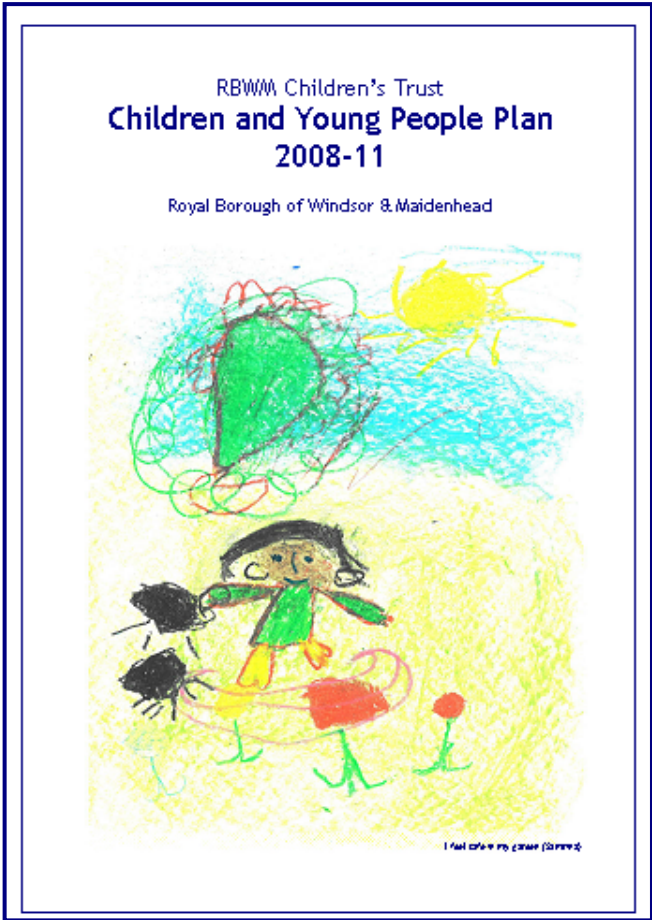


RBWM Children's Trust **Children and Young People Plan 2008-11** **Annual Review 2008/09**



RBWM Children's Trust: Getting it right for children and young people

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Executive Summary

RBWM Children's Trust is now fully established. The Children's Trust has a shared vision, a set of common values and behaviours, a clear needs assessment, and a set of outcomes that states clearly what the Trust is trying to achieve for children, young people and families. There is more work to do to develop integrated working across agencies and to implement common tools and processes in practice.

Progress has been made in the development of joint commissioning activities, for example for young people's sexual health services and paediatric occupational therapy. Waiting times for physiotherapy and occupational therapy are down but are still too long, and the provision of speech therapy services remains insufficient to meet needs. Planning for an integrated service for children and young people with learning difficulties and/or disabilities is in its final stages and implementation will begin in 2009/10.

The local authority and the Primary Care Trust (PCT) have developed a new specification for specialist Child and Adolescent Mental Health Services (CAMHS) to support the early intervention Healthy Minds Hub which was launched in February 2009. However, these service developments have not yet translated into a significant overall improvement in outcomes for children and young people's mental and emotional health.

Children's safeguarding and social care services have maintained good performance or improved performance in almost all areas. RBWM pupils continue to achieve highly at school and there has been some progress on narrowing the gap between the highest and lowest achievers whilst raising levels of attainment overall. Children in care, in particular, are not achieving to their full academic potential.

Young people are positive about activities to do in the local area and generally feel that the Royal Borough is a good place to live. The number of first time young offenders continues to fall. However, the economic downturn is starting to have a negative impact on employment rates for young people.

Introduction

The Royal Borough of Windsor and Maidenhead provides services that consistently deliver above minimum requirements for users... The council's capacity to improve its services for children and young people is good and its management of these services is good. (Ofsted 2008 Annual Performance Assessment)

RBWM Children's Trust is now fully established and there is clear commitment to the priorities in the Children and Young People Plan (CYPP) from all partners. A review of the governance arrangements for the Children's Trust this year has led to clearer lines of accountability and better communication with stakeholders. Driving the Children and Young People Plan (CYPP) and monitoring progress and performance is now firmly embedded in the work of the Children's Trust Board.

Progress has been made in the development of joint commissioning activities linked to the strategic priorities for the Children's Trust. The alignment of resources between the local authority and the Primary Care Trust (PCT) has enabled the re-commissioning of young people's sexual health services in Maidenhead. A new pooled budget for paediatric occupational therapy (hosted by the PCT and providing increased resources from both the local authority and Health) will allow us to significantly reduce waiting times and has also led to a redesign of these services across Berkshire East PCT. The local authority together with the PCT have developed a new specification for Tier 3 specialist Child and Adolescent Mental Health Services (CAMHS) to support the multi-agency early intervention Healthy Minds Hub working across Tiers 1 and 2 which was launched in February 2009. Jointly commissioned specifications for work with the voluntary sector have enabled us to offer enhanced services, adding value to our parenting services across the Children's Trust. Planning for an integrated service for children and young people with learning difficulties and/or disabilities is in its final stages and implementation will begin in 2009/10.

Seven children's centres are now providing local and accessible services for families with young children, and 65% of RBWM schools provide the full core offer for extended services. A new family support unit in the local authority will be set up in 2009/10, which will facilitate the development of early intervention and targeted family support services by bringing together the council's family support services within a single management structure.

The Children's Trust is committed to developing a workforce that is integrated but still values individual professional expertise. All new starters taking up posts within the Children's Trust are invited to an induction event that provides an overview of children's services locally and the opportunity to network with and learn about other roles across the Trust. To date, over 350 people have undertaken multi-agency training on the Common Assessment Framework (CAF). A 'Working for Children' website provides local signposting and careers information for practitioners and for those thinking about joining children's services.

A survey of staff working across RBWM Children's Trust (February 2009) indicates that the majority of staff believe that the Children's Trust has a

shared vision, a set of common values and behaviours, a clear needs assessment and a set of outcomes that states clearly what the Children's Trust is trying to achieve for children, young people and families. A majority of respondents said that they feel they belong to a 'children's workforce', that their expertise is valued and drawn upon, that they have contributed to developing integrated working practices and that prevention and early intervention are a key part of integrated working. However, the responses indicate that there is more work to do on embedding integrated working tools and processes (such as the Common Assessment Framework and 'team around the child'). Practitioners do not always understand how their role fits with others within the children's workforce, and positive collaboration across the children's workforce needs to be further developed.

RBWM Children's Trust functions as the 'Ambition Group' for children and young people within the local strategic partnership (the Community Partnership). The Children's Trust reports to the Community Partnership Board on the children and young people targets within the Local Area Agreement (LAA) and informs and influences the work of the Community Partnership as it relates to children, young people and families.

Listening to Children, Young People and Families

Whether it's deciding the times of Rhyme Time sessions at the local library, developing strategies to tackle bullying in schools, recruiting a new head teacher, or selecting toys for the local children's centre, children and young people play an essential role in making sure that the services are designed to meet their needs. Children, young people and their families continue to have a direct influence on decisions about the development of services available within the Royal Borough and on the development of the local area.

This year we have listened to young people's views about sexual health services and drop-in centres: the questionnaire responses of 880 young people aged 12-19 have directly influenced the location, opening times and range of services to be commissioned in new clinics specifically for young people. The outgoing Member of Youth Parliament (MYP) has successfully helped to raise the profile among young people of the local residents' Advantage Card and increased the range of offers available to young people through this scheme. The MYP now has a way of communicating with all young people in the Borough through the new WAMSTER website developed by young people for young people. Through the website, young people can access information about local services and events, with specific sections aimed at young parents and young carers. Young people have also had a say in how Maidenhead town centre will look in the future through the 'Regen 4 R Gen' event hosted by the Partnership for the Rejuvenation of Maidenhead.

Children in care and young people leaving care have been having fun while developing the new Children in Care Pledge. A series of consultation events involving a wide range of games and activities (including a Big Brother diary room, Graffiti Wall, drama workshop, and cartoon workshop), plus individual

interviews and informal get togethers, have all helped raise awareness as to how local services can ensure that all the needs of children in care are met.

Through the *Review of Inclusion Services*, young people on the verge of permanent exclusion from school have told us how much they value the opportunity to stay engaged in education through the alternative curriculum ACE Project. 60 disabled children and young people have had a direct influence on the development of short breaks provision under the *Aiming High for Disabled Children* project. They told us about the variety of activities they would like to access and how we can support them to access leisure opportunities and be independent from their families. Young people with communication difficulties and/or cognitive impairments were consulted through a facilitated symbol questionnaire to ensure that children and young people with a wide range of disabilities have the opportunity to influence how the *Aiming High* grant will be spent.

Parents of children with learning difficulties and/or disabilities have been also consulted extensively on service developments under the *Communication and Interaction Review*, the *Review of Inclusion Services* and the *Aiming High for Disabled Children* project. This has included two formal parents' workshop events, drop-in and focus groups, individual interviews, consultation through the Borough's website, a questionnaire and discussions at the Parents in Partnership Forum. The overall message from parents of children with all kinds of special needs is that they want more information and they want it at the earliest possible stage. Parents can feel lost in the "system" and don't know who to ask or which questions to ask. They often find it difficult to understand who is responsible for providing which services and how to access those services, and parents would like to see more collaborative working between service providers. There is a lot of support for a key worker scheme among parents who have children with complex needs, and Early Years has been identified by parents as an area of excellent practice.

Parents have also been involved in decisions about the strategic development of schools in the Borough. Through the *Building Schools for the Future* consultation, parents were invited to 'think outside the box' and set out their aspirations as to how education will look in the Borough in 5, 10, 20 years' time. Many respondents were critical about the condition of the accommodation at the Borough's secondary schools, but there was also concern about more general aspects of schools, including the behaviour of pupils and the need for more after-school facilities. There was little support for larger secondary schools or for more schools with religious status. These views will be fed into detailed proposals for achieving educational transformation through *Building Schools for the Future*. Parents' views have also directly influenced how we plan to build extra capacity into the Windsor First School system to respond to increased demand.

Overview of Outcomes

BE HEALTHY

“Universal health outcomes for children and young people are good” (Ofsted 2008 Annual Performance Assessment)

72% of RBWM schools have now achieved National Healthy Schools status (NHSS) and schools are playing an evermore active role in promoting children’s physical and emotional well-being. Responses to the *Tellus 3 Survey* indicate that 86% of local children and young people think they are *very* or *quite* healthy. RBWM children tend to eat more fruit and vegetables than the national average, with 46% eating 3-4 portions a day and only 2% saying they eat no fruit and vegetables at all (significantly better than the national averages). However, there is still work to be done to encourage all children to eat the recommended five-a-day and to halt increasing rates of childhood obesity.

Progress in delivering improved child and adolescent mental health services (CAMHS) has not yet translated into a significant overall improvement in outcomes for children and young people’s mental and emotional health. Young people in RBWM rate themselves as having fewer good friends and as being less able to talk to someone about their problems than young people in many other parts of the country.

The percentage of young people who reported in the *Tellus 3 Survey* having been drunk at least once in the last four weeks is in line with the national average (16%). The percentage of 12 to 16 year olds reporting having ever taken illicit drugs is slightly higher than the national average (13% compared to 11%). However, the identification of children and young people requiring treatment for substance misuse, and the provision of child-focused drug services, was judged by Ofsted to be good.

STAY SAFE

“Key performance indicators for 2007/2008 demonstrate maintained or improved performance in almost all areas” (Ofsted 2008 Annual Performance Assessment)

The proportion of young people who say they feel safe in school in RBWM is significantly higher than the national average. However, the percentage of young people who reported in the *Tellus 3 Survey* that they had been bullied in the last year is also higher than the national average, and RBWM pupils say they are less satisfied with the way their school deals with bullying than pupils elsewhere.

Young people report some safety concerns on public transport, with 26% feeling *quite unsafe* on public transport (against 22% nationally) and only 17% feeling *very safe* (against 23% nationally). Overall the picture is mixed, with more young people say they feel *a bit unsafe* in the local area than the national average, but fewer report feeling *very unsafe*.

Placement stability for children in care is good and fostering and adoption services have maintained good performance. However, the choice of placements available for children in care remains limited. Children and young people from minority ethnic backgrounds continue to be over-represented among children in care and children who have a child protection plan.

ENJOY & ACHIEVE

“Levels of attainment are above the national average from when children start school to the end of Key Stage 3 and represent good progress” (Ofsted 2008 Annual Performance Assessment)

RBWM pupils continue to achieve highly at school, with the percentage of pupils attaining five or more A*-C grades at GCSE (including English and Maths) rising from 55% to 58%. The proportion of pupils achieving at least one qualification at age 16 has risen from 98% to 99.3%.

There has been good progress on narrowing the gap between the highest and lowest achievers at Foundation Stage whilst still raising levels of attainment overall. Key Stage 1 results have continued to improve (despite a downward trend nationally) and above average performances in Key Stages 2 and 3 have been maintained. The attainment gap between boys and girls has been narrowed at Key Stage 1 and targets to improve boys' writing at Key Stage 2 have been exceeded. The percentage of boys' attaining Level 6 in English at Key Stage 3 has increased from 23% to 32%. The percentage of pupils of Pakistani heritage gaining five or more A*-C grades at GCSE has increased but still lags behind results for the overall pupil population.

RBWM pupils are generally positive about school, with fewer than the national average saying they *never* learn a lot at school. However, fewer than average say they *always* learn a lot at school. RBWM pupils generally try hard at school, with more pupils than the national average reporting that they try their best *most of the time* (though less than average report they *always* try their best). Smaller classes and better-behaved classes were cited in the *Tellus 3 Survey* as factors that would help pupils do better at school.

Young people are positive about where they live and about the provision of parks and play areas in their communities: 42% think they are *fairly good* (compared to 34% nationally). A significantly higher than average number of young people report having recently visited a cinema or theatre, or taken part at a sports club or met friends at a youth centre. Young people are generally satisfied with the local provision of cinemas and theatres, swimming pools and residential courses but would like more access to music concerts or gigs. Only 9% of young people regard activities to do in their local area as *very poor* (compared to 12% nationally).

MAKE A POSITIVE CONTRIBUTION

“Children and young people's opportunities to make a positive contribution are good and their views are influencing the development of services well” (Ofsted 2008 Annual Performance Assessment)

The range of opportunities for children and young people to influence the work of the council and its partners has increased. 58% of young people feel their views are listened to *a great deal / fair amount* in the running of their school (in line with the national average).

71% of schools are providing support to parents through the Extended Schools programme. More fathers are accessing parenting support and specialised support for parents of teenagers has been expanded. A high proportion of young people take part in organised activities (such as sports, arts and youth clubs) outside school. Young people are positive about the activities to do in the local area and 35% feel RBWM is a *very good* place to live (against 32% nationally).

The number of first time young offenders has continued to fall, and the re-offending rate is down 9%. 14 young people are currently on Anti-Social Behaviour Contracts (ABCs) and one young person is subject to an Anti-Social Behaviour Order (ASBO). The youth service is being accessed by 30% of 13-19 year olds, and 536 young people gained accredited outcomes such as the Duke of Edinburgh Award between April 2008 and January 2009.

ACHIEVE ECONOMIC WELL BEING

“Young people are well prepared for their economic well-being because above-average numbers of young people move from Year 11 into Further Education and their attainment post-16 is above the national average” (Ofsted 2008 Annual Performance Assessment)

Young people in the Royal Borough have high aspirations: 63% of RBWM pupils hope to go to university compared to only 54% nationally. A far larger proportion of pupils locally go on to achieve two or more A Levels (or equivalent) by the age of 19 than the national average (60% in RBWM compared to 48% nationally).

However, RBWM pupils also tend to worry more about their future and school work than pupils nationally, and pupils in Years 8 and 10 would like *a lot more* careers advice (27% said this against 20% nationally) and more help to plan for the future.

The economic downturn is starting to have a negative impact on employment rates for young people and there is an increase in the percentage of young people aged 16-19 not in education, employment or training. Young people employed in the hospitality, catering and retail sectors have been particularly hard hit.

CHILDREN IN CARE

“Very good arrangements are in place to protect the health of children in care” (Ofsted 2008 Annual Performance Assessment)

There are 90 children and young people in care and 66 care leavers in the Royal Borough. 68 children in care are placed in foster care (18 of whom are placed with family and friends). Children in care receive regular health assessments and support for maintaining a healthy lifestyle. The attendance

of children in care at school has improved and a higher proportion of children in care is achieving at least one qualification. No children in care have been permanently excluded from school. 100% of care leavers are in suitable accommodation and in education, employment or training (EET).

However, there are still concerns that children in care are not achieving to their full academic potential: of the four children in care who took GCSEs last year none achieved the benchmark five A*-C grade GCSEs. Offending rates for children in care also continue to be higher than for other young people.

The achievements of children in care have been celebrated through an Achievement Event. The process of developing an RBWM Pledge for children in care has begun by listening to the children in our care and finding out what is important to them. Three booklets have been produced outlining key messages from children in care and all council departments and Children's Trust partners are being asked to pledge support to children in care and ensure that they respond fully to their needs.

CHILDREN WITH LEARNING DIFFICULTIES OR DISABILITIES

"Children and young people, including those from hard to reach groups and those with learning difficulties and/or disabilities, have very good opportunities to participate in the planning and management of services" (Ofsted 2008 Annual Performance Assessment)

18% of pupils in RBWM schools have some degree of special educational need (SEN). Of these, 10.4% are on *school action*, 4.5% are on *school action plus* and 3.1% have a *statement* of special educational need. The percentage of pupils receiving SEN provision is lowest during the first year at Nursery then increases rapidly to a peak during Years 3 and 4. The percentage of pupils with statements is highest during Years 6 to 11.

The percentage of secondary school pupils in RBWM who have statements of special educational need is slightly higher than the national average. The percentage on school action and school action plus (across all age groups) tends to be lower than the national average. Nationally, the proportion of pupils with SEN in maintained secondary schools is rising, up from 15.9% in 2004 to 19.8% in 2008. A similar rise has occurred in RBWM secondary schools, up from 14.6% (2004) to 16.5% (2008). The biggest increase in SEN need in secondary schools over the last three years has been for pupils with Behaviour, Emotional & Social Difficulties (BESD): nationally this is up from 66,000 to 77,000 from 2006 to 2008 and from 57 to 157 in RBWM. The reasons for this are unclear but are likely to reflect changes in processes and systems rather than an actual increase in incidence. The number of children placed in out-of-borough placements is increasing, particularly for children and young people with BESD.

Boys are twice as likely to have a special educational need as girls: nearly a quarter of boys have some SEN provision compared to only 12.5% of girls. There is a strong correlation between SEN provision and lower socio-economic status: 37% of pupils eligible for free school meals receive some SEN provision compared to 17% of those who are not eligible. The combined

impact of gender and deprivation is very strong: a boy eligible for free school meals is nearly four times more likely to have a recognised special educational need than a girl who is not eligible for free school meals.

The attendance of secondary school pupils with an identified special educational need is currently below that of other pupils in the Borough. The absence rate for secondary school pupils without SEN provision is 6% compared to 8% for those on school action, 13% for pupils on school action plus and 8% for pupils with statements. Exclusion rates for children with statements in mainstream schools are lower than the national average at primary level, but slightly higher at secondary level.

Waiting times for an assessment for children's physiotherapy have reduced from 9 months to 18 weeks. For paediatric occupational therapy, waiting times for assessment are now 24 weeks (down from over a year). However, there is a further wait of 20 weeks if specialist treatment is required. Funding has been agreed to increase capacity in occupational therapy from April 2009, aligning local authority and Health budgets to reduce these waiting times. The introduction of a new model of service for speech language therapy for Early Years means that there are now no waiting lists for assessments for this age group and waiting times for therapist interventions are below three months. Training is being rolled out to enable school staff to support children with speech and language needs in mainstream schools in order to provide earlier interventions and support specialist provision for this group of children.

Review of Progress against Priorities

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| <p>Be Healthy Priority 1: Develop comprehensive mental health services to support children and young people's mental health and emotional well-being.</p> | |
| <p><u>Progress</u></p> <ul style="list-style-type: none"> • Specification for re-commissioning East Berkshire Tier 3 mental health services (CAMHS) nearing completion • CAMHS Consultation Service for lead professionals, foster carers and adopters in use and being evaluated • Plans and protocols for Healthy Minds Hub agreed and Healthy Minds service launched • Therapist support available in Holyport Manor School • Watch, Wait and Wonder (WWW) programme for babies at risk extended • RBWM selected as a Targeted Mental Health in Schools (TaMHS) pathfinder to develop mental health support in schools for children aged 5-13 and their families • Parents and young people involved in planning services • Social Emotional Aspects of Learning (SEAL) network meetings well attended • Baseline score for emotional health of children in care established | <p><u>Impact</u></p> <ul style="list-style-type: none"> • Improved evaluation score for mental health services from 11 to 13 (out of maximum 16) • Over 100 staff attended launch of new Healthy Minds service in Feb 09 • 12 children receiving targeted non-talking therapeutic intervention at Holyport Manor special school • 2 cases completed for WWW • 90% of primary and 77% of secondary schools engaged with SEAL as part of a whole school approach for emotional health and well being • All families on waiting list of Autistic Spectrum Transition and Integration Service (ASTI) offered point of contact for discussion of support |
| <p><u>Gap Analysis</u></p> <ul style="list-style-type: none"> • Healthy Minds service needs to be developed and fully implemented • Links with specialist CAMHS need to be further developed • Evaluation of Consultation Service to provide qualitative feedback on how it has impacted on outcomes for individual children in care • Evidence-based models of therapeutic and holistic mental health support in schools • Common referral route to support whole borough system • Access to support for young people with mental health needs • Lack of knowledge about primary schools' maintenance and evaluation of SEAL • Tellus3 Survey indicates that a higher than average number of young people experience bullying in RBWM | <p><u>Priorities 2009/10</u></p> <ul style="list-style-type: none"> • Agree specification to re-commission CAMHS • Recruit Healthy Minds specialist workers • Develop clear protocols linking Healthy Minds service to CAMHS, GPs and schools • Develop pathways for vulnerable groups. Roll out training for all services involved with vulnerable children • Improve Consultation Service • Develop and implement targeted support for mental health in schools (TaMHS) • Set up and provide evidence base for interventions, and training for schools, children and their families • Implement school level well being indicators • Support the maintenance and sustainability of small group work in schools (including SEAL) • Support schools to carry out on-line pupil SEAL questionnaire to measure impact • Identify funding to support anti-bullying strategies |
| <p><u>Service User Feedback</u></p> <p><i>As a result of adopting a whole school approach to SEAL linked with one child's Individual Education Plan, the child's playtimes are much happier. He tells adults about the games he is playing and other children do not complain so much about him spoiling their games. Several other children in the class choose to play with him now, and he has a greater sense of belonging to the group. The whole class are more willing to help as they all had a chance to have their say, felt part of the problem solving process, and were part of putting the plan into action. There are fewer complaints about him from the parents. He is beginning to recognise when he gets angry and frustrated. When incidents do happen, he is able to talk them through with an adult and explain what triggered his anger.</i></p> | |

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| <p>Be Healthy Priority 2: Develop integrated services to promote children and young people's physical health in order to improve sexual health and reduce levels of obesity and substance misuse.</p> | |
| <p>Progress</p> <ul style="list-style-type: none"> • 72% schools have achieved National Healthy Schools Status (NHSS) • 45% schools have a travel plan in place with a further 12 underway. • 44% primary schools participate in the STaRS walk-to-school scheme. • Uptake of school lunches in primary schools is on the increase at 32% • 44 primary schools in the borough school meals contract met Nutrient Standards in September 2008. 7 secondary schools in the borough contract are working towards compliance in Sept 2009 • 60 schools participated in Food Awareness Week in June 08. • 3 secondary schools have successfully delivered peer led drug education • Sexual health drop-in clinic for young people opened at St. Mark's Hospital | <p>Impact</p> <ul style="list-style-type: none"> • Children who are healthy, happy and given a voice, achieve more • Children who actively participate in the School Travel Reward Scheme (STaRS) and travel planning have a greater understanding of healthy lifestyles, road safety and travel choices. • Children who eat a nutritionally well balanced meal at lunchtime are likely to be healthier than those who bring high fat, sugar or salt packed lunches • 87.7% of children who gave us feedback about Food Awareness Week know the 5 a day message |
| <p>Gap Analysis</p> <ul style="list-style-type: none"> • Slow progress in setting up new sexual health drop-in clinics • Develop better partnership work with GPs • Tellus3 survey indicates frequent drug and alcohol use by young people in RBWM is higher than the national average. • Childhood obesity on the increase | <p>Priorities 2009/10</p> <ul style="list-style-type: none"> • Set up 2 new young people's sexual health drop-in clinics (including Windsor) and at least 2 other drug outreach work locations • Increase access to health education in schools • Build good communication between all young people's drugs services providers • Identify and support children of substance misusing parents • Support schools to implement high quality compulsory Personal, Social, Health Education (PSHE) including effective sex and relationships, drug, alcohol, tobacco and personal finance education • Sustain and develop the peer led drug education programme in secondary schools • Commission intervention programmes in wards with highest obesity rates |
| <p>Service User Feedback</p> <p><i>'We know that our ideas are used to bring about changes in our school because our school council reps tell us and we can see the changes happening e.g. fruit being sold, toilets painted, friendship bench and play area' (Pupils -Homer First School case study September 2008)</i></p> <p><i>'During Walk to School Week, the children were very motivated and there was a very positive response from staff and parents. There was far less traffic around the school, making it much safer for the children. Year 4 children collected the data, showing a large increase in the number of children walking to school as a result of the 'Walk to School Week' (Teachers at Homer First School case study September 2008)</i></p> <p><i>'Children are now more involved in choosing their own healthy food. The PTA helped to promote the healthy eating message (Carnival Winner 2008) and contributed to the whole school food policy' (Ellington Primary School NHSS self validation form July 2008)</i></p> <p><i>'The class listened and left with a lot more knowledge. All pupils were enthusiastic, asked plenty of questions and seemed upset we were not teaching them again- they enjoyed the lessons' (Furze Platt Year 12 Peer Drug Educator)</i></p> | |

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| <p>Stay Safe Priority 1: Develop early intervention services for families, schools and community settings in order to improve outcomes for vulnerable children and young people</p> | |
| <p>Progress</p> <ul style="list-style-type: none"> • 389 staff trained in Common Assessment Framework (CAF) • ContactPoint to be operational Sept 2009 • 7 Children's Centres delivering speech and language services, family support, Health Visitor sessions, ante-natal/ post-natal support and good quality information and signposting • 65% schools on full core offer for extended services • Private Fostering awareness raising activities • Young Carers assessment tool agreed and additional worker/volunteers recruited • 6 professionals trained to deliver domestic abuse services. Domestic Abuse seminars delivered in education settings • Bullying Helpline for parents set up • All secondary schools took part in SENTINEL on-line bullying survey • Audit of safeguarding practice for children placed in residential schools completed • Parental Vulnerabilities Audit completed • Safeguarding and Specialist Services Ethnicity audit completed • Asian Women's Support Group commissioned | <p>Impact</p> <ul style="list-style-type: none"> • Tracking of children using Children's Centres indicates early links to Foundation Stage Profile results • Extended schools facilitating swift and easy access to specialist services • 2 private fostering notifications identified by social care teams • Improved identification of young carers: 47 young carers receiving a service • Needs of children affected by domestic abuse identified and addressed • 28 parents supported through Bullying Helpline • 100% Child Protection Review Conferences delivered within timescale • 86.4% initial child protection case conferences held within 15 working days • 100% children subject of a child protection plan allocated social worker |
| <p>Gap Analysis</p> <ul style="list-style-type: none"> • Low take up of CAFs (average 12 per quarter) • ContactPoint project sponsorship vacant • Further targeting of priority groups in Children's Centres • Low numbers of children privately fostered identified • Transport facilities for young carers and limited choice of venues • Young Carers Project sustainability in light of increasing numbers • Low proportion of BME young carers identified • Currently no information is passed by Domestic Abuse Unit (DAU) to schools • Tellus3 survey indicates above average number of children experience bullying • Policy for sourcing residential school placements for children who do not have looked after status • Ethnicity audit of services across Children's Trust | <p>Priorities 2009/10</p> <ul style="list-style-type: none"> • CAF processes to be embedded and coordinator role established • Implementation of ContactPoint • 4 children's centres to be opened • Children's Centres performance management • Embed awareness of Private Fostering • LSCB parenting handbook to be distributed • Clarify resources to deliver services to young carers when cohort reaches 60 and above • Information sharing between DAU and schools • Positive Intervention for Children affected by Domestic Abuse (PICADA) to be piloted • Reduce the incidence of bullying • Local Safeguarding Children Board (LSCB) to develop a joint policy and procedure that reflects s85 of Children Act 1989, and anticipates s.17 and s.18 of Children and Young Persons Act 2008 • Commission ethnicity audit • Review missing children protocol and develop multi-agency missing children forum |
| <p>Service User Feedback</p> <ul style="list-style-type: none"> • 100% children in care contribute to statutory review meetings. 52 children in care made representations regarding views in relation to their care arrangements • Consultation project completed by Mill House Family Centre • Young people consulted regarding domestic abuse leaflet • Primary school children consulted in anti-bullying conversation Nov 2008. Children's feedback is influencing schools' anti-bullying policy and practice (e.g. "bully box") | |

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| Stay Safe 2: Develop care and education provision so that more children and young people with additional needs are educated and supported closer to home. | |
| <p><u>Progress</u></p> <ul style="list-style-type: none"> • Holyport Manor reprovision project plan on target • Additional respite care foster carers recruited • Schools capital grant effectively used to develop access for children with additional needs • Children in Care Placement Strategy 08/09 implemented • Multi-agency Permanency Monitoring Group strategically manages long term care planning • Training and support to foster carers developed in line with national standards • Cost effective children's placement procured through Pan London Consortium arrangements | <p><u>Impact</u></p> <ul style="list-style-type: none"> • Good stability of placements for children in care • 7.4% children in care placed more than 20 miles from originating address • 8.3% children in care adopted • 11.6% of children in care placed with extended family/friends • 100% compliance with timeliness criteria following decision that child should be placed for adoption • Average weekly cost of children's home reduced by 1.9% • Average weekly cost of foster care placement reduced by 10.95% |
| <p><u>Gap Analysis</u></p> <ul style="list-style-type: none"> • Access and range of short break provision for children with complex needs • Develop foster care and respite care resources in line with up-dated Placements Strategy • Educational attainment for children in care | <p><u>Priorities 2009/10</u></p> <ul style="list-style-type: none"> • Implement the Aiming High for Disabled Children Strategy • Develop Building Schools for the Future (BSF) planning • Continue to develop children in care virtual school arrangements • Reprovision of Holyport Manor School |
| <p><u>Service User Feedback</u></p> <ul style="list-style-type: none"> • <i>Parental consultation through Aiming High events informed strategy in relation to short break care</i> • <i>Consultation with 60 children to gain their views on short break care</i> | |

| Enjoy and Achieve Priority 1: Narrow the attainment gap so that vulnerable and potentially underachieving children achieve the highest possible standards | |
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| <p><u>Progress</u></p> <ul style="list-style-type: none"> • Review of Inclusion Services completed • Additional resources allocated to support education of children in care • 95% of schools achieving varied menu of activities. 4 schools achieved Quality in Study Support (QISS) accreditation • Subsidy scheme to fund recreational activities for disadvantaged children • Family Learning courses targeted at those with below Level 2 skills to encourage parents to develop their literacy and numeracy • Training for Early Years Inclusion Co-ordinators in developing speech, language and communication • Improved transition meetings for young children into school • Small group intervention with Foundation Stage pupils piloted in 8 schools to build emotional resilience • Elklan speech language training rolled out by specialist teachers and speech therapists • Alternative Curriculum in Education (ACE) Project extended • Saturday classes and mentoring for Year 9 and Year 11 ethnic minority pupils | <p><u>Impact</u></p> <ul style="list-style-type: none"> • Average Foundation Stage Profile (FSP) score for the lowest achieving 20% of pupils has risen from 62 to 65. Mean FSP score has also risen from 93 to 94 and the gap has reduced from 33 points to 30.6 • Evaluation of Elklan sessions shows outstanding comments from schools and clear progress evidenced for learners • Proportion of pupils achieving at least one qualification has increased from 98% to 99.3% • More choices for young people who are struggling to remain in school until end of Year 11 • St Edmund's House students achieved 100% pass in English/ mathematics and 30% achieved 5 A*-G grades • Permanent exclusions reduced from 40 in 2006/7 to 16 in 2007/8 • Positive attainment results for pupils working with the Ethnic Minority Achievement Service |
| <p><u>Gap Analysis</u></p> <ul style="list-style-type: none"> • Impact assessments/studies on Extended Schools • Lack of capacity in extended schools clusters • Recommendations from Inclusion Review to be implemented • To date no direct correlation between Family Learning provision and impact on underachieving children • Attainment gap between SEN/non-SEN pupils widening • Children in Care not making progress in line with peer group • Achievement of pupils of Pakistani heritage improved, but targets not met • Closer tracking of Y7, 8 and 9 Pakistani girls | <p><u>Priorities 2009/10</u></p> <ul style="list-style-type: none"> • Undertake extended schools impact evaluations • Build capacity in extended schools clusters • Ensure subsidy scheme is implemented and monitored • Increase % schools offering full core offer • Toolkit for measuring impact to be developed and used across all Family Language Literacy and Numeric provision • Target provision for education of Children in Care to narrow the gap • Roll out 1:1 tuition in schools to raise achievement in Key Stages 2 & 3 • Monitoring and evaluation of Fischer Family Trust (FFT) Wave 3 training programme and impact on literacy skills of targeted pupils • Evaluate impact of inclusion training in Early Years settings and rollout next phase • Further work to improve attainment of pupils of Pakistani heritage • Mentoring of Pakistani girls |

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| <p>Enjoy and Achieve Priority 2: Improve life chances for all children and young people by raising the proportion of middle and secondary schools judged by OFSTED inspectors to be good/outstanding.</p> | |
| <p><u>Progress</u></p> <ul style="list-style-type: none"> • Meetings and support for secondary schools: <ul style="list-style-type: none"> ○ not yet engaged with Social Emotional Aspects of Learning (SEAL) ○ working towards National Healthy School status (NHSS) ○ with persistent absence • 14-19 Strategic Partnership has agreed plan for delivery of diplomas up to 2013 • Application through Gateway 3 to offer diplomas in Creative & Media and Sport & Active Leisure for 2010 | <p><u>Impact</u></p> <ul style="list-style-type: none"> • 10 schools engaged with SEAL (77%, exceeded target) • 5 (38%) schools have NHSS, other schools working towards target. • Two of the three persistent absence target schools have improved attendance rates. • Improvement in Ofsted grades for Personal Development and Well-Being: 2 Outstanding, 9 Good (previously 1 Outstanding, 9 Good). • Improvement in Ofsted behaviour grades: 2 Outstanding, 8 Good, (previously 1 Outstanding, 8 Good). • Secondary School persistent absence rate of 4.2% in 2007/08 met and exceeded RBWM target (4.8% 2008/09) |
| <p><u>Gap Analysis</u></p> <ul style="list-style-type: none"> • Three schools not yet engaged with SEAL • Eight schools not yet achieved NHSS • One persistence absence target school yet to reduce absence rates • Three schools with an Ofsted Grade 3 for behaviour (waiting for next inspection) • Audit Level 2/3 provision across all providers • Data analysis highlights need for improved contextual value added (CVA) scores for Key Stages 2 - 4 | <p><u>Priorities 2009/10</u></p> <ul style="list-style-type: none"> • Further support for 3 schools yet to engage with SEAL • Continued support for schools working towards NHSS • Continued support for schools with higher persistence absence and Grade 3 behaviour • Development work for Gateway 4 Diploma application • Explore reasons for low CVA • Target support from School Improvement Team at improving CVA in key schools |

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| <p>Make a Positive Contribution 1: Support parents, carers and the community to nurture children and young people's social and emotional development and promote positive relationships</p> | |
| <p><u>Progress</u></p> <ul style="list-style-type: none"> • Parenting Strategy 2008-11 agreed • 1 new Parenting Worker ('Expert') in post to deliver targeted support for parents with high levels of need • 2 Parent Support Advisors (PSAs) in post offering school-based Level 1 support, 1 PSA post being advertised, 3 more in development • Parents & Teens Together group support being rolled out to all middle and secondary schools (with Barnardo's) • 100% middle and secondary schools offering transition sessions to parents • Rolling programme of parent information sessions in schools • Regular multi-family groups focusing on school attendance or behaviour • Expansion of preventative parenting support through Youth Offending Team (YOT) • All children centre co-ordinators trained as Family Caring Trust facilitators • Anger management programmes for parents developed by Family Friends as a result of consultation with parents • Increased targeting of fathers by parenting support services | <p><u>Impact</u></p> <ul style="list-style-type: none"> • 71% schools meet the parenting offer under Extended Schools programme • 56 families attended one-off 'Clowning Around' sessions to build positive family relationships and self-esteem (targeted at high-need communities) • More than 140 parents attended evidence-based group parenting programmes Apr-Dec 08 • 36 parents of teenagers attended specialised group parenting programmes Sep 08-Jan 09 • 20 families attended multi-family groups resulting in improved school attendance and/or behaviour • Significant increase in number of parents offered support through YOT • 196 children benefited from the Family Friends Family Support Worker Service Apr-Dec 08 • Family Friends consultation with children (7-12 yrs) indicated that their home life improved as a result of parenting support • Increased number of parents accessing parenting information sessions in schools • Increased number of fathers accessing parenting support. Positive feedback from fathers on the support accessed |
| <p><u>Gap Analysis</u></p> <ul style="list-style-type: none"> • Lack of clarity (for parents and professionals) about the difference between the varying parenting services on offer and pathways between them • Single point of access to information about parenting services • Role of schools in delivering parenting support to be further developed • Develop use of evidence-based programmes to ensure high quality and effective services • Links with Adult Services to identify families with parenting needs • Whole family services for families with entrenched and complex needs | <p><u>Priorities 2009/10</u></p> <ul style="list-style-type: none"> • Establish 'parenting care pathway' so parents can access appropriate support • Recruit another Parenting Worker and roll out service targeted at high need parents • Roll out 'Triple P' parenting programmes to ensure consistency and coherence across parenting services • Communication strategy to promote parenting services and help parents parent effectively • Roll out of Parenting Early Intervention Programme (PEIP) to include schools • Establish Family Intervention Project (FIP) to prevent youth crime • Develop 'Think Family' approaches jointly with Adult Services |
| <p><u>Service User Feedback</u></p> <p><i>"When I'm with my son and we go somewhere, I feel I can deal with him now and I am a better dad"</i></p> <p><i>"This course has been very informative and has helped me to handle my parenting better instead of losing my temper and getting stressed"</i></p> <p><i>"This course has really changed our house and made us more of a family unit"</i></p> | |

| Make a Positive Contribution 2: Reduce disaffection amongst vulnerable young people through targeted youth support | |
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| <p><u>Progress</u></p> <ul style="list-style-type: none"> • Targeted Youth Support (TYS) Action Plan • Use of common assessment framework (CAF) and other assessment frameworks to ensure appropriate support is provided to vulnerable young people • Multi-agency initiatives piloted in the Dedworth area • TYS delivery in mainstream settings targeted at young people at risk of exclusion • Connexions Intensive Personal Advisers (PAs) target areas with highest numbers of young people not in education, training or employment (NEET) • Specialist Connexions PAs for young people with mental health needs, learning difficulties and/or disabilities, teenage parents and young people from minority ethnic groups • Programmes to increase self esteem developed by Connexions Intensive PAs • Youth service being restructured following independent review • Increased partnership work between counselling services, schools and local youth provision • Young offenders carry out reparation in the community as payback for offences they have committed • Effective Youth Inclusion Support Panel (YISP) to prevent youth offending | <p><u>Impact</u></p> <ul style="list-style-type: none"> • Increased multi agency support to individual young people. • Young people in Dedworth supported to access provision, including 'In Da Hood' holiday programme • 4 schools engaged with youth workers to support 36 young people and prevent exclusion from mainstream provision • 6 young travellers produced an exhibition and film recording, challenging misconceptions • Increased use of counselling services: 191 13-19 year olds accessed counselling provision from April 2008 to February 2009 • 90% of young people engaged with the Youth Offending Team (YOT) are in education, employment or training • Continuing downward trend in numbers of first time entrants to the youth justice system • Targets for young people aged 13 –19 reached by youth services exceeded or likely to be exceeded |
| <p><u>Gap Analysis</u></p> <ul style="list-style-type: none"> • Opportunities to be made available in a wider range of localities and in extended partnerships • Young people to be consulted on TYS delivery • Detailed needs assessment of risk factors to aid targeting of prevention work at earlier stage • TYS processes currently virtual – youth service needs to work more closely with partners to ensure targets are met | <p><u>Priorities 2009/10</u></p> <ul style="list-style-type: none"> • Multi-agency preventative strategy and detailed needs assessment • Develop explicit TYS model based on pathfinder evaluations • Multi-agency initiatives in high need localities around community safety and intergenerational issues • Extend PSHE work with vulnerable young people across RBWM • Develop participation work to engage young people in decision making forums and the quality assurance process |
| <p><u>Service User Feedback</u></p> <p><i>"I wouldn't have managed to come out of the house cause of my anxieties, since then I can come out the house and go for a walk and gym" (Young person participating in 6-week Summer Career workshop focussing on developing socialisation and confidence skills)</i></p> <p><i>"I didn't realise there was so much going on in the Borough for young people" (YOF Assessor)</i></p> <p><i>" I felt I was heard and valued"; "We could be ourselves and who we were and were given respect" (15-year-old taking part in an anger management group session)</i></p> | |

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| <p>Achieve Economic Well Being: Develop and enable access to the full range of learning opportunities (including educational and vocational) for 14 to19-year-olds so that all young people are able to benefit from employment, education and training.</p> | |
| <p><u>Progress</u></p> <ul style="list-style-type: none"> • Society, Health and Development and Construction and the Built Environment diplomas on offer from September 2009 • Planning underway for Environmental and Land Based, Creative & Media and Sport & Active Leisure diplomas (2010) • Schools, colleges and training providers have reviewed their 14-19 curriculum offer • Variety of pathways available to ensure opportunity and choice of progression routes to meet diverse needs • Berkshire College of Agriculture Action for Inclusion project to improve dedicated facilities for LDD learners • Holyport Manor School supported by the Learning and Skills Council Fighting Fund to enhance its work experience and college taster programme • Young Mums to be Programme established to support Teenage Parents and pregnant young women, including support for education, employment and training (EET) • Work Experience programme for young people leaving care established • Progress continues in developing high quality, impartial Information, Advice and Guidance (IAG) | <p><u>Impact</u></p> <ul style="list-style-type: none"> • Grow our Own has supported 20 young learners, including through input in e2e curriculum • 65 places available in 5 young Apprenticeships including new provision for September 2009: Hair and Beauty and Motor Vehicle • In 2006/7 the proportion of people studying in RBWM at age 15 that reached Level 2 by age 19 is 79% and reached Level 3 is 60% • Number of young people leaving Year 11 with no qualifications has reduced from 30 to 12. Of those, the number not in education, employment or training (NEET) has reduced from 7 to 2 • Currently, 5.1% of 16-18 year olds are NEET • 5 young women have accessed Care2Learn (Sept-Nov 08) • 100% young people leaving care projected to be in EET at age 19 • 85.5% young people with learning difficulties and/or disabilities are EET (against national Connexions target 70%) |
| <p><u>Gap Analysis</u></p> <ul style="list-style-type: none"> • Audit Level 2/3 provision across all providers | <p><u>Priorities 2009/10</u></p> <ul style="list-style-type: none"> • Planning towards Foundation Learning Tier (including mainstreaming of support for young mums) • Diploma development work for Gateway 4 • Attainment of IAG Quality Standards across the Borough • Further work needed to address NEET figure in the light of economic downturn |
| <p><u>Service User Feedback</u></p> <p><i>In a recent Connexions Berkshire self- assessment young people were asked to provide feedback on the service they had received; of school and college respondents 86% said the service met their needs very well with 98% saying they would recommend the service to a friend. Of respondents using the centre, 100% said they felt more confident as a result and would recommend it to a friend.</i></p> | |

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| Children in Care: Reduce the gap in quality of outcomes for children in care through the implementation of government requirements regarding best practice | |
| <p><u>Progress</u></p> <ul style="list-style-type: none"> • Corporate Parenting Forum (CPF) meets regularly and has received training • Children in care (CIC) and care leavers consulted on the Pledge and booklets published with key messages • CIC Council meets regularly • Successful Achievement Event • Policy on Out of Area Placements reviewed and in use • Placement Strategy completed • Virtual Head Teacher appointed • Personal Education Allowances (PEAs) in place for some CIC • All CIC have been screened for emotional health needs using Strengths and Difficulties Questionnaire (SDQ) • Successful bid for Arts Council funding via Creativity4Health Project • Housing Panel set up to ensure needs of care leavers are met • Personal Advisor (ETE) in post and Project Plan in place for work placement scheme for care leavers | <p><u>Impact</u></p> <ul style="list-style-type: none"> • CPF receives reports and monitors corporate parenting services • Inclusion of CIC in developing services has improved • Clear direction in place for the development of the placements service • Stability of placements is likely to improve since the previous year • Number of CIC placed with family and friends has increased • Baseline established for improving emotional health of CIC and target set • Some work placements available for care leavers |
| <p><u>Gap Analysis</u></p> <ul style="list-style-type: none"> • Children's Trust and whole Council to contribute to published Pledge • No significant improvement in the educational attainment of Children in Care • Learning mentors/teacher for children in care not in place • Virtual School to be set up • Designated teachers for all schools require up-to-date knowledge and understanding of their responsibilities for CiC | <p><u>Priorities 2009/10</u></p> <ul style="list-style-type: none"> • Regular meetings between Director of Children's Services, Lead Member and CIC Council • CIC Council to be consulted on issues affecting them and Pledge completed • Corporate Parenting Strategy to be published and Project Manager appointed • Placement Strategy to be implemented • Virtual School to be set up and comprehensive strategy for improving the educational attainment of CIC to be written and implemented • Update and relaunch Personal Education Plans • Recruit learning mentors • Emotional health needs analysis to be conducted and range of CAMHS services to be put in place for CIC via Healthy Minds Partnership • Implement Creativity4Health Project |
| <p><u>Service User Feedback</u></p> <p><i>Key messages from children in care and care leavers have been published in a series of booklets that will be used next year to discuss with all stakeholders how they might contribute to the RBWM Pledge to Children in Care and Young People Leaving Care</i></p> | |

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| <p>Children with Learning Difficulties and Disabilities: Develop an integrated multi-agency service for children with complex needs that puts children and families' needs at the centre.</p> | |
| <p><u>Progress</u></p> <ul style="list-style-type: none"> • Proposal for full integration of services (with project plan) to be presented to the Children's Trust in March 2009 • Service aims have been defined • Details of service provision defined • Flexible Family Support options planned through the Aiming High for Disabled Children Strategy • Parents of disabled children have contributed to service panning • Plans for the re-provision of Holyport Manor Special School on target for 2010 | <p><u>Impact</u></p> <ul style="list-style-type: none"> • No measurable impact yet as this year has been spent planning the service re-provision. |
| <p><u>Gap Analysis</u></p> <ul style="list-style-type: none"> • Identification of exact resources in terms of personnel and costs associated with setting up and sustaining the service. • Details of referral processes and care pathways to be determined • Performance measures to be defined | <p><u>Priorities 2009/10</u></p> <ul style="list-style-type: none"> • Partnership/legal agreement to underpin arrangements • Detailed mapping of staff needed in core team • Human Resources implementation plan • Identification of resources required, including location/building requirements • Bid to DCSF Co-location Fund to support location requirements • Task group to align policies and procedures to ensure a unified approach • Agree arrangements for measuring impact of new service • Risks to progress to be monitored through Children's Trust Board • Implement the Aiming High Strategy |
| <p><u>Service User Feedback</u></p> <p><i>"Information about entitlements and benefits is not willingly provided – we find out by trial and error. It's a battle."</i></p> <p><i>"Streamline assessments – repetitive form filling is frustrating!"</i></p> <p><i>"I would like to see my friends at my home, but they cannot get here to see me."</i></p> <p><i>"I would like to go to the Seaside from Saturday Club."</i></p> | |

Summary of Key Indicators

| CYPP Key Indicators and LAA Targets | | | | |
|---|--------------------|--------------------|--|---|
| Indicator | Baseline (2007/08) | Target (this year) | Current Performance | Target (next year) |
| Emotional Health of Children (NI 50) | New indicator | n/a | 60.1% of children and young people surveyed have at least one good friend and somewhere to turn when they are worried (lower quartile of all local authority areas, indicating poor performance) | 63% (Tellus 4 survey) |
| Effectiveness of child and adolescent mental health (CAMHS) services (NI 51) | 11/16 | 12/16 | 13/16 (Feb 09) | 14/16 |
| Emotional and behavioural health of children in care (NI 58) | new indicator | n/a | The average 'Total Difficulties' score for children in care April 08 – Jan 09 was 15.2 (on a scale of 0-40) | 14 |
| Services for disabled children (NI 54) | new indicator | n/a | National parental satisfaction survey to measure this indicator still being developed | To be set in Spring 2009 |
| Obesity amongst primary age children in Year 6 (NI 56) | 13.6% | 12.8% | 15.6% | 12.4% |
| Mode of travel to school: journeys by car (NI 198) | 42.7% (2006/7) | 39.6% | <i>Data not yet available</i> | 39% |
| Proportion of schools achieving National Healthy Schools Status | 67% (March 2008) | 72% | 72% (Dec 08) | 78% by July 2009 |
| Children and young people's participation in high-quality PE and Sport (NI 57) | 92.5% | 92.5% | <i>Data not yet available</i> | 93% |
| Initial assessments for children's social care carried out within 7 working days (NI 59) | 67.8% | 70% | 64.1% (Feb 09) | 70% |
| Stability of children in care adopted following decision that the child should be placed for adoption (NI 61) | 100% | 100% | 100% (Feb 09) | 86% - predicted cohort 7 children, 1 child had placement breakdown in 08/09 |
| Stability of placements: % children in care with 3 placements or more within a year (NI 62) | 6.7% | 10% | 5.6% (Feb 09) | 9% |

| CYPP Key Indicators and LAA Targets | | | | |
|---|---------------------------|---------------------------|---|-----------------------------------|
| Indicator | Baseline (2007/08) | Target (this year) | Current Performance | Target (next year) |
| Stability of placements: % children in care in same placement for at least 2 years (NI 63) | 66.7% | 75% | 72.2% (Feb 09) | 75% |
| Percentage of children in care aged 10-15 in foster placements or placed for adoption | 55.6% | 60% | 73.3% (Jan 09) | N/A |
| Children becoming subject of a Child Protection Plan for a second or subsequent time (NI 65) | 16.4% | 14% | 14.8%(Feb 09) | 14% |
| Percentage of referrals to children's social care going on to initial assessment (NI 68) | 75.4% | 70% | 71.3% (Feb 09) | 70% |
| Children who have experienced bullying (NI 69) | new indicator | n/a | 53.6% of a sample of young people said they had been bullied at least once in the last year. This is higher than statistical neighbours and in the upper quartile nationally. | 50% (Tellus 4 survey) |
| Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy (NI 72) | 45% (July 2007) | 56% | 51.20% (Feb 09) | 53% (July 2009) |
| Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest (NI 92) | 33% (July 2007) | 28.6% | 30.60% (Feb 09) | 29.2% (July 2009) |
| Progression by 2 levels in English between Key Stage 1 and Key Stage 2 (NI 93) | 86.1% (July 2007) | n/a | 86% (Feb 09) | 92% (July 2009) |
| Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2 (NI 94) | 79% (July 2007) | n/a | 79% (Feb 09) | 88% (July 2009) |
| Achievement of Level 4 or above in both English and Maths at Key Stage 2 (NI 73) | 76% (July 2007) | n/a | 77% (Feb 09) | 83% (July 2009) |
| % boys achieving Level 4+ in writing at Key Stage 2 | 65% (July 2007) | 62% | 67% (July 08) | 64% (July 2009) |
| Progression by two levels in English between Key Stage 2 and Key Stage 3 (NI 95) | 29.2% (July 2007) | n/a | 30% (July 08) | N/A (Key Stage 3 tests abolished) |

| CYPP Key Indicators and LAA Targets | | | | |
|---|-----------------------------|---------------------------|--|--|
| Indicator | Baseline (2007/08) | Target (this year) | Current Performance | Target (next year) |
| Progression by two levels in Maths between Key Stage 2 and Key Stage 3 (NI 96) | 68.0% (July 2007) | n/a | 69% (July 08) | N/A (Key Stage 3 tests abolished) |
| Achievement at Level 5 or above in both English and Maths at Key Stage 3 (NI 74) | 77% (July 2007) | n/a | 76% (July 08) | N/A (Key Stage 3 tests abolished) |
| % boys achieving Level 6 in English at Key Stage 3 | 23% (July 2007) | 34% | 32% (July 08) | 37% July 09 38% July 10 |
| Achievement at Level 5 or above in Science at Key Stage 3 (NI 83) | 82% (July 2007) | 85% | 79% (July 08) | N/A (Key Stage 3 tests abolished) |
| % pupils of Pakistani heritage achieving Level 5+ at the end of Key Stage 3 in all three subjects of English, Mathematics and Science | 51.3% (July 2007) | 52% | 48% (July 08) | 54% July 09 57% July 10 |
| Progression by two levels in English between Key Stage 3 and Key Stage 4 (NI 97) | 56.4% (July 2007) | n/a | 65.20% (July 08) | N/A (Key Stage 3 tests abolished) |
| Progression by two levels in Maths between Key Stage 3 and Key Stage 4 (NI 98) | 35.9% (July 2007) | n/a | 31.30% (July 08) | N/A (Key Stage 3 tests abolished) |
| Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (NI 75) | 54.9% (July 2007) | 59% | 58% (July 08) | 64% (July 2009) |
| % pupils of Pakistani heritage attaining 5+ A*-C at GCSE | 37% (July 2007) | 44.5% | 43% (July 08) | 46.5% (July 2009) |
| % pupils achieving at least one qualification at the end of Key Stage 4 | 98% (July 2007) | improvement on baseline | 99.3% (July 08) | 99.5% (July 2010) |
| Increase range of vocational options for 14-19 year olds through the introduction of specialised diplomas | n/a | n/a | Development work on 2 Diploma lines to be offered from Sept 09 | 2 Diploma lines to be offered from Sept 09 |
| Secondary schools judged as having good or outstanding standards of behaviour (NI 86) | Outstanding (1) Good (8) | improvement on baseline | 10 outstanding/good | 11 |
| Secondary school persistent absence rate (NI 87) | 5.0% (July 2007) | n/a | 4.8% (Feb 09) | 4.7% (July 09) |
| Proportion of secondary schools judged as Good or | n/a | n/a | 31% (4 out of 13) (Feb 09) | N/a |

| CYPP Key Indicators and LAA Targets | | | | |
|--|---------------------------|---|---|--|
| Indicator | Baseline (2007/08) | Target (this year) | Current Performance | Target (next year) |
| Outstanding by Ofsted | | | | |
| Looked after children reaching Level 4 in English at Key Stage 2 (NI 99) | 67% (July 2007) | 20% | 50% (July 2008) | 50% (July 2009) |
| Looked after children reaching Level 4 in Maths at Key Stage 2 (NI 100) | 67% (July 2007) | 40% | 25% (July 2008) | 50% (July 2009) |
| Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths) (NI 101) | 0% (July 2007) | 14.29% | 12.5% | 29% (July 2009) |
| Children in care missing 25 or more days schooling a year | New indicator | n/a | Methodology for measuring this indicator not yet set nationally | Awaiting central government guidance |
| % point gap between SEN and non-SEN groups achieving Level 4+ in both English and Maths at Key Stage 2 (NI 104) | 48.5% (July 2007) | 46% | 50% (July 2008) | 44% (July 2009) |
| % point gap between SEN and non-SEN groups achieving 5+ A*-C GCSE (NI 105) | 46.8% (July 2007) | 44% | 52% (July 2008) | 44% (July 2009) |
| Number of Extended Schools (NI 88) | n/a | 50% of all primary schools and 33% of all secondary schools (July 08) | 65% schools meeting full core offer of extended services (Feb 09) | 85% of schools by July 09 |
| Number of Sure Start Children's Centres (NI 109) | 6 (March 08) | 7 | 7 | 10 (March 2010) |
| Young people's participation in positive activities (NI 110) | new indicator | n/a | 73.8% High performance – highest nationally is 86% | Target of 82.9% (at 90% confidence level) or 80% at (75% confidence level) |

| CYPP Key Indicators and LAA Targets | | | | |
|---|--------------------------------------|----------------------------------|---|-------------------------------|
| Indicator | Baseline (2007/08) | Target (this year) | Current Performance | Target (next year) |
| First time entrants to the Youth Justice System aged 10-17 (NI 111) | 153 (2006/07) 147 (2007/08) | 145 (2008/09) | April 08-Feb 09 139 offenders | Sustained 1% reduction |
| Under 18 conception rate (NI 112) | 24.5 per 1000 girls (2006) | 22.2 per 1000 girls (2007) | 18.6 per 1000 girls (Feb 09) | 15 per 1000 girls (2010) |
| Prevalence of Chlamydia in under 25 year olds (NI 113) | new indicator | n/a | <i>Data not available</i> | 17% (2011) |
| Substance misuse by young people (NI 115) | new indicator | n/a | 12.3% of young people surveyed have been drunk or taken drugs in the last 4 weeks | 8.3% (2009/10) |
| 16-18 year olds not in education, employment or training (NI 117) | 4.1% (Jan 2008) | 4% | 5.8% (Feb 09) | 3.7% (by Nov 2009) |
| Care leavers in suitable accommodation (NI 147) | 85.2% | 100% | 100% (Feb 09) | 100% |
| Care leavers in employment, education or training (NI 148) | 66.7% | 100% | 100% (Feb 09) | 100% |
| Increase % young carers receiving a service | 7% (24/331) | 10% (33) | 15% (47) | 15% (49) |

Outcome Improvement Plan 2009/10

See attached appendix document.

List of Abbreviations

| | |
|---------------|---|
| ABC | Acceptable Behaviour Contract |
| ACE | Alternative Curriculum for Education |
| ASBO | Anti-Social Behaviour Order |
| ASTI | Autistic Spectrum Transition & Integration Service |
| BCA | Berkshire College of Agriculture |
| BESD | Behaviour, Emotional & Social Difficulties |
| CAF | Common Assessment Framework |
| CAMHS | Child and Adolescent Mental Health Services |
| CIC | Children in Care |
| CPF | Corporate Parenting Forum |
| CVA | Contextual Value Added |
| CYPP | Children and Young People Plan |
| DAU | Domestic Abuse Unit |
| DCSF | Department for Children, Schools and Families |
| EET | Education, Employment & Training |
| ETE | Entry to Employment |
| FFT | Fischer Family Trust |
| FIP | Family Intervention Project |
| FSP | Foundation Stage Profile |
| IAG | Information, Advice and Guidance |
| IEP | Individual Education Plan |
| LAA | Local Area Agreement |
| LDD | Learning Difficulties and Disabilities |
| LSC | Learning and Skills Council |
| LSCB | Local Safeguarding Children Board |
| MYP | Member of Youth Parliament |
| N1 | Nursery Year 1 |
| NEET | Not in Education, Employment or Training |
| NHSS | National Healthy Schools Status |
| PCT | Primary Care Trust |
| PEA | Personal Education Allowance |
| PEIP | Parenting Early Intervention Programme |
| PICADA | Positive Intervention for Children Affected by Domestic Abuse |
| PSA | Parent Support Adviser |
| PSHE | Personal, Social & Health Education |
| QISS | Quality in Study Support |
| SDQ | Strengths and Difficulties Questionnaire |
| SEAL | Social & Emotional Aspects of Learning |
| SEN | Special Educational Needs |
| STaRs | School Travel Reward Scheme |
| TaMHS | Targeted Mental Health in Schools |
| TYS | Targeted Youth Support |
| WWW | Watch, Wait and Wonder programme |
| YOT | Youth Offending Team |