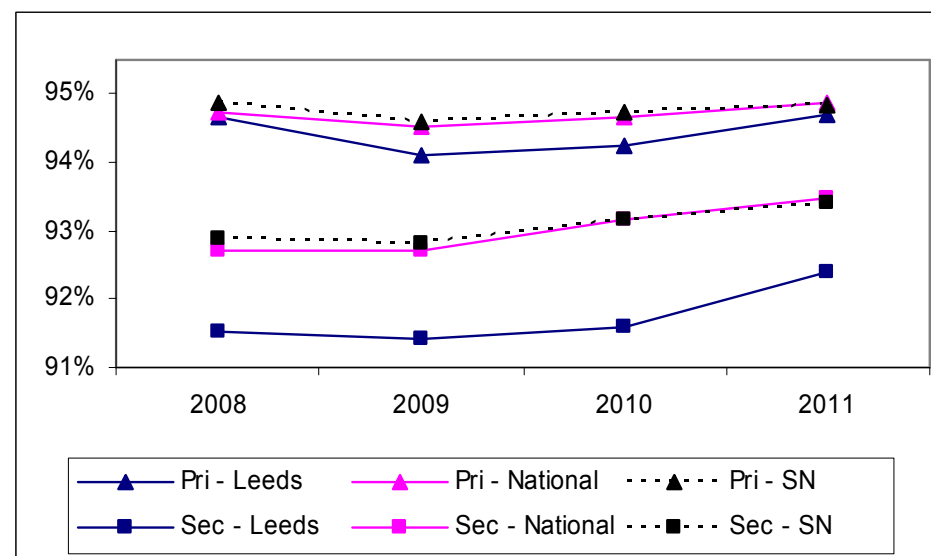
The vast majority of children in Leeds attend school regularly without the need for any additional or targeted support. However a significant cohort of children in Leeds miss an unacceptable amount of school.

Attendance in primary schools increased in 2010/11 by 0.43 percentage points (%pts); mainly achieved through a fall of 0.39%pts in authorised absence. Unauthorised absence fell by 0.04%pts. Secondary attendance increased in Leeds by 0.79%pts. Both authorised and unauthorised absence improved, with authorised absence falling by 0.63%pts and unauthorised absence falling by 0.16%pts. The gap to national and statistical neighbour performance narrowed slightly for both primary and secondary in 2010/11.

Persistent absence (PA) from primary school fell in 2010/11, with 2.0% of pupils missing more than 20% of school. The number of persistent absentees fell by 19.5% from 2009/10 to be 958 in half-terms 1-4 2010/11. The Department for Education (DfE) has recently changed the definition of PA and a pupil is now classed as PA if they miss more than 15% of school. 2,632 (5.5%) pupils met this threshold in Leeds primary schools in half-terms 1-4 2010/11. The national rate is 5.2%. PA also fell in secondary schools in 2010/11, by 0.5%pts. The number of persistent absentees missing 20% of school fell by 8.6% to 2,735. Under the 15% definition, 4,794 (12.1%) pupils in secondary schools were persistently absent. The national rate is 9.5%. Although the PA rates are higher in Leeds, the trend from last year is a fall, whereas nationally there were slight rises in primary and secondary PA, against both the 15% and 20% definitions.

Evidence from working with children and families shows that school absence is mostly only one symptom of other, often complex, problems. Since partnership approaches are the key to success, the next stage is for Leeds to adopt an attendance strategy that secures the commitment of all those working with children and families to contribute to improving school attendance and therefore improving the life chances of young people in Leeds.

**Curve:** School attendance rates<sup>1</sup>



<sup>1</sup> Half-terms 1 to 4. Source: school census.



**What do children and young people think** As part of local research undertaken into the reasons for persistent absence, young people told us that the key factors in absence are: problems at home and with parents; issues with the curriculum and lessons; and bullying was also mentioned as a factor. Groups such as young carers had particular issues affecting their school attendance.

**What we have done**

- The attendance improvement officer resource has been devolved to clusters to allow them to use the resource flexibly to address local need.
- The use of whole school attendance reviews at high schools are proven approaches that deliver actions plans for improving systems and interventions that impact on reducing persistent absence.
- Each cluster in the city has either already conducted, or is committed to, undertaking an Outcomes Based Accountability workshop in order to bring a wide range of partners, agencies and services to the table to address attendance and persistent absence.
- The development of cross-cluster policies around attendance is helping to enhance consistency both in practice and in the messages about good attendance that are understood by parents/carers.
- Work with the Safer Schools partnerships is developing a locality based model for targeting truancy, this is shifting the focus from a city-centre dedicated service.

**New actions**

- The next action for the Children Leeds partnership is the renewal of our strategic approach to improving attendance. This will influence the reshaping of attendance functions both within the emerging Leeds City Council children's services structure and the wider partnership. A review and options paper on the future delivery of attendance services is to be developed. This will be based on attendance at school being owned, resourced and delivered through local partnerships and clusters. This will be broader than a service review reflecting the whole partnership approach including the role of Area Inclusion Partnerships and clusters.
- A dashboard is in development for distribution to all clusters on a monthly basis showing attendance, unauthorised absence, and persistent absence; enabling clusters to have more up to date in-year provisional performance information.

**What works locally**

To target primary attendance, a pilot project was developed to get primary schools to use social and emotional aspects of learning (SEAL) approaches to tackle absence and poor attendance. Phase 1 schools demonstrated an increased level of attendance during the pilot which was double the improvement seen in non-pilot schools. Overall attendance in the SEAL schools increased by more than the increase for across all primaries for the same period.

**Data development**

The DfE has reduced the threshold at which a pupil is defined as persistently absent from 20% down to 15%. This will be applied in statistical releases from October 2011 onwards, although the 20% threshold will continue to be published alongside this. It is not clear what, if any, central monitoring arrangements will be used to measure either individual school or whole authority performance around this indicator.

**Partners with a role to play**

Children and young people, parents, schools, health visitors, family outreach workers, police, VCFS, childcare services, community groups, drug and alcohol services, probation, adult services, housing services, Connexions, media, business, Chamber of Commerce, GPs, transport services.

# Children's Trust – Children and Young People's Plan Report Cards October 2011

**Meeting:** Children's Trust Board 31 October 2011  
**Outcome 2:** Children and young people do well at all levels of learning and have the skills for life  
**LCC lead:** Paul Brennan

**Population:** Young people of academic age 16, 17 and 18 (age on 31 Aug)  
**Priority 4a:** Increase numbers in employment, education or training (EET)  
**CTB lead:** Martin Fleetwood and Diana Towler

**Why is this an obsession** Being in EET increases young people's confidence, prospects and economic independence and therefore supports the city's overall economic performance. By targeting groups and areas where NEET is a particular challenge, we can raise aspirations and prospects for young people who often have multiple poor outcomes. The current economic downturn presents challenges for young people looking to enter the workplace for the first time.

**OBSESSION**  
**Overall Progress**  
**Amber æ**

**RAG:** Gap to national performance **Direction of travel:** Reducing rates of Not Known and good rates of young people in learning

## Story behind the baseline

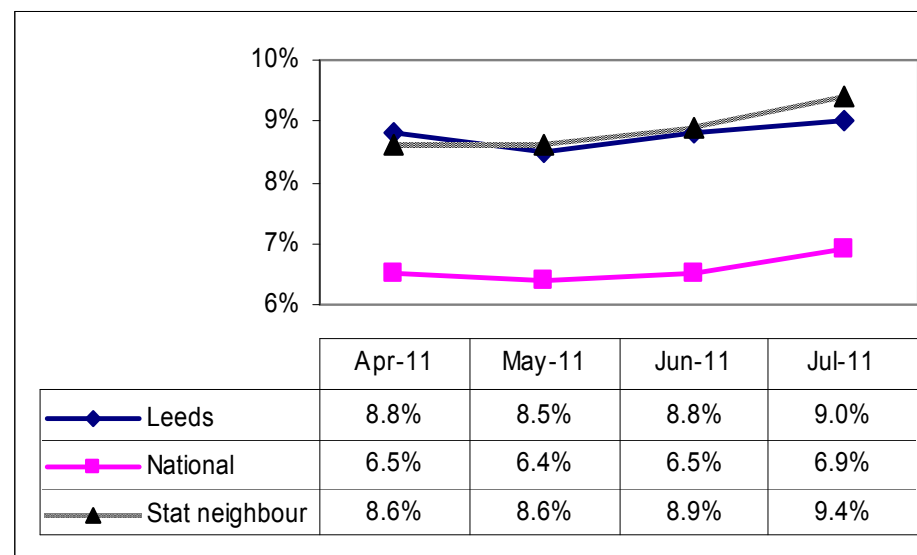
The NEET definition changed in April 2011, and Leeds now has around 400 more young people in the NEET cohort. Leeds has a higher NEET rate than national levels, although it is slightly below the statistical neighbour (SN) rate. Leeds has a lower rate of young people whose status is not known (7.8%) than national (10.4%) and SN levels (9.3%). The rate of young people in learning (77.8%) is above national (76.4%).

Young people become NEET for complex and diverse reasons. NEET levels tend to be higher in deprived areas, and for teenage parents, those with lower school attendance, lower levels of qualifications and young offenders. NEET rates are more than 50% among young people with special educational needs, young parents and pregnant young women.

Improvement plans cover a range of circumstances. Transition between learning opportunities can trigger disengagement; as can missing out on good quality impartial information, advice and guidance (IAG). Family networks have a major influence on a young person's decision-making. Activity is therefore planned with families to ensure young people are positive about their ability to succeed, as well as activity to ensure access to IAG to help choose the right learning pathway; and support at transition points.

Upcoming risks include: changes to the provision of careers education and IAG with more responsibility for schools in September 2012, but without increases in funding; reductions in post-16 funding for all providers, but that will hit schools particularly hard; and changes to which vocational qualifications count in the performance tables. This jeopardises the future of some smaller qualifications that have enabled young people to build confidence and achievement in small steps. It is not yet known how the 16-19 bursary fund will impact on supporting young people to stay in learning.

**Curve:** Percentage of young people who are NEET <sup>2</sup>



<sup>2</sup> Based on April 2011 definition of where young people live (not where they attend learning) and academic age 16-18, i.e., year groups 12 to 14.

**What do children and young people think** A diverse group of NEET young people were consulted as part of the development of the Children and Young People's Plan. Young people said that the current economic climate had a big impact on their employability, however they also experienced other difficulties in finding employment, education or training, such as: difficulties using the systems in job centres; access to IT to apply for jobs or courses; lack of confidence; struggling with interview skills; travel and financial barriers; poor reading and writing skills; and coping with complex personal circumstances.

**What we have done**

- Work has commenced with schools to support them in meeting new statutory requirements for careers education and IAG responsibilities.
- Systems are now in place to gain consent from NEET young people to share their contact details with potential learning providers in order to improve recruitment onto programmes.
- In 2010/11 NEET data was shared with high schools; allowing schools to see long term outcomes for their former pupils, and helping them to focus resources on current pupils at risk of being NEET.
- Leeds Pathways, the online post-16 common application system, allows schools and Connexions to identify young people who have not made an application and target support to them to ensure progression after Year 11.
- A protocol is being developed between Housing and Connexions to agree methods for joint working with staff who are working with young people who are homeless or living independently of family.
- The Young People Employability Initiative was launched in May 2011 to give young people who are 'work ready' an 8 week programme including work experience, accredited training and employability skills.

**New actions**

- Identify the reasons why young people who are NEET do not engage with the current learning offer, using information from Connexions.
- Development of models for parental engagement to improve the progression information and advice available to parents through schools.
- Work with local authorities across West Yorkshire, as well as the West Yorkshire Colleges Consortium, to ensure learners facing financial hardship in accessing learning receive appropriate financial support, regardless of where they choose to learn.
- Develop a city wide strategic action plan that joins up the work of children's and adult services with 14 to 19 year olds. This will focus on placing NEET in the context of city-wide issues such the raising of the participation age as youth employment, apprenticeships, jobs and skills, and changes to the provision of IAG.
- Work in partnership with businesses to develop a model, financially supported by business, to deliver enterprise and skills development programmes in target schools.

**What works locally**

Accurate data and tracking, increased information sharing and improved learning options have all contributed to reducing NEET. At the same time the loss of some funding and the economic downturn pose major challenges.

**Data development**

- Planning for systems and data transfer processes in preparation for the end of the Connexions service.
- Improved data exchange agreements to reduce the tracking of young people who are in contact with other services, e.g., JobCentre Plus and the National Apprenticeship Service.

**Partners with a role to play** Adult social care, schools and FE colleges, Connexions, housing services, young people, parents and family, employers, 14-19 confederations, JobCentre Plus, offsite providers

# Children's Trust – Children and Young People's Plan Report Cards October 2011

**Meeting:** Children's Trust Board 31 October 2011  
**Outcome 1 :** Children and young people are safe from harm  
**LCC lead:** Jackie Wilson

**Population:** All children and young people in Leeds  
**Priority 2:** Ensure that the most vulnerable are protected  
**CTB lead:** Chris Radelaar

**Why is this a priority** For children to reach their potential they need to feel safe and secure. We need to ensure that we can identify when a child or young person is vulnerable and that effective plans are put into place to make sure children are safe. We need to try to do this as early as possible in order to reduce the risk of significant harm.

**Overall Progress**  
**Amber æ**

**RAG:** Improved practice but earlier intervention arrangements need to be developed and embedded. **DOT:** more children being safeguarded however numbers on Child Protection Plans have now exceeded those of comparator groups

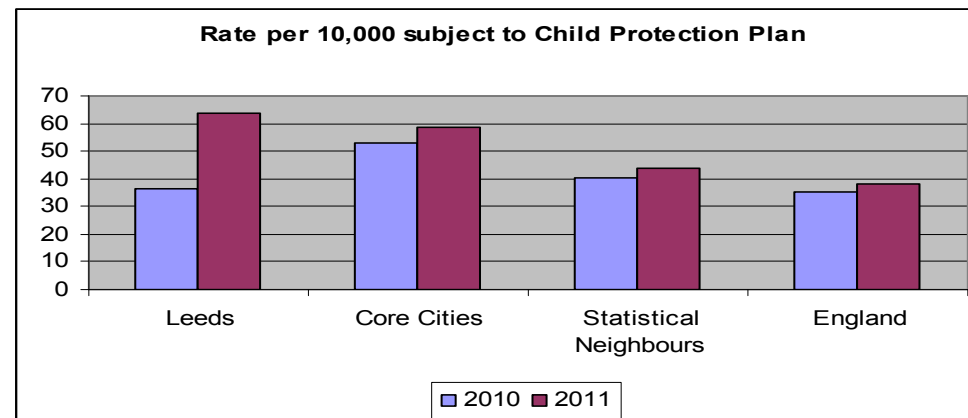
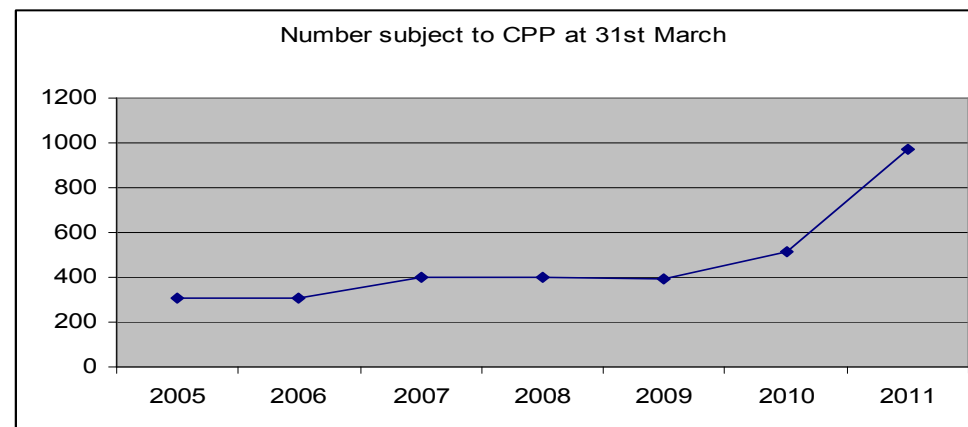
## Story behind the baseline

The number of Leeds children subject to a child protection plan came into line with core cities and statistical neighbour comparator groups during the 2010/11 year (based on their 2009/10 rate); Comparative data from the 2010/11 year shows that the Leeds rate per 10,000 of children subject to child protection plans has increased at a much greater rate than comparator groups and now exceeds the rate of these groups. However, the trend across all comparator groups and the England average is up.

The unannounced inspection of our Referral and Assessment services in July 2009 identified that our thresholds for responding to children at risk were too low. Intensive activity has taken place since that time to respond to the requirements of the resulting Improvement Notice. The following unannounced inspection in January 2011 recognised that appropriate thresholds were now in operation.

Having established appropriate thresholds the focus is now on maintaining this without further increase in the number of children subject to Child Protection Plans through building confidence in family support services and early intervention across the children's partnership.

**Curve:** The number of children and young people with child protection plans



**What do children and young people think** 98% of children and young people say that they feel safe at home (ECM survey 2010/11). There has been increased participation by young people in the child protection conference process. Partners are encouraged to support children to use creative formats and children's views are given a central position in discussions about them. Since September 2011 all over 10s are invited to their review conferences and chairs of conferences will meet with all young people prior to their conference from December 2011.

### What we have done

- Announced Ofsted inspection of safeguarding services rated provision as adequate with good capacity to improve.
- Developed an LSCB performance framework.
- Introduced family nurse practitioner project.
- Improved arrangements for Core Group meetings (key people meeting between conferences to oversee progress of the child protection plan).
- Introduced a dedicated LADO post to oversee allegations against professionals. This has led to an increase in referrals to this service.
- Re-structured CYPSC teams, providing locality based social work teams to work closely with targeted and universal services.
- Introduced a monthly audit programme of CYPSC activity on individual cases, including those of children subject to child protection plans.
- Out of hours service strengthened and more closely aligned with daytime services.
- Cluster dashboards developed, with data on CAFs, requests for service, social care referrals, numbers of children subject to CPPs and numbers of looked after children. This is informing the baseline in OBA workshops.
- Improved management information, including "live" information available to CYPSC staff on child protection activity at team level.

### New actions

- Agree common expectations around the number of CAFs that should be being generated and share how the CAF process has worked successfully in Leeds.
- Implement plans to establish an MST Child Abuse and Neglect team in Leeds which would be only the second such team in the UK and would provide evidence based intervention for families where young people are subject to a Child Protection Plan.
- Design and implement a multi agency audit programme to monitor quality of child protection activity, particularly in relation to planning processes.
- Agree information sharing arrangements between CYPSC and Children's Centres to ensure that children subject to child protection plans are receiving all available support from their local Children's Centre.
- Consider the report of Professor David Thorpe relating to referrals to CYPSC and implement actions to promote earlier intervention.
- Implement inspection recommendations for increasing CAFs.
- Complete a review of the whole out of hours service.

### What works locally

- Family Group Conference service (launched 2010). This helps reduce the need for children to have CPPs or to be looked after.
- New child protection conferences introduced in August based on "strengthening families" model. This is quoted as best practice by Munro and has improved practice in other authorities and. Early evaluation is positive from both parents and professionals.
- Multi systemic therapy has kept children in families where there was a risk of entering care or custody. Project is now expanding to 3 area based services and was highlighted as best practice nationally.

### Data development

- Gather information relating to the views of children involved in the child protection conference process, the method/s in which children's views have been sought and the extent to which children have been consulted.
- Monitor attendance at conferences and core groups.

**Partners with a role to play** Children and young people, parents, schools, health visitors, LSCB, family support services, police, VCFS, childcare services, community groups, drug and alcohol services, probation, adult services, housing services, GPs, Mental Health Services.

# Children's Trust – Children and Young People's Plan Report Cards October 2011

**Meeting:** Children's Trust Board 31 October 2011

**Population:** Children in the Early Years age group (0-5)

**Outcome 2:** Children and young people do well at all levels of learning and have the skills for life

**Priority 5:** Support children to be ready for learning

**LCC lead:** Paul Brennan

**CTB lead:** Ann Pemberton

**Why is this a priority** A good start in the early years has a major impact on a child's future life chances. It is crucial for their future success that children's early experiences build a secure foundation for learning throughout school and beyond. High quality early years experiences lead to improved early learning outcomes and ensure that children make good progress.

**Overall Progress**  
Green æ

**RAG:** Positive developments in improvements to universal provision **Direction of travel:** Good indicator improvements in 2011

## Story behind the baseline

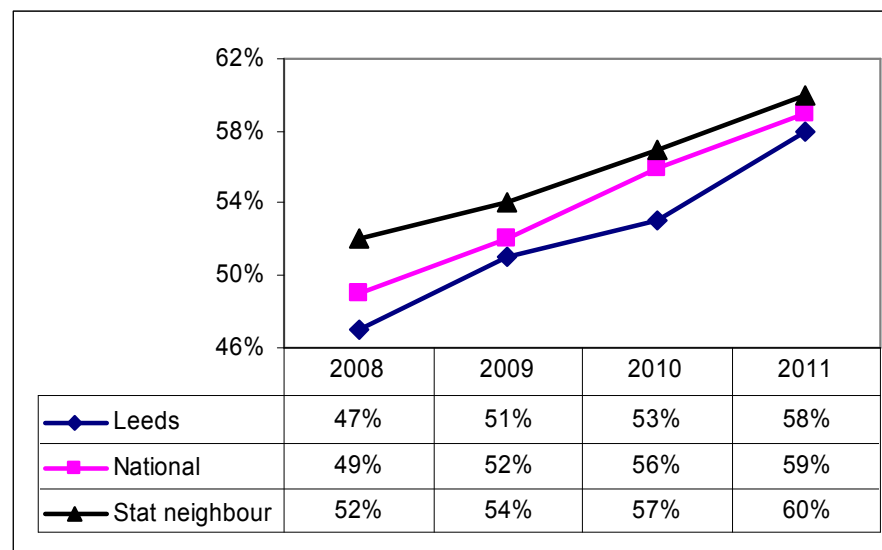
2011 EYFSP results show a 5 percentage point improvement in the proportion of children achieving a good level of development; a faster rate of improvement than seen nationally or for statistical neighbours. While overall more children are reaching the desired level, the gap remains between average outcomes and those of the lowest attaining 20% of children. There was a modest reduction in the 2011 gap (34.9%), but this is well short of the national figure of 31.3%. It remains a key challenge to ensure that all children are ready for learning.

The outcome gap for some groups is significant, but there have been positive developments. Results for boys, pupils eligible for free school meals, and looked after children have all improved more than the overall figure for the good level of development indicator over the last two years. Outcomes for Bangladeshi pupils improved significantly in 2011, but remain below the Leeds average. The good level of development percentage increased for all Asian groups and all Black groups.

High quality pre-school education supports children's early development and increases the likelihood of good EYFSP attainment. All parents are entitled to 15 hours of free nursery education for 3 and 4 year olds, but some vulnerable groups are less likely to take this up, including some BME groups, asylum seekers and refugees, travellers, families from deprived areas, teenage parents and some SEN children. Outreach interventions are in place for hard to reach groups. The programme for offering places for vulnerable 2 year olds is progressing well.

The quality of pre-school provision influences a child's achievement in school. In Leeds 65% of all childcare settings that have children on roll are judged good or outstanding by Ofsted. 78% of EYFS provision in schools is good or outstanding, as are 75% of children's centres.

**Curve:** Children reaching the 'good level of development' threshold in the Early Years Foundation Stage Profile (EYFSP)<sup>3</sup>



<sup>3</sup> 78+ points in total, including at least 6 points in each of the communication, language and literacy and the personal, social and emotional development strands

**What do children and young people think** As part of the review that led to the setting up of the Early Start service, parents gave feedback and co-created the service design. The Early Start teams will communicate and consult with children and families and other stakeholders on an ongoing and regular basis through children's centre advisory boards and active parent forums, to ensure continued co-production of services.

**What we have done**

- The role of the teacher in Children's Centres has been reviewed to allocate more time to teaching and learning with staff and children; and developing family outreach workers and childminders' skills.
- A Universal Service Review of services for children 0-5 was jointly led by Leeds City Council and NHS Leeds to develop an integrated service model and pathway, to enable more timely responses to need and effective early intervention. As a result, Early Start teams have been established in clusters and this high-profile initiative has integrated health visitors and children's centres.
- Through consultation with parents, the Leeds Family Support Service has been developed for families with multiple complex needs. The service will work intensively with families with young children; including a focus on positive parenting behaviour to help create a home environment that supports children to be ready for learning.
- A refreshed continuing professional development offer to all early years providers focusing on effective early years practice is increasingly well attended and its impact is evidenced in practice. A revised moderation programme has improved the accuracy of assessments at the end of the Early Years Foundation Stage.

**New actions**

- Develop joint safeguarding supervision processes; family pathways, at a universal, universal plus and targeted level; a workforce development strategy; a communications plan; and information-sharing protocols for the Early Start service.
- Continue to develop the Leeds Family Support Service; bringing existing specialists together to deliver the service by area.
- Assess 2011 EYFSP performance at school and cluster level to plan 2012 improvement activity across schools and early years providers. This will be facilitated in locality based 'communities of learning', with a focus on effective teaching and learning 0-5.
- Introduce the next layer of the support offer for childcare and early learning settings, according to need and inspection outcomes.
- A revised EYFS framework will be published in March 2012 for implementation in September 2012. When published, work will be undertaken to assess the impact of this on schools and settings and to support them to prepare for the forthcoming changes.
- Development of a local provider profile database will ensure quality improvement teams have the most current information on which to target their support and challenge.

**What works locally**

In 2010/11 a pilot took place in 14 settings of an electronic tracking tool to enable providers to monitor children's progress through the Early Learning goals. The pilot received positive feedback, and it is planned to extend use of the tracker in all children's centres that offer childcare. This will support settings to plan improvement activity and will enable effective sharing of data between linked settings.

**Data development**

Under the revised EYFS framework, assessment at age 5 will remain, but children will be judged against 17 learning goals instead of 69 and there will be a new focus on three prime areas of learning: personal, social and emotional development, physical development and communication and language. Data collection and performance monitoring processes will need to be developed accordingly.

**Partners with a role to play**

Childcare providers (childminders; private, voluntary and independent (PVI) settings; and childcare in children's centres); children's centres; schools; Leeds City Council services that deliver the Leeds offer to schools; health visitors; family support service

**Meeting:** Children's Trust Board 31 October 2011

**Population:** Key Stage 2 pupils in Leeds schools (Years 3-6)

**Outcome 2:** Children and young people do well at all levels of learning and have the skills for life

**Priority 3b:** Improve behaviour, attendance and achievement

**LCC lead:** Paul Brennan

**CTB lead:** Martin Fleetwood and Diana Towler

**Why is this a priority** Children's experiences in primary school prepare children for learning throughout school and beyond. The major challenges for increasing standards are increasing the overall number of children achieving well on the combined Level 4 indicator, while making faster progress to close the gap for children from disadvantaged groups.

**Overall Progress**  
**Amber**

**RAG:** Good progress to date on floor standards, but now increased challenge **Direction of travel:** Gap emerging with comparator performance

**Story behind the baseline**

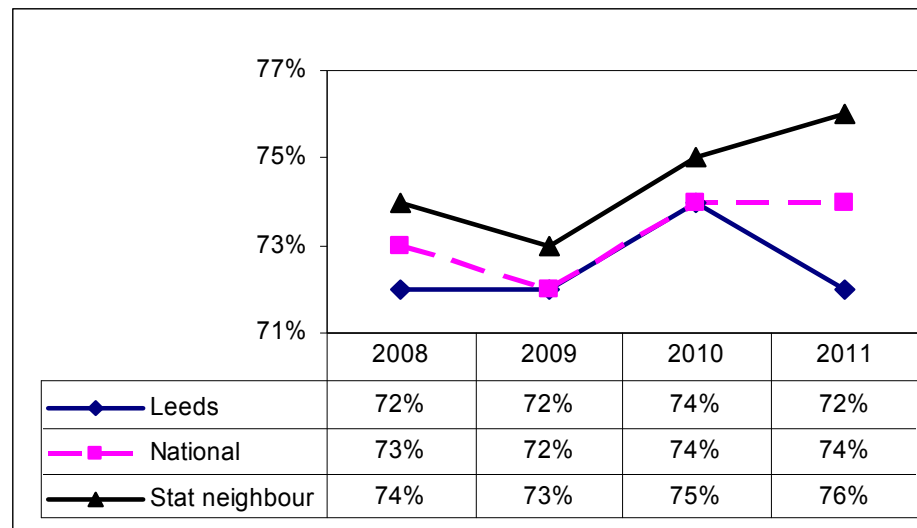
Over the last five years outcomes in Leeds on the combined Level 4 indicator have remained static, with the exception being 2010, the year of the test boycott. Almost half of Leeds primary schools (double the proportion nationally) boycotted the test and local analysis did show a slight under-representation of priority groups in the cohort that took the test and a greater concentration of boycotting schools in the inner areas of Leeds. The trend observed nationally and amongst our statistical neighbours is characterised by a small, but steady improvement in results, so the gap between results in Leeds and national and statistical neighbours is increasing. Offset against this, the percentage of Leeds children making two levels of progress between Key Stages 1 and 2 has increased in both English and maths, and is above national performance which has remained the same as in 2010.

Data is not yet available to undertake analysis by pupil groups, this will be included in the quarter 4 report card.

One in six primary schools in Leeds are now rated as outstanding by Ofsted and nearly two thirds rated good or better. No primary schools are in special measures but two have a notice to improve. These schools have been judged to be making good progress. A priority is to increase the number of good schools and to improve the quality of teaching overall from satisfactory to good, given the strong link between the quality of teaching and raising standards of attainment.

The floor standard for primary schools has been raised to 60% of children achieving Level 4 or better in English and maths. This standard will rise again over the next few years. Linked to this is the DfE's preference to see academy conversions used as the solution for some primary schools that are classed as under-performing or vulnerable. The local authority is engaged in dialogue with the DfE on this matter.

**Curve:** Percentage of children achieving Level 4 in both English and in maths at the end of Key Stage 2<sup>4</sup>



<sup>4</sup> Data confirmed for 2008 to 2010, 2011 data is provisional until December 2011. Source: DfE SFR18/2011



**What do children and young people think** In the 2009/10 Every Child Matters survey, more than 80% of primary pupils agreed that teaching was good in their school, with almost as great a proportion agreeing that their school helps them learn in the way that is best for them. When asked what would help them to do better in school, the most common response was more fun or interesting lessons.

**What we have done**

- The partnership's aspirations for primary achievement and attainment are set out in the Leeds Education Challenge; a plan to have every child in learning, every school outstanding and every young person succeeding, by 2015. The priorities are to: reduce the number of schools below floor and in Ofsted categories; increase leadership capacity at all levels; reduce in-school variation in teaching and learning and subject expertise; and further develop cluster-level school improvement.
- Successful recruitments have been made to 15 primary headships. In three other schools where there are vacancies, interim acting up arrangements are in place. As a result there were no schools without an identified Head / acting Head for the start of 2011/12.
- A new school improvement model is place, with the local authority no longer acting as a provider of school improvement, but as a broker that supports and facilitates networks, and quality assures good practice; operating at a cluster level. There has been a good response to primary courses. Unlike many other local authorities, Leeds has also retained a free core school improvement offer to primary schools.

**New actions**

- Schools are sharing performance data in clusters. This evaluation, resulting in the cluster improvement plan, will be monitored and its impact evaluated by a school improvement advisor.
- A key pressure point that will impact on the partnership's ability to increase primary achievement and attainment is the basic need for additional primary school places. The pressures will continue to increase during the next decade. Proposals will be brought forward during 2011/12 for extending provision for 2013.
- A revised Ofsted school inspection framework takes effect from January 2012. Work will take place to assess the impact of this framework on schools and support them to prepare for inspections.
- Continue to promote and differentiate (according to schools' needs), the core 'free at the point of delivery' offer to all primary schools.
- Undertake analysis of 2011 KS2 performance by schools and by pupil groups to identify the priorities for improvement, strategies for 2011/12, with a particular focus on interventions to close the gap for target BME groups and pupils eligible for free school meals (FSM).
- Use wider analysis to allocate varied and bespoke support for schools below floor in addition to their own traded buy back.
- Allocate specific half day adviser time for schools below floor in the Spring term, in order to review progress and determine next steps.

**What works locally**

A comprehensive data-set, together with local intelligence, is used to identify schools in need of targeted support. The early intervention strategy has proved very successful, as shown by the low numbers of schools in Ofsted categories, for such a large and complex city.

**Data development**

New progress measures will be included in the 2011 performance tables (published in December) focusing on the performance of low, middle and high attainers; and comparing the performance of looked after children and children eligible for FSM with all other children.

**Partners with a role to play**

Schools, academies, academy sponsors, governing bodies, Leeds City Council services that deliver the Leeds offer to schools, children's centres

# Children's Trust – Children and Young People's Plan Report Cards October 2011

**Meeting:** Children's Trust Board 31 October 2011

**Population:** Key Stage 4 pupils in Leeds schools (Years 10-11)

**Outcome 2:** Children and young people do well at all levels of learning and have the skills for life

**Priority 3c:** Improve behaviour, attendance and achievement

**LCC lead:** Paul Brennan

**CTB lead:** Martin Fleetwood and Diana Towler

**Why is this a priority** Achievement at 16 highlights young people's success in learning throughout compulsory education. It provides a basis for ongoing learning to 19 and beyond, supporting both learning into adulthood and entry into the workforce. This measure ensures that all schools are reaching minimum levels in ensuring an acceptable proportion of young people are reaching levels of attainment at the end of Key Stage 4 that enable progression to further and higher education.

**Overall Progress**  
**Amber æ**

**RAG:** Good progress to date on floor standards, but now increased challenge **Direction of travel:** Indicator improvements in 2011

**Story behind the baseline**

2011 provisional results show further improvement against the national headline measure, although the gap to national and statistical neighbour performance has widened slightly. Improvement has continued against the Level 2 (5+A\*-C) measure with 80.8% of pupils achieving this; an improvement of over 25 percentage points since 2007.

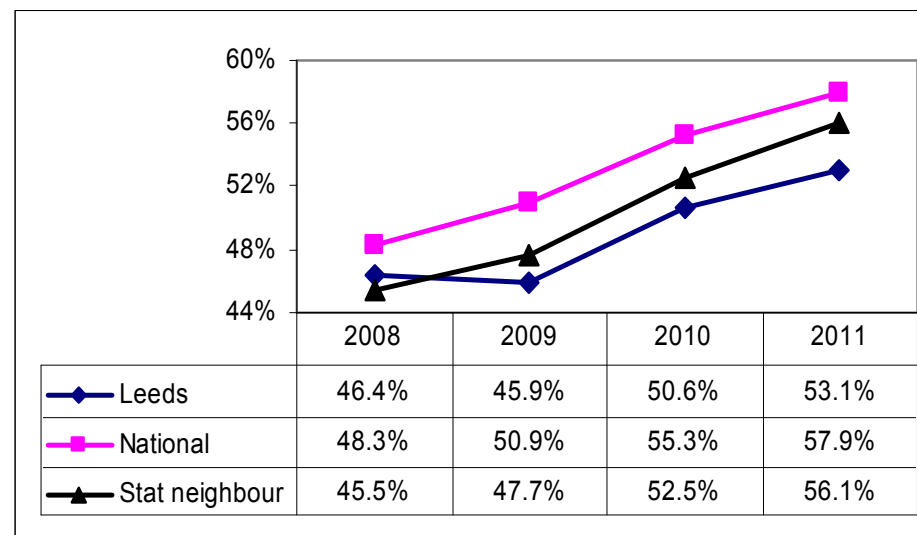
In 2011 four schools were below the current floor standard (35% of pupils achieving 5+ A\*-C GCSEs including English and maths); down from seven below in 2010. Good progress levels can remove schools from the floor standard, 2011 progress results will be available later in the year. In anticipation of the floor standard rising, there are five schools below 40% on this measure (10 in 2010); 11 below 45% (15 in 2010); and 15 below 50% (20 in 2010). Four schools improved by more than 10 percentage points in 2011, overall 23 out of 38 schools improved on 2010.

There are now eight secondary academies in Leeds, with at least a further six conversions due in 2011/12. These changes are intended to secure further improvement in pupil outcomes.

There are no secondary mainstream schools in special measures and only one with a notice to improve. Just over half of secondary schools are rated good or outstanding by Ofsted with the ongoing challenge to support satisfactory schools to improve.

There will be changes to which Key Stage 4 qualifications are accredited in the DfE performance tables for courses starting in September 2012. This will have an impact on the curriculum offer and pose a challenge to sustained improvement in schools where young people are reaching the 5+ A\*-C Level 2 threshold through the inclusion of some vocational qualifications that may no longer count in the performance tables.

**Curve:** Percentage of young people achieving 5+ A\*-C GCSEs or equivalent, including English and maths GCSE <sup>5</sup>



<sup>5</sup> 2011 data is provisional until January 2012. National figure is for maintained schools, including academies

**What do children and young people think** The majority of secondary respondents to the 2009/10 Every Child Matters survey said that they know how they learn best, however less than half agreed that their school helps them learn in the way that is best for them. Only a third of secondary pupils thought their lessons were interesting or fun and less than half thought that teaching was good in their school, although two-thirds said they found it easy to get help from their teacher.

**What we have done**

- The Leeds Education Challenge sets out our aims in the context of the new relationship with schools, changes to national policy and reduced central funding and resources. The priorities are to: reduce the number of schools below floor and in Ofsted categories; increase leadership capacity at all levels; reduce in-school variation in teaching and learning and subject expertise; and further develop cluster-level school improvement.
- The workforce for CPD has been transferred from a largely centrally based team, to one that is school-based. The response of schools to this, shown in the high level of SLA purchase, is very encouraging.
- Good partnership working with the governing body at Parklands ensured a smooth transition to sponsored academy status.
- Around 2000 Key Stage 4 students now access offsite provision. A Framework Agreement has been implemented to quality assure, monitor and develop the learning provision at offsite providers. This is evidenced in improved achievement rates, now in excess of 70%.
- A range of enterprise programmes have been developed that link to employability skills, which impact on attendance and attainment and raise young people's aspirations.

**New actions**

- Develop strategy for 'satisfactory' schools that meets Leeds' aspirations and those of central government. This includes assessing the risks from the new Ofsted framework to schools close to or below floor standard;
- Help the new market place in school improvement to become established so that expertise and support is readily available and to ensure that there is sufficient capacity in the system to broker, co-ordinate and lead improvement;
- Support schools with low attainment to establish new partnerships and new governance arrangements;
- Undertake analysis of 2011 Key Stage 4 performance by school and by pupil groups to identify the priorities for improvement strategies in 2011/12, with particular focus on interventions to narrow the gap for free school meal (FSM) eligible pupils and some BME groups.
- Extend the success of monitoring Key Stage 4 offsite provision to Key Stage 3. Providers will be invited to join an approved supplier and contract management list.

**What works locally**

School-to-school collaboration that is customised to the needs and strengths of every school is effective in bringing about school improvement, with a strong focus on the quality of leadership. Headteachers who are judged to be good and outstanding contribute to system leadership across the city; through families of schools, clusters, federations, trusts, or in partnership with individual schools.

**Data development**

Maintain an understanding of changes in qualifications at Key Stage 4 that are accredited in the performance tables (the impact of the Wolf Review); the impact of the Baccalaureate; and an understanding of differences in the performance of Leeds schools in terms of subject performance and qualification make up.

**Partners with a role to play**

Maintained schools, academies, academy sponsors, governing bodies, DfE, further education providers, Leeds City Council services that deliver the Leeds offer to schools

# Children's Trust – Children and Young People's Plan Report Cards October 2011

**Meeting:** Children's Trust Board 31 October 2011

**Population:** Young people of academic age 19 (age on 31 Aug)

**Outcome 2:** Children and young people do well at all levels of learning and have the skills for life

**Priority 3d:** Improve behaviour, attendance and achievement

**LCC lead:** Paul Brennan

**CTB lead:** Martin Fleetwood and Diana Towler

**Why is this a priority** Learning outcomes at 19 reflect the extent to which young people are making progress in formal learning and as a consequence their preparedness for the workforce. This priority centres on making sure aspirations are raised and that young people are aiming high, in terms of both higher education and career options, especially for young people where such references may not be so strongly evident in their lives.

**Overall Progress**  
Amber æ

**RAG:** Ongoing gap to national performance **Direction of travel:** Good indicator prospects for upcoming cohorts

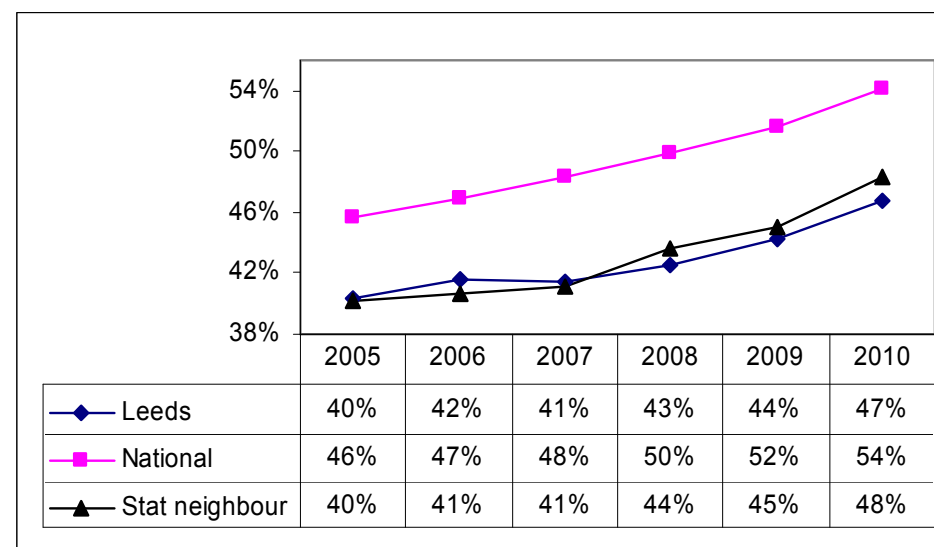
### Story behind the baseline

The most recent data available is for the 2009/10 academic year, data for 2010/11 will be published in March 2012. In 2010 there was an increase in performance with 46.7% of young people achieving a level 3 qualification by age 19. Over the last five years performance has improved by 6.3%pts compared to a national improvement of 7.6%pts and of 8.1%pts across statistical neighbours. Future improvement is more encouraging, with the cohort who were 18 in 2010 being 4.4%pts above where the 2010 19 year olds were at the same point; this is a faster rate of improvement than national. The free school meal (FSM) attainment gap closed by 3%pts to 27%pts in 2010. Nationally the gap closed 0.4%pts to 24.2%pts.

The Area Prospectus and Common Application Process, along with improvements in the careers education and information, advice and guidance (IAG) that young people receive, have contributed to ensuring more young people get the right support and engage on a pathway that is right for them in order to achieve their goals. However there are still comparatively fewer young people in Leeds than there are nationally achieving a level 3 qualification by age 19. Factors that have an impact on young people failing to reach level 3 by age 19 include negative parental, family and outside influences; low aspirations of young people, their families and peers; financial pressure on young people; insufficient impartial IAG; a lack of understanding of young people's needs and why they don't engage in learning; a current offer that does not enthuse some learners and the lack of a managed transition at key points. Improvement actions are therefore designed to address these issues.

Developments that pose a potential risk to future improvement include reductions in post-16 funding; the withdrawal of the Educational Maintenance Allowance (in part mitigated by the introduction of a new bursary scheme, although the impact of this will be seen during 2011/12); and changes to 14-19 curriculum and qualifications arising from the Government's response to Professor Wolf's review into vocational education.

**Curve:** Percentage of 19 year-olds reaching level 3



**What do children and young people think** In recent consultation activity, young people said that there should be a greater focus on careers at school and many would like education to be more linked to their passions for the future; being able to pursue work experience in their 'dream careers.' They would also like more opportunities to visit colleges and universities. Further education was also highlighted with requests for more college opportunities and more local courses.

**What we have done**

- Broadened provision for learners through the merger of Joseph Priestley College with Leeds City College.
- Successfully implemented a web-based system (Collaborative Learning Manager) for tracking attendance, progress and attainment for learners who access offsite provision. This will enable schools and learning providers to share real-time information that supports young people to keep on track with their learning.
- Funding and new premises have been secured for Vine. This is the start of plans to develop a Centre of Excellence for post-16 learners with special educational needs or disabilities.
- The participation of 18 year-olds in learning in Leeds is below regional and national averages, indicating that retention of learners and progression from one-year courses is impacting on young people reaching level 3 qualifications at 19. Work is ongoing to develop provision targeted at re-engaging 18 year-olds who drop out and providing a progression pathway to retain 18 year-olds in learning.

**New actions**

The 11-19 (25) Learning and Support Partnership undertook an OBA exercise to agree priorities and actions for 2011/12. These include:

- Ensure IAG and careers guidance within the curriculum links to future job prospects to raise aspirations;
- Job Centre Plus, LCC Employment and Skills, and Adult Community Learning to link up to develop ways of raising aspirations of parents;
- Develop effective transition arrangements (including transfer of learner information) into further learning;
- Specify requirements and processes for transfer of relevant data to the next learning provider, including what is required and for what reason;
- Implementation of the Youth Service review;
- Implementation of the IAG targeted service;
- Review and implement post-14 and post-16 structural change for learning and support.

**What works locally**

Data is not available to support analysis of local interventions (see data development) but the factors that are most effective in supporting young people to stay in learning and achieve Level 3 at 19 are: the provision of high quality IAG that ensures young people are on a pathway that suits their needs; support at transition from one learning opportunity to the next; and strong family support.

**Data development**

The Department for Education own the level 3 at 19 data-set. Local authorities cannot access data below the result for Leeds; i.e., at a cluster level, which limits the partnership's ability to understand where in the city interventions might have most impact. Nor is data published by pupil characteristic, e.g., BME, gender, SEN status, with the exception of a young person's FSM status at academic age 15.

**Partners with a role to play**

Schools and colleges, academies, academy sponsors, governing bodies, DfE, further and higher education providers, 14-19 confederations, work-based learning providers, Information Advice and Guidance providers, Young People Learning Agency

**Meeting:** Children's Trust Board 31 October 2011  
**Outcome 2:** Children and young people do well at all levels of learning and have the skills for life  
**LCC lead:** Paul Brennan

**Population:** Young people aged 16-18  
**Priority 4b:** Increase numbers in employment, education or training  
**CTB lead:** Martin Fleetwood and Diana Towler

**Why is this a priority** Apprenticeships enable young people to get the training and skills they need to enter and progress in work, move into higher-level skills development and build fulfilling careers. This priority also supports the Vision for Leeds aim of having a skilled workforce to meet the needs of the local economy.

**Overall Progress**  
**Green æ**

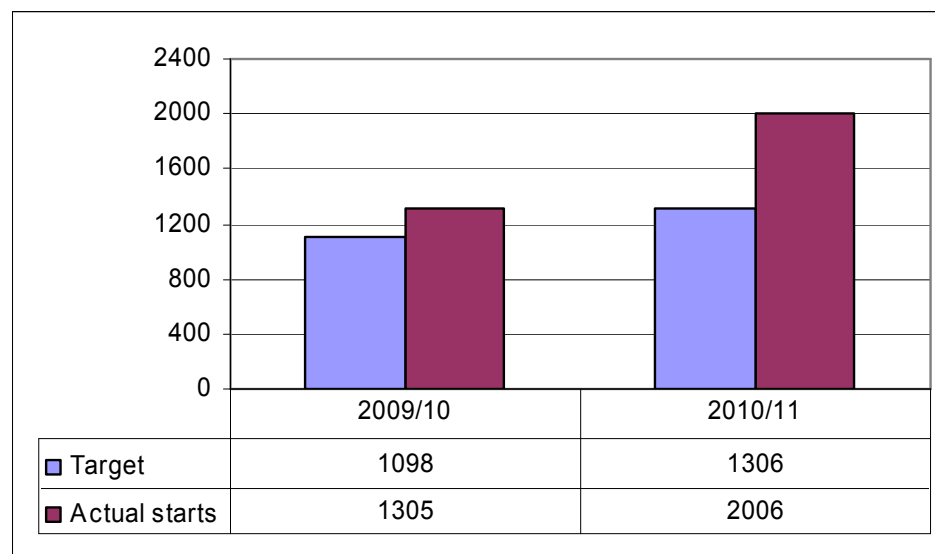
**RAG:** Good city-wide engagement with the priority **Direction of travel:** Increase in starts substantially above target

**Story behind the baseline**

2006 16 -18 year olds started an apprenticeship in Leeds between August 2010 and July 2011. This represents a 59% increase compared to the same period in the previous year. National data (for the period to the end of April) shows that the rate of increase in apprenticeship starts in Leeds is substantially higher than rates nationally (11%), regionally (4%) and for statistical neighbours (-2%). A range of factors have contributed to the increase in apprenticeship starts, including:

- Focused work by children's services to generate interest about apprenticeships among young people and their families;
- In response to feedback from employers, the development of lead-in courses to enable young people to be ready for apprenticeships;
- Promotional work undertaken by the National Apprenticeships Service (NAS) and locally on Leeds Pathways, the Leeds website for learning opportunities;
- Referencing apprenticeships in young people's information, advice and guidance (IAG).

**Curve:** 16-18 year olds starting apprenticeships<sup>6</sup>



The success rates for Leeds apprentices are comparable with national and regional rates, and in line with other post-16 options such as A Levels. The removal of the Educational Maintenance Allowance may also have had an impact in young people's decision-making to preference a route that enables them to earn as they learn.

Risks to sustaining the increase in take-up of apprenticeships include a reduction in the level of resource available to local authorities from NAS; and a potential tension in school-delivered IAG between promoting apprenticeships, and the incentives that schools have to keep young people enrolled in their own post-16 provision. Currently access to data is a limiting factor, the council is engaged in dialogue with NAS to try to improve this position.

<sup>6</sup> Indicator measured cumulatively from August to the following July. 2010/11 data is provisional until December 2011

**What do children and young people think** NAS are currently analysing the findings of a questionnaire to learners and employers. The outcomes of this will be available later in autumn and will be used to incorporate the learner voice into apprenticeship planning and promotion work in Leeds.

**What we have done**

- The Leeds Apprenticeship Challenge was a campaign to achieve 100 pledges to take on an apprentice, from 100 new employers, in 100 days. 162 Leeds employers signed up to offer 375 apprenticeships.
- In May 2011 the first major event to promote Apprenticeships to Year 11 pupils attracted over 1000 young people and their parents/carers.
- Leeds City Council is now one of the largest councils employing apprentices in the country, with over 400 new starts in the past year.
- Colleagues from children's services have worked with Employment Leeds, the council's business solution for employers in the city, to match learners to sectors where employers have demand.
- Data from the apprenticeship vacancy matching site has been used to understand the profile of applicants who were not successful in gaining apprenticeships. Connexions advisers can then follow up these young people to provide them with appropriate support.
- The increased success rate of learners accessing offsite provision at Key Stage 4 has enabled larger numbers of this cohort to access apprenticeships post-16.

**New actions**

- The development of a mentoring scheme to support new apprenticeships, particularly at the point of transition from school.
- Build My Future, Build My Leeds competition - An initiative to increase awareness of apprenticeships in the construction industry through a competition for 16-18 year olds to win an apprenticeship within the flagship construction developments in Leeds; the Arena and Trinity. The competition launched in September 2011 with a start date in July 2012.
- An award ceremony is being planned for learners, employers and training providers in Leeds to recognise the accomplishments of apprentices and to raise the profile of apprenticeships. The ceremony will coincide with National Apprenticeship Week in February 2012 and the winners will be put forward to the NAS National Apprenticeship Awards.
- Strengthening and development of enterprise and employability skills in pre and post 16 provision, for example through the Education Business Partnership.

**What works locally**

Councillors have acted as local ambassadors to promote apprenticeships to young people and families in their localities and also to employers. Many of these employers are small and medium sized enterprises or micro-businesses, who are harder for the local authority to target, so personal contact from councillors acts as a catalyst to trigger these employers' engagement with apprenticeships.

**Data development**

Management information on apprenticeships in Leeds is provided through NAS. Data is currently limited and cannot be disaggregated by locality, gender, ethnicity, etc, so cannot be used for targeting particular groups of young people, knowing which employers to approach, or assessing the performance of learning providers. A response has been made to NAS's current consultation process on improvements to management information and the first revised data pack following this consultation is due out in January 2012.

**Partners with a role to play**

Employers, training providers, National Apprenticeship Service, Connexions, schools and colleges, elected members, young people and their families

# Children's Trust – Children and Young People's Plan Report Cards October 2011

**Meeting:** Children's Trust Board 31 October 2011

**Population:** All children and young people in Leeds with a disability

**Outcome 2:** Do well at all levels of learning and have the skills for life

**Priority 6:** Improve support where there are additional health needs

**LCC lead:** Paul Brennan

**CTB lead:** Diane Reynard

**Why is this a priority** Children with additional health needs are at increased risk of social isolation and low educational attainment. Short breaks can increase confidence and independent living skills, enabling disabled children to access community based learning and leisure facilities.

**Overall Progress**  
**Amber æ**

**RAG:** Reflects the need for further development of aspects of the service and the loss of Aiming High funding **DoT:** Positive increase in short breaks

## Story behind the baseline

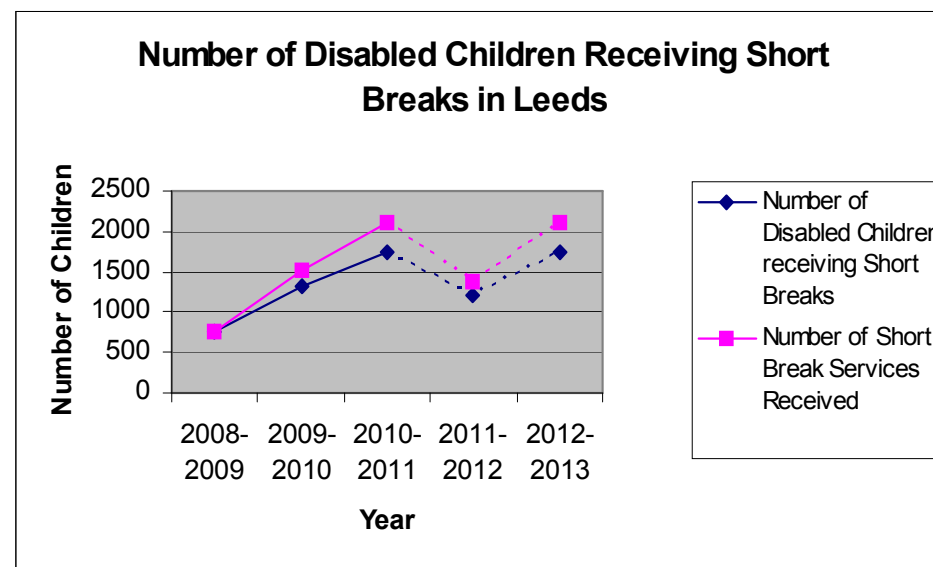
In 2010/11, 1,732 children accessed short breaks. This represents a 131.8% increase in children accessing short breaks since 2008-09, funded through Aiming High grant. The majority of children accessed one short break service per year (73%), with the rest accessing between two and five different services. A total of 150,056 hours and 15,545 nights of short break were delivered in 2010-11, giving an average of 45 hours per child for those who received daytime short breaks and 21 nights for those who received overnight short breaks.

Short breaks give disabled children and young people enjoyable experiences away from their primary carers, and parents and carers a valuable break from caring. Short breaks can take place in the daytime or overnight and last from a few hours to a few days. They can be in the child's own home; the home of a carer, a residential or community setting. Short break services can provide a child with a range of opportunities e.g. one week's residential per year, a play scheme of six hours every month, four hours befriending a week or two hours at a youth club once a week.

The challenge is to a) enable disabled children to participate in the same activities as non-disabled children and so have the same opportunities and life chances and b) to increase the percentage of disabled children who are accessing short breaks. There needs to be transparent, fair and equitable access to short breaks so that all families have the opportunity to access services of their choice in their local area. A key aim is to increase access to universal settings by promoting and enabling inclusion. This involves giving support and advice and changing the culture within services towards disability

The results for parental satisfaction with disability services in Leeds was 59% in 2009/10. The national average was 61%. The majority of parent/carer satisfaction surveys at an individual service level rate the service as good or excellent.

**Curves:** a) Number of children and families accessing short breaks, b) Parental satisfaction with short breaks





**What do children and young people think** Consultation has highlighted that disabled children want to access universal services, but that sometimes additional support is required for universal services so that disabled children can fully participate in the same activities as their peers. Feedback on short break services is very positive, with comments including: *"It's awesome and it's changed my life with once in a lifetime experiences"*; *"It was nice to get to do new things, meet new people and nice having a break from parent."*; *"being away and meeting new people has helped me come out of my shell and I feel more confident"*.

**What we have done**

The Aiming High for Disabled Children programme has delivered:

- early support, including one point of contact for families;
- a wider range and volume of short breaks;
- increased transparency about short breaks and other services;
- the promotion of inclusion through short breaks funding and workforce development;
- improved quality, quantity and range of short breaks on offer;
- the establishment of the EPIC parent/carers forum;
- effective use of capital funding to provide building, vehicle and equipment resources to disabled children and young people;
- the development of a Short Breaks Commissioning Plan.

Following the end of the Aiming High grant, four contracts and two grant agreements have been extended with external organisations to the end of 2011 using £358,574 of Early Intervention Grant to ensure continuity of service, while longer-term commissioning solutions are put in place from January 2012. Short breaks are now being re-commissioned within universal plus and targeted provision is being advertised.

**New actions**

- Implement Short Breaks Commissioning Plan – procurement to be completed by January 2012, other commissioning arrangements to be developed by April 2012.
- Improve information about what short breaks are available locally and how disabled children and their parents/carers can access and make informed choices about short breaks – by April 2012.
- Improve ways to enable disabled children and young people, parents and carers to effectively participate in the planning and delivery of short breaks; such as evaluating universal settings through a Charter Mark system and Young People's Interview Panel for tendering process – by July 2012
- Review and update the Disabled Children and Young Peoples' strategy – by Summer 2012
- Roll out workforce development strategy in relation to ensuring Leeds meets the short break duty – by April 2012

**What works locally**

AHDC indicates that simple access to small amounts of money:

- enhances inclusion and reduces social barriers to this;
- improves confidence of children, families and professionals in universal settings;
- builds capacity by extending the experience and understanding of staff and service users;
- reduces "escalation of need."

**Data development**

- Develop a register of disabled children to help future planning of short breaks – plan agreed by Dec 2011
- Improve and develop the short breaks database – by April 2012
- Develop a measure of service satisfaction – by April 2012

**Partners with a role to play** All services for children and young people, with particular involvement from: children and young people's social care, NHS Leeds, early years, short break providers, EPIC parent's forum, universal service providers, youth services and schools

# Children's Trust – Children and Young People's Plan Report Cards October 2011

**Meeting:** Children's Trust Board 31 October 2011

**Population:** All children and young people in Leeds

**Outcome 3:** Choose healthy lifestyles

**Priority 7a:** Encourage activity and healthy eating

**LCC lead:** Sarah Sinclair

**CTB lead:** Hilary Devitt

**Why is this a priority** Childhood obesity can have significant negative impacts on children's health and well-being; ranging from poor educational attainment to Type 2 diabetes. There is a strong link to self esteem and to attendance and achievement. Obese children are more likely to become obese adults who are at risk of a number of non communicable diseases; a major cause of premature death.

**Overall Progress**  
**Amber æ**

**RAG:** Strong partnership approach but issue poses challenge at local level. **DoT:** Leeds rates are in line with national trends and the target is to halt year on year rises.

## Story behind the baseline

The National Child Measurement Programme, implemented by Leeds Community Healthcare School Nursing Teams, gives us a robust picture of levels of obesity in Leeds. In line with the national picture rates in Leeds appear to be plateauing; however the scale of the problem, with 1:3 children in Year 6 being at risk of developing obesity related health issues, maintains the issue as a strategic priority.

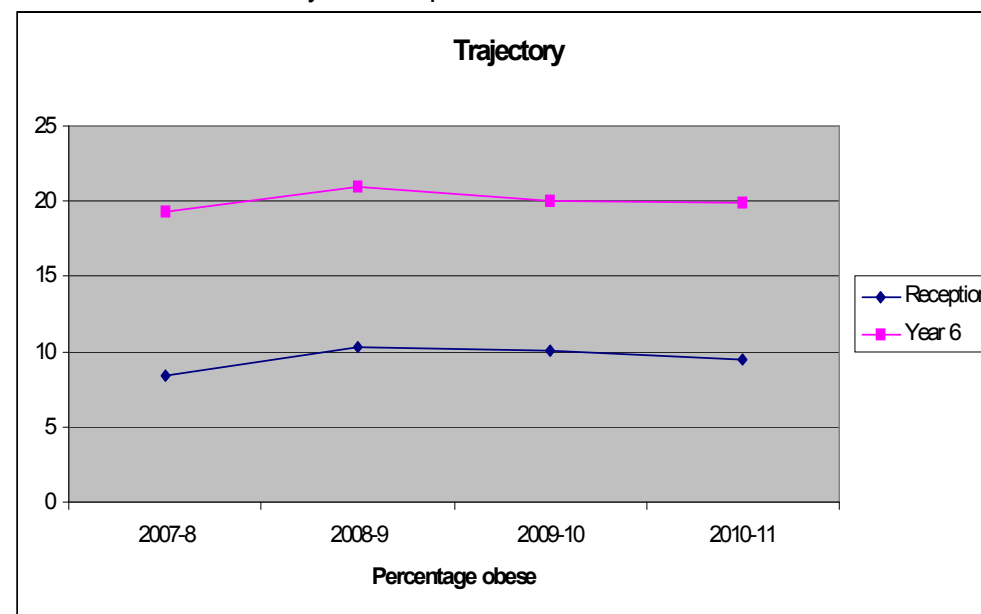
Analysis tells us that children in Deprived Leeds are more likely to be obese than children in non-deprived Leeds. More boys than girls are obese in primary school. The respective prevalence rates are 10.6% for boys in Reception as compared to 9.6% for girls and 21% for boys as compared to 18.9% for girls in Year 6. The relationship between obesity and ethnicity is complex. National evidence points to a clear trend of rising obesity for Bangladeshi children.

The national target is to halt the year on year rise by 2020.

Childhood obesity is multi-factorial and complex (Foresight, 2007). In 2006 NHS Leeds led the city in the development of 'Can't Wait' a ten year childhood obesity strategy. The strategy is underpinned by an action plan available at <http://www.leeds.nhs.uk/Your-health/Childhood-Obesity.htm>. The plan provides the framework for 'harnessing the contribution of existing community resources within local healthy weight pathways' in line with proposals of the Childhood Obesity National Support Team (DH 2011).

NHS Leeds works in partnership with a wide range of statutory and non-statutory agencies in relation to the prevention and treatment of childhood obesity which is overseen by the Childhood Obesity Management Board (COMB). In accordance with the evidence base much of the work focuses on prevention and early years.

**Curve:** Rates of obesity in Reception and Year 6



**What do children and young people think** Feedback has been received from children from a range of sources both national and local with Leeds children contributing to the development of 'Can't Wait'. Amongst other things this tells us that children are keen to live healthily and often believe that they do so (Data source: Leeds ECM survey). Analysis of their answers in relation to their life-styles highlights a significant gap between perception and reality with, for example, only with 26% of primary and 12% of secondary school children eating five or more portions of fruit and vegetables a day. Satisfaction levels with a range of commissioned services are good.

**What we have done**

NHS Leeds has implemented a wide range of programmes in relation to childhood obesity that focus on increasing healthy eating and physical activity/active travel. Key initiatives are outlined below:

- A workforce development programme (HENRY) is in place which will train all children's centre staff (approx. 1200) and all health visiting staff.
- Programmes to provide access to physical activity opportunities to inactive children in deprived areas of the city have engaged approx. 90% of eligible children.
- Promoted breastfeeding through Food for Life - Leeds breastfeeding strategy, UNICEF baby friendly accreditation and peer support programmes.
- Developed resources to promote the national Change4Life campaign locally, including a child-led fun day which has engaged more than 2000 local parents.
- Childhood obesity locality based demonstration sites
- Healthy Schools programme: supporting schools to develop health plans.

**New actions**

- Two new areas of the city are to become engaged in a locality response to childhood obesity in the coming year. A range of interventions will aim to increase awareness and change behaviour of both workers and parents. The areas have been identified by analysis of the NCMP data across the years of the programme.
- A care pathway for 0-4 year olds is in development which will be supported by advanced practitioner training.
- Having achieved UNICEF Baby Friendly Initiative stage 2 earlier this year work is underway to prepare the city for stage 3.
- Work will be undertaken to embed the HENRY approach in the development of the Early Start Teams.

**What works locally**

Locally delivered HENRY training has been successful in raising the skills, knowledge and confidence of the workforce in children's centres and health visiting teams.

The child-led fun days programme has been developed in Leeds. Other evidence on what works locally is being developed in locality work referred to in the 'new actions' section.

**Data development**

A range of proxy indicators are used in addition to the NCMP data, due to a lag between behaviour change and movement in obesity rates. Much of this data is self-reported as part of the ECM survey.

Some indicators relevant to childhood obesity are no longer a national requirement e.g. NI 57 number of children participating in 2 hours sport and PE in schools. The COMB is developing a data group to ensure effective performance management of the implementation of the strategy.

**Partners with a role to play**

A range of partners from within and outside the local statutory sector will have a role to play as per the membership of the COMB.

# Children's Trust – Children and Young People's Plan Report Cards October 2011

**Meeting:** Children's Trust Board 31 October 2011

**Population:** All children and young people eligible for free school meals

**Outcome 3:** Choose healthy lifestyles

**Priority 7b:** Encourage activity and healthy eating

**LCC lead:** Sarah Sinclair

**CTB lead:** Hilary Devitt

**Why is this a priority** Poor lifestyle factors such as unhealthy diet and low activity disproportionately affect disadvantaged children, with strong links to poor nutrition, behaviour and attendance. Evidence shows that increasing activity and healthy eating improves outcomes. Poor diet exerts one of the highest impacts on the NHS budget. A free school meal (FSM) is often the only substantial meal that a child will eat and should provide the highest percentage of nutrients.

**Overall Progress:**  
Amber æ

**RAG:** Despite an upward trend, Leeds remains below national average **Direction of travel:** Positive engagement in improvement activity

## Story behind the baseline

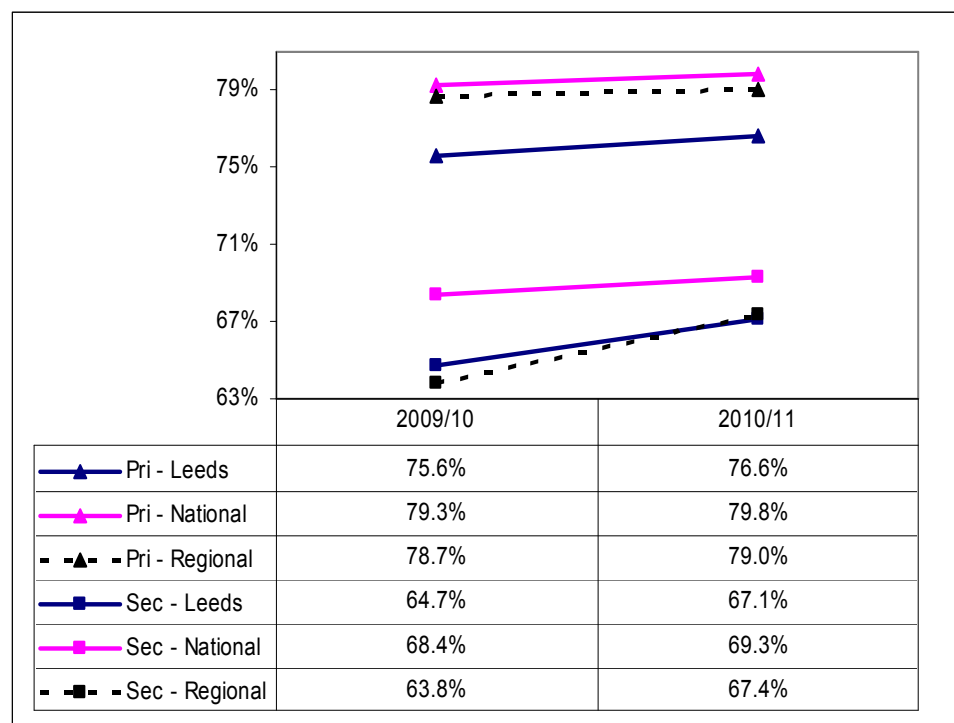
Leeds FSM take-up is consistently below national levels, with around 4,000 children and young people not taking their entitlement. Packed lunches are often the preferred option, with an estimated 57,400 students not taking a school meal. Many FSM-entitled pupils have a packed lunch, which can consist of fizzy drinks, confectionery and salty snacks.

Reasons for low FSM take-up are complex, and can be the same reasons why paying families do not buy; including poor food quality, choice, dining logistics and pupil supervision. Stigma tends not to be a key barrier, although it is observed by parents and pupils, together with cultural inappropriateness - especially in secondary schools.

Improving school food will help improve the lives of families living just above the poverty threshold, who do not qualify for a FSM. Even though there is low FSM take-up in areas of high deprivation, equally there are concerns about low take-up by families who pay for school meals, especially in inner city primary and secondary schools (compared to the Leeds average take-up 15% and 37.7% and 15% and 28% respectively.)

Since the launch of the Leeds School Meal Strategy (LSMS) in 2006, both paid and FSM take-up has increased, with the biggest improvements in secondary schools. Priorities are to raise awareness about the importance of school meals to pupils, families, headteachers, and frontline practitioners, in order to establish a sustainable school meal service that meets health and cultural needs.

**Curve:** Take-up of free school meals<sup>7</sup>



<sup>7</sup> Primary data includes specialist inclusive learning centres (SILCs)

**What do children and young people think** Consultation found pupils are interested in school meals and keen to see improvements to quality and to the dining experience. They are aware of the negative impact poor diet has on learning, and expressed concern that Leeds FSM take-up is below national average. Children worried about other children who go hungry, or eat a poor diet. Leeds Youth on Health endorsed a city-wide packed lunch policy to make everyone’s school lunch follow the government standards. Many students are now school food ambassadors (SFA). The Leeds Youth Council welcome this opportunity and want to see more schools adopting the programme. They also endorsed the FSM toolkit, and asked that all schools work towards removing the key barriers in recognition that it will benefit all children, free and paying.

**What we have done**  
 Since 2006, £4m has been invested in a range of actions including: more than 200 pupil-led dining room improvement programmes that promote social behaviour; the provision of accredited training to 1,000 catering staff to improve their skills; and the procurement of cooking equipment to increase the amount of fresh ingredients prepared.  
 A range of resources have been piloted in more than 20 schools. These include resources to increase FSM take-up; the Leeds cultural and religious school food policy; a student-led monitoring programme (SFA); the Leeds packed lunch policy and toolkit; and a pupil-led game promoting the importance of healthy school lunch. A headteacher survey found these resources were valued, and many have used or plan to use them. There is growing appreciation by parents and other local authorities utilising the resources.

**New actions**  
 The next phase aims to embed the resources into partner activities, e.g. the NHS and the voluntary sector, with a focus on locality working. It will draw on lessons learnt in the Inner East health and wellbeing partnership pilot.  
 New action includes:

- preparing a bid in partnership with voluntary sector to deliver a school food focused intervention in the Inner East, to train and develop champions who will support families in the community and in the home. Findings will inform city-wide practice.
- training staff in children’s centres and early years settings to teach parents about healthy eating and financial inclusion, through restorative practice.
- workshops with headteachers on better catering contract performance to improve school meal uptake.
- improving cultural appropriateness, through engagement with faith leaders.

**What works locally**  
 Leeds research shows that actions to increase FSM take-up also increase paid take-up; as such these interventions benefit all pupils. Improvements so far are evidenced by (1) some schools and clusters implementing the Leeds packed lunch policy to improve the quality of food brought from home; (2) over 50 schools expressed interest and begun implementing the SFA programme to improve quality of food; (3) schools have utilised the FSM toolkit to identify and solve local barriers.

**Data development**  
 2010/11 data was gathered from all except three schools and provides reliable benchmark the FSM uptake performance indicator. Leeds academies are not obliged to issue school meal data. It is important that current and future academies continue to provide timely and accurate data to enable a city wide position to be obtained.

**Partners with a role to play**  
 The Leeds Joint Health and Wellbeing Strategy fully adopt school food in their public health plans. Key areas for development are greater engagement and stronger relationships, and where senior managers from education, health, early years and the voluntary sector fully represent school food. Schools to better performance manage catering contracts, and to take a shared responsibility. For the local authority to make sure school food traded services meet the clients’ needs, and for health commissioners to be explicit in addressing school food and incorporate the LSMS in tackling childhood obesity and child poverty, and reducing health inequalities.

# Children's Trust – Children and Young People's Plan Report Cards October 2011

**Meeting:** Children's Trust Board 31 October 2011

**Outcome 3:** Choose healthy lifestyles

**LCC lead:** Sarah Sinclair

**Population:** All children and young people in Leeds

**Priority 8:** Promote sexual health

**CTB lead:** Ian Cameron

**Why is this a priority:** Sexual health is a critical part of physical and mental health and well-being. It is a key public health issue of social exclusion and health inequalities. Good sexual health outcomes result in equitable relationships and healthy lifestyles, informed choices and reduced risk taking behaviour.

**Overall Progress**  
**Amber æ**

**RAG:** Our rate of progress is not as fast as regional and national rates **DoT:** Rates in Leeds have reduced or stabilised for the past six quarters

## Story behind the baseline

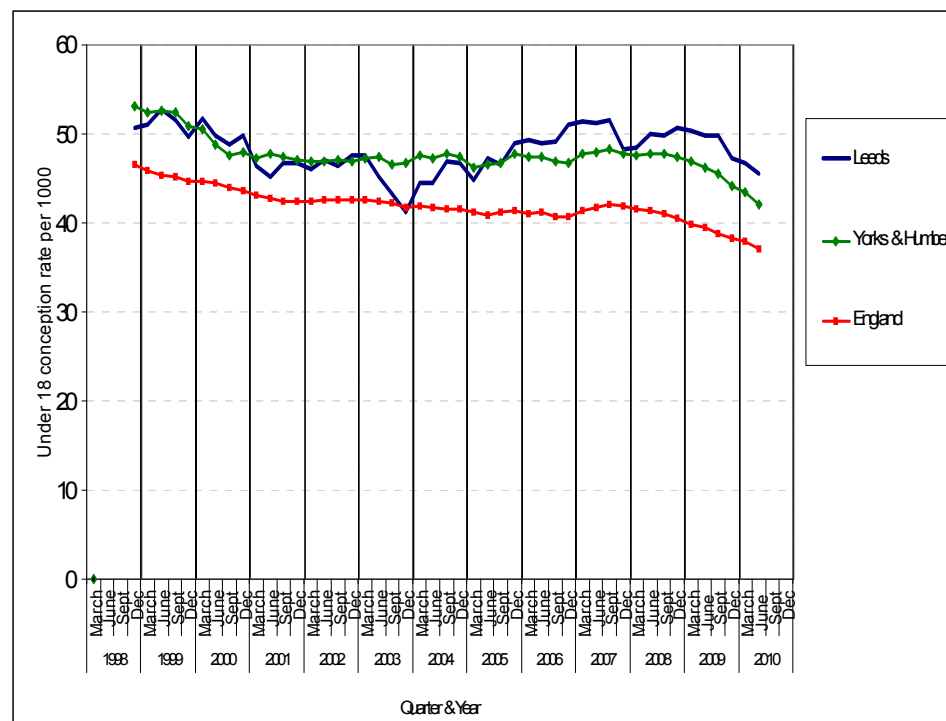
Teenage conception rates citywide have reduced by 11.2% in 3 years, with a trend of continued reduction. Rates in the majority of priority wards have begun to 'turn the curve' with rates either stabilised or reduced. The latest national data shows the rates in Leeds are 45.6 conceptions per 1000 15-17 year old females (June 2010), compared to 51.3 per 1000 at the beginning of 2007.

Teenage conception rates are a measure of sexual health, with unplanned teenage conceptions associated with a number of poor outcomes and risk factors. Higher teenage conception rates are a characteristic of large urban areas and Leeds has the third lowest rate of the UK's core cities. High rates are also associated with other factors, such as low aspirations. It is recognised that no single intervention seems to be effective in isolation, e.g., increased availability of contraception.

Sarah Teather MP, Minister of State for Children and Families, states that "work to reduce teenage pregnancy and improve outcomes for teenage parents makes a real difference to young people. It's also critical to reducing child poverty and narrowing health inequalities. is why the under 18 conception rate is a measurement indicator of our Child Poverty Strategy and a proposed indicator for the Public Health Outcomes Framework." (2011)

Areas for further action and risk include a lack of co-ordinated strategic approach to raising aspirations; ensuring that support to teenage parents continues to avoid second and subsequent pregnancies; and managing any risks associated with the impact of changes as a result of NHS transition.

## Curve: Rates of conceptions to 15-17 year old women



<p><b>What do children and young people think</b> Young people have been fully involved in developing policy, and their judging of service performance through mystery shopping has led to improvement. NHS research has highlighted the importance of confidentiality and the role of GP surgeries in providing sexual health services to young people. However, further work is required to better understand young people's views and embed their participation in this area.</p>	
<p><b>What we have done</b> Following the Teenage Pregnancy Unit National Support Team (TPU NST) visit to Leeds, actions that were undertaken included:</p> <ul style="list-style-type: none"> <li>• The Teenage Pregnancy and Parenthood Board (TPPB) membership was refreshed to ensure a joined up strategic approach.</li> <li>• A data sharing agreement amongst TPPP partners has enabled targeted intervention in areas of the city with high TP rates.</li> <li>• TP priority schools were identified for targeted support.</li> <li>• The contraception and sexual health service (CaSH) targeted young people to encourage use of its service. Approximately 70% of clinic attendances are now aged under 25. The young person's drop-in contraception clinic based in the city centre (City-wise) has promoted the service availability and is full to capacity.</li> <li>• Leeds operates a local enhanced pharmacy scheme in TP hotspot areas. 38 sites deliver free emergency hormonal contraception (EHC), pregnancy testing, chlamydia testing and condoms to under 25s.</li> </ul> <p>Since the TPU NST visit, teenage conception rates (per 1000 15-17 year old females) have reduced from 51.3 in quarter 1 2007 to 45.6 in quarter 2 2010; a reduction of 11.2%.</p>	<p><b>New actions</b></p> <ul style="list-style-type: none"> <li>• 2011-13 work programme to be signed off by TPPP in November.</li> <li>• Ensure all clusters within the seven priority middle layer super output areas (MSOAs) have included TP as a priority within their action plan and have an identified TP/Targeted Service Lead.</li> <li>• Ensure at least 17 of 50 schools in priority MSOAs adopt the TP/sexual health priority for the Health Behaviour Change Model.</li> <li>• Ensure all group-based youth work includes a minimum of 30% sex and relationships education, delivered by appropriately trained staff.</li> <li>• Ensure all pupils identified as most at risk of teenage pregnancy within priority schools, are offered one-to-one early intervention, support and signposting to appropriate further support.</li> <li>• Ensure the children's workforce receives basic sexual health training which is incorporated within a tiered training framework.</li> <li>• Ensure all pupils see school nurses for an annual health needs assessment, and discuss sexual health as part of the assessment.</li> <li>• Ensure 100 (minimum) 3-in-1 sites, spread equitably, providing free condoms, pregnancy testing and chlamydia screening to under 25's across the city, with trained workers from a range of sectors.</li> </ul>
<p><b>What works locally</b></p> <ul style="list-style-type: none"> <li>• Simultaneous and energetic focus on young people's aspirations; their access to services; and quality PSHE in schools.</li> <li>• Identified TP leads with clear local ownership of work.</li> <li>• A good understanding of local data.</li> <li>• The children's workforce are aware of early risk factors associated with poor sexual health choices, and their role in tackling these.</li> </ul>	<p><b>Data development</b></p> <ul style="list-style-type: none"> <li>• Fully embed feedback from young people in the work of the TPPP.</li> <li>• Use data to target those most at risk of teenage. pregnancy and ensure the Top 100 methodology takes this data into account.</li> <li>• Better understand opportunities to use local data to target clusters and localities more effectively.</li> </ul>
<p><b>Partners with a role to play</b> Senior representatives from the local authority, the NHS and the voluntary sector are fully engaged in the Teenage Pregnancy and Parenthood Partnership. An area for development is better close and effective partnership working with GPs, school governors and elected members. Effective work in this area requires a fully joined up approach, from frontline staff to senior management.</p>	

# Children's Trust – Children and Young People's Plan Report Cards October 2011

**Meeting:** Children's Trust Board 31 October 2011

**Population:** All children and young people in Leeds

**Outcome 4:** Have fun growing up

**Priority 9:** Enjoyment of life

**LCC lead:** Paul Brennan

**CTB lead:** Alan Bolton

**Why is this a priority** Ensuring children have fun growing up is important part of a child's health and well being and their ability to develop and reach their potential. Leeds is aiming to become a Child Friendly City. An important element of the achievement of this goal is to enable children and young people to engage in cultural, social and community activities and to provide them with safe places to meet their friends and play.

**Overall Progress**  
**Amber**

**RAG:** A range of activities are available to enable children to have fun **Direction of travel:** The indicator result has been fairly static since 2010

**Story behind the baseline**

How much children enjoy their life is the key indicator that represents this priority as there is a strong link between young people enjoying their life and having fun. The data for this indicator is collected through the Every Child Matters Survey.

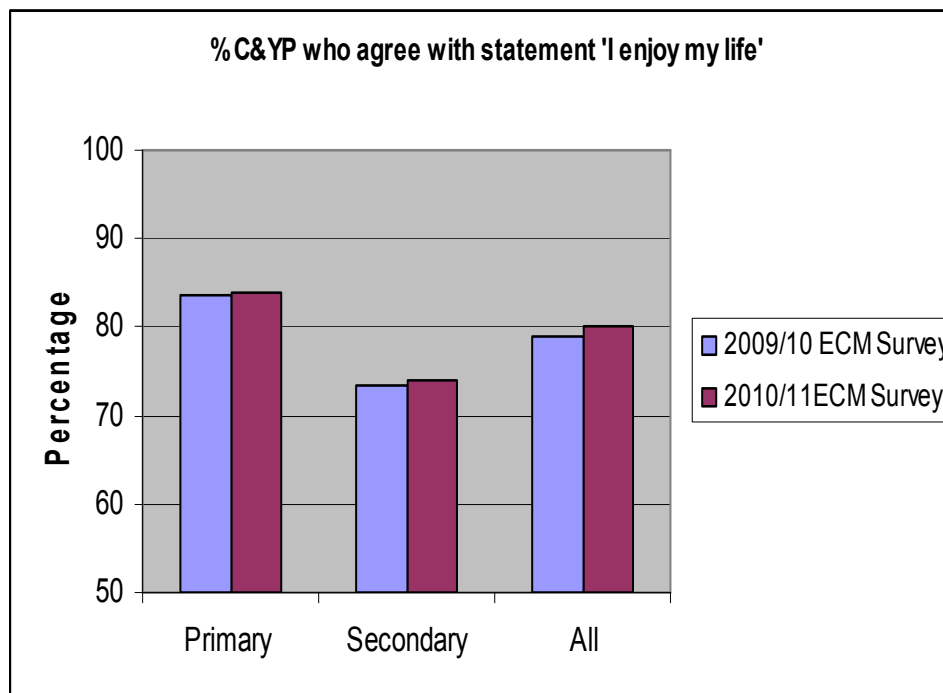
The findings of the 2010/11 survey show that percentage of children who said they enjoyed their life was 84% for primary age children and 74% for secondary school children and young people. These figures are very similar to last year's results. Whilst it is positive that over three quarters of children and young people enjoy their life, it is concerning 20% of children and young people either aren't sure or don't agree with this the statement that 'I enjoy my life' Support for this statement also diminishes with age.

Having fun growing up can mean different things to different children and young people. In addition, children and young peoples' opportunities vary depending on age, where they live, where their friends are and the confidence or influence of their parents.

In Leeds there are a range facilities and activities available to children and young people to meet their different likes, abilities and budgets. In addition, children and young people are frequently asked their views about these activities and services. For example, a great deal of consultation has been carried out with children and young people in relation to what they think constitutes a Child Friendly City.

All facets of children and young people's lives contribute to their ability to have fun and enjoy life, including the other priorities of the children and young people's plan. In developing the Child Friendly City agenda and delivering out shared priorities we are intent on providing the greatest opportunity for children and young people to enjoy life. A question arises whether this priority is a reflection of a wider partnership efforts or has a specific partnership agenda built around it.

**Curve:** Percentage of children and young people who agree with the statement: "I enjoy my life"





**What do children and young people think** A range of consultation is undertaken with children and young people to get their views on service provision and to give them a say in local decisions. Consultation from summer 2011 to find out what children and young people thought constitutes a Child Friendly City found that they want safety and good play areas; and better communication on what's available through a shorter communication chain. Preferred communication tools include Facebook, leaflets and posters. When young people were asked about a city they would like, or a child friendly city, overwhelmingly they wanted it to be a 'happy' place, full of confident, happy children who people care about.

**What we have done**

- Breeze on Tour 2011 consisted of 5 two-day large scale events for young people in major parks and heritage sites across Leeds, funded by the council, and 12 one-day events in smaller parks, commissioned and funded by external partners. There were 16,940 attendances at Breeze on Tour and Mini Breeze in summer 2011.
- 400 children across 22 primary and 10 secondary schools took part in the Leeds Book awards. Children and young people judged the competition as well as reading their own creative writing.
- 5717 children (4-12 year olds) took part in the 2011 summer reading challenge.
- Since June 2009 citywide mobile play services for 5-13 year olds have been operating. Teams of play workers work in parks and open spaces, enabling children to feel safe and reassuring parents of their safety.

**New actions**

- The Leeds Play Strategy will be reviewed in 2011/12 to coincide with the Children and Young People's Plan; contributing to many of the outcomes and primarily contributing to children in Leeds 'having fun growing up'.
- Funding is now being sought for a fourth Breeze Friday Night project based at Denis Healy from November 2011. All four projects would run from autumn 2011 – May 2012; provision will move to outdoor locations where anti-social behaviour (ASB) is most prevalent. Back Yard Breeze Projects will then be run when they move back to the indoor venues.
- Sport and Active recreation will continue to deliver leisure centres, work through Breeze and develop links with schools and health partners. This happens at both a local level through the leisure centre managers working with 'Extended Services' and through the LSP, including Sport Leeds.
- Libraries will be delivering 28 events across a number of sites in the next 6- 12 months. A library service survey is also planned for schools.

**What works locally**

The Breeze Friday Night Project was set up in 2008 to address ASB by giving young people a programme of diversionary activities. Since then successful projects have run in various venues with an overall attendance of nearly 2,500 members; and a regular attendance of 80-90 young people per night. Each project is made sustainable by local multi agency support and receives targeted referrals for the most vulnerable young people into this universal provision.

**Data development**

- More research could be undertaken with young people to find out 'what having fun' means to them and to better understand the issues linked to not agreeing with the statement that they enjoy life.
- Consultation on findings from different partners could be consolidated to provide a better picture of what children and young people want to do and consider to be a 'fun' activity.

**Partners with a role to play**

All Children's Trust partners; parents; families; and the local communities in which children and young people live.

# Children's Trust – Children and Young People's Plan Report Cards October 2011

**Meeting:** Children's Trust Board 31 October 2011  
**Outcome 5:** Children and young people are active citizens who feel they have voice and influence  
**LCC lead:** Mariana Pexton

**Population:** 10-17 year old offenders  
**Priority 10:** Reduce crime and anti-social behaviour  
**CTB lead:** Sam Prince

**Why is this a priority** Firstly, to prevent and reduce offending by children and young people so they can have more fulfilling lives and that families are strengthened; and secondly, to ensure that communities feel safer.

**Overall Progress**  
**Green** æ

**RAG:** Good partnership activity in place **Direction of travel:** Indicator performance is improving

### Story behind the baseline

A number of indicators have been used in recent years showing trends against different aspects of offending behaviour.

The trends from these indicators show that the number of young people who offend and come in to contact with the youth justice system for the first time has fallen over the last five years. The re-offending rate has been reduced year on year and the number of offences resulting in a custodial sentence has also fallen.

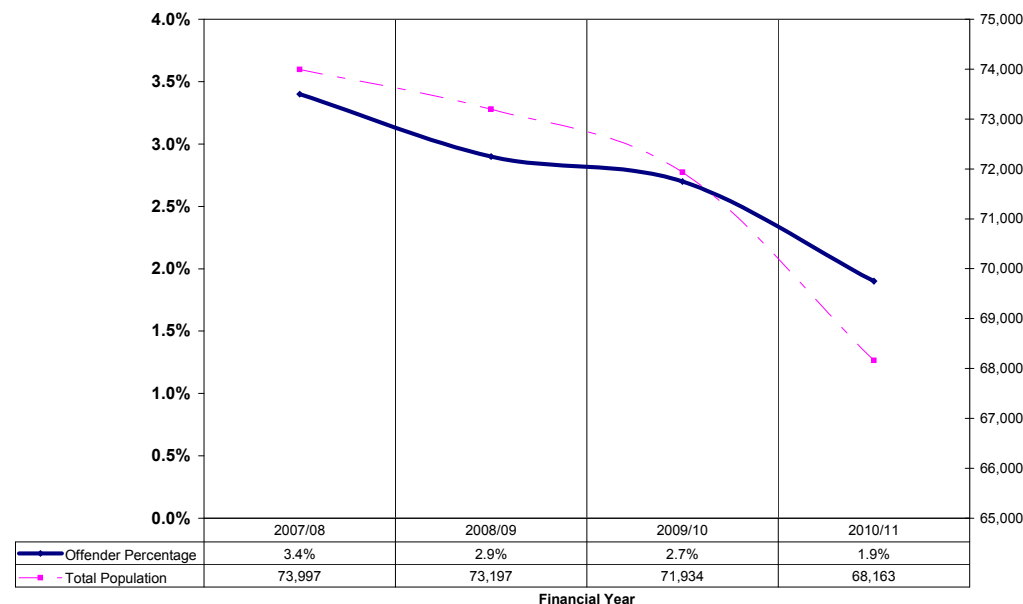
This indicator has been devised to gauge the overall impact of various programmes and initiatives that have been implemented to meet the ambition of reducing offending by young people in Leeds. Improvement in this area will be shown by the offending percentage indicator curve continuing to a lower year on year percentage figure.

The baseline position was calculated from the 2009/10 year end position of 1,928 offenders in a general 10-17 population of 71,934 residents. This equates to a rate of 2.7% compared with 1.9% nationally and 2.2% regionally (Y&H). Of the core cities, Newcastle has the highest rate of 4.3%, Nottingham is at 3.5% and Birmingham has the lowest rate at 2.1%.

The number of offenders in Leeds has fallen to 1,305 at the end of 2010/11 with a mid-year 10-17 population of 68,163. This equates to a rate of 1.9% compared with a rate of 1.5% nationally and 1.5% regionally.

The number of offenders who are looked after is also monitored and has shown a fall over the last twelve months from 42 offenders in Q3 2010/11 to 31 offenders at the end of Q2 in 2011/12.

**Curve:** Number of young offenders as a percentage of the general 10-17 year old population<sup>8</sup>



<sup>8</sup> The intersection of the population indicator and offender percentage indicator is due to scaling of the graphs.

**What do children and young people think** The most recent Every Child Matters survey (2009-10) reported that a quarter of primary and a third of secondary pupils felt that gangs were a problem in their school; alcohol, gangs and graffiti/litter were seen as a problem in the area they live by half of secondary participants and 12% of secondary respondents had been a victim of crime in the previous year. The majority of pupils reported that they feel safe at school, particularly during lessons. However, six percent of primary and 11% of secondary said pupils said they felt very unsafe or unsafe at school outside of lessons.

**What we have done**

The re-offending rate has fallen from 1.7 offences per offender in 2009/10 to 1.18 offences per offender. This fall was highlighted in the Youth Justice Board's quarterly performance report; Leeds was only one of two youth offending teams in the region to report such a fall.

The Leeds Weapons Awareness Programme has been run jointly between WY Police, Leeds Community safety and the Youth Offending Service. Latest figures nationally record that of the young people who responded to a survey on carrying a weapon, 4% said that they had carried a weapon (usually for protection). WY Police reported that the figure was 2.3% and in Leeds the figure was down to 0.5%. The perverse result of this success in reducing the number of young people that carry a weapon, is a loss of funding under the Tackling Knife Crime Action Plan.

There are also a number of prevention projects based in high crime areas of the city, work with targeted young people and their families to try and challenge offending behaviours at an early stage and prevent them escalating into more serious criminal or anti-social behaviour.

**New actions**

The YOS is a partner in the Safer Leeds Burglary Taskforce. This is a team of police officers, Leeds City Council, Safer Leeds, and other partner agencies including the Crown Prosecution Service, West Yorkshire Probation Service and Signpost (family intervention specialists) working to tackle burglary across the city by targeting the most prolific criminals who are responsible for the majority of these crimes. All community sentences will include a restorative element

A revised specification for commissioning Youth Inclusion Programmes (YIPs); includes the incorporation of positive activities as part of all prevention programmes.

Contributing to the information sharing in the 'top 100' methodology for provision of specialist and targeted services at locality levels across the city.

Revised commissioning arrangements for the delivery of programmes to support for young people with substance misuse issues.

**What works locally**

- The Positive Activities for Young People (PAYP) team run the Friday Night Project in Middleton and Armley, offering activities to divert young people away from anti-social behaviour that research has show is more likely in these areas on Friday nights.
- Specialist programmes set up to challenge different aspects of offending behaviour including burglary and knife crime.

**Data development**

More detailed information is now collected on where offences have taken place and this information can be broken down to street, LSOA or cluster area. This will enable services to be better targeted.

**Partners with a role to play** The Leeds Safer Schools Partnership means that most high schools now have a dedicated West Yorkshire Police officer. Some schools have an officer each, while small groups of schools will have an officer between them. This has been key in reducing the number of first-time-entrants to the youth justice system, through early identification and intervention. Neighbourhood Policing Teams, Youth Service teams and the Anti Social Behaviour teams jointly work to reduce anti social behaviour – the Leeds City Centre Summer Programme has had a positive impact in reducing the number of incidents by 47% between July and September 2011 compared to the same period last year.

# Children's Trust – Children and Young People's Plan Report Cards October 2011

**Meeting:** Children's Trust Board 31 October 2011

**Population:** All children and young people in Leeds

**Outcome 5:** Children and young people are active citizens who feel they have voice and influence

**Priority 11:** Increase participation, voice and influence

**LCC lead:** Mariana Pexton

**CTB lead:** Neil Maloney

**Why is this a priority** Children and young people's participation in decisions affecting them and influence on policies, their lives and their communities helps to develop them as active citizens who can identify and address needs in informed and articulate ways. Services and policies designed through participation, voice and influence will better address children and young people's need and also engage them in delivering strategies and solutions.

**Overall Progress**  
**Amber**

**RAG:** Levels of activity and increasingly structured programme **Direction of travel:** Currently only baseline information

## Story behind the baseline

2009/10 results indicated that 3 out of 5 primary school children though they has an influence over how things were run in there local area. For secondary age children and young people this declined to 1 in 2 with a sharper drop of in the oldest group survey year 9.

There is a wide range of participation, voice and influence initiatives across the city. Many of these are ends in themselves and will therefore continue but alongside that there is a need to develop a more structured programme of work. This is being done by making participation, voice and influence an integral part of the child friendly city programme.

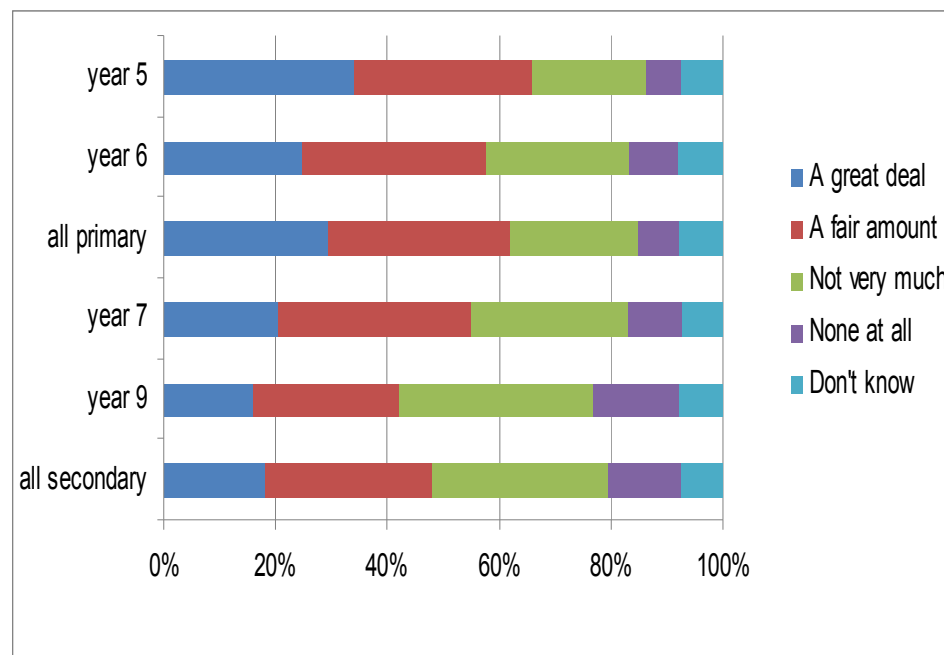
The renewed focus on this priority has raised the profile and expectations around voice and influence.

Lack of knowledge of existing opportunities and the need for a genuine opportunity to influence are recurring themes in reviews of participation, voice and influence. The new programme incorporates a focus on these issues as well as emphasis on engaging vulnerable groups.

Participation of children and young people is central to Leeds' overarching vision to become a "child friendly city". The CFC Action plan and menu of pledges for businesses will be based around the priorities identified through consultation with over 2,000 children and young people.

## Curve: Children and young people's influence in the community

*How much difference do you think you can you make to the way things are run in the area you live? (Baseline from ECM survey 2010)*



<p><b>What do children and young people think</b> Consultation suggests that children and young people want more opportunities to be involved in “real participation.” This means that they do not want participation to be tokenistic. Something should happen as a result of their participation and feedback should be a two way process. Children and young people often report a lack of knowledge of existing opportunities.</p>	
<p><b>What we have done</b></p> <ul style="list-style-type: none"> <li>• Reviewed and summarised the various strands of work that contribute to the participation, voice and influence (PVI) agenda. Developed a work programme that links PVI to the Child Friendly City Initiative.</li> <li>• Consultation with disabled children and young people about short breaks has had a direct impact on service specifications.</li> <li>• Work on CYPP 2011-15 included focus groups of LAC, care leavers and young people with learning difficulties and disabilities.</li> <li>• Young people have been involved in the recruitment and selection process for a range of Senior Posts in Leeds City Council</li> <li>• Young Carers have produced child friendly “safeguarding statements” for all service users at the Willow Young Carers Service.</li> <li>• 20 looked after young people planned and produced a DVD training resource DVD on behaviour management techniques.</li> <li>• Citywide ECM survey data capturing the views of 6,695 children and young people (2009) increased to 7,767 (2010), shapes a range of services. For example, one school found pupil perception of smoking to be an issue. As a result, years 7 and 8 designed anti smoking / bullying posters for toilet cubicles and a large display for the entrance.</li> <li>• Mystery shoppers are trained and deployed to test out sexual health services aimed at young people.</li> <li>• 63 schools (including 4 secondary schools) currently have “Investors in Pupils” status. Target is for a further 15 schools to achieve the status by August 2012.</li> </ul>	<p><b>New actions</b></p> <ul style="list-style-type: none"> <li>• Following the Child Friendly City consultation work and the review of other consultation activity develop workstreams in the five areas: voice and influence; rights and responsibilities; safety; play; and, urban environments</li> <li>• For each area focus on the range of opportunities for participation, voice and influence; children and young people’s knowledge of opportunities; the impact of the opportunities; feedback to those involved; and, the engagement of vulnerable groups. Secure pledges from local business and organisations to contribute the workstreams.</li> <li>• Appoint a Voice and Influence manager as part of the new Children’s services structure.</li> <li>• Increase the use of restorative practice models to support participation and influence for target groups.</li> <li>• Develop the participation strategy for the Local Safeguarding Children Board.</li> <li>• Continue training and using peer inspectors for inspections of youth services.</li> <li>• Improve disabled children and young people’s access to Breeze events and positive activities following the feedback on this year’s events.</li> <li>• Improve information on opportunities for vulnerable children and young people following the feedback on access to youth services.</li> </ul>
<p><b>What works locally</b></p> <p>Question time events are held at local level for young people to meet their local councillor and discuss issues of concern to them.</p>	<p><b>Data development</b></p> <p>Data for this indicator is survey based perception data. There is a need to develop additional indicators to give a broader picture. Measurement and evaluation of impact is also an issue.</p>
<p><b>Partners with a role to play</b> children and young people, schools, local businesses and partners.</p>	

