

2009 to 2012

**Brilliant learning,  
brilliant learning places**

Education Leeds annual plan

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## **Part one: introduction**

### **About Education Leeds**

Education Leeds is a not-for-profit company formed in April 2001 and is wholly owned by Leeds City Council. It is responsible to the council for the provision of all education support services that relate to children and young people of statutory school age. Following the 2004 Children Act and the formation of the Children Leeds partnership, Education Leeds is a key partner in delivering the ambitions of the Leeds Children and Young People's Plan to improve a wide range of outcomes for children, young people and families. Our core role is to lead on improving schools and children and young people's learning, and the contribution this makes to improved outcomes. As a Children's Leeds partner Education Leeds will contribute to partnership developments and the shaping of services and provision around the needs of children, young people and families.

Responsibility for the direction, operation and performance of the company rests with the Education Leeds board.

### **About the annual plan**

The main purpose of the annual plan is to set out the activities and targets we intend to focus on in 2009 to 10 in order to deliver our priorities and objectives. It is our detailed plan aimed primarily at internal audiences. Individual work programmes (see part 3, page 35) are presented for each of the Education Leeds Strategic Plan objectives, offering the following information.

- A description of why this objective is important and the key reasons for undertaking this set of activities.
- The outcome performance indicators showing the key impact we intend to make; longer term targets and ambitions to be achieved by 2012.
- The key activities we will undertake in 2009 to 10, indicating responsibility – the lead officer responsible for delivery, partners who will support delivery and further details of supporting plans where operational details can be found and where the activities are also found in major partnership plans.

Part two of the annual plan sets out the planning and performance management context and reviews key aspects of performance against the 2008 to 09 plan. Part one provides essential background by summarising Education Leeds' vision; purpose; values; culture; priorities; and objectives.

The companion document, Brilliant learning brilliant learning places- Summary of Education Leeds strategy 2009 to 12 focuses on the rationale for our work and planned objectives. It looks at how these further develop the citywide agenda for learning, how we will respond to the key challenges and trends, and how we will deliver and measure progress against our planned strategy. A further brief summary document is also available for the general reader.

## **Our vision, purpose, values and culture**

### **Vision**

We want all our children and young people to be engaged in learning that challenges their expectations; raises their aspirations; and allows them to fulfil their ambitions. Learning that equips children and young people as the 21<sup>st</sup> century workforce and supports them to be healthy, happy, safe and successful, throughout their lives.

Our vision is for brilliant learning, in brilliant learning places, led by brilliant people.

### **Purpose**

Our purpose is to improve outcomes for children and young people by working with schools, other learning settings and partners, to provide effective, purposeful and visionary leadership. Through partnerships we will help all schools to be good, improving and inclusive places where all children and young people acquire the confidence, knowledge, understanding, and skills to thrive and achieve their potential.

On behalf of Leeds City Council we will provide leadership, support, and challenge to all Leeds schools; including access to excellent support services. We will make sure that all children and young people are making good progress in their learning. We will address the twin challenges of raising standards for all, while also narrowing the achievement gaps that exist for groups of children and young people who are vulnerable to poor learning outcomes. To do this we will support school leaders, making sure that the leadership is in place to drive the ongoing evolution and development of 21<sup>st</sup> century schools. As a strong Children Leeds partner we will contribute to making sure there is a successful partnership, with the full engagement of schools as partners. We will commit to improving outcomes for Leeds children and young people and families, especially those at greatest risk of poor outcomes.

### **Values**

#### **1. Inventing the way**

innovative, dynamic, responsive, and flexible.

#### **2. Passionate and committed**

here because we want to be, to make an impact and to improve outcomes.

#### **3. Empowering and nurturing**

supporting brilliant people, children, young people, families and colleagues, to achieve brilliant results.

#### **4. Whatever it takes**

disciplined, relentless, uncompromising, efficient, and effective in pursuit of our goals.

## **Culture**

We will promote and celebrate behaviours that achieve our vision and purpose and that build our culture. This will be supported by our systems for strategic planning, performance management and communication. Our formal and informal systems will build unity of purpose and assist in nurturing a culture which celebrates diversity; promotes equality; is effective; facilitates learning; encourages creativity; and provides coaching.

Specifically we will:

- put the welfare and interests of all children and young people first;
- prioritise and champion the rights of the most vulnerable;
- listen to and engage children, young people, families, schools and their communities;
- celebrate and embrace diversity;
- make sure there is a positive coaching culture;
- create honest and open partnerships which allow all stakeholders to shape practice and deliver improved outcomes;
- deliver on our promises and commitments;
- provide quality in everything we do;
- strive for continuous improvement and customer excellence;
- thrive on learning and innovation;
- respect the people that work with us and for us;
- empower people to take responsibility, allow them to do their work and take risks without fear of blame; and
- be transparent and accountable in our actions and in our decisions

## **Our priorities, objectives, programmes and principles**

### **Our support for building brighter futures in Leeds: working in partnership to improve outcomes across the city**

Education Leeds is a key partner in delivering the ambitions of Children Leeds and Leeds City Council to improve outcomes for children, young people and families, as expressed in the [Leeds Strategic Plan](#), including the Local Area Agreement, and in the new [Children and Young People's Plan](#). In terms of the Leeds Strategic Plan, Education Leeds leads on the following improvement priorities.

- Improve participation and early learning outcomes for all children, with a focus on families in deprived areas.
- Improve learning outcomes and skill levels for all 19 year olds.
- Improve learning outcomes and skill levels for all 16 year olds, with a focus on narrowing the achievement gap.
- Reduce bullying and harassment.
- Develop extended services, using sites across the city, to improve support to children and young people, families and communities.

We also have a significant role for the Local Area Agreement measure around children and young people's participation in Physical Education and sport.

The new Leeds Children and Young People's Plan 'Building Brighter Futures in Leeds' highlights the key themes around which children's services will develop over the next five years. Education Leeds will support progress against all of the themes, acknowledging the importance of safeguarding and of working together better.

Our key contributions will be in supporting children and young people's learning and in supporting schools as both providers of learning and key Children Leeds partners at the heart of local services who are working collectively to promote children and young people's wellbeing. We will support greater integration of services, supporting partners across Children Leeds, to personalise their service provision through the sharing of knowledge and intelligence, and through the use of shared processes and the development of a single children's services workforce.

In addition to the 'Building Brighter Futures in Leeds' themes there are eight Children Leeds priorities for improvement over the next two years. Education Leeds will make a partnership contribution to all eight priorities with a particular leadership role for improving early learning outcomes in deprived areas and for reducing secondary persistent absence. The other priorities are

- reducing NEET;
- improving outcomes for Looked After Children;
- reducing teenage conception rates;
- places to go and things to do;
- reducing the need for children to be in care; and
- reducing child poverty.

## **Our strategic objectives**

To deliver these shared priorities, the national agenda for education and our core role of improving schools and improving learning and outcomes for children and young peoples, including responding to the key issues emerging from the review of our performance in 2008 to 09, we have identified the strategic objectives listed below.

- Children will have a good start and thrive in learning.
- Young people will be engaged and thriving in learning.
- Narrow the achievement gap for vulnerable children and young people.
- Support the continuation of learning into adulthood.
- Ensure a 21<sup>st</sup> century learning experience for Leeds children and young people.
- Develop the leadership and governance to deliver 21<sup>st</sup> century learning.
- Learning that supports children and young people to make informed choices.
- Schools and services provide integrated support to safeguard children, young people and families.
- Schools at the heart of strong communities with places to go and things to do.
- Education Leeds, a successful learning organisation.

The detailed activity programmes and targets for these objectives in 2009 to10 are described in part three of this plan.

## **Education Leeds programmes**

To support the delivery of our strategic objectives, especially the effectiveness of our response to major national initiatives, we have worked with our partners to start a number of core work programmes to achieve rapid, significant and sustainable change in key areas.

- **0 to 14 learning**

A coordinated programme that will address the Children and young people's plan theme of improving early and primary learning outcomes across the city, particularly in areas of deprivation.

- **14 to 19 learning**

Working in partnership in with schools, colleges and other providers in each area of the city to develop the structures and opportunities that help young people make positive choices from a dynamic, varied and accessible curriculum. We want young people to be committed to a personalised programme of learning that meets their needs, and equips them with the relevant skills in a changing and challenging society.

- **Learning environments**

Education Leeds will be a lead partner in shaping investment in primary and secondary learning environments.

- **Leeds inclusive learning strategy**

We will make sure that support for the range of learning and behaviour is the best possible. We will tailor provision to the needs of local communities and work closely with a range of agencies to improve outcomes for children, young people and families.

- **National challenge**

Working in partnership with secondary schools we will make sure that all our secondary schools at least meet the expectations set out in the government's national challenge.

- **Leadership and governance strategy**

Working in partnership with school leaders we will develop new models of headship; improve the recruitment and development of school leaders; and achieve greater diversity in the leadership workforce profile.

- **Coaching**

Empowered and passionate leaders and staff are fundamental to future success. To support this we will continue to embed a coaching culture in Education Leeds and with school leaders, unlocking potential and maximising performance.

## **Our principles**

Our seven principles underpin our collective work and practice. In delivering the objectives of the Education Leeds strategy we will also be reflecting our commitment to these principles.

- **Excellence:** *our work and practice reflects a commitment to excellence, with evidence of innovation, leadership and exceptional practice*
- **Equality and Diversity:** we appreciate diversity and are committed to equality of outcomes
- **Intelligence:** we understand needs and evaluate impact
- **Participation:** our work and practice is informed and shaped by the involvement of children and young people
- **Safeguarding:** ensuring that children and young people are safe and secure
- **Sustainability:** our work and practice will continue to change to promote more sustainable behaviours and use of resources
- **Value for Money:** we seek the greatest impact possible from the resources available

## **Part two: context and review of 2008-09**

### **Context**

This section puts the Education Leeds plan in the context of key local and national influences. The plan is the key annual service plan for Education Leeds. It is a response and commitment to the local priorities found in the Leeds Strategic Plan and the Leeds Children and Young People's Plan, national priorities found in the National Children's Plan and national planning for education such as the agenda for 21<sup>st</sup> Century Schools.

### **National Children's Plan**

Making "this country the best place in the world for children and young people to grow up" is the aim of first ever National Children's Plan published in December 2007. "Building Brighter Futures" identifies integrated working across agencies and services as one of the keys to delivering a range of improved outcomes for children, young people, families and communities.

This agenda expands on the changing role of schools outlined in the original Children's services agenda for agencies and services working together to deliver the five Every Child Matters outcomes: be healthy, stay safe, enjoy and achieve, making a positive contribution, achieving economic well being.

Citywide and Education Leeds planning processes embed this agenda in specific work programmes and activities. An indication of current national thinking is given in the Department for children, schools and families (DCSF) document "The Children's Plan One Year On." This updates the guiding principles and priorities for 2009 as set out below. It reinforces the wider remit for schools: "The Children's Plan expects schools to provide excellent, personalised education and development for all children, identifying additional needs early. It further supports their role as a vital community resource. We now need to help all schools look beyond the pupils on their rolls and make it easier for them to work in partnership – with parents, other schools, colleges, and wider children's services."

The DCSF document sets out some Guiding principles and Priorities for 2009

#### "Guiding principles

- parents bring up children, not government, but parents need help and support to do their job;
- all children have the potential to succeed and should go as far as their talents can take them;
- children and young people need to be safe, healthy and enjoy their childhood as well as grow up prepared for adult life;
- all children and families deserve services that work together for them, and meet their individual needs;
- it is always better to prevent a failure than tackle a crisis later – by intervening early in problems, spotting those who need extra help and making sure they get it."

#### “Priorities for 2009

- extend our offer of a free childcare place to more 2-year-olds, making sure more children benefit from early learning
- work with schools to help more parents get involved in their child’s learning, for example by ensuring that all new teachers are trained to work with parents
- introduce new ways to support parents at times when their relationships come under strain, and give more support to children when family relationships break down
- publish, for the first time, guidelines on young people’s alcohol consumption, helping parents to help their children make sensible decisions about the amount they drink
- Sir Jim Rose will make his final recommendations on the primary curriculum to create fresh momentum in raising standards in primary schools, strengthening subject knowledge alongside improved skills and understanding for children, and we will act to help all primary schools to improve and ensure no child is left behind
- National Challenge advisers will work with headteachers to improve standards in their schools, backed by £400 million
- schools will begin to offer one-to-one tuition on a national basis for children aged 7 to 14 and more young people will benefit from personal tutors
- we will take forward John Bercow’s recommendations on improving speech, language and communication provision, backed by an additional £12 million
- we will begin to invest an additional £31 million to demonstrate best practice in improving outcomes for children with special educational needs (SEN), raising schools’ expectations and aspirations for these children
- we will introduce five more Diplomas and a national apprenticeships service, so even more young people can make learning choices that will take them on to future success
- respond to Lord Laming’s report to strengthen the arrangements for safeguarding children
- publish a new child health strategy, *Healthy Lives, Brighter Futures*, to improve children and young people’s health services
- take forward the recommendations of the CAMHS review, and increase the number of areas in which mental health services for young people are provided through schools to 80, as part of our plan to make this nationally available by 2011
- continue to invest in creating exciting spaces and activities that children and young people want to get involved with, with plans to deliver 500 new playgrounds by April 2009
- further expand the number of short breaks available for disabled children and their families, including those with the most acute needs
- require schools to record all incidents of bullying
- the new Masters in Teaching and Learning will be available to teachers in National Challenge schools to improve their professional skills and subject knowledge
- we will set out next steps on achieving our vision for schools to deliver a 21st century service, with greater co-location of services and greater partnership between schools, parents and other services – with a new school ‘report card’ to help parents understand how their local schools are performing
- we will legislate to strengthen Children’s Trusts in every local area to ensure that local services – including schools, health services and the police – work together to improve outcomes for children and young people
- we will extend the Family Intervention Project into more areas, to work with the most challenging families where children and young people are at risk of poor outcomes.”

## 21<sup>st</sup> Century schools: A World Class Education for every child

21<sup>st</sup> Century schools is where the DCSF elaborates on the specific role of schools and local authorities in improving outcomes for children and young people.

“Now, more than ever, it is vital that our school system is capable of preparing every young person to make a success of their life. We believe that every young person, no matter what their background, has the potential to achieve and succeed, and that it is the task of our education system to make that a reality. Above all, we need a school system which is supported to break down barriers to achievement and which breaks the link between deprivation and low educational attainment.”

The school system will make sure:

- “children and young people are fully engaged with their education until at least the age of 18, reach world-class **standards** and acquire skills, understanding and qualifications that will serve them well in the future;
- all children and young people are supported to **progress**, with excellent teaching; stretched to develop their talents; given the opportunities to pursue an engaging curriculum and qualifications; and to learn in a way which excites them and meets their needs;
- all children and young people learn in an environment of good behaviour, are not bullied or discriminated against, and develop the **wider personal skills**, characteristics and attitudes they need to succeed and make a positive contribution to society, while enjoying a fulfilling and healthy childhood;
- through collaborative working with other services, children and young people’s **additional needs** (including SEN) are met as early as possible – an end in itself; and because doing so supports learning by removing barriers and ensures that children and young people do not become distracted or disengaged from learning;
- high levels of **parental engagement** and satisfaction with schools.

The 21<sup>st</sup> century school system will be characterised by a diverse and highly expert workforce of skilled professionals with great leadership; and a shared determination to do the best for every child. It will do this by:

- maintaining high aspirations for all children and young people and providing **excellent personalised education and development** to ensure that all are able to progress and reach high standards;
- enabling schools to play a key role in **identifying and helping to address additional needs**, working at the centre of a system of early intervention and targeted support;
- providing a **range of activities and opportunities to enrich the lives of children, families and the wider community**; and contributing to community objectives such as local cohesion, sustainability and regeneration.

In the 21st century school system in **schools** (will) **work more extensively and effectively with parents, other providers and wider children’s services**. These partnerships will support improvements in outcomes and, in turn, children and young people’s life chances by:

- providing a more personalised approach for each child and young person, through ensuring greater integrated working and coherence between services;

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- delivering a wider offer: schools can provide collectively, and with other partners a greater range of provision than they can alone;
- meeting additional needs: as the main universal children's service, schools are key to ensuring problems are identified early and addressed;
- contributing to school improvement through maximising the impact of the best leaders and governors and sharing effective practice and professional development;
- making the best use of resources: for example, through sharing staff, functions and facilities across a number of school sites;
- ensuring greater collective accountability for outcomes for children and young people in the local area"

## **Leeds strategic plan**

The Leeds Strategic Plan 2008 to 2011 sets out the agreed strategic outcomes and improvement priorities for the city. Working in partnership, through the Leeds Initiative, Leeds' local strategic partnership, Leeds City council, and its key partners have agreed these priorities, following extensive consultation with councillors, stakeholder groups and the public. The contents of the Plan are aligned with the eight themes in the Vision for Leeds 2004 to 2020, the sustainable community strategy for Leeds. The Leeds Strategic plan is the delivery plan for the Vision for Leeds.

The targets in the Leeds Strategic Plan have been selected following thorough study of the prospects, opportunities and challenges facing Leeds and agreed with partners in the city and with central government. The Leeds Strategic Plan is also the Local Area Agreement for Leeds, a formal agreement with central government on improving outcomes in shared priority areas. The LAA includes the nationally prescribed targets for education and early years.

Education Leeds has lead responsibility for five of the priorities identified in the Leeds Strategic Plan. The wider strategic outcome for the learning theme is: "An enhanced workforce that will meet future challenges through fulfilling individual and economic potential and investing in learning facilities."

All the relevant priorities and targets in the Leeds Strategic Plan are reflected in the Education Leeds Annual Plan and Leeds Children and Young People's Plan. See part three of this plan for details of the various performance indicators and targets used by Education Leeds.

## **Leeds Children and Young People's Plan**

The Leeds Children and Young People's Plan (CYPP) was launched in 2006, with the vision of every Leeds child and young person being 'happy, healthy, safe, successful and free from the effects of poverty.' The vision and associated priorities and targets have been reviewed annually. The 2009 to 14 plan identifies a number of immediate priorities to improve outcomes by 2011 where analysis shows change is most needed. These areas include the targets in the Leeds Strategic Plan that are most at risk without more change and more collective effort.

The plan also identifies the longer term ambitions to improve outcomes, describing how change will be delivered over the next five years. Education Leeds is the lead body for two of the immediate priorities. The relationship between Education Leeds strategic objectives and the immediate priorities and long term ambitions outlined in the CYPP are shown in the two tables which follow the list of priorities and ambitions below.

### **Immediate priorities:**

- improving outcomes for Looked After Children;
- improving attendance and reducing persistent absence from school (Education Leeds is lead body);
- improving early learning and primary outcomes in deprived areas (Education Leeds is lead body);
- providing places to go and things to do;
- raising the proportion of young people in education or work;
- reducing child poverty;
- reducing teenage conception; and
- reducing the need for children to be in care.

### **Working better together**

- strengthening safeguarding
- enabling integrated working

### **Long term ambitions for all children and young people**

- are safe and secure;
- are safe and supported in stronger communities;
- are helped to narrow the gap;
- are thriving in learning;
- are safe and supported in stronger families;
- enjoy life and have places to go and things to do;
- make the right choices;
- make a good start; and
- are supported by excellent, integrated working.

**Matrix of relationships between Education Leeds strategic objectives and the Leeds Children & Young People's Plan immediate improvement priorities**

Education Leeds objectives	Leeds CYPP immediate priorities									
	1	2	3	4	5	6	7	8	9	10
1. Children will have a good start and thrive in learning.			✓							
2. Young people will be engaged and thriving in learning at school.	✓	✓								
3. Narrow the achievement gap for vulnerable children and young people.	✓	✓	✓		✓					
4. Support the continuation of learning into adulthood.	✓				✓	✓				
5. Ensure a 21 <sup>st</sup> century learning experience for Leeds children and young people.			✓							
6. Develop the leadership and governance to deliver 21 <sup>st</sup> century learning.									✓	✓
7. Learning that supports children and young people to make informed choices.	✓						✓			
8. Schools and services provide integrated support to safeguard children, young people and families.	✓			✓					✓	
9. Schools at the heart of strong communities with places to go and things to do.	✓		✓	✓						
10. Education Leeds, a successful learning organisation.										✓

**Matrix of relationships between Education Leeds strategic objectives and Leeds CYPP long term ambitions**

Education Leeds objectives	Leeds CYPP long term ambitions								
	1	2	3	4	5	6	7	8	9
1. Children will have a good start and thrive in learning.				✓				✓	
2. Young people will be engaged and thriving in learning at school.				✓				✓	
3. Narrow the achievement gap for vulnerable children and young people.			✓	✓				✓	
4. Support the continuation of learning into adulthood.				✓					
5. Ensure a 21 <sup>st</sup> century learning experience for Leeds children and young people.				✓					
6. Develop the leadership and governance to deliver 21 <sup>st</sup> century learning.	✓	✓		✓					✓
7. Learning that supports children and young people to make informed choices.				✓			✓		
8. Schools and services provide integrated support to safeguard children, young people and families.	✓	✓		✓	✓	✓			✓
9. Schools at the heart of strong communities with places to go and things to do.	✓	✓		✓	✓	✓			
10. Education Leeds, a successful learning organisation.	✓			✓					✓

## **Review of 2008 to 09**

The first part of the review of 2008 to 09 provides an overview of key aspects of performance. This is followed by a more detailed description of Key Stage, attendance and exclusions trends, APA outcomes, and the results of the Tellus, Every Child Matters and Audit Commission School surveys. There is also a matrix highlighting the implications of the review of 2008 to 09 showing which of our current strategic objectives address the issues raised.

### **Overview**

In 2008, nearly 2000 more young people in Leeds achieved at least five good GCSEs than their equivalent year group had done in 2001. These 2000 young people have succeeded and increased their likelihood of remaining engaged in learning and living happy, healthy, safe, and successful lives. 2008 saw strong improvement across all Key Stage 4 measures with headline measures closing significantly with national averages, the number of schools below floor targets was more than halved, and our rate of improvement in reducing the number of young people achieving no qualifications was in the top 5 per cent nationally.

Through our collective efforts we have made significant progress. While celebrating this success we remain aware of the need for ongoing improvement, and to address those areas where our impact has been less. In secondary schools, we will keep increasing the number of outstanding schools, meet the National Challenge, successfully finish closing the gaps with national Key Stage 4 averages, and through a clear focus on each young person ensure good progress for all and a sustained improvement in value added, which while improving, remains too low for too many secondary schools. To sustain improvements we must focus on prior learning and make sure that all children and young people remain engaged in learning. We must make sure the learning offer starts with the children and young people, views learning as continuing from 0 to 19, and on into adulthood. Children and young people tell us that they could enjoy their learning more than they currently do. We must make sure that learning is enjoyable,

Schools have a central role in supporting improvement in the well being of children and young people. The capacity and desire to learn is fundamental to the likelihood of children and young people making responsible and well informed decisions about their lives. Reducing teenage pregnancy is a central focus in Leeds. We must make sure the provision of sex and relationship education is the best it can possibly be. Local and national surveys highlight a need to continue focusing on encouraging healthy choices and on supporting emotional wellbeing. The involvement and participation of children and young people is also an area that should be strengthened.

Education Leeds will support partnership efforts that place safeguarding as the foundation of the Leeds' approach to the planning and delivery of children's services. We must make sure all children and young people are supported so that they are safe and secure and accessing learning. Children and young people's response to the 2008 Tellus survey highlighted the need to improve their overall sense of safety in schools. While the survey also showed comparatively low levels of bullying, ongoing reductions remain a priority. We recognise the frontline role of schools, their increasing extended provision and their central role in local children's services. Recognising that as much of the support provided, should be provided in places children and young people and families recognise and by people that they know and trust.

Our efforts must support greater empowerment and preventative work with families, supporting a 'think family' approach with better joined up support between the services that support both children, young people and adults. The relationship with parents and carers is essential and we must encourage high parental expectations and promote wider family learning. Schools have a leadership role in their communities and we will support efforts to improve community cohesion, especially through the good examples set by children and young people. This promotion of citizenship will underpin our efforts.

A good start in learning provides a necessary foundation for later success. We must make sure investment in the foundation stage translates into improved early learning and that there is a strengthening of performance at Key Stage 1. While results at key stage two remain broadly in line with national results a renewed focus is needed to make sure this continues. We must make sure all children are making good progress, that the number of schools performing below national expectations is reducing, and that we are addressing persistent absence. We will continue to support primary schools in developing and enriching their curriculum while making sure a good foundation in literacy and numeracy is achieved.

To make sure that all children and young people are sharing in improvements in learning outcomes we must be better at understanding the complexity of need and the causes of disengagement. We have made excellent progress in reducing permanent exclusions and developing partnership approaches, for example, area management boards. In developing children's services we must go further, with a single workforce that has professional respect at its core and integrated responses to need, based on a shared intelligence. Schools and school improvement are at the heart of these efforts.

Our approach to school improvement has proved increasingly effective in making sure that support for schools is proportionate to need, partnership based and effective. We will continue to strengthen our approach around both the individual child and young person's progress and around the role of a 21<sup>st</sup> Century School. We will provide leadership where more substantive changes are required to drive long term improvement. We will make sure solutions are considered to address local circumstances and meet our commitments to children and young people.

Where children are not achieving the outcomes they are capable of we will continue to improve how we deliver the integrated support required, especially around youth disaffection and key priority groups. Results remain significantly below expectations for Looked After Children, and improvement is a central priority. While there are successes, the achievement of children and young people from different Black and Minority Ethnic backgrounds is mixed with a need for greater consistency across the Key Stages, between groups and over time. Similarly we must continue to make sure that children and young people with special educational needs and learning difficulties and disabilities are making good progress, including involvement in appropriate qualifications.

While 2008 saw the highest ever levels of attendance in secondary schools, absence, including persistent absence remains high and above comparator levels. Similarly, while reducing, too many young people remain at risk of limited or no qualifications at the end of Key Stage 4. Reductions are needed in the level of young people aged over 16 not in education, employment or training. Results at 16 have become significantly closer to the national averages, they have yet to do so at 19 especially around level 3

qualifications. Poverty is a key factor. The gaps between children and young people entitled to free school meals and their peers remain substantive, despite some positive signs, addressing this must start at the foundation stage, continuing through the key stages and on into post 16 learning. We must make 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 strongly evident in their lives. Dedicated personal support from a coach or mentor will be a priority. We must respond effectively as we move towards a rise in the age of compulsory involvement in learning.

The company has a lead role in transforming the organisation and delivery of 14 to 19 learning. This will continue with the delivery of the 14-19 education plan and the development of 14-19 confederations. The advice and guidance young people receive on their future learning and career choices must be accessible and the best possible. Young people must have ownership of their learning and of their learning choices, with understanding of how their learning can provide a pathway into employment. To support this we will continue to work with business, promote social enterprise and financial skills, encourage apprenticeships, develop diploma lines, and support work based learning.

Leeds has seen unprecedented levels of investment in schools, creating modern and innovative learning environments, including virtual learning environments. Our successes in these areas was reflected in winning two 2008 Excellence in Building Schools for the Future Awards, including 'Innovation in ICT.' We will continue to attract and deliver investment in innovative learning environments, including the primary capital programme. In doing so we will improve the involvement of children and young people in capital projects and our understanding of the impact of investment. Opportunities will be taken to support greater coherence in provision at both local and city level. This will extend the range of learning choices and make sure that appropriate specialist and alternative provision is available; and continue the development of extended services, including children centres and integrated youth support. In improving extended services, we will support community empowerment and value the contribution that all sectors, public, private and voluntary can make to enriching the learning offer and providing more integrated and responsive support to children, young people and families.

Children and young people's top priority for improvement is for more places to go and things to do. Through our PE and school sport partnerships we have been successful in achieving participation targets; we have also succeeded in securing involvement in the national Find Your Talent programme. We will continue these efforts, encouraging children and young people's engagement in cultural and sporting activities, improving the links between curriculum and community provision.

A successful response to these challenges will require self-confident and outcome focused organisations, based on strong leadership and clear governance. We know that there is no right way and that empowerment and passion bring innovation and excellence. We also know that no one organisation can adequately meet the needs of children, young people and families. Therefore we will support and encourage intelligent partnerships working on agreed priorities; and we will promote the role and leadership of schools as Children Leeds partners. We will champion coaching cultures and encourage excellent leadership at all levels and in all places.

The recent 'Times 100 Best companies to work for' survey placed Education Leeds as a company to watch and also highlighted the scope that exists to improve our practice. There has been significant improvement in schools' satisfaction with local services for children and young people, but there is scope for ongoing improvement. We will continue a pursuit of excellence and challenge ourselves to evidence this through, for example, such as Customer Service Excellence and Beacon Awards. Economic realities reinforce the need to prioritise carefully, realise the benefits of integration, improve our identification and responsiveness to need, and how we evaluate and learn.

## 2006 to 2008 Key Stage, attendance and exclusions performance

This section provides a summary of Key Stage, attendance and exclusions performance for 2006 to 2008.

### Foundation stage

Foundation stage key performance indicators 2006 to 2008

	2006			2007			2008		
	Leeds	National	Statistical neighbour	Leeds	National	Statistical neighbour	Leeds	National	Statistical neighbour
<b>Percentage of children reaching a good level of achievement</b>	43	45	Not available	47	50	46	47	52	49

*"Percentage of children reaching a good level of achievement" = 78 or more points across the Foundation Stage Profile AND 6 or more points in each of the Communication, Language & Literacy Development (CLLD) and Personal, Social Emotional Development (PSED) Areas of Learning.*

*Statistical Neighbour = Average score for statistical neighbour authorities, based on new statistical neighbours as of January 2007.*

#### 2008 Leeds performance

The percentage of pupils who reached a good level of achievement has risen by 0.2 percentage points from 2007 and is at its highest recorded level in Leeds.

#### National comparison

The Leeds figure is below the national figure and the local rate of improvement is considerably slower than the national rate.

#### Black and minority ethnic

Outcomes for BME groups at the Foundation Stage are generally below average. Rates of improvement are mixed, with significant improvements for Bangladeshi and Black Caribbean heritage groups, but the gap remains large for many BME groups.

#### Looked After Children

Numbers of Looked After Children are very small at this Key Stage. However, outcomes for this cohort are significantly lower than average.

#### Statistical neighbour comparison

LA comparative data has only been published against this indicator for the past two years. The local performance is below comparative authorities, although there is significant variation with results ranging from 40% to 65%.

#### Free School Meal (FSM) eligibility

The performance of FSM eligible pupils fell to 26% in 2008, resulting in the gap in performance to FSM non-eligible pupils widening.

#### LDD / SEN

Pupils with SEN generally have lower than average outcomes at the Foundation Stage. Pupils with Statements, whose special needs will be the most severe, had the lowest outcomes.

Note: Floor targets and value added are not applicable for this Key Stage

## Key Stage 1

The percentage of pupils achieving Level 2 + at Key Stage 1 in 2006 to 2008

% pupils achieving Level 2+	2006			2007			2008		
	<i>Leeds</i>	<i>National</i>	<i>Statistical Neighbour</i>	<i>Leeds</i>	<i>National</i>	<i>Statistical Neighbour</i>	<i>Leeds</i>	<i>National</i>	<i>Statistical Neighbour</i>
<b>Reading</b>	83	84	84	82	84	84	81	84	84
<b>Writing</b>	80	81	81	77	80	80	75	80	79
<b>Maths</b>	88	90	90	87	90	89	85	90	89
<b>Science</b>	87	89	89	85	89	88	84	89	88

*Statistical Neighbour = Average score for statistical neighbour authorities, based on new statistical neighbours as of January 2007.*

### 2008 Leeds performance

Key Stage 1 results have shown a drop for the second successive year in all subjects. There was a 1% fall in reading and science, and a 2% drop in writing and maths.

### National comparison

Attainment is 3% below national for reading, 5% for writing and maths and science. These represent a significant widening of the gap in performance since 2006

### Free School Meal (FSM) eligibility

The attainment of pupils eligible for free school meals is significantly below that of pupils who are not eligible with the largest gap in attainment for writing. The gap has closed in 2008 between the two groups, due to the lower performance of non eligible pupils. The gaps in attainment are wider in Leeds than those seen nationally.

### LDD / SEN

For School Action pupils, performance improved in all three subjects, whilst School Action plus pupils' performance fell 1% in writing and maths and remained unchanged in reading. Finally, for statemented pupils, there were significant falls in reading and maths, with writing performance remaining at the 8% seen in 2007.

### Statistical neighbour comparison

Statistical neighbours have experienced a stagnation in performance, but outcomes in these comparative authorities remain higher, on average, than in Leeds.

### Looked-after children

The percentage of pupils attaining level 2 or above in Key Stage 1 has improved in reading and, significantly, maths. There has been a significant fall in writing performance. In 2007 outcomes were below national levels for reading and maths, and in line with national performance in writing.

### Black and minority ethnic

Following the drop in performance across the city, there have been some significant falls in some priority ethnic groups. Asian heritage pupils performance dropped, significantly in reading and writing. Black heritage pupils performance was more mixed, with falls seen in Reading and maths, whilst writing standards were broadly stable.

Note: Floor targets and value added are not applicable for this key stage

## Key Stage 2

The percentage of pupils achieving Level 4 + at Key Stage 2 in 2006 to 2008.

% pupils achieving Level 4+	2006			2007			2008*		
	Leeds	National	Statistical Neighbour	Leeds	National	Stat Neighbour	Leeds	National	Statistical Neighbour
<b>English</b>	79	79	78	81	80	80	80	80	80
<b>Mathematics</b>	76	76	76	77	77	78	77	78	79
<b>English and maths</b>	70	70	71	72	71	72	71	72	72
<b>Science</b>	85	87	85	87	87	88	85	88	88

*Statistical Neighbour = Average score for statistical neighbour authorities, based on new statistical neighbours as of January 2007.*

**2008 Leeds performance** KS2 performance has remained broadly in line with previous levels. There was a 1% fall in English and science locally, with maths performance remaining at 2007 levels. However, the new indicator relating to performance in English and maths together also fell 1%.

**National comparison** Results are consistent with national performance in English and maths and behind in science. Levels of attainment are within 1% of national averages in English and maths but are now 3% below national levels in science.

**Value added** Contextual Value added in Leeds between KS1 and KS2 is slightly below the national average and broadly in line with previous levels locally. Local performance is also in line with similar authorities.

**Free School Meal (FSM) eligibility** The performance of FSM eligible pupils in 2008 in all three subjects broadly maintained the performance seen in 2007. In conjunction with falls for the non eligible cohort, the gap in performance narrowed in 2008. In 2007, Free School Meal eligible pupils performed in line with their peers nationally.

**LDD / SEN** The performance of all three groups of pupils on the SEN register has improved in 2008 in all three subjects, with improvements being at 2% or better across all subjects and category of need. Standards in English and in maths are now above the national levels seen in 2007.

**Statistical neighbour comparison** Performance is slightly below the average of statistical neighbours in English and maths indicators, but is 3% below science levels; their performance is also improving slightly faster than Leeds.

**Floor targets** There has been a steady fall in the number of schools below the floor targets. There are currently 28 schools below the new 55% floor target, having been at 44 in 2006.

**Looked-after children** The performance of LAC rose at Key Stage 2 in 2008 in all three subjects. This puts performance in line with national performance seen in 2007. Performance stands at 43% in English and 42% in maths, rises of 3% and 12% respectively.

**Black and minority ethnic** Outcomes for some BME groups have improved over this period; most significantly that for Pakistani pupils in all three subjects. However, the outcomes for Black heritage pupils improved only in maths. Differentials in attainment for BME groups in Leeds are generally in line with the national picture.

### Key Stage 3

The percentage of pupils achieving Level 5 + at Key Stage 3 in 2006 to 2008

% pupils achieving Level 5+	2006			2007			2008		
	<i>Leeds</i>	<i>National</i>	<i>Statistical Neighbour</i>	<i>Leeds</i>	<i>National</i>	<i>Statistical Neighbour</i>	<i>Leeds</i>	<i>National</i>	<i>Statistical Neighbour</i>
<b>English</b>	70	72	71	71	74	72	69	73	na
<b>Mathematics</b>	75	77	75	73	76	75	75	77	na
<b>Science</b>	69	72	72	69	73	72	69	71	na

*Statistical Neighbour = Average score for statistical neighbour authorities, based on new statistical neighbours as of January 2007. It is not available for 2008 due to data accuracy concerns*

**2008 Leeds performance** Standards rose in maths, remained stable in science and fell in English, but figures are still highly provisional and unconfirmed for 2008.

**National comparison** The gap to the national average has closed at Level 5+ in maths and science but widened slightly in English.

**Statistical neighbour comparison** No data is currently available for other authorities and so 2008 comparisons cannot be made. Previously, performance has been slightly below similar authorities

**The uncertainty around Key Stage 3 makes analysis for priority groups less certain and comparison data is not available.**

## Key Stage 4

The percentage benchmark indicators for Key Stage 4 in 2006 to 2008

% pupils achieving:	2006			2007			2008		
	Leeds	National	Statistical Neighbour	Leeds	National	Statistical Neighbour	Leeds	National	Statistical Neighbour
<b>5+ A* to C</b>	52.2	59.0	55.7	55.9	61.4	57.6	62.4	65.3	63.9
<b>5+ A* to C (English and maths)</b>	40.4	45.6	41.2	42.1	46.3	43.3	46.4	47.6	46.6
<b>5 + A* to G</b>	86.5	90.1	89.8	88.1	90.9	91.4	90.6	91.3	92.3
<b>No Passes</b>	4.4	2.7	3.2	4.4	2.0	1.7	2.3	1.5	1.7

*Statistical Neighbour = Average score for statistical neighbour authorities, based on new statistical neighbours as of January 2007.*

**2008 Leeds performance** The rise in the 5+A\* to C indicator continues to close the gap on national performance. This pattern is also seen for the 5+A\*-C including English and Maths indicator. Performance against measures of low or no achievement are also positive following a period of focus linked to value added performance.

**National comparison** Improvements in 2008 were such that the gap to national performance closed for every indicator. 5+A\*-C performance in Leeds is now 2.9 below national levels and for 5+ A\*-C including English and Maths, it is 1.2%

**Value added** Overall, the performance of Leeds measured by Contextual Value Added between Key Stages 2 and 4 is low, but improving. Students in a significant proportion of the schools in Leeds do not make the progress expected compared with national expectations, with 11.9% of Leeds pupils falling in the bottom 10% nationally.

**Free School Meal (FSM) eligibility** Performance of FSM eligible pupils improved significantly for all indicators in 2008 closing the gap to performance of pupils not eligible for Free School Meals.

**LDD / SEN** Pupils on the SEN register have made significant improvements in KS4 performance in 2008. School Action pupils and School Action Plus pupils recorded improvements in all three indicators. Pupils with statements also made significant improvements, with the proportion leaving with no qualifications, which fell by 17.4% in 2008, a significant success.

**Statistical neighbour comparison** The gap to average statistical neighbour performance has remained the same for 5+ A\*-C performance and closed to 0.1% for the measure including English and maths. The gap has halved for 5+ A\*-G and for no passes

**Floor targets** The 2008 floor target is for the number of schools with less than 30% of pupils achieving 5+ A\* to C GCSEs. One school was below this level. Performance in the floor target from 2009 presents a new challenge although the amount of schools below this target halved in 2008 to seven.

**Looked-after children** The percentage of LAC in Key Stage 4 that sat exams rose in 2008. The percentage achieving 1 or more A\*-G also rose slightly. The percentage achieving 5 or more A\*-C increased to 9% and those achieving 5 or more A\*-G fell. In 2007 the performance on all indicators was below national levels.

**Black and minority ethnic** This encouraging overall improvement has been exceeded by the improvement in outcomes for the Black heritage cohorts; improvements for Asian heritage groups are more mixed and general levels of attainment for Asian heritage pupils do remain well below average, with the exception of Indian pupils. As at other Key Stages, very few pupils from Gypsy/Roma and Traveller heritage backgrounds achieve the "expected" level of attainment.

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### Attendance

	2006			2007			2008		
	Leeds	National	Statistical Neighbour	Leeds	National	Statistical Neighbour	Leeds	National	Statistical Neighbour
<b>Primary attendance</b>	94.3	94.2	94.4	94.8	94.8	95.0	94.7	94.7	94.9
<b>Secondary attendance</b>	90.6	91.8	91.7	90.8	92.1	92.3	91.7	92.7	92.9
<b>Secondary persistent Absence</b>	10.1	7.1	7.8	9.8	6.7	7.0	7.9	5.6	5.7
<b>Secondary unauthorised Absence</b>	1.9	1.2	1.4	2.6	1.5	1.6	2.4	1.5	1.5

*Statistical Neighbour = Average score for statistical neighbour authorities, based on new statistical neighbours as of January 2007.*

<b>2008 Leeds performance</b>	Primary school attendance fell marginally in 2007/08. Attendance in Leeds secondary schools rose to highest recorded levels in 2007/08 stabilised in 2006/07. The percentage of persistent absentees in Leeds secondary schools also continued to fall and the number of persistent absentees has now fallen by 17% since 2005/06. Unauthorised absence fell slightly in 2007/08.	<b>Statistical neighbour comparison</b>	Primary attendance remains in line with statistical neighbours. Secondary absence and persistent absence remain above the level seen in statistical neighbours, although the improvements achieved in Leeds have narrowed the gap to comparative authorities.
<b>National comparison</b>	Primary attendance remains in line with national levels of attendance. Secondary absence and persistent absence remain above national levels, although the improvements achieved in Leeds have narrowed the gap to national levels.	<b>Target Schools</b>	Despite the improvements achieved in 2007/08, the two percentage point drop in the target school threshold level of persistent absence means that in 2008/09 there are 22 secondary schools that are target schools for persistent absence. 91 primary schools have also been identified by the DCSF as target schools for persistent absence.
<b>LDD / SEN</b>	Attendance for pupils with SEN is lower than the Leeds average in both primary and secondary schools. Over 20% of pupils with SEN but no statement in secondary schools were persistent absentees in 2007/08, over twice the Leeds average. 17% of pupils with statements of SEN were persistent absentees in 2007/08.	<b>Looked-after children</b>	Attendance of LAC is slightly higher than the Leeds average in primary schools, but 5 percentage points lower in secondary schools. Levels of unauthorised absence for LAC from secondary schools is double the Leeds average. Overall 18% of LAC were persistently absent, double the figure for all secondary pupils.
<b>Black and minority ethnic</b>	Traveller groups have the lowest levels of attendance and highest persistent absence. Secondary attendance improved for all Black heritage groups in 2007/08 and persistent absence dropped to below the Leeds average for Black Caribbean and Black Other heritage pupils. Attendance is low and persistent absence high for Bangladeshi pupils, in both primary and secondary schools.	<b>Free School Meal (FSM) eligibility</b>	Attendance for pupils eligible for free school meals is lower than the Leeds average in both primary and secondary schools. However the differences are starker in secondary schools where attendance for eligible pupils is 7 percentage points lower than the Leeds average. 23% of pupils eligible for free school meals were persistent absentees in 2007/08, over twice the Leeds average.

## Exclusions

Rate of exclusion per 1000 pupils	2006		2007		2008	
	Leeds	National	Leeds	National	Leeds	National
Permanent: primary schools	0.0	0.2	0.0	0.2	0.2	
Permanent: secondary schools	1.7	2.4	1.4	2.3	1.1	
Fixed: primary schools	6.0	Not available	5.5	11.1	6.9	
Fixed: secondary schools	144.8	104.0	129.6	109.4	103.6	

*Ofsted guidance states that it is not appropriate to compare performance on exclusions using Statistical neighbours.*

### 2008 Leeds performance

The number of permanent exclusions in Leeds schools has fallen significantly in recent years, with a 69% reduction since 2003/04. The number of fixed term exclusions has fallen by a third between 2003/04 and 2007/08. The rate of fixed term exclusion in primary schools rose in 2007/08. The rate of fixed term exclusion from secondary schools in Leeds fell by 20% in 2007/08.

### National comparison

The percentage of pupils permanently excluded in Leeds has been below national levels since 2004/05. The Leeds trend of reducing exclusions from secondary schools has not been replicated nationally and the rate of exclusion in 2007/08 was below the national rate for secondary schools in 2006/07. The rate of exclusion from primary schools has consistently been below national levels of exclusion.

### Looked After Children

The number of LAC permanently excluded from school has dropped in each of the last three academic years, with two LAC permanently excluded in 2007/08. The rate of fixed term exclusions for LAC was 6.5 times higher than for all pupils in 2007/08.

### Free School Meal (FSM) eligibility

Rates of permanent exclusion have also fallen for pupils eligible for free school meals, however this group is still twice as likely to be excluded than the Leeds average. Although the rate of fixed term exclusion has fallen for pupils eligible for free school meals they are still twice as likely to be excluded than the Leeds average.

### Target Schools

The number of secondary schools with 5 or more permanent exclusions has decreased from 10 in 2004/05 to 2 in 2007/08. The number of secondary schools with a rate of exclusion in excess of 150 per 1000 pupils decreased from 18 in 2005/06 to 10 in 2007/08.

### LDD / SEN

Significant improvements in the levels of permanent exclusions for pupils with SEN have been achieved, with no pupils with statements permanently excluded in 2007/08. Pupils with SEN have relatively high rates of fixed term exclusion, the rate of fixed term exclusions for pupils with statements rose in 2007/08 and these pupils were 5 times more likely to be excluded.

### Black and minority ethnic

The rate of permanent exclusion for pupils of BME heritage is slightly higher than the Leeds average. However, The number of permanent exclusions of pupils of BME heritage has fallen significantly in recent years (over 50% since 2004/05). The rate of fixed term exclusions of pupils of BME heritage has fallen in each of the last two academic years. The rate of exclusion for BME pupils remains slightly higher than for all pupils. Pupils of Gypsy Roma Traveller heritage, Black Caribbean, Black Other and Mixed Black Caribbean and White pupils are the ethnic groups with the highest rates of fixed term exclusion. The rate of exclusion for these groups has consistently been 2.5 to 3 times higher than the Leeds average.

### Annual Performance assessment 2008 outcomes

The following table sets out the grades awarded for performance in 2008, following the Annual Performance Assessment (APA) inspection process.

Assessment judgment area	APA grade
Overall effectiveness of children's services	2
Being healthy	2
Staying safe	2
Enjoying and achieving	3
Making a positive contribution	3
Achieving economic wellbeing	2
Capacity to improve, including the management of services for children and young people	2

Inspectors make judgements based on the following scale: 4 is outstanding; 3 is good; 2 is adequate; 1 is inadequate

A number of Major strengths and Important weaknesses and areas for development relevant to the work of Education Leeds were identified.

#### Major strengths

- The proportion of schools achieving Healthy School status is improving well compared to the England average. The council achieved Beacon Status in 2007 for this area of work.
- The quality of education in schools and early years settings is mostly good as shown by Ofsted inspections.
- Standards are rising in Key Stage 4 and closing the gap with the national averages.
- The provision for children and young people with learning difficulties and/or disabilities is generally good. The great majority of children with learning difficulties and/or disabilities are educated successfully in mainstream settings and they have good opportunities to access cultural and leisure activities.
- There is a good range of 14–19 collaborative provision involving schools, colleges and work-based providers. The wide range of post-16 provision includes vocational pathways covering every sector subject area and providing for a wide range of ability levels.
- The proportion of young people who achieve a Level 2 qualification by the age of 19 is increasing and the gap between Leeds and similar councils is closing.
- A high proportion of care leavers are still in education and/or training at the age of 19 and many are at university. There is good support for looked after children as they make the transition to adulthood and the proportion of care leavers aged 19 living in suitable accommodation is high.

### **Important weaknesses and areas for development**

- The number of teenage conceptions remains high and the rate has not decreased since the baseline of 1998.
- Attendance rates are below those of similar councils despite a significant reduction in the number of persistent absentees.
- Despite marked improvements in the achievement of children of Black Caribbean and Black African heritage, the achievement of children from some other minority ethnic backgrounds remains low, particularly children of Kashmiri Pakistani origin.
- There remain a high proportion of young people who are not in employment, education or training, especially from minority ethnic groups. Progress to improve this has been slow.
- The proportion of young people obtaining a Level 3 qualification by the age of 19 is lower than in similar councils and is not improving.

### **The Tellus Survey 2008**

#### **What is it?**

Tellus is a national survey, managed by Ofsted, which gathers the views of children and young people. The findings of the survey are used as a key source of evidence for the APA. The data also allows us to judge how much of an impact services are having on improving outcomes for children and young people, and how these compare nationally. The survey involves a sample of schools and the questions are based around the five Every Child Matters outcomes.

#### **Who was involved in Leeds?**

In 2008, over 800 children and young people from 23 schools in Leeds took part in the survey. They comprised pupils from years 6, 8 and 10. 15% were from BME backgrounds and 14% in receipt of free school meals.

#### **What did we learn?**

Overall, children and young people in Leeds have similar opinions, concerns and experiences as children and young people nationally. Where the survey does not highlight significant local differences it is of value in checking and updating our understanding of children and young people's opinions and behaviours in respect of their lives and the areas and communities in which they live.

#### **Being healthy**

The majority of children and young people are satisfied with their health, relationships and life, and acknowledge that stress and anxiety do exist. They feel reasonably well informed and know they have people to talk to about their problems. The majority feel they were healthy, and almost three quarters are physically active on three or more days a week.

After exams, friendships and families are their biggest sources of worry.

At some point in their lives 26% of the children and young people in the survey have smoked, around 50% have had a drink and 22% have taken drugs. The majority are happy with the information they receive, with 33% wanting better information about drugs and 36% about sex and relationships.

Across all areas there are children and young people who are not experiencing healthy outcomes or are at risk of not experiencing them, often with a core group at greater risk.

### **Staying safe**

Home is where the majority of children and young people feel safest. In other settings the sense of feeling very safe falls to 27% in the case of their local area.

An overwhelming majority acknowledged bullying as a problem, with a minority saying they are bullied regularly. 13% said they are bullied at least once a week. Over half said their school deals with bullying quite well or better. A significant number said that fewer bullies would help them do better in school.

### **Enjoying and achieving**

The majority of children and young people enjoy school most of the time and try their best. There was a strong opinion that more fun and interesting lessons would help them to do even better.

Only a quarter of children and young people feel there are enough things to do in their local area. Opinions on improvements are varied and include the cinema and theatre; swimming pool; gym; gigs and concerts; and the park. Not having enough time and no local facilities being available were given as the most common reasons why they don't go to or use these.

### **Making a positive contribution**

Young people were generally negative when asked how well they felt their views were listened to in reaching decisions about their local area. More said their views matter in school but an almost equal number said their views weren't listened to much or at all. This picture is below the national average.

A significant number of children and young people have cared for or helped someone out. About a quarter have volunteered for a charity or local group, but this involvement is below national levels.

### **Achieving economic wellbeing**

Two thirds of children and young people think their local area is a good place to live in. The most popular choices for improving their local area were for more and better activities with tidier and safer environments. The majority think public transport is fairly or very good.

With future choices, almost half of those responding intend to go to university, with more girls choosing this option. Boys are more inclined to want to enter employment at 16. A significant minority of young people say they do not know what they want to do when they left school.

## **Every child matters survey 2008**

The Leeds ECM survey is an online, anonymous pupil survey, available free of charge to schools in Leeds. The survey covers the five ECM outcomes and is designed to provide information for both schools and Children's services. This will inform self evaluation and needs analysis, complementing and developing the information provided by the national Tellus survey 2008.

In 2008, over 4,300 children and young people from 76 primary and 12 secondary schools took part in the ECM survey. 61 per cent of those responding to the survey were in primary schools and 39 per cent were from secondary schools. Those responding to the survey are generally representative of the Leeds school population, although pupils of Black and Minority Ethnic heritage and pupils with statements of Special Education Needs were slightly under represented

### **Be healthy**

- 83% of children and young people said they were happy most of the time, but over half feel stressed at least some of the time, a quarter of secondary pupils reported feeling stressed most or all of the time.
- Almost a quarter of secondary age pupils rarely or never eat breakfast.
- Only a quarter of children and young people are eating the recommended five portions a day of fruit and vegetables, with over a third eating an average of three or more snacks a day.
- Only half of children and young people said they were exercising each day (7 or more 30 minute sessions in a week), with almost 10% doing less than three thirty minutes sessions each week.
- Only three quarters of secondary, and two thirds of primary pupils brush their teeth the recommended twice a day or after every meal.
- Almost half of children and young people live with someone who smokes and almost half had smoked themselves at least once. 6% of secondary respondents reported smoking ten or more cigarettes a day.
- 10% of secondary school pupils drink alcohol two to three times a week or every day, with over a third of year 11s drinking at least once a week. A quarter reported that they would not know where to get help or advice about alcohol.
- 17% of secondary respondents reported having used illegal substances. Cannabis was the most used drug, with a third of those that had used drugs using cannabis at least once a week. Almost a third of pupils said they did not know where to get advice about drugs.
- Over a third of the pupils responding to the survey in years 9 and 11 have had sex and of particular concern is the 19% of those that had had sex saying that they did not use contraception the last time they had sex.
- 31% thought they needed to know more about HIV, AIDS and sexually transmitted infections.

### **Staying safe**

- The majority of responding pupils reported feeling safe at home and at school. But a small minority reported feeling unsafe, particularly outside of lessons in school.
- Around half of children and young people feel safe in the area they live after dark.
- A third of pupils undertaking the survey thought that gangs were at least quite a problem in their school, and over half had had seen or been a victim of crime in the last year.
- Anti social behaviour was seen as a particular problem for young people, particularly older age groups, 39% of secondary pupils thought it was at least quite a problem and 19% thought it a big or very big problem.
- 15% thought discrimination and racial tension are a big or very big problem in school and where they live.
- Just under half of pupils responding had been bullied at least once in the last year, with 6% being bullied most days.

### **Enjoy and achieve**

- 83% said they enjoy their life, with a higher response from primary than secondary age pupils. 6% said they do not enjoy their life.
- Around two thirds of primary and half of secondary pupils rated their local area as good or very good for play and sports. Only half of primary and a quarter of secondary pupils thought their area was good or very good for the arts.
- Just over a third of secondary pupils said they enjoy school, compared to 70% of primary pupils.
- Primary pupils were generally more positive about schools.
- When asked what they thought was good about school, the most popular responses from primary pupils were lessons, before and after school activities, and getting on with staff. For secondary pupils the more social aspects of school were most popular, such as getting on with friends and staff, and activities outside of lessons.
- When asked what would improve their school the most popular response for both primary and secondary pupils was pupil behaviour.

### **Make a positive contribution**

- When asked how much difference they thought they could make in the way their school or local area is run, high proportions of young people responded that they do not know.
- Of secondary pupils responding, 42% had been noisy or rude in a public place, with a third saying that their neighbours had complained about their behaviour in and around their home.

- A quarter of secondary pupils have done graffiti in the last year, 18% have bullied someone and 17% have been threatening or rude to someone because they were different.

### **Achieve economic well-being**

- 76% of year 9 pupils and 79% of year 11 pupils think they will be in further education when they left year 11.
- A third of year 9 and 11 pupils and a quarter of year 7 pupils think they will have a professional career when they are an adult, a high proportion thought they would be running their own business.
- 79% of secondary pupils think the information and guidance they receive for issues, such as choosing subjects and thinking about jobs and careers was good or very good.
- Just over three quarters of secondary pupils feel they are good or very good at using numbers, and reading and writing.
- Just over a half of secondary pupils feel they are good or very good at speaking in public. Less than two thirds thought they were good or very good at leading a group.
- 76% of primary and 55% of secondary pupils think their local area is good or a very good place to live for young people.
- 63% of secondary pupils responding think that Leeds is a good or very good place to live for young people.

## **Audit Commission schools survey 2008**

The Audit Commission schools survey captures the perceptions and judgements of schools on the services provided locally, and their effectiveness in securing improvements in the outcomes for children and young people. The results of the survey are used to inform service improvement plans for children's services and partners.

### **Headlines**

2008 has seen strong a improvement in satisfaction levels; 43 questions have shown statistically significant improvements in satisfaction, with no questions declining significantly. The number of questions where on average schools are dissatisfied has declined from 23 in 2007 to 11 this year. When compared to other authorities there has been a strong reduction in the number of questions ranked in the bottom quartile of local authority averages. These are the best ever results for this survey in Leeds.

### **Key points**

The areas of greatest improvement in school satisfaction are:

- behaviour support programmes;
- common assessment framework;
- personalised learning;
- the challenge to schools to perform better;
- community cohesion;
- sexual health and reducing teenage pregnancies;
- support for gifted and talented pupils;
- support for ceasing smoking and substance abuse; and
- combating bullying; help for families in danger of harming or neglecting their own children.

The areas where levels of satisfaction are highest:

- child protection;
- financial information;
- combating discrimination and racism;
- the challenge to schools to perform better;
- resource and financial management;
- developing self-management in schools;
- raising attainment; and
- the definition of monitoring, support and intervention; combating bullying.

### **Areas for development**

Overall this has been an extremely positive survey. There are 28 questions that raise some concerns and will be considered in the context of service improvement. No questions have shown significant decline but secondary schools responses considered alone do show four questions with significant declines in satisfaction levels. Key issues from the 2008 survey are:

- Meeting the mental health needs of children and young people, and the accessibility of the social workers responsible for LAC, remain areas with very low satisfaction. Information on LAC is also an issue in secondary schools.
- Questions relating to youth provision and support, especially for young people at risk of or engaged in anti social or negative behaviours.
- Low and declining secondary school satisfaction in relation to English as an additional language and support for meeting the needs of ethnic minorities.
- Support to improve building management and development in your school is now rated as unsatisfactory but this is not a significant change.
- Low satisfaction with how community and regeneration programmes take account of the needs of children and young people may reflect a concern of how central children and young people are to services outside of the children's services.

### Implications of the 2008-09 review

The table below summarises the key issues coming out of the review section, the source (s) where they are raised, and which strategic objectives in the new activity programme will help address them. The objectives are numbered from 1-10.

1. Children will have a good start and thrive in learning.
2. Young people will be engaged and thriving in learning.
3. Narrow the achievement gap for vulnerable children and young people.
4. Support the continuation of learning into adulthood.
5. Ensure a 21st century learning experience for Leeds children and young people.
6. Develop the leadership and governance to deliver 21<sup>st</sup> century learning.
7. Learning that supports children and young people to make informed choices.
8. Schools and services provide integrated support to safeguard children, young people and families.
9. Schools at the heart of strong communities with places to go and things to do.
10. Education Leeds, a successful learning organisation.

Issues	Key issue for 2009 to 10 activity programme raised by:								Addressed by objectives
	APA	School survey	Pupil surveys	2008 to 09 outcomes	2008 to 09 Activity programme	CYPP	Leeds Strategic plan	National initiative	
Teenage conception & SRE	✓			✓		✓			7,9
Healthy lifestyles & choices			✓						7,9
Bullying & safety			✓				✓	✓	2,8,9,10
Youth & arts provision		✓	✓			✓			8,9
Behaviour & SEN provision			✓	✓	✓			✓	8,10
Attendance & persistent absence	✓			✓	✓	✓		✓	1, 2, 3
BME achievement	✓			✓				✓	3,9,10
EAL & BME support		✓						✓	3,9,10
Vulnerable groups		✓		✓		✓		✓	3,8,9
NEET	✓			✓		✓		✓	2,3,4
Level 3 qualifications	✓			✓			✓	✓	2,3,4,6
Value added				✓				✓	1,2,3,4,
Foundation & Key stage outcomes – narrowing the gap				✓		✓	✓	✓	1,2,3,4
Voice of the child			✓		✓			✓	4,5,6,9
Post 16 options & choices			✓					✓	4,7
Safeguarding			✓			✓		✓	6, 7, 8, 10
Building management & development		✓			✓			✓	5, 6, 10
Extended services				✓			✓	✓	6,9
Improving EL				✓	✓				6,10

### **Part three: Delivering our priorities and objectives**

This section sets out the activities and targets we will focus on in 2009 to 10 in order to deliver our priorities and objectives. Individual work programmes are presented for each of the Education Leeds Strategic Plan objectives, offering the following information.

- A description of why this objective is important and the key reasons for undertaking this set of activities.
- The outcome performance indicators showing the key impact we intend to make, longer term targets and ambitions to be achieved by 2012.
- The key activities we will undertake in 2009 to 10, indicating responsibility – the lead officer responsible for delivery, partners who will support delivery and further details of supporting plans where operational details can be found and where the activities can be found in major partnership plans.

Following the activity programme we outline the roles and responsibilities officers have in relation to the annual plan; describe the Education Leeds performance management framework; list our key performance indicators; and briefly describe key plans and processes that support the delivery and management of the plan, for example, customer standards, risk management, the equality, diversity and cohesion scheme and the Human Resources strategy, and the Education Leeds budget.

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Strategic Objective 1	Children will have a good start and thrive in learning	
<b>Description</b>	<p>All children will be accessing learning that is appropriate, enriching and enjoyable; that builds their confidence, and imparts the learning skills that will lead to ongoing progress and later success. We will work to strengthen provision and to ensure that by the end primary school Leeds children are prepared for the learning challenges ahead.</p>	<p>By 2012 we will:</p> <ul style="list-style-type: none"> <li>• increase the overall rates of progress made by Leeds children through the foundation stage and during primary school.</li> <li>• significantly reduce the number of primary schools performing below national expectations.</li> <li>• improve children's attendance at primary schools and reduce the number of children who are persistently absent.</li> </ul>

Ref	Outcomes Criteria	Baseline FY 2008-09 AY 2008	Target FY 2009 to10 AY 2009	Target FY 2010 to 11 AY 2010	Target FY 2011 to12 AY 2011	Target FY 2012 to 13 AY 2012	
1.1	(NI72) The percentage of children finishing the Foundation Stage in July who achieve the national standard.	47.2%	53%	56%	Set 02/2010 National 2011+4% on 2008	Set 02/2011	
1.2	(NI73) The percentage of children achieving at level 4 or above in both English and maths at Key Stage 2.	72%	77%	77%	Set 02/2010 National 2011 78%	Set 02/2011	
1.3	(NI76) The reduction in the number of schools where less than 55% of children achieve level 4 or above in both English and maths at Key Stage 2.	28	11	15	Set 02/2010 National 40% reduction on 2007	Set 02/2011	
1.4	(NI93) The percentage of children progressing by 2 levels in English between Key Stages 1 and 2.	84.4% (provisional)	87%	89%	Set 02/2010 National 9% pts increase on 2008	Set 02/2011	
1.5	(NI94) The percentage of children progressing by 2 levels in maths between Key Stages 1 and 2.	78% (provisional)	85%	88%	Set 02/2010 National 11% pts increase on 2008	Set 02/2011	

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1.6	(Local) The percentage of children who are persistently absent from primary schools	2%						⚡ ⚙
1.7	(Local) The average points score achieved by children at Key Stage 1	14.4						⚙ ⚡
CYPP priority ☺		LAA / SALTs target 🏠	Other national indicator <input checked="" type="checkbox"/>	Leeds Strategic Plan ↗	Contract target ⚡	Local target ⚙	Area for improvement ⚡	

Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details
1. Implement Early Years Outcome Duty (EYOD) action plan: including, the quality of leadership in the Early Years Foundation Stage (EYFS); good practice in transition from EYFS to Key Stage 1; the leadership of Children's Centres and moderating Foundation Stage Profile judgments. (NB. Establishing an EYOD Board is an activity in the CYPP; a second CYPP activity is Embed robust Foundation Stage moderation and support to schools experiencing difficulties with the assessment of young learners)	Head of primary school improvement (HPSI)	Schools, Early Years (EY), Children's Centres (CC), Children's Services (CC), School improvement partners (SIPs)	PSI and NS team plans, EYOD Action Plan, CYPP
2. Support EYFS and schools in developing their assessment of pupils to enhance learning and improve the rate of progress; including, the identification of underachieving pupils; the provision of appropriate support to schools; the completion and launch of primary pupil progress tracking application; and, project to develop good practice and strategies for measuring pupil progress in the EYFS.	HPSI; Head of National Strategies (HNS); Head of Performance and Information (HPI)	Schools, EY, CC, CS, SIPs	PSI, NS, PI and Integrated Support & Psychology (ISP) team plans, EYOD Action Plan
3. Develop focused learning programmes in schools in localities of greatest disadvantage or not meeting EYFS targets (CYPP).	HPSI	Schools, EY, CC, CS	PSI and NS team plans, EYOD Action Plan, CYPP
4. School improvement partners support and challenge all schools, evaluating, improving and challenging underperformance; focusing on school improvement systems; self evaluation; development plans; performance management; aspirational target setting; and, the impact of support brokered.	HPSI	Schools, EY, CC, CS, SIPs	PSI team plan, EYOD Action Plan
5. Implement the primary languages programme, preparing for the expectation that all schools deliver primary languages by 2011.	HPSI	Schools, SIPs	PSI and NS team plans

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Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details
6. Develop the primary curriculum in line with emerging national guidance.	HPSI	Schools, SIPs, Clusters	PSI and NS team plans
7. Improve support for vulnerable schools through the Intensive Support Programme and stronger peer partnerships between schools (CYPP).	HPSI	Schools, Headteacher system leaders	PSI team plan, CYPP
8. Lead the Progress Matters programme to accelerate progress and improve leadership in schools with high attainment but low contextual value added.	HPSI	Schools, Headteacher system leaders	PSI team plan, CYPP
9. Implement Primary Leadership Programme (CYPP); including, induction, mentoring and baseline review for new headteachers; training for deputy heads, newly qualified and advanced skills teachers; developing National and local leaders of education and associate head teacher programmes; systems leaders; succession planning; and, support to governing bodies.	HPSI	Schools, National College for School Leadership	PSI, NS and Human Resources (HR) team plans, CYPP
10. Plan, deliver and monitor national strategies programmes of support for targeted primary schools, eg. Every Child a Reader, Every Child Counts, Social and Emotional Aspects of Learning, National Languages Strategy, functional skills, CPD.	HNS	Schools, Regional national strategies advisers	NS team plan
11. Deliver targeted monitoring, support and challenge and intervention for pupils and schools (Primary) with high levels of persistence absence. Reinforce good practice in Early years settings reflecting early intervention by age and stage.	HNS, Head of Attendance (HA)	Early Years, Schools, Clusters, Regional Director, SIPs	NS and & Attendance (A) team plans
12. Support schools to deliver personalised learning through the development of appropriate curriculum models and the leadership of intervention.	HNS	Schools, Leading Intervention Managers	NS team plan
13. Deliver programmes to support and at least maintain performance in schools affected by major structural and organisational change.	HPSI	Schools, Governing Bodies	PSI, HR and LE team plans
14. Provides schools designated as 'hard to shift' with additional challenge and support.	HPSI	Schools, SIPs	PSI team plan

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Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details
15. Review arrangements for the common funding pilot and make recommendations to the School forum for year 2.	Director of Finance & Resource management	Early years, schools, private and voluntary sector	Finance and resource management team plans

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<b>Strategic Objective 2</b>	<b>Young people will be engaged and thriving in learning</b>	
<b>Description</b>	<p>We will ensure that all young people are engaged in and enjoying and progressing in learning through their secondary years. In working towards the Leeds learning entitlement we will increase progress at key stage 3, build on the improvements made at key stage 4 and ensure that all schools meet the National Challenge.</p>	<p>By 2012 we will:</p> <ul style="list-style-type: none"> <li>improve the value added and the learning progress of Leeds young people through secondary school.</li> <li>ensure more than 95% of Leeds young people are regularly attending secondary school.</li> <li>ensure all secondary schools are reaching expected national standards.</li> </ul>

Ref	Outcomes Criteria	Baseline FY 2008-09 AY 2008	Target FY 2009 to 10 AY 2009	Target FY 2010 to 11 AY 2010	Target FY 2011 to12 AY 2011	Target FY 2012 to 13 AY 2012	
2.1	(NI75) Achievement of 5 or more A*- C grades at GCSE or equivalent including English and maths.	46.4%	51.6%	56.9%	Set 02/2010 National 2011 53%	Set 02/2011	⬆️⬇️⬅️
2.2	(NI78) Number of schools with less than 30% of young people achieving 5 or more A*- C grades at GCSE including GCSEs in English and maths.	6	2	1	0	0	⬆️⬇️⬅️
2.3	(NI 87) Secondary school persistent absence rate.	7.9%	7.7%	6.3%	5%	5%	😊⬆️⬇️⬅️⚡
2.4	(Local) Secondary attendance levels for maintained schools.	91.7%	92.5%	92.9% tbc	Not set	Not set	
2.5	(Local) Contextual value added score for KS2-KS4 progress.	994.4	995	Set targets 02/2010 due to new measure from 2009 that includes English and maths			🔄⬇️⚡
2.6	(Local) Percentage of young people with no GCSE or equivalent passes.	2.3%	2%	1.4%	In line with national	In line with national	🔄⬇️⚡
2.7	(Local-ECM) Percentage of secondary school pupils who agree or strongly agree that they enjoy school.	37%	40%	43%	47%	51%	🔄
CYPP priority 😊		LAA / SALTs target ⬆️	Other national indicator <input checked="" type="checkbox"/>	Leeds Strategic Plan ⬆️	Contract target ⬇️	Local target 🔄	Area for improvement ⚡

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Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details
16. SIPs and SIAs challenge schools to improve KS4 standards and progress. Including, improved CVA, support for schools facing the greatest challenges, schools in the Gaining Ground initiative, strategies to track achievement and progress, improved use of data, English, maths and Science initiatives, leadership programmes, post 16 provision, 14 to 19 curriculum	Head of Secondary School Improvement (HSSI)	Schools, School Improvement Partners	SSI and PI team plans
17. Use the National Challenge programme to ensure all schools are above the floor target of 30% 5A*-C including English and maths by 2011, including updating the school Raising Attainment Plans and supporting schools with the impact of structural change.	HSSI, National challenge advisers	Schools, DCSF	SSI, NS, LE and HR team plans
18. Review school improvement categorisations for all schools. Including, delivery of support plans for all schools in extended and focused partnerships, and developing effective relationships between partner and client schools.	HSSI	Schools, SIPs	SSI team plan, School Improvement Policy
19. Deliver bespoke support to schools causing concern and provide rigorous feedback to teachers and leaders.	HSSI	Schools, Head teachers, Governing Bodies	SSI and NS team plans, SCC plans
20. Agree and implement a citywide Children's Services Attendance Strategy and related action plans. (CYPP)	Head of Attendance (HA)	Schools, CS	Attendance (A) team plan, Children's Services Attendance Strategy (CSAS), CYPP
21. Secure commitment and engagement of other services in implementation of Children's Services Attendance Strategy. (CYPP)	HA	Schools, CS	A team plan, CSAS, CYPP
22. Agree Integrated Youth Support Service's contribution to the Children's Services Attendance Strategy and develop more holistic tailored support for young people at risk in partnership with the Attendance Strategy Team. (CYPP)	HA	Schools, CS, IYSS	A team plan, CSAS, CYPP
23. Provide support and challenge to targeted schools with high rates of persistent absence. . (CYPP)	HA	Schools, DCSF	A, PSI, SSI, NS team plans, CSAS, CYPP

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Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details
24. To sustain and build on the success of Attendance Champions Initiatives e.g.: <ul style="list-style-type: none"> <li>• Re-engage with the Rhino's (secondary) through the Speed framework</li> <li>• Reach for the Stars (primary focus) (CYPP)</li> </ul>	HA	CS	A team plan, CSAS, CYPP
25. Target support, monitoring, challenge and intervention to groups of vulnerable pupils who are over-represented in the persistent absent cohorts or at risk of becoming Children Missing Education. (CYPP)	HA	CS	A team plan, CSAS, CYPP
26. Improve availability and use of attendance data by partners at both city and local levels. (CYPP)	HPI	CS	PI and A team plans, CSAS, CYPP, Knowledge & technology team plan
27. Produce publicity materials to promote the benefits of good attendance to schools, parents, pupils and other agencies through a variety of media (CYPP)	HA	CS	A team plan, CSAS, CYPP
28. Develop more targeted and tailored curricula options for learners at risk of persistent absence. (CYPP)	Head of 14 to 19	CS	A, SSI and 14 to 19 team plans, CSAS, CYPP

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Strategic Objective 3	Narrow the achievement gap for vulnerable children and young people	
<b>Description</b>	<p>We will address the twin challenges of raising standards for all while narrowing the gaps that exist in terms of the achievement of Looked After Children, children with special education needs or learning difficulties and disabilities, those entitled to free school meals and those from some Black and Minority Ethnic backgrounds. We will build on successful and innovative targeted work, ensuring that good practice is identified, shared and embedded into mainstream provision and that underperformance is challenged.</p>	<p>By 2012 we will:</p> <ul style="list-style-type: none"> <li>significantly increase the proportion of Looked After Children and children and young people entitled to free school meals reaching age related expectations.</li> <li>ensure all children and young people with SEN or LDD are making good progress in their learning.</li> <li>reduce the number of Black and Minority Ethnic groups where young people are consistently achieving substantially below the Leeds</li> </ul>

Ref	Outcomes Criteria	Baseline FY 2008-09 AY 2008	Target FY 2009-10 AY 2009	Target FY 2010-11 AY 2010	Target FY 2011-12 AY 2011	Target FY 2012-13 AY 2012	
3.1	(NI 92) Gap between the lowest performing 20% at the foundation stage and the rest.	39.7%pts	30%pts	31.4%pts	Set 02/2010	Set 02/2011	☺ ↗ ↘ ↙ ↘
3.2	(NI 99) Looked After Children achieving level 4 or above in English at Key Stage 2.	43%	56%	44.9%	Set 02/2010 National 2011 60%	Set 02/2011	↗ ↘ ↙
3.3	(NI 100) Looked After Children achieving level 4 or above in maths at Key Stage 2	41%	56%	46.7%	Set 02/2010 National 2011 55%	Set 02/2011	↗ ↘ ↙
3.4	(NI 101) Looked After Children achieving 5 good GCSEs incl. English and maths.	4%	17%	23.9%	Set 02/2010 National 2011 20%	Set 02/2011	↗ ↘ ↙ ✕
3.5	(Local) Persistent absence of Looked After Children in Leeds primary schools.	2.0%					↘
3.6	(Local) Persistent absence of Looked After Children in Leeds secondary schools.	16.2%	15.8%	12.9%			↘

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3.7	(NI 102a) Gap between children entitled to Free School Meals achieving level 4 or above in English and maths at Key Stage 2 and their peers.	24.6%pts	24%pts	22.8%pts	To be set	To be set	<input checked="" type="checkbox"/> ↘
3.8	(NI 102b) Gap between children entitled to Free School Meals achieving 5 good GCSEs incl. English and maths and their peers.	32.7%pts	28%pts	24.8%pts	To be set	To be set	<input checked="" type="checkbox"/> ↘
3.9	(NI 104) Gap between children with SEN (statemented, school action, school action plus) achieving level 4 or above in English and maths at Key Stage 2 and their peers.	51.2%pts	45.1%pts	54.0%pts	To be set	To be set	<input checked="" type="checkbox"/> ↘
3.10	(NI 105) Gap between children with SEN (statemented, school action, school action plus) achieving 5 good GCSEs incl. English and maths and their peers.	44.4%pts	36%pts	43.4%pts	To be set	To be set	<input checked="" type="checkbox"/>
3.11	(NI 107) Black and Minority Ethnic children achieving level 4 or above in English and maths at Key Stage 2.	64.8%	69.7%	69.1%	To be set	To be set	<input checked="" type="checkbox"/> ↘
3.12	(NI 108) Black and Minority Ethnic children achieving 5 good GCSEs incl. English and maths.	39.2% (	42.2%	47.2%	To be set	To be set	<input checked="" type="checkbox"/> ↘
CYPP Priority ☺		LAA / SALTs target 📄	Other national indicator <input checked="" type="checkbox"/>	Leeds Strategic Plan ↗	Contract target ↘	Local target 🔄	Area for improvement ✂

Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details
29. Produce and publish priority group outcomes analysis. Develop cross service action research projects to meet the needs of low attaining pupils.	HPI; HNS	Children's Services (CS)	NS, PI, and ISP and Special Educational Needs and Statutory Provision (SENSAP) team plans
30. Secondary School improvement partners (SIPs) and School improvement advisers (SIAs) challenge schools to improve outcomes for young people at risk of low or non achievement. Including, 8 outcomes at KS4, A*-G, identifying under achieving departments, models for supporting pupils making inadequate progress, improved target setting, use of CLCs and booster camps, programmes for BME, SEN/LDD and LAC pupils, development of 14 to 19 curriculum.	HSSI	Schools, SIPS	SSI, Learning Communities and Equalities & Entitlement, ISP, SENSAP team plans

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Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details
31. Primary School improvement partners and advisers challenge schools to improve outcomes for vulnerable groups and children at risk of underachievement through enhanced target setting and systems for tracking and accelerating pupil progress. Including additional support programmes and the integration of pupil tracking with systems for tracking pupils with learning difficulties and disabilities.	HPSI	Schools, SIPs	PSI, NS, ISP and SENSAP team plans,
32. Deliver programmes to increase the number of Primary schools achieving the Basic Skills Quality Mark.	HPSI	Schools, SIPs	PSI team plan
33. Facilitate networks to promote and develop good practice in inclusion across clusters, schools and all learning settings, using Chartermark accreditation.	Head of Safeguarding, Looked After and Vulnerable Children (SLAVC)	Schools, other settings and colleges	SLAVC, SSI team plans
34. Enable schools and other educational settings to access best practice in relation to inclusion in schools and clusters.	Head of SLAVC	Schools, settings and clusters	SLAVC team plan
35. Review SEN procedures and produce a new SEN Inclusion Handbook.	Head of Special Educational Needs & Statutory Assessment Provision (HSENSAP)	Schools and other settings, CS	SENSAP team plan
36. Establish monitoring systems and procedures to evaluate the progress of children and young people with SEN on personalised learning programmes, and monitor the impact of these programmes.	HSENSAP	Schools, Clusters, other settings, CS	SENSAP, SSI, NS, PSI, LC, SLAVC and ISPS team plans
37. Develop packages of personalised support for LAC pupils to improve attainment, engagement, attendance and progression.	Head of Virtual School for Looked After Children	Schools, Clusters, other settings, CS	SENSAP, SSI, NS, PSI, LC, SLAVC and ISP team plans
38. Implement a range of BME focused learning programmes targeting groups performing significantly below the Leeds average.	Director of School Improvement	Schools, Clusters, other settings, CS	PSI, SSI, NS, LC Equalities & Entitlement (EE) team plans, CYPP
39. Deliver the International New Arrivals Strategy; supporting the successful induction, assessment and teaching and learning of international new arrivals and their families into schools.	Head of Equalities & Entitlement	Schools, Wedges, Leeds City Council	EE 14 to 19 team plans
40. Improve integrated working across services and agencies to strengthen support, intervention and outcomes for vulnerable children	Director of Integrated Children's Services	Schools, other settings, Clusters,	Leeds Inclusive Learning Strategy Programme plans

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Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details
and families.		CS	
41. Promote awareness of the gap in achievement between free school meals pupils and non FSM groups to schools and governing bodies.	HSSI, HPSI	Schools, Governing bodies	PSI and SSI team plans
42. Establish programme of one to one tuition across all schools, targeted towards pupils most at risk of poor achievement.	HNS	Schools	NS team plan
43. Incorporate the Accessibility Strategy into the Leeds Inclusion Strategy	HSENSAP	Schools, Clusters, other settings, CS	SENSAP team plan
44. Review level of school funding targeted at deprivation issues and report to DCSF and School Forum.	Director of Finance & Resource management	Schools, Clusters, other settings, CS	Finance and resource management team plans

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Strategic Objective 4		Support the continuation of learning into adulthood	
Description	We will promote and support young people's engagement in learning, encouraging young people's ownership of their learning pathways, while being responsive to the changing needs of the 21 <sup>st</sup> century workforce. We must ensure aspirations are raised, and skills are strengthened and that the learning offer includes a rich variety of learning opportunities, with options easily understood and accessed.	By 2012 we will:	<ul style="list-style-type: none"> <li>increase the number of young people aged over 16 in education, employment or training.</li> <li>ensure improvement in Leeds young people's learning outcomes at 19.</li> <li>every young person to have ownership of a learning plan recognised by all.</li> </ul>

Ref	Outcomes Criteria	Baseline FY 2008-09 AY 2008	Target FY 2009-10 AY 2009	Target FY 2010-11 AY 2010	Target FY 2011-12 AY 2011	Target FY 2012-13 AY 2012	
4.1	(NI 79) Percentage of young people achieving Level 2 qualifications by the age of 19.	68.3%	71.8%	75.2%	78%	80%	⬆️⬇️
4.2	(NI 80) % Achieving Level 3 qualifications by the age of 19.	42.2%	47%	49%	51%	54%	☑️⬆️⬇️✖️
4.3	(NI 117) % of 16-18 year olds not in education, employment or training.	9.5%	7.8%	6.8%	6.5%	6.2%	😊⬆️⬇️⬇️✖️
4.4	(NI 91) Percentage of young people engaged in learning at 17.	71% (year end 2007)	75%	77%	80%	85%	☑️
4.5	(NI 81) Percentage gap between young people entitled to free school meals at 15 achieving Level 3 at 19 and those who were not.	27.7%	27%	26%			
4.6	(NI 82) Percentage of young people in receipt of free school meals achieving Level 2 qualifications by the age of 19.	46.8%	46%	50.5%			
CYPP Priority 😊		LAA / SALTs target ⬆️	Other national indicator ☑️	Leeds Strategic Plan ⬆️	Contract target ⬇️	Local target 🔄	Area for improvement ✖️

Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details
45. Deliver the transformational programme for the reform of 14 to 19 provision, reshaping 14-19 provision in the city.	Director of Organisational Improvement	Leeds City Council, Children's Services (CS), LSC, Schools and	Transformational Programme plan; 14 to 19 team plan

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Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details
		Colleges, 14-19 providers	
46. Integrate consultation of young people into 14-19 planning process.	H1419	Schools, Children & Young People, CS, 14-19 partners	HIWB, Communications & 14 to 19 team plan, 14 to 19 plan
47. Deliver Aimhigher mentoring programmes to cohorts in the most deprived areas of the city;	Head of Learning Communities (HLC)	Schools, FE Colleges	LC team plan
48. Deliver Aimhigher programme to increase participation in HE by target groups such as Looked After Children and those living in deprived areas of the city.	HLC	Schools, FE Colleges, HE sector	LC team plan
49. Co-ordinate the implementation of the 14 to 19 curriculum, eg. diplomas, apprenticeships, Foundation Learning Tier.	Head of 14 to 19 (H1419)	Schools, Colleges, 14-19 providers, Employers, Confederations, Area Management Boards	14 to 19, SSI team plans, 14 to 19 plan
50. To ensure that the 5 Confederations established in the authority have targets around reducing the number of young people NEET and clear plans to address issues, in partnership with Connexions providers. Ensure links to IYSS and TYS developments on a wedge basis. (CYPP)	H1419	Confederations, Integrated & targeted youth support services, Connexions	14 to 19 team plan, 14 to 19 plan, CYPP
51 To ensure curriculum reform, particularly the development of the Foundation Learning Tier, in Leeds means that all young people are offered an appropriate learning pathway, with progression pathway, age 14-19. Ensuring that provision is influenced by learner voice. (CYPP)	H1419	Schools, Colleges, Employers, Confederations	14 to 19 team plan, 14 to 19 plan, CYPP
52. Improve the quality, efficiency and effectiveness of Schools post 16 provision.	H1419	Schools	14 to 19 team plan, 14 to 19 plan
53. Ensure suitable places are available for the most vulnerable young people, linked to adequate support packages by utilizing common factors research,. eg learners with SEN/LLD, LAC.	H1419	Schools, Colleges, Employers, 14 to 19 providers	14 to 19 team plan, 14 to 19 plan
54. Secure greater employer engagement in the delivery of 14 to 19 curriculum resources.	H1419	Schools, Colleges, Employers, 14 to 19 providers	14 to 19 team plan, 14 to 19 plan

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Strategic Objective 5		Ensure a 21 <sup>st</sup> century learning experience for Leeds children and young people
Description	We must ensure a learning offer for Leeds children and young people that enriches, that meets the needs of the 21 <sup>st</sup> century, and that is based around the needs of the learner; sustaining both enjoyment and involvement in learning. This will require new approaches, appropriate specialist and alternative provision with more choice for learners. We will invest in new technology and in schools; providing innovative, safe, sustainable, and flexible learning environments.	<p>By 2012 we will:</p> <ul style="list-style-type: none"> <li>• deliver the Leeds Learning Entitlement ensuring every young person's entitlement to learning and a greater choice of learning routes and pathways.</li> <li>• be making best use of the investments that will continue to be made in learning environments, including virtual environments.</li> <li>• better meet behavioural and specialist needs through more integrated provision at city and locality levels.</li> </ul>

Ref	Outcomes Criteria	Baseline FY 2008-09 AY 2008	Target FY 2009 to10 AY 2009	Target FY 2010 to11 AY 2010	Target FY 2011 to12 AY 2011	Target FY 2012 to 13 AY 2012	
5.1	(Local) Percentage <sup>1</sup> of children and young people who agree or strongly agree that their school grounds and buildings are good a) primary b) secondary.	a) 81% b) 45%	a) 82% b) 47%	a) 83% b) 50%	a) 84% b) 52%	a) 85% b) 55%	★
5.2	(Local) Capital works milestones achieved to be developed						★
5.3	(Local) Ofsted inspection – Percentage of schools rated 'good' or 'outstanding' at their last inspection for <i>How well do the curriculum and other activities meet the range of needs and interests of learners?</i> a) primary b) secondary.	a) 74% b) 63%	a) b)	a) b)	a) b)	a) b)	★
5.4	(Local) Percentage of primary pupils that say their schools is very good at helping them to enjoy and achieve in life.	56%	58%	60%	63%	66%	★
5.5	(Local) Percentage of secondary pupils that say their schools is good or very good at helping them to enjoy and achieve in life.	70%	72%	74%	77%	80%	★
5.6	(Local) number of sustainable schools- to be developed						★
5.7	(Local) local school places- to be developed						

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CYPP Priority ☺	LAA / SALTs target 🏠	Other national indicator <input checked="" type="checkbox"/>	Leeds Strategic Plan ↗	Contract target 📄	Local target 🌐	Area for improvement ✂
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Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details
55. Improve the quality of school buildings through the Primary Capital Programme (CYPP)	Programme managers	Schools, Leeds City council, Department for Children, Schools & Families	PSI and Learning Environments (LE) team plans, CYPP
56. Continue the delivery of BSF Wave 1, start the wave 2 programme and secure agreement on and funding for Wave3.	Programme managers (PMs)	LEP, LCC, Schools	Learning Environments (LE) team plan and programme and project (PP) documents
57. Review and rationalisation of capital programme in the light of current and emerging trends and demands.	Director of Learning Environments	LEP, LCC, Schools	LE team plan and PP documents
58. Commence implementation of the first phase of the Primary Capital Programme. Secure funding for the remainder of the programme. Establish a multi professional transformation group for each project lead by school improvement service.	PMs	LEP, LCC, RM, Schools	LE team plan documents, Primary Capital Programme: strategy for change,
59. Embed the educational vision and transformational agenda for school improvement in all Learning environment projects and programmes.	PMs	Schools	LE, PSI and SSI team plans, School Improvement Policy,
60. Agree and commence delivery of the National Challenge programme in the East and North East of the city.	PMs	Schools, LEP, LCC, RM,	LE team plan and PP documents
61. Deliver the elearning and esafety strategy.	PMs	Schools, LEP, LCC, RM,	LE team plan and PP documents
62. Agree a city wide model for restructuring specialist and targeted provision for learners with learning difficulties and disabilities and learners on the behaviour continuum. Identify and plan for specialist and targeted provision in each area of the city.	Head of Integrated Children's Services	Schools, other settings, Clusters, wedges, Area Inclusion partnerships	LE team plan and PP documents, Behaviour support plan

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Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details
63. Deliver seminars on 21 <sup>st</sup> century schools in each area of the city to promote expectations to schools and partners.	Director of School Improvement (DSI)	Schools, Children's services	PSI, SSI and ES team plans
64. Implement processes that ensure the voice of the child informs the design process, prioritising the participation of young people in the design of learning environments throughout the project lifecycle.	PMs	Schools, Children & Young People	LE team plan
65. Deliver research project to assess the impact of the transformation of the Leeds school estate on outcomes for children and young people.	HPI	Schools, Children & Young People	PI team plan
66. Continue to roll out the Leeds Learner Entitlement, securing the engagement of all schools and providers.	DSI	Schools, other providers	PS, SI, 14-19 team plans

Strategic Objective 6	Develop the leadership and governance to deliver 21 <sup>st</sup> century learning	
<b>Description</b>	<p>We will champion coaching cultures and encourage excellent leadership and collaboration at all levels and in all places. We will encourage self-confident and outcome focused organisations who can provide passion, innovation and a commitment to excellence, while also developing strong and intelligent partnerships, that work together to best meet the needs of children, young people and families. We will acknowledge the complexity but minimise the bureaucracy; commit to clear governance and intelligent accountability; and have an unrelenting focus on outcomes.</p>	<p>By 2012 we will:</p> <ul style="list-style-type: none"> <li>the new partnership models of 14-19 delivery to have made a clear impact.</li> <li>all schools involved in strong cluster partnerships and being part of robust local children's trust arrangements focused on the every child matters agenda.</li> <li>strengthened the leadership role of children and young people.</li> </ul>

Ref	Outcomes Criteria	Baseline FY 2008-09 AY 2008	Target FY 2009 to-10 AY 2009	Target FY 2010 to 11 AY 2010	Target FY 2011 to12 AY 2011	Target FY 2012 to13 AY 2012	
6.1	(Local) Ofsted inspections – the percentage of schools judged good or better for overall effectiveness at their last inspection a) primary b) secondary c) sixth forms.	a) 65% b) 36% c) 40%	To be set	To be set	To be set	To be set	⚠️ 🔄
6.2	(NI 89a) Schools in special measures at end of academic year.	4	3	0	0	0	☑️ ⚠️
6.3	(Local) 14-19 qualitative progress check.	Amber / red	Amber / red	To be set	To be set	To be set	⚠️ 🔄
6.4	(Local) Ofsted inspections – the percentage of schools judged good or better for leadership and management at their last inspection a) primary b) secondary.	a) 70% b) 47%					
6.5	(Local) Ofsted inspections – the percentage of schools judged 'good or better' for - the effectiveness of partnerships in promoting learning and well-being a) primary b) secondary.	a) 94% b) 76%					
6.6	(Local) The extent of your school's engagement in partnership discussions about local needs and priorities and in shaping local children's trust arrangements for prevention and early intervention.	Na	Na	To be set			

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6.7	(Local) The percentage of schools rated as good or better for <i>How well does the school work in partnership with others to promote learners' well-being?</i> <sup>1</sup>	88%	88%	90%			
CYPP Priority ☺	LAA / SALTs target 📄	Other national indicator <input checked="" type="checkbox"/>	Leeds Strategic Plan 📄	Contract target 📄	Local target 📄	Area for improvement 🛠️	

Key activities 2009-10	Delivery		
	Responsibility	Partners	Further details
67. Effective governance arrangements with clear and comprehensive arrangements for partnership working place for all 14 to 19 confederations.	Director of Organisational Improvement (DOI)	Confederations and other 14-19 strategy partners	14 to 19 team plan
68. Further develop and disseminate models of leadership and governance for extended services clusters.	Head of extended services	Schools, Clusters, Wedge and Area management	Cluster plans and Extended Services team plan
69. Amend the School improvement policy to reflect the increased delivery of school improvement priorities through extended services in the context of cluster management and the 21 <sup>st</sup> century schools agenda.	Director of School Improvement (DSI)	Clusters, Schools, CS	Cluster plans and Extended Services team plan
70. Support the establishment of governance for 3 additional academies and 5 additional trusts.	Head of Governor Support	Clusters; Federations; Trusts; Head teachers; Governing bodies; Higher Education; Voluntary, community and faith sectors; CS	Governor support team plan
71. Deliver the action plans for the 5 priorities identified in the Leeds Leadership and Governance Strategy: <ul style="list-style-type: none"> <li>Developing models of governance,</li> <li>Developing models of headship;</li> <li>Developing senior and middle leaders;</li> <li>Leadership succession planning; and</li> <li>Diversify the leadership workforce profile.</li> </ul>	DSI	Clusters; Federations; Trusts; Head teachers; Governing bodies; Higher Education; Voluntary, community and faith sectors; CS	Leeds Leadership and Governance Strategy Action Plan

<sup>1</sup> This indicator is likely to be revised to match revisions to the national school inspection framework for schools from September 2009

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Key activities 2009-10	Delivery		
	Responsibility	Partners	Further details
72. Deliver action plans to support schools in Ofsted categories.	HPI; HSSI	Schools, SIPs, Governing bodies	PSI and SSI team plans, School level plans
73. Support the development of 14-19 confederations to support the delivery of the 14-19 curriculum entitlement across the city.	H1419	Confederation partners	14 to 19 team plan, 14 to 19 plan
74. Embed the Hear by Right standard across Education Leeds and improve the integration and coordination of children and young people's engagement in Education Leeds and schools.	Head of Communications	Children and Young People, Schools	Communications team plan, Health initiatives team plan
75. Realign the Safer Schools partnership and central Education Otherwise Than At ASchool provision to local delivery models.	Head of Parenting and Education Otherwise Than At School HPEOTAS	Schools, Governors, Behaviour partnerships	EOTAS team plan, BSP
76. Work with partners to establish local commissioning arrangements that support the development of the area behaviour and attendance partnerships.	Director of Integrated Children's Services (DICS)	Schools, Clusters, Wedges, Area partnerships	Behaviour Support Plan (BSP, CSAS, PEOTAS team plan)

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<b>Strategic Objective 7</b>	<b>Learning that supports children and young people to make informed choices</b>	
<b>Description</b>	<p>We will help children and young people build resilience and gain confidence, equipping them with high expectations and with the knowledge and life skills they will need to make informed choices in a changing world. Central will be support for schools key role in the promotion of children and young people's well-being</p>	<p>By 2012 we will:</p> <ul style="list-style-type: none"> <li>• reduce the number of children and young people who are bullied</li> <li>• improve the quality of information advice and guidance available to young people on their future options</li> <li>• improve the provision of sex and relationship education</li> </ul>

Ref	Outcomes Criteria	Baseline FY 2008-09 AY 2008	Target FY 2009 to10 AY 2009	Target FY 2010 to 11 AY 2010	Target FY 2011 to 12 AY 2011	Target FY 2012 to13 AY 2012	
7.1	(NI 69) Children who have reported experiencing bullying.	43.3%	38.7%	36.7%	Not set	Not set	
7.2	(NI 52) Take up of school lunches a) primary and SILCs b) secondary.	a) 43.5% b) 30.0%					<input checked="" type="checkbox"/>
7.3	(Local) Children and Young people who say they information, advice and guidance they get to plan their future is good enough (Tellus).	23%	28%	30%	33%	35%	
7.4	(Local) Children and young people's who think their school is good or better at supporting them to stay safe? a) primary b) secondary.	a) 93% b) 71%	a) 95% b) 73%	a) 97% b) 75%	a) 97% b) 77%	a) 97% b) 80%	
7.5	(Local) Percentage of young people who say they know enough about, relationships; partner rights and responsibilities, contraception and STDs.						
7.6	(Local) Children and young people's opinion on - How good is your school at supporting you to make a positive contribution to school and the community? a) primary b) secondary.						
CYP Priority		LAA / SALTs target	Other national indicator <input checked="" type="checkbox"/>	Leeds Strategic Plan	Contract target	Local target	Area for improvement

Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details

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Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details
77. Implement new system for monitoring all forms of school based bullying and harassment.	Director of Equalities & Entitlement	Schools	EE and Knowledge & Technology team plans
78. Deliver Education Leeds contribution to strong delivery of sex and relationship education (SRE) and personal, social and health education (PSHE) both in schools and out-of-school settings. (CYPP)	Head of Health Initiatives & WB (HHIWB)	Schools, Children's services (CS)	HHIWB team plan, CYPP
79. Build capacity to undertake targeted work with at risk groups of young people for teenage pregnancy and parenthood, in particular the six hot spot wards, looked after children and care leavers. (CYPP)	HHIWB	CS, Leeds NHS	HHIWB team plan, CYPP
80. Put in place effective school workforce training on sex and relationship issues. (CYPP)	HHIWB	CS, Leeds NHS	CYPP, HHIWB team plan
81. Build capacity to increase work with parents and carers to raise their confidence in talking about sex and relationships. (CYPP)	HHIWB	Parents, Carers, Schools	CYPP, HHIWB team plan
82. Raise awareness of the National Quality Standards for IAG across all learning providers and support providers to meet standards. Ensure local authority meets national quality standards. Evidence this across all commissioned services.	H1419	Schools, Colleges, 14-19 providers, Employers, Confederations, Area Management Boards, Connexions, CS	14 to 19 team plan, 14 to 19 plan
83. Contribute to the development of a 14-19 strategy for Information, Advice and Guidance capturing emerging models for IAG delivery around Diplomas, off-site learning and FLT; improving access to IAG and progression routes for learners completing L2 courses post 16; facilitating access to IAG across all targeted KS4 attainment raising interventions, including priority groups and Aimhigher.	H1419	Schools, Colleges, 14-19 providers, Employers, Confederations, Area Management Boards, Connexions, CS	14 to 19 team plan, 14 to 19 plan
84. Strengthen careers education supporting schools to deliver an IAG curriculum that meets statutory requirements and prepares for raising participation age.	H1419	Schools, Colleges, 14-19 providers, Employers, Confederations, Area Management Boards, Connexions, CS	14 to 19 team plan, 14 to 19 plan
85. Embed Leeds Pathways 14-19 Area Prospectus and common application process into information, advice and guidance services delivered by Connexions services and learning providers, including	H1419	Schools, Colleges, 14-19 providers, Employers, Confederations, Area	14 to 19 team plan, 14 to 19 plan

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Key activities 2009 to 10	Delivery		
	Responsibility	Partners	Further details
confederations.		Management Boards, Connexions, CS	
86. Establish the ECM survey on a permanent basis with school and Children Leeds partner support, accompanying this develop a pupil survey capacity within Information technology services.	HPI	CS, National Health Service, Leeds City Council	PI team plan

<b>Strategic Objective 8</b>	<b>Schools and services provide integrated support to safeguard children, young people and families</b>	
<b>Description</b>	<p>As a foundation for learning and positive outcomes we must ensure that all children and young people are safe and secure. We will support the development of children's services in Leeds at locality and city levels and encourage a think family approach in our identification and responses to need. We will help schools in their promotion of children's well-being and in their role as centres of local children's services.</p>	<p>By 2012 we will:</p> <ul style="list-style-type: none"> <li>• achieve a decrease in fixed term exclusions through improvements in early intervention</li> <li>• schools are an integral part of the Leeds shared pathway for accessing additional and specialist services</li> <li>• improve children and young people's sense of safety in their school and to ensure that all schools receive positive Ofsted judgements for safeguarding</li> </ul>

Ref	Outcomes Criteria	Baseline FY 2008-09 AY 2008	Target FY 2009 to10 AY 2009	Target FY 2010 to11 AY 2010	Target FY 2011 to 12 AY 2011	Target FY 2012 to 13 AY 2012	
8.1	(Local) Levels of fixed term exclusions.	53.8 per 1000	25 per 1000	To be set	To be set	To be set	⚠️ 🔄 ✖️
8.2	(Local) The ratio of fixed term exclusions for Looked After Children to the average.						
8.3	(Local) The ratio of fixed term exclusions for children and young people with SEN to the average.	3.6					
8.4	(Local) Progress with the development and implementation of ContactPoint is on schedule.	n/a	Connectivity June 2009	Embedded December 2010	To be set	To be set	🔄
8.5	(NI 103) Statements of special educational need issued within 26 weeks, a) without exceptions b) with exceptions.	n/a	a) 91.8% b) 85.7%	a) 100% b) 90%	a) 100% b)	a) 100% b)	⚠️ ☑️ ✖️
8.6	(Local) to be developed- family support measure.	n/a					
8.7	(Local) Ofsted Inspection Judgement - Do procedures for safeguarding learners meet current government requirements?) <sup>2</sup>	100%	100%	100%			

<sup>2</sup> Inline with new Ofsted CAA guidance and the Ofsted Inspection documents, it is intended to replace this question once a revised school inspection framework (September 2009) is known, to better align with the intention that at least 50% or more of institutions should be judged 'good or better' for staying safe judgements

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8.8	(Local) The percentage of children and young people who feel very or quite safe from being hurt by other people at school?	84%	88%	90%			
8.9	(Local) Ofsted judgements on the quality of Education Leeds management review (IMR) contributions to serious case reviews	na	100% adequate or better	100% adequate or better			
8.10	(Local) Percentage of schools and school clusters with adequate trained staff capacity in place to manage CAF requirements. <sup>3</sup>	To be defined	To be set	To be set			
CYPP Priority ☺		LAA / SALTs target 📄	Other national indicator <input checked="" type="checkbox"/>	Leeds Strategic Plan 📄	Contract target 📄	Local target 📄	Area for improvement 🛠️

Key activities 2009 to10	Delivery		
	Responsibility	Partners	Further details
87. Support development and implementation of Leeds Safeguarding Children Board's Business Plan; deliver safeguarding strategy for Education Leeds services and schools; ensure all statutory requirements with regard to safeguarding are met; and that safeguarding issues are addressed at school, locality and wedge levels.	Head of Safeguarding, Looked After and Vulnerable Children (SLAVC)	Schools, Children's services (CS)	SLAVC and Human Resources team plans
88. Implement a new safeguarding strategy that supports children, young people and families for Education Leeds services, clusters and all educational settings,	Head of Safeguarding, Looked After and Vulnerable Children (SLAVC)	Schools, Children's services (CS)	SLAVC and Human Resources team plans
89. Provide Multi agency support teams in each locality with links to early intervention and prevention services.	Director of Integrated Children's Services	Schools, Clusters, CS	Leeds Inclusive Learning Strategy
90. Ensure that serious case reviews are conducted within the required timescales and monitor the Education Leeds recommendations.	Head of Safeguarding, Looked After and Vulnerable Children (HSLAVC)	Schools, Children's Services (CS)	SLAVC team plan
91. Devise policies, procedures and practice that support services and schools to be fully engaged in the sharing of information and good record keeping.	HSENSAP	Schools, CS	SENSAP team plan
92. Embed good practice guidance on safeguarding and staying safe in schools and monitor Ofsted judgments.	HSLAVC	Schools and other educational settings	SLAVC team plan

<sup>3</sup> This an interim priority during implementation stage of the CAF, as at April 2009 agreement is required on appropriate levels of trained staff per school.

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Key activities 2009 to10	Delivery		
	Responsibility	Partners	Further details
93. Support all schools, EL and Children's services to ensure compliance with "Safeguarding & Safer Recruitment."	Head of Human Resources	Schools, CS	Human Resources team plan
94. Implement fair access protocols for school admissions.	Head of Admissions & Transport	Schools, Clusters, Wedges, Area partnerships	AT team plan
95. Establish robust monitoring and reporting arrangements on children missing education within the Children's Services framework.	HSLAVC	Schools	SLAVC team plan
96. Deliver the Leeds Inclusive Learning Strategy and programme (LILs).	Programme manager	Schools, Clusters, Wedges, Area partnerships	LILS programme and project documentation
97. Revise statutory assessment process to ensure transparency of decision making.	Head of SENSAP	Schools, other settings, Clusters	SENSAP team plan
98. Develop, consult on and begin to implement a revised Behaviour Support Plan.	HPEOTAS	Schools, Governors, Behaviour partnerships	EOTAS team plan, BSP
99. Establish robust monitoring frameworks for area inclusion partnerships, that include persistent absence and attendance, with regular monitoring of data in relation to fixed term and permanent exclusions.	HPEOTAS	Schools, Governors, Behaviour partnerships	EOTAS team plan, BSP
100. Work with schools, educational settings and services to ensure they engage fully with integrated processes and information processes (for example. CAF, Contactpoint); and make sure that all child protection and safeguarding systems align with CAF.	Head of SLAVC ; Head of Knowledge and Technology (KT)	Schools, educational settings, CS	Team Plans-SLAVC, KT

<b>Strategic Objective 9</b>	<b>Schools at the heart of strong communities with places to go and things to do</b>	
<b>Description</b>	<p>We will support the leadership role of schools in the community and the collective approaches that will support this, including the strengthening of extended provision. We will encourage children and young people's engagement in cultural and sporting activities improving the links between curriculum and community provision. We will help encourage high parental expectations, wider family learning and the empowerment of parents and we will support schools efforts to improve community cohesion.</p>	<p>By 2012 we will:</p> <ul style="list-style-type: none"> <li>• increase parents satisfaction with their local school.</li> <li>• increase in children and young people's participation in cultural and sporting activities and improve the identification and development of sporting and artistic talent.</li> <li>• all schools actively supporting strong and cohesive local communities.</li> </ul>

Ref	Outcomes Criteria	Baseline FY 2008-09 AY 2008	Target FY 2009-10 AY 2009	Target FY 2010-11 AY 2010	Target FY 2011-12 AY 2011	Target FY 2012-13 AY 2012	
9.1	(NI 57) Children and young people's participation in sport.	74%		76%			
9.2	(NI 88) The percentage of schools offering full extended provision.	80%	85%	100%			<input checked="" type="checkbox"/>
9.3	(Local) The percentage of schools rated good or better at their last Ofsted inspections for how well they contribute to community cohesion? a) primary b) secondary.	a) b)	a) b)	a) b)	a) b)	a) b)	
9.4	(Local) to be developed - Find your talent measure.						
9.5	(Local) to be developed - Parental satisfaction measure.						
CYPP Priority		LAA / SALTs target	Other national indicator <input checked="" type="checkbox"/>	Leeds Strategic Plan	Contract target	Local target	Area for improvement

<b>Key activities 2009 to10</b>	<b>Delivery</b>		
	Responsibility	Partners	Further details

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Key activities 2009 to10	Delivery		
	Responsibility	Partners	Further details
101. Deliver programmes to increase the opportunities for and quality of PE, School sport and physical activity in schools and out of school hours.	Head of Health Initiatives & Wellbeing (HHIWB)	Schools, School sport partnerships	HIWB team plan
102. Work in partnership to review and refresh the Family Support and Parenting Strategy, and roll out across Education Leeds	Head of Parenting and Education Otherwise Than At School (HPEOTAS)	Children's Services (CS), Schools, Clusters	EOTAS team plan
103. Improve support for vulnerable pupils and families through the mentoring and STEPS programmes (CYPP); and through a range of training, support and action research.	Head of Extended Services (ES); Head of Learning Communities (LC)	School, Colleges, Parents HE sector	LC and ISP team plans, Extended Services Annual Report, CYPP
104. Prioritise work with schools and clusters not yet reaching full provision on the parenting support element of the core offer.	Head of Extended Services (HES)	Schools, Clusters	Extended Services team plan, Newsletter and Annual report
105. Deliver the targeted youth support pathfinder in the North West of the city, disseminate learning for city wide roll out.	HES	Schools, North West Wedge and area management , Integrated Youth Support Services	Extended Services team plan, newsletter and Annual report. Project plans and reports
106. Develop casestudies and practical examples of personalised core offers that meet the varying levels of need for vulnerable children, young people and families.	HES	Schools, Clusters, Wedges	Extended Services team plan, Newsletter and Annual; report
107. Deliver the "be healthy family" challenge.	HHIWB	CS, Leeds NHS	HIWB team plan
108. Support primary and secondary schools to achieve the Investors in Pupils standard.	HHIWB	Schools, Clusters	HIWB team plan
109. Develop and commence implementation of Emotional health and wellbeing strategy, including guidance on referral and a range of training, support and research to promote EHWB..	HIWB	Schools, CS	HIWB and Integrated Support & Psychology team plans

<b>Strategic Objective 10</b>	<b>Education Leeds, a successful learning organisation</b>	
<b>Description</b>	<p>We will keep challenging ourselves about what is possible and how we can make the most from our colleagues and our resources. We need to learn faster, respond quicker and shape our efforts around our unrelenting commitment to outcomes and our pursuit of brilliance in what we do. We will be a strong children's services partner, showing leadership in addressing the challenges ahead.</p>	<p>By 2012 we will:</p> <ul style="list-style-type: none"> <li>• be able to evidence strong leadership at all levels and in all parts of the company.</li> <li>• high levels of staff satisfaction and commitment to company priorities.</li> <li>• our commitment to excellence reflected in external inspections.</li> <li>• evidence for improved use of resources.</li> </ul>

Ref	Outcomes Criteria	Baseline FY 2008-09 AY 2008	Target FY 2009 to10 AY 2009	Target FY 2010 to11 AY 2010	Target FY 2011 to12 AY 2011	Target FY 2012 to13 AY 2012							
10.1	Increase the percentage of EL staff who agree in the 'Best Companies' survey that they have confidence in the leadership skills of their manager.	59%	Increase	To be set	To be set	To be set	★						
10.2	(Local) develop coaching measure.						★						
10.3	(Local) develop company accreditations and awards e.g. CSE.						★						
10.4	(Local) inspection judgements for enjoy and achieve.						★						
10.5	(Local) develop a value for money measure.						★						
CYPP Priority ☺		LAA / SALTs target 📄		Other national indicator <input checked="" type="checkbox"/>		Leeds Strategic Plan 📄		Contract target ⚡		Local target ★		Area for improvement ✂	

Key activities 2009 to10	Delivery		
	Responsibility	Partners	Further details
110. Deliver the outcomes and priorities in the Education Leeds Equality, Diversity and Cohesion scheme and establish systems for monitoring and	Director of Equalities & Entitlement	Leeds City Council	Team Plans Equalities & entitlement, Performance

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Key activities 2009 to10	Delivery		
	Responsibility	Partners	Further details
review.			management and information
111. Develop an understanding of Comprehensive Area Assessment arrangements and undertake inspection work and preparation as required.	Head of Performance and Information (HPI)	CS,LCC	PMI Team Plan
112. Roll out company coaching programme.	Head of Human Resources (HHR)	Azure consulting	Human Resources (HR) team plan
113. Develop a Recruitment and Retention strategy which supports diversification of the workforce, innovative recruitment and succession planning.	HHR	CS, LCC	HR team plan
114. Develop and agree locality working model.	Director of Integrated Children's Services	Schools, Clusters, Wedges, CC	Leeds Inclusive Learning Strategy,
115. Implement the "changing in the workplace " strategy.	Head of Finance and Resource management	CS, LCC	Finance and resource management team plans
116 Undertake reaccreditation against Customer Service Excellence standard and review improvement plan.	HPI		PMI team plan
117. Support development and implementation of an action plan to deliver the Children Leeds Workforce Development Strategy for services and schools.	HHR	CS	HR team plan
118. Ensure leaders and managers are aware of the Times 100 Best Companies to work for feedback from 2008 and have a local action plan to address specific issues.	HHR	CS	HR team plan; Best companies action plans
119. Produce, communicate and implement an action plan to develop safer and more secure environments for Schools, Education Leeds and Children's Services partners.	HHR	Schools, Children's Services	HR team plan; action plan
120. Manage the transfer of staff and responsibilities from the Learning and Skills Council to the Local Authority.	Director of Organisational Improvement	Learning & Skills Council	14 to 19 team plan
121. Focus existing information activities into a cross-company programme of improvement in data quality, record management and in the reporting of and access to information.	Head of Knowledge & Technology	LCC	KT team plan

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Key activities 2009 to10	Delivery		
	Responsibility	Partners	Further details
122. Review workforce information technology and information management capacity and capability; identify existing and future needs and agreeing future improvements.	HKT	LCC	KT team plan
123. Review the effectiveness and efficiency of all channels of communication across children's services.	Head of Communications	CS	Communications team plan

## **Roles and responsibilities**

The roles and responsibilities relating to the annual plan are as follows.

### Education Leeds board

- Approve the strategic direction, priorities, and the annual activity programme.
- Consider performance management reports every quarter.
- Monitor and evaluate the outcomes of the plan.
- Monitor progress against the Education Leeds risk register and agree changes to the register.
- Request action on issues of concern to the board.

### Education Leeds leadership team

- Take collective ownership for the annual plan and promote it within Education Leeds.
- Set the strategic direction and priorities for the plan and agree the annual activity programme.
- Evaluate progress quarterly identifying, agreeing and prioritising areas where an increased focus is needed.
- Manage company risks through the Education Leeds risk register, making recommendations to the board for changes to the register.
- Agree quarterly progress reports to the board.
- Make sure there are effective responses to issues of concern raised by the board.
- Make sure the lessons learnt in every quarter are embedded into plans and are used to inform prioritisation of the company's resources to service need.

### Education Leeds deputy chief executives

- Make sure there is accountability for delivering the plan across all Education Leeds services.
- Offer strategic guidance on the production of the annual activity programme.
- Participate in leadership performance management meetings.
- Contribute to strategic prioritisation meetings and ensure there is challenge about how resources are best used.
- Ensure that Education Leeds' external reporting on performance is consistent and valid.
- Participate in children's services performance management.
- Make sure that areas for development including emerging priorities are being addressed.

- Ensure risks are being effectively managed through the Education Leeds risk register.
- Make sure progress against planned activities and outcomes is addressed in staff performance management.

#### Education Leeds directors

- Take lead responsibility for each of the plan's objectives.
- Make sure quarterly monitoring information for the priorities they have responsibility for is produced.
- Evaluate progress against the outcomes and risks that they have lead responsibility for.
- Provide a quarterly overview of performance, resource usage and organisational health in their strategic area, including progress against team plans.
- Complete quarterly performance returns to leadership team and participate in leadership performance management meetings.
- Contribute to strategic prioritisation meetings, addressing emerging priorities, underperformance, and best use of resources;
- Participate in children's services performance management.
- Make sure the outcomes and activities of the annual plan are evident in the planning and work of services.
- Make sure progress against planned activities and outcomes is addressed in staff performance management and in team and project plans.

#### Education Leeds heads of service

- Contribute to the production of the annual activity programme.
- Produce team plans, making sure the priorities, outcomes and activities of the annual plan and other relevant company plans are reflected in these.
- Make sure quarterly monitoring information for the outcomes and activities they have responsibility for is produced to timescale.
- Participate in children's services performance management as required.
- Make sure progress against planned activities and outcomes is addressed in staff performance management.
- Undertake quarterly team monitoring, updating their team plan and team risks, and evaluate progress within the team and with their director. To include consideration of resource usage, workforce planning, organisational health.

## **Performance management framework**

The Education Leeds Strategic Plan draws on the national and local strategic agendas to help form a set of clear set of priorities for Education Leeds.

National direction comes from government, through the Department for Children Schools and Families and through other organisations such as Ofsted and the Audit Commission. As a company owned and commissioned by Leeds City Council, we are committed to delivering the council's priorities. In July 2007, the council agreed a new corporate planning framework. The Leeds strategic plan is at the heart of this which sets out what the council will deliver itself and what it will deliver in partnership with others in the period 2008 to 2011. The Leeds Strategic Plan contains a single set of strategic outcomes and improvement priorities which are shared with key partners in the city. This is supported by the organisational and cultural changes driven by the Council Business Plan.

The Children and Young People's Plan is a thematic priority plan that contributes to the Leeds strategic plan. It is a national requirement and shows how Leeds will deliver local and national priorities for children, young people and families.

The 2009 to 12 Education Leeds strategy and annual plan is supported by a range of policies, plans and strategies which shape how we work and where we prioritise our resources and focus. These included the 14 to 19 plan, the Leeds Inclusive Learning Strategy; the Leeds School Improvement Policy; the Equality, Diversity and Cohesion scheme; and the Education Leeds Human Resources Strategy.

We monitor the progress of the actions and outcome criteria in a cycle of monitoring and evaluation. Each quarter, heads of service and directors consider progress against the activities and targets that they are responsible for, in team and corporate plans. They complete a brief evaluation and identify the corrective activity where required. The outputs of all head of service and director returns form a report for leadership team that summarises performance during that quarter. This includes a key performance indicator dashboard; successes and areas for development; annual national indicator results as these become available; information on resource management; and an update on the Education Leeds risk register. This report is then presented to Education Leeds board and individual directors feedback to their heads of service the outcomes of each quarter's leadership team.

As well as reporting performance internally through the Education Leeds Leadership team and Education Leeds board, the company also complies with Leeds City Council's reporting processes. These are mainly shaped around two plans: the Leeds Strategic Plan and the Children and Young People's Plan. Partners, including Education Leeds, have signed up to help to deliver specific targets in the plan. Progress is measured through the action tracker process and reported to councillors, partners in the Leeds Initiative, and government.

Education Leeds also participates in Children Leeds performance frameworks. This includes annual reporting on the measures included in the Education Leeds contract, as well as regularly monitoring the activities included in the Children and Young People's Plan, including 1 to 1 accountability meetings and meetings with regional and national advisers.

### Education Leeds planning framework

External strategic context	
National policy direction	Leeds Strategic Plan 2008-11 (inc. Local Area Agreement) / Council Business Plan
<b>Leeds Children and Young People's Plan</b>	



Education Leeds strategic direction
Education Leeds strategic plan 2009 to 2012
Education Leeds policies, plans and strategies e.g. <ul style="list-style-type: none"> <li>• School Improvement Policy;</li> <li>• Leeds Inclusive Learning Strategy;</li> <li>• Education Leeds Equality, Diversity &amp; Cohesion Scheme;</li> <li>• 14 to 19 plan (for 14-19 partnership);</li> <li>• Human resources strategy</li> </ul>
<b>Key Performance and outcome indicators</b>



Education Leeds Service Planning		
Annual plan activity programme		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Cross company plans</td> <td style="width: 50%;">Partnership programmes &amp; projects. 14-19, LILS, Learning environments</td> </tr> </table>	Cross company plans	Partnership programmes & projects. 14-19, LILS, Learning environments
Cross company plans	Partnership programmes & projects. 14-19, LILS, Learning environments	
Team plans		
Performance Development Reviews		

#### Key Performance Indicators.

These are measures of our intended impact, the improvements in outcomes we hope to effect through the delivery of our strategic plan priorities, and our collective efforts. Our key performance indicators are the outcomes measures described in the activity programme for 2009 to 10. They comprise key commitments including national targets, Local Area Agreement targets, Children and Young People's Plan targets and targets within the Education Leeds contract. Education Leeds also uses a quarterly dashboard to monitor indicators which includes other measures relating to organisational health and performance, eg, sickness absence in Education Leeds and schools, staff turnover, telephone response rates and the payment of invoices.

### **Annual plan activity programme**

This is the headline service plan for Education Leeds presenting the key outcomes to focus on for a particular year and the headline activities being undertaken.

### **Cross company plans**

Activity plans are in place to support our key policies and strategies, these provide cross company focus and direction, and greater detail than that available in the strategic plan.

### **Partnership programmes and projects**

These are plans that are developed and delivered jointly with our external partners, such as the 14 to 19 Strategy, the Leeds Inclusive Learning Strategy and Learning environment programmes. Where there are shared outcomes and objectives, a project management approach helps focus and direct the work, supporting effective cross service and partnership working and making sure the work is completed within defined quality, time and resource constraints.

### **Team plans**

Team plans provide a basis for all staff to see their role in the organisation, the focus of their team's work for the year ahead and how change is being addressed and how improvement is happening in their service area. They are a vital part of the 'golden thread' which links the Strategic plan and Children and Young People's Plan priorities, through to individual performance and development.

### **Performance and development records**

These are for individuals, allowing everyone to understand their key priorities for the forthcoming year, and to identify their development activities to achieve success in their role.

This golden thread is evident in this framework where national, regional and local priorities shape the aims of the Children and Young People's Plan, and the Education Leeds strategic plan. Through team plans the priorities of the Strategic Plan are delivered with performance and development records completing the linking of individual and high level strategic priorities.

## Customer standards

The following are Education Leeds customer service standards these apply to all services and teams. Teams may add to these with specific standards for the services they provide. In addition to these standards there are key customer performance measures that Education Leeds reports on. Work is ongoing to improve the customer performance information that is available and used, at both company and team levels. A key customer improvement effort has focused on the new government standard for Customer Service Excellence, which Education Leeds has become one of the first organisations in the country to gain accreditation to.

We will:

- be friendly and helpful.
- listen and deal with enquiries efficiently, promptly and correctly.
- communicate with our customers in plain English, using terms that are clear and easy to understand.
- arrange to discuss sensitive or confidential issues in a private room or area, if necessary.
- arrange for leaflets and information to be made available appropriately, in any language, Braille, large print, tape or cd.
- arrange an interpreter for customers, by appointment, if English is not their first language or if they use British Sign Language.
- aim to answer the phone within six rings.
- welcome and record feedback from customers. We will try to resolve any complaints on the spot. Where this is not possible.
- acknowledge your complaints within three days and provide a response within 15 working days.
- acknowledge all emails within one working day and provide a full response as early as possible, but certainly within ten working days.
- respond to letters and faxes within ten working days. If we cannot provide a full response in this time we will contact the customer to explain why and let them know when they can expect a full response.
- wear a name badge so that customers know to whom they are speaking.

## **Risk management**

Education Leeds recognises the benefits of risk management and has embedded risk management practices into team and corporate planning, and into quarterly monitoring and evaluation. Risk management forms part of the Leeds city council's internal control and corporate governance arrangements. The Audit Commission focuses on risk management through the CAA. Under these arrangements Education Leeds maintains and reviews a risk register, which makes sure that a systematic strategic framework and process for managing risk is in place.

The most strategically significant risks within the Education Leeds risk register are escalated to the Leeds city council's corporate risk register. Adopting a structured approach to risk management means being alert to key risks, taking or anticipating actions to mitigate or manage these risks, and reduce the chances of potentially damaging or negative consequences occurring. It also enhances our policy making and planning processes by making sure that when decisions are taken, they are informed by a clear understanding of their implications and the likely impact of these actions. The Education Leeds risk register describes our most significant strategic risks. Lower level risks are managed through service and project plans. It is important that we manage risks effectively if we can:

- achieve our strategic objectives;
- protect our reputation and assets; and
- making sure of ensure compliance with statutory and regulatory obligations.

The risk register identifies, the following for each risk:

- A risk description;
- the source of the risk;
- the consequences of the risk happening;
- a description of the controls in place, and strength of these, to mitigate or manage the risk;
- a measure of the risk in terms of probability and impact on a 5 x 5 matrix; and
- agreed actions, and owner of these, to mitigate or manage the risk.

An assessment of progress with the risk management register has been incorporated into the quarterly monitoring and evaluation process, reviewing progress with actions to address the risks and changes in the probability and impact of risks. This progress, together with any proposed changes to the register, is reported to Education Leeds Board as part of the quarterly performance report. The Board is also informed of the detail of the controls and actions in place to manage very high risks.

**Education Leeds risk register at the end of the 2008 to 09 financial year**

	<b>Risks to children, young people and school provision</b>
1	Risk that the BSF project does not achieve outcomes required.
2	Risk that schools named as not achieving floor targets fail to sufficiently improve.
3	Serious maltreatment or harm of child or young person in care of EL.
4	Serious maltreatment or harm of child or young person in care of a school.
	Failure to consistently and coherently involve children and young people in the provision of education and children's services.
6	Risks associated with inappropriate provision for young people with complex needs often including mental health issues and involvement in crime and anti social behaviour.
7	Failure to identify potential problems and react appropriately to a serious failure in the effectiveness of a Leeds school.
8	New schools fail to become established as good and improving schools that are sustainable in the long term.
9	Failure to maximise IT investment in schools to improve outcomes for pupils.
10	Schools establish businesses, programmes or enterprises under community facilities powers which generate financial losses.
11	Failure of partners and stakeholders to engage with 14 to 19 confederations ; unclear roles and responsibilities and differing expectations within 14 to 19 confederations and partnerships.
12	Unforeseen delays in the delivery of capital investment projects.
13	Failure to provide sufficient places to meet the needs of local communities.
14	LEP does not deliver expectations in service delivery and effectiveness.
15	New schools do not remain viable in the long term because of surplus local capacity in the secondary sector.
16	New PFI and BSF schools are vulnerable as they progress through major change process of building works.
17	Failure to manage the impact on education provision of new arrivals.
18	Readiness for Machinery of Government Changes, specifically the transfer of commissioning responsibilities for 16 – 19 from the LSC to the local authority in 2010.
19	Failure to manage future school provision and potential loss of capital receipts as schools change status to become academies or trust schools.
20	Failure to bring alignment and coherence to capital project plans for BSF, further education review and other sources of 14-19 capital funding to deliver the outcomes specified in LILS and 14+ review programme.
	<b>Effectiveness of Education Leeds risks</b>
21	Failure to recruit and retain high quality staff, particularly from under represented groups.
22	Decreased resources for Education Leeds.
23	Potential for high level of insurance claims and/or replacement costs arising from, for example, major school fire, storm damage or liability claims.
24	Failure to comply with the Data Protection Act 1998 and Freedom of Information Act 2000 / Environmental Information Regulations 2004 (Education Leeds).
25	Leeds schools fail to comply with the Data Protection Act 1998 and Freedom of Information Act 2000 / Environmental Information Regulations 2004 (Schools).

## **Equality, diversity and cohesion scheme**

Our Equality, diversity and community scheme sits alongside the Education Leeds strategy and annual plan and is informed by the principles and objectives set out in Leeds City Council's Equality and Diversity Scheme 2008. It outlines how we will work in partnership with schools and across children's services to address inequalities in outcomes for children and young people, and confirms what we, as an organisation, need to do to embed equalities into our practices and performance. The improvement priorities within the scheme demonstrate to schools, partners and stakeholders how we will fulfill our commitment to eradicate discrimination and disadvantage and promote equal opportunities.

The scheme falls into two parts. The first is structured around the Every Child Matters agenda and the needs of children and young people. The second part of the scheme is based around organisational priorities, using the strands within the Equality Framework for Local Government. The strategic outcomes based on the ECM agenda are:

### **Be healthy**

Making sure information and guidance is differentiated to support sustained healthy lifestyles for all children and young people, so they are all well informed and empowered to make good choices.

### **Staying safe**

All schools and learning settings provide children and young people with an environment which is physically and emotionally safe including from all forms of bullying and harassment.

### **Enjoy and achieve**

The inequalities in educational outcomes will be addressed with a reduction in the achievement and attainment gaps that exist.

### **Making a positive contribution**

The principle of making sure that the voice and views of all children and young people influence all aspects of our decision making and inform our priorities is embedded across all our practices.

### **Achieve economic wellbeing**

To contribute to developing strategies to raise the expectations of young people, families and communities to make sure that the routes and pathways selected are as ambitious as they can be.

The strategic outcomes based on the Equality Framework for Local Government are:

### **Knowing your community**

Our intelligence provides a thorough understanding of children, young people's and community needs, informs service delivery, and supports the evaluation of impact.

### **Place shaping, leadership, partnership and organisational commitment**

Sustained confidence in the leadership role of Education Leeds, by schools and partners as new collaborative models and new governance arrangements emerge.

### **Community engagement and satisfaction**

Schools, partners and children and young people and their families have confidence in the effectiveness of our consultation and engagement strategies.

**Responsive services and customer care**

Education Leeds services are provided in a way which meets the needs and expectations of all communities.

**A modern and diverse workforce**

The Education Leeds and school workforce, particularly at leadership levels, represents the diversity of Leeds communities.

Our Equality strategy group will oversee the delivery of the scheme, its monitoring and the commissioning of additional activities to support progress.

## **Human resources strategy 2008 to 10**

The Education Leeds Human Resources strategy outlines the HR aspects that contribute to delivering the Education Leeds strategic plan. It shows leaders and managers how to support, develop and motivate their people to deliver our strategic objectives. It will help Education Leeds to deliver its goals and improve outcomes for children and young people, and to the community. The strategy outlines our three golden threads to people management excellence:

- equalities and diversity in everything that we do.
- working in collaboration to bring about positive change – in teams, within Education Leeds, in partnerships.
- the key role that leaders and people managers play in developing culture and inspiring and managing people to excellence.

The HR strategy outlines a series of HR Fundamentals which underpin the strategy, There is a particular focus on outlining the expectations of good people management and transformational leadership. HR objectives and actions are identified for the next three years to support schools with people management. The HR strategy will be delivered through activities identified in operational plans across Education Leeds, as well as through workforce planning documentation, action plans for various service improvement standards, and the performance development records of individuals. Areas for learning and development have been set in line with our strategic objectives and to address needs identified in a gap analysis between our current position and where we want to be in three years time.

The People development strategy 2008 to 10 explains how the key learning and development challenges will be delivered, making sure that the organisation, and all those that work within it , continue to learn and improve. We aim to develop a high performance culture. There are six learning priorities for the three year period:

- Developing a coaching culture across the organisation;
- Improving our approach to leadership development;
- Bringing action learning and mentoring to life across the organisation;
- Improving our approach to Performance Management;
- Delivering effective Continuous Professional Development for all Education Leeds employees; and
- Delivering a range of key management skills across the organisation: including project management, budget management, procurement skills, and risk management.

We believe that all employees have an entitlement to learning. We are committed to develop all of our people to be:

- effective people: so they feel valued;
- effective learners: so they feel bright and able;
- creative people: so they feel they can change things for the better; and
- nurturing people: so they can coach themselves and others.

Through this entitlement to learning all of our people will have access to:

- a line manager who will provide coaching and with whom they will have regular learning conversations;
- an individual learning plan to record successes, progress, goals and next steps; and
- learning experiences and pathways with a positive expectation of effective outcomes.

## **Budget Note for Education Leeds annual plan 2009 to 10**

### **Revenue funding**

The Education Leeds contract sum for 2009 to 10 approved by Leeds City Council is £58.9m. The contract sum comprises an LEA budget element which is council funded, and a Central Schools Budget element which although funded through the contract is effectively funded from the Dedicated Schools Grant. The total Education Leeds budget for 2009 to 10 exceeds the contract sum by £1.1m for the use of operating surpluses, and £0.4 for recycled Standards Funds, giving a total Education Leeds budget of £60.4m.

Education Leeds also manages revenue budgets on behalf of the council, known as the Client Administered Budget, which amounts to £17.0m in 2009 to 10 and also comprises an LEA budget element funded by the council, and an element funded from the Dedicated Schools Grant. The Individual Schools Budget for 2009 to 10 is £404.2m. This is funded £370.2m from the Dedicated Schools Grant and £34.0m from the Learning and Skills Council (LSC figure is provisional).

### **Capital funding**

The council's Education Capital Programme reflects the Government allocations and the continued provision for Building Schools for the Future.

The 2009 to 10 allocations are:

- £6.3m for modernisation;
- £4.1m for basic need;
- £1.4m for schools access initiative;
- £1.2m for extended schools provision; and
- and £10.1m for devolved formula capital.

The DCSF has also asked local authorities to bring forward funding from 2010 to 11 into 2009 to 10 in order to both accelerate these programmes for the benefit of children and young people, and to support the local economy during the current economic downturn. Under this initiative £5.7m of 2010 to 11 modernisation grant funding and £4.0m of 2010 to 11 devolved formula capital, amounting to 40% for each school, currently included within the Education Capital Programme has been brought forward to 2009 to 10. In addition, £0.4m of Locally Controlled Voluntary Aided Programme funding has been brought forward from 2010 to 11 to 2009 to 10. Although this funding is not within the Education Capital Programme, Education Leeds helps to co-ordinate the programme in consultation with the local diocese.

Under BSF, schools which are delivered through design and build are included within the Education Capital Programme. New build schools funded through Private Finance Initiative credits are included within the revenue budget. In the Capital Programme, phase 1 works currently under construction include £16.4m major rebuilding works at Cockburn High School and £15.5m at Temple Moor High School. The current capital investment in buildings across all three phases of the first wave of BSF is £140.0m. In addition, £23.9m is included from 2009 to 2012 to deliver the ICT infrastructure for all wave 1 schools, including design and build and PFI.

The Primary Capital Programme (PCP) is also included in the Education Capital Programme. This is a national initiative aimed at renewing at least half of all primary school buildings by 2022 to 23 to create primary schools that are at the heart of their communities and equipped for 21<sup>st</sup> century teaching and learning. There is £8.4m confirmed DCSF funding for 2009 to 10 with a further £10.8m provisionally allocated for 2010 to 11. Future year's allocations are expected to be in the region of £8.0m.