



Notice of meeting of

**Executive Member for Children & Young People's Services and
Advisory Panel**

To: Councillor Christina Funnell (Chair)
Councillor Jenny Brooks (Vice-Chair)
Councillor Andy D'Agorne
Councillor Julie Gunnell
Councillor Dave Merrett
Councillor Carol Runciman (Executive Member)
Councillor Richard Watson
Councillor Irene Waudby

Co-opted Statutory Members:

Mr Bill Schofield
Dr David Sellick

Co-opted Non-Statutory Members:

Ms Fiona Barclay
Mrs Ann Burn
Mrs Jona Ellis
Dr Alison Birkinshaw
Ms Barbara Reagan
Mr Mike Thomas

Date: Thursday, 12 March 2009

Time: 6.00 pm

Venue: Guildhall

AGENDA

Notice to Members - Calling In:

Members are reminded that, should they wish to call in any item on this agenda, notice must be given to Democratic Services by:

10am on Wednesday 11 March 2009, if an item is called in *before* a decision is taken, *or*

4pm on Monday 16 March 2009, if an item is called in *after* a decision has been taken.

Items called in will be considered by the Scrutiny Management Committee.

1. Declarations of Interest (Pages 3 - 4)

At this point Members are asked to declare any personal or prejudicial interests they may have in the business on this agenda.

2. Minutes (Pages 5 - 14)

To approve and sign the minutes of the meeting held on 19 January 2009.

3. Public Participation

At this point in the meeting members of the public who have registered their wish to speak regarding an item on the agenda or an issue within the Panel's remit can do so. Anyone who wishes to register or requires further information is requested to contact the Democracy Officer on the contact details listed at the foot of this agenda. The deadline for registering is Wednesday 11 March 2009 at 5pm.

Executive Member to consider the advice of the Advisory Panel upon the following items of business and to make a decision on those items or to note the information as required:

4. Local Authority Governor Appointments (Pages 15 - 22)

This report provides information about the current position with regard to vacancies for LA seats on governing bodies, lists current nominations for those vacancies, as detailed in Annex 1, and requests the appointment, or re-appointment, of the listed nominees

5. Admission arrangements and admission limits for primary and secondary schools in York from September 2010 (Pages 23 - 48)

The purpose of this report is:

- To seek approval for the City of York coordinated schemes and admissions policies for both primary and secondary schools for the 2010/11 academic year.
- To seek approval of the proposed individual school maximum admission limits for the academic year beginning in September 2010.

6. School Term Dates and Holidays 2010/2011 (Pages 49 - 62)

This report:

- Requests that term dates and holidays for the school year, 2010/2011 be formally approved.
- Reports on action taken by the Local Authority (LA) to align the dates with those of neighbouring authorities.

7. Young People's Services: Service Asset Management Plan (Pages 63 - 84)

This report seeks the Executive Member's approval for the proposed Young People's Services: Service Asset Management Plan (SAMP). The SAMP is attached at Annex A to the report.

8. Service Plan and Budget Monitor 3 (Pages 85 - 134)

This report analyses performance by reference to the service plan, the budget and the performance indicators for all of the services funded through the Children's Services budget.

9. Capital Programme Monitor 3 (Pages 135 - 146)

This report:

- informs Members of the likely out-turn position of the 2008/09 Capital Programme.
- advises Members of changes to existing schemes and reprofiling of expenditure to allow the more effective management and monitoring of the Capital Programme
- informs Members of any slippage in budgets between financial years
- informs Members of any new schemes and seek approval for their addition to the 2008/11 Capital Programme.

10. LCCS Services Plans for 2009/10 (Pages 147 - 224)

The purpose of this report is to seek approval for the Service Plans for council services that are wholly or partially funded from the children's services budget.

11. Update on Machinery of Government changes and progress of 14-19 Reforms (Pages 225 - 296)

This report presents an update on further progress within the city in taking forward the Machinery of Government (MOG) changes, including the transfer to the Local Authority of funding for 16-19 education, and the 14-19 curriculum reforms.

12. Any other business which the Chair considers urgent under the Local Government Act 1972

Democracy Officer: Jayne Carr

- Telephone – (01904) 552030
- E-mail – jayne.carr@york.gov.uk

For more information about any of the following please contact the Democracy Officer responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details are set out above.

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- register by contacting the Democracy Officer (whose name and contact details can be found on the agenda for the meeting) **no later than 5.00 pm** on the last working day before the meeting;
- ensure that what you want to say speak relates to an item of business on the agenda or an issue which the committee has power to consider (speak to the Democracy Officer for advice on this);
- find out about the rules for public speaking from the Democracy Officer.

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Further information about what's being discussed at this meeting

All the reports which Members will be considering are available for viewing online on the Council's website. Alternatively, copies of individual reports or the full agenda are available from Democratic Services. Contact the Democracy Officer whose name and contact details are given on the agenda for the meeting. **Please note a small charge may be made for full copies of the agenda requested to cover administration costs.**

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Holding the Executive to Account

The majority of councillors are not appointed to the Executive (38 out of 47). Any 3 non-Executive councillors can 'call-in' an item of business from a published Executive (or Executive Member Advisory Panel (EMAP)) agenda. The Executive will still discuss the 'called in' business on the published date and will set out its views for consideration by a specially convened Scrutiny Management Committee (SMC). That SMC meeting will then make its recommendations to the next scheduled Executive meeting in the following week, where a final decision on the 'called-in' business will be made.

Scrutiny Committees

The purpose of all scrutiny and ad-hoc scrutiny committees appointed by the Council is to:

- Monitor the performance and effectiveness of services;
- Review existing policies and assist in the development of new ones, as necessary; and
- Monitor best value continuous service improvement plans

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- Councillors get copies of all agenda and reports for the committees to which they are appointed by the Council;
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**MEETING OF THE EXECUTIVE MEMBER FOR CHILDREN & YOUNG
PEOPLE'S SERVICES AND ADVISORY PANEL**

Agenda item 1: Declarations of interest.

The following Members and Co-optees declared a general personal interest in the items on the agenda:

Councillor Runciman – Governor of Joseph Rowntree School, Governor at New Earswick Primary School, Governor of York College and Trustee of the Theatre Royal.

Councillor Funnell – Governor of Burnholme Community College.

Councillor D'Agorne – Governor of Fishergate School, Employee of York College Student Services (Information Advice & Guidance for Young People), member of the Management Board of the Melbourne Centre and has a daughter at All Saints School.

Councillor Gunnell – is a member of the Management Committee of the Danesgate Centre (Council representative), an employee of York Council for Voluntary Service (CVS) and a member of the Management Committee of York Playspace.

Councillor Merrett – has a child at St Paul's Primary School, is an LEA Governor at St Paul's Primary School, has a child who uses the school's music service, digital arts and holiday schemes, and is the Treasurer of the York Chinese Cultural Association.

Councillor Brooks – is a member of the Association of Teachers and Lecturers and she is employed by The Manchester College.

Councillor R Watson – Member of the Education Appeals Committee.

Councillor Waudby – Governor of Lakeside Primary School.

Councillor Aspden (substitute) – is a member of the Management Committee of the Danesgate Centre, is a member of the National Union of Teachers (NUT) and is employed by North Yorkshire County Council.

Councillor Looker (substitute) – is a Governor of Canon Lee and Park Grove Schools.

Co-opted statutory members

Dr D Sellick – Governor of Derwent Infant & Junior School, and representative of the Church of England.

Mr W Schofield – Governor of Knavesmire School

Co-opted non-statutory members

Ms F Barclay – Teacher at All Saints School, ATL Branch Secretary for City of York and ATL Executive Member for City of York & North Yorkshire.

Mrs J Ellis – Governor of Burton Green Primary School and Governor of Canon Lee School.

Mrs A Burn – Headteacher and Governor of Yearsley Grove Primary School. Secretary of the York branch of the NAHT

Ms B Reagan is a teacher at Joseph Rowntree School. SENCO, Secretary of the York Association of the National Union of Teachers.

Mr M Thomas is the secretary of the York Association of National Association of Schoolmasters and Women Teachers (NASUWT).

Dr A Birkinshaw - Principal of York College

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City of York Council

Committee Minutes

MEETING	EXECUTIVE MEMBER FOR CHILDREN & YOUNG PEOPLE'S SERVICES AND ADVISORY PANEL
DATE	19 JANUARY 2009
PRESENT	COUNCILLORS FUNNELL (CHAIR), BROOKS (VICE-CHAIR), D'AGORNE, GUNNELL, MERRETT, RUNCIMAN (EXECUTIVE MEMBER), WAUDBY, ORRELL (SUBSTITUTE), MR W SCHOFIELD (CO-OPTED STATUTORY MEMBER), MS F BARCLAY (CO-OPTED NON-STATUTORY MEMBER), MRS A BURN (CO-OPTED NON-STATUTORY MEMBER), DR A BIRKINSHAW (CO-OPTED NON-STATUTORY MEMBER) AND MS B REAGAN (CO-OPTED NON-STATUTORY MEMBER)
APOLOGIES	COUNCILLOR R WATSON, MRS L BRANTON, DR D SELICK, MRS J ELLIS AND MR M THOMAS
IN ATTENDANCE	COUNCILLOR POTTER (ITEMS 1-4)

41. DECLARATIONS OF INTEREST

Members were invited to declare at this point in the meeting any personal or prejudicial interests they might have in the business on the agenda, in addition to the general non-prejudicial interests detailed on the sheet attached to the agenda.

Councillor Gunnell declared the following additional interests:

- Agenda item 4 (Public Participation) – prejudicial interest as an employee of York CVS and a member of the management committee for York Playspace
- Agenda item 5 (Revenue and Capital Budget Estimates) – prejudicial interest relating to CVS Accountancy Services, as an employee of York CVS and a personal interest as a CYC representative on the management committee for the Danesgate Centre
- Agenda item 8 (Update on “myplace”) – personal and non-prejudicial interest as an employee of York CVS
- Agenda item 10 (Commissioning of Services through the Children’s Early Intervention Fund and Better Play Grants) – prejudicial interest relating to the application for funding for Playspace, as a member of the management committee for York Playspace

Councillor Merrett declared the following declarations of interest in addition to those circulated with the agenda:

- Agenda item 4 (Public Participation) and Agenda item 5 (Revenue and Capital Budget Estimates) – prejudicial interest as the treasurer of the York Chinese Cultural Association which used the CVS

Accountancy Services and a personal interest as his partner was half Chinese.

- Agenda item 10 (Commissioning of Services through the Children's Early Intervention Fund and Better Play Grants) – personal interest in respect of the recommended grant allocation to the Cultural Diversity Project as his partner was half Chinese.

Councillors Gunnell and Merrett withdrew from the meeting when specific budget proposals in which they had a prejudicial interest were being considered.

Councillors Runciman and Funnell declared personal non-prejudicial interests in Agenda item 7 (Annual Report of the City of York Standing Advisory Council for Religious Education) as members of SACRE.

The following additions were made to the interests detailed on the sheet attached to the agenda:

Councillor Gunnell – Member of the Management Committee for York Playspace, a member of the Management Committee for the Danesgate Centre and an employee of York CVS.

Councillor D'Argorne - Member of the Management Board for the Melbourne Centre.

42. EXCLUSION OF PRESS AND PUBLIC

RESOLVED: That the press and public be excluded from the meeting during consideration of Column 3 of Annex C of Agenda Item 10 (Report on the Commissioning of Services through the Children's Early Intervention Fund and Better Play Grants) and Column 5 of Annex C of Agenda Item 11 ("Quality and Access for all Young Children" – Allocations of Capital Grant) on the grounds that they contain information relating to the financial or business affairs of any particular person (including the authority holding that information). This information is classed as exempt under Paragraph 3 of Schedule 12A to Section 100A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) Order 2006.

43. MINUTES

RESOLVED: That the minutes of the last meeting of the Executive Member for Children and Young People's Services and Advisory Panel, held on 4 December 2008 be approved and signed as a correct record subject to minute 39 (i) being amended to read..."That the performance of services within the directorate funded through the Children's Services budget be

noted, *taking on board the comments above*, and thanks to Officers be recorded..." and the action points in minute 39 being amended to include..."*To develop indicators relating to vocational qualifications for looked after children*".

44. PUBLIC PARTICIPATION

It was reported that there had been two registrations to speak at the meeting under the Council's Public Participation Scheme and that a request to address the meeting had also been received from one of the Heworth ward councillors.

- Colin Stroud, Chief Executive of York Council for Voluntary Services, spoke on the issue of funding for voluntary organisations generally and the proposed reduction in funding for the community accountancy scheme specifically – agenda item 5 (Revenue and Capital Budget Estimates – Annex 3b CS53).
 - (i) Members' attention was drawn to the important role that the voluntary organisations played in the delivery of services to children and young people. It was stressed that even a small cut in their funding could have a significant impact on service delivery.
 - (ii) A leaflet was circulated detailing the work that the CVS Accountancy Service carried out, including support for childcare providers in managing their budgets. Members were informed of the impact that the cut in funding could have on the service. A meeting had been arranged with officers to discuss the issue, as the CVS believed that the proposed cut in funding may be due to a misunderstanding regarding service delivery against the contract.

- Alison Shepherd and Councillor Potter spoke on behalf of York Playspace in respect of agenda item 10 (Commissioning of Services through the Children's Early Intervention Fund). Concerns were expressed regarding the recommendation that funding not be allocated to continue to deliver the Chill Out Zones at the 68 Centre in Heworth and to fund the Play Strategy and Development work that Playspace carried out in the city. Information was circulated on the work of the organisation. Councillor Potter emphasised the need for the provision offered by Playspace to continue, particularly as there were incidents of anti-social behaviour in the area served by the Chill Out Zone and the importance of early intervention was recognised in tackling these issues. A request was made for the recommendations to be reconsidered in the light of the impact that they would have on Playspace and on young people in the community.

45. REVENUE & CAPITAL BUDGET ESTIMATES - 2009/10

Members received a report that presented the 2009/10 budget proposals for Children & Young People's Services. The report included:

- The revenue budget for 2008/09 (Annex 1) to show the original budgets.
- The base budget for 2009/10 including the 2008/09 budget rolled forward and adjusted.
- The provisional allocation of pay and price increases for the portfolio.
- Budget service pressure costs and savings proposals for the portfolio area (Annexes 2 and 3).
- Fees and Charges proposals (Annex 4).
- Other revenue budget options for consultation (Annex 5).
- The existing approved capital programme (Annex 6).
- Proposals for new capital schemes (Annex 7).
- Residential Homes, Foster Carers, Sharing Care, Adoption and Residence Order Weekly Allowances (Annex 8).

The Executive Member was asked to consider the budget proposals included in the report and identify their preferences, including the proposals in Annexes 2, 3 and 7, which would be considered by the Executive as part of the intended budget. In particular Member advice was sought on the items listed for consultation in Annex 5, which did not, at present, form part of the intended budget. Members of EMAP were invited to provide comments on the budget proposals in the report.

Members of the Labour Group reserved their position for Budget Council.

Discussion took place regarding the proposed reduction in funding for the community accountancy scheme (Annex 3b – CS53). It was noted that the proposed reduction was not a judgement on the quality of the service provided but was intended to reflect a decrease in the SLA requirements in terms of the quantity of work. The reduction would not take place until 1 July 2009 to enable time for the organisation to make any necessary adjustments. A meeting had been arranged with the service to discuss the matter.

Clarification was sought regarding the proposed reduction in the Looked After Children IT Budget (Annex 3a – CS09). It was noted that grant funding may be available to replace some of the proposed reduction in funding but that this could not be guaranteed.

Advice of the Advisory Panel

That the Executive Member be advised:

- (i) That the budget proposals included within the report be noted.
- (ii) That the comments that had been made regarding the proposals be noted.
- (iii) That it be noted that Members of the Labour Group reserved their position for Budget Council.

Decision of the Executive Member

RESOLVED: That the advice of the Advisory Panel be accepted and endorsed.

REASON: As part of the consultation on the Children & Young People's Services budget for 2009/10.

46. ANNUAL PERFORMANCE ASSESSMENT 2008

Members received a report briefing them on the outcome of York's Annual Performance Assessment (APA) for 2008. The APA is the nationally determined Ofsted process by which judgements are made on the quality of local children and young people's services. The judgements contribute to the overall council rating each year.

Members were delighted to note that the authority had achieved the best possible result and its performance had only been matched by two other authorities in the country.

Advice of the Advisory Panel

That the Executive Member be advised:

- (i) That the contents of the report be noted.
- (ii) That staff be congratulated on the excellent outcome of the APA.

Decision of the Executive Member

RESOLVED: That the advice of the Advisory Panel be accepted and endorsed.

REASON: To inform Members of the outcome of the Annual Performance Assessment.

47. THE ANNUAL REPORT OF THE CITY OF YORK STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Members received a report detailing the work of the City of York Standing Advisory Council for Religious Education (SACRE) from January to December 2008.

Advice of the Advisory Panel

That the Executive Member be advised that the contents of the Annual Report of the Standing Advisory Council for Religious Education be noted.

Decision of the Executive Member

RESOLVED: That the advice of the Advisory Panel be accepted and endorsed.

REASON: In accordance with the request from SACRE that the annual report be presented to EMAP.

48. AN UPDATE ON "MYPLACE"

Members received a report updating them on preparations for a *myplace* bid, following the decision in September 2008 to postpone this until the second round in 2009. Phil Bixby, a local community architect, had been appointed to assist with the process and he updated Members on the progress that had been made. The priority was to liaise with Network Rail so as to secure their formal approval for the project, including the granting of a long lease and the removal of any technical hurdles. Consideration also had to be given as to the management of the project and how to involve young people in the project's development.

It was noted that although the preferred option was to use a site based around the Railway Institute facilities, a substitute plan was also being put into place as a contingency.

Phil Bixby was thanked for his attendance at the meeting and for the work that he was carrying out.

Advice of the Advisory Panel

That the Executive Member be advised:

- (i) That the report be noted.
- (ii) That negotiations with Network Rail be progressed as a priority¹.

Decision of the Executive Member

RESOLVED: That the advice of the Advisory Panel be accepted and endorsed.

REASON: Additional investment in youth facilities in the city is in line with corporate priorities, and the views of residents and young people themselves.

Action Required

¹To progress the negotiations with Network Rail

CB

49. THE SCHOOL CROSSING PATROL SERVICE IN YORK

Members received a report that had been prepared at their request in response to queries raised regarding the recruitment of School Crossing

Patrol Officers (SCPO's). The report included information on the number of SCPO vacant posts within the city; the measures previously taken to recruit to these vacant posts; and options for filling these vacancies in the future. Responsibility for delivering the School Crossing Patrol Service had transferred from Learning Culture and Children's Services to City Strategy with effect from 1 January 2009 and the report set out the reasons for this decision and the benefits that this would provide to the service.

Officers were asked if action had been taken to work with schools to seek to fill some of the vacancies through providing the opportunity for one person to work in more than one post at a school to increase their working hours. An example of this would include a midday supervisor or teaching assistant also being employed as a school crossing patrol officer. Members were informed that this option was suggested to schools but it was sometimes not feasible because the hours were not always compatible. Where vacancies remained unfilled recruitment was targeted at members of the local community, including the use of school or parish newsletters.

It was noted that some of the sites with vacancies were currently "under review" and were awaiting an assessment as to whether a school crossing patrol officer was required or if alternative safety measures were more appropriate. Clarification was sought as to when the reviews would be carried out. Officers advised that there was no specified timescale as the reviews also required detailed input from the Traffic Management Team (City Strategy), Road Safety Team (City Strategy) and North Yorkshire Police.

Advice of the Advisory Panel

That the Executive Member be advised:

- (i) That the contents of the report be noted.
- (ii) That a request be made for the planned road safety reviews to be carried out within a clear timetable.
- (iii) That City Strategy EMAP be advised of the concerns raised and requested to monitor the situation as the School Crossing Patrol Service now fell within their remit¹.

Decision of the Executive Member

RESOLVED: That the advice of the Advisory Panel be accepted and endorsed.

REASON: To ensure that the Executive Member is informed of situation with regard to the School Crossing Patrol Service.

Action Required

¹To arrange for City Strategy EMAP to be made aware of CB
the issues raised, including the request for the planned road
safety reviews to be carried out within a clear timetable

50. REPORT ON THE COMMISSIONING OF SERVICES THROUGH THE CHILDREN'S EARLY INTERVENTION FUND AND BETTER PLAY GRANTS

Members received a report setting out the commissioning process for the Children's Early Intervention Fund (EIF) which had, on this occasion, been linked to the Better Play Grants (BPG). The report also detailed the funding recommendations of the multi-agency panel set up to consider applications for the joint EIF/BPG fund.

Consideration was given to the following options:

- To approve the funding recommendations of the EIF/BPG group contained at Annex B in the report, rejecting those outlined at Annex C.
- To not approve the list at Annex B of the report and to consider other outcomes, such as continuing to fund all existing projects at their current level.

Concerns were expressed regarding the proposed cuts in funding to Playspace. Views were put forward that the loss of the funding may jeopardise the future of this valued organisation and the excellent work that they were carrying out in the community. Officers stated that it had been the panel's view that the application in respect of Strategic Play Development did not provide sufficient evidence of ability to promote change in the sector and that funding would be better allocated to provision rather than indirectly on infrastructure. The Panel did, however, wish to continue commissioning Chill Out Zones at Moor Lane/Tang Hall. It was not recommended that funding be allocated for the Chill Out Zones at the 68 Centre in Heworth as there were similar types of provision in the area. Dialogue was taking place with Playspace to look at ways forward, including the possibility of seeking alternative sources of funding.

Members commented that although provision was available at Bellfarm, there was a reluctance by young people to use facilities outside of their own community.

It was noted that Members were not challenging the process by which the recommendations had been drawn up but were concerned at the implications for Playspace.

Advice of the Advisory Panel

That the Executive Member be advised:

- (i) That the recommendations for commissioning projects through the Children's Early Intervention Fund and Better Play grants, described as Option A in the report and set out at Annex B, be accepted.
- (ii) That the comments made regarding the value of the Playspace organisation be noted.

- (iii) That officers be requested to work with York Playspace in consultation with the Executive Member, the Shadow Executive Member and the Chair to examine how services could be sustained with the funds allocated and to explore what additional funds could be accessed¹.

Decision of the Executive Member

RESOLVED: That the advice of the Advisory Panel be accepted and endorsed.

REASON: To deliver a programme of preventative and early intervention work which will more fully meet the emerging needs of children and young people in the city from now until 2011.

Action Required

¹To have discussions with Playspace

CB

51. “QUALITY AND ACCESS FOR ALL YOUNG CHILDREN” – ALLOCATIONS OF CAPITAL GRANT

Members received a report seeking their approval to bids from the Private, Voluntary and Independent (PVI) sector to use the new “Quality and Access for All Young Children Capital Grant Allocation”. The bids had been recommended by a panel established for this purpose.

Members had the option of approving or rejecting the bids from the Private, Voluntary and Independent sector, as recommended by the panel.

Members were pleased to note the variety of provision available as this enabled parents and carers to make choices as to the environment that best suited their child.

Advice of the Advisory Panel

That the Executive Member be advised:

- (i) That the recommendations of the panel for the first tranche of bids for the Quality and Access Early Years Capital Grant Allocation be accepted as set out in the annexes as follows:
- Annex A approved
 - Annex B accepted in principle but requires additional information
 - Annex C requires substantial reworking and should be declined at this stage

- (ii) That approval be given for the Early Years and Extended Schools Service to bulk purchase certain items under £2500 and distribute them directly to settings.

Decision of the Executive Member

RESOLVED: That the advice of the Advisory Panel be accepted and endorsed.

- REASONS: (i) To enable the further development of early years provision in York, in accordance with government guidelines.
- (ii) To obtain economies of scale in the purchase of certain items.

52. CHAIR'S COMMENTS

Members were informed that Simon Copley would be leaving his post as Democracy Officer to take up a promoted post at Ryedale District Council. Members expressed their appreciation of the work that he had carried out and wished him well for the future.

Councillor C Runciman
Executive Member for Children and Young People's Services

Councillor C Funnell, Chair
[The meeting started at 6.00 pm and finished at 8.05 pm].



Meeting of Executive Member and Children's Services Advisory Panel

March 2009

Report of the Director of Learning, Culture and Children's Services

Local Authority (LA) School Governors

Summary

1. This report provides information about the current position with regard to vacancies for LA seats on governing bodies, lists current nominations for those vacancies, as detailed in Annex 1, and requests the appointment, or re-appointment, of the listed nominees

Background

2. National benchmarking data on governor vacancies indicates a national average of 12% for LA governor vacancies. York has five (5.3%) LA vacancies at the time of writing this report.
3. Some vacancies will be generated by those existing governors not wishing to stand for a further term of office. The following table summarises the current position of LA vacancies and appointments in City of York schools.

Total number of LA seats in City of York schools	171
Number of LA seats currently filled (or held)	154
Number of new LA appointments addressed by this paper	8
Number of LA reappointments addressed by this paper	1
Number of LA vacancies remaining after this paper (excluding those where a nominee has been identified or where it has been agreed to hold vacancies)	9 (5.3%)
Number of applicants placed in community vacancies since the last report.	0

Political affiliation of LA governors		
Party	Number of governors	Percentage of all LA governors
Labour	18	11.7%
Lib Dem	18	11.7%
Conservative	3	2%
Green	2	1.3%
Independent	2	1.3%
Others	111	72 %

Identification of vacancies

4. The overall picture of governor vacancies is informed by a detailed database, which includes records of all schools, the structure of their governing bodies, individuals who serve as governors and terms of office.
5. From the database can be determined such information as current vacancies and terms of office which are due to expire. In this way the Governance Service can clearly identify in advance the actions which are required and act accordingly.

Reviewing Vacancies

6. The vacancy position is under constant review. When potential new governors are identified the candidate is interviewed to discuss their interest and suitability. The Chair of Governors and headteacher are also asked to meet with the candidate and show him or her around the school prior to nomination for appointment. This allows the school to assess the potential candidate in terms of a good match for the needs of the governing body and current governors.
7. Where a term of office is due to expire, the individuals are contacted to ask whether they would like their name to be put forward again for reappointment. Chairs and headteachers are contacted to invite any relevant supporting information. Where a reappointment is appropriate, this is included on the nomination paper for consideration by the Executive member with the Advisory Panel.
8. All Local Authority governors are required to apply for an enhanced disclosure from the Criminal Records Bureau. Appropriate decisions are taken in the event that there are any concerns.
9. It should be noted that, as well as filling LA vacancies, the Governance Service also assists schools who are having difficulties filling community governor vacancies.

Political Balance

10. In York the LA governor seats are filled on merit, rather than by strict consideration of political balance. Just under a third of LA governors are, in practice, linked to one of the political parties. Amongst this number there is a balance which very broadly reflects the political balance within the authority. As and when a situation arises in which any party has significantly more seats than their political representation would indicate to be appropriate, steps may be taken to redress the balance over a period of time, whilst always considering the need to identify the best possible governor for a school, rather than taking account of individuals' political affiliation.

Consultation

11. Consultation on the nominations for appointment has been undertaken in accordance with the agreed procedure for the appointment of LA governors.

Options

12. Executive Members have the options of appointing/re-appointing or not appointing to fill vacant seat as proposed at Annex 1.

Analysis

13. If Executive Members choose not to appoint to fill vacant seats this will have an detrimental impact on the work of governing bodies and their ability to meet statutory requirements.

Corporate Priorities

14. Good governance impacts on improving school effectiveness, which in turn results in improving the life chances of the most disadvantaged and disaffected children, young people and families in the city (CP9).

Implications

15. There are no implications relating to equalities, crime and disorder, ITT, property, financial, legal or HR issues arising from this report.

Risk Management

16. In compliance with the Council's risk management strategy, there are no risks associated with the recommendations of this report. Good active governance arrangements do contribute to effective school management arrangements and, as a result, reduce risks to the organisation.

Recommendations

17. That the Advisory Panel advise the Executive Member to appoint, or re-appoint, LA Governors to fill vacant seats as proposed in Annex 1.

Reason: to ensure that local authority places on school governing bodies continue to be effectively filled

Contact Details

Author:

Sue Pagliaro
Governance Service
LCCS
Tel No. 4258

Chief Officer Responsible for the report:

Pete Dwyer
Director of Learning, Culture and Children's Services

Report Approved Date

Pete Dwyer
Director of Learning, Culture and Children's Services

Report Approved Date

Specialist Implications Officer(s)

None

Wards Affected: *List wards or tick box to indicate all*

All

For further information please contact the author of the report

Background Papers

None

Annexes

Annex 1 details the current position of LA governor vacancies and lists those governors who are being nominated for appointment or re-appointment.

LA GOVERNOR NOMINATIONS AND VACANCIES: SPRING TERM 2009

PRIMARY SCHOOLS

Name of School	Badger Hill Primary School				
Number of LA Governors	3	Total number of governors			14
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Dr A Brabbs	None	01/07/2006	30/06/2010	N/A	
Miss S Valentine	None	21/01/2008	20/01/2012	N/A	
Vacancy					31/08/2008
Nomination (s) for 1 vacancy A nominee has been identified and is currently going through the appointment process.					

Name of School	Bishopthorpe Infant School				
Number of LA Governors	3	Total number of governors			14
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mr D G Livesley	Lib Dem	05/04/2006	04/04/2010	N/A	
Mrs S Sutton	None	05/04/2006	04/04/2010	N/A	
Vacancy					31/08/2008
Nomination (s) for 1 vacancy None					

Name of School	Dringhouses Primary School				
Number of LA Governors	3	Total number of governors			17
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mrs C Hanby	None	01/09/2006	31/08/2010	N/A	
Vacancy					27/01/2009
Vacancy					29/01/2009
Nomination (s) for 1 vacancy Mrs Clare Proctor – “I would like to continue as a school governor, having done eight years as a Parent Governor, because I find the job rewarding personally, and I like contributing to the community – and knowing that I can help to make a difference for the children of that community. I have established a good relationship with the staff at the school and enjoy working together with the other governors to help the school maintain and improve on its very high standards.” Affiliation: none Appointment: with immediate effect					
Nomination (s) for second vacancy None					

Name of School	Elvington CE Primary School				
Number of LA Governors	2	Total number of governors			15
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mrs G Dean	None	01/09/2006	31/08/2010	N/A	
Vacancy					26/09/2007
Nomination (s) for 1 vacancy Ms Rosemary Royds-Tree – “Having spent four years as a parent governor at Fulford secondary school I feel I have gained valuable skills and received useful experience and training. I would like to continue to use these in the area of education within York.” Affiliation: none Appointment: with immediate effect					

Name of School	Federated of Knavesmire Infant and Clifton Without Junior School				
Number of LA Governors	4	Total number of governors			20
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mr V Paylor	None	04/04/2005	03/04/2009	YES	
Mrs K H Fisher	None	01/12/2006	30/11/2010	N/A	
Miss A Campbell	None	04/09/2008	03/09/2012	N/A	
Vacancy					01/01/2008
Nomination for 1 vacancy:					
Mr T Leeming - "I feel that I would be a good school governor as I like to work with children and like to see people develop and see them progress. I am involved with YorkCares charity and have previously done a project which involves setting up an 'internet café' with a nursing home. I have started a new project which is teaching personal finance in schools."					
Affiliation: none Appointment: with immediate effect					
Nomination (s) for reappointment					
Mr V Paylor has confirmed that he would like to stand for a further term of office.					

Name of School	Fishergate Primary School				
Number of LA Governors	3	Total number of governors			14
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mrs P Piercy	None	04/12/2008	03/12/2012	N/A	
Cllr A D'Agorne	Green	01/09/2006	31/08/2010	N/A	
Vacancy					10/03/2008
Nomination (s) for 1 vacancy					
Ms Jacqui Dawson – "I have been interested in education, particularly of primary aged children, since becoming a health visitor and having children of my own. I feel I have a lot to offer as a governor. I have been involved with the Children's Centre Project since its outset and have been a member of local leadership groups and parent partnerships. I have extensive experience of budget management, child development, managing meetings, multi-agency working and both the National and Local Children's Agenda."					
Affiliation: none Appointment: with immediate effect					

Name of School	Knavesmire Primary School				
Number of LA Governors	4	Total number of governors			18
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Cllr A Fraser	Labour	01/09/2006	31/08/2010	N/A	
Mrs A Cox	None	13/06/2005	12/06/2009	N/A	
Mr T Elwell	None	04/12/2008	03/12/2012	N/A	
Vacancy					05/01/2009
Nomination (s) for 1 vacancy					
None					

Name of School	Lord Deramore's Primary School				
Number of LA Governors	2	Total number of governors			15
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Vacancy					01/11/2008
Vacancy					15/12/2008
Nomination (s) for 2 vacancies					
A nominee has been identified for one of the two vacancies and is currently going through the appointment process.					

Name of School	Naburn CE Primary School				
Number of LA Governors	2	Total number of governors			12
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mr R Knott	None	10/06/2008	09/06/2012	N/A	
Vacancy					24/10/2008
Nomination (s) for 1 vacancy None					

Name of School	Poppleton Ousebank				
Number of LA Governors	3	Total number of governors			17
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Dr W Stone	None	01/09/2005	31/08/2009	N/A	
Mr G Bradley	None	01/09/2006	31/08/2010	N/A	
Vacancy					01/01/2009
Nomination (s) for 1 vacancy Mrs Sinead Camplin – “I have lived in York for nearly three years and am keen as a relative newcomer to get involved in my local area. At present I am a stay at home mum of two girls aged three and one.... I was an infant teacher for ten years in a multi-cultural area of South West London. I still miss teaching and children, and remain passionate about education. I feel I have a lot of experience, enthusiasm and skills lying idle. My present circumstances mean I am unable to work full time as a teacher so I thought becoming a governor would help to keep me in touch, and contribute to, a profession that I love.”					
Affiliation: None Appointment: with immediate effect					

Name of School	Ralph Butterfield Primary School				
Number of LA Governors	3	Total number of governors			15
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mrs P Wilford	Lib Dem	01/10/2005	30/09/2009	N/A	
Mr P Payton	None	01/09/2006	31/08/2010	N/A	
Vacancy					31/08/2008
Nomination (s) for 1 vacancy None					

Name of School	Woodthorpe Primary School				
Number of LA Governors	4	Total number of governors			18
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mrs J S Talbot	Lib Dem	01/09/2006	31/08/2010	N/A	
Cllr A Reid	Lib Dem	01/09/2005	31/08/2009	N/A	
Mr B Ferguson	Labour	01/09/2006	31/08/2010	N/A	
Vacancy					05/01/2009
Nomination (s) for 1 vacancy Mr Jon Browne – “I am currently the Technical Design Architect for the Leeds learning Network, which is the ISP service delivered to the schools in Leeds. I am responsible for identifying, evaluating, and where appropriate deploying new technologies and services into schools, including services such as IP Telephony, Video Conferencing, wireless and learning platform access. I feel that being a governor, and therefore more involved in the day to day aspect of a school, would give me more of an insight into the aspirations and strictures that impact on the ability of a school to deliver education, giving me a focus on the priorities that technology may be able to assist.					
Affiliation: None Appointment: with immediate effect					

SECONDARY SCHOOLS

Name of School	Canon Lee				
Number of LA Governors	4	Total number of governors			18
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mr K Hay	Labour	01/04/2009	31/03/2013	N/A	
Cllr J Looker	Labour	14/03/2007	13/03/2011	N/A	
Mrs J Ellis	None	01/09/2006	31/08/2010	N/A	
Vacancy					21/07/2008
Nomination (s) for 1 vacancy					
Miss Deborah Duffield -"I am not originally from the York area, but have been here for a few years now and would like to form a closer link to the community.....August 2003 - August 2005 I was employed by Takeno Board of Education, Toyooka City, Hyogo, Japan. I taught English to 5-15 year olds in five schools as well as organising and taking part in extracurricular and community activity. The schools I worked in were small, and I performed the duties expected of all teachers, including PTA and governors meetings. I originally considered teaching as a profession, and although I've decided not to pursue that career at this time, I still care greatly about young people and the education they receive. I believe it provides them with the foundation, not just in knowledge but life skills too, to meet their full potential."					
Affiliation: none Appointment: with immediate effect					

Name of School	Fulford School				
Number of LA Governors	4	Total number of governors			20
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mr I Dolben	None	01/09/2005	31/08/2009	N/A	
Mr D Robertson	None	04/12/2009	03/12/2012	N/A	
Ms D Craghill	Green	22/11/2005	21/11/2009	N/A	
Vacancy					13/02/2009
Nomination (s) for 1 vacancy					
None					

Name of School	Millthorpe School				
Number of LA Governors	4	Total number of governors			20
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Ms G Dempsey	Labour	14/03/2007	13/03/2011	N/A	
Ms J Clarkson	None	18/03/2008	17/03/2012	N/A	
Mr J Barr	None	04/09/2008	03/09/2012	N/A	
Vacancy					13/12/2008
Nomination (s) for 1 vacancy					
Dr Claire Antrobus – "I have always worked in the not-for-profit sector and I am committed to education. I am an active trustee of an arts charity and have been involved in voluntary sector governance professionally for several years and believe I could make a positive contribution to my local community. I have only recently relocated to York and would like to get more involved in local life. I also have a young son and would like to find out more about current education policy and practice as a parent. Currently I work as a freelance management consultant supporting not for profit businesses with funding/ fundraising, business planning and development. I am an experienced manager with wide business skills and knowledge and also an experienced university lecturer /tutor."					
Affiliation: None Appointment: with immediate effect					



Meeting of Executive Member for Children and Young People's Services and Advisory Panel **12 March 2009**

Report of the Director of Learning, Culture and Children's Services

Admission Arrangements and Limits for Primary and Secondary Schools in York from September 2010

Purpose of Report

1. To seek the approval of the City of York coordinated schemes and admissions policies for both primary and secondary schools for the 2010/11 academic year.
2. To seek the approval of the proposed individual school maximum admission limits for the academic year beginning in September 2010.

Background

3. It is the duty of the admissions authority to carry out a consultation each year on admission limits and arrangements. In the case of maintained schools, the admission authority is the Local Authority (LA), whilst in Voluntary Aided schools it is the governing body of the school in question.
4. In their role as admissions authorities, LAs must also consult other LAs with whom they share a border. For City of York LA, these are East Riding of Yorkshire Council and North Yorkshire County Council.
5. Admission limits are important because they relate to the maximum number of children who are able to enter schools (reception in Primary and Infant schools, Year 3 in Junior schools, and Years 7 and 12 in Secondary schools).

Options

6. The recommendations in this report have been prepared following consultation with the Local Admissions Forum. The Executive Member can modify the recommendations of the Forum.

Consultation

7. The School Admissions Code of Practice requires that consultation takes place and final determination of admission limits and arrangements should be made by 15 April 2009 for the academic year beginning in September 2010.

Analysis

8. The Authority has consulted with relevant admissions authorities on the proposed admissions arrangements for the 2010/11 academic year. The consultation ran from 5 January until 27 February 2009. The arrangements were considered by the Local Admissions Forum on 25 February. The City of York's proposed coordinated schemes and admissions policies for primary and secondary schools are set out in Annexes C – F.
9. The coordinated schemes are applicable to all maintained schools in York including community, voluntary controlled and voluntary aided schools. The City of York admissions policy is applicable to all schools for which the local authority is the admissions authority; this includes all community and voluntary controlled schools. Voluntary aided schools operate their own admissions policies and these have also formed part of the consultation.
10. During the consultation, one school raised concerns around the issue of January starters and the difficulty created by allocating the places in the preceding March/April. For some schools this has meant that pupils who are expected in January fail to turn up and this leaves the school with fewer pupils than expected, having possibly refused places to other pupils previously. The proposed admissions arrangements for 2010-11 provide for the waiting list to be held open until the end of the Autumn term. This is in line with the requirements in the new Admissions Code of Practice which came into force in February 2009. This should go some way in alleviating this issue, in that places will be able to be offered from the waiting list up until 17 December, rather than 30 September.
11. The LA undertook an informal round of consultation with schools in the autumn term of 2008 in order to enter into early discussions about any proposed changes to admission limits. In the spring term of 2009, schools were formally consulted on admission limits and arrangements for admissions in September 2010.
12. Two schools requested changes to their admission limits: Rufforth and Stockton on the Forest primary schools requested an increase, and decrease respectively.
13. A detailed discussion of the technical arguments for and against each requested admission limit change is shown in Annexe A.

14. The Local Admissions Forum has considered these issues and recommends:
- Rejecting the requested increase at Rufforth Primary, recognising the potential impact that an increase would have on neighbouring schools. The school is able to meet the current level of demand that comes from within its own catchment area.
 - Accepting the requested reduction of admission limit at Stockton on the Forest Primary school in order to set the admission limit at a level that matches the current working capacity of the school.

Corporate Priorities

15. The setting of admission limits forms an integral part of the Local Authority's effective planning of school places. This helps the Authority achieve its priorities to "Increase people's skills and knowledge to improve future employment prospects" and to "Improve the life chances of the most disadvantaged and disaffected children, young people and families in the city".

IMPLICATIONS

Financial

16. There are no direct financial implications for schools or the Local Authority resulting from determination of admission limits for September 2010.

Human Resources (HR)

17. There are no HR implications.

Equalities

18. There are no implications relating to equalities.

Legal

19. Section 142 of the Schools Standards and Framework Act (SSFA) 1998 requires schools to have an admission limit for each relevant age group.
20. The Education (Determination of Admission Arrangements) Regulations 1999 (SI 1999/126) as amended by SI 2002/2896 and SI 2007/194, states that admissions authorities must have regard to the capacity assessment of the school when setting admission limits.

21. Section 1 of the SSFA 1998 requires that any admission number set must be compatible with the duty to comply with the infant class size limit.
22. Sections 89 and 89A of the SSFA 1998 state that the admission authorities for schools with a sixth form must consult on and determine the arrangements they propose to use to allocate places in Year 12 at the same time as other admission arrangements.
23. Section 89(2) of the SSFA 1998 requires that admissions authorities are required to complete consultation on admission arrangements by 1 March, and determine their arrangements by 15 April in each calendar year for the following school year. These dates are prescribed in The Education (Determination of Admission Arrangements) Regulations 1999 (SI 1999/126) as amended by SI 2002/ 2896 and SI 2007/194.

Crime and Disorder

24. There are no issues relating to crime and disorder.

Information Technology (IT)

25. There are no issues relating to IT.

Property

26. There are no direct issues relating to property

Other

27. There are no other known issues

Risk Management

28. Non-compliance with statutory regulation will have a detrimental effect on the Council's reputation.

Recommendations

The Executive Member for Children's Services is recommended

- to approve the City of York coordinated schemes and admissions policies for both primary and secondary schools for the 2010/11 academic year, as set out in Annexes C-F.
- to approve proposed individual school maximum admission limits for the academic year beginning in September 2010, as set out in Annexe B.

Reason: to meet the statutory requirements of the School Admissions Code of Practice.

Contact Details

Author:

Jake Wood - Policy Support Officer, Learning Culture and Children's Services
Tel No. x4171

Chief Officer Responsible for the report:

Chief Officer's name

Pete Dwyer
Director LCCS

Report Approved *yes* **Date** *Insert Date*

tick **Date**

Wards Affected: *List wards or tick box to indicate all*

All

For further information please contact the author of the report

Annexes

All relevant background papers must be listed here.

ANNEX A – Discussion of issues relating to each admission limit change request

ANNEX B – list of proposed admission limits

ANNEX C – Coordinated admissions scheme for secondary schools in the area of City of York Local Authority for the 2010/11 academic year.

ANNEX D – Coordinated admissions scheme for primary schools for September 2010 and January 2011 entry in the area of City of York Local Authority

ANNEX E – 2010/2011 Admissions policy for City of York Council community and voluntary controlled primary schools

ANNEX F – 2010/2011 admissions policy for City of York Council community and voluntary controlled secondary schools

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Discussion of issues relating to each admission limit change request

School: **Rufforth Primary**

Proposal: **Increase admission limit from 10 to 12.**

Analysis

1. Rufforth Primary is a small school that currently caters for 60 children, with an admission limit of 10. Some teaching is currently conducted in part of the school hall due to lack of classroom space; there are currently two dedicated classrooms available for primary curriculum teaching, with an additional class due for completion in May 2009 which will increase the capacity of the school to a maximum of 82.
2. The small size of the school is such that the headteacher of the school currently teaches for 2.5 days a week.
3. The school has become increasingly popular with parents over the last three years (table 1), although the school only recruits around half of its children from within its own catchment. It is important to note that where the LAF has backed proposals to increase admission limits in the past, it has been on consideration of the forecast level of *in-catchment* demand only.
4. A planning application for additional houses within the village was rejected by planning committee during the autumn of 2008. There is therefore no additional pupil yield expected from local housing developments within the village.
5. The school have taken above their admission limit on several occasions over the last few years because of families moving into the village outside of the normal admissions round (table 3). Whilst the school has experienced these 'in-year' admissions for the last few years, the school's increasing popularity with parents means that there is now less room to accommodate them.

Arguments for Approval

6. Increasing the admission limit would enable the school to meet demand for an additional 2 places. This demand currently originates from out of catchment, not from within the village. The non catchment areas from which Rufforth attracts pupils are predominantly those serving Westfield and Carr Infant schools (97 and 84 Reception-age catchment residents, respectively, in January 2008). Given the small numbers involved, an increase in admission limit is unlikely to have a significant effect on these schools.
7. Existing levels of staffing at the school mean that it is difficult to meet workload pressures, and the headteacher wishes to reduce his 2.5 days per week currently spent teaching in order to provide a greater focus on leadership duties.

8. Increasing the admission limit would also enable the school to plan with greater assurance around two classes in KS1. However, financial pressures alone are not a reason to increase admission limits, as retrospective Infant Class Size funding is available to schools to cope with families moving into the area.

Arguments for Rejection

9. In-year admissions mean that cohort sizes increase above the admission limit as the cohort progresses through Key Stage 1 (table 3). The school must therefore be able to accommodate additional children *above* the proposed admission limit of 12 (probably around 14) if the increase was approved. The headteacher has given verbal assurances that 1 or 2 additional children could be accommodated to meet this 'in year' demand through creation of the additional KS1 class.
10. Increasing the admission limit would put additional strain on the physical teaching environment within the school. Despite the additional 'small group' classroom currently under construction, the school plans to continue existing teaching arrangements where some pupils are taught in part of the school hall. It is important to note that an agreement to increase admission limit at the school does not constitute any kind of guarantee or agreement to provide additional accommodation on the school site.

Conclusion

11. The school is expected to be able to meet demand for places from families that live within the catchment area. A decision to increase the admission limit, in order to admit pupils from the catchment areas of other schools, will signal a significant change of policy. This may encourage other popular and oversubscribed schools to seek increases to their admission limits to the detriment of other schools.
12. It is therefore recommended that the request to increase the admission limit at Rufforth Primary is refused on this occasion but that the LA should continue to keep the pattern of admissions under review.

Supporting Data (Rufforth Primary)*Table 1: 1st preferences for Rufforth primary by year of admission*

Year	1st Preferences			children on roll at Jan census
	in catchment	out of catchment	total	
Sep-06	3	4	7	8
Sep-07	4	7	11	10
Sep-08	5	7	12	12
Sep-09 (est)	7	9	16	?

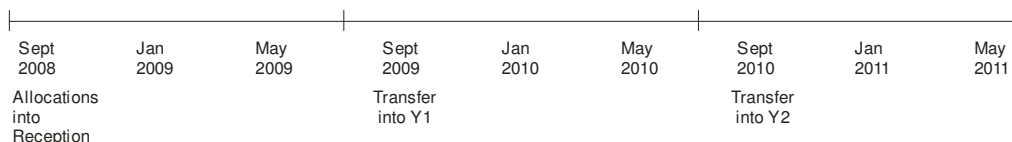
Table 2: Rufforth Primary, predicted pupils on roll

Yeargroup	number of pupils on roll					
	08/09	09/10	10/11	11/12	12/13	13/14
Reception	12	12	12	11	12	12
Year 1	12	11	11	12	11	12
Year 2	10	13	11	12	12	12
Year 3	5	10	13	11	12	12
Year 4	10	6	11	14	12	14
Year 5	9	10	6	12	15	12
Year 6	11	9	10	6	11	14
Total on Roll	69	70	74	78	86	89
Surplus Spaces	-9	-10	-14	-18	-26	-29
Surplus Space	-15%	-17%	-23%	-30%	-44%	-49%

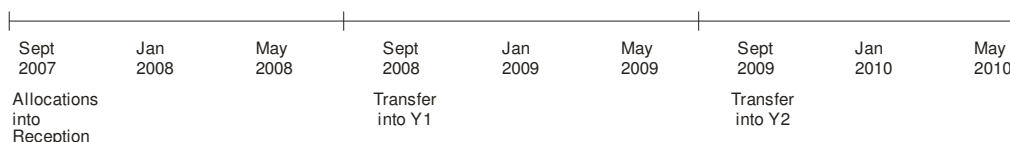
Table 3: Rufforth Primary: the effect of in-year admissions on cohort size

Intakes: September 2008

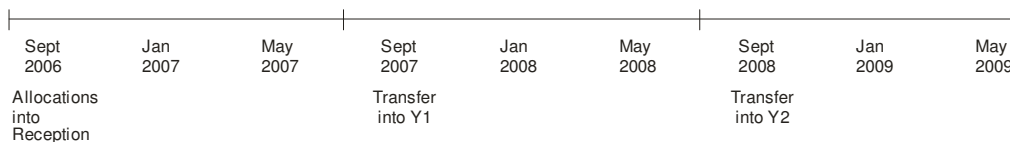
Cohort size -> 10 12

**Intakes and cohort progression: September 2007**

Cohort size -> 10 10 11 12 12

**Intakes and cohort progression: September 2006**

Cohort size -> 6 8 8 8 9 10 10 10



School: **Stockton-on-the-Forest Primary school.**

Proposal: **Reduce the admission limit from 20 to 12.**

Analysis

13. The school are currently experiencing a downturn in Reception admissions in line with demographic trends (see annexe A, table 4). The current admission limit of 20 is around double the level of pupils that they are expected to attract over the coming years (annexe A, table 5). Intakes may however increase longer term (post-2014/15) as the birth rate rises across the city.
14. A private nursery operates on the school site, offering day care facilities for up to twelve pre school children. There are currently eleven children using this facility. An extension to the nursery building has recently been completed, although this will not create further capacity for pre-school children.

Arguments for Approval

15. The capacity of the school based upon current room usage and class organisation is 89, yet the current admission limit of 20 assumes that the school has a capacity of 140. Reducing the admission limit to 12 in order to match the functioning capacity of the school is good practice.
16. The number of pupils involved means that reducing the admission limit to 12 will not impact upon the school's ability to accommodate every

reception child from its catchment area, and would not have an impact upon the level of admissions at other primary schools in York.

Arguments for Rejection

17. The admission limit should not be reduced where the level of catchment demand falls above the proposed limit. There is no indication that this is (or will be) the case at Stockton on-the-Forest Primary.

Conclusion

18. Although there would be no direct impacts in terms of admissions, it is good practice to ensure that the admission limits of schools are 'in line' with their capacities. Reducing the admission limit at Stockton on the Forest would facilitate this, so it is recommended that the requested decrease in admission limit is approved.

Supporting Data (Stockton on the Forest Primary)

Table 4: 1st preferences for Stockton on the Forest Primary by year of admission

Year	1st Preferences
Sep-06	7
Sep-07	3
Sep-08	11
Sep-09 (est)	10

Table 5: Stockton on the Forest, predicted pupils on roll

capacity =
89

Yeargroup	number of pupils on roll					
	08/0	09/1	10/1	11/1	12/1	13/1
Reception	10	8	9	8	9	9
Year 1	4	13	11	11	11	11
Year 2	9	4	11	10	10	10
Year 3	9	11	4	14	12	12
Year 4	8	9	11	4	14	11
Year 5	12	8	9	10	4	13
Year 6	15	13	8	9	11	4
Total on Roll	67	65	63	67	70	71
Surplus Spaces	22	24	26	22	19	18
Surplus Space	25%	27%	30%	25%	22%	21%

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List of proposed admission limits for September 2010/11

Primary School	Current admission limit	Proposed 2010/11 admission limit
Acomb Primary	30	30
Archbishop of York's CE Junior	60	60
Badger Hill Primary	30	30
Bishopthorpe Infant	60	60
Burton Green Primary	45	45
Carr Infant	70	70
Carr Junior	70	70
Clifton Green Primary	60	60
Clifton Without Junior	90	90
Copmanthorpe Primary	60	60
Derwent Infant	40	40
Derwent Junior	40	40
Dringhouses Primary	30	30
Dunnington CE Primary	30	30
Elvington CE Primary	20	20
English Martyrs' RC Primary	30	30
Fishergate Primary	30	30
Haxby Road Primary	45	45
Headlands Primary	45	45
Hempland Primary	60	60
Heworth CE Primary	20	20
Hob Moor Primary	45	45
Huntington Primary	60	60
Knavesmire Primary	30	30
Lakeside Primary	60	60
Lord Deramore's Primary	30	30
Naburn CE Primary	12	12
New Earswick Primary	30	30
Osbaldwick Primary	30	30
Our Lady's RC Primary	30	30
Park Grove Primary	38	38
Poppleton Ousebank Primary	60	60
Poppleton Road Primary	60	60
Ralph Butterfield Primary	45	45
Rawcliffe Infant	90	90
Robert Wilkinson Primary	75	75
Rufforth Primary	10	10
Scarcroft Primary	45	45
Skelton Primary	20	20
St Aelred's RC Primary	40	40
St Barnabas' CE Primary	30	30
St George's RC Primary	30	30
St Lawrence's CE Primary	30	30
St Mary's CE Primary	15	15
St Oswald's CE Primary	42	42

Primary School	Current admission limit	Proposed 2010/11 admission limit
St Paul's CE Primary	25	25
St Wilfrid's RC Primary	40	40
Stockton on the Forest Primary	20	12
Tang Hall Primary	30	30
Westfield Primary	90	90
Wheldrake CE Primary	30	30
Wigginton Primary	40	40
Woodthorpe Primary	70	70
Yearsley Grove Primary	60	60

Secondary School	Year 7		Year 12	
	Current admission limit	Proposed 2010/11 admission limit	Current admission limit	Proposed 2010/11 admission limit
All Saints RC	178	178	35	35
Archbishop Holgate's CE	162	162	35	35
Burnholme	120	120	-	-
Canon Lee	190	190	-	-
Fulford	200	200	35	35
Huntington	239	239	30	30
Joseph Rowntree	210	210	25	25
Manor CE	180	180	-	-
Millthorpe	204	204	-	-
York High	180	180	-	-

A Co-ordinated Admissions Scheme for Secondary Schools in the area of City of York Local Authority (LA) for the 2010/11 School Year

The Scheme

1. There will be a standard form known as the common application form.
2. The form will be used for the purpose of admitting pupils into the first year of secondary education.
3. The form must be used as a means of expressing one or more preferences by parents resident in the City of York LA area wishing to express a preference for their child –
 - a. to be admitted to a school within the LA area (including Voluntary Aided Schools);
 - b. to be admitted to a school located in another LA's area (including Voluntary Aided Schools)
4. The form will –
 - a. invite parents to express in rank order up to five preferences, including Voluntary Aided schools and any schools outside the LA.
 - b. invite parents to give their reasons for each preference
 - c. explain that the parent will receive no more than one offer of a school place and that;
 - i. a place will be offered at the highest ranking nominated school for which they are eligible for a place and that;
 - ii. if a place cannot be offered at a nominated school, a place will be offered at an alternative school.
5. The LA will make appropriate arrangements to ensure that the form is available on request and take all reasonable steps to ensure that every parent resident in the LA area who has a child in the last year of primary education receives a copy of the form with written explanation.
6. All preferences expressed on the form are valid applications. Voluntary Aided Schools can require parents who nominate their school to complete a supplementary form or provide additional information where this is required for the governing body to apply their oversubscription criteria to the applicant. The supplementary form, if required must be returned to the school.

Where a Voluntary Aided School receives a supplementary form from a City of York resident it will not be regarded as a valid application unless the parent has completed the common application form and the school is nominated on it.

7. The closing date for applications is **15th November 2009**. Completed forms can be returned to the LA via a pupils primary school.
8. The LA will act as a clearing house for the allocation of places by the relevant admission authorities in response to the common application form. The LA will only make a decision with respect to the offer or refusal of a place in response to any preference expressed on the common application form where –
 - a. it is acting in its separate capacity as an admission authority, or
 - b. an applicant is eligible for a place at more than one school, or
 - c. an applicant is not eligible for a place at any school that the parent has nominated
9. By **4th December 2009** where parents have nominated a school outside the LA area, the LA will notify the relevant authority / authorities, including all relevant details and any supplementary form received by this date which schools require in order to apply their oversubscription criteria.
10. By the **18th January 2010** the admission authority for each school will consider all applications for their school, apply the schools oversubscription criteria (if appropriate) and provide the LA with a list of those applicants ranked according to the schools oversubscription criteria.
11. The LA will match this ranked list against the ranked lists of the other schools nominated and;
 - Where the child is eligible for a place at only one of the nominated schools, that school will be allocated to the child;
 - Where the child is eligible for a place at two or more of the nominated schools, they will be allocated a place at whichever of these schools is the highest ranked preference.

Where the child is not eligible for a place at any of the nominated schools, the child will be allocated a place at the nearest appropriate school with a vacancy.

12. By **12th February 2010** the LA will inform other LA's of places in City of York schools to be offered to their residents and on **24th February**

2010 it will inform its secondary schools of the pupils to be offered a place at their schools.

13. On **1st March 2010** all parents will be notified of which school their child has been offered a place and information about their statutory right of appeal against the decision to refuse places at other nominated schools including Voluntary Aided and other LEA's schools.
14. The closing date for applications is 13th November 2009. The LA will accept late applications up to 31st December 2009 for parents who have a good reason for submitting their form late, for example if the family have moved into the City of York area.

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Co-ordinated Admissions Scheme for Primary Schools for September 2010 and January 2011 entry in the area of City of York Local Authority (LA)

The Scheme

1. There will be a standard form known as the common application form.
2. The form will be used for the purpose of admitting pupils into the reception year of primary education.
3. The form must be used as a means of expressing one or more preferences by parents resident in the City of York LA area wishing to express a preference for their child to be admitted to a school within the City of York LA area including Voluntary Aided (VA) Schools.
4. The form will –
 - a. invite parents to express in rank order up to three preferences, including Voluntary Aided schools and schools outside the City of York area.
 - b. invite parents to give their reasons for each preference
 - c. explain that the parent will receive no more than one offer of a school place and that;
 - i. a place will be offered at the highest ranking nominated school for which they are eligible for a place and that;
 - ii. if a place cannot be offered at a nominated school, a place will be offered at an alternative school.
5. The LA will make appropriate arrangements to ensure that the form is available on request and take all reasonable steps to ensure that every parent resident in the LA area who has a child who is due to commence reception year in primary education receives a copy of the form with written explanation.
6. All preferences expressed on the form are valid applications. Voluntary Aided Schools can require parents who nominate their school to complete a supplementary form or provide additional information to where this is required for the governing body to apply their over subscription criteria to the applicant. The supplementary form, if required must be returned to the school.

Where a Voluntary Aided School receives a supplementary form from a City of York resident it will not be regarded as a valid application unless the parent has completed the common application form and the school is nominated on it.

7. The closing date for applications is **5 February 2010**. Completed forms must be returned to the Local Authority including those parents who indicate a school outside the City of York area.
8. The LA will act as a clearing house for the allocation of places by the relevant admission authorities in response to the common application form. The LA will only make a decision with respect to the offer or refusal of a place in response to any preference expressed on the common application form where –
 - a. it is acting in its separate capacity as an admission authority, or
 - b. an applicant is eligible for a place at more than one school, or
 - c. an applicant is not eligible for a place at any school that the parent has nominated
9. Up to and including the **26 February 2010** each school will be provided with regular updates by the LA as to how many applications they have received for admission to their school. Those schools who are their own admission authorities will by this date have considered all applications for their school, apply the schools oversubscription criteria (if appropriate) and provide the LA with a list of those applicants ranked according to the schools oversubscription criteria.
10. The LA will match the ranked list against the ranked lists of the other schools nominated and;
 - Where the child is eligible for a place at only one of the nominated schools, that school will be allocated to the child;
 - Where the child is eligible for a place at two or more of the nominated schools, they will be allocated a place at whichever of these schools is the highest ranked preference.

Where the child is not eligible for a place at any of the nominated schools, the child will be allocated a place at the nearest appropriate school with a vacancy.
11. By **19 March 2010** the LA will inform all primary schools of the pupils to be offered a place at their schools.
12. On **1 April 2010** all parents will be notified by the LA of where their child has been offered a place and information about their statutory right of appeal if they have not been offered their first preference of school (including Voluntary Aided schools).

13. The closing date for applications is 5 February 2010. The LA will accept late applications up to 19 March 2010 for parents who have a good reason for submitting their form late, for example if the family have moved into the City of York area.

TIMETABLE OF CO-ORDINATED SCHEME

- 5 February 2010 -** Closing date for the common application form
- 26 February 2010 -** All City of York Voluntary Aided primary schools provide LA with list of applicants indicating those pupils who they are able to offer a place to.
- 19 March 2010 -** LA confirms with all primary schools a finalised list of pupils to be offered a place at each school. Having checked that all pupils have only been offered one school and that school is of the parents highest preference.
- 1 April 2010 -** Notification sent to parents by LA.

**2010/2011 ADMISSIONS POLICY FOR CITY OF YORK COUNCIL
COMMUNITY AND VOLUNTARY CONTROLLED PRIMARY SCHOOLS**

1. The City of York Council policy for allocating primary school places is designed to be as fair as possible while ensuring that resources are used sensibly. Pupils will normally be admitted into the year group relevant to the pupil's age.
2. Pupils will start full time in the school year they turn five. There will be two formal points of full time entry to school. These are dependent on the child's birth date. This means that:
 - Children born between 1 September and the 31 December can be admitted full time to school in September in the school year that they turn five.
 - Children born between 1 January and the 31 August can be admitted full time to school in January in the school year they turn five.

The policy includes an option of 'deferred entry'. This means that parents may secure a place at a school under the normal admission arrangements but choose to postpone their child's admission to the school until the term after a child turns five. It is a legal requirement that all children must enter formal full time education the term after their fifth birthday.

3. Under the primary school admission arrangements the allocation of places is based on where the child/parent lives and the preferences of parents.
4. Any school's resources, such as teachers and classrooms, have to be used carefully to ensure the best possible standards for education and a safe environment. If no limit were set on the number of pupils that can go to a school each year these standards could not be maintained. Some schools will be oversubscribed. If that is the case, priority is given to certain categories of pupil. The criteria set out in paragraph 5 will be used to prioritise all applicants who have applied for a place at a school.
5. **First priority: Pupils looked after by a local authority** – This applies to all pupils who are in the care of a local authority or are provided with accommodation by the authority (see section 22 of the Children Act 1989);

Second priority: Pupils who live within the catchment area normally served by the school – The catchment areas are designated by the City of York Local Authority and are made available to parents via the annual Guide for Parents, or from the Education Access Team;

Third priority: Pupils considered by the Local Authority to have exceptional social or medical needs which relate to the preferred school – The Local Authority may consult with other medical/ educational professionals for a further opinion as to whether a pupil should be allocated a place to an individual school due to a particular medical condition or social need;

Fourth priority: Pupils with siblings at the school in September 2009 – Siblings are defined as brothers or sisters living in the same house, as their primary place of residence, including half- and step-brothers or sisters;

Fifth priority: Pupils who live closest to the school using the nearest available safe walking route- Distance is measured from the home address to the entrance of the school using the LA's computerised measuring system. The Local Authority is constantly reviewing the nearest available safe walking routes, working closely with the Road Safety Team.

Important note: The admission of pupils with a statement of special educational needs is covered by different admission regulations, however where a school is named in a pupil's statement of special educational needs, the Local Authority and the school have a duty to admit the child and will therefore be allocated a place at the named school.

6. If a school is oversubscribed a waiting list will be held from when allocations have been made on the 1 April 2010 until 17 December 2010. A pupil's position on the list will be determined by the criteria set out in paragraph 5. If a place is to be allocated to a pupil and there is more than one pupil from the same over subscription criteria (i.e. two pupils who have an elder sibling already in the school), a place would be offered to the pupil who fulfils a place in the next higher criterion.
7. Applicants refused a place at a school have the right of appeal. Appeals are heard by an independent appeals panel. Applicants will be able to appeal once for a place at a given school in any one school year unless any significant new information comes available which was not available at the original hearing.

**2010/2011 ADMISSIONS POLICY FOR CITY OF YORK COUNCIL
COMMUNITY AND VOLUNTARY CONTROLLED SECONDARY SCHOOLS**

1. The City of York Council policy for allocating secondary school places is designed to be as fair as possible while ensuring that resources are used sensibly. Pupils will normally be admitted into the year group relevant to the pupil's age.
2. Under the secondary school admission arrangements the allocation of places is based on where the child/parent lives and the preferences of parents.
3. Any school's resources, such as teachers and classrooms, have to be used carefully to ensure the best possible standards for education and a safe environment. If no limit were set on the number of pupils that can go to a school each year these standards could not be maintained. Some schools will be oversubscribed. If that is the case, priority is given to certain categories of pupil. The criteria set out in paragraph 4 will be used to prioritise all applicants who have applied for a place at a school.
4. **First priority: Pupils looked after by the authority** – This applies to all who are in the care of a local authority or are provided with accommodation by the authority (see section 22 of the Children Act 1989);

Second priority: Pupils who live within the catchment area normally served by the school – The catchment areas are designated by the City of York Local Authority and are made available to parents via the annual Guide for Parents, secondary school open nights or from the Education Access Team;

Third priority: Pupils considered by the Local Authority to have exceptional social or medical needs which relate to the preferred school – The Local Authority may consult with other medical/educational professionals for a further opinion as to whether a pupil should be allocated a place to an individual school due to a particular medical condition or social need;

Fourth priority: Pupils with siblings at the school in September 2009 – Siblings are defined as brothers or sisters living in the same house, as their primary place of residence, including half- and step-brothers or sisters;

Fifth priority: Pupils who live closest to the school using the nearest available safe walking route- Distance is measured from the home address to the entrance of the school using the LA's computerised measuring system. The Local Authority is constantly reviewing the nearest available safe walking routes, working closely with the Road Safety Team.

Important note: The admission of pupils with a statement of special educational needs is covered by different admission regulations, however where a school is named in a pupil's statement of special educational needs, the LA and the school have a duty to admit the child and will therefore be allocated a place at the named school.

5. If a school is oversubscribed a waiting list will be held from when allocations have been made on the 1 March 2010 until 17 December 2010. A pupil's position on the list will be determined by the criteria set out in paragraph 4. If a place is to be allocated to a pupil and there is more than one pupil from the same over subscription criterion (i.e. two pupils who have an elder sibling already in the school), a place would be offered to the pupil who fulfils a place in the next higher criterion.
6. Applicants refused a place at a school have the right of appeal. Appeals are heard by an independent appeals panel. Applicants will be able to appeal once for a place at a given school in any one school year unless any significant new information comes to available which was not available at the original hearing.



Meeting of Executive Member for Children and Young People's Services and Advisory Panel**12 March 2009**

Report of the Director of Learning, Culture and Children's Services

School Term Dates and Holidays 2010/2011**Summary**

- 1 This report:
 - Requests that term dates and holidays for the school year, 2010/2011 be formally approved.
 - Reports on action taken by the Local Authority (LA) to align the dates with those of neighbouring authorities

Background

- 2 The responsibility for setting the school term and holidays dates rests with the local authority for all community and voluntary controlled schools. Voluntary Aided schools have the discretion to set their own term dates, but do not usually depart significantly from the pattern established for other schools in the authority.
- 3 It is a statutory requirement that schools are open for 190 days in the year. Teachers are required to work for a further 5 professional development days. Under current arrangements, the term dates and holidays decided by the LA allow for the full 195 days. Individual schools are free to decide on the timing of the 5 Professional Development Days which are usually added to the beginning and end of terms.
- 4 Parents and staff have often asked for greater regional consistency around term dates between local authorities and for earlier publication of those dates. In response, colleagues across the region have met to discuss establishing a set of guiding principles (Annex 1 to report of Director of LCCS dated 27 May 08 attached) to aid the setting of term dates. Colleagues attending these meetings agreed that new principles to govern term date patterns should be based on Local Government Association (LGA) principles, with some flexibility.
- 5 On 10 June 2008 the term dates for 2009/10 were formally approved at the meeting of the Executive Members and Children's Services Advisory Panel. The term dates for 2010/11 were also provisionally agreed (option 1) and the term dates for 2011/12 were provisionally set with a direction that a further report be brought to the panel in 2010 to confirm or amend the 2011/12 term dates as part of a paper which sets dates to 2014.

Consultation

- 6 The Authority is required to consult with the professional associations and has also chosen to discuss the term and holiday dates with all schools.
- 7 During spring term 2008, the LA undertook consultations with schools and the Joint Consultative Group on options for school terms and holidays in 2009/10, 2010/11 and 2011/12 based on the regional discussions. The details of the consultation were outlined in the report of the Director of LCCS dated 27 May 08 (included in background papers provided at Annex 2)
- 8 Officers from the regional Local Authorities have continued to meet on a regular basis to as far as possible agree term dates. North Yorkshire Authority has agreed to adopt identical term dates for 2010/11 to those provisionally agreed in York. East Riding Authority are currently still in the process of consulting upon the term dates for 2010/11.
- 9 The regional meeting of officers has approached the LGA with a view to establishing a national lead on the setting of term dates. It is hope that the LGA will be able to attend a future meeting of the group to discuss the issue.

Analysis

- 10 The setting of term dates is a process which generates considerable interest and not always consistent views. The principles established on a regional basis are worthy but not always easy to apply in practice. All recognise the potential benefits and applaud the efforts to seek a more consistent regional picture as well as attempts to plan dates on a more than single year basis. More radical solutions have been proposed in the consultation but such change would be out of keeping with LGA recommendations and totally out of step with neighbouring authorities. More radical solutions possibly need a national lead.

Corporate Priorities

- 11 It is a statutory duty of the authority to set term and holiday dates. One key aspect of setting dates must be to support the teaching and learning experience and therefore decisions in this paper do relate to the corporate priorities of:
 - improving the life chances of the most disadvantaged and disaffected children, young people and their families in the city
 - Increase people's skills and knowledge to improve future employment prospects

Implications

- 12 There are no Financial, HR, Equality, Crime and Disorder Property or IT implications of this paper.

Legal

- 13 Under s.21 of the Education (No.2) Act 1986, as amended by s.115 of The Education Reform Act 1988, it is the duty (stated in the school's articles of government) of the LA, in the case of a county or controlled school, or governing body of an aided or special agreement school, to determine the dates when schools terms and holidays are to begin and end.

Risk Management

- 14 The responsibility to set term and holiday dates does not represent a major risk for the authority.

Recommendation

The Executive Member is recommended to approve the pattern of school terms and holidays for:

- 2010/11 (Option 1) as proposed in Annex 1

Reason: To provide clarity for parents, schools and pupils on term dates in City of York

Contact Details

Author:

Peter Dwyer
Director of Learning, Culture and
Children's Services
Ext 4200

Chief Officer Responsible for the report:

Peter Dwyer
Director of Learning, Culture and Children's Services

Report Approved Date

Report Approved Date

Specialist Implications Officer(s) *List information for all*

Wards Affected: *List wards or tick box to indicate all*

All

For further information please contact the author of the report

Annex 1 – Proposed term dates for 2010/11

Annex 2 – Background papers including decision from EMAP 10 June 08, and previous report from the Director of LCCS dated 27 May 08

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Learning, Culture and Children's Services School Term and Holiday Dates - Academic Year 2009/2010

2009	SEPTEMBER					OCTOBER				NOVEMBER					DECEMBER						
Monday		7	14	21	28		5	12	19	26		2	9	16	23	30		7	14	21	28
Tuesday	1	8	15	22	29		6	13	20	27		3	10	17	24		1	8	15	22	29
Wednesday	2	9	16	23	30		7	14	21	28		4	11	18	25		2	9	16	23	30
Thursday	3	10	17	24		1	8	15	22	29		5	12	19	26		3	10	17	24	31
Friday	4	11	18	25		2	9	16	23	30		6	13	20	27		4	11	18	25	
Saturday	5	12	19	26		3	10	17	24	31		7	14	21	28		5	12	19	26	
Sunday	6	13	20	27		4	11	18	25		1	8	15	22	29		6	13	20	27	

2010	JANUARY					FEBRUARY				MARCH					APRIL				
Monday		4	11	18	25	1	8	15	22	1	8	15	22	29		5	12	19	26
Tuesday		5	12	19	26	2	9	16	23	2	9	16	23	30		6	13	20	27
Wednesday		6	13	20	27	3	10	17	24	3	10	17	24	31		7	14	21	28
Thursday		7	14	21	28	4	11	18	25	4	11	18	25		1	8	15	22	29
Friday	1	8	15	22	29	5	12	19	26	5	12	19	26		2	9	16	23	30
Saturday	2	9	16	23	30	6	13	20	27	6	13	20	27		3	10	17	24	
Sunday	3	10	17	24	31	7	14	21	28	7	14	21	28		4	11	18	25	

2010	MAY					JUNE				JULY					AUGUST							
Monday	3	10	17	24	31		7	14	21	28		5	12	19	26		2	9	16	23	30	
Tuesday	4	11	18	25		1	8	15	22	29		6	13	20	27		3	10	17	24	31	
Wednesday	5	12	19	26		2	9	16	23	30		7	14	21	28		4	11	18	25		
Thursday	6	13	20	27		3	10	17	24		1	8	15	22	29		5	12	19	26		
Friday	7	14	21	28		4	11	18	25		2	9	16	23	30		6	13	20	27		
Saturday	1	8	15	22	29		5	12	19	26		3	10	17	24	31		7	14	21	28	
Sunday	2	9	16	23	30		6	13	20	27		4	11	18	25		1	8	15	22	29	

- Shaded areas denote holiday dates.
- This pattern of dates identifies 195 days when teachers are available for work. Five of these days will be training/professional development days for teachers and pupils will not attend on these days. Each school determines when the training days take place and individual schools should be contacted to ascertain their particular dates when pupils will not attend.



Learning, Culture and Children's Services

School Term and Holiday Dates - Academic Year 2010/2011 (Option 1)

2010	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER					
Monday	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	
Tuesday		7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28
Wednesday	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29
Thursday	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30
Friday	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31
Saturday	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	
Sunday	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	

2011	JANUARY				FEBRUARY				MARCH				APRIL							
Monday		3	10	17	24	31		7	14	21	28		7	14	21	28	4	11	18	25
Tuesday	4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26			
Wednesday	5	12	19	26	2	9	16	23	2	9	16	23	30	6	13	20	27			
Thursday	6	13	20	27	3	10	17	24	3	10	17	24	31	7	14	21	28			
Friday	7	14	21	28	4	11	18	25	4	11	18	25	1	8	15	22	29			
Saturday	1	8	15	22	29	5	12	19	26	5	12	19	26	2	9	16	23	30		
Sunday	2	9	16	23	30	6	13	20	27	6	13	20	27	3	10	17	24			

2011	MAY				JUNE				JULY				AUGUST						
Monday		2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29
Tuesday	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	
Wednesday	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31	
Thursday	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25		
Friday	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26		
Saturday	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27		
Sunday	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	

- Shaded areas denote holiday dates.
- This pattern of dates identifies 195 days when teachers are available for work. Five of these days will be training/professional development days for teachers and pupils will not attend on these days. Each school determines when the training days take place and individual schools should be contacted to ascertain their particular dates when pupils will not attend.



Learning, Culture and Children's Services

School Term and Holiday Dates - Academic Year 2010/2011 (Option 2)

2010	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER					
Monday	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	
Tuesday		7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28
Wednesday	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29
Thursday	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30
Friday	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31
Saturday	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	
Sunday	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	

2011	JANUARY				FEBRUARY				MARCH				APRIL							
Monday		3	10	17	24	31		7	14	21	28		7	14	21	28	4	11	18	25
Tuesday	4	11	18	25	1	8	15	22		1	8	15	22	29	5	12	19	26		
Wednesday	5	12	19	26	2	9	16	23		2	9	16	23	30	6	13	20	27		
Thursday	6	13	20	27	3	10	17	24		3	10	17	24	31	7	14	21	28		
Friday	7	14	21	28	4	11	18	25		4	11	18	25	1	8	15	22	29		
Saturday	1	8	15	22	29	5	12	19	26		5	12	19	26	2	9	16	23	30	
Sunday	2	9	16	23	30	6	13	20	27		6	13	20	27	3	10	17	24		

2011	MAY				JUNE				JULY				AUGUST								
Monday		2	9	16	23	30		6	13	20	27		4	11	18	25	1	8	15	22	29
Tuesday	3	10	17	24	31		7	14	21	28		5	12	19	26	2	9	16	23	30	
Wednesday	4	11	18	25		1	8	15	22	29		6	13	20	27	3	10	17	24	31	
Thursday	5	12	19	26		2	9	16	23	30		7	14	21	28	4	11	18	25		
Friday	6	13	20	27		3	10	17	24		1	8	15	22	29	5	12	19	26		
Saturday	7	14	21	28		4	11	18	25		2	9	16	23	30	6	13	20	27		
Sunday	1	8	15	22	29		5	12	19	26		3	10	17	24	31	7	14	21	28	

- Shaded areas denote holiday dates.
- This pattern of dates identifies 195 days when teachers are available for work. Five of these days will be training/professional development days for teachers and pupils will not attend on these days. Each school determines when the training days take place and individual schools should be contacted to ascertain their particular dates when pupils will not attend.



Learning, Culture and Children's Services

School Term and Holiday Dates - Academic Year 2011/2012

2011	SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER					
Monday		5	12	19	26		3	10	17	24	31		7	14	21	28		5	12	19	26
Tuesday		6	13	20	27		4	11	18	25	1	8	15	22	29		6	13	20	27	
Wednesday		7	14	21	28		5	12	19	26	2	9	16	23	30		7	14	21	28	
Thursday	1	8	15	22	29		6	13	20	27	3	10	17	24	1	8	15	22	29		
Friday	2	9	16	23	30		7	14	21	28	4	11	18	25	2	9	16	23	30		
Saturday	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31			
Sunday	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25				

2012	JANUARY					FEBRUARY					MARCH					APRIL						
Monday		2	9	16	23	30		6	13	20	27		5	12	19	26		2	9	16	23	30
Tuesday		3	10	17	24	31		7	14	21	28		6	13	20	27		3	10	17	24	
Wednesday		4	11	18	25	1	8	15	22	29		7	14	21	28		4	11	18	25		
Thursday		5	12	19	26	2	9	16	23	1	8	15	22	29		5	12	19	26			
Friday		6	13	20	27	3	10	17	24	2	9	16	23	30		6	13	20	27			
Saturday		7	14	21	28	4	11	18	25	3	10	17	24	31		7	14	21	28			
Sunday	1	8	15	22	29	5	12	19	26	4	11	18	25	1	8	15	22	29				

2012	MAY					JUNE					JULY					AUGUST					
Monday		7	14	21	28		4	11	18	25		2	9	16	23	30		6	13	20	27
Tuesday	1	8	15	22	29		5	12	19	26		3	10	17	24	31		7	14	21	28
Wednesday	2	9	16	23	30		6	13	20	27		4	11	18	25	1	8	15	22	29	
Thursday	3	10	17	24	31		7	14	21	28		5	12	19	26	2	9	16	23	30	
Friday	4	11	18	25	1	8	15	22	29		6	13	20	27	3	10	17	24	31		
Saturday	5	12	19	26	2	9	16	23	30		7	14	21	28	4	11	18	25			
Sunday	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26				

- Shaded areas denote holiday dates.
- This pattern of dates identifies 195 days when teachers are available for work. Five of these days will be training/professional development days for teachers and pupils will not attend on these days. Each school determines when the training days take place and individual schools should be contacted to ascertain their particular dates when pupils will not attend.

Meeting of Executive Member for Children & Young People's Services and Advisory Panel**10 June 2008**

Report of the Director of Learning, Culture and Children's Services

School Term Dates and Holidays 2009/2010, 2010/2011 & 2011/12**Summary**

- 1 This report:
 - recommends options for term dates and holidays for the school year 2009/2010, 2010/2011 & 2011/12
 - outlines the consultation responses from schools and the Teachers' Panel
 - reports on action taken by the Local Authority (LA) to align the dates with those of neighbouring authorities

Background

- 2 The responsibility for setting the school term and holidays dates rests with the local authority for all community and voluntary controlled schools. Voluntary Aided schools have the discretion to set their own term dates, but do not usually depart significantly from the pattern established for other schools in the authority.
- 3 It is a statutory requirement that schools are open for 190 days in the year. Teachers are required to work for a further 5 professional development days. Under current arrangements, the term dates and holidays decided by the LA allow for the full 195 days. Individual schools are free to decide on the timing of the 5 Professional Development Days which are usually added to the beginning and end of terms.
- 4 Parents and staff have often asked for greater regional consistency around term dates between local authorities and for earlier publication of those dates. In response, colleagues across the region have met to discuss establishing a set of guiding principles (Annex 1) to aid the setting of term dates. Colleagues attending these meetings agreed that new principles to govern term date patterns should be based on Local Government Association (LGA) principles, with some flexibility.

Consultation

- 5 The authority is required to consult with the professional associations and has also chosen to discuss the term and holiday dates with all schools.

- 6 During spring term 2008, the LA undertook consultations with schools and the Joint Consultative Group on options for school terms and holidays in 2009/10, 2010/11 and 2011/12 based on the regional discussions (attached as Annex 2). Feedback from this consultation with schools is attached at Annex 3.
- 7 The issue has also been discussed at Teachers' Panel a forum which engages the views of key union and professional bodies. In that discussion the view was consistently expressed that it seemed sensible to have terms more equal in length but that it was undesirable to have lots of part weeks especially for those schools running 10 day timetables or week a and week b etc. It was also agreed that it was important to be in line with neighbouring authorities as members of one family can easily work in schools/go to school in different authorities. The specific view was expressed from panel that Easter break should always be 2nd and 3rd full week in April or keeping Good Friday and Easter Monday in the middle of the Easter holiday week. In addition the view was expressed that for 2011/2012 the term should start on the 5 September 2011 with the preceding summer break being from 25 July 2012 as per Option 2.

Analysis

- 8 The setting of term dates is a process which generates considerable interest and not always consistent views. The principles established on a regional basis are worthy but not always easy to apply in practice. All recognise the potential benefits and applaud the efforts to seek a more consistent regional picture as well as attempts to plan dates on a more than single year basis. More radical solutions have been proposed in the consultation but such change would be out of keeping with LGA recommendations and totally out of step with neighbouring authorities. More radical solutions possibly need a national lead.
- 9 In putting this paper together we have recontacted particularly relevant neighbouring authorities to share proposed final dates. It is interesting and important that North Yorkshire is proposing exactly the same 2009/10 dates as are included in this paper. Colleagues in East Riding has however gone for an earlier Easter break which whilst locating the bank holiday firmly in the midst of the holiday also results in an earlier start to that holiday (29/03). It is potentially significant that neither authority has fixed dates for 2010/12. We are also aware that Doncaster has set dates for 2009/10 and 2010/11 which exactly match the proposals in York (Option 1 for 2010/11) – they have set provisional dates for 2011/12.

Options

- 10 The option is available of setting any term and holiday dates within the statutory requirement for the number of days that schools are required to be open. However, given the guidance from the LGA which has informed the principles agreed at regional level, it would be important to set dates within that context. Options available include:

Option 1: To set dates for 2009/10 as per Annex 2 but to defer setting the dates for the ensuing years. This runs counter to the views expressed through consultation.

Option 2: To approve the dates for 2009-12 as per Annex 2 with a decision to support one of the stated alternatives available for 2010/11.

Option 3 : To approve the dates for 2009-11 as per Annex 2 with a decision to support one of the stated alternatives available for 2010/11 and set provisional dates for 2011-12.

Corporate Priorities

- 11 It is a statutory duty of the authority to set term and holiday dates. One key aspect of setting dates must be to support the teaching and learning experience and therefore decisions in this paper do relate to the corporate priorities of:
- improving the life chances of the most disadvantaged and disaffected children, young people and their families in the city
 - Increase people's skills and knowledge to improve future employment prospects

Implications

- 12 There are no Financial, HR, Equality, Crime and Disorder Property or IT implications of this paper.

Legal

- 13 Under s.21 of the Education (No.2) Act 1986, as amended by s.115 of The Education Reform Act 1988, it is the duty (stated in the school's articles of government) of the LEA, in the case of a county or controlled school, or governing body of an aided or special agreement school, to determine the dates when schools terms and holidays are to begin and end.

Risk Management

- 14 The responsibility to set term and holiday dates does not represent a major risk for the authority.

Recommendation

The Advisory Panel is recommended to advise the Executive Member to approve the pattern of school terms and holidays for:

- 2009/10 as proposed in Annex 2
- 2010/11 (Option 1) as proposed in Annex 2

The Advisory Panel is recommended to advise the Executive Member to set provisional dates for 2011/12 as proposed in Annex 2 and to ask officers to bring further report in 2010 confirming or amending those dates as part of a paper which sets dates to 2014.

Reason: To provide clarity for parents, schools and pupils on term dates in City of York

Contact Details

Author:

Peter Dwyer
Director of Learning, Culture and
Children's Services
Ext 4200

Chief Officer Responsible for the report:

Peter Dwyer
Director of Learning, Culture and Children's Services

Report Approved

Date 27 May 2008

Specialist Implications Officer(s) *None*

Wards Affected: *List wards or tick box to indicate all*

All

For further information please contact the author of the report

School Calendar - Guiding Principles for Yorkshire Region

- 1.0 The 12 Yorkshire Authorities listed will work together to establish common school holiday dates each year:

Barnsley	Leeds
Bradford	North Yorkshire
Calderdale	Rotherham
Doncaster	Sheffield
East Yorkshire	Wakefield
Kirklees	York

- 2.0 The school year will consist of 195 school days. Pupils must attend on 190 of those days.
- 3.0 The starting point for consideration of each year's holiday pattern will be the pattern recommended by the LGA for that school year modified as per these principles.
- 4.0 Wherever possible, in any academic year, terms should be of equal length and split weeks avoided or kept to a minimum. Where there is an odd number of weeks the second half term should be the shorter of the two.

5.0 **Start of the School Year**

The school year will normally start on the first day of September.

6.0 **Autumn Half Term**

The Autumn half term break will be the five days which are the last period Monday to Friday in October. According to the year, October half term can start as early as Monday 21 and as late as Monday 27 October.

7.0 **Christmas Break**

The Christmas break will include at least 10 school days, and will normally start at the end of the school day on the Friday which is on, or otherwise immediately prior to, 22 December. It will include the New Year's day holiday which is outside that period, and the day after New Years Day, where this is a weekday.

8.0 **February Half Term**

The February half term holiday will be five days Monday to Friday, which divides the term as far as possible into two equal parts. Where there is an odd number of weeks the second half term will be the shorter of the two.

9.0 **Easter Break**

The Spring Term will normally end at the close of the afternoon session on the Friday before Good Friday. The holiday will be 10 school days.

Where the LGA recommended patterns would result in a break between the Easter bank holidays and the school Easter holiday, consideration will be given to modifying Easter to incorporate the bank holidays in the school holiday. The Easter bank holidays could be at the start (with the Spring Term ending at the close of the afternoon session on the

Thursday before Good Friday), middle, or end of the school Easter break, but never outside of the break itself.

10.0 Spring Bank Half Term

The Spring Bank half term will be five days Monday to Friday from the statutory holiday which falls as the last Monday in May.

11.0 End of the School Year

Taking into account the above pattern, term will end on the date which achieves 195 school days of which five days shall be declared as training days. The term will normally end on the third Friday in July.

The summer break will not be less than five weeks and preferably not less than six weeks.

12.0 Exceptions

Some LEAs (such as Bradford and Calderdale) have historically provided for a number of occasional (training) days within the schedule. These days allow schools to be responsive to their respective community needs. The schedule normally provides for between 3 – 5 occasional days which are found by reducing the half terms to three days in length.

13.0 Polling Day

In nominating the five training days, governing bodies must accommodate the use of the school as a polling station, where needed. Where schools close on polling day governing bodies should use this as a training day.



Meeting of the Executive Member for Children and Young People's Services and Advisory Panel 12 March 2009

Report of the Corporate Landlord

Young People's Services: Service Asset Management Plan

Purpose of Report

- 1 This report seeks the Executive Member's approval to the proposed Young People's Services Service Asset Management Plan (SAMP). The SAMP is attached at Annex A.

Background

- 2 Service Asset Management Plans are one of the documents which Property Services use to deliver the principles of Asset Management Planning across the council.
- 3 The revised Corporate Asset Management Plan was approved by the Executive in July 2007. This is the strategic document which uses Asset Management Planning principles to set the framework for the council's ownership and use of buildings and land to deliver the council vision and corporate aims.
- 4 This strategy needs to be translated to a service level so that the property which any service occupies enables that service to deliver its aims and vision in the best possible way, meeting the needs and expectations of customers and staff.
- 5 Extensive work had recently been done in looking at the future for Young People's Services in York as a result of:-
 - The merger of Connexions and the Youth Service to form Young People's Services.
 - The need to accommodate a new central team of up to 15 staff and to identify hot desking capacity at the three locality hubs: Fulford, Moor Lane and Kingswater.
- 6 Young People's Services were therefore keen to produce a Service Asset Management Plan so they could translate the findings of their reviews into ensuring that:-
 - The property needs of the service to deliver its "vision" could be identified.

- The current portfolio of Youth Centre buildings could be analysed and audited against the identified needs.
- Options and priorities to close the gap between future needs and current provision could be appraised.
- A way forward that would deliver the changes needed to meet the services property needs taking into account cost, funding streams and opportunities.

Consultation

- 7 A SAMP can only be produced if it is a result of joint working between Property Services and the relevant council service.
- 8 A number of meetings and discussions have taken place between, officers from Young People's Services and Asset and Property Management, and other staff. In particular this consultation has included:-
- Analysis of key Young People's Services documents which are also a result of extensive consultation with key stakeholders including the public.
 - Meeting with the Head of Young People's Services and other key officers.
 - Involvement of Youth Centre managers on the suitability of the buildings to deliver the service.
 - Discussion with other council services and non-council building owners on the range of options for the location of future space through the Corporate Asset Management Group.
- 9 The SAMP has been produced jointly between Young People's and Property Services.
- 10 The plan has been approved by the Corporate Asset Management Group.

Young People's Services Asset Management Plan

- 11 Annex A contains the final draft of this SAMP for approval by Members. There are a number of annexes to the SAMP and these will be available at the meeting together with other background information.
- 12 The SAMP is set out in the following sections:-
1. Introduction
Brief explanation of the purpose and advantages of the SAMP.
 2. Vision
This section contains the vision for Young People's Services following the merger of Connexions and Youth Service that has taken place and sets out the aims and objectives of the service. It also highlights 4 key property areas which will need to be taken into account.
 - Accessibility

- Location
- Delivery
- Cost

3. Audit

Analysis of the current portfolio in meeting the current and future needs of the service are detailed in this section, in particular looking at

- Running Costs
- Outstanding Repairs
- Accessibility
- Suitability
- Property and Service PI's

The conclusions are contained in Section 3.3. of the SAMP and note that current youth centre buildings are:

- Slightly more costly to run than the average
- Repairs are needed to most youth centres although urgent and essential repairs are low.
- Suitability is generally adequate, the main areas where there are weaknesses being around location, image, environment and space.

4. Joint Appraisal

Following detailed consultation between Asset and Property Management, and Young People's Services, an assessment has been made in this section of how the current provision fits with the proposed structure, and identifies options to close the gap. Sources of funding and other factors have been looked at.

These have been used to look at each location and building and identify ways forward.

5. Action Plan

All the information gathered above has been formed into an action plan which in summary for the Young People's Services SAMP means:

- Reuse of the former Heworth Family Centre, now known as Heworth Lighthouse. This is intended to be a short term measure whilst a long term replacement is identified through the Tang Hall Area Asset Management Plan.
- Looking at the provision of a new Young People's facility as part of the Acomb Area Asset Management Plan to augment, or possibly, replace Moor Lane Youth Centre.

- Submission of the 'Myplace' bid later in 2009.
- Looking at a long term replacement building for the Kingswater Youth Centre
- Relocation of the East Hub at Fulford to a new location on the East side of York.

6. Timetable

A 3 year timetable has been produced detailing what can be achieved in each year.

7. Review

It is the intention that this SAMP should always be a "live" document and so should be regularly reviewed, on at least an annual basis to take in to account:-

- Review of progress
- New opportunities available
- Changing priorities and initiatives for Young People's Services
- Opportunities for working cross-service and with other parties

13 As already mentioned it is the intention to use this SAMP to feed into the Area Asset Management process to identify service need within a particular area, which at the moment is centring on Acomb.

Implications

14 This report has the following implications.

- **Financial**

There are significant financial implications in terms of the potential revenue savings from reducing running costs and the need for funding from the capital repairs budget to address the maintenance backlog.

- **Human Resources**

There are no human resources implications.

- **Equalities**

There are no equalities implications.

- **Legal**

There are no legal implications.

- **Crime and Disorder**

There are no crime and disorder implications.

- **Information Technology**

There are no information technology implications

- **Property**

The property implications are contained in this report and the Young People's Services Asset Management plan attached below.

15 **Risk Management**

There are no known risks associated with the recommendation below.

Recommendation

16 That the Advisory Panel is recommended to advise the Executive Member to:-

- i) Approve the proposed Young People's Services Asset Management Plan as detailed in Annex A.

Reason: to enable strategic forward planning for the future of Young People's Services in accordance with the council's vision for the proper management of its corporate assets.

Contact Details

Author:

Tim Bradley
Asset Manager
Property Services
Tel: 01904 553355

Chief Officer Responsible for the report:

Neil Hindhaugh
Assistant Director
Head of Property Services
Tel: 01904 553312

For further information please contact the author of the report.

Background Papers: Information used to complete this report and the SAMP are contained in the Resources APM file G00055.

Annex A – Service Asset Management Plan Young People's Services.

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YOUNG PEOPLE'S SERVICES
SERVICE ASSET MANAGEMENT PLAN
2008 – 2013
DECEMBER 2008

CONTENTS

1	Introduction	2
2	Vision	3
3	Property Audit	6
4	Appraisal	10
5	Action Plan	13
6	Timetable	14
7	Review	15

A number of detailed annexes are available in the online version of this document:

- Annex A Asset Management Reports
- Annex B Young Peoples Services Locations
- Annex C Suitability Survey Results
- Annex D Property Performance Data
- Annex E Work Venues

YOUNG PEOPLE'S SERVICES

SERVICE ASSET MANAGEMENT PLAN

2008 – 2013

1. INTRODUCTION

1.1 What is a Service Asset Management Plan?

It is fundamental that the Young People's Services should occupy property which enables them to deliver the service in the best possible way, meeting the needs and expectations of young people and staff. It is recognised that the Council has limited resources and so sources of funding also need to be identified and are an important factor in service delivery.

The Service Asset Management Plan (SAMP) is a document which can enable this to happen by:-

- Identifying the property needs of the service to enable it to deliver its 'vision'
- Auditing the current portfolio of youth service properties and comparing their suitability to deliver the future service
- Appraising the options and priorities to close any gap between future needs and current provision
- Mapping a way forward to deliver the changes needed which takes into account cost, funding streams and opportunities.

1.2 It is the intention that the SAMP should always be a 'live' document and therefore needs to be regularly reviewed to take into account:-

- Review of progress made
- New opportunities to close 'the gap'
- Changing priorities and initiatives for youth services
- Opportunities to work cross service and with other parties
- Significant events, or yearly, whichever is sooner.

1.3 This SAMP is one of a number being developed for council services using the principles of Asset Management Planning as contained in the council's Corporate Asset Management Plan (AMP). Whilst it is important for each service to have their own SAMP it is also vital that there are links between these plans and with the Corporate AMP to ensure the council obtains Best Value for the property assets it

occupies and gets maximum return from these assets in terms of meeting service and corporate objectives. Future reports will cover other parts of the LCCS Directorate's portfolio, and will draw out the possible linkages between them.

2. SERVICE VISION

2.1 Introduction

- 2.11 In April 2008 York Youth Service merged with the local Connexions Service to form the York Young People's Services (YPS). The merger was in response to the CYC taking responsibility for the Connexions contract, becoming a direct deliverer of Careers Guidance and managing the strategy to tackle the problem of young people not in education, employment or training ('NEET') as a statutory duty.
- 2.12 The immediate implication of the merger was the need to accommodate a new central team of up to 15 staff and to identify hot desking capacity at the three locality hubs: Fulford, Moor Lane and Kingswater.
- 2.13 Fulford Youth Centre, Moor Lane Youth Centre, Kingswater Centre, 68 centre and Castlegate are the five buildings that make up the building stock. The YPS also delivers services from a range of other settings. The building stock has been supplemented by the former Heworth Family Centre, now known as Heworth Lighthouse.
- 2.14 A previous restructuring of the council's Youth Services in 2005 moved resources from the existing twelve centres into people. Reducing the number of directly-managed buildings meant the service had to establish other work venues where they could provide services, such as community centres, libraries, street based, sport/ dance facilities. The remaining five buildings are known as locality hubs and need to be used to maximum. Appendix E attached to this plan lists those work venues from where services are provided along with the locality hubs with which they are associated.

2.2 Service Vision

York Young People's Services provides:

- Universal Information, Advice and Guidance (IAG), including a statutory duty to provide careers advice to schools, access to counselling and intensive support for those who require specialist intervention.
- Access to a wide range of positive activities, including an appropriate offer of "places to go and things to do" that reflects the Government's ambition for youth opportunities.

- Empowerment of young people to influence services and facilities that are available to them and opportunities to volunteer and contribute to their local community.
- Targeted support for vulnerable young people experiencing difficulties in their education, health, behaviour, or relationships, with specialist services for disabled young people or those from different ethnic backgrounds.

2.3 The service operates according to the following principles:

- Actively involve young people in the development of the service at all times.
- Provide places where young people can meet, which are safe, accessible, and open at times and places that young people want.
- Create opportunities for young people to participate in different activities, including: arts; drama; sport; play; peer education; residential; citizenship; international experiences and voluntary action through which they can develop their knowledge, abilities, skills and interests.
- Offer a variety of experiences through a range of provision that recognises and celebrates the diversity of the young people of the city.
- Support young people in making informed decisions about their lives by providing access to information, support and counselling services.
- Advocate for and with young people to ensure they are able to play their part in planning and decision-making that affects their lives and the concerns of the wider community.

2.4 **Service objectives and aims.**

2.41 The main users of the service are young people aged 13-19 years although some of the provision extends to young people from 10 years old and a significant number of young adults up to the age of 25 receive specialist support. A number of adults who volunteer also benefit from working within the service. A strong partnership culture exists with other agencies and services, and local communities are also indirect partners.

2.42 The service is well placed to meet the challenges of *Aiming Higher*, the Government's ten year strategy for delivering the Every Child Matters outcomes and priorities for teenagers. The policy proposes an integrated approach to delivering services and the service is committed to working with partners to ensure improved opportunities, progression and outcomes for all young people.

2.43 YPS's main priorities for 2008/09 have included:

- Establishing, with partners, an integrated young people’s service to be delivered through 3 area teams and which builds on the targeted youth support activity piloted in York West.
- Providing high quality advice, information and support to young people through localised provision and Castlegate, the central one-stop information shop.
- Leading and contributing to the production of a ‘Youth Offer’ that ensures young people have clearly defined opportunities to participate in constructive activities, volunteering and personal development.
- Ensuring the active involvement of young people at every level and activity of the service and celebrating the positive impact that young people make to the life of the city.
- Developing services and provision to recognise the changing population of the city.

2.44 These priorities contribute to corporate priorities by reducing nuisance behaviour; improving the health, lifestyles and life chances of young people; improve services; and improve leadership.

2.5 Key Drivers for Change

Driver	How might this affect our service?	Source
Aiming higher	<ul style="list-style-type: none"> • Development of integrated youth support service (IYSS) • Co-located teams where appropriate. • Targeted support to most vulnerable and hard to reach (TYS). • Youth work commissioned by Children’s Trust. • Contributing to the Youth Offer. • Ensure young people are fully involved in proposals that affect them. 	DfES
Change for Children - Every Child Matters - 5 Outcomes	<ul style="list-style-type: none"> • Contribute to initiatives that help to improve the health of young people – access to sport and recreation; quality information, support and counselling on sexual health, substance misuse, healthy eating and mental health; coordinate the one-stop shop initiative. • Engage in strategies to ensure young people are safe – YorOk child index and CAF; lead professional; anti-bullying strategy; crime and anti social behaviour. • Help young people to enjoy and achieve – Extended Schools; increase accredited programmes; expand PAYP 	Children and Young People’s Plan

	<p>to each area; reduce NEET; 14-19 Education Otherwise strategy.</p> <ul style="list-style-type: none"> • Support young people to make a positive contribution – Youth Offer; Voice and Influence initiatives; IYSS; TYS; citizenship and volunteering opportunities; mobile resources to tackle anti-social behaviour; speedier referrals to Network 2. • Assist young people to achieve economic well-being – training programmes for 14-19 year olds; Young York Award; post 16 retention; early identification and intervention of those likely to drop out; one-stop shop; IYSS and TYS. 	
<p>Knowledgeable Adults and support to frontline services create</p>	<ul style="list-style-type: none"> • Workforce reform; joint training; improved MIS; impact assessments; voluntary sector contribution; APA and JAR; links with schools and colleges; budget and new funding streams; Strong and Prosperous Communities Agenda, link to Neighbourhood Pride. 	<p>Children and Young People's Plan Corporate Strategy</p>

3. PROPERTY AUDIT

3.1 Introduction

There are currently four Youth Centres, plus the recently occupied Heworth Lighthouse. All of these buildings are owned freehold and in two cases form part of school sites. Detailed information concerning the four Youth Centre buildings and the use of them has been collected for several years and the latest Asset Management Reports for each building are included at Annex A. The location and distribution of the Youth Centres in the Authority area are shown at Annex B along with the properties that have recently become part of service provision or will do so in the future.

In addition work has also been done on the suitability of these buildings to deliver young people's services. This has been done by completing a questionnaire with managers and staff and the results are contained at Annex C.

As well as the four youth centres there is the 'One Stop Shop' at 29 Castlegate. This property is part of the Resources Commercial Portfolio and has been included as part of the Commercial Portfolio Asset

Management Plan. In 2006/07, £200,000 was spent on completely refurbishing the Grade 2 listed building, including installation of a disabled ramp, internal fitting out, confidential interview rooms and new kitchen facilities. The property has been identified for retention as part of Young People's Services provision.

At Annex E is a list of work venues which are non-council owned properties which are used for service delivery by Young People's Services and the voluntary sector.

3.2 Summary of Results (see also Annex D)

3.2.1 Running Costs

The average net running cost of the youth centre buildings over the last two financial years is £98.17/m² p.a. The range is from £38.30/m² p.a. for Fulford Youth Centre to £106.04/m² for the 68 Youth Centre. The net running cost for all council buildings is £45.59/m² p.a. and it can be seen therefore that, on average, youth centres generally are more expensive to run. There is however, a wide variation.

3.2.2 Outstanding Repairs

Condition surveys have been carried out on all buildings and the total outstanding repairs for all youth centre buildings is estimated at around £26,557 of which £14,600 is essential and required within the next two years.

Limited Corporate funding has been obtained to deal with the council's total maintenance backlog. A programme of works has already commenced and some work has already been carried out at youth centre locations.

Asbestos surveys have been carried out on all buildings and although asbestos is present at some locations it is mainly only minor and considered to be low risk. However, there is the presence of a small amount of medium risk asbestos at Fulford Youth Centre.

3.2.3 Suitability

The result of the suitability audits showed generally the suitability of the current buildings to deliver the service was adequate. The two buildings that fare worst overall are Fulford and Heworth, mainly due to on site issues as far as Fulford is concerned, and Heworth being very much a short term solution

to a need in a building that has effectively come to the end of its economic life. Attached at Appendix C are the results of the survey in more detail.

The main areas of weakness were:-

- Location

The 68 Centre is not in the ideal location in relation to the catchment area.

- Image

Moor Lane Youth Centre has been improved. Some of the Youth Centres are in need of a facelift, some of which has been put in hand eg Kingswater.

- Environment

At Fulford, ventilation and heating levels are poor. At Moor Lane, lighting, acoustics, decorations and floor finishes are inadequate. IT connection is poor at the 68 Centre.

- Space

The size and layout of the space at Kingswater has now been improved for the services being delivered. Adaptation of space at Fulford in the former caretaker's house has been difficult. Moor Lane is poor in respect of staff facilities.

- Financial

There are only limited opportunities for income generation. Budgets for running the buildings are not adequate.

3.2.4 Performance Indicators

Several of the performance indicators that are collected annually by the YPS and Property Services do relate to the performance of the buildings in delivering the service. These can be described as follows:

1. Percentage of buildings needing urgent repairs (COLI 67)

2007/08 Actual 27% for all council buildings
 0.03% for YPS buildings

2008/09 Target 10%

2. Value of urgent and essential repairs to (COLI 68)

2007/08 Actual £18,990,468 for all council buildings
 £14,685 for YPS buildings

No targets are set for this indicator as it is too difficult to accurately assess without annual condition surveys.

3. Energy and Utility Costs (NPI 2)

These figures are reported to Council members as part of the Council's Corporate Asset Management Plan. The latest figures available are for 2007/08 and the average costs over the last two financial years are:-

4B Energy Costs/m²

Electricity

£7.62 for whole authority
 £3.40 for YPS

Gas

£8.16 for whole authority
 £6.60 for YPS

Highest cost: Electricity – Kingswater at £5.78
 Gas - Moor Lane £10.95

4C Water costs/m²

£2.10 for whole authority
 £0.94 for YPS

Highest cost – Kingswater at £3.35/m²

4D CO₂ emissions (tonnes/m²)

0.057 for whole authority
 0.063 for YPS

Highest emissions – Moor Lane at 0.1/m²

As the YPS buildings are updated and/or relocated it should be a prime objective to reduce all these figures.

3.3 Conclusion

The information collected as a result of this audit shows that:

- On average youth centres are slightly more costly to run and maintain, although there is a wide variation. Utility costs are below the council benchmark.
- Repairs are needed to most youth centres although the amount of urgent and essential repairs is very low. Due to the age of the buildings this is going to increase in the future.
- Suitability is generally adequate throughout the portfolio, although there are areas of weakness in terms of location, image, environment and space.

As a result of the merger with Connexions in April 2008 Young People's Services have already embarked upon a programme of remodelling the interior at Kingswater to improve the available office space and consulting rooms. In addition internal alterations are being carried out at Fulford Youth Centre.

As far as the non-service 'work venues' are concerned there is currently no performance information available for these sites to allow a comparison with the main hub buildings in terms of efficiency. It is hoped that future updates will include this information to see whether or not the increased use of non-service buildings is a more efficient use of resources.

This audit will be reviewed on a regular basis so that the future plans can be informed and, wherever necessary, influenced.

4 **JOINT APPRAISAL**

4.1 Introduction

The purpose of this section is to make an assessment of how the current youth centres and pattern of location fits with the proposed structure as described in Section 2 and then begin to identify the options and a way forward. It is recognised that resources and other constraints could be a limiting factor but each situation should be assessed using the principles established in this plan and then, when opportunities from whatever source arise, they can be considered against the proposals set out here.

Therefore, after detailed consultation between the Young People's Services and Property Services, the following comments can be made.

4.2 Assessment of Current Buildings

4.2.1 Kingswater Youth Centre

This is the property that sees the most intensive use of all the Youth Centres. It is used both out of normal business hours and at weekends. As a result there is a continuing need for the premises and internal alterations have been completed this Summer. Overall the building itself is not of a particularly high quality and in the long term its replacement with a new building to better utilise the site it sits on, is desirable, although no funding is available at the present time.

4.2.2 Moor Lane Youth Centre

Generally this building provides a good level of accommodation and is well utilised. In addition its image has been improved in recent years. Whilst in reasonable condition there are concerns regarding the structural stability of the building. Further investigations are being made. In the short term refurbishment of the toilet accommodation is due to commence imminently. There have been proposals in the past to sell off part of the site for housing, although this has been resisted. The Centre serves a wide area and there are doubts as to whether the West hub is in the ideal location. It is somewhat distant from Acomb and the replacement of the building with better situated facility is a long term aim of the service. However, the retention of Youth facilities in one form or another is still required to serve this area of the city.

4.2.3 Fulford Youth Centre

Whilst in reasonable condition the heating and ventilation levels are poor. Some minor alterations have been carried to the accommodation to improve the layout. However, the general feeling is that the Youth Centre does not fit well with the adjacent school site, although the retention of a youth centre in this location is still required. The former School Caretaker's House used as the East Hub requires significant expenditure to make it fit for purpose and is not well situated to serve the needs of the City. Alternative locations on the East side of the city need to be looked at.

4.2.4 68 Youth Centre

This property is not ideally located, but does provide reasonably good facilities. It is well used and fulfils its function as a satellite centre serving three areas of need. At the rear of the centre are old people's bungalows. The building has poor IT connections and has suffered in

the past from vandalism. The erection of security fencing and staffing of the premises has helped with this.

4.3 Current and Future Opportunities

The following properties have been identified to 'close the gap' between current and future service provision.

4.3.1 Former Family Centre, Heworth now known as Heworth Lighthouse

This property was vacated by Children's Services in June 2008 and occupied by Young Peoples' Services in August 2008.. It is located in an area that Young People's Services have identified as one which there is a need for increased service provision. Repairs are required in order to bring the accommodation up to an acceptable standard.

Due to the age and structural condition of the building the use of this building is seen to be a short to medium term solution. As part of the action plan and in conjunction with the Tang Hall Area Asset Management Plan a long term new build replacement will be sought.

4.3.2 Former New Earswick Library

Library Services have moved out of this building into a new library located within New Earswick Primary School. New Earswick and Huntington is an area that is been identified as requiring more service provision. The building is in good condition and requires little money spending on it. The only issue of doubt is resistance from some users of the neighbouring Folk Hall who are concerned about potential noise and disturbance. The building is currently being occupied on a short term basis by the Portage Service.

4.4 Available and Potential Funds

4.4.1 Internal budgets

In respect of the existing Youth Centres the ongoing alteration works are being funded from within the service.

With regard to Heworth Lighthouse and the former New Earswick Library, funds are available from within the Asset and Property Management repair and maintenance budget to cover the estimated cost of making the building wind and watertight plus repairs to the central heating system.

LCCS are providing the funding for any fitting out and other internal works to make the property suitable for their service.

4.4.2 Capital receipts/CRAM

In order to make up the shortfall in capital receipt as a result of the occupation of Heworth Family Centre, an alternative source of capital

has been identified in the form of the former Rathbone Centre at Nursery Drive, Acomb. This property has been recently become surplus to the requirements of Young People's Services, due to recent service reorganisation.

As a result of requirements highlighted by this plan further CRAM bids will be made in the forthcoming round to fund further repairs and improvements.

4.4.3 External Funds

A Government initiative called 'myplace' involving funding of between £1M and £5M for delivering world class youth facilities, administered by the Big Lottery Fund, is becoming available. No suitable city centre Council owned buildings are suitable to form the basis of a bid. However, subject to a final technical appraisal, a bid is to be submitted later in 2009 involving 22 Queen Street, which is a Network Rail owned building currently occupied by the Railway Institute. This asset management plan will support that bid.

4.5 Other Factors

4.5.1 Current and Future Opportunities

Heworth Family Centre now called Heworth Lighthouse
Former New Earswick Library

Moor Lane Youth Centre – relocation of the West Hub. To be looked at as part of Acomb Area Asset Management Plan.

Fulford – possible future relocation of East Hub from the former caretakers house.

New primary and secondary school provision – possible co-location of services eg new Rawcliffe Primary School.

Combining service provision with the York Boys Club – underused facility owned by YBC on Lowther Street. Potential for joint use of buildings to benefit both the Club and Young Peoples' Services. Either on YBC's site or new location.

LDF

York NW Action Plan – redevelopment of the former sugar beet factory. Facilities for Young People's Services will probably feature in any scheme for redevelopment of the site as residential use will most likely feature in the scheme.

York Central – relocation of All Saints School and associated community facilities.

5 **Action Plan**

- 5.1 Former Heworth Family Centre – Executive approval given to the reuse of the property for YPS including disposal of former Rathbone Centre, Nursery Drive. Now called Heworth Lighthouse.

- 5.2 New Earswick Library – reuse of the building for YPS when vacated by Portage Service.
- 5.3 Look at the possible relocation of Moor Lane Youth Centre as part of the Acomb Area Asset Management Plan.
- 5.4 ‘Myplace’ bid to be submitted later in 2009.
- 5.5 Kingswater Centre – Examine options for providing a new building or extending the existing building, on the same site.
- 5.6 As part of the Tang Hall Area Asset Management Planning process find a long term replacement for the Heworth Lighthouse.
- 5.7 Collate performance data to allow the comparison between hub buildings and work venues. This will establish the best option for the delivery of services.

6 Timetable

6.1 2008/09

- 6.1.1 Approval gained to occupy former Heworth Family Centre as the Heworth Lighthouse
- 6.1.2 Carry out Acomb Area Asset Management Plan in relation to Moor Lane Youth Centre.
- 6.1.3 Pursue the occupation of the former New Earswick Library/New Joseph Rowntree School.
- 6.1.4 Preparation of ‘Myplace’ bid.

6.2 2009/2010

- 6.2.1 Submit ‘Myplace’ bid.
- 6.2.2 Act on recommendations of Acomb Area Asset Management Plan
- 6.2.3 Feasibility study for redevelopment of the existing Kingswater site.
- 6.2.4 Investigate options for the long term replacement of the Heworth site in conjunction with other services.
- 6.2.5 Decision on long term future of the East Hub at Fulford.
- 6.2.6 Investigate and act on opportunity for partnership working with the York Boys’ Club.

6.3 2010/2011

- 6.3.1 Act on outcome of York Central and North-West action plans.
- 6.3.2 Pursue opportunities arising out of the new primary and secondary school programme.

7 Review

- 7.1 This plan will be reviewed on an annual basis and in the light of the outcome of the Area Asset Management Plans being implemented prepared.
- 7.2 As and when new funding opportunities and buildings become available the plan will be updated as necessary.

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Meeting of Executive Member for Children and Young People's Services and Advisory Panel**12 March 2009**

Report of the Director of Learning, Culture and Children's Services

Service Plan Performance 3rd Quarter 2008/9 – Children and Young People's Services**Summary**

1. This report analyses performance by reference to the service plan, the budget and the performance indicators for all of the services funded through the Children's Services budget.

Background

2. In line with the council's integrated reporting arrangements this report seeks to provide members with an opportunity to reflect on progress in the third quarter of the financial year 2008/9 against actions, performance indicators and finance projections. A common proforma has been developed and used for services in the directorate which summarises progress against the actions listed in the new service plans, records variations from the budget, and comments on the performance indicators for which information has become available during the reporting period. These are attached as appendices to the covering report (Annex 1).
3. A summary of the main findings on progress on services within the Executive Member's portfolios is included below.

Analysis

4. This quarter saw our ability to respond collectively to major challenge severely tested as a result of the York High fire. An incident which saw the department, the council, partners and the whole school community working to ensure the impact of a very serious fire had the least possible detrimental effect on children and young people of the school. The response was magnificent with alternative activities arranged within hours and alternative interim schooling arranged within days.
5. The service plan monitoring reports attached as annexes show steady progress in the first period of the year against the service plans. The following comments identify some of the key achievements in the year to date, and identify areas where further work is needed.

6. The monitoring reports are attached and are detailed as they are also required for use within the service to drive forward improvements. However, to assist EMAP members I have extracted the following particularly encouraging points of progress against key themes:

6.1 Integrated Services:

The 'YorOK' broker pilot which seeks to ensure that the right children get access to the right help at the earliest possible stage is underway with 14 schools participating at this stage.

The important work to establish a *co-located multi agency transitions team for disabled children and young people* continues to progress with core team established and coordinator of team appointed. A formal launch of the team is planned for April.

The site of the ninth children's centre has been confirmed as being at Knavesmire School in South Bank with outreach to both the Scarcroft School and St Clement's Hall buildings

A cross directorate sustainable school travel policy is now in place and promotion of policy being implemented.

Traveller young people were provided with cultural enrichment opportunities through participation in a further project at the Art Gallery in conjunction with York Museums Trust.

6.2 New Provision:

York High School new premises opened on schedule, new builds for Manor (opens Easter 2009) and Joseph Rowntree (Easter 2010) progressing to target dates.

The Building Schools for the Future Secondary Expression of Interest was submitted to DCSF by November deadline, work on readiness to deliver has begun.

New work-related learning for 10 Applefields learners at Danesgate Skills Centre; transition support for up to 20 students with learning difficulties or disabilities who are currently not in Education Training or Employment to progress into full-time education or employment

A Diploma Roadshow held in December 08 included a drop-in evening targeting parents and employers, plus a day event for Yr9 and Yr11 attended by 450 York students. An Opportunities Fair aimed at young people with special needs and their parents will take place in Spring 2009.

Early Intervention Funding has been secured, on a partnership basis, to improve services to children affected by *domestic abuse*. This funding will support the recruitment of a specialist worker in the Independent Domestic Abuse Service [IDAS] to focus on the specific needs of the 5-13 age group.

Children and Families were successful in a bid to the governments 'Home Access to Technology' fund. This fund will help to ensure that all of our Looked After Children have access to ICT and importantly that their carers will have the training and support to help their young people use this technology safely and effectively.

Opportunities Fair for Disabled Young People planned for March 09 to bring together providers within education, social care and leisure with employers and young people and their families. Information, advice and guidance will be supplemented by hands on workshops.

The authority has been awarded wave 2 Playbuilder status from April 2009. This will involve capital funding of around £1 million and around £45K revenue funding, to develop an average of 22 play spaces in the York area.

School Food Trust school meals promotional pilots in place

The council have now signed up to offer free swimming for under 16's at its pools

6.3 Organisational Effectiveness:

The Children's Trust Unit within the Directorate is leading on the drafting and production of the new Children and Young People's Plan, to be launched on 1 April 2009. Over 4,000 young people have contributed to the consultation on the new CYPP. There has been a major effort to coordinate and synthesise this, with the results available on our website.

An audit of Independent Reviewing Officer practice against the City of York Safeguarding Children's Board [CYSCB] standards has been undertaken. An action plan based on the finding will be developed and implemented during the final quarter.

Having worked very hard to meet and exceed the recommendations from its last review, the staff at our children's home *Wenlock Terrace* received very positive feedback from the most recent inspection. The home has been upgraded and is now judged as Good. This is a particularly positive result when viewed against a national and regional trend of inspections downgrading such settings.

Children's Social Care has successfully bid to be included in the Children's Workforce Development Council [CWDC] *Newly Qualified Social Worker* induction programme for 2008/ 09, and workers identified to undertake award.

A Review of the Integrated Working Strategy (aims and objectives) is under way, involving partners and key input from Dr Henri Giller. This includes a full review of integrated working business processes with commitment to amend and improve as appropriate.

The Directorate Equalities Group has now been established and has met twice; our first Directorate Equalities Plan has been produced

Officers are consulting with young people and the Young People's Working Group on re-engaging with the UK Youth Parliament, including the election of a Member of Youth Parliament (MYP) and the possible establishment of a York Youth Council in support.

Completed and planning rollout of Broadband and Learning Platforms procurements.

Implemented the pilot project to introduce School Business Managers in York's smallest primary schools.

In this monitoring period the HR team played a significant role in supporting the

implementation of the revised pay arrangements in the Directorate and Schools, with all staff now being paid on the new grades.

6.4 Specific Performance Outcomes : There is something of a frustration that many indicators, from the national indicator set, are still to be defined in detail or await first year benchmarking data and therefore, targets are not in place. However, in that context It is specifically encouraging to note :

- The *timeliness and completions rates of both initial and core assessments* [NI 59 and NI 60] shows sustained good performance.
- The number of parents attending targeted parenting programmes in Q3 has exceeded the expected target of 30 with 50 parents attending. This brings the current number attending to date in 07/08 to 168.
- There has been a further increase in the number of completed common assessments (78) and contacts to the YorOK Child Index (83 during Oct – Dec 08); 40 practitioners attended Integrated Working Training Oct – Dec 08.
- We have seen a 50% reduction in use of exclusions. Secondary fixed term exclusions have halved, from 434 to 213, compared with the same period last year with only 1 permanent exclusion compared with 12 for the same term. It is a similar picture in Primary with fixed term reducing from 79 to 40 and no permanent exclusions.
- Linked to the above is the excellent increase in the hours of intervention now being made with excluded pupils – up to 4.7 hrs per day compared to 2.2 only two years ago
- Attendance in the LA continues to be better than national average with attendance in our primary schools amongst the very best nationally (ranking 12th out of 150 LAs in most recent published figures)
- 71% of secondary schools have Ofsted judgments of 'good or better' for behaviour, up from 64% at the same time last year.
- The number of schools validated as Healthy Schools (HSS) is now 56 schools or 85%
- Good improved performance in looked after children's school attendance

6.5 Challenges

We have been working with young people in a worsening economic climate resulting in a number of apprentices losing their jobs and reduced number of employers who are able to offer work based training – more detailed information on specific initiatives is included in the Annex. Work commissioned to investigate and analyse the reasons children and young people entered care in York during 07/08 has been completed and an initial report produced. The findings and recommendations of this work will form the basis of an action plan which will be progressed through the Strategic Partnership for Looked After Children. The education performance of looked after children and the access to training and employment for young people known to the Youth Offending Team must remain key priorities.

Corporate Priorities

7. The service plans funded through the Children's Services budget were developed within a clear planning framework and under an overarching partnership statutorily required document the Children and Young Peoples Plan 2007-10. The service plans do contribute to key corporate priorities including

- Increase people's skills and knowledge to improve future employment prospects
- Improve the health and lifestyles of the people who live in York, in particular among groups whose levels of health are the poorest
- Improve the life chances of the most disadvantaged and disaffected children, young people and families in the city
- Improve our focus on the needs of customers and residents in designing and providing services
- Improve leadership at all levels to provide clear, consistent direction to the organisation
- Improve the way the Council and its partners work together to deliver better services for the people who live in York
- Improve efficiency and reduce waste to free-up more resources

Implications

8. The report has the following implications:

Financial

- 9 Based on the actuals to date and other information on future expenditure plans and income generation, an assessment has been made by budget managers of the likely net outturn for each service plan and cost centre. At this stage in the year there is no reason to suggest that most budgets will not come in at or about the level of the current approved budget. There are though a number of exceptions to this and these variations are summarised in the Annex, with full details provided in the budget section of each service plan profile.
- 10 The original net budget for Children & Young People's Services for 2008/09 was set at £29,179k. Since then there have been a number of changes made (the annex provides details) resulting in a latest approved net budget of £29,459k. In total the projected net outturn for 2008/09 is £30,296k, leaving a projected net overspend of £837k or 2.8% (0.3% of gross budgets).
- 11 Members will be aware that the majority of the Children & Young People's Services budget is now funded from the ring-fenced Dedicated Schools Grant (DSG). As a consequence the net projected overspend for the portfolio is split:

Dedicated Schools Grant	+ £161k
General Fund (Council Tax)	+ £676k

Dedicated Schools Grant

- 12 The net projected overspend has reduced from £300k at quarter 2, a reduction of £139k. The major changes from quarter 2 are set out briefly below with full details of all variations from approved budgets given in the Annex.
- An increase in the projected overspend on the education costs of Out Of City Placements of £63k.
 - An improvement in the position on Nursery Education Grants of £214k now that it has now been confirmed that an element of the Standards Fund flexibility funding can be allocated towards general increased take-up.
 - An increase in the projected overspend within the Behaviour Support Service of £30k.
- 13 Under the terms and conditions of the DSG any deficits either have to be funded in year by a contribution from the council's General Fund budget or carried forward and funded from the following financial year's DSG. The current presumption is that the final deficit amount would be carried forward to 2009/10 and become a first call against the DSG in that year. The £161k projected deficit has, therefore, already been included as a pressure when setting the 2009/10 Schools Budget.

General Fund

- 14 Quarter 2 highlighted a projected net overspend after mitigating action of £528k. The individual service plan financial monitoring sheets in the Annex now show a total projected overspend of £1,210k. To offset this mitigating action is being taken to hold back expenditure or redirect resources totalling £534k, with the details also shown in the Annex. The result of this action leaves the net projected overspend of £676k, which is a £148k worsening of the position reported at quarter 2 (£330k worse when the £182k of contingency funding allocated by the Executive at quarter 2 is taken in to account). The major changes from quarter 2 are set out briefly below with full details of all variations from the approved budget shown in the Annex:
- A projected overspend on Section 17 costs of £23k, due to several new and expensive packages of support to vulnerable families to prevent their reception into care.
 - A net increase in the projected overspend on the Fostering budget of £54k.
 - An improvement in the position on the care element of Out Of City Placements of £68k.
 - A net increase in the projected overspend on children's care legal fees of

£36k.

- A significant shortfall of £100k in Adult Education grant income from the LSC due to learner number targets not being met.
- An increase in the projected net overspend on Home to School Transport of £184k mainly due to increased SEN costs and lower than anticipated savings on the main bus contracts.

15 At quarter 2 the Executive agreed to the release of corporate contingency funding of £182k set aside when the original 2008/09 budget was approved. In light of the worsening position, the Executive Member has already asked the Executive to consider releasing the remaining £80k budget set aside for fostering and the music service. If the Executive agrees to the request, then this would reduce the net projected general fund overspend to £596k.

16 As can be seen significant action has already been taken to reduce the overspend position, with £534k of mitigating action recorded in the annex. Officers will continue to work to identify further savings to try and further reduce the remaining budget gap before the end of the financial year. This will include work in the following areas:

- Working with colleagues in Legal Services to increase in-house legal resources and thereby reduce the need for more expensive external advice and support.
- Reviewing the operation of the Schools R&M Buy Back budget.
- Carefully reviewing staff vacancies when they arise and taking opportunities to delay replacement of some, if this can be done without having a significant detrimental impact on service delivery.
- Reviewing other discretionary directorate expenditure budgets with a view to identifying any expenditure that could be delayed or reduced, again if this can be done without having a significant impact on service delivery.
- Reviewing savings options that are being developed as part of the 2009/10 budget process to identify any that could be implemented prior to 1 April 2009.

17 At this stage it is thought reasonable to assume that the action identified above should be able reduce the projected general fund overspend by at least a further £100k by the end of the financial year. In summary then the latest projected position on the general fund budget is set out below:

Summary of General Fund Projection	£000
Total of projected overspends	1,210
Less mitigating action already implemented	(534)
Latest quarter 3 projection	676
Less requests to Executive for release of contingency funding	(80)
Less savings expected from further action being undertaken	(100)
Revised projection	496

- **Human Resources (HR)** – whilst there are no specific HR implications arising from this report the report does recognize and report in part the findings of the staff survey.

18 There are no specific equalities/ legal/IT/ property or crime and disorder implications arising from this report

Risk Management

19. All of the original service plans include a section on risk management. Performance sessions within the directorate update those risks in the light of experience.

Recommendations

20. The Executive Member is recommended to:

- Note the performance of services within the directorate funded through the Children's Services budget.

Reason: In order to ensure appropriate performance management arrangements are in place for the work of the department.

Contact Details

Author:
Peter Dwyer
Director, LCCS.
Tel No: 554200

Chief Officer Responsible for the report:
Peter Dwyer
Director of Learning, Culture and Children's Services

Report Approved **Date** 25 February 2009

Specialist Implications Officer(s)

Financial Implications.
Name: Richard Hartle
Title: Head of Finance (LCCS)
Tel No. Ext 4225

Wards Affected: *List wards or tick box to indicate all*

All

For further information please contact the author of the report

Annexes

Annex 1: Summary of Service plan monitoring reports incl key performance indicators and budgets



**Learning, Culture & Children's Services
Service Plan Monitoring Report, 3rd Quarter, 2008
– 2009**

Contents:

Financial Monitoring Reports

Children and Young People's Services Portfolio Summary

School Funding and Contracts

Dedicated Schools Grant

Service Plan & Budget Monitoring Reports

School Improvement and Staff Development

Children and Families

Partnerships and Early Intervention

Lifelong Learning and Culture

Resource Management

Children & Young People's Services Portfolio Summary		2008/09 Latest Approved Budget			
	£000	Detailed Expenditure	£000	Service Plans	£000
2008/09 Original Estimate (Net Cost)	29,179	Employees	22,451	Children & Families	14,988
<u>Approved Changes:</u>		Premises	4,627.780	Lifelong Learning & Culture	392
• NNDR Corporate Adjustments	+ 1	Transport	3,240	Partnerships & Early Intervention	4,838
• YPO Dividend Corporate Adjustment NR	+ 79	Supplies & Services	15,526	Resource Management	7,732
• Gas Inflation Corporate Adjustment	+ 2	Miscellaneous:		School Improvement & Staff Development	4,523
• Stress Counselling Corporate Allocation	+ 1	Recharges	7,320	School Funding & Contracts	83,375
• Recruitment Advertising Corporate Saving NR	- 8	Delegated / Devolved	93,183	Dedicated Schools Grant	-86,389
• Electricity Inflation - Corporate Allocation	+ 5	Other	4,067		
• Legal Fees - Supplementary Estimate (Executive 20/03/09)	+ 70	Capital Financing	7,531		
• Court Costs - Supplementary Estimate (Executive 20/03/09)	+ 72				
• Fostering - Supplementary Estimate (Executive 20/03/09)	+ 40				
<u>Director's Delegated Virements:</u>		Gross Cost	157,946		
• IT Support Transfer From HASS Re Children's System	+ 20	Less Income	128,487		
• York Youth Mystery Plays (To Arts Projects) NR	- 3				
2008/09 Latest Approved Budget (Net Cost)	29,459	Net Cost	29,459	Net Cost	29,459

Summary of Variations from the Approved Budget:	Latest Approved Budget			Projected Outturn Expenditure £000	Net Variation General		Net Budget Variation %	Total Budget Variation %
	Gross Expenditure £000	Income £000	Net £000		Fund £000	DSG £000		
<u>Children & Families</u>								
Children's Social Care 0-10 Year Olds	2,740	117	2,623	2,741	+ 118		+ 4.5%	4.1%
Children's Social Care 11 Plus	2,129	235	1,893	1,912	+ 19		+ 1.0%	0.8%
Children's Social Care Placements & Disabilities	6,173	518	5,655	5,983	+ 328		+ 5.8%	4.9%
Children's Social Care General	755	1	755	808	+ 53		+ 7.0%	7.0%
Education Welfare Service	381	0	381	379	- 2		- 0.5%	0.5%
Local Safeguarding Children Board	50	0	50	50	0		-	-
Special Educational Needs Service	4,682	1,240	3,442	3,488	0	+ 46	+ 1.3%	0.8%
Youth Offending Team	189	0	189	189	0		-	-
<u>Lifelong Learning & Culture</u>								
Adult & Community Education	1,678	1,688	-11	89	+ 100		- 944.3%	3.0%
Arts & Culture	1,272	870	402	462	+ 60		+ 14.9%	2.8%
<u>Partnerships & Early Intervention</u>								
Children's Trust (YorOK)	98	0	98	98	0		-	-
Early Years & Extended Schools Service	6,865	3,781	3,085	2,941	0	- 144	- 4.7%	1.4%
Integrated Children's Centres	1,984	1,984	0	- 250	- 250		n/a	6.3%
Young People's Service	3,503	1,847	1,656	1,656	0		-	-
<u>Resource Management</u>								
Access Services	3,465	227	3,238	3,423	+ 185		+ 5.7%	5.0%
Financial Services	5,362	3,737	1,625	1,615	- 10		- 0.6%	0.1%
Human Resources	666	52	614	592	- 22		- 3.6%	3.1%
ICT Client Services	659	405	254	254	0		-	-
Management Information Service	328	52	276	276	0		-	-
Planning & Resources	506	203	304	304	0		-	-
Strategic Management	1,489	68	1,421	1,438	+ 17		+ 1.2%	1.1%
<u>School Improvement & Staff Development</u>								
Behaviour Support Service	1,997	175	1,822	2,029	0	+ 207	+ 11.4%	9.5%
Education Development Service	6,934	4,876	2,058	1,938	0	- 120	- 5.8%	1.0%
Governance Service	166	91	75	75	0		-	-
Training & Development Unit	529	357	172	172	0		-	-
Traveller Education & Ethnic Minority Service	482	85	397	407	0	+ 10	+ 2.5%	1.8%
<u>School Funding & Contracts</u>								
School Asset Rents & Rates	8,565	1,132	7,433	7,410	0	- 23	- 0.3%	0.2%
School Contracts	5,639	5,591	48	128	+ 80		+ 167.8%	0.7%
School Delegated and Devolved Funding	88,658	12,763	75,895	75,972	0	+ 77	+ 0.1%	0.1%
Dedicated Schools Grant (Income Only Budget)	0	86,389	-86,389	- 86,281	0	+ 108	- 0.1%	0.1%
Children & Young People's Services Portfolio Total	157,946	128,487	29,459	30,296	+ 676	+ 161	+ 2.8%	0.3%

Section B: Budget

School Funding & Contracts		2008/09 Latest Approved Budget			
	£000	Detailed Expenditure	£000	Cost Centre	£000
2008/09 Original Estimate (Net Cost)	83,375	Employees	102	School Asset Rents & Rates	7,433
<u>Approved Changes:</u>		Premises	4,058	School Contracts	48
		Transport	1	School Delegated and Devolved Funding	75,895
		Supplies & Services	1,505		
		Miscellaneous:			
		Recharges	748		
		Delegated / Devolved	88,847		
		Other	353		
<u>Director's Delegated Virements:</u>		Capital Financing	7,247		
		Gross Cost	102,862		
		Less Income	19,486		
2008/09 Latest Approved Budget (Net Cost)	83,375	Net Cost	83,375	Net cost	83,375

Significant Variations from the Approved Budget:		£000
School Asset Rents & Rates		
<ul style="list-style-type: none"> An underspend on the Venture Fund repayments budget. 		- 23
School Contracts		
<ul style="list-style-type: none"> Based on historic profiles of expenditure on the Repair and Maintenance buyback compared to spend to date in 2008/09 there is a high risk of an overspend. As reported at Monitor 2, this was predicted to be up to £110k. Since then, a review of the operation of this budget has been undertaken with colleagues in Facilities Management (who manage it on behalf of LCCS) to try and contain the overspend. As a result it is now felt that the overspend can be reduced but is still likely to be around £80k, and this position does depend on whether any urgent issues emerge between now and the end of the financial year. As this appears to be a recurring issue a review of the charges made to schools needs to be instigated. 		+ 80
School Delegated and Devolved Funding		
<ul style="list-style-type: none"> Projected overspend on Learning Support Assistants due to an increase in the number of pupils requiring more than 15 hours support per week. This budget was transferred to the Individual Schools Budget (ISB) from 2008/09 so any on-going increase in costs will need to be funded from lower increases in other formula allocations to schools in future years. A sum of £600k is being held within the Schools Specific Contingency budget to cover the increased costs within schools of the new pay and grading scheme. It is now highly likely that this sum will be sufficient to fund schools' additional costs in 2008/09 from both the initial implementation and the costs of any successful appeals. Depending on when the appeals process concludes it may be necessary to carry a proportion of the budget forward to 2009/10 but at this stage no outturn variation is being projected. The recent fire at York High School has necessitated significant expenditure to enable the premises to be made safe and the education of the pupils affected to be continued as quickly as possible. At present, known commitments and expenditure associated with the fire total in the region of £0.83m. Discussions are ongoing with the authority's insurance section and insurers to assess how much, if any, of this is unrecoverable. Net amount of all other minor variations in expenditure and income. 		+ 77 0
Projected Net Outturn Expenditure		83,509
Overall Net Variation from the Approved Budget		+ 134
Percentage Variation from the Net Approved Budget		+ 0.2%
Percentage Variation from the Total Approved Budgets		+ 0.1%

Section B: Budget

<u>Dedicated Schools Grant</u>		<u>2008/09 Latest Approved Budget</u>			
	£000	Detailed Expenditure	£000	Cost Centre	£000
2008/09 Original Estimate (Net Cost)	- 86,389	Employees	0	Dedicated Schools Grant	-86,389
<u>Approved Changes:</u>		Premises	0		
		Transport	0		
		Supplies & Services	0		
		Miscellaneous:			
		Recharges	0		
		Delegated / Devolved	0		
		Other	0		
<u>Director's Delegated Virements:</u>		Capital Financing	0		
		Gross Cost	0		
		Less Income	86,389		
2008/09 Latest Approved Budget (Net Cost)	- 86,389	Net Cost	- 86,389	Net cost	- 86,389

<u>Significant Variations from the Approved Budget:</u>	£000
Dedicated Schools Grant	
<ul style="list-style-type: none"> The number of pupil numbers used in the calculation of the DSG for 2008/09 has now been fixed by the DCSF (the original estimate of the grant was based on pupil estimates prior to final confirmation of PLASC numbers, early years numbers and other data). The confirmed figures are 20.6 fte pupils lower than the estimates (22,642.0, down from 22,662.6, or 0.1% lower). Each fte pupil generates £3,801 resulting in £78k less grant than originally estimated. 	+ 78
<ul style="list-style-type: none"> The actual carry forward of unspent DSG from 2007/08 was £224k compared to an estimated carry forward of £254k. 	+ 30
<ul style="list-style-type: none"> Net amount of all other minor variations in expenditure and income. 	0
Projected Net Outturn Expenditure	- 86,281
Overall Net Variation from the Approved Budget	+ 108
Percentage Variation from the Net Approved Budget	- 0.1%
Percentage Variation from the Total Approved Budgets	+ 0.1%



Learning, Culture & Children's Services Service Plan Monitoring Report 3rd Quarter, 2008 – 2009

Service: School Improvement and Staff Development Assistant Director: Jill Hodges

Service Plan Initiatives and Actions

1. Key achievements

CP7 Skills and Knowledge

NPIs 79, 80, 81, 82, 90, 102, 117

The Gateway submission to deliver five more diploma lines was completed in November 2008. Hospitality & Catering Diploma was cleared for 2010 delivery following a Category 3 Progress Check (Nov 08). Young Apprenticeships submissions for 7 lines for 2009/10 were made by York College with 5 successful and 2 subject to appeal. The Government Office progress check showed that quantitative and qualitative indicators were rated Amber / Green (Oct 08) but with a significantly lower (ie better) score than 2007.

CP8 Health and Lifestyles

School Improvement and Staff Development (SISD) supports Early Interventions and Partnerships (EI&P) in this area. The number of schools validated as Healthy Schools is now 56 schools, or 85%.

CP9 Improving Life Chances

NPIs 19, 45, 81, 82, 102, 103, 104, 105, 106

Traveller young people were provided with cultural enrichment opportunities through participation in a further project at the Art Gallery in conjunction with York Museums Trust. There have been further requests for the DVD 'All About Us' due to national publicity in Travellers Times (a publication) from the Cambridgeshire Police, and a voluntary organisation (Bournemouth). There has been a bid made to the Early Intervention Fund for a project to support and encourage Traveller and other minority ethnic young people to participate in main-stream youth opportunities, thereby improving their life chances and contributing to community cohesion.

Work continues with an external consultant to actively narrow the gap with two secondaries and six primaries. A plan for the work has been agreed and visits to schools will take place in January 2009.

CYPP Being Healthy (also see CYPP 8)

SISD supports EI&P in this area. The Personal Development & Learning team is also planning a Parents' Programme for Risky Behaviours to deliver to schools from January 2009. It will have a particular element that addresses some of the issues for pupils with Learning Difficulties and/or Disabilities (LDD).

CYPP Staying Safe

NPI 69

A Social & Emotional Well Being conference for adults and a Safe to Learn conference for pupils was held in November. Over 150 adults from the LA and as far afield as Wales took part in a range of workshops including Restorative Practice, Social & Emotional Aspects of Learning (SEAL), Nurture Groups and many more.

52/54 (96%) primary schools have received SEAL training with the consultant delivering whole staff training on the SEAL materials for 32 schools. There have been specific LA wide training on Silver SEAL, with transition, circle time and anti-bullying being delivered. Multi-agency approaches continue with the social and emotional well being strategic groups and through specific work with agencies, eg Education Psychology Service and Behaviour Support Teachers. SEAL and Anti Bullying materials are being used effectively either as stand alone sessions in tutor time or as part of PSHE in 60% of York secondary schools and also at the Danesgate Site.

The number of racist incidents reported by schools during this quarter was 14 (6 secondary, 8 primary). Compared to the same period last year the number of incidents has increased slightly by 3, as there were 11 incidents over a similar period. The incidents are usually name-calling but a deeper analysis is being undertaken to investigate patterns and which schools are involved.

CYPP Enjoy and Achieve

NPIs 72, 73, 74, 75, 76, 77, 78, 83, 84, 85, 86, 89, 92, 93, 94, 95, 96, 97, 98, 102, 106, 107, 108

Ofsted

The LA now has no schools judged as inadequate as result of Hob Moor Primary being removed from the Notice to Improve category. The other three schools inspected in this quarter received either good (2) or an outstanding (1) overall judgement. This means that of all the schools inspected since September 2005 under the new framework, 14% were outstanding, 47% were good and 39% were satisfactory.

Early Years

Five Advanced Skills Teachers have demonstrated impact in 8 schools. Support from an Early Years Consultant has had demonstrable success outdoors in relation to children's Personal, Social & Emotional Development and Communication, Language & Literacy Development through Forest Schools.

Primary

A permanent appointment has been made for a full-time numeracy consultant and this is in place as from January 2009.

The School Improvement Partner (SIP) Autumn Term Standards Review was undertaken – statutory and non-statutory targets were set with schools for Key Stage 1, Key Stage 2, two levels progress from Key Stage 1 to 2 and % of pupils attaining Level 4 in both English and mathematics. SIPs' Note of Visits (NoVs) include particular reference to the progress of looked after children, Travellers, LDD, free school meals, and the quality of school pupil tracking, including tracking of vulnerable groups.

All new appointments at Headship and Deputy Headship level were made. Mentors and a Support Programme are in place to support the induction into new posts

Secondary

In response to the abolition of the KS3 tests, plans have been developed to hold a series of workshops with Subject Leaders to ensure curriculum plans lead to good progress for pupils. Nationally, no further guidance has yet emerged.

Assessing Pupil Progress (APP) approaches are currently being deployed in all English departments which will promote more valid and reliable teacher assessments. Maths departments are using APP to strengthen their assessment procedures and APP is being launched with ICT and Science Subject Leaders this Spring term. This increasing use of APP across the core subjects is at the core of personalised learning as it provides a diagnostic tool to identify what a student can or can't do and more importantly what they need to do to improve to make progress.

Systems and support are fully in place for the National Challenge school. A National Challenge Adviser has been appointed, Leading Edge support is making an impact at Subject Leader level and the English and maths (secondary) consultants are fully engaged with staff in the departments and targeted pupils

The LA priority to improve 5A*-C/EM has been bolstered by the success of the PiXL initiative, which uses an approach developed in the London Challenge to improve pupil outcomes for this indicator. Four schools have attended the training.

Targets have been set for secondary schools. SIPs' NoVs include particular reference to the progress of looked after children, Travellers, LDD, free school meals, and the quality of school pupil tracking.

Behaviour and Attendance

There have been significant developments in the Behaviour Support Service (BSS). The Pupil Support Centre was judged 'good' overall by Ofsted. Nonetheless, the retirement of the two Headteachers (The Bridge and Pupil Support Centre) have provided the opportunity to unify the Danesgate site by adopting a single, coherent leadership model. Consultation on this process is now taking place and will be completed in 2009. A more systematic and accountable approach to budget setting for the BSS is being developed.

A range of packages for Alternative Provision have been developed and these will extend the capacity of the service and enable a wider variety of curriculum options to be offered to engage more challenging learners. Alternative provision is being extended with more providers being used in conjunction with EI&P and Health and Safety (H&S) checks being undertaken. The three main alternative providers (Rossmoor Grange, ALPS & The Boxing Club) are now well embedded into the provision we are able to provide both for pupils on the Education Otherwise roll but increasing number of referrals from schools. There are many individual successes for those young people accessing this provision particularly with regard to attendance. Much work has taken place over the last quarter in respect of quality assuring this provision and continuing

work will focus on ensuring all provision is accessible and that both the young people and their parents are aware of learning outcomes as a result of their attendance on alternative provision.

Permanent exclusions have shown a declining trend. Secondary fixed term exclusions have halved, from 434 to 213, compared with the same period last year with only 1 permanent exclusion compared with 12 for the same term. It is a similar picture in Primary with fixed term reducing from 79 to 40 and no permanent exclusions. This reflects the work of the LA and schools who have embarked on a programme to provide innovative provision, such as Learning Support Units and nurture groups, to improve the offer for these vulnerable pupils.

The Secondary Headteachers, Behaviour and Attendance Partnership, have agreed on the Protocols and are now looking at operational and budget implications together with ways of linking with the Primary Behaviour Group.

Attendance in the LA continues to be better than national average with attendance in our primary schools amongst the very best nationally (ranking 12th out of 150 LAs in most recent published figures) whilst secondary schools attendance was ranked in top 90 out of 150 LAs. In addition levels of persistent absence (PA) in 4 York secondary schools are better than national averages though the DCSF and the LA continue to offer additional support to 4 secondary schools in the challenge of reducing their levels of PA. 17 primary Schools are above the national PA.

The LA and schools are working closely together to reduce PA. There has been a further meeting of Primary and Secondary schools to share effective practice to reduce PA. B&A consultants are working with Management Information Service to look at effective use of attendance data linked to attainment. Principal Education Welfare Officer is developing local guidance for schools re holidays in term time.

Currently, 71% of secondary schools have Ofsted judgements of 'good or better' for behaviour, up from 64% at the same time last year. The LA has been working closely with National Strategies and, consequently, the 'Satisfactory to Good' project is beginning to show success. One primary school this year has improved to 'good' and the aim is for two more to achieve this standard during the year.

Mums and tots drop-in for Travellers has been established at St Lawrence's Children's Centre: plans are underway to develop a similar drop-in for newly arrived Black and Minority Ethnic families, due to start in January 2009. There is a review of EMSS target setting document for English as an Additional Language (EAL) learners underway, this will be completed also in January 2009. TEMSS (Travellers and Ethnic Minorities) are working with the Play team to develop out of school opportunities for newly arrived EAL learners.

CYPP Positive Contribution

SISD supports EI&P in this area. Please see CP9 for details

CYPP Achieving Economic Wellbeing

NPIs 79, 80, 81, 82, 87, 90, 91, 117, 102, 106

The Government Office progress check showed that quantitative and qualitative indicators were rated Amber / Green (Oct 08) but with a significantly lower (ie better) score than 2007 KS4 Engagement funding (2009/10) bid was successful, realising £91k.

There was a successful work placement for a Traveller young person at Art Gallery, extending the range of options available.

The 14–19 vulnerable learners working group continues to support developments across the city. An audit of provision for vulnerable learners in all secondary schools has been completed and this will inform future planning. The Foundation Learning Tier is yet to be unrolled nationally but schools and the Working Group are well placed to support its introduction. Complementary work at Applefields school on Moving into Adult Life and the York Independent Living and Travel Skills group continue to promote independence and coherence for those learners with more complex needs.

Learning City York worked with delivery partners across the city to successfully draw down £95k LSC 14–19 Flexible Fighting Fund, to support programmes during 08/09 for improved learning opportunities for learners with LDD, eg: new work-related learning for 10 Applefields learners at Danesgate Skills Centre; transition support for up to 20 NEET LDD to progress into full-time education or employment. Other programmes include Lifesteps, post-16 related learning at Archbishop Holgate's, volunteering accreditation at Level 1.

With regard to Information, Advice and Guidance the Diploma Roadshow in December 08 included a drop-in evening targeting parents and employers, plus a day event for Yr9 and Yr11 attended by 450 York

students. An Opportunities Fair aimed at young people with special needs and their parents will take place in Spring 2009.

CYPP Knowledgeable adults / workforce developments

The Training & Development Unit will move to Early Interventions and Partnerships as it is better placed there to support the work of the Children's Trust, multi-agency working and workforce development. Whilst monitoring will take place within the 2008/09 SISD Service Plan, new priorities will be within the EI&P Service Plan.

External reports

A bid for Building Schools for the Future funding was submitted at the end of November. The LA should know whether it has got through to the second stage in February 2009.

Learning City York continues to work with City of York Council, NYBEP, Trident and the Colleges to engage employers in supporting the development and delivery of 14–19 education and training. Activities range from providing work placements for students and staff, to the development and delivery of curricula activity and materials, as well as providing business visits and talks.

LSC Flexible Fighting Fund is supporting an innovative approach for two particular sectors, with the appointment of business champions for the Creative & Media and Manufacturing & Product Design Diplomas to ensure that local employers in these sectors are involved in the development and delivery of the Diploma lines.

Legal requirements

NPI 69

Training for Ofsted requirements about community cohesion was delivered to headteachers with positive feedback received. Further sessions are planned for Spring term.

Early Years

NPI 109

The Regional Adviser (RA) Note Of Visit November 08 gave *all* green RAG ratings (which is outstanding) including: Delivery of quality improvement programmes in Early Years settings, Impact of Leadership and Management on raising standards and improving progress for all children and closing the gap as part of a wider strategy to achieve Every Child Matters outcomes.

The RA NoV for the setting visit noted that the participation in the LA Learning Network (1, 2 and 3) of successive members of staff is impacting significantly on the development of reflective practitioners leading to improving quality practice – this is a very powerful LA strategy yielding quality results and is a highly commendable and innovative approach to raising standards.

Directorate initiatives

A re-structuring of Education Development Service is being undertaken to reflect newer priorities.

2. Actions planned but not completed

A full audit of H&S at Eccles is underway, once this is complete a H&S consultant will be asked to visit the centre to provide further advice and guidance.

3. New Initiatives and Actions introduced since the Service Plan was approved

In primary, Every Child Counts funding was received for 2009/10 – the team is beginning to prepare for this initiative. The CLL Consultant funding has also been received for 2009/10 and the team is beginning to prepare for an appointment for April 09.

With regard to 1:1 Tuition Key Stage 2/3 initiative – both primary and secondary teams are beginning to prepare for implementation in the Spring and Summer terms 2009.

The DCSF monitored 'Inclusion Development Programme', phase 1, Dyslexia and Speech Language and Communication Needs has now been rolled out at strategic and operational levels, to all schools as part of the universal offer, to Speech and Language Therapists and to other partners within LCCS. Currently 33% of all schools, including Danesgate, are part of the targeted support group.

The LA is to pilot a KS2/KS3 transition project focusing on literacy/numeracy and behaviour. The pilot will involve a secondary school and their cluster of linked primary school. The expected outcome will be a more coordinated system of support for vulnerable learners to ensure their progression.

The Creative & Media Diploma Exemplar facilities bid was submitted to the DCSF in December 2008. Results should be known in February 2009.

The Visioning process with secondary headteachers and college principals, Vision York 2013, is ongoing. Learning and Skills Network was commissioned to look at models for post-16 provision. Their report is expected in June 2009. Vision for provision for LDD in York and Vision for Learning (across primary and secondary) are also being developed. These will be supported by activity at the Headteachers' conference in March 2009.

The Machinery of Government Stage 1 Assessment was completed successfully in October 2008. Work has begun with sub-regional partners on Stage 2.

2008/09 Qtr 3 Monitor ~ School Improvement & Staff Development ~ Jill Hodges

Code	Description of PI	Service Manager			08/09 (07/08 academic year)					09/10 (08/09 academic)	10/11 (09/10 academic)	06/07	PI appears as a Key PI	Explanations	
			06/07 (academic 05/06)	07/08 (academic 06/07)		Qtr 1	Qtr 2	Qtr 3	Year End	Forecast	Target	Target			Unitary Average
NPI 55	% of reception year children recorded as being obese (as measured by Health Services) Note targets set by NHS and reported in financial years shown	Sue Foster		8.4%	actual					?	8.50%	8.50%		YorOK	Clearly our important and good progress on healthy schools initiative will contribute to the agenda. In addition a partnership steering group has been reformed and the Children's Trust/PCT are leading work on 2 particular initiatives which seek to target children at particular risk - MEND a community based weight management programme aimed at 5-13; and the PCT and the CTU have been exploring aligning funds to deliver a Carnegie club, a community based weight management scheme, in the City
NPI 56	% of children in Year 6 recorded as being obese (as measured by Health Services) Note targets set by NHS and reported in financial years shown	Sue Foster		15.6%	actual					?	15.40%	15.40%		LAA, YorOK	
NPI 69	% of children who have experienced bullying once or more in the last 4 weeks (as recorded via the Ofsted pupil Tellus Survey)	Mark Ellis			actual			47%	47%	47%	Target to be set once baseline established			YorOK	The 2008 Tellus survey was completed by only 19 Primary and 2 Secondary schools Yr 6 & 8 (no Yr 10) this was deemed by the DCSF as being too small and therefore unrepresentative of York children views. Therefore the DCSF will report a result of 47% for York which is an average of our statistical neighbours.
NPI 72 (PSA 10)	% of children achieving at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social & Emotional Development and Communication, Language & Literacy	Stephanie Windsor	57.0%	61.9%	actual		59.5% est	60.0%	60.0%	60.0%	64%				Exceeded target by 1%. Decrease of 1.9% on last year; more summer born boys in this cohort which is a key factor. Overall five Advanced Skills Teachers (ASTs) have been deployed in schools identified as needing support, and consultants are also providing targeted support. This is a Sisd priority
NPI 73 (PSA 10)	% of pupils achieving Level 4 or above in both English & Maths at KS2	Margaret Francis		76.8%	actual		75.7% est			75.7%	79%	To be set as a part of the schools target setting process		YorOK	This measure has been affected by the poor Maths results. There is now additional time (1.4 fte) provided in Numeracy consultant posts. The KS3 measure is only very provisional as over 1/3 English papers have been sent back. Recent remark returns have seen several schools improve for L5+but final data is not yet available.
NPI 74 (PSA 10)	% of pupils achieving Level 5 or above in both English & Maths at KS3	John Catron		75.4%	actual		72.8% est			72.8%	80%				
NPI 75 (PSA 10)	% of pupils achieving 5+ A*-C at GCSE (or equivalent) incl English & Maths	John Catron		54.5%	actual		53.6% est	53.8%	53.8%	53.8%	61.5%			YorOK	This is recognised as a major priority for SIPs and school improvement consultants in the forthcoming year. Although this consolidates last year's performance, there is still a concern there wasn't an improvement. Increases staffing in EDS and increased support for schools is being provided.
NPI 76	Numbers of schools not achieving the floor target of 55% for Level 4+ in both English & Maths at KS2	Margaret Francis		2	actual		4			4	Once 0708 academic yr result known targets will be set				One school supported by National Challenge funding with 21% of pupils achieving this indicator at KS4. At Key Stage 2 the LA has four schools wh not achieve the floor target of 55% in both English and mathematics. They have Local Authority Support Plans and are the focus of intensive support across the Sisd team.
NPI 77	Numbers of schools not achieving the floor target of 50% for Level 5+ in both English & Maths at KS3	John Catron		1	actual		0			0	Once 0708 academic yr result known targets will be set				
NPI 78 (PSA 10)	Numbers of schools not achieving the floor target of 30% for 5+ A*-C at GCSE (or equivalent) incl English & Maths	John Catron		1	actual		1	1	1	1	Once 0708 academic yr result known targets will be set				
NPI 79 (PSA 10)	% of young people who achieve a Level 2 qualification by the age of 19	John Catron	72.7%	71.3%	actual					?	78%	81%			Results for 2007/08 academic year not nationally released until late 2008/9
NPI 80 (PSA 10)	% of young people who achieve a Level 3 qualification by the age of 19	John Thompson, Anthony Knowles	52.4%	50.3%	actual					?	To be set with LSC				Results for 2007/08 academic year not nationally released until late 2008/9
NPI 81	Difference in percentage terms of those young people attaining level 3 at 19 of those who were in receipt of a FSM at age 15 and those who were not.	John Thompson, Anthony Knowles		30.3%	actual					?	Once 0708 academic yr result known targets can be set with LSC		LAA, Corp Imp		Results for 2007/08 academic year not nationally released until late 2008/9
NPI 82	% of young people who were in receipt of a FSM at 15 who attain a Level 2 qualification by the age of 19	Jill Hodges		46.8%	actual					?	Once 0708 academic yr result known targets can be set with LSC				Results for 2007/08 academic year not nationally released until late 2008/9
NPI 83	% of pupils achieving Level 5+ in Science at KS3	Sue Atkinson	78.0%	79.0%	actual		79.9% est			79.9%	84.0%	To be set with schools 09/10	71.5%		Improvement on last year although not meeting aspirational DCSF target of 83%. A dip of 0.6% nationally was expected due to borderline marking no longer taking place. Above national averages by 8%. LA results increased by 1% in 2007 compared to national results which showed a decrease of 2%
NPI 84	% of pupils achieving 2+ A*-C grades in Science GCSEs or equivalent	John Catron		56.5%	actual		57.3% est	57.0%	57.0%	56.9%	Once 07/08 academic yr result known targets can be set				Improvement on 06-07 by 1%
NPI 85	Nos. of post-16 participation in physical sciences (A Level Physics, Chemistry and Maths)	Jill Hodges			actual		Phy-41, Chem-58, Math-90 est	Phy-41, Chem-58, Math-90 est	Phy-41, Chem-58, Math-90 est	Phy-41, Chem-58, Math-90	Once 07/08 academic yr result known targets can be set				These figures relate only to York schools. We are not in a position to give York College's results. The three year trend in York Schools shows that numbers of entries for Chemistry and Physics have remained fairly static, whereas Maths has increased by 60

2008/09 Qtr 3 Monitor ~ School Improvement & Staff Development ~ Jill Hodges

Code	Description of PI	Service Manager			08/09 (07/08 academic year)					09/10 (08/09 academic)	10/11 (09/10 academic)	05/06	PI appears as a Key PI	Explanations	
			06/07 (academic 05/06)	07/08 (academic 06/07)		Qtr 1	Qtr 2	Qtr 3	Year End	Forecast	Target	Target			Unitary Average
NPI 86	% of secondary schools judged as having good or outstanding standards of behaviour	Jill Hodges	50%	83%	actual					?	85%	86%			Currently, 71% of secondary schools have Ofsted judgements of 'good or better' for behaviour, up from 64% at the same time last year.
NPI 89	Number of schools in special measures	Jill Hodges	0	0	actual	0	0	0		0	0	0			
NPI 90	Numbers of take up of 14-19 learning diplomas	John Thompson			actual					?	Target to be set once baseline established		Corp Imp		Overall there are 295 learners beginning vocational courses in September 2008 :-115 KS4 learners (approx 7% of Y10 cohort) and 75 post-16 learners starting on Engineering and Society, Health and Development diplomas, 70 KS4 learners started Young Apprenticeship provision at York College, and 35 school based KS4 learners started Danesgate Skills Centre courses.
NPI 91	% of 17 year-olds in education or work based training	John Thompson			actual					?	Once 07/08 academic yr result known targets can be set				Results not yet available. 2006/07 (end 2006) figure was rated Green in Oct 2008 GO Progress Check at 79.0%, an increase of 6.4% on the previous year.
NPI 92 (PSA 11)	Difference in % points between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest (median)	Stephanie Windsor	34.3%	32.7%	actual		30.8% est	30.8%	30.8%	30.8%	28.3%	To be set with schools 09/10			Met target. There is the deployment of five ASTs in schools identified as needing support and targeted support to schools from consultants: There is a positive start to FS/KS1 Learning Network 3 with 13 schools and training begun for seven practitioners in 'Forest Schools' and Day 1 of 2 days Personal, Social and Emotional Development (PSED) training has taken place
NPI 93 (PSA 11)	% of pupils progressing by 2 levels in English between KS1 and KS2	Margaret Francis		84.7%	actual		82% est	81%est		81.0%	88%				In 06-07 84% of pupils at Key Stage 2 made 2 levels progress from Key Stage 1 to Key Stage 2. This dipped in 2007-08 by 2%, with 81% of pupils making 2 levels progress. The dip in writing / drop in Level 5s contributed specifically to this lack of improvement. This has been fully analysed on a school by school basis and through the SIP programme / Primary Consultants' team specific schools are being further supported with key elements in writing / reading li to key areas for improvement. Assessment and moderation at Key Stage being further strengthened through APP initiative / Making Good Progress project. This will not only ensure secure assessments at Key Stage but will inform assessment throughout Key stage 2 in order to identify and intervene earlier with children experiencing slippage in progress etc.
NPI 94 (PSA 11)	% of pupils progressing by 2 levels in Maths between KS1 and KS2	Margaret Francis		78.4%	actual		78% est			78.0%	84%	To be set with schools 09/10			Progress remained the same from 06-07. Staffing issues in maths team are secure and expanded. School subject leaders more fully engaged and well supported. Leading Teacher for mathematics Strategy in re-newed and in
NPI 95 (PSA 11)	% of pupils progressing by 2 levels in English between KS2 and KS3	John Catron		33.6%	actual					?	42%				
NPI 96 (PSA 11)	% of pupils progressing by 2 levels in Maths between KS2 and KS3	John Catron		68.4%	actual					?	71%				
NPI 97 (PSA 11)	% of pupils progressing by 2 levels in English between KS3 and KS4	John Catron		56.3%	actual		57.4% est	58.9%	58.9%	58.9%	67%				The rate of pupil progression in English at KS4 is more rapid than Maths nationally and this picture is reflected in York. .
NPI 98 (PSA 11)	% of pupils progressing by 2 levels in Maths between KS3 and KS4	John Catron		29.5%	actual		22% est	22.7%	22.7%	22.7%	42%				The rate of pupil progression in Maths at KS4 is less rapid nationally and this is reflected in York. The KS2 - KS3 progress is good in Maths and, when progress is viewed across both key stages, progress in Maths in York is more secure than this single measure would appear. The decrease from last year is still being explored.
NPI 102a (PSA 11)	Difference in % points between pupils eligible for FSM and those who are not, achieving Level 4 in E&M at KS2	Jill Hodges		29.0%	actual					?	26%	24%	LAA local, Corp Imp		SISD is working with MIS to track individual pupils rather than schools so targeted funding a and support can be focused at pupil level. The recent 1-1 tuition is focussing on FSM pupils and those who are not achieving L4 in E&M
NPI 102b (PSA 11)	Difference in % points between pupils eligible for FSM and those who are not, achieving 5+A*-C (Inc E&M) at KS4	Jill Hodges		31.2%	actual		34.2% est			34.0%	27%	25%	LAA local, Corp Imp		SISD is working with MIS to track individual pupils rather than schools so targeted funding a and support can be focused at pupil level. We are applying the recent 1-1 tuition practice in one school to judge the impact. This will focus on FSM pupils and those who are not achieving 5A*-C inc En/Ma
NPI 106 (PSA 11)	Difference in % points between young people eligible for FSM at 15 progressing to higher education at 18 or 19	Jill Hodges, Steve Flatley			actual					?	Once 0708 academic yr result known targets can be set 12/08				

2008/09 Qtr 3 Monitor ~ School Improvement & Staff Development ~ Jill Hodges

Code	Description of PI	Service Manager	08/09 (07/08 academic year)							09/10 (08/09 academic)	10/11 (09/10 academic)	06/07	PI appears as a Key PI	Explanations
			06/07 (academic 05/06)	07/08 (academic 06/07)		Qtr 1	Qtr 2	Qtr 3	Year End	Forecast	Target	Target		
NPI 107	% of pupils from a minority ethnic group containing more than 30 pupils who achieve L4+ in English and Maths at KS2	Catherine Leonard	Past results not shown due to the cohort for any ethnicity group being below the threshold of 30	actual						?	Once 0708 academic yr result known targets can be set 12/08			
NPI 108	% of pupils from a minority ethnic group containing more than 30 pupils who achieve 5+A*-C inc English and Maths at KS4	Catherine Leonard		actual	New PI from 08/09 academic year so no target required in this year					?	Once 0708 academic yr result known targets can be set 12/08			
NPI 114	% of pupils permanently excluded from all York schools	Jill Hodges	0.21%	0.25%	actual		0.12%		0.12%	0.12%	0.09%	0.07%		
					profile		0.13%		0.13%					
CYP2.1	% schools achieving the healthy school standard	Sue Foster	52.9%	75.0%	actual		81%			90%	100%	100%	YorOK	Permanent exclusions have reduced as a result of schools, the LA and the Behaviour Support Service making this a strong priority. Learning Support Units in three schools have been crucial to reducing permanent exclusions.
					profile		100%		100%					
CYP8.10	% of pupils living in the 30% most deprived areas in the country (IDACI) gaining 5 A*-C, including maths and English, at GCSE	John Catron	25%	29%	actual					?	35%	37%	LAA local, Corp Imp	Deployment of resources within SISD continues to be directed towards schools serving more socially deprived communities. Funding from DCSF, through SISD grants and National Challenge continue to support this 'narrowing the gap' indicator. We are intending to work with MIS on pupil led data
					profile				33%					
CYP17.2	Number of vocational entries at the end of KS4	Jill Hodges	787	1034	actual			1571	1571	1571	1250	1300	YorOK	The range of provision offered to learners continues to increase through expansion of Young Apprenticeships and the introduction of Diplomas and the Skills Centre. The significant increase this year reflects schools' development of vocational courses and their recognition of the benefits for learners.
					profile			1150	1150					

Code	Description of PI	Service Manager	Reported via the financial reporting year NOT academic year								06/07	PI appears as a Key PI	Explanations	
			06/07	07/08		08/09 Q1	08/09 Q2	08/09 Q3	08/09 Q4	Forecast	09/10			10/11
CYP13.1	Number of pupils in 'Out of School' provision	John Catron	125	109	actual	109	80	77		90	102	100	YorOK	Measures to improve the capacity of schools to provide a more tailored curriculum to engage vulnerable pupils continue to have a positive impact i
			130	100	profile	106	106	106	106					
CYP13.2	Number of days provided in 'Out of School' provision	John Catron	2.24	3.6	actual	4	4.3	4.7		4.7	4.5	4.9	YorOK	York. Hence the improving trend against his indicator.
				4	profile	4	4	4	4					

- Actual result is better than the tolerance factor set for that target or profile
- Actual result is worse than the tolerance factor set for that target or profile
- Indicates that this PI is one of the 17 statutory PIs required from DCSF

Section B: Budget

School Improvement & Staff Development		2008/09 Latest Approved Budget			
	£000	Detailed Expenditure	£000	Cost Centre	£000
2008/09 Original Estimate (Net Cost)	4,521	Employees	4,132	Behaviour Support Service	1,822
<u>Approved Changes:</u>		Premises	130	Education Development Service	2,058
• Gas Inflation Corporate Adjustment	+ 1	Transport	63	Governance Service	75
• Recruitment Advertising Corporate Saving NR	- 0	Supplies & Services	1,537	Training & Development Unit	172
• Electricity Inflation - Corporate Allocation	+ 2	Miscellaneous:		Traveller Education & Ethnic Minority Service	397
		Recharges	457		
		Delegated / Devolved	3,789		
		Other	0		
<u>Director's Delegated Virements:</u>		Capital Financing	0		
		Gross Cost	10,108		
		Less Income	5,584		
2008/09 Latest Approved Budget (Net Cost)	4,523	Net Cost	4,523	Net cost	4,523

Significant Variations from the Approved Budget:	£000
Behaviour Support Service	
• The summer term saw a large amount of unbudgeted expenditure on supply teaching across the service. If this were to continue at a similar level for the remainder of 2008/09 then the result would be an overspend in the region of £171k. However, as predicted at the 1st quarter monitor, the amount of supply has been reduced from the beginning of the autumn term which is expected to reduce the projected overspend significantly.	+ 116
• The number of teaching assistant posts in the service is currently above the establishment level across the service as a whole. Some of these teaching assistants were in place in 2007/08 but at this time there were teaching vacancies which offset the majority of this expenditure. However, in 2008/09 there is no corresponding underspend likely on teachers. The predicted overspend has reduced since the 1st quarter monitor, as the number of hours has been reduced.	+ 39
• A small overspend is predicted on premises costs at the Danesgate site, mainly because of increased energy costs.	+ 12
• As a response to the statutory requirement for provision for excluded pupils from the sixth day of their exclusion, alternative provision has had to be purchased. In 2008/09 a small number of places have been purchased at Rossmore Grange, a charitable facility providing work and life skills for participants based on farming and mechanics. In addition, it has proved necessary to provide a small number of other Alternative Learning Packages and this has further increased the overspend in this area.	+ 50
• The income budget for transfers of AWPU for excluded children has been deleted, so that additional income received can be used to increase provision in Behaviour Support in relation to the number of exclusions. Latest predictions based on exclusions to date suggest that an amount of £15k will be transferred from schools in 2008/09.	- 15

Significant Variations from the Approved Budget:	£000
Education Development Service	
<ul style="list-style-type: none"> In 2008/09 a number of Standards Fund LEA grants have been amalgamated into the new Area Based Grant (ABG). This grant is not ring-fenced and can be used to fund most local authority services. At the end of 2007/08 a number of Standards Fund grants were underspent, and the balance carried forward into 2008/09. By using these underspends to fund 2008/09 expenditure, this frees up an amount of ABG to fund some of the expenditure pressures in Behaviour Support. A further £20k of ABG has become available since Monitor 2 which can contribute further towards the overspend. 	- 120
Governance Service	
<ul style="list-style-type: none"> No significant variations to report. 	
Training & Development Unit	
<ul style="list-style-type: none"> No significant variations to report. 	
Traveller Education & Ethnic Minority Service	
<ul style="list-style-type: none"> No significant variations to report. Due to an increasing number of Traveller and Ethnic Minority Children in the city, this budget is under pressure. There is predicted to be a small overspend in 2008/09, but there will be an ongoing pressure as these numbers are expected to be sustained in the medium to long term. 	+ 10
<ul style="list-style-type: none"> Net amount of all other minor variations in expenditure and income. 	+ 5
Projected Net Outturn Expenditure	4,620
Overall Net Variation from the Approved Budget	+ 97
Percentage Variation from the Net Approved Budget	+ 2.1%
Percentage Variation from the Total Approved Budgets	+ 0.6%



Learning, Culture & Children's Services Service Plan Monitoring Report 3rd Quarter, 2008 – 2009

Service: Children and Families
Service Manager: Eoin Rush

Service Plan Initiatives and Actions

1. Achievements.

Protecting Children More Effectively

The **timeliness and completions rates of both initial and core assessments** [NI 59 and NI 60] shows sustained good performance.

Early Intervention Funding has been secured, on a partnership basis, to improve services to children affected by **domestic abuse**. This funding will support the recruitment of a specialist worker in the Independent Domestic Abuse Service [IDAS] to focus on the specific needs of the 5-13 age group. A further bid is being progressed through the SYP to develop a similar resource for young people aged 13+ who are affected by domestic abuse.

The NSPCC Domestic Abuse Group Work Service has now been consolidated through the appointment of a permanent part time Social Worker funded by CYC.

Good progress is reported on the further development and implementation of the **Integrated Children's System [ICS]** - (the practice framework and technical solution for recording social work activity with children and young people). An ICS Practice Group, comprising operational and strategic staff, are reviewing and revising key documentation to support Social Work practice in recording and assessing children in need, or at risk or significant harm.

Work to further **improve the quality assurance monitoring** arrangements for child protection activity is developing well.

- The Quality Assurance team are working on ways to ensure that the Child Protection Plans produced at Child Protection Conferences more risk focused.
- A report on the quality of core assessments for Initial Child Protection Conferences will be available to the City of York Safeguarding Children's Board [CYSCB] meeting on 14.01.09
- An audit of Independent Reviewing Officer practice against the CYSCB standards has been undertaken. The results will be shared with the CYSCB and the Operational and Performance Management Team Meeting in January 2009. An action plan based on the finding will be developed and implemented during the next quarter.

Work commissioned to investigate and analyse the reasons children and young people entered care in York during 07/08 has been completed and an initial report produced. The findings and recommendations of this work will form the basis of an action plan which will be progressed through the **Children on the Edge of Care** sub group of the Strategic Partnership for Looked After Children.

A very successful **national conference on Child Sexual Abuse** was organised and hosted by the CYSCB at the York Racecourse on 2nd December. This conference was attended by 215 delegates from around the country.

The conference was opened by Pete Dwyer the Director of LCCS who took the opportunity to reflect on and give an initial response to the tragic events in Haringey. Outputs of the conference, including an initial response / reflection on **the case of Baby P** are on the CYSCB website.

Tackling Risky Behaviour

The '**YorOK**' *broker* pilot is underway with 14 schools participating at this stage. The Education Welfare Service is piloting the Broker arrangements in 8 schools and are participating in the development and evaluation of this initiative. Focus of school based activity may include pre-persistent absence and children and young people at risk of engaging in risky behaviour.

New post/service fully integrated with the YorOK *Teenage Pregnancy* strategy, targeting vulnerable group, including care leavers.

A target has been negotiated for the *re-offending indicator (NPI 19)* latest results indicate that we will be achieving the 2008/09 target.

Improving the Life Chances of Looked After Children

Monitoring arrangements developed to track *timely completion of life story work* for children subject to Placement Orders, to support children moving into adoptive placements successfully.

Process is being established jointly with CAMHS to ensure *attachment assessments of children* subject to placement orders are commissioned to inform successful family finding.

The new *Children's Rights Officer*, Nicky Wilson is now in post, and will visit all new entrants to care no later than their second review.

Work has started on ways to increase the membership of the *Show Me That I Matter Group*.

Quality Assurance team members now established as members of *Looked After Children's Strategic Partnership's* health/disability, education and corporate parenting sub groups.

Having worked very hard to meet and exceed the recommendations from its last review, the staff at our children's home *Wenlock Terrace* received very positive feedback from the most recent inspection. The home has been upgraded and is now judged as Good. This is a particularly positive result when viewed against a national and regional trend of inspections downgrading such settings.

Two recent inspections of *The Glen* again judged this service to be Outstanding. The second of these inspections was unannounced and had a specific focus on their Safeguarding arrangements.

Arrangements to undertake an audit of the *strategic partnership arrangements* to improve the outcomes for looked after children have been confirmed. This audit supported and facilitated by the Care Services Improvement Partnership [CSIP] will take place in early March and the outcome will inform an improvement action plan for 09/10.

Arrangements to *track and record achievements of Looked After Children* in school, outside of mainstream assessment processes, are being developed by the Education Sub Group of the Strategic Partnership. Closely related to this work will be the introduction of 'Self Esteem' portfolios for all Looked After Children in schools.

Integrating Services for Children and Young People with Learning Difficulties/Disabilities (LDD)

The work to establish a *co-located multi agency transitions team* by Jan 09 continues to progress. Interviews for the coordinator post were held on 30.1.09. The proposed "moving in date" has been agreed for the end of Jan. A formal launch of the team is planned for April. Related developments include:

- Colleagues in Adult Services, following consultation with the Transition Advisory Network and other professionals, have produced new, accessible information for families about transitions.
- Work to establish the use of the Transition Pathway document continues. The pilot is running with transition social care staff from Children's Services and adult services with Connexions specialist PAs. The aim is to extend this to all SENCOs in 2009.

CANDI [Forum for parents and carers of children with disabilities] have held regular meetings with LA staff to gain a better understanding of the roles of staff and what is available. Parents have found this very helpful. CANDI provides an excellent and crucial forum for the local authority and its partners to communicate with parents and carers of children with disabilities. It is essential that this relationship continues to strengthen and grow. From **April 2009 a new national indicator NI54** which seeks to assess by survey the satisfaction of parents with the information and services they receive will be introduced. Successful performance on this indicator can only be achieved by continued careful attention to our partnership with parents and carers of children with disabilities.

Other initiatives currently led or supported by CANDI include:

- CANDI has negotiated with **leisure services** to provide swimming lessons for their children within public lessons with an increased ration of staff to children.
- CANDI parents provided a workshop for staff in recent **SEW conference**, which received very favourable feedback.

Disability Equality training has been developed. A 'Level 1' web based training programme, developed with CANDI parents, is now available on <http://www.disabilitytrainingyork.org> . Level 2 training will begin in Feb 09 will be delivered jointly by representatives from CANDI and the local authority.

Work with the Integrated Children's Centres to develop a **disability equality scheme** continues to ensure access for all children and staff with a disability to children's centres.

The multi-agency review of services for children with speech, language and communication needs [**SALCN**] commissioned by the Strategic Partnership for Children with LDD is progressing well with work to collect initial views from families and agencies/schools now underway.

Our major development of the **Short Breaks** scheme has moved forward significantly in the last ¼ - the initial project plan has been agreed by the Directorate Management Team and a Project Officer Coordination post has been advertised.

Workforce Development

Children's Social Care has successfully bid to be included in the Children's Workforce Development Council [CWDC]. **Newly Qualified Social Worker** induction programme for 2008/ 09, and workers have been identified to participate on this programme.

All Children and Family managers attended a presentation on the implementation of the revised **Attendance Management** procedures.

Good progress can also be reported on the implementation of the **New Safety Management** system. Joint inspection visits by the Assistant Director – Children and Families and the corporate Health and Safety Advisor have been undertaken to all C&FS sites. The outcome of these visits has been feedback to the corporate safety management group and follow up action planned.

2. Actions planned but not completed.

Commentary

All staff have disability equality training

Arrangements to publicise Level 1 training and to complete the development of Level 2 training ongoing.

We know how many disabled children there are in our area

This work is ongoing with arrangements to bring together data from Connexions and the pre-school teaching team for inclusion on the Child Index.

Develop key working service for children with disabilities

Further work required to ensure that all agencies engage with this process.

Plan to provide children's services teams with early warning of two placement moves not achieved

Work is ongoing to ensure that the data is available to the operational teams.

Supporting LA young people to participate in their health reviews

This is on the work plan of the newly appointed Children's Rights Officer and will be ongoing in ¼ and 09/10

Work on induction standards and supervision deferred to quarter 4

Capacity to pursue this action will be available with the return of the substantive Quality Assurance Manager in January 09.

3. New Initiatives and Actions introduced since the Service Plan was approved

Early work is underway to review and **improve access to children's services** across LCCS through the development of new 'front door' arrangements. This work will support the further implementation of CAF / Lead Practitioner processes and ensure that a timely tier 3 Social Work service continues to be targeted appropriately.

Alongside the work described above **an audit of the referral and assessment** arrangements, against the new Comprehensive Area Assessment inspection standards, is underway.

Children and Families were successful in a bid to the governments **'Home Access to Technology'** fund. This fund will help to ensure that all of our Looked After Children have access to ICT and importantly that their carers will have the training and support to help their young people use this technology safely and effectively.

Opportunities Fair for Disabled Young People planned for March 09 to bring together providers within education, social care and leisure with employers and young people and their families. Information, advice and guidance will be supplemented by hands on workshops.

2008/09 Qtr 3 Monitor ~ Children & Families ~ Eoin Rush

Code	Description of PI	Service Manager	Historical Trend		08/09					09/10	10/11	05/06	PI appears as a Key PI	Explanations	
			06/07	07/08		Qtr 1	Qtr 2	Qtr 3	Year End	Forecast Outturn	Target	Target			Unitary Average
Protecting Children More Effectively ~ Objective 1															
NPI 59	% of initial assessments of children's social care carried out within 7 working days of referral	John Roughton	66.5%	65.8%	Actual	81.1%	85.3%	87.6%		✓	67.0%	68.0%	64.8%		Performance level sustained following workforce remodelling in Referral and Assessment team, with enhanced management and administrative arrangements, allied to implementation of ICS. Targeting of initial assessment (IA) activity is improving performance though further improvement in NPI 59 is aspired to via the implementation of CAF/lead practitioner currently in its early stages. NPI60 performance sustained since Q3 2006, linked to ICS and WT 2006 compliance, which have led both to an increase in core assessment activity. Quality assurance review of this area may lead to drop in performance in line with better quality of assessment. DCSF expectations again changing which will challenge capacity to sustain this level of performance.
			65.0%	70.0%	Profile	66.0%	66.0%	66.0%	66.0%						
NPI 60	% of core assessments of children's social care carried out within 35 working days of a decision to undertake a section 47 enquiry (after the initial assessment has ended)	John Roughton	90.9%	89.0%	Actual	96.7%	81.9%	100.0%		✓	90.0%	90.5%	68.5%		
			35.0%	45.0%	Profile	89.5%	89.5%	89.5%	89.5%						
NPI 62	% of children in care having 3 or more moves of placement	Howard Lovelady	14.6%	10.7%	Actual	2.7%	4.6%	8.1%		X	10.0%	9.5%	13.40%		This appears to be on course to maintain improved performance of past two years in terms of decreased placement moves for LAC
			13.0%	10.0%	Profile	2.5%	5.0%	7.5%	10.5%						
NPI 63	% of children in care for over 2.5 years and in one place for 2 years or more, or placed for adoption.	Howard Lovelady	57.1%	65.5%	Actual	67.8%	63.8%	68.4%		✓	70%	72%		YorOK	This also reflects maintained performance improvement in placement stability over past two years
					Profile	67.5%	67.5%	67.5%	67.5%						
NPI 68	% of referrals to children's social care services going on to initial assessment	John Roughton	35.6%	66.6%	Actual	54%	63%	40.7%		✓	68%	69%			High referral rates in first quarter, linked to continued slow CAF/lead practitioner progress, and limited 'step - down' arrangements, lead to numbers of referrals falling below IA threshold. Q2 and 3 performance improving, but inconclusive as to trend.
					Profile	67%	67%	67%	67%						
NPI 64	% of child protection plans lasting 2 years or more	John Roughton	0%	1.4%	Actual	0.0%	2.2%	7.8%		X	2.0%	1.5%			Good progress sustained in ensuring targeted Child Protection (CP) plans and no drift in securing appropriate outcomes. Drop in performance in Q3 relates to one sibling group requiring further period of CP Plan
					Profile	2.5%	2.5%	2.5%	2.5%						
NPI 65	% of children becoming the subject of a Child Protection Plan for a second or subsequent time	John Roughton	9.6%	7.7%	Actual	2.9%	1.6%	0.0%		✓	7.3%	7.0%	13.20%		Good progress in ensuring children removed from CP plans appropriately.
			13.0%	10.0%	Profile	7.5%	7.5%	7.5%	7.5%						
NPI 67	% of child Protection cases which were reviewed within required timescales	Sarah Olorenshaw	100%	98.3%	Actual	100%	100%	97.26%		X	100%	100%	99%		Good performance maintained even though the total number of conferences increased by 36.9% in first three quarters of 2008-09, compared with same period in 2007-08. One conference (3 children) went overdue in Q3, due to last minute cancellation in unforeseen circumstances.
			100%	100%	Profile	100%	100%	100%	100%						
Tackling Risky Behaviour ~ Objective 2															
NPI 19 (PSA 23)	Rate of proven re-offending by young offenders aged 10 to 17	Simon Page	(2005 baseline) 191	Actual	72	105	N/A		✓	174	166		LAA, YorOK	New measure has significant consequences. Other similar indicators (e.g. LPSA2) show reduction seriousness and frequency of re-offending by the one third of the cohort that is dealt with by the Y remaining two-thirds have seen an increase. York very high compared with (a) statistical family ar region.	
				Profile	70	120	160	182							
NPI 43 (PSA 43)	Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody aged 10-17	Simon Page	3.9%	3.6%	Actual	5.8%	6.2%	5.4%		X	5.0%	5.0%		(Now showing as cumulative figures) York has low levels of serious youth crime and the YOT has confidence of the magistrates on community sentences e.g. Intensive Supervision & Surveillance Programme. Very small numbers mean percentages can fluctuate significantly.	
					Profile	5.0%	5.0%	5.0%	5.0%						
NPI 44	Ethnic composition of offenders on Youth Justice System disposals aged 10-17	Simon Page	N/A	Actual					N/A	Target to be set once baseline established				Ethnic composition of offenders is submitted annually (at year-end). In previous years the YJB has classed York as "Not Applicable" as York has too few non-white young people to compare to and this may be the case now and in the future.	
				Profile	New PI for 2008/09 Baseline being assessed this year										
NPI 45	% of young offenders engagement in suitable education, employment or training aged 10-17	Simon Page	61.4%	70.4%	Actual	65.5%	66.4%	67.6%		X	90.0%	90.0%		(Now showing as cumulative figures) The Q3 outturn shows continuing improvement in performance. The low performance may be attributable to the vacant ETE support post within YOT where recruitment was delayed by an embargo on recruitment. This post was only filled at the end of Q2.	
					Profile	90.0%	90.0%	90.0%	90.0%						
NPI 46	Young offenders access to suitable accommodation aged 10-17	Simon Page	95.7%	96.6%	Actual	97.8%	96.9%	93.6%		✓	95.0%	95.0%		(Now showing as cumulative figures) York has always performed well with this target. However it is considered an unreliable indicator of housing need: the definition of 'suitable' includes accommodation that would not be considered adequate in any other terms, taking into account vulnerability.	
					Profile	95.0%	95.0%	95.0%	95.0%						
NPI 71	Children who have run away from home/care overnight	Eoin Rush		Actual					N/A	Target to be set once national guidance definitions are established					
				Profile	New PI Delayed to 2009/10										
NPI 87	Secondary school persistent absence rate (relates to prev academic year to financial year shown)	Mark Smith	6.2%	6.5%	Actual			6.5%	6.5%	6.5%	5.7%	5.3%		Unfortunately levels of PA in our secondary schools remained static at 6.5% despite a national fall in level of secondary PA from 6.7% to 6.4%. This meant that our performance in relation to our statistical neighbours also worsened. However overall absence did improve falling from 7.62% to 7.06%. We have an extremely challenging target to reduce our levels of PA to 5% or less by 2011 which means reducing the numbers of PAs from 584 in 2007-8 to around 450 by 2001. We are regarded by DCSF as an LA needing targeted support for our levels of PA as 4 of our secondary schools have levels of PA higher than 7% whilst 17 of our primary schools have higher than national average levels of PA	
					Profile	New PI from 08/09 academic year so no target required in this year									
NPI 111 (PSA 14)	First time entrants to the Youth Justice System aged 10-17 (per 100,000 10-17 year olds in York)	Simon Page	1850 (unreliable - see comments)	2350	Actual	427	800	1178		✓	2040	1900	LAA local, Corp Imp	(Cumulative figures, 2007/08 population figure). Historical 06/07 data is unreliable due to longstanding under-reporting by police. These figures suggest the rate of FTEs is decreasing rapidly but it will be some months before we can be confident that under-reporting has been fully resolved.	
					Profile	546	1093	1639	2185						

2008/09 Qtr 3 Monitor ~ Children & Families ~ Eoin Rush

Code	Description of PI	Service Manager	Historical Trend		08/09					09/10	10/11	05/06	PI appears as a Key PI	Explanations
			06/07	07/08		Qtr 1	Qtr 2	Qtr 3	Year End	Forecast Outlook	Target	Target		
Improving the Life chances of Looked After Children ~ Objective 3 (cont'd)														
NPI 50	Emotional health of all children (as recorded via the Ofsted pupil Tellus Survey)	Eoin Rush			Actual			63.6%	63.6%	63.6%	Target being set now baseline established			Results from the Ofsted TellUs pupil survey - this result is not a York result but an average of our statistical neighbours as York didn't have enough of a response rate to publish our own result.
NPI 58	Emotional and behavioural health of children in care	Howard Lovelady			Actual			No target set	No target set	N/A	Target being set now baseline established			
NPI 61	% of looked after children adopted following an agency decision that the child should be placed for adoption (placed within 12 mths of decision)	Mary McKelvey	100%	100%	Actual	100%	100%	100%		✓	100%	100%		
NPI 66	% of looked after children cases which were reviewed within required timescales	Sarah Olorenshaw	83.9%	83%	Actual	91.2%	89.4%	97.2%		✓	85.0%	86.0%		Performance is improving even though the total number of LAC reviews increased by 22% in first three quarters of 2008-09, compared with same period in 2007-08
NPI 99 (PSA 11)	% of children in care reaching Level 4 in English at KS2 (relates to prev academic year to financial year shown)	Eoin Rush	42.9%	80.0%	Actual		30.0%		30.0%		55.5%	Unable to set target until cohort known		Educational attainment of children in care has reduced significantly, after major improvements achieved in 2007/08. Although a drop in performance was predicted and reflected in the targets set, the 2008/09 result falls well below this, but it should be noted the cohort was only 10 of which 6 were actually placed outside of this LA. Work to track the educational attainment through all years of in care children is being developed
NPI 100 (PSA 11)	% of children in care reaching Level 4 in Maths at KS2 (relates to prev academic year to financial year shown)	Eoin Rush	57.1%	60.0%	Actual		40.0%		40.0%		55.5%	Unable to set target until cohort known		
NPI 148 (PSA 16)	% of care leavers in employment, education or training	Ruth Love	52.6%	50%	Actual	100%	100%	50%		X	75%	80%		Out of a cohort of 8 - 4 are not in ETE
NPI 101 (PSA 11)	% of children in care achieving 5 A*-C GCSEs (or equivalent) at KS4 (incl English & Maths) (relates to prev academic year to financial year shown)	Eoin Rush		0%	Actual		15.7%		15.7%		6.6%	Unable to set target until cohort known		3 out of 19. Although the target wasn't achieved, there is significant improvement from last year.
CF3	% of children in care missing 25+ days school	Eoin Rush	17.58%	21.10%	Actual		11.7%		11.7%		10.0%	9.0%	9.0%	This indicator has significantly improved. The Education Welfare Service are able to provide better data more accurately to children's social care colleagues about the attendance of individual LAC in schools. Children's services have allocated significant resources to support the education of young people likely to become disaffected with education such as Skills centre, ALPS, dedicated Education Phys for LAC, dedicated worker within children's social care to support education of children in need.
CF4	% of health needs assessments undertaken for children in care for more than 1 year	Howard Lovelady	82.52%	82.76%	Actual		70.0%		70.0%		84.5%	85.0%	82.4%	This outcome for timely health assessments has been adversely affected by the transition from a service to a child health led service, it will be rectified in the coming 6 months
NPI 147 (PSA 16)	% of care leavers in suitable accommodation	Ruth Love	84.2%	83%	Actual	100%	100%	87.5%		X	100%	100%		1 of 8 leavers at 19yrs are not in suitable accommodation.
Integrating Services for Children and Young People with Learning Disabilities and or Difficulties ~ Objective 4														
NPI 51	Effectiveness of child and adolescent mental health services (CAMHS) As recorded via a self assessment (16 being the highest that can be recorded)	Ruth Love	15	16	Actual					✓	DCSF developing a new PI from 2009			
NPI 54 (PSA 12)	Services for disabled children (using a survey of parents of disabled children once established)	Jess Haslam			Actual					N/A	Target to be set once baseline established		LAA local	Initial recommendations received from DCSF to carry out an initial screening and then followed by a full survey in the new year have been received we still await definitive guidance from the DCSF.
Narrowing the Gap ~ Objective 5														
NPI 103a	% of final statements of special education need issued within 26 weeks (exc exceptions)	Steve Grigg			Actual	80%	96%	97%			97%	100%	100%	
NPI 103b	% of final statements of special education need issued within 26 weeks (inc exceptions)	Steve Grigg			Actual	80%	96%	94%			94%	90%	91%	
NPI 104	The % point gap between pupils with SEN and pupils who are not - achieving L4 at KS2 English & Maths (relates to prev academic year to financial year shown)	Steve Grigg	57%	56%	Actual			61%	61%		Target being set now baseline established			
NPI105	The % point gap between pupils with SEN and pupils who are not - achieving 5 A*-C GCSE inc English & Maths (relates to prev academic year to financial year shown)	Steve Grigg	50.2%	55.5%	Actual			53.2%	53.2%		Target being set now baseline established			Note: provisional figure. Please also note, validity of measure compromised by wide variability in local definitions of SEN.

- Actual result is better than the tolerance factor set for that target or profile
- Actual result is worse than the tolerance factor set for that target or profile
- Indicates that this PI is one of the 17 statutory PIs required from DCSF

Section B: Budget

<u>Children & Families</u>		<u>2008/09 Latest Approved Budget</u>			
	£000	Detailed Expenditure	£000	Cost Centre	£000
2008/09 Original Estimate (Net Cost)	14,783	Employees	7,766	Children's Social Care 0-10 Year Olds	2,623
<u>Approved Changes:</u>		Premises	132	Children's Social Care 11 Plus	1,893
• Gas Inflation Corporate Adjustment	+ 1	Transport	265	Children's Social Care Placements & Disabili	5,655
• Recruitment Advertising Corporate Saving NR	- 6	Supplies & Services	3,661	Children's Social Care General	755
• Electricity Inflation - Corporate Allocation	+ 2	Miscellaneous:		Education Welfare Service	381
• Legal Fees - Supplementary Estimate (Executive 20/03/09)	+ 70	Recharges	1,395	Local Safeguarding Children Board	50
• Court Costs - Supplementary Estimate (Executive 20/03/09)	+ 72	Delegated / Devolved	32	Special Educational Needs Service	3,442
• Fostering - Supplementary Estimate (Executive 20/03/09)	+ 40	Other	3,714	Youth Offending Team	189
<u>Director's Delegated Virements:</u>		Capital Financing	135		
• IT Support Transfer From HASS Re Children's System	+ 20	Gross Cost	17,100		
• Grant Transferred From LCCS Development Fund	+ 7	Less Income	2,112		
2008/09 Latest Approved Budget (Net Cost)	14,988	Net Cost	14,988	Net cost	14,988

Significant Variations from the Approved Budget:

	£000
Children's Social Care 0-10 Year Olds	
• Additional costs of Section 34 contacts (maintaining contact between looked after children and their families) as a result of the high level of contact commitments arising from care proceedings. The overspend is largely due to heavy transport activity associated with care proceedings cases. A review of how our statutory contact commitments can be best delivered is currently being undertaken by the service.	55
• Projected overspend on Section 17 costs due to several expensive packages of support to vulnerable families to prevent their reception into care.	23
• An anticipated underspend on the implementation of the Integrated Children's IT System.	-18
• A projected net overspend on staffing across a number of teams within 0-10 Year Olds. There are underspends on Hobmoor, Clifton and The Avenues Family Support Teams largely due to staffing vacancies but these have been offset by increased social worker costs due to agency staff covering for maternity leave and the need to employ an additional service manager on a temporary basis while a review of the service is carried out.	45
Children's Social Care 11 Plus	
• Additional costs of Section 34 contacts for 11 plus - as above.	18
• Demand for leaving care services for 18+ year olds has increased in line with national developments and an overspend of £52k is predicted. This has been partially offset by projected underspend on the budget for 16-17 year olds and a budget virement has been actioned to reflect this position.	17
• A projected underspend due to staffing vacancies in the pathway and social work teams within 11 plus. This is partially offset by spend on agency staff to cover some of the vacancies.	-21

Significant Variations from the Approved Budget:	£000
Children's Social Care Placements & Disabilities	
<ul style="list-style-type: none"> The current projection is for an overspend on Fostering & Independent Fostering Agency (IFA) fees of £250k. The Looked After Children population continues to increase, from 166 at the end of 2007/08 to 198 by early 2009. Of these there are currently 130+ children placed with foster carers. Management action has already been taken to try and reduce the impact of this on the General Fund by persuading the Schools Forum to allow an additional £100k (on top of the existing £237k) to be charged to Schools Budget (and hence the DSG) reducing the overspend to £150k. 	150
<ul style="list-style-type: none"> Based on all current and projected placements there is likely to be a significant overspend on the external children's homes and residential special school placements budget for children with complex needs. The major impact is from 3 new and unexpected residential placements at a total estimated annual cost of £83k in 2008/09 and two short term children's home placements costing £14k in 2008/09. This position will be subject to change on a basis that is very difficult to predict as concerted efforts are being made to enable some children to be returned to York and new placements may need to be made. 	126
<ul style="list-style-type: none"> The number of special guardianship orders being granted has increased significantly in 2008/09 compared to previous years. 	37
<ul style="list-style-type: none"> Projected overspend at The Glen due to increased catering costs and an underachievement of income due to a reduction in the number of children from other local authorities being placed there. 	29
<ul style="list-style-type: none"> A projected overspend on Health & Disabilities Contracted Services due to the increasing costs of the PACT scheme and greater use of direct payments. 	15
<ul style="list-style-type: none"> A shortfall in the Social Care Workforce Training Grant. The overall training grant to the council has increased by £32k, but more (+£87k) has been allocated to adult social workers (HASS) and less (-£55k) to children's social workers (LCCS) than was previously the case. 	55
<ul style="list-style-type: none"> Projected underspend on sharing care allowances (£6k) and one off income received in 2008/09 (£13k). 	-19
<ul style="list-style-type: none"> A projected underspend due to staffing vacancies across placements and disabilities teams. This is partially offset by spend on agency staff to cover some of the vacancies. 	-48
Children's Social Care General	
<ul style="list-style-type: none"> Projected overspend on legal fees due to a higher than usual number of complex (i.e. expensive) court cases involving York children, together with a general increase in the cost of cases resulting from a national trend for courts to call in more expert witnesses. 	95
<ul style="list-style-type: none"> Anticipated underspend on the Children's Rights Service. 	-10
<ul style="list-style-type: none"> Anticipated underspend in the IT Management System budget. This budget was originally used to pay for access to a fostering website which is no longer in existence, and is now used to fund general computer hardware / software costs across the Children & Families Service. 	-16
Education Welfare Service	
<ul style="list-style-type: none"> No significant variations to report. 	
Local Safeguarding Children Board	
<ul style="list-style-type: none"> No significant variations to report. 	

Significant Variations from the Approved Budget:	£000
Special Educational Needs Service	
• Projected overspend on the provision of tuition to children in hospital.	11
• Out of City Placements. The impact on educational costs of the increased number of pupils placed in external children's homes and residential special schools.	73
• Projected overachievement of income due to a more rigorous process being put in place to ensure that other local authorities and the PCT are charged for children placed at Lime Trees from out of the City of York Council area.	-11
• The budget set aside for agency services providing support to SEN is unlikely to be fully spent this year.	-12
• A projected underspend on the budget for Pupil Support Assistants that is not delegated directly to schools.	-17
Youth Offending Team	
• No significant variations to report.	
• Net amount of all other minor variations in expenditure and income.	-15
Projected Net Outturn Expenditure	15,550
Overall Net Variation from the Approved Budget	562
Percentage Variation from the Net Approved Budget	+ 3.7%
Percentage Variation from the Total Approved Budgets	+ 2.9%



Learning, Culture & Children's Services Service Plan Monitoring Report 3rd Quarter, 2008 – 2009

Service: Partnerships and Early Intervention Assistant Director: Paul Murphy

Building better services to reduce disadvantage

Further development of Children Centres

All eight of the Phase 2 children's centres are now working towards the consolidation and further development of services. Delivery Plans for 2009/10, which will provide a strategic framework for the further development of services through the Phase 2 centres, are currently in preparation and will be presented to Partnership Boards for approval during April and May 2009.

Work is continuing to identify the sites of the ninth children's centre and of two satellite centres in the north-east and south-east of the City. A key activity over the next three months will be planning the strategy for the roll-out of the children's centre service under Phase 3 in order to achieve citywide coverage by 31 March 2010.

Further Development of Extended Schools

Meetings have taken place with the TDA and ContinYou who are the government agencies with the responsibility to support and challenge Local Authorities to achieve the full core offer. This meeting confirmed that the support needed for York continues to be "light touch" in consideration of the achievement across the city to date.

Within the review of the structure of Early Years, we are proposing to establish a small, dedicated Extended Schools team reporting directly to the Assistant Director. This will place us in a better position to respond to schools, and to the findings of the Council's Scrutiny investigation into this area.

High Quality Early Years Provision

The Graduate Leader Fund is continuing to attract a wide range of individuals who are wishing to improve their academic and professional development to provide support for high quality provision across the city. There has been one additional Early Years Professional Status individual and there are several others who are likely to achieve in the coming weeks. We are on target to achieve our goals to have an EYPS in every setting by 2015. It is also likely that the target of every Children's Centre having a EYPS by 2010 will also be achieved.

Quality and access for all young children

Work on the capital allocation of £2.1million for the three years till 2010-11 is currently under way. Applications are being considered in batches. The first batch had 43 applications from a variety of provider types including day nurseries, pre-school playgroups and childminders. A total of £334k has been applied for, mainly towards outdoor play equipment, ICT equipment, building works, etc. Decisions on the applications are to be made later in January 2009.

Establish and Develop integrated Young People's Services for York

Positive collaborative work by staff from different backgrounds is enhancing the development of the locality team model. The success in reducing the NEET figures (see below) is a key success for this service, which was formally launched in the third quarter.

Higher levels of Young People participating in positive activities

All alternative learning programmes are full and referrals to Crossroads project for the January programme is over subscribed. We need to explore how best to sustain this valuable range of provision for the most vulnerable young people.

Planning for the delivery of holiday programmes (PAYP) has begun, with a greater emphasis on locality delivery and management, linked to other initiatives.

Targeted Action to tackle specific issues

Reducing Teenage Pregnancy

Commentary on this PI has to take account of the time lag in reporting it: current (2008) actions will not be formally reported until 2010. The most recent provisional data we have relates to 2007 and suggests a rise in the conception rate in the third quarter. This is following the current national trend. However, quarterly data should be treated with caution. The full annualised 2007 data will be reported in 2009.

The annual self assessment of both arms of the strategy will begin in January. The information obtained will highlight the areas of the strategy that need to be strengthened. A consultation event will take place with the Teenage Pregnancy Task Groups to contribute to the commissioning process.

According to the most recent data for the under sixteen conceptions, there appears to be a rise in this rate, within the overall figures. The link with schools needs to be strengthened in order to promote the delivery of high quality Sex and Relationships Education within Personal and Social Education.

Improved access to affordable childcare

Over 100% of 3 year olds are receiving free early years provision. (Children from surrounding local authorities' postcodes account for the number being above 100%.) Both the 2 year old and 3 and 4 year old Pathfinder projects continue to be very successful with providers working closely with other partner agencies, parents and providers within their local Shared Foundation Partnerships, to offer flexible provision which meets their parents' needs.

Work is continuing with the Equitable Funding Reference Group to develop a single local funding formula for all early years providers across all sectors in York.

Reducing the proportion of 16-17 year olds who are NEET

NEET percentages for Quarter 3:

October 5.8%

November 4.2%

December 4.1%

We have been working with young people in a worsening economic climate resulting in a number of apprentices losing their jobs and reduced number of employers who are able to offer work based training. In order to attempt to reduce the impact of the economic downturn on opportunities for young people have taken a number of measures to achieve this impressive reduction in the rate, including:

- working closely with the LSC and York College and the Skills Centre to provide some places for 15 to 20 young people to attend bespoke training to improve their skills;
- a more holistic service at Castlegate offered to more people;
- targeted provision for young people age 14 -19 in the which will start in January 2009 aimed at engaging young people who lack the skills and motivation to stay in education, employment and training;
- shared information with partners such as Job centre plus and Future prospects in order improve our knowledge of the needs of young people in the NEET group;
- Working in partnership with further education providers to identify young people at risk of leaving courses early so that we can provide support to them;
- Using the locality work groups to target support and provide activities to young people who are NEET or risk of NEET.

Tackling Substance Misuse

The Needs Assessment and action plan for 2009/10 is nearing completion.

Promoting Healthy Lifestyles

The Children's Trust Unit, PCT Colleagues and other partners continue to explore joint funding of whole-family community-based weight management programmes in York. Obesity in particular will be a high priority in new CYPP.

Specialist youth health workers have been established in each locality to provide programmes and activities related to healthy eating, sexual health, physical activities and emotional support.

Supporting parents

The number of parents attending targeted parenting programmes in Q3 has exceeded the expected target of 30 with 50 parents attending. This brings the current number attending to date in 07/08 to 168. National indicators are expected in a couple of years, but locally there will be a review of performance management, including revised targets, for parenting and how we measure impact.

A successful 'Parent Pop-In' event was held in Parents' Week to showcase to parents and carers the range of parenting information and support available to them. Parenting workshops for parents were also held in New Earswick Folk Hall, allowing parents and carers to attend taster workshops, which were successful in engaging parents to attend courses and programmes.

Two Parenting Practitioners have been appointed, who will receive training to deliver evidence based structured parenting programmes on a 1:1 and group basis and to provide support to improve the co-ordination and development of local parenting support activity. Training is being identified to ensure the posts contribute to support gaps in the continuum of parenting support across the city.

Health Visitor input has been withdrawn from the delivery of the Family Foundations programme and also from the Children's Centres planned core offer parenting courses. The Family Foundations Steering Group are meeting in January to discuss the impact of this on the programme.

Promoting and supporting integrated working

Promoting Integrated Working and Information Sharing

There has been a further increase in the number of completed common assessments (78) and contacts to the YorOK Child Index (83 during Oct – Dec 08); Lead Practitioners: 76 (4 closed). 40 practitioners attended Integrated Working Training Oct – Dec 08.

An appointment has been made to a fixed term position of Contact Point Data Manager. The Contact Point readiness assessment has been completed, incorporating a review of related HR procedures and protocols.

The Integrated working "broker" pilot is taking place from Jan - March 09 with 14 schools participating. The Trust Unit is project managing the pilot, which will test how schools can be better supported in embedding integrated working tools and practices. Brokers have been identified across the range of LCCS service areas.

A Review of the Integrated Working Strategy (aims and objectives) is under way, involving partners and key input from Dr Henri Giller. This includes a full review of integrated working business processes with commitment to amend and improve as appropriate. The YorOK Board has confirmed that the aspirations and content of the (new) CYPP will encapsulate the local preventative strategy.

The Preventative Planning and Coordination (PPAC) Panels have now been meeting in each Locality for the past five months. Multi-agency briefing sessions will continue to be offered in an effort to engage a wider number of practitioners in the process.

Planning and Commissioning

The Integrated Commissioning Group is now established. The Integrated Commissioning Network, a forum incorporating much wider membership, has also been established and an initial meeting of ICN members is planned early in 2009 to support the launch of the new CYPP. The Children And Young People's Plan editorial sub group and the Early Intervention Fund sub groups have also been established, with high levels of support to both being provided through the CTU.

Equal Opportunities

The Directorate Equalities Group has now been established and has met twice; our first Directorate Equalities Plan has been produced and discussed at our DMT. We are also working to assist the Council's central team with this issue, highlighting some of our many successful initiatives such as the Traveller Education Service.

Workforce development

An appointment has been made to the new Strategic Development Workforce post. Early priorities for this post include coordinating the production of a YorOK workforce strategy and progressing work on YorOK

common induction standards. Positive links are being made between CTU and corporate / LCCS HR in terms of joining up strategic workforce aspirations, related activity and ensuring the HR aspects of Trust agendas can be delivered, eg regarding preparation for Contact Point implementation.

A number of Early Years Professionals have undertaken assessments during December and January. The Graduate Leader Fund has supported 41 candidates with bursaries for the Early Years Foundation Degree and 1 candidate for Honours in Early Childhood Studies.

Service management

Involving stakeholders and young people in service design

Over 4,000 young people have contributed to the consultation on the new CYPP. There has been a major effort to coordinate and synthesise this, with the results available on our website.

A new panel of young people is being set up to support Yorkash for the 2009/10 distribution of financial support for young people's initiatives and aspirations.

Work is continuing to engage and support parents and other carers in their role and contribution to Children's Centre Partnership Boards and local Parents' Forums. A representative group of parents has met to advise on the nature of the further support and training that parents might need to develop their involvement in governance arrangements, and a package of measures is now being planned.

Providing good quality information

Good progress is being made in involving a range of delivery partners and other stakeholders in the process of registering new parents with children's centres and of distributing family information packs. These packs will be augmented in Spring 2009 by a promotional DVD which is currently in production.

Work will be concluded in January 2009 on establishing a children's centre section on the YorOK website. In addition to general information, each children's centre will have its own page. The section will be ready to "go live" by 31 January 2009. Other improvements to the site are also being planned.

2. Actions planned but not completed.

Healthy lifestyles: Taking action to improve Healthy lifestyles has been identified as a priority for the new CYPP. The PCT is leading, with support from Trust Unit and partners. MEND (community based weight management scheme) is being delivered through PE & Sports Team, LCCS.

Integrated Working: We were unable to appoint to half time position of Integrated Working Technician. The post is being re-advertised in early January 2009. Integrated Working and Management Information teams are addressing implications of reduced capacity in this area.

Further development of **Children's Centres:** A key task over the next three months will be to progress work on the design and build of the ninth children's centre and the satellite sites.

3. New Initiatives and Actions introduced since the Service Plan was approved

New CYPP

The Trust Unit is leading on the drafting and production of the new Plan, to be launched on 1 April 2009. This is a major exercise involving widespread consultation.

Restructure of Early Years

Following the departure on promotion of the Head of Early Years, and with the imminent retirement of the Children's Centre Programme Manager, we have decided to embark on a restructuring of these services. The first step will be to integrate the two teams under one Head; this post has now been advertised and will be a key appointment in Q4. We are also proposing to establish a discrete Extended Schools team, and to move the Family Information Service into the Trust Unit. Further consultation on these proposals will take place in Q4.

Play Development

The authority has been awarded wave 2 Playbuilder status from April 2009. This will involve capital funding of around £1 million (weighted by child population, deprivation and taking into account regional

variations in building costs) and around £45K revenue funding, to develop an average of 22 play spaces in the York area. This is a significant new opportunity for us.

Further development of Children's Centres

Negotiations are continuing with NYYPCT and the Hospital Trust to establish jointly funded community health visitor and midwife posts within each of the three Locality teams and to further develop these roles. Similarly with a programme-wide Speech & Language Therapist role.

Performance management

Work is progressing on the procurement and implementation of a children's centre database and to establish baseline data against which to monitor performance over 2009/10. In parallel with this piece of work, a performance management strategy and framework is also being developed, with the involvement of key delivery partners, in particular our health care partners. The framework will support the annual planning cycle - the production of delivery plans and the annual self-evaluation exercise. A connected piece of work is in progress to develop an evaluation strategy.

Myplace bid

We have now appointed a respected local community architect to assist us with reviewing the work to date, establishing the feasibility or otherwise of a major project based around the Railway Institute, and also coming up with a "Plan B".

UK Youth Parliament/Youth Council

Officers are consulting with young people and the Young People's Working Group on re-engaging with the UK Youth Parliament, including the election of a Member of Youth Parliament (MYP) and the possible establishment of a YorkYouth Council in support.

2008/09 Qtr 3 Monitor ~ Partnerships & Early Intervention ~ Paul Murphy

Code	Description of PI	Service Manager	Historical Trend		08/09				Forecast Outcome	09/10 Target	10/11 Target	06/07 Unitary Average	PI appears as a Key PI	Explanations	
			06/07	07/08	Qtr 1	Qtr 2	Qtr 3	Year End							
Building better services to reduce disadvantage															
NPI 109a	% of actual designations of Sure Start Children Centres against forecast trajectory (Phase 2-8 centres)	Ken Exton		87.5%	actual	100%	100%	100%		100%	Phase 2 completes in 2008/09			Previously CP1, shown as 2 PIs due to the split nature of the program of development of sites in York	
NPI 109b	% of actual designations of Sure Start Children Centres against forecast trajectory (Phase 3)	Ken Exton			profile				100%	0%	N/A				
NPI 88	Proportion of extended schools in the local authority	Heather Marsland	30%	98% 100%	actual	100%	100%	100%		100%	100%	100%	YorOK	Previously CYP11.1 and 11.2 but recorded as numbers and not %	
NPI 110 (PSA 14)	Young Peoples participation in positive activities Yr 10 pupils (as recorded via the Ofsted Tellus survey)	Paul Herring			actual			69.7%		69.7%	Target being set now baseline established		LAA	Results from the Ofsted Tellus pupil survey - this result is not a York result but an average of our statistical neighbours as York didn't have a response from Year 10 pupils to record our own result.	
Targeted Action to tackle specific issues															
NPI 112 (PSA 14)	Under 18 conception rate. (Percentage difference from 1998 baseline.) The data is shown under the year of its publication, which is always 12-18 months after the actual period to which it relates (shown in brackets). Targets are expressed in relation to the 1998 base rate and are set to achieve a 50% reduction by 2010 (reported 2012). The implied reduction from the previous year's performance is shown in brackets.	Judy Kent	24.2% (2005)	15.3% (2006)	actual					X	-17% (2008) (-16% from prev yr)	-34% (2009) (-20% from prev yr)	-10.41% (2005)	LAA, Corp Imp, YorOK	Commentary on this PI has to take account of the time lag in reporting it: current (2008) actions will not be formally reported until 2010. The most recent provisional data we have relates to 2007 and suggests a rise in the conception rate in the third quarter. This is following the current national trend. However, quarterly data should be treated with caution. The full annualised 2007 data will be reported in March 2009.
NPI 117 (PSA 14)	% of 16-18 year olds who are not in education, employment or training (NEET)	Steve Flatley	5.90%	3.87%	actual	4.7%	7%	4.7%		4.2%	3.5%	3.3%	LAA, Corp Imp, YorOK	We have been working with young people in a worsening economic climate resulting in a number of apprentices losing their jobs and reduced number of employers who are able to offer work based training.	
NPI 118	Take up of formal childcare by low-income working families	Heather Marsland			actual					N/A	Target being set now baseline established				
NPI 115 (PSA 14)	% of young people who admit to frequent misuse of drugs/volatile substances or alcohol (via the Ofsted Tellus survey)	Paul Herring		12%	actual			11.9%	11.9%	11.9%	11.50%	11.25%	LAA	New PI for 2008/9. These targets are based on part data available in 2007 tellus2 survey so may well need revising in light of results from 2008. The 2008 Tellus survey was completed by only 19 Primary and 2 Secondary schools Yr 6 & 8 (no Yr 10) this was deemed by the DSCF as being too small and therefore unrepresentative of York children views. Therefore the DSCF will report a result of 11.9% for York which is an average of our statistical neighbours.	
CYP10.1	Number of families attending targeted Parenting Programmes	Judy Kent	42	248	actual	50	118	168		188	140	160	YorOK	The number of parents attending the structured targeted parenting programmes in Q3 has exceeded the expected target by 20 with 50 parents attending. A further 20 expected to attend in Qtr 4 bringing the final total to 188.	
CYP11.1	Number of play providers working to improve the quality of play provision through adopting the '9 Better Play Objectives'	Mary Bailey	25	33	actual	46	46	50		✓	55	60			
CYP11.5	Number of attendances at School's Out programme	Heather Marsland	54951	64239	actual					✓	68300	70300	YorOK	Awaiting numbers back from activity organisers.	
CYP18.1	% of 3 year olds receiving a free child place	Heather Marsland	104.1%	102.5%	actual	109%		98.1%		✓	100.0%	100%	YorOK	The cohort figure used is based on children born in York and does not give actual numbers of eligible children in York at the current time. The 2 year old Pathfinder is helping to ensure that 'hard to reach' children do access their entitlement.	
PEI 3	% of Children's Centres in areas of disadvantage who employ an Early Years Graduate	Heather Marsland			actual	0%	0%	12.5%		X	100%	100%		Progress has been made. It is a 3 year process and the original target was very aspirational as there was no previous evidence to base this on	
PEI 4	Number of Early Years settings to employ a person with Early Years Professional Status (EYPS)	Heather Marsland			actual	7	8	9		✓	20			A number of assessment undertaken in Dec and January	

Actual result is better than the tolerance factor set for that target or profile
 Actual result is worse than the tolerance factor set for that target or profile

Section B: Budget

Partnerships & Early Intervention		2008/09 Latest Approved Budget			
	£000	Detailed Expenditure	£000	Cost Centre	£000
2008/09 Original Estimate (Net Cost)	4,835	Employees	4,482	Children's Trust (YorOK)	98
<u>Approved Changes:</u>		Premises	191	Early Years & Extended Schools Service	3,085
• NNDR Corporate Adjustments	+ 1	Transport	55	Integrated Children's Centres	0
• Gas Inflation Corporate Adjustment	+ 1	Supplies & Services	6,791	Young People's Service	1,656
• Recruitment Advertising Corporate Saving NR	- 1	Miscellaneous:			
• Electricity Inflation - Corporate Allocation	+ 2	Recharges	336		
		Delegated / Devolved	446		
<u>Director's Delegated Virements:</u>		Other	0		
		Capital Financing	149		
		Gross Cost	12,450		
		Less Income	7,612		
2008/09 Latest Approved Budget (Net Cost)	4,838	Net Cost	4,838	Net cost	4,838

Significant Variations from the Approved Budget:	£000
Children's Trust (YorOK)	
• No significant variations to report.	
Early Years & Extended Schools Service	
• The Nursery Education Grants budget was predicted to overspend by approximately £20k in 2008/09, based on spend to date for the summer and autumn terms, plus projections of the demand for the free entitlement for the spring term. It has now been confirmed that an element of the Standards Fund flexibility funding can be allocated towards general increased take-up. This now means a saving of £144k can be achieved on the base budget to contribute towards over DSG overspends.	- 144
Integrated Children's Centres	
• As reported at Monitor 1, Phase 2 of the Children's Centres programme has continued into 2008/09. All but one of the Phase 2 Centres (Haxby Road) is now open, and work is under way to recruit to the available posts and to build up towards a full programme of activity. However, as the ICC revenue grant was allocated on the basis of a full year's staffing and activity, it is now clear that a one off underspend, which is essentially a timing variance, will arise this year. As this element of the Sure Start grant is not ring-fenced it can be reallocated to supporting other eligible expenditure. Ultimately it will be possible to release a significant amount of Area-Based Grant which can be used to cover overspends reported elsewhere in this monitor.	- 250
Young People's Service	
• The service has seen the loss of a number of grant and external funding streams in 2008/09 (including LPSA, police grants and contributions). In theory it should be possible to reduce expenditure where this was being funded by these contributions. In practice however, some of the services that were being provided are now seen as key elements of youth provision (e.g. support to young people not in education, employment or training (NEET)) and expenditure has continued resulting in an overspend.	+ 30
• Projected staffing underspends due to vacancies across the service are expected to be sufficient to cover the overspends identified above for 2008/09.	- 39
• Net amount of all other minor variations in expenditure and income.	+ 9
Projected Net Outturn Expenditure	4,444
Overall Net Variation from the Approved Budget	- 394
Percentage Variation from the Net Approved Budget	- 8.1%
Percentage Variation from the Total Approved Budgets	- 2.0%



Learning, Culture & Children's Services Service Plan Monitoring Report 3rd Quarter, 2008 – 2009

Service: Lifelong Learning and Culture

Assistant Director: Charlie Croft

Service Plan Initiatives and Actions

1. Planned actions completed

Making York More Eventful:

The programme of cross service events and activities has been agreed. The events and festivals volunteering group has been superseded by the CVS city wide volunteering group. This has been very active in its support for festivals and events on our programme. A joint training programme to ensure that events and festival organisers and volunteers have the necessary skills to ensure a safe and high quality experience has been developed jointly without our colleagues in North Yorkshire. The first training session on health and Safety in October was oversubscribed and will be run again.

EMAP has received a report on proposals for the Cultural Olympiad in York. We are now progressing with funding options. We are in discussion with Yorkshire Forward re the 5 Circles proposal.

We are still awaiting further information on the new Major Events Strategy from Yorkshire Forward. However following a very successful Illuminating York Festival this year we are reviewing our options to invest in this festival going forward.

Work has started toward identifying 10 sites to make 'fit for purpose' for holding events. A working group has identified over 15 potential sites and a further refining of proposals to take account of facilities, cost and geographical spread will be undertaken.

Engaging in Learning:

We have developed a significant number of new programmes aimed at learners with Learning Difficulties and Disabilities to be beginning in January. A new and exciting programme offering work preparation is being delivered, a partnership between adult and community education, libraries and Future Prospects.

We have introduced a Train to Gain skills for life programme, which although in its very early stages has shown some promising early results working across the local authority but also with the York University. This new programme, the result of some joint funding with York Training Centre offers some significant opportunities to boost the skills levels within the local community including across the local authorities workforce.

Plans have now been drawn up for the first phase of York Explore, which will culminate in the transformation of the former York central library into York Explore, the 3rd of the explore centres across the network. This is a hugely exciting development, blending the historic building with modern vibrant library learning facilities and the centre for York archive and local studies service.

The adult education programme at Acomb Explore was launched in September 2008. The centre has proved very popular with adult learners, with programmes in languages, family learning, arts and crafts and alternative therapies including counselling. A computer club aimed at people with disabilities has proved very popular as have the lip-reading programme aimed at those people who are suffering from significant hearing loss.

Acomb Explore centre continues to be popular with local groups, with room bookings for a variety of events and activities being very significant. The numbers using the centre has been maintained at levels double those before the centre was opened and new activities are being developed all the time.

14,453 people joined the library between April and December 2008 – an increase of 57% over last year and one of the highest in the country.

The Blue Room and The Garden Room were opened at York Library for hire for learning – more than doubling the space available in the city centre.

The Six Book Challenge will run in workplaces across York – a partnership between the library service and Unionlearn has been established and some workplaces identified – Royal Mail, Tesco and Morrisons. Its aim is to support, inspire and motivate adults to improve their literacy skills and get into reading for pleasure. Individuals read 6 books and receive a certificate and other rewards.

We have increased the number of 5 - 16 year olds engaged in formal sport and dance leadership programmes from 8.5% to 11%

Being Healthy:

Work continues on the development of a citywide physical activity campaign, with the message around active lifestyles being underpinned with the branding of a wide variety of activity opportunities across the service arms. An LAA (Local Area Agreement) funding bid is being prepared to implement the campaign and its activity programmes.

We continue to work on targeted interventions for those who participate the least in the city. Funding from age concern is being used to run a series of taster evenings at sports clubs people aged 55 over, to encourage them to take up new activities and leadership. We have added new led new walks in Dunnington, Fulford and Haxby as part of the successful walk for health programme.

The city's disability community sports coach post has been extended for another year and we have developed wheelchair basketball activities in the city. Alongside this the Special Olympics initiative went on from being regional winners to national winners of the Norwich Union award.

The city has been running a social netball programme which is regularly attracting over 30 women to each session. We are also leading on the participation element of the cycle town project and are developing a range of activities to increase cycling for transport and leisure.

The council have now signed up to offer free swimming for the u 16's at its pools

Supporting Stronger Communities:

We have identified what support is currently given by the different services to volunteers and voluntary groups and how this can be made more widely available e.g. funding, recruitment, development and training. The Arts and Culture, and, Adult and Community Education volunteering procedures are being adopted by the other services within Lifelong Learning & Culture (LL&C) so that a common approach to volunteering is offered. This will be published on the web by the end of March.

We are establishing a central database for volunteering and development opportunities across LL&C. This has now be partly superseded by the city wide projects being lead by CVS on volunteering and how best to coordinate both how volunteer access opportunities and service best promote there volunteering opportunities.

All LL&C information points have been be identified and the how these can be made available to communities is still be worked up.

Developing a vibrant cultural infrastructure:

Plans to reinvigorate Yortime are continuing. It is over five years since the website was established and the digital world has significantly changed in that time with the consequence that we now need a new product. This will be based around two principles – one of the provision of community information and the second being interactive content allowing community groups and individuals to network and create self organised learning. A new appointment has just been made and this person will begin working on our plans with ITT (we were successful with an IT capital bid for ITT's time and help).

2.Actions planned but not completed

We will ensure all community groups that the LL&C worked with during 2007/08 are registered on and confident in making best use of Yortime. This has now been partly superseded by a forthcoming review of Yortime, but work is ongoing to make sure that groups we work with know about Yortime and how to access it.

The community group will identify what quality standards are in operation across the service arm, how these are managed and what support is currently given to meet them e.g. YorOK, Coach register and check to see if these are transferable between services. Work has not started on this as it follows on from the above projects on volunteering and Yortime.

Whilst we have audited the cross service "places and spaces" available for activity we have not yet identified a strategic approach for their more effective usage.

3.New Initiatives and Actions introduced since the Service Plan was approved

None to report

2008/09 Qtr 3 Monitor ~ Lifelong Learning & Culture ~ Charlie Croft

Code	Description of PI	Service Manager			08/09 academic yr 07/08					09/10 ac 08/09	10/11 ac 09/10	06/07	PI appears as a Key PI	Explanations
			06/07 <small>aca yr 05/06</small>	07/08 <small>aca yr 06/07</small>		Qtr 1	Qtr 2	Qtr 3	Year End	Forecast Outturn	Target	Target		
Making York More Eventful														
NPI 10	% of York residents visiting museums or galleries	Fiona Williams			actual				65.5%	65.5%	Target to be set as part of 2011/12 target setting process			This new PI will only measure local resident usage via a survey
					profile	New PI for 08/09. Baseline being established this year								
NPI 11	% of the adult population in York that have engaged in the Arts at least 3 times in the last 12 months	Gill Cooper			actual				53.5%	53.5%	Target to be set as part of 2011/12 target setting process			
					profile	New PI for 08/09. Baseline being established this year								
LLC 12	Number of cross service events, activities and festivals provided by Lifelong Learning and Culture	Gill Cooper			actual					N/A	Target to be set once baseline established			
					profile	New PI for 08/09. Baseline being established this year								
LLC19	Percentage of residents satisfaction with LA cultural services - Theatres and Concert Halls	Charlie Croft	68%	69%	actual					?	75%	To be set as part of 2011/12 target setting		
			67%	74%	profile				74%					
LLC20	Percentage of residents satisfaction with LA cultural services - Museums & Galleries	Charlie Croft	76%	73%	actual					?	76%	To be set as part of 2011/12 target setting		
			67%	70%	profile				75%					
Engagement in Learning														
NPI 9	% of York residents using public libraries	Fiona Williams			actual				51.3%	51.3%	53%	57.4%		
					profile	New PI for 08/09. Baseline being established this year								
NPI 13	% of non-English speaking applying for ESOL (English for Speakers of Other Languages) courses in York supported Further Education, Adult or Community Learning who are accepted on programmes and obtain a recognised ESOL qualification (academic year reporting - financial year 08/09 is academic year 07/08)	Alistair Gourlay			actual					N/A	Target to be set once baseline established			This information is to be collected across two organisations. There is currently no mechanism to collect the data and a process will need to be established with York College.
					profile	New PI for 08/09. Baseline being established this year								
NPI 161 (PSA 2)	Numbers of learners achieving a Level 1 qualification in literacy (academic year reporting - financial year 08/09 is academic year 07/08)	Alistair Gourlay	55		actual		63		63	63	79	81	Corp Imp	This only measures a small number of learners on programmes as many learners achieve above level 1. This is going to continue to be an expanding area for service delivery particularly as we expand into employer facing skills for life programmes.
					profile		53		53					
NPI 162 (PSA 2)	Numbers of learners achieving a Level 3 qualification in numeracy (academic year reporting - financial year 08/09 is academic year 07/08)	Alistair Gourlay	8		actual		18		18	18	66	69	Corp Imp	This only measures a small number of learners on programmes as many learners achieve above level 3. Whilst numbers are low this year expanding work in employer facing programmes should see a substantial increase in 09/10 (acc 08/09)
					profile		20		20					
LPSA 10.1	The number of adults achieving an Entry Level 3 qualification as a part of the Skills for Life Strategy through Adult and Community Learning York (academic year reporting - financial year 08/09 is academic year 07/08)	Alistair Gourlay	17	24	actual		31		31	31	Completes in 08/09			31 (72 accrued total from 05/06 acad yr)
					profile		63		63					
LPSA 10.2	The number of adults achieving a Level 1 qualification as a part of the Skills for Life Strategy through Adult and Community Learning York (academic year reporting - financial year 08/09 is academic year 07/08)	Alistair Gourlay	67	107	actual		156		156	156	Completes in 08/09			156 (330 accr from 05/06 acad yr)
					profile		206		206					
LPSA 10.3	The number of adults achieving a Level 2 qualification as a part of the Skills for Life Strategy through Adult and Community Learning York (academic year reporting - financial year 08/09 is academic year 07/08)	Alistair Gourlay	151	151	actual		251		251	251	Completes in 08/09			251 (accr 553 from 05/06 acad yr)
					profile		188		188					

2008/09 Qtr 3 Monitor ~ Lifelong Learning & Culture ~ Charlie Croft

Code	Description of PI	Service Manager			08/09 academic yr 07/08					09/10 ac 08/09	10/11 ac 09/10	06/07	PI appears as a Key PI	Explanations	
			06/07 <small>aca yr 05/06</small>	07/08 <small>aca yr 06/07</small>		Qtr 1	Qtr 2	Qtr 3	Year End	Forecast Outturn	Target	Target			Unitary Average
Engagement in Learning (cont)															
LPSA10.4	The number of adults registering and completing courses through public libraries <small>(academic year reporting - financial year 08/09 is academic year 07/08)</small>	Fiona Williams	897	1002	actual			3153		3153	3153	1050	1100		This is the cumulative figure for the three academic years ending 31st July 2008. Exceeded target. 3153 (accrued total over 3 yrs) We've had an increasing focus on learning in libraries over the past few years, which has included opening up new spaces for learning in York Library, and developing the Explore concept with ACE, including opening Explore Acomb in Feb 07
			838	840	profile			2519		2519					
LLC 16	Numbers of new library membership as a result of the year of reading activities and events	Fiona Williams	14,500 <small>(estimate)</small>	13,500 <small>(estimate)</small>	actual			4,660	10,701	14453	19553	17,050	18,755		
					profile			3,938	7,469	10,312					
LLC 17	Number of children taking part in the summer reading challenge	Fiona Williams	2028	1809	actual				3527		3527	2550	2600		Exceeded target. Promotional activity (assemblies etc.) were delivered by staff from local libraries this year, which proved to be a successful practice. The sports theme gave us the opportunity to do some partnership working with Sports and Active Leisure. The popular new Explore centre at Acomb accounted for a significant proportion of the participants.
					profile				2500						
LLC18	Percentage of residents satisfaction with LA cultural services - Libraries	Charlie Croft	73%	73%	actual						?	69%	To be set as part of 2011/12 target setting		Need target
			67%	67%	profile					68%					
Being Healthy															
NPI 8	% of adult participation in sport (16+) 30 mins 3 times a week or more	Jo Gilliland	No survey	24.8%	actual				19.3%	19.3%	19.3%	27.8%	28.8%	LAA, Corp Imp	Full data report will only be available in Nov 09 for 08/09. This is the figure LPSA2 is monitored on and from which future targets will be set. The 19% interim figure has been provided by Sport England on the basis of a 50% smaller sample size. As such the increased confidence intervals associated with these figures (+/- 4%) make it impossible to determining the actual direction of travel.
					profile				26.9%	26.9%					
LLC 14	% of adults (16+) participating in at least 30 mins moderate intensity physical activity (inc. sport) on 5 or more days each week	Jo Gilliland			actual	Inclusion within local part of survey needs to be established. Then targets of 1% year on year improvement can be set				N/A	Target to be set once baseline established		LAA local	Due to changes in the survey arrangements in York, this will now be collected in the January talkabout survey.	
NPI 57	% of children and young people (aged 5-19) participating in 5 hours of high quality PE (5-16), 3 hours (for 16-19)	Jo Gilliland			actual	Not available until 2009/10 when survey is proposed to start				N/A	Not available until 2009/10 when survey is proposed to start		LAA local, Corp	Whilst the 2hr target will continue to be collected through the national PESSCL data collection, we are still awaiting national direction on how the additional 3 hrs can be assessed and how this collection will be funded.	
LPSA12.2	% of children and young People's participation in high quality PE and sport (2 hours a week)	Jo Gilliland	71%	90%	actual				94%		94%	Completes in 08/09			Previously CYP 1.1 (LPSA 12.2) increase in participation follows sustained support for PE and school sport through sport and active leisure team and external funding from school sports partnerships. This figure has now reached maximum expected level and challenge in future years will be to sustain both supporting resources and output levels.
			75%	80% (85%)	profile				91%						
CYP 14.1	% of pupils involved in sports volunteering and leadership	Jo Gilliland	5%	8.5%	actual				11%		11%	15%	16%	YorOK	The discrepancy between actual and profile is at an excepted level with the PESSCL survey, in order to achieve the 2009/10 target sustained effort required through School Sports Partnerships and Sport and Active Leisure Schools Team. Addition pressure in 2009/10 expected when the termination of two staff contracts come into effect.
					profile				12%						
LLC22	Percentage of residents satisfaction with LA cultural services - Sports and leisure	Charlie Croft	41%	44%	actual						?	60%	To be set as part of 2011/12 target setting		
			45%	40%	profile					45%					

2008/09 Qtr Monitor 3 ~ Lifelong Learning & Culture ~ Charlie Croft

Code	Description of PI	Service Manager			08/09 academic yr 07/08					09/10 ac 08/09	10/11 ac 09/10	06/07	PI appears as a Key PI	Explanations
			06/07 aca yr 05/08	07/08 aca yr 06/07		Qtr 1	Qtr 2	Qtr 3	Year End	Forecast Outturn	Target	Target		
Supporting Stronger Communities														
NPI 199	% of children and young people's satisfaction with parks and play areas (as recorded in the Ofsted Tellus survey)	Dave Meigh			actual			42.4%	42.4%		42.4%	Target to be set as part of 2011/12 target setting process		Late addition to the National Performance framework. Results from the Ofsted TellUS pupil survey - this result is not a York result but an average of our statistical neighbours as York didn't have enough of a response rate to publish our own result.
					profile			No target set	No target set					
LLC 9	Number of community groups with whom Lifelong Learning and Culture has worked with during the year	Dave Meigh	Historical data not valid as new formula used to calculate the PI this year		actual	529	614	714		?	Target to be set as part of 2011/12 target setting process			
					profile	Target to be set as part of 2011/12 target setting process								
LLC 10	Number of visits to the YORTIME website	Fiona Williams	177789	211531	actual	20369	40722	56917		75,000	220000	Target to be set as part of 2011/12 target setting process		Yortime results are well under target for two reasons. Firstly, the post had been a long term vacancy until recently, due to HR issues, and so the site had fallen out of date. We now have a member of staff in the yortime post, so we expect visits to increase slightly in Q4, building up to a significant increase in 09/10. Secondly, visitor figures have been adjusted to remove visits from spiders (visits from machines rather than people), as this more accurately reflects genuine usage of the site. This is now possible owing to having more sophisticated software analysing the usage of the site.
					profile	60200	124700	169850	215000					
LLC 11	Number of Ward Committee joint projects or schemes	Dave Meigh			actual					?	18	18		
					profile				18					
LLC 13	Number of significantly improved open spaces and places	Dave Meigh			actual					?	Targets to be set after first year results are known			
					profile				8					
LLC21	Percentage of residents satisfaction with LA cultural services - Parks and Open Spaces	Charlie Croft	78%	75%	actual					?	80%	To be set as part of 2011/12 target setting		
			76%	76%	profile				78%					
Developing a Vibrant Cultural Infrastructure														
LLC 15	% of respondents (Talkabout/ ResOp Survey) who see York as 'cosmopolitan, vibrant.	Gill Cooper	43%	No survey	actual			48%	48%	48%	50%	To be set as part of 2011/12 target setting		Previously EDE5, results of recent Talkabout survey expected Autumn 08, proposed to be included in Place Survey in the future
				45%	profile			50%	50%					

Actual result is better than the tolerance factor set for that target or profile

Actual result is worse than the tolerance factor set for that target or profile

Section B: Budget

<u>Lifelong Learning & Culture</u>		<u>2008/09 Latest Approved Budget</u>			
	£000	Detailed Expenditure	£000	Cost Centre	£000
2008/09 Original Estimate (Net Cost)	395	Employees	2,312	Adult & Community Education	-11
<u>Approved Changes:</u>		Premises	107	Arts & Culture	402
• Recruitment Advertising Corporate Saving NR	- 0	Transport	29		
		Supplies & Services	403		
		Miscellaneous:			
		Recharges	73		
		Delegated / Devolved	25		
		Other	0		
<u>Director's Delegated Virements:</u>		Capital Financing	0		
• York Youth Mystery Plays (To Arts Projects) NR	- 3	Gross Cost	2,950		
		Less Income	2,558		
2008/09 Latest Approved Budget (Net Cost)	392	Net Cost	392	Net cost	392

<u>Significant Variations from the Approved Budget:</u>	£000
Adult & Community Education	
• The latest management information data on take-up of LSC funded training programmes suggests that learner numbers will be significantly lower than the targets set by the LSC. As the LSC grant funding is now directly related to performance this will result in a reduction in funding for the 2008/09 academic year. The impact of this is still being quantified but is expected to be at least £100k in the 2008/09 financial year.	+ 100
Arts & Culture	
• A projected underachievement of income in the Music Service due to the lower than budgeted number of pupils currently taking music lessons, together with a 5% increase in the income target this year. This is a significant improvement (£25k) in the position reported at the 1st quarter. A sum of £40k has been provided in the Corporate Contingency budget which if released would reduce the overspend to £20k.	+ 60
• Net amount of all other minor variations in expenditure and income.	0
Projected Net Outturn Expenditure	552
Overall Net Variation from the Approved Budget	+ 160
Percentage Variation from the Net Approved Budget	+ 40.9%
Percentage Variation from the Total Approved Budgets	+ 2.9%



Learning, Culture & Children's Services Service Plan Monitoring Report 3rd Quarter, 2008 – 2009

Service: Resources Management
Assistant Director: Kevin Hall

Service Plan Initiatives and Actions

1. Key achievements

Management Information Services

First stage of the Children's Centre database procurement has been completed.

Completed key stage 2 and key stage 3 question level analysis for schools.

Preparation of the new format Children in Need census is progressing well – processes and systems have been set up to make the return and data quality checks are commencing.

Preparation for major management information system upgrade in primary schools continues as planned.

Approval given to establish new post – Information system support officer – to improve support given to users of the RAISE social care database and integrated pupil database.

Work started with Health colleagues to establish LCCS's health data requirements and to set up data sharing protocols.

Finance

Completed the analysis work and provider cost surveys as part of the development of a combined PVI and maintained sector nursery funding formula.

Implemented the pilot project to introduce School Business Managers in York's smallest primary schools. The project has undergone its first review by the DCSF which concluded that "the project has made a good start on which to build" and "it is obvious that headteachers are beginning to feel a benefit from the support of a SBM"

Established a funding model and funding rates for 14-16 Diploma lines that began in September.

Completed the integration of Connexions and Youth Service budgets in to a new Young People's Service budget.

Completed a review of the arrangements for supporting schools in achieving the Financial Management Standard in Schools (FMSiS) in light of the Primary Cohort 1 experience. Appropriate improvements have then been made to this years support arrangements.

Contributed to the implementation of the new FMS

Contributed to the implementation of the new Children's IT System, particularly fostering and adoption payment elements

Coordinated and developed the directorate's proposals for the 2009/10 budget process.

Contributed to the financial processes required to ensure JE is implemented successfully in the directorate and the council as a whole

Contributed to the Behavior Support Service Review

Access Services

Cross directorate sustainable school travel policy now in place and promotion of policy being implemented.

Trailing 'urban cool' transport at Huntington School in partnership with transport provider.

98% of parents returned secondary school common application form by closing date which included increase in number of on-line applications

Service still contributing towards behaviour support review – including 50% reduction in use of exclusions.

ICT

Completed York High ICT procurement

Completed Project Management of ICT/M&E aspects of York High project

Supported successful submission for ICT grant for Looked After Children (LA has been given 120k)

Completed key issues papers on Broadband and Learning Platforms procurements.
Ongoing Project Management of Broadband contract.

Ongoing Project Management of Learning Platform contract.

Information sent to schools regarding the new ICT Managed Services list

All LCCS IT bids submitted as part of the IT Development Bid process were accepted
Begun to investigate the impact of Government Connect on the Directorate and schools.
Project managed moves of the Youth Service to the Lighthouse, and move of Portage Service from Derwent Infant School to old New Earswick library building.

Provided ICT procurement advice including putting together functional specification for St Barnabas.

Provided ICT procurement advice and short listing of suppliers at Elvington and Dunnington.

Children Centres – completed IT infrastructure at Haxby Road. And completed management of IT snagging issues at Tang Hall and St Lawrence's.

Completed Project Management of IT aspects of build projects at Poppleton Road, Copmanthorpe.

Resolved Health and Safety issue re cabinets in schools including project management of remedial action.

Continued ongoing project work associated with One School Pathfinder (Joseph Rowntree), current IT projects eg. EBS (Individual Learner Record), Children's Centre Database and Disabled Database etc

Provided technical support for a number of services and individuals across the Directorate eg. Danesgate and Moorlane. Also provided technical troubleshooting for schools such as Haxby Road and Poppleton Road Primary with regards to issues not resolved by their ICT suppliers.

Human Resources

Continuing provision of support for managers and schools on Job Evaluation and Pay & Grading related matters. Including supporting manager with the process of development of new and amended posts which requiring Job Evaluation and ongoing support for the appeal process. Representing all operational HR teams corporately on the ongoing implementation of Pay and Grading. Acting as the main point of communications with schools.

In this monitoring period the HR team played a significant role in supporting the implementation of the revised pay arrangements in the directorate and Schools, with all staff now being paid on the new grades. A number of existing internal procedures have required amendment or adaptation at short notice with the new procedures communicating to schools and directorate managers.

An additional section of the Schools HR Manual updated (Section 3 – Redundancy Procedures).

Two Attendance Management training events held for managers in Schools, both events received extremely positive feedback. Further events will be held later this year.

The development of the new contracts database continues to significantly improve the efficiency of other HR administration processes although this period changes have been required to the database due to the implementation of the new pay and grading arrangements.

- 95.17% of contracts have been completed within this period.
- 0.75% of contract were not met as we did not issue them in time.
- 4.08% of contract were not met as we received the paperwork for these posts was received late.

Including only the paperwork that was received in time, we have issued 99.25% of contracts within the 8 week period.

Supporting schools and directorate managers with specific casework, which continues to increase in volume. No Employment Tribunal losses to date (one case pending, due to go to tribunal in March 2009).

Planning and Resources

York High School new premises opened on schedule for January 2009. New builds for Manor (opens Easter 2009) and Joseph Rowntree (Easter 2010) progressing to target dates.

Building Schools for the Future - Expression of Interest submitted to DCSF by November deadline, work on readiness to deliver statement for DCSF has now begun. Announcement expected February/ March.

8 Children's Centres now open and operational. Preparation for the School Food Trusts promotion of school meals in York is well advanced.

A review of primary and secondary school place requirements in south and east of the City is progressing. Primary Strategy for Change approved by DCSF subject to minor modifications. Funding confirmed for 2009/10.

2.Actions planned but not completed.

School Workforce Census (SWC) is behind schedule due to issues with data collection and the limitations of the existing Delphi payroll/HR system. The LA is expecting to replace Delphi with a new HR system and discussion with DCFS regarding the SWC are ongoing .

3.New Initiatives and Actions introduced since the Service Plan was approved

None to report

2008/09 Qtr 3 Monitor ~ Resources Management ~ Kevin Hall

Code	Description of PI	Service Manager			08/09				09/10	10/11	06/07	PI appears as a Key PI	Explanations	
			06/07	07/08	Qtr 1	Qtr 2	Qtr 3	Year End	Forecast Outturn	Target	Target			Unitary Average
Planning and Resources														
NPI 52 (PSA 12)	% Take up of school lunches (annual survey)	Maggie Tansley		35% (est)	Actual					N/A	37.8%	39.0%	This is a new PI where results are obtained via a new Food Trust survey starting in 2009, so targets will need reviewing when results are known.	
					Profile				36.40%					
RM 19	% take up of school meals in all Primary Schools within the Local Authority	Maggie Tansley			Actual	32.7%	28.7%	31.1%		30%	Targets will be set once 2008/9 baseline established			
					Profile	New PI for 2008/09, baseline being assessed before future targets can be set								
RM 3	% of primary schools with 25% or more of their places unfilled	Maggie Tansley	14.8%	9.3%	Actual					11%	11%	10%	Previously P8. Calculated using new Net Capacity data and Jan 09 census estimates. Some surplus places were removed by bringing some capacities down during the last survey.	
			14%	13%	Profile				12%					
RM 4	% of secondary schools with 25% or more of their places unfilled	Maggie Tansley	18.2%	10.0%	Actual					10%	10%	10%	Previously P9. 10% = 1 school = Burnholme. Levels of surplus at other secondary schools would have to change dramatically to affect a rise in this figure.	
			9.1%	10%	Profile				10%					
RM 5	% of primary schools oversubscribed (@ January school census)	Maggie Tansley	14.8%	24.0%	Actual					7.4%	15%	14%	Previously P10. Calculated using Jan 09 census estimates, based on October 08 census data, and Summer 2008 Net Capacity data. Although intakes are rising, larger cohorts are still leaving schools meaning that there is more surplus space available across	
			20.0%	18%	Profile				16%					
RM 6	% of secondary schools oversubscribed (@ January school census)	Maggie Tansley	54%	40.0%	Actual					40%	20%	20%	Previously P11. Calculated using Jan 09 census estimates, based on October 08 census data, and Summer 2008 Net Capacity data. 40% = 4 schools = Hunt, AH, FUL, All Saints. Popular schools are admitting more pupils on appeal..	
			27%	20%	Profile				20%					
RM 7	% of primary classes with more than 30 children for Reception to Year 2 inc	Maggie Tansley	1.0%	1%	Actual					0%	0%	0%	Previously P1. Based on October 08 census data. ICS legislation being more strictly observed by govt.	
			0%	0%	Profile				0%					
RM 8	% of schools with an A (poor) rating recording the unsuitability to teach the curriculum (bi-annual survey)	Maggie Tansley	No survey	31.3%	Actual					N/A	20%	No survey	Previously P12	
				25%	Profile				No survey					
RM 9	Numbers of schools with a D (poor) rating recorded for any condition element	Maggie Tansley	1	15	Actual					12	2	2	Previously P5. Based on latest Technology Forge asset data, mostly based upon 2007 light touch condition surveys with some more recent data (e.g. Westfield).	
			3	4	Profile				2					
RM 10	Number of recorded defaults raised during school meals monitoring	Maggie Tansley	0	0	Actual	0	0	0		0	2	1		
			5	4	Profile	1	1	1	3					
RM 11	Numbers of schools (in contract) not getting 95% pass rate for school cleaning	Maggie Tansley	23	34	Actual	0	0	2		6	20	18		
			22	30	Profile	7	6	12	25					
Access														
NPI 198a	% of children travelling to school (age 5-10) who travel to school by car (including vans and taxis).	Mark Ellis	28.8%	27.63% (est)	Actual					N/A	26.0%	25.0%	Corp Imp	2 School Travel Co-ordinators in post within City Strategy to work with schools to develop individual school travel plans. Work is also underway to begin working with 8 schools in reviewing their current home to school travel provision with a view to promoting take up and sustainable travel methods.
					Profile				27.0%					
NPI 198b	% of children travelling to school (age 11-15) who travel to school by car (including vans and taxis).	Mark Ellis	8.8%	8.4% (est)	Actual					N/A	7.5%	7.0%	Corp Imp	
					Profile				8.0%					
RM 12	Number of pupils permanently excluded in the primary sector	Mark Ellis	2	3	Actual	0		0		0	3	2	The reduction in both permanent and fixed term exclusions in the primary sector is as a result of a change in strategy in the way the Behaviour Support Service is supporting Primary Schools. The introduction of the support class at Westfield and the support those staff are giving individual schools has allowed the service to focus on those pupils most vulnerable to exclusion by providing the appropriate support and intervention for both the individual and the school.	
			5	5	Profile	1		3	4					
RM 13	Number of pupils permanently excluded in the secondary sector	Mark Ellis	44	38	Actual	5		1		5	23	20	The move to supporting Learning Support Units within those secondary schools where exclusion was most used has allowed those schools to support the young people within school rather than having to exclude. Also the reintroduction of managed moves and the support of schools to consider alternatives to exclusion has seen a significant reduction in the use of exclusion across York's secondary schools.	
			30	25	Profile	15		20	25					
RM 14	Number of pupils permanently excluded in the special school sector	Mark Ellis	0	0	Actual	0		0		0	0	0		
			0	0	Profile	0		0	0					
RM 15	Number of fixed term exclusions in the primary sector	Mark Ellis	254	195	Actual	36		76		150	170	160	see RM 12 commentary	
			200	190	Profile	60		140	180					
RM 16	Number of fixed term exclusions in the secondary sector	Mark Ellis	1084	1049	Actual	238		451		625	690	680	see RM 13 commentary	
			800	750	Profile	230		570	700					
RM 17	Number of fixed term exclusions in the special school sector	Mark Ellis	15	4	Actual	4		5		10	9	8		
			15	15	Profile	5		8	10					
Human Resources														
RM 18	Rate of completion of contractual documentation within statutory time limits	Jo Sheen	66%	28%	Actual	60%	95%	85%		95%	100%	100%	The development of the new contracts database continues to significantly improve the efficiency of other HR administration processes although this period changes have been required to the database due to the implementation of the new pay and grading arrangements.	
			100%	100%	Profile	100%	100%	100%	100%					

Actual result is better than the tolerance factor set for that target or profile
 Actual result is worse than the tolerance factor set for that target or profile

Section B: Budget

Resource Management		2008/09 Latest Approved Budget			
	£000	Detailed Expenditure	£000	Cost Centre	£000
2008/09 Original Estimate (Net Cost)	7,659	Employees	3,657	Access Services	3,238
<u>Approved Changes:</u>		Premises	10	Financial Services	1,625
• YPO Dividend Corporate Adjustment NR	+ 79	Transport	2,827	Human Resources	614
• Stress Counselling Corporate Allocation	+ 1	Supplies & Services	1,628	ICT Client Services	254
• Recruitment Advertising Corporate Saving NR	- 1	Miscellaneous:		Management Information Service	276
		Recharges	4,311	Planning & Resources	304
		Delegated / Devolved	44	Strategic Management	1,421
		Other	0		
<u>Director's Delegated Virements:</u>		Capital Financing	0		
• Grant Transferred to Education Welfare Service	- 7	Gross Cost	12,476		
		Less Income	4,745		
2008/09 Latest Approved Budget (Net Cost)	7,732	Net Cost	7,732	Net cost	7,732

Significant Variations from the Approved Budget:	£000
Access Services	
• Projected overspend on the cost of providing transport and escorts for SEN pupils. Rising fuel costs and the new price per mile taxi contracts have resulted in an increase in the cost of for short taxi journeys. In addition CYC has recently had to pull out of a contract with a major supplier due to their use of unlicensed drivers, and has had to use a variety of replacement suppliers some of which are considerably more expensive, in order to ensure that all pupils can continue to be transported.	+ 259
• A projected overspend on the costs of transporting looked after children to and from school.	+ 56
• A projected overspend on discretionary transport. Over the last couple of years more than half of all transport appeals have been granted by Members. An operational panel has now been set up to review successful appeals and ensure that the most cost effective and efficient transport option is chosen (e.g. walking escorts or parent & child bus passes). However, the majority of costs currently incurred relate to appeals granted in previous years on the basis of supplying one to one taxi transport.	+ 64
• Projected savings on mainstream school journeys arising from the recent renegotiation of primary and secondary school bus contracts.	- 7
• Staffing vacancies within the YILTs team.	- 23
• SEN transport costs charged to the DSG. Under current DSG regulations the authority is able to charge these costs to the Schools Budget (and hence the DSG) where it can demonstrate to the satisfaction of the Schools Forum that an overall budget saving is being achieved. The forum has agreed a charge of £150k for 2008/09.	- 150
Financial Services	
• A projected underspend from vacant posts earlier in the year and increased income as a result of schools buying more activity from the school business support service. This has been offset by the requirement to invest additional staff resources in to the implementation of the new FMS system (due to go live on 1 April 2009).	- 10

Significant Variations from the Approved Budget:	£000
Human Resources	
• Currently more than 25% of school crossing patrol posts are vacant. This service is in the process of being transferred to the Road Safety team within City Strategy.	- 22
ICT Client Services	
• No significant variations to report.	
Management Information Service	
• No significant variations to report.	
Planning & Resources	
• No significant variations to report.	
Strategic Management	
• The LCCS Management Team is expected to be fully staffed this year and therefore will not meet the vacancy factor built in to the budget.	+ 30
• A one-off staffing saving as the graduate trainee post was only recruited to from October 2008.	- 13
• Net amount of all other minor variations in expenditure and income.	- 14
Projected Net Outturn Expenditure	7,902
Overall Net Variation from the Approved Budget	+ 170
Percentage Variation from the Net Approved Budget	+ 2.2%
Percentage Variation from the Total Approved Budgets	+ 1.0%



**Executive Member for Children and Young People's
Services and Advisory Panel****12th March 2009**

Report of the Director of Learning Culture and Children's Services and the Director of Resources

CAPITAL PROGRAMME MONITORING 2008/09 – MONITOR 3**Summary**

- 1 This report is to:
 - inform Members of the likely out-turn position of the 2008/09 Capital Programme.
 - advise Members of changes to existing schemes and reprofiling of expenditure to allow the more effective management and monitoring of the Capital Programme
 - inform Members of any slippage in budgets between financial years
 - inform Members of any new schemes and seek approval for their addition to the 2008/11 Capital Programme.

Background

- 2 The original capital programme for the financial year 2008/09 was approved at Council on 21 February 2008. Since then, a number of amendments to the programme have been approved as part of the 2007/08 out-turn report and the Monitor 1 and Monitor 2 reports. This results in a current approved Children's Services capital programme for 2008/09 which shows gross capital expenditure of £33.145m with £26.910m of other funding which gives a net capital programme cost to the authority of £6.235m to be funded from capital receipts.
- 3 Table 1 details the approved changes to the 2008/09 capital programme since the original programme was approved in February 2008.

Table 1- Current Approved Children's Services Capital Programme 2008/09

	Gross Spend £m	External Funding £m	Section 106 £m	Prudential Borrowing £m	Capital Receipts £m
Original Capital Programme 2008/09	45.103	37.322	0.337	1.641	5.803
Slippage and Adjustments from the 2007/08 Outturn report	(11.756)	(12.016)	0.228	(0.400)	0.432
Monitor 1 Slippage and Adjustments	(0.130)	(0.130)	-	-	-
Monitor 2 Slippage and Adjustments	(0.072)	(0.072)	-	-	-
Current Approved Capital Programme 2008/09	<u>33.145</u>	<u>25.104</u>	<u>0.565</u>	<u>1.241</u>	<u>6.235</u>

Consultation

- 4 The capital programme has been developed under the Capital Resource Allocation Model (CRAM) framework and agreed by Council on 21 February 2008. Whilst the capital programme as a whole is not consulted on, the individual scheme proposals do follow a consultation process with local councillors and residents in the locality of the individual schemes.

Scheme Specific Updates

Devolved Formula Capital (Scheme Cost £18.385m)

- 5 This scheme represents the devolved capital which has been allocated to schools in 2008/09, net of any contributions which the schools have agreed towards LA led schemes elsewhere in the programme.

Fulford Secondary Targeted Capital (Scheme Cost £3.489m)

- 6 As reported at Monitor 2, the final payment on Phase 1 of this scheme has now been settled.

Huntington Secondary (Scheme Cost £5.674m)

- 7 The major scheme for the provision of new Teaching and Performing Arts blocks is complete with the new facilities in full use. The final retention has not yet been settled, but is expected to be within the remaining budget. However, it is now unlikely that this retention will be settled in 2008/09 therefore it is proposed to slip the unspent remainder of the budget (£100k) into 2009/10.

Integrated Children's Centres (Overall Scheme Cost (£4.871m)

- 8 The five new Phase 2 Children's Centres are now complete with only minor issues to resolve and retentions outstanding.
- 9 Knavesmire has now been identified as the site for the ninth Children's Centre. In addition, some additional investment at Scarcroft Primary and St Clements Hall is also proposed to enable their use as outreach facilities.

NDS Modernisation (Scheme Cost £17.053m)

- 10 This scheme addresses condition and suitability issues at a number of schools in the city. In order to maximise the resources available schools were invited to bid for this funding and encouraged to contribute their devolved capital to projects.
- 11 The most significant scheme within NDS Modernisation which is currently in progress is the Poppleton Road Primary Access works. Phase 1 and Phase 2 are now complete with only minor outstanding issues and retentions to be paid.
- 12 The majority of other significant projects within the overall Modernisation programme are currently progressing well. These include an extension at Lakeside Primary to provide additional workspace and a hygiene suite, refurbishment to toilets and hygiene suite at Westfield Primary, and a classroom extension and window replacement at Wigginton Primary.

Schools Access Initiative (Scheme cost £2.108m)

- 13 A total of 24 projects are being funded in 2008/09 from within this scheme. The schemes range from extensive work to doors and ramps at Westfield Primary School to the provision of sound-proof partitions at Copmanthorpe Primary. These schemes should all complete in 2008/09, but there is a need to slip a small amount of funding (totalling £45k) into 2009/10 to deal with retentions. Any remaining funding can then be added to the 2009/10 allocation available for new projects.

Skills Centre - Danesgate (Scheme Cost £2.740m)

- 14 The Walled Garden is now complete and in use. Only retentions and some minor equipment purchase are outstanding on the scheme and they are expected to be within the remaining budget.

Early Years Quality and Access (Scheme Cost £2.118m)

- 15 This scheme, funded by a three year allocation of DCSF Capital Grant is aimed at improving the quality of the environment in early years settings, with the expectation that the majority of the funding be targeted towards the PVI sector.
- 16 As previously reported, organisations were invited to bid for funding towards eligible capital projects. The results of the evaluation of the first tranche of bids was reported to January EMAP, where a total of £144k of awards were approved, with a further £139k approved in principle subject to further work being done with the organisations concerned. Work is now commencing on some of the successful bids and it is now expected that some expenditure will be required in 2008/09. To reflect this, it is proposed that an amount of £100k now needs to be brought forward into 2008/09 from 2009/10.
- 17 The deadline for the receipt of round 2 bids was 25th February 2009, with the evaluation of these bids being undertaken in March. The closing date for the final round is 27th May 2009.

Extended Schools Sure Start Projects (Scheme Cost £1.668m)

- 18 A number of the previously approved extended schools projects within this overall scheme are now progressing. In addition, Children's Services EMAP on 17th July 2008 approved a further three projects for funding within this scheme, at Wheldrake, Headlands and Lord Deramore's Primary Schools.

York High School (Scheme Cost £13.654m)

- 19 York High School opened on schedule after Christmas and the new building is proving popular with staff and students.
- 20 In order for the Engineering Diploma to be offered to students and enable new machinery to be used, a significant amount of work to the CDT Block was required and, following consultation with the 14-19 Partnership Group, £300k from the Authority's Targeted Capital Fund (TCF) allocation was earmarked for this. This funding was required to enable the new equipment, which was purchased with Gateway 1 funding, as approved by EMAP in July 2008, to be installed. The CDT Block was not included in the original contract. However, in order to take advantage of constructors being on site and thereby obtain best value, work amounting to £190,000 was commissioned against this allocation. This has enabled students to access this area of the curriculum from the start of the Spring term. Members are requested to approve the allocation of £300,000 from the TCF for Diploma provision at York High. The remainder of the funding will be used to complete the refit of the workshops.
- 21 The account for construction is currently being finalised. It is anticipated that there may be some cost pressures which could affect the final valuation. These include remedial work to the main school hall, the kitchen and one corridor where leaking roofs and a blocked drain caused major damage while the school was closed during the build programme. Any additional costs resulting from these items will be reported to members and will need to be funded from the Authority's Modernisation allocation.

Manor School (Scheme Cost £18.000m)

- 22 This scheme is nearing completion with the local authority contributing to the cost as payments are made to the contractor, based on the proportion of the budget in the capital programme in relation to the overall scheme budget. The local authority has also reserved up to £500k from the Local Authority Coordinated Voluntary Aided Programme (LCVAP). This does not require including in the capital programme, as, although it is administered by the local authority, funding through LCVAP will be paid direct to the diocese.

Fulford School Science Labs and Classrooms (Scheme Cost £1.266m)

- 23 This scheme for the provision of new science labs and classrooms is now almost complete.

Joseph Rowntree One School Pathfinder (Scheme Cost £29.435m)

- 24 Work is progressing well on site with completion expected by February 2010, ready for occupation from Easter 2010. The scheme is currently on budget and, although slightly behind schedule due to the cold weather in February, it is expected that this can be made up ready for building handover at the due date.

Derwent MUGA (Scheme Cost £0.763m)

- 25 This scheme for the provision of a Multi Use Games Area and changing rooms on the Derwent School site is now almost complete.

Primary Capital Programme (Scheme Cost £8.378m)

- 26 A preferred bidder for the provision of the first two schools in the programme has been approved by the Executive, and work on design and the cost plan is ongoing.

Targeted Capital Fund – 14-19 Diploma, SEN and Access (Scheme Cost £8.015m)

- 27 A further £629k has been allocated within this scheme since Monitor 2 by the 14-19 Strategy and Resources Group. This includes £300k which has been allocated to work at the CDT block at York High to support the Engineering Diploma. As reported in paragraph 19 above, this work is now being incorporated within the main York High scheme, therefore it is proposed to transfer this £300k into this scheme. The remaining £329k has been earmarked towards the provision of a Learning Support Unit at Manor School.

Harnessing Technology (£1.586m)

- 28 This scheme is funded by a DCSF grant which spans the years 2008/011 and is being made available to support schools in delivering the priorities of the government's Harnessing Technology Strategy. In 2008/09 £200k has been devolved to schools with the remainder being retained by the local authority to support the procurement of a new broadband contract and the provision of learning platforms.

Youth Service Connexions Building Works (Scheme Cost £0.101m)

- 29 Work to improve Kingswater and Fulford Youth Centres has now been completed.

Scheme Addition

- 30 The local authority has recently been awarded Wave 2 Playbuilder status from April 2009 by the DCSF. As a result the authority will receive capital funding of £1.12m to be used to develop 22 play spaces in the city. A paper detailing proposals for the use of this grant will be brought to a future meeting.

Corporate Priorities

- 31 The capital programme covered in this report has been developed through the Capital Resource Allocation Model, a tool used to allocate scarce capital resources to schemes that best meet the council's corporate priorities.

Financial Implications

- 32 Expenditure at the end of December totalled £27.818m, representing 83.9% of the approved budget, compared to 63.6% for the same period in 2007/08.
- 33 The predicted outturn for 2008/09 is £33.8m, against a current approved budget of £33.145m, a net increase of £0.655m Annex A provides a scheme-by-scheme update to the 2008/11 programme, detailing predicted variances and the resulting amendments to the capital programme.

- 34 The changes to the capital programme for 2008/09 to 2010/11 are summarised in the table below.

Table 2 - Summary of Amendments to the 2008/11 Capital Programme

Gross Education Capital Programme	2008/09	2009/10	2010/11	Total
	£m	£m	£m	£m
Current Approved Capital Programme	33.145	30.848	20.181	84.174
<u>Adjustments: -</u>				
Slippage on Huntington School	(0.100)	0.100	-	-
Slippage on Schools Access Initiative	(0.045)	0.045	-	-
Reverse slippage on York High	0.800	(0.800)	-	-
Addition of Playbuilder scheme	-	1.120	-	1.120
Revised Capital Programme 2008/11	33.800	31.313	20.181	85.294

Other Implications

35

- **Human Resources:** not applicable
- **Equalities:** not applicable
- **Legal:** not applicable
- **Crime and Disorder:** not applicable
- **Information Technology:** not applicable
- **Property:** not applicable

Risk management

- 36 There is always a degree of risk associated with operating a capital programme as schemes are developed and implemented. The key to minimising this risk is the effective operation of monitoring and control processes. This report is part of that process, where updated figures and corrective actions are proposed. There are no specific risks arising from the recommendations in this report.

Recommendations

37 The Executive Member is recommended to:

- note the capital programme forecast outturn for 2008/09 as shown in Annex A
- approve the additions and amendments to the capital programme reported above and summarised in Annex A
- approve the scheme reprofiling and slippage reported above and summarised in Annex A
- approve the scheme virements reported above, subject to the approval of the Executive
- agree the revised capital programme as shown at Annex A, subject to the approval of the Executive

to enable the effective management and monitoring of the capital programme.

Contact Details

Author:

Mike Barugh
Principal Accountant
Learning, Culture and Children's Services
Tel No. 01904 554573

Maggie Tansley
Head of Planning and Resources
Learning, Culture and Children's Services
Tel No. 01904 554214

Chief Officer Responsible for the report:

Pete Dwyer
Director of Learning, Culture and Children's Services

**Report
Approved**



Date 23/02/2009

Ian Floyd
Director Of Resources

Specialist Implications Officer(s)

Financial:
Mike Barugh
Principal Accountant
01904 554573

Wards Affected: *List wards or tick box to indicate all*

All

For further information please contact the author of the report

Background Papers

2008/09 Capital Programme Estimate and Monitoring Files
2008/09 Capital Programme Final Accounts File

Annex

Annex A - Approved Capital Programme and Projected Outturn

Glossary

DCSF Department for Children, Schools and Families
LSC Learning and Skills Council
MUGA Multi-Use Games Area
NDS New Deal for Schools
NMOD New Deal for School Modernisation Scheme
NNI Neighbourhood Nursery Initiative
NOF New Opportunities Fund
PFI Private Finance Initiative
PRU Pupil Referral Unit
TCF Targeted Capital Fund

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Meeting of Executive Member for Children and Young People's Services and Advisory Panel**12 March 2009**

Report of the Director of Learning, Culture and Children's Services

Directorate Service Plans: 2009/2010**Purpose of Report**

1. The purpose of this report is to seek approval for the Service Plans for council services that are wholly or partially funded from the children's services budget.

Background

2. Across the council, Directorates have been completing Service Plans and then seeking their approval at their respective Executive Member(s) and Advisory Panel (EMAP) meetings. The plans follow a standard template and take the reader through stages of description, analysis and review, and identification of key priorities for the coming year. The process of completion of the plans is essential to both the quality and likely impact of the final documents. Great store is placed within this Directorate on:
 - ensuring that the plans accurately reflect key strategic drivers impacting upon the service and that their production reflects analysis across the service and its partners on historic performance/emerging priorities;
 - insisting that the plans are closely aligned with the priorities identified in the Corporate Strategy and the Children and Young People's Plan for the city;
 - the plans being produced through a process which engages the whole service and facilitates the process where more detailed operational work plans/personal development plans can be produced;
 - ensuring that the actions in the plan are challenging but deliverable and expressed in a way that facilitates forthcoming monitoring arrangements.
3. In 2008/9 we responded to concerns about the length and complexity of some of the service plans that were previously submitted to the Executive Members and the difficulties that this presented in monitoring progress during the year. We moved to a system of 5 and not the 16 Service Plans previously produced. The new plans reflected the responsibilities of each of the Asst Directors. In our assessment this approach supported more concise, more focused and more strategic

reporting on progress and an approach we will therefore be repeating into 2009/10. The Plans and monitoring reports in respect of those plans will continue to focus on three things: the key strategic actions identified in the service plan, financial performance and performance against key indicators.

4. EMAP members will also be aware that The Children Act 2004 requires local authorities to produce a Children and Young People's Plan. This EMAP has been involved in the consultation process led by the YorOK Board which will see a new *Children and Young People's Plan: 2009 - 2012* launched on the 1st April 2009. The priorities in the new Plan are not only fully reflected in but create an important organisational structure for the departmental service plans. The Plans are also crucially influenced by and contribute significantly to the priorities of the council as agreed in the Corporate Strategy and to the wider Community Strategy of the Local Strategic Partnership (LSP).
5. You will see from the Service Plans that we have ensured that all relevant children and young peoples indicators in the National Indicator Set have both a home and therefore clarity on leadership in our plans. At this stage the performance indicator set has certain inevitable omissions partly to do with delays in receiving amended definitions nationally and partly as a result of year end performance being awaited before key targets for forthcoming years are set.

Options

6. These plans have been produced by service managers in response to the strategic plans for the authority. The Executive Members can modify service plans within the planning framework for the authority.

Analysis

7. As described above the plans themselves have been produced through a process of detailed analysis and every effort has been made to ensure strategic coherence with corporate, community, partner and national priorities.

Corporate Priorities

8. In particular the service plans take particular account of the need identified in our current corporate strategy:
 - To increase people's knowledge and skills to improve future employment prospects',
 - To improve the health and lifestyles of people in York, in particular among people whose levels of health are the poorest',
 - To improve the life chances of the most disadvantaged and disaffected children, young people and families in York.

The Plans are also consistent with the values and direction statements within the corporate strategy. The new Corporate Strategy for the authority is to be based around the contribution of the council to achieving the aspirations contained in the overarching Local Strategic Partnership led Community Strategy. The strong contribution of YorOK and alignment of the Children and Young People's Plan to the Community Strategy will ensure a coherence between these Service Plans and the new Corporate Strategy.

Implications

Financial

9. Service Plans have been produced on a timescale that ensures they reflect the budget settlement for 2009/10.

Human Resources (HR)

10. Whilst there are no direct implications for HR arising from this report, it should be noted that progress against all of these plans is dependent upon the people at all levels within the service. As a result delivery against the priorities in the plan can be affected positively or adversely by HR factors.

Equalities

11. There are no specific implications in this report but again the service plans attached have been influenced by a recognition of the corporate commitment to improvement in this area

Legal

12. There is no statutory requirement for the production of service plans, though there is a strong expectation by District Audit and by inspection regimes such as Ofsted that they will be produced in order to support effective Performance Management.

Crime and Disorder/ Information Technology /Property

13. Whilst there are no specific implications for these categories of this covering report the reader will identify again that there are considerable activity and progress expected in these service plans which will carry significance for these categories.

Risk Management

14. The risk to the authority of not maintaining service plans is that the service will lack any framework for agreeing and monitoring progress against its agreed and approved priorities. Without such a framework

performance of the service would be adversely impacted upon with subsequent operational, reputation and financial risks.

Recommendations

- 15. The Executive Member is recommended to approve the Service Plans for 2009/10 attached to this report:

Reason: In order to ensure that managers in LCCS are in a position to implement the strategic priorities for the directorate.

Author:
Peter Dwyer
Director of Learning, Culture and Children's Services
LCCS
Tel No. 554200

Chief Officer Responsible for the report:
Peter Dwyer
Director of Learning, Culture and Children's Services

Report Approved **Date** 25 February 2009

Peter Dwyer
Director of Learning, Culture and Children's Services

Report Approved **Date** 25 February 2009

Specialist Implications Officer(s)

Implication ie Financial
Name
Title
Tel No.

Implication ie Legal
Name
Title
Tel No.

Wards Affected: *List wards or tick box to indicate all*

All

For further information please contact the author of the report

Background Papers:

Annexes: Service Plans (5)



**Learning, Culture & Children's Services
Service Plan for 2009/2010**

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Resource Management

LEARNING, CULTURE AND CHILDREN'S SERVICES

SERVICE PLAN

CHILDREN & YOUNG PEOPLE'S SERVICES - SUMMARY

<u>DETAILED EXPENDITURE</u>		<u>COST CENTRE EXPENDITURE</u>	
	2009/10 BUDGET £'000		2009/10 BUDGET £'000
Employees	22,324	Children & Families	14,731
Premises	4,739	Lifelong Learning & Culture	331
Transport	3,219	Partnerships & Early Intervention	4,655
Supplies & Services	15,289	Resource Management	7,291
Miscellaneous		School Improvement & Staff Development	4,454
- Recharges	7,320	School Funding & Contracts	85,261
- Delegated / Devolved	95,188	Dedicated Schools Grant	(87,918)
- Other	4,067		
Capital Financing	7,405		
GROSS EXPENDITURE	159,549		
Income	(130,745)		
NET EXPENDITURE	28,805	NET EXPENDITURE	28,805

LEARNING, CULTURE AND CHILDREN'S SERVICES

SERVICE PLAN

CHILDREN & YOUNG PEOPLE'S SERVICES - SCHOOL FUNDING & CONTRACTS

<u>DETAILED EXPENDITURE</u>		<u>COST CENTRE EXPENDITURE</u>	
	2009/10 BUDGET £'000		2009/10 BUDGET £'000
Employees	102	School Asset Rents & Rates	7,441
Premises	4,161	School Contracts	49
Transport	1	School Delegated & Devolved Funding	77,771
Supplies & Services	1,538		
Miscellaneous			
- Recharges	748		
- Delegated / Devolved	90,958		
- Other	353		
Capital Financing	7,121		
GROSS EXPENDITURE	104,982		
Income	(19,721)		
NET EXPENDITURE	85,261	NET EXPENDITURE	85,261

LEARNING, CULTURE AND CHILDREN'S SERVICES

SERVICE PLAN

CHILDREN & YOUNG PEOPLE'S SERVICES - DEDICATED SCHOOLS GRANT

<u>DETAILED EXPENDITURE</u>		<u>COST CENTRE EXPENDITURE</u>	
	2009/10 BUDGET £'000		2009/10 BUDGET £'000
Employees	-	Dedicated Schools Grant	(87,918)
Premises	-		
Transport	-		
Supplies & Services	-		
Miscellaneous	-		
- Recharges	-		
- Delegated / Devolved	-		
- Other	-		
Capital Financing	-		
GROSS EXPENDITURE	<hr/> -		
Income	(87,918)		
NET EXPENDITURE	<hr/> (87,918) <hr/>	NET EXPENDITURE	<hr/> (87,918) <hr/>



Service Plan for 2009/10

Service Plan for: **SISD**

Directorate: **Learning, Culture & Children's Services**

Service Arm: **School Improvement and Staff Development**

Service Plan Holder: **Jill Hodges**

Director: **Pete Dwyer**

Signed off: _____

Executive Member: **Cllr Carol Runciman**

Signed off: _____

Section 1: The service and objectives

Service Description

SISD works in partnership with schools and settings, supporting them in raising standards for, and meeting the needs of, all children & young people. SISD also works in partnership with other service arms within the Directorate to achieve this and targets resources towards where need is greatest and children most vulnerable. SISD focuses on not only children and young people and their schools and settings, but also their families and communities, seeing children “in the round” and recognising that for them to achieve in the broadest sense, external factors are crucial.

SISD incorporates Education Development Service, (EDS), Inclusion Development Service, the Behaviour Support Service, the 14-19 team, the Travellers and Ethnic Minority Support Service, Governance Support Service and School Improvement Support Service. Other key services, which contribute to the core work of EDS, are Management Information, ICT Client, Finance, HR, Arts & Culture, Sport and Active Leisure, Access and Inclusion and Early Years and Extended Schools.

Regular consultation takes place with schools and settings in order to ensure the service is able to meet emerging needs and priorities. Maintaining a positive relationship with schools, children’s centres and educational settings through consultation and partnership working is vital if all those involved in providing a high quality education are to contribute to a strategic and coherent approach which places children and young people’s needs at the centre. There is a commitment to partnership working and transparency based on trust, open dialogue, agreement on documented judgements and confidentiality at all times.

Our core purpose is to

- Raise standards across all schools and settings
- Meet the needs of all children and young people targeting vulnerable pupils and groups of pupils and working with schools, families and in localities in an inclusive way
- Narrow the gap between the most disadvantaged children and young people and those who are achieving as expected
- Empower schools, their Headteachers and governors to provide the highest quality leadership, teaching and learning and provision

We will do this by :-

- Seeing “children in the round” and to support schools in enabling them to achieve in the broadest sense, and meeting the priorities within the Extra Mile, C4EO, Every Child Matters and the CYPP
- Providing an overall strategic view of standards and provision across the City of York
- Working in partnership with schools and settings, ensuring that the needs of every child are addressed in order to help them reach their full potential
- Challenge and supporting schools in raising standards
- Ensuring that each school or setting, as appropriate, receives tailored support appropriate to its stage of development in relation to priorities identified through robust self evaluation and analysis of performance
- Recognising, promoting and celebrating the richness and diversity of cultures in all schools and settings, within and beyond the context of the City
- Recognising that every school and setting has its own distinctive identity which is celebrated and which contributes to the breadth and enrichment of learning opportunities networked across the city

- Having a firm commitment to partnership working and transparency based on trust, open dialogue, agreement on documented judgements and confidentiality at all times.
- Working with other agencies and partnerships, contributing to their key roles and including them in our priorities
- Ensuring all stakeholders have a voice and help shape service delivery
- Improving opportunities to ensure the Children's Workforce is made up of 'knowledgeable adults', who children and young people and their families can respect and trust
- Actively identifying, developing and deploying the expertise of senior leaders and excellent practitioners in schools and settings and recognising they are an important resource within the city-wide school improvement strategy
- Disseminating, and generating best practice through action research, Beacon status and activity and work with schools

Review of 2008/09

- The new School Improvement and Staff Development (SISD) team is now firmly embedded ensuring a clear, co-ordinated and cohesive approach to and focus on school improvement. Traveller Education Support and Ethnic Minority Support merged to become the Traveller Education and Ethnic Minority Support Service (TEMSS) under one team leader
- Standards and achievement measures for 2007/08 demonstrated improvement across all Key Stages and are evidence of the impact of the work undertaken in partnership with schools to raise standards. All figures are well above national averages and built on the significant progress of 2006/07. Within primary there was a mixed picture of results including improvements in some areas, consolidation in others and some areas where results dipped from the previous year, but they did not drop below all gains made in 2007. At KS4, 5A*-C 68% represents a slight improvement over one year and consolidation of a three year positive trend. At 5A*-C including English and Maths, 54% represents a consolidation of recent progress but the LA recognises this an urgent priority to meet future targets. One school is supported by National Challenge funding
- Under the new Ofsted framework from September 2005, 62% of schools are good or outstanding. Since April 2008, there have been 20 inspections, of which 75% have been good or outstanding. In December 2008, the one school in a category of concern was removed from the category. The LA, therefore, has no schools in an Ofsted category. However, it does have one National Challenge school
- The primary and secondary School Improvement Partner (SIP) programme is now firmly in place and roles have been clearly aligned with the Locality Adviser role.
- Preparation for the Early Years / Foundation stage statutory requirements took place with training and briefings held for Headteachers. National Strategies rated the service as outstanding in December 08
- A significant strategic review of the Behaviour Support Service is resulting in refocusing leadership, management, roles and responsibilities across the Service. There is now one school on the Danesgate Site and a new leadership structure there. The review is now focussing on the Behaviour Support Service and leadership within this area. There has been much consultation with primary and secondary headteachers with regard to the development of the City Behaviour Partnership and Learning Support Units. Exclusions figures have decreased dramatically. A more systematic and accountable approach to budget setting for the BSS is being developed.
- Attendance in the LA continues to be better than national average with attendance in our primary schools amongst the very best whilst secondary schools attendance was ranked in top 90 out of 150 LAs.

- The new CYC Inclusion Award based on the updated Self Review Framework (SRF) is having a positive impact with 20 schools currently accredited and another two gained in December 2007.
- The TDU is providing a broader strategic children's workforce service based centrally, The TDU will move to Early Interventions and Partnerships from April 09 to better reflect its position within the Children's Trust
- The Inclusion Development Service has worked successfully to narrow the gap at all key stages for pupils working below age related expectations. Innovative and targeted intervention at school and pupil level has accelerated the progress of under achieving and low achieving pupils, confirming a four year trend which shows reduced numbers of pupils below threshold at each key stage in core subjects.
- The TEMSS team has become firmly embedded and is working under one team leader. Schools have been provided with a toolkit by TEMSS to help them meet their new legal duty to promote community cohesion, and further training has been delivered to senior leadership teams. This is particularly relevant as York has one of the fastest growing minority ethnic communities in the country
- The Governing Support service whilst maintaining core provision, is developing a proactive approach to governor support through the offer of more targeted and flexible training opportunities. The review of the Governance Service and Clerking Service buyback has been completed, including consultation with Chairs of Governors. A significant increase in Clerking Service charges is required to ensure that the service is self-funding
- The School Improvement Support Service has reviewed its structure and accommodation at Eccles to meet the needs of SISD
- 14-19 developments continue to be strong with two diplomas (Society, Health and Development and Engineering, being offered from September 2008 and another six planned for September 2009 ie Environment & Land Based; Business, Administration & Finance; Manufacturing & Product Design; and Hair & Beauty Diplomas for delivery in Sept 2009. Young Apprenticeships submissions for 7 lines for 2009/10 were made. The Government Office progress check showed that quantitative and qualitative indicators were rated Amber / Green (Oct 08) but with a significantly lower (ie better) score than 2007
- Archbishop Holgate's School is working with the LA, other schools and partners to fulfill its sixth-form presumption to meet the needs of the learners across the City. The Centre opened in September 08
- The Machinery of Government (MOG) Stage 1 Assessment was completed successfully in October 08. Work has begun with sub regional partners on Stage 2.
- The Visioning process with secondary headteachers and college principals, Vision York 2013, is ongoing. Learning and Skills Network (LSN) was commissioned to look at models for post 16 provision. Their report is expected in June 09. A Vision for LDD in York and a Vision for Learning (across primary and secondary) are also being developed. These will be supported by activity at the Headteachers' conference in March 09.

Service Objectives (2009/10)

Objectives

1. To ensure all priorities and actions areas within the CYPP 2009-2012, where SISD are leading or taking a supporting role are achieved:
 - Being Healthy
 - Staying Safe
 - Enjoying and Achieving
 - Making a Positive Contribution
 - Achieving Economic Wellbeing
 - Managing our Services
2. To contribute to the corporate priorities
3. To use the NPIs as both drivers and as outcomes to measure success

4. To restructure EDS and the Behaviour Support service to provide improved value for money, delivering high quality outcomes
5. To implement the Machinery of Government changes with the transition of funding for 14-19 to the LA

Section 2: Drivers for Change

Driver	How might this affect our service?	Source
Corporate priorities	Yet to be determined	
LAA	Ensuring that the work and drive for improvement undertaken by SISD contributes toward the CYC's achievement of the LAA	CLG
CYPP	Ensuring that the work and drive for improvement undertaken by SISD contributes to priorities led SISD and by other service arms.	CYPP
National and DCSF initiatives	Children's Plan 2008 21 st Century Schools BSF and Primary Capital Build The Extra Mile CE4O Raising Expectations- 14-19 Back on Track	DCSF
External reports JAR, Ofsted APA recommendations	Incorporate all findings and recommendations into future planning	JAR report APA Ofsted
Legal duty to promote	Community Cohesion Early Years Outcome Duty Discrimination Disability Act	National priority
Directorate initiatives	Equalities Health and Safety	Corporate and directorate drivers

Section 3: Critical Success Factors for 2009/10 (known as actions/priorities in the past)

Links to Strategic Plan (e.g. Corporate Initiative, LAA)	Priority from CYPP	Action	Related NPI	Timeframe (e.g. Comp End Qrt 2, or Comp 2011)	Lead SM
Being Healthy					
	(3) Support emotional wellbeing	<ul style="list-style-type: none"> further extend SEAL into secondary schools and SEAD into primary schools 			
Staying Safe					
		<ul style="list-style-type: none"> 	86	Qtr 3	YB
Enjoying & Achieving					
	(9) Aim for world-class standards of leadership and ensure that all children and young people enjoy and achieve	<ul style="list-style-type: none"> focus on leadership across schools, colleges and partnerships including the secondary leadership collaborative, leadership specialisms, and rigorous targets for schools 	72, 73, 75,	Qtr 3	MF, JC
		<ul style="list-style-type: none"> focus on learning and teaching, implementing Vision for Learning York and the transforming learning agenda 	76, 78,	Qtr 3	JH
		<ul style="list-style-type: none"> focus on assessment and tracking of pupils, through SIP Notes of Visits and visits 	89, 93,	Qtr1,2,3	MF, new PA
		<ul style="list-style-type: none"> implement the findings of the Primary Review 	94,	Qtr 4	MF
		<ul style="list-style-type: none"> develop the secondary curriculum after the demise of KS3 SATs 	95,	Qtr	MJ
		<ul style="list-style-type: none"> develop sustainable schools 	96,	Qtr 2	JP
		<ul style="list-style-type: none"> develop STEM in schools 	97,	Qtr 2	SA
		<ul style="list-style-type: none"> use our Beacon status to support other LAs and to learn from them 	98	Qtr 3	MF
		<ul style="list-style-type: none"> develop leadership programmes for governors on partnership and our Vision ideas 	102a 102b,	Qtr 2	SP
		<ul style="list-style-type: none"> implement the findings of Vision York 2013 		Qtr 3	JH

		<ul style="list-style-type: none"> review leadership, curriculum , learning and teaching in Science 	83, 84, 85,	Qtr2	SA
	(10) Implement best practice to improve behaviour and attendance	<ul style="list-style-type: none"> continue Review of Behaviour Support Service including leadership structures across the Service 	86, 114 CYP 13.1,2	Qtr 1	JH
		<ul style="list-style-type: none"> have the Behaviour Partnership protocols in place 		Qtr 2	ME
		<ul style="list-style-type: none"> continue to review Alternative Provision 		Qtr 1	ME
		<ul style="list-style-type: none"> review the QA of learning across the Behaviour Support Service 		Qtr 3	YB
		<ul style="list-style-type: none"> provision for vulnerable groups – LDD, Travellers 		Qtr 2	JL, CL
		<ul style="list-style-type: none"> further develop strategic links with other Service Arms 		Qtr 2	ME
	(11) Ensure that we “narrow the gap” in outcomes for vulnerable groups	<ul style="list-style-type: none"> target resources and support for vulnerable groups overall – FSM, LDD, LAC, 	102a, 102b, 107, 108, CYP 2.1	Qtr 2	JL
		<ul style="list-style-type: none"> target resources and support for travellers and ethnic minorities (107, 108) 		Qtr 2	CL
		<ul style="list-style-type: none"> link with other service arms to ensure a co-ordinated approach 			JL
		<ul style="list-style-type: none"> implement findings from the Community project with Maxine Froggatt 		Qtr 1,2,3	JH, JL
		<ul style="list-style-type: none"> incorporate findings from the CE4O 		Qtr 3	JH
		<ul style="list-style-type: none"> work more closely with colleagues from S&AL and the Arts 			Qtr 1,2,3 SW, MF, new PA
	(12) Continue to ensure a high quality Early Years experience	<ul style="list-style-type: none"> provide training and support for staff in schools and settings 	72, 92,	Qtr 1,2,3	SW
		<ul style="list-style-type: none"> provide training and support for staff in schools and settings for children with EAL 		Qtr 1,2,3	CL
Making a Positive Contribution					
	(15) Strengthen communities through innovative family involvement	<ul style="list-style-type: none"> Implement findings from the Community project with Maxine Froggatt 	102a, 102b, CYP8.10	Qtr 2,3,4	JH, JL
Achieving Economic Wellbeing					
	(18) Increase the quality and range of opportunities for young people to	<ul style="list-style-type: none"> implement plans for Vision York 2013 and post-16 provision across the City 	79, 80, 81, 82,	Qtr 1,2,3	JH
		<ul style="list-style-type: none"> work with the LSC in implementing the Machinery of Government changes 		Qtr 1,2,3	JT

	realise their dreams and ambitions	<ul style="list-style-type: none"> work with regional and sub-regional partners in implementing the Machinery of Government changes 	90, 106, CYP17.2	Qtr 1,2,3	JT
		<ul style="list-style-type: none"> provide high quality resources for the delivery of diplomas, ensuring employers are fully engaged and offering improved work-based learning opportunities and apprenticeships 		Qtr 1,2,3	JT
		<ul style="list-style-type: none"> implement the School engagement programme 		Qtr 1,2,3	JT
		<ul style="list-style-type: none"> ensure that LDD in NEETs have high quality provision , progression opportunities 		Qtr 1,2,3	JL
		<ul style="list-style-type: none"> focus on progression opportunities for vulnerable groups 		Qtr 1,2,3	JL
		<ul style="list-style-type: none"> develop enterprise in schools 	98	Qtr 2	TH
	(19) Support children and young people through key transitions in their lives	<ul style="list-style-type: none"> support children and young people through major transition s including nursery, primary, secondary and post-16 		Qtr 1,2,3	New post
	(21) Reduce child poverty and homelessness	<ul style="list-style-type: none"> Support schools in developing family learning 		Qtr 1,2,3	MF, new PA, JL
Managing our Services					
	(22) Make sure that a commitment to equalities underpins everything we do	<ul style="list-style-type: none"> Training for team leaders and NPI holders on equalities issues 		Qtr 2	CL
		<ul style="list-style-type: none"> Training for H&S with team leaders 		Qtr 1	JH
		<ul style="list-style-type: none"> Induction process 		Qtr 3	JH

Code	Description of PI	Service Manager	Historic (9 academic year)						10/11 (09/10 academic)	11/12 (10/11 academic)	06/07	PI appears as a Key PI
			07/08 (academic 06/07)	08/09 (academic 07/08)		Qtr 1	Qtr 2	Qtr 3	Year End	Target	Target	
NPI 72 (PSA 10)	% of children achieving at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social & Emotional Development and Communication, Language & Literacy	Stephanie Windsor	61.9%	60.0%	Actual					66%	To be set as a part of the schools target setting process (10/11)	YorOK
				59%	Profile				64%			
NPI 73 (PSA 10)	% of pupils achieving Level 4 or above in both English & Maths at KS2	Margaret Francis	76.8%	Est 75.7%	Actual					79%		
NPI 75 (PSA 10)	% of pupils achieving 5+ A*-C at GCSE (or equivalent) incl English & Maths	New PA	54.5%	53.8%	Actual					62%	YorOK	
				56%	Profile				61.5%			
NPI 76	Numbers of schools not achieving the floor target of 55% for Level 4+ in both English & Maths at KS2	Margaret Francis	2	4	Actual					3	2	
NPI 78 (PSA 10)	Numbers of schools not achieving the floor target of 30% for 5+ A*-C at GCSE (or equivalent) incl English & Maths	New PA	1	1	Actual					0	0	
					Profile	0	0	0	0			
NPI 79 (PSA 10)	% of young people who achieve a Level 2 qualification by the age of 19	John Thompson	71.3%	Available year end	Actual					81%	83%	
				75%	Profile				78%			
NPI 80 (PSA 10)	% of young people who achieve a Level 3 qualification by the age of 19	John Thompson	50.3%	Available year end	Actual					To be set with LSC		
NPI 81	Difference in percentage terms of those young people attaining level 3 at 19 of those who were in receipt of a FSM at age 15 and those who were not.	John Thompson	30.3%	Available year end	Actual					28.5%	Target set with LSC	LAA
				29.5%	Profile				29%			
NPI 82	% of young people who were in receipt of a FSM at 15 who attain a Level 2 qualification by the age of 19	John Thompson	46.8%	Available year end	Actual	Once 07/08 academic yr result known targets can be set with LSC				Once 07/08 academic yr result known targets can be set with LSC		
NPI 84	% of pupils achieving 2+ A*-C grades in Science GCSEs or equivalent	Sue Atkinson	56.5%	57.0%	Actual					61%	62%	
					Profile				60%			
NPI 85	Nos. of post-16 participation in physical sciences (A Level Physics, Chemistry and Maths)	Sue Atkinson		Phy-41, Chem-58, Math-90	Actual					Phy-43, Chem-60, Math-90	Phy-43, Chem-60, Math-90	
					Profile				Phy-43, Chem-60, Math-90			
NPI 86	% of secondary schools judged as having good or outstanding standards of behaviour	Jill Hodges	83%	Available year end	Actual					86%	88%	
				86%	Profile				85%			
NPI 89	Number of schools in special measures	Jill Hodges	0	0 (3rd qrt)	Actual					0	0	
NPI 90	Numbers of take up of 14-19 learning diplomas	John Thompson	Available year end	Available year end	Actual	Target to be set once baseline established				Target to be set once baseline established		
					Profile	Target to be set once baseline established				Target to be set once baseline established		
NPI 91	% of 17 year-olds in education or work based training	John Thompson	Available year end	Available year end	Actual	Target to be set once baseline established				Target to be set once baseline established		
					Profile	Target to be set once baseline established				Target to be set once baseline established		
NPI 92 (PSA 11)	Difference in % points between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest (median)	Stephanie Windsor	32.7%	30.8%	Actual					27.0%	To be set as a part of the schools target setting process (10/11)	YorOK
				31%	Profile				28.3%			
NPI 93 (PSA 11)	% of pupils progressing by 2 levels in English between KS1 and KS2	Margaret Francis	84.7%	Est 81%	Actual					88%		
NPI 94 (PSA 11)	% of pupils progressing by 2 levels in Maths between KS1 and KS2	Margaret Francis	78.4%	Est 78%	Actual					86%	YorOK	
					Profile				84%			
NPI 102a (PSA 11)	Difference in % points between pupils eligible for FSM and those who are not, achieving Level 4 in E&M at KS2	Jill Hodges	29.0%	Available year end	Actual					24%	21%	LAA local , YorOK
				28%	Profile				26%			
NPI 102b (PSA 11)	Difference in % points between pupils eligible for FSM and those who are not, achieving 5+A*-C (Inc E&M) at KS4	New PA	31.2%	Est 34.2%	Actual					25%	22%	LAA local , YorOK
				29%	Profile				27%			
NPI 106 (PSA 11)	Difference in % points between young people eligible for FSM at 15 progressing to higher education at 18 or 19	John Thompson	Available year end	Available year end	Actual	Once 07/08 academic yr result known targets can be set with LSC				Once 07/08 academic yr result known targets can be set with LSC		
NPI 107a	% of pupils from a minority ethnic group (white or other) containing more than 30 pupils who achieve L4+ in English and Maths at KS2	Catherine Leonard			Actual					78%	To be set as a part of the schools target setting process (10/11)	YorOK
					Profile	Cohort too small to set targets						
NPI 107b	% of pupils from a minority ethnic group (Gypsy,Roma and traveller of Irish heritage) containing more than 30 pupils who achieve L4+ in English and Maths at KS2	Catherine Leonard		Past results not shown due to the cohort for any ethnicity group being below the threshold of 30	Actual					27%		
					Profile	Cohort too small to set targets						
NPI 108a	% of pupils from a minority ethnic group (white or other) containing more than 30 pupils who achieve 5+A*-C inc English and Maths at KS4	Catherine Leonard		Past results not shown due to the cohort for any ethnicity group being below the threshold of 30	Actual					68%	YorOK	
					Profile	Cohort too small to set targets						
NPI 108b	% of pupils from a minority ethnic group (Gypsy,Roma and traveller of Irish heritage) containing more than 30 pupils who achieve 5+A*-C inc English and Maths at KS4	Catherine Leonard		Past results not shown due to the cohort for any ethnicity group being below the threshold of 30	Actual					25%		YorOK
					Profile	Cohort too small to set targets						
NPI 114	% of pupils permanently excluded from all York schools	Mark Ellis	0.25%	0.12%	Actual					0.07%	0.06%	
				0.13%	Profile				0.09%			
CYP2.1	% schools achieving the healthy school standard	Sue Foster	75.0%	81% (2nd qrt)	Actual					100%	100%	
					Profile				100%			
CYP8.10	% of pupils living in the 30% most deprived areas in the country (IDACI) gaining 5 A*-C, including maths and English, at GCSE	New PA	29%	Available year end	Actual					37%	38%	LAA local
				33%	Profile				35%			
CYP17.2	Number of vocational entries at the end of KS4	John Thompson	1034	1571	Actual					1300	1600	
				1150	Profile				1250			

Code	Description of PI	Service Manager	Historic		9 academic year				10/11 (09/10 academic)	11/12 (10/11 academic)	06/07	PI appears as a Key PI
			07/08 (academic 06/07)	08/09 (academic 07/08)		Qtr 1	Qtr 2	Qtr 3	Year End	Target	Target	
CYP L3	% of pupils eligible for FSM achieving Level 4 or above in both E+M at KS2	Margaret Francis			Actual					52%	To be set as a part of the schools target setting process (10/11)	YorOK
					Profile	New PI from 2009/10 academic year so no targets required						
CYP L4	% of pupils eligible for FSM progressing by 2 levels in English between KS1 and KS2	Margaret Francis			Actual					72%		YorOK
					Profile	New PI from 2009/10 academic year so no targets required						
CYP L5	% of pupils eligible for FSM progressing by 2 levels in Maths between KS1 and KS2	Margaret Francis			Actual					67%		YorOK
					Profile	New PI from 2009/10 academic year so no targets required						
CYP L6	% of pupils eligible for FSM achieving 5+ A*-C at GCSE (or equivalent) inc. E+M at KS4	New PA			Actual					27%		YorOK
					Profile	New PI from 2009/10 academic year so no targets required						
CYP L7	% of ethnic minority pupils (White other) progressing by 2 levels in English between KS1 and KS2	Jill Hodges			Actual					88%		YorOK
					Profile	Cohort too small to set targets						
CYP L8	% of ethnic minority pupils (White other) progressing by 2 levels in Maths between KS1 and KS2	Catherine Leonard			Actual					82%	YorOK	
					Profile	Cohort too small to set targets						
CYP L9	% of ethnic minority pupils (Gypsy, Roma and Traveller of Irish heritage) progressing by 2 levels in English between KS1 and KS2	Catherine Leonard			Actual					64%	YorOK	
					Profile	Cohort too small to set targets						
CYP L10	% of ethnic minority pupils (Gypsy, Roma and Traveller of Irish heritage) progressing by 2 levels in English between KS1 and KS2	Catherine Leonard			Actual					84%	YorOK	
					Profile	Cohort too small to set targets						

Indicates that this PI is one of the statutory attainment PIs required by DCSF

Section 4 2009/10 ~ School Improvement & Staff Development ~ Jill Hodges (non academic year PIs)

Code	Description of PI	Service Manager	Reported via the financial reporting year NOT academic year								06/07	PI appears as a Key PI
			07/08	08/09		09/10 Q1	09/10 Q2	09/10 Q3	09/10 Q4	10/11	11/12	
NPI 55	% of reception year children recorded as being obese (as measured by Health Services) Note targets set by NHS	Sue Foster	8.4%	Available year end	actual					8.50%	PCT to set	
				8.48%	profile				8.50%			
NPI 56	% of children in Year 6 recorded as being obese (as measured by Health Services) Note targets set by NHS	Sue Foster	15.6%	Available year end	actual					15.40%	PCT to set	LAA
				15.44%	profile				15.40%			
NPI 69	% of children who have experienced bullying once or more in the last year (as recorded via the pupil Tellus Survey)	Mark Ellis		47%	actual					44%	43%	
					profile				45%			
CYP13.1	Number of pupils in 'Out of School' provision	John Catron	109	77 (3rd qrt)	actual					96	94	
			100	106	profile	98	98	98	98			
CYP13.2	Number of days provided in 'Out of School' provision	John Catron	3.6	4.7 (3rd qrt)	actual					4.9	5	
			4	4	profile	4	4	4	4			

LEARNING, CULTURE AND CHILDREN'S SERVICES

SERVICE PLAN

CHILDREN & YOUNG PEOPLE'S SERVICES - SCHOOL IMPROVEMENT & STAFF DEVELOPMENT

<u>DETAILED EXPENDITURE</u>		<u>COST CENTRE EXPENDITURE</u>	
	2009/10 BUDGET £'000		2009/10 BUDGET £'000
Employees	4,219	Behaviour Support Service	1,974
Premises	133	Education Development Service	1,869
Transport	65	Governance Service	70
Supplies & Services	1,571	Training & Development Unit	130
Miscellaneous		Traveller Education & Ethnic Minority Service	412
- Recharges	457		
- Delegated / Devolved	3,683		
- Other	-		
Capital Financing	-		
GROSS EXPENDITURE	10,128		
Income	(5,673)		
NET EXPENDITURE	4,454	NET EXPENDITURE	4,454

Section 6: Human resources

SISD Team (currently under review)							
Jill Hodges Assistant Director Anna Jones (PA)							
Margaret Francis	New PA	John Thompson	Mark Ellis	Helen O'Neill	Catherine Leonard	Joan Lupton	Sue Pagliaro
Education Development Service			Behaviour Support Service	School Improvement Support Service	Travellers and Ethnic Minority Support Service	Inclusion Development Service	Governor Support & Development Service
Mike Holroyde Yvonne Methley Stephanie Windsor Alison Bailey Gail Brown Fiona Lovell Barbara Beattie Andy Taylor Gordon Pearce Gill Williams Consultants	Yvette Bent Sam Dunderdale Sue Atkinson Tim Holmes Mike Jory Tim Scratcherd Catherine Shawyer Tricia Ellison Jenny Philpott Sharon Palmer Lesley White David Uffindall Julie Frankland	Stephen Down Phil Embleton Consultant	Headteacher Danegate Site BSS staff	Lynn Allerton Sarah Atkinson Emlyn Lucas Vicky McQuade Catherine Redfern Naomi Watson Chris Wilton	Janice Adams Debbie Barron Dina Bonner Janet Bradley Irene Butler Catherine Davies Jill Dugdale Ines Gracias Madeline Hall Ulrike Hitchen Jude Knight Daphne Meacock Gill Ockelton Ruth Owen Ruth Robson Josephine Thomas Louisa Wilson	Anne Crawford Susan Fisher Marion Weeks Trevor Younger Vicky Blackwell Josie Clarke Lynne Sefton Maggie Wilson Kate Elsey	Debra Wilcock Angela Bielby Wendy Geddert Isobel Goforth Tracey Gunson Anne McCoulough Salli Radford

Section 7: Monitoring and reporting arrangements

MEETING	TIMING	DESCRIPTION	STAFF
DMT	Quarterly	DMT meetings Sessions include: <ul style="list-style-type: none"> • Review of progress made against service plan initiatives • Identification of future priorities and re-prioritisation of actions • Identification of barriers to successful completion of actions and analysis of external drivers • Team issues & team building 	Director and Assistant Directors
SISD team leaders meetings	Monthly	Team Leaders meetings <ul style="list-style-type: none"> • Review of progress against service plan actions • Team issues • New actions 	Team leaders within SISD <ul style="list-style-type: none"> • EDS • Governance • Inclusion • TEMs • Support and admin
SISD full meetings	Every six weeks	Full SISD meetings <ul style="list-style-type: none"> • Feedback on key events/meetings • Updates on national and corporate initiatives • General service plan issues in line with items discussed in DMT and team leaders meetings • Team training with presentations from other services and organisations on key topics of interest to service 	All SISD staff
Teams Meetings	Monthly	All SISD team leaders meet their teams <ul style="list-style-type: none"> • Feedback on key events/meetings • Updates on national and CYC initiatives • General service plan issues in line with items discussed in team leaders meetings 	All SISD Staff in their respective teams
One-2-One Meetings	Every 6 weeks	Review of progress against service plan actions Half-yearly PDR review	AD with team leaders
Performance Development Review	Annual with 6 month review	Links personal review and development with service plan objectives	AD with team leaders Team leaders with respective team members
Induction programme for new staff	When applicable	New staff gain understanding of service objectives (service plan) and links between personal targets and service/organisation actions. Also gain understanding of the work of other services within the department	
Surveying and monitoring	Throughout the year	Regular feedback from training evaluation forms, surveys of users, audit commission school survey	



Service Plan for 2009/10

Service Plan for: Children and Families

Directorate: Learning, Culture & Children's Services

Service Arm: Children and Families

Service Plan Holder: Eoin Rush

Director: Pete Dwyer

Signed off:

Executive Member: Cllr Carol Runciman

Signed off:

Section 1: The service and objectives

Service Description

This service is comprised of:

Social Care Services

This service provides a range of interventions to support families and protect children and young people 'in need' under the provisions of the Children Act 1989, Children Act 2004 and the Adoption and Children Act 2002.

Working in partnership with families, colleagues and partner agencies, the social care services undertake; assessments, child protection investigations, case management, public law applications. They provide adoption and looked after and leaving care services.

A range of family support packages and initiatives are directly provided or supported through the Family Support Service.

For those children and young people who cannot be supported to live safely in their families a range of direct care services are provided including a residential children's home and a family placement service with approximately 90 foster carers some of whom participate in the specialist fostering scheme.

Social Care Service is comprised of:

Referral and Assessment Service

0 – 10 Social Work and Family Support Teams (East and West)

11+ Social Work Teams (incl. Family Support Workers) (East and West)

Health and Disability Team

Adoption and Fostering Service and Wenlock Terrace Children's Home

Sharing Care Service and The Glen

Pathway Team

Quality Assurance Service

Youth Offending Service

YorkYOT is a partnership service established under the Crime and Disorder Act 1998. Its purpose is to help make York a safer, better place for everyone by:

- Changing the outlook and behaviour of individuals we supervise
- Reducing youth crime by working in partnership to ensure that young people get the support and direction they need
- Ensuring that the voice of victims is heard
- Working with families and the community to help them promote positive change in young people
- Protecting the public through rigorous enforcement of sentences imposed by the courts.

The YOT straddles the children's and community safety agendas and is accountable to a partnership management board, chaired by the Chief Executive. Day-to-day management is provided by LCCS. CYC provides one-third of the YOT's resourcing, the majority being provided by local partners and national funding streams. Planning arrangements for 2008-10 are overseen by the Youth Justice Board for England and Wales in a format known as the 'Youth Justice Plan' now available via www.york-yot.org.uk

Four-fifths of the YOT's work is statutorily based, governed by 'National Standards', and is a major contributor to reducing rates of repeat offending (LAA NPI:19). The remaining fifth is

made up of the prevention schemes 'YISP' and 'Stronger Families', key contributors to reducing the number of children who become first time offenders (LAA NPI:111).

Special Educational Needs Service

The overarching purpose of the SEN Service is to ensure the best possible quality of education and outcomes for all children and young people with special educational needs and disabilities within the context of an inclusive educational system. The service aims to promote the wellbeing, personal development and education of children through the provision of high quality assessment, advice, intervention and designated special provision to meet identified needs. The work of this service is organised to deliver improved outcomes for children within the context of the government's SEN strategy "Removing Barriers to Achievement", "Every Child Matters" and the National Service Framework for Children and Aiming High for Disabled Children'.

The Service is comprised of:

- The Educational Psychology Service
- The Specialist Teaching Service
- The SEN Co-ordination Service
- The Parent Partnership Service
- The Portage and Pre-school SEN Service
- Early Support Key Worker Coordinator Services

Integrated Services for Disabled Children and Young People

Children and Families has overall lead in ensuring appropriate provision for disabled children and young people. The head of Integrated Services for Disabled Children and Young People and the coordinator for the forum for parent/carers of disabled children are located within this service arm.

Education Welfare Service

The service promotes the education and development of children through the provision of an education welfare service to schools, students and parents/carers. The service provides a continuum of support from providing advice about whole school policy development, through to individual casework with pupils and families. Since 2008 this service has been managed within the 11+ Children's Social Care group to realise the added value that is achieved through these services working in closer collaboration.

City of York Safeguarding Children Board Unit

This unit which comprises of the CYSCB manager, a training and development officer and an administrator supports and services the work of the Board. The Board, which comprises of senior interagency personnel, is responsible for overseeing and quality assuring child-safeguarding activity within the City.

Accountability of Local Safeguarding Children's Board's is complex. The Board reports to the Director LCCS and each partner agency whilst maintaining an independent voice. In York, the CYSCB works to a 3-year strategic plan, whose progress is reported to the CYSCB (quarterly) and the Children's Trust Board (biannually). Additionally, briefings are provided to the Lead Member (Children) and the Director LCCS (quarterly).

Individually and together this group provides a range of core services to those children and young people who are most at risk and whose needs require specialist interventions.

This group of services operate within a clear legislative framework and their interventions are in situations, often described as Tier 3 and 4, where the authority has a statutory responsibility to act.

Children and Families also has a key role to play in the development and delivery of effective preventative services. The specialist knowledge and skill mix within this reconfigured service arm provides a valuable resource which informs, supports and contributes to the much broader preventative agenda

Review Summary of 08/09

A review of activity and progress against the 08/09 Children and Families service plan highlights a year of continued improvement in overall performance against the key indicators with all of the main objectives met. This progress, when considered against a backdrop of a substantial growth in the number of Looked After Children and those who are the subject of a protection plan, is considerable.

The overall quality and effectiveness of services for some of the City's most vulnerable children has been externally verified and endorsed through the outstanding inspection outcomes achieved through the Joint Area Review 2008 and subsequently through the outstanding grades achieved through the Annual Performance Assessment.

Key achievements for the year include:

Protecting Children More Effectively

The timeliness of and completion rates of both initial and core assessments have shown sustained good performance.

Clear evidence of targeted child protection planning demonstrated by the very low number of children who remain the subject of a children protection plan beyond 2 years.

Work to improve the quality assurance monitoring arrangements for child protection activity has been completed and approved by the City of York Safeguarding Children Board.

Arrangements are in place to strengthen the support to survivors of domestic abuse with a specialist worker available to address the specific needs of children aged 5 – 13 who are affected by such abuse..

Continued focus on and significant progress towards the full implementation of the Integrated Children's System [ICS] (the practice framework and technical solution for recording and reporting on social work activity).

Establishment of MAPPA Single Point of Contact arrangements in conjunction with Probation Service to ensure systems in place for Children's Social Care to respond and contribute to risk management strategies with respect to known offenders who may present a risk to children.

Tackling Risky Behaviour

Work commissioned to analyse the reasons children entered care in York during 07/08 has informed a programme of work across LCCS and other partners to tackle some of the underlying issues that lead to this outcome for some children.

Levels of attendance and persistent absence (those absent for 20% or more of their possible time in school) improved in both primary and secondary schools.

There is a reduced number of children who are looked after becoming prolific offenders. There has been a low number of Remands to Care in 08/09 but a high number of boys becoming looked after under S20 following their rejection by their parents. Fewer of these children continue to offend prolifically.

Central to the local youth justice system, York YOT is better placed than at any time in its ten year history to play its leading role in reducing youth crime locally. Over the past two years York YOT has focussed on its core business and performance demands, reshaping its limited resources to deliver its own role in the local youth justice system.

As a result the YOT has some significant achievements:

- Achieved double the reduction in reoffending rates set under the local public service agreement LPSA2 whilst holding the local use of custody to very low rates.
- Moved to a position as the strongest performing and most improved YOT in the region (YJB performance framework) and now rated as 'Excellent' by the YJB
- Improved and sustained improved engagement rates of young offenders in education training and employment; and ensured prompt access to CAMHS, Substance Misuse and accommodation support services.
- Provided good quality services to many more victims of youth crime and developed excellent opportunities for young people to make amends by way of positive contributions to the community.
- Improved our performance against key National Standards from 50% to 85%.

Improving Life Chances for Looked After Children

An effective and well attended multi agency Strategic Partnership to improve the outcomes for Looked After Children has been established and has met four times during the year.

Arrangements to improve the health monitoring and support arrangements for Looked After Children have been implemented.

Packages of support to families and foster carers have resulted in a low number of children being assessed as requiring out of authority placements. At a time of high LAC numbers and consequent high pressure on foster placements, this is significant.

Following a successful bid to participate in the 'Staying Put' pilot programme (to enable young people to remain in their foster placements beyond 18 years) – a project lead has been appointed and implementation is on track to more than achieve the stretch of 40% increase of young people remaining with their carers.

Following a recent inspection of our children's home Wenlock Terrace was judged to be 'good' which represents an upgrade from its previous inspection and is particularly positive when considered against a national trend of inspections downgrading such settings.

The Glen respite centre has had two inspections during the year both resulting in an 'outstanding' judgement.

Integrating Services for Children and Young People with Learning Difficulties / Disabilities

All the actions set out in the Local Authority's Every Disabled Child Matters Charter were achieved on time.

Arrangements are now all in place to launch a multi agency co-located transitions team by the end of March 08.

The Aiming High for Disabled Children 'Short Breaks' plan has been approved and arrangements to recruit a project lead in place.

CANDI the forum for parents and carers of children with disability has developed and become a key forum for the effective engagement and participation of service users in the design, delivery and review of services.

A two level programme of disability equality training has been developed and is available to all LCCS staff.

A multi agency review of Speech, Language and Communication Needs SALCN has been commissioned by the Strategic Partnership for Children with a Learning Difficulty or Disability and is progressing well.

Narrowing the Gap

Very positive evaluation of outcomes from the Speech, Language and Communication Needs (SLCN) specialist teaching assistance pilot, working in partnership with the P.C.T. , mainstream primary schools and the Local Authority.

Very positive evaluation of the pilot to enhance collaboration between special and mainstream secondary schools to improve outcomes for children with complex learning disabilities in mainstream secondary schools.

Successful negotiation with Health and other partners leading to publication of joint policy about managing medicines in schools and early years settings.

Very positive Audit Commission Survey results for SEN Services, including several top five results nationally.

End of Key Stage data for 2008 shows children with learning disabilities performed better than national average.

Developments for homeless young people continue with a rationalisation of access to homeless providers and better coordination.

Workforce Development

Successful bid to be a pilot site for the Children's Workforce Development Council's [CWDC] Newly Qualified Social Worker induction programme.

The induction standards for Foster Carers have been successfully launched and implemented.

An independent audit of the supervision arrangements for staff undertaking safeguarding assessments has been commissioned and will be completed by May 09.

A system to capture and report on the individual professional development profiles for all Children and Families Staff has been commissioned and will go live by June 09

The new Safety Management System has been effectively launched and implemented in C&FS and an initial Health and Safety visit by the Assistant Director to all sites.

Service Objectives (2009/10)

Objectives

1. To ensure all priorities and actions areas within the CYPP 2009-2012, where C&F are leading or taking a supporting role are achieved:
 - Being Healthy
 - Staying Safe
 - Enjoying and Achieving
 - Making a Positive Contribution
 - Achieving Economic Wellbeing
 - Managing our Services

2. To contribute to the corporate priorities

3. To use the NPIs as both drivers and as outcomes to measure success

4. To ensure that any service reviews and reconfiguration during 2009/10 keeps in sharp focus the need to prioritise children's safety, drive down the number of children who need to be Looked After, improve the education and health outcomes of those who do and maximises the opportunities for early intervention through the integrated working arrangements.

5. To continue to strive for a learning organisation where staff development is prioritised and opportunities to develop, use and share expertise are maximised.

Section 2: Drivers for Change

Driver	How might this affect our service?	Source
<i>Corporate priorities</i>	<i>Yet to be determined</i>	
<i>LAA</i>	<i>Ensuring that the work and drive for improvement undertaken by C&F contributes toward the CYC's achievement of the LAA</i>	<i>CLG</i>
<i>CYPP</i>	<i>Ensuring that the work and drive for improvement undertaken by C&F contributes to priorities led C&F and by other service arms.</i>	<i>CYPP</i>
<i>External reports JAR, Ofsted APA recommendations</i>	<i>Incorporate all findings and recommendations into future planning</i>	<i>JAR report APA Ofsted</i>
<i>Every Disabled Child Matters – Local Authority Charter</i> <i>Aiming High for Disabled Children</i>	<i>Ensure that there are specific strategies for narrowing the gap between children and young people with LDD and those achieving at least as expected through the delivery of the LA Charter.</i>	<i>DCFS</i>
<i>Care Matters</i>	<i>Ensure that there are specific strategies, shared across LCCS and partner agencies to:</i> <ul style="list-style-type: none"> <i>• prevent those children on the edge of care from becoming LAC</i> <i>• provide better placement choice, greater placement stability and good support to LAC in transition</i> <i>• promote improved educational outcomes for LAC</i> 	<i>DCFS</i>
<i>Electronic Social Care Records</i>	<i>Implement phase 1b of ICS technical solution</i> <i>Implement DMS</i> <i>[Note: Progress against this initiative is logged as a high risk on the LCCS risk monitor.]</i>	<i>DCFS</i>
<i>EDCM LA Charter</i>	<i>Ensure that there are specific strategies for narrowing the gap between children and young people with LDD and those achieving at least as expected through the delivery of the LA Charter and that services are planned accordingly.</i>	<i>DCSF</i>
<i>Legal duty to promote</i>	<i>Community Cohesion</i> <i>Discrimination Disability Act</i>	<i>National priority</i>
<i>Directorate initiatives</i>	<i>Equalities</i> <i>Sickness absence</i>	<i>Corporate and directorate drivers</i>
<i>NPI set (see section 4)</i>		<i>National Indicators for Local Authority Partnerships</i>

<p><i>Consultation with Families</i></p>	<p><i>Ensure all services that are developed and delivered are meaningful and relevant to children, young people and their families</i></p>	<p>CYPP</p>
<p><i>Major Youth Justice Reform</i></p>	<p><i>Ensure new sentencing framework meets requirements of the courts; and is operated in a way that effectively redirects YOT resources to the highest risk cases.</i></p>	<ul style="list-style-type: none"> • <i>Criminal Justice and Immigration Act 2008</i> • <i>YJB Scaled Approach and National Standards</i>

Section 3: Critical Success Factors for 2009/10 (known as actions/priorities in the past)

Links to Strategic Plan (e.g. Corporate Initiative, LAA)	Priority from CYPP	Action	Related NPI	Timeframe (e.g. Comp End Qrt 2, or Comp 2011)	Lead SM
Being Healthy					
	(3) Support emotional wellbeing	• Support a programme of Targeted Mental Health in Schools [TaMHS]	NPI 50	Comp 2011	Jackie Lown
		• Extend the range of support to children and young people at each transition stage.	NPI 50	March 2010	Jackie Lown
	(4) Being integrated health services closer to local communities	• Provide intensive support to CIN to reduce the numbers of Looked After Children /Care Leavers who become teenage mothers.	NPI 112	Sept 2009	Ruth Love
Staying Safe					
	(5) Protect children and young people to the highest possible standards	• Review and improve the accessibility of frontline services across the spectrum of need	NPI 68 / 14	Dec 2009	John Roughton
		• Review and remodel referral and assessment arrangements for children's social care in light of the recommendations from Lord Laming's second report	NPI 59	March 2010	Eoin Rush
		• Implement a process of regular self inspection of all referral and assessment functions in Children's Social Care	NPI 68 / 59	July 2009	Sarah Olorenshaw
		• Implement a fully compliant version of the Integrated Children's System that supports local practice	NPI 60	October 09	John Roughton
LAA		• Review and improve the multi agency response to 'Children Who Harm'	NPI 111	October 09	Simon Page
CYSCB		• To ensure the publicity of CYC Private Fostering arrangements are rolled out on a 2 yearly basis and to provide annual report to Safeguarding Children's Board.	-	October 09	Ruth Love
		• To ensure implementation of new easy@york arrangements work seamlessly with the revised Emergency Duty Team that is currently commissioned from NYCC.	NPI 59	October 09	John Roughton

	(6) Recognise and address wider safeguarding issues	<ul style="list-style-type: none"> Further develop the use of SEAL materials across all phases groups to enhance social and emotional well being and to further reduce the incidence of bullying. 	NPI 50	Ongoing	Jackie Lown
		<ul style="list-style-type: none"> In partnership with the CTU and the CYSCB develop and implement effective Contactpoint Shielding arrangements 	TBC	July 2009	John Roughton
CYSCB		<ul style="list-style-type: none"> Enhance the safeguarding capacity of schools through the development of a dedicated safeguarding resource for schools 	-	March 2010	Joe Cocker
CYSCB		<ul style="list-style-type: none"> Ensure through the effective management of the safeguarding unit that the CYSCB has the opportunity and is supported to review its priorities for 09 /10 and to develop a business plan that retains a sharp focus on child protection whilst recognising the importance of wider safeguarding issues. 	-	July 09	Joe Cocker
	(7) Deliver outstanding, integrated services in order to promote safety	<ul style="list-style-type: none"> Further contribute to improvements in Information Sharing Arrangements through the further development of school information sheets as a tool to identify, refer and track vulnerable children in schools 	CF3	Ongoing	Eoin Rush
		<ul style="list-style-type: none"> As a key stakeholder contribute to the development of an 'Integrated Front Door' arrangement to ensure a safe, consistent and proportionate response to all enquiries / concerns about children 	NPI 59 68	March 2010	John Roughton
		<ul style="list-style-type: none"> In partnership with the Children's Trust Board and in light of new guidance to be issued in the summer develop and recommend robust local arrangements to monitor, track and respond to children and young people who run away from home to the Safeguarding Children Board 	NPI 71	September 09	Ruth Love
		<ul style="list-style-type: none"> In partnership with colleagues in adult services act on the recommendations of the work undertaken by Dr Giller into underlying causes of some groups of children becoming looked after 	-	October 2009	Eoin Rush
		<ul style="list-style-type: none"> Review and improve the alignment and joint working protocols between Tier 3 and Tier 2 services 	-	March 2010	Eoin Rush
		<ul style="list-style-type: none"> Contribute and help to steer the developing integrated working arrangements to achieve a reduction in the number of children and young people who need to be looked after to secure their safety 	NPI 68	Ongoing	John Roughton

		<ul style="list-style-type: none"> Through a 'Turn the Curve' strategy to ensure that no child or young person has to move out of York for their care or education. 	-	March 2010	Howard Lovelady
	(8) Provide stable, secure, local placements for our Looked After Children	<ul style="list-style-type: none"> Participate in a comprehensive audit and review of the multi-agency strategy to further improve the health and education outcomes for looked after children. 	NPI 58 NPI 62 CF 4	July 2009	Howard Lovelady
		<ul style="list-style-type: none"> Increase to 100 the number of local foster cares in YorK 	NPI 62	Dec 2009	Howard Lovelady
		<ul style="list-style-type: none"> Implement York's Short Breaks Strategy to increase the range and capacity of respite breaks available to children and young people with complex needs. 	NPI 54	Ongoing	Howard Lovelady
		<ul style="list-style-type: none"> Implement the Staying Put Strategy to ensure that young people can stay on in their foster placements beyond 18 to support their further education and training. 	NPI 147 148	Ongoing	Ruth Love
		<ul style="list-style-type: none"> Maximise the opportunities presented by the implementation of the National Induction Standards for Foster Carers to continue to strengthen and improve the quality and robustness of care available to our most vulnerable young people in York 	NPI 62	March 2010	Howard Lovelady
Enjoying & Achieving					
	(10) Implement best practice to improve behaviour and attendance	<ul style="list-style-type: none"> Review the strategic approach of the Education Welfare Service in light of the YorOK Broker pilot to ensure maximum impact of the service on behavioural and attendance issues in school 	CF3	October 09	Ruth Love

		<ul style="list-style-type: none"> Work with colleagues across LCCS and in schools to ensure that there is robust local EBD provision for young people as they enter Key Stage 3 	-	March 2010	Steve Grigg
	(11) Ensure that all children and young people enjoy and achieve, and that we "narrow the gap" in outcome	<ul style="list-style-type: none"> Drive up the achievements of all Looked After Children through a strategy of careful in year progress monitoring and targeted intervention supported by dedicated EP co-ordination and overseen by the education sub group of the strategic partnership for LAC 	NPI 99 100 101 148	Ongoing	Joan Lupton / Paul Bent
LAA		<ul style="list-style-type: none"> Develop a Local Authority Charter II to ensure that the multi agency focus on improving outcomes for children with disabilities is sustained throughout 09/10 	NPI 54	March 2010	Jess Haslam
		<ul style="list-style-type: none"> Implement Access to ICT for LAC programme to ensure that all LAC can safely benefit from easy access to the web and all forms of e-learning 	NPI 99 100 101	October 09	Howard Lovelady
		<ul style="list-style-type: none"> Strategically deploy the Personal Education Allowances fund for LAC to ensure that all LAC have the opportunity to achieve to their full potential. 	NPI 99 100 101	March 2010	Joan Lupton / Paul Bent
		<ul style="list-style-type: none"> Extend the arrangements for collaboration between mainstream and special schools in support of children with complex learning disabilities. 	NPI 104 105	March 2010	Mick Mills
		<ul style="list-style-type: none"> Develop strategic planning for the creation of satellite provision from Applefields in one or more mainstream secondary schools. 	NPI 105	March 2010	Steve Grigg
		<ul style="list-style-type: none"> Negotiate arrangements, in collaboration with Joseph Rowntree School, for the opening of Enhanced Resource Provision for pupils with A.S.C. 	-	September 2010	Steve Grigg
		<ul style="list-style-type: none"> Complete the review of services for children with Speech, Language and Communication Needs and, in collaboration with the PCT, implement recommendations. 	-	September 2009 & 2010	Jess Haslam / Steve Grigg
		(12) Continue to ensure a high quality Early Years experience	<ul style="list-style-type: none"> Arrange to systematically handover all those children who are the subject of a referral to Tier 3 services to the appropriate Integrated Children's Centre team for support 	NPI 59	September 2009

		<ul style="list-style-type: none"> Further develop the early support key worker arrangements for children with disabilities and in particular ensure arrangements to continue this support beyond age 5 are confirmed 	NPI 54	March 2010	Jess Haslam
Making a Positive Contribution					
	(16) Value children and young people's contribution and celebrate their successes	<ul style="list-style-type: none"> Continue to support Looked After young people's participation in the Show Me That I Matter panel 	-	Ongoing	Sarah Olorenshaw
		<ul style="list-style-type: none"> In conjunction with the Strategic Partnership for Looked After Children develop a programme to ensure that every looked after child in school has all of their achievements, however small, systematically recorded and stored in a personal achievements folder and recognised. 	NPI 58	September 2009	Joan Lupton
		<ul style="list-style-type: none"> Negotiate and implement a Head Teacher's Promise to Looked After Children 	NPI 99 100 101 CF3	September 2009	Eoin Rush/ Joan Lupton/ Paul Bent

	<p>(16) Value children and young people's contribution and celebrate their successes</p>	<ul style="list-style-type: none"> • Include 'an increase in the number of children with disabilities as representatives on schools' councils' as a key priority for the Strategic Partnership for Integrating Services for Children with Disabilities. 	<p>NPI 54</p>	<p>March 2010</p>	<p>Jess Haslam</p>
		<p>In partnership with the Children's Trust to commission a service experience YP service to participate in the development of CAMH services.</p>	<p>-</p>	<p>March 2010</p>	<p>Ruth Love</p>

	(17) Further reduce the likelihood of offending and its impact on communities	Investigate to use of an AIM model to respond to those young people who offend against other children or young people	NPI 19	March 2010	Simon Page
		YOT Services in a highly targeted and effective way, any by ensuring that integrated working arrangements and prevention services are fully engaged with children likely to indulge in risk-taking behaviours.	NPI 111	March 2010	Simon Page
Achieving Economic Wellbeing					
	(18) Increase the quality and range of opportunities for young people to realise their dreams	<ul style="list-style-type: none"> Through an 'Opportunities Fair' event bring employers, training providers and young people with disabilities together to launch a sustained programme of awareness raising and opportunity creation for young people with disabilities 	NPI 54	July 2009	Jess Haslam
		<ul style="list-style-type: none"> In partnership with York Cares continue to develop the 'Starting Blocks' programme to ensure that every care leaver has the opportunity for work experience and to develop their job seeking skills 	NPI 148	Ongoing	Ruth Love
		<ul style="list-style-type: none"> Increase the number and range of work experience and work opportunities for care leavers within LCCS 	NPI 148	March 2010	Eoin Rush
		<ul style="list-style-type: none"> Increase the use of 'Fast Track and Free' leisure and cultural opportunities available to all Looked After Children in York 	-	November 2009	Howard Lovelady
	(19) Support children and young people through key transitions in their lives	<ul style="list-style-type: none"> Launch and develop further the multi agency co-located transition team for children with disabilities 	NPI 54	October 09	Jess Haslam
		<ul style="list-style-type: none"> Implement and evaluate the 'Staying Put' programme to allow young people to remain in their foster placement beyond their 18 birthday 	NPI 148	Ongoing 09	Ruth Love
Managing Our Services					
	(22) Make sure that a commitment to equalities underpins everything we do	<ul style="list-style-type: none"> Ensure that all C&FS staff understand their responsibilities under the Disability Equality Act. 	-	Ongoing	Ruth Love
		<ul style="list-style-type: none"> Continue to provide Disability Equality Awareness training as part of the common induction standards 	-	Ongoing	Sarah Olorenshaw

		<ul style="list-style-type: none"> Promote Disability Equality Training and implementation of Disability Equality Duties in schools 	-	Ongoing	Susan Coulter / Jess Haslam
		<ul style="list-style-type: none"> Contribute to the LCCS commitment of a series of Equality Impact Assessments to be undertaken within the Directorate. 	-	April 2010	Ruth Love
	(24) Further develop a well qualified, talented, confident and creative workforce	<ul style="list-style-type: none"> Establish the use of SDMS (the Training and Development Unit's information management system) as a tool to record an individual training and development profile for every member of C&FS 	-	September 2009	Sarah Olorenshaw
		<ul style="list-style-type: none"> Use the introduction of the Induction Standards for Foster Carers as a mechanism to establish an Accredited York Foster Carer status for all foster carers in York 	-	October 2009	Howard Lovelady
		<ul style="list-style-type: none"> Commission an independent audit of supervision practice in safeguarding casework 	-	May 2009	Sarah Olorenshaw
		<ul style="list-style-type: none"> Continue to monitor and manage sickness absence through the Council's Attendance Management Policy 	-	Ongoing	Eoin Rush
		<ul style="list-style-type: none"> Continue to ensure that all staff work in a safe environment through the effective implementation of the Council's Safety Management System 	-	Ongoing	Eoin Rush

Section 4 Measures 2009/10 ~ Children & Families ~ Ec

Code	Description of PI	Service Manager	Historical Trend		09/10				10/11	11/12	06/07	PI appears as a Key PI
			07/08	08/09	Qtr 1	Qtr 2	Qtr 3	Year End	Target	Target	Unitary Average	
NPI 19 (PSA 23)	Rate of proven re-offending by young offenders aged 10 to 17	Simon Page	(2005 baseline) 191	105 (2nd Qrt) 182	Actual					166	166	LAA , YorOK
NPI 43 (PSA 43)	Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody aged 10-17	Simon Page	3.6%	5.4% (3rd Qrt) 5.0%	Actual					4.0%	3.0%	
NPI 44	Ethnic composition of offenders on Youth Justice System disposals aged 10-17	Simon Page	N/A Cohort too small	N/A Cohort too small	Actual					Target to be set once baseline established	N/A	
NPI 45	% of young offenders engagement in suitable education, employment or training aged 10-17	Simon Page	70.4%	67.6% (3rd Qrt) 90.0%	Actual					74.0%	76.0%	
NPI 46	Young offenders access to suitable accommodation aged 10-17	Simon Page	96.6%	93.6% (3rd Qrt) 95.0%	Actual					98.0%	98.0%	
NPI 50	Emotional health of all children (as recorded via the Ofsted pupil Tellus Survey)	Eoin Rush		63.6%	Actual					67%	69%	YorOK
NPI 51	Effectiveness of child and adolescent mental health services (CAMHS) As recorded via a self assessment (16 being the highest that can be recorded)	Ruth Love	16	16	Actual					DCSF developing a new PI from 2009		
NPI 54 (PSA 12)	Services for disabled children (using a survey of parents of disabled children once established)	Jess Haslam			Actual					Survey commences 09/10, targets to be set once baseline established		LAA local, YorOK
NPI 58	Emotional and behavioural health of children in care	Howard Lovelady		Available year end	Actual					Target to be set once baseline established		
NPI 59	% of initial assessments of children's social care carried out within 7 working days of referral	John Roughton	65.8%	87.6% (Qrt 3) 70.0%	Actual					80.0%	80.0%	64.8%
NPI 60	% of core assessments of children's social care carried out within 35 working days of a decision to undertake a section 47 enquiry (after the initial assessment has ended)	John Roughton	89.0%	100% (Qrt 3) 45.0%	Actual					90.5%	90.5%	68.5%
NPI 61	% of looked after children adopted following an agency decision that the child should be placed for adoption (placed within 12 mths of decision)	Mary McKelvey	100%	100%	Actual					100%	100%	
NPI 62	% of children in care having 3 or more moves of placement	Howard Lovelady	10.7%	8.1% (Qrt 3) 10.0%	Actual					9.5%	9.5%	13.4%
NPI 63	% of children in care for over 2.5 years and in one place for 2 years or more, or placed for adoption.	Howard Lovelady	65.5%	68.4% (Qrt 3) 67.5%	Actual					72%	74%	YorOK
NPI 64	% of child protection plans lasting 2 years or more	John Roughton	1.4%	7.8% (Qrt 3) 2.5%	Actual					2.5%	2.0%	
NPI 65	% of children becoming the subject of a Child Protection Plan for a second or subsequent time	John Roughton	7.7%	0% (Qrt 3) 10.0%	Actual					7.0%	7.0%	13.2%
NPI 66	% of looked after children cases which were reviewed within required timescales	Sarah Olorenshaw	83%	97.2% (Qrt 3) 84.0%	Actual					93.0%	94.0%	YorOK
NPI 67	% of child Protection cases which were reviewed within required timescales	Sarah Olorenshaw	98.3%	97.3% (Qrt 3) 100%	Actual					100%	100%	99%
NPI 68	% of referrals to children's social care services going on to initial assessment	John Roughton	66.6%	40.7% (Qrt 3) 67.5%	Actual					69%	70.0%	
NPI 71	Children who have run away from home/care overnight	Eoin Rush			Actual					Target to be set once baselines established		
NPI 87	Secondary school persistent absence rate (relates to prev academic year to financial year shown)	Mark Smith	6.5%	6.5%	Actual					5.3%	5.0%	YorOK
NPI 99 (PSA 11)	% of children in care reaching Level 4 in English at KS2 (relates to prev academic year to financial year shown)	Eoin Rush	80.0%	30.0% 44.4%	Actual					36.4%	Unable to set target until cohort known	YorOK
NPI 100 (PSA 11)	% of children in care reaching Level 4 in Maths at KS2 (relates to prev academic year to financial year shown)	Eoin Rush	60.0%	40.0% 44.4%	Actual					45.4%	Unable to set target until cohort known	YorOK
NPI 101 (PSA 11)	% of children in care achieving 5 A*-C GCSEs (or equivalent) at KS4 (incl English & Maths)(relates to prev academic year to financial year shown)	Eoin Rush	0%	15.7% 23.8%	Actual					10.0%	Unable to set target until cohort known	YorOK
NPI 103a	% of final statements of special education need issued within 26 weeks (exc exceptions)	Steve Grigg		97% (Qrt 3) 100.0%	Actual					100%	100%	
NPI 103b	% of final statements of special education need issued within 26 weeks (inc exceptions)	Steve Grigg		94% (Qrt 3) 90%	Actual					91%	92%	
NPI 104	The % point gap between pupils with SEN and pupils who are not - achieving L4 at KS2 English & Maths (relates to prev academic year to financial year shown)	Steve Grigg	56%	61%	Actual					60%	60%	
NPI105	The % point gap between pupils with SEN and pupils who are not - achieving 5 A*-C GCSE inc English & Maths (relates to prev academic year to financial year shown)	Steve Grigg	55.5%	53.2%	Actual					50%	50%	
NPI 111 (PSA 14)	First time entrants to the Youth Justice System aged 10-17 (per 100000 10-17 year olds in York)	Simon Page	2350	1178 (3rd Qrt) 2185	Actual					1900	1700	LAA local , YorOK
NPI 147 (PSA 16)	% of care leavers in suitable accommodation	Ruth Love	83%	87.5% (3rd Qrt) 100%	Actual					100%	100%	

Section 4 Measures 2009/10 ~ Children & Families ~ Ec

Code	Description of PI	Service Manager	Historical Trend			Qtr 1	Qtr 2	Qtr 3	Year End	10/11	11/12	06/07	PI appears as a Key PI
			07/08	08/09						Target	Target	Unitary Average	
NPI 148 (PSA 16)	% of care leavers in employment, education or training	Ruth Love	50%	50% (3rd Qrt)	Actual					80%	80%		
				70%	Profile	75%	75%	75%	75%				
CYP L1	Total numbers of out of authority placements reducing due to the provision of enhanced local provision	Steve Grigg		38	Actual					32	30		YorOK
					Profile	39	37	37	38				
CF3	% of children in care missing 25+ days school	Eoin Rush	21.10%	11.7%	Actual					10.0%	9.0%	9.0%	
				12.0%	Profile				11.0%				
CF4	% of health needs assessments undertaken for children in care for more than 1 year	Howard Lovelady	82.76%	70.0%	Actual					85.0%	87.5%	82.4%	
				84.0%	Profile				84.5%				

 Indicates that this PI is one of the statutory attainment PIs required by DCSF

LEARNING, CULTURE AND CHILDREN'S SERVICES

SERVICE PLAN

CHILDREN & YOUNG PEOPLE'S SERVICES - CHILDREN & FAMILIES

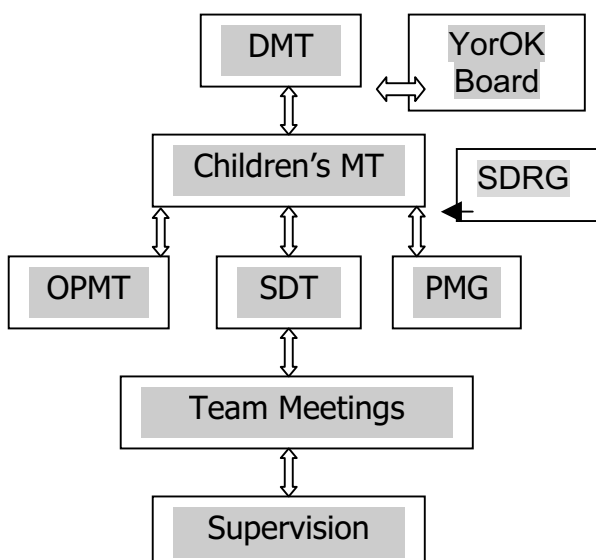
<u>DETAILED EXPENDITURE</u>		<u>COST CENTRE EXPENDITURE</u>	
	2009/10 BUDGET £'000		2009/10 BUDGET £'000
Employees	7,842	Children's Social Care 0-10 Year Olds	2,621
Premises	135	Children's Social Care 11 Plus	1,982
Transport	272	Children's Social Care Placements & Disabilitie	5,561
Supplies & Services	3,355	Children's Social Care General	745
Miscellaneous		Education Welfare Service	378
- Recharges	1,395	Local Safeguarding Children Board	50
- Delegated / Devolved	32	Special Educational Needs Service	3,205
- Other	3,714	Youth Offending Team	189
Capital Financing	135		
GROSS EXPENDITURE	16,880		
Income	(2,149)		
NET EXPENDITURE	14,731	NET EXPENDITURE	14,731

Section 6: Human resources

Children and Families								
Eoin Rush - Assistant Director								
Sarah Olorenshaw Service Manager	Ruth Love Group Manager	Howard Lovelady Group Manager	Mark Smith Principal	John Roughton Group Manager	Steve Grigg Head of SEN	Simon Page Head of YOT Services	Jess Haslam Head of Integrated Services	Joe Cocker CYSCB Manager
Quality Assurance	11+ Childrens Social Care	Placement & Disabilities Childrens Social Care	Education Welfare	0-10 Childrens Social Care	SEN Education Psychology	YOT	Integrated Services For Learning Disabled and Disability	LSCB
Independent Reviewing Officers Children's Rights Officer Senior Admin Co-ordinator	Service Manager (SM) East 11+ SM West 11+ SM Pathway Team Office Manager	Service Manager Health and Disability Manager The Glen SM Family Placements Unit Manager Wenlock Terrace Practice Co-rdinator Sharing Care	Education Welfare Officers	Service Manager (SM) –Referral and Assessment SM 0 –10 West SM 0 – 10 East Family Support Service Manager Family Support Service Manager Family Support Service Manager Office Manager	Senior Ed Psych Specialist Senior Ed Psych. Portage and Pre-School Team Leader Specialist Teaching Team SEN Officer	Deputy Manager Deputy Manager Project & Quality Assurance Manager 11 Info & Performance Manager ISSP Manager (jointly line managed with NYCC YOT)	Coordinator of the forum for parent/carers of disabled children	Training & Developmer+ Officer CYSCB Administrator

Section 7: Monitoring and reporting arrangements

MEETING	TIMING	DESCRIPTION	STAFF
DMT	Quarterly	DMT meetings Sessions include: <ul style="list-style-type: none"> • Review of progress made against service plan initiatives • Identification of future priorities and re-prioritisation of actions • Identification of barriers to successful completion of actions and analysis of external drivers • Team issues & team building 	Director and Assistant Directors
Performance Management Group Meeting	Quarterly	Agenda Includes; <ul style="list-style-type: none"> • Review of progress against Service plan • Review of Group and Team Plans 	AD, Performance Information Officer, Group Manager, IT Services, YOT manager and Head of SEN.
Social Care Management Team	Fortnightly	Performance against Service Plan formally monitored at this meeting on a quarterly basis.	AD and Group Managers
Service Development Team Meeting	8 Weekly	Agenda will include service and group plans on a bi-annual basis	AD, Group Managers and Service Managers for children's social care.
Operational Performance Management Team	4 Weekly	Operational Elements of service plan implementation is key agenda item.	Group Manager and service managers for children's social care.
Team Meetings	2/3 Weekly	Service and team plan review formally on agenda at least quarterly.	Service managers and frontline staff.
One : One Meetings	Monthly	Agenda to agree and review how individual roles and work plans contribute to progress against the Service Plan	Meeting between individual workers and their line managers
Staff Development Review Group	8 Weekly	This group has a specific remit for monitoring and reviewing the workforce development elements of the service plan.	Group includes a diagonal slice of workers throughout C&F.
PDR	Annual	Links personal review and development with service plan objectives	AD with team leaders Team leaders with respective team members





Service Plan for 2009/10

Service Plan for: Partnerships and Early Intervention

Directorate: Learning, Culture & Children's Services

Service Arm: Partnerships and Early Intervention

Service Plan Holder: Paul Murphy

Director: Pete Dwyer

Signed off:

Executive Member: Cllr Carol Runciman

Signed off:

Section 1: The service and objectives

Service Description

This service is comprised of:

Children's Trust Unit (CTU)

The Children's Trust Unit was established in 2003 to create additional capacity for supporting and developing local partnership planning and commissioning activity. Team members lead on a number of key work streams, including the Early Intervention Fund, parenting strategy, teenage pregnancy, involvement and participation, integrated working, integrated commissioning and the workforce strategy. The Unit coordinates the development of the YorOK website and acts as a resource and central contact point for all partners on aspects of partnership working, early intervention and prevention.

Young People's Services (YPS)

Young People's Services were established on 1st April 2008 through the merger of the Youth Service and Connexions to create a new integrated youth support service for young people aged 13-19 years. A significant number of young adults up to the age of 25 also receive specialist support. A strong partnership culture exists with other agencies and services, and local communities are also indirect partners.

There are 4 main strands to YPS:

- Universal Information, Advice and Guidance (IAG), including a statutory duty to provide careers advice to schools, access to counselling and intensive support for those who require specialist intervention.
- Access to a wide range of positive activities, including an appropriate offer of "places to go and things to do" that reflects the Government's ambition for youth opportunities.
- Empowering young people to influence services and facilities that are available to them and facilitating opportunities to volunteer and contribute to their local community.
- Targeted support for vulnerable young people experiencing difficulties in their education, health, behaviour, or relationships, with specialist services for disabled young people or those from different ethnic backgrounds.

Early Years and Children's Centres

This new service will be formed early in 2009-10 through the merger of the former Early Years and Integrated Children's Centres teams.

The service supports, through partnership working, the co-ordination, development, and sustainability of high quality play, care and education across the city for children and young people aged between 0-25 years. This support includes:

- education nurseries, private day nurseries, child minders and pre-school playgroups who are in receipt of Nursery Education Funding, to meet Ofsted and Children Act legislation requirements;
- the recruitment and retention of staff in childcare;
- families in having access to inclusive, high quality provision, and the information to find out about it.

In addition, the Sure Start Children's Centres are helping to improve the life chances of children under the age of five years, their families and communities, by working with a wide range of agencies to offer high quality early learning and childcare, integrated with health and family support services, at a local level. By 2010, all children under the age of five years and their parents/carers should have access to children's centre services. However, Children's Centres have a particular role to play in ensuring that children from more disadvantaged family backgrounds, and those at greatest risk of social exclusion, enjoy the

best possible start in life and consequently enjoy the same life chances as the majority of their peers.

Examples of services included in the core offer of children's centre services include:

- groups for young parents, dads, and parents-to-be;
- family learning and adult education courses;
- advice on health, benefits, finances, training and employment;
- childcare;
- outreach visits to vulnerable families.

Extended Services

A new Extended Services team will be formed early in 2009-10 from within the total resources and staffing allocated to Early Years and Children's Centres.

The main purpose of the Extended Services team will be to help schools to meet the Extended Services in Schools core offer, including the provision of holiday play schemes and out of school activities. The team will draw on partners from across the Directorate (including colleagues working in Arts and Sports) and wider, including the voluntary sector. Extended schools will be developed as a key way in which schools can discharge their duty to cooperate and promote community cohesion.

The team will coordinate York's response to the new Disadvantage Subsidy, and will act on the imminent recommendations of the local Scrutiny Review Committee.

Review of 2008/09

2008-09 was our first full year operating as a new Service Arm, and we have begun to reap the benefits in terms of being able to offer more integrated support and policy development around such issues as prevention, approaches to risky behaviour and to child poverty. At the same time we can now offer a unified interface with colleagues in the health trusts and the PCT.

The Service Arm was proud to play a part in the Directorate's achievements in 2008-09, particularly its outstanding grades in the Joint Area Review and Annual Performance Assessment, and in its coordinated response to the fire at York High School.

Other highlights have included:

- Continued rollout of integrated working practices, with a steady increase in the number of CAF forms completed and Lead Practitioners appointed. We have been reviewing progress with an external consultant and are ready to bring forward proposals for the further development of this work.
- Establishing new Integrated Commissioning arrangements with partners, including a high level sub-group and a wider Network.
- Targeted work to prevent unwanted conceptions, informed by new research carried out by the University of York. We successfully bid for a major new project to provide supported housing for teenage parents. The latest data (relating to births in 2007) illustrates that we still have a long way to travel to achieve our medium-term targets for unplanned conceptions.
- We appointed a new Workforce Development Coordinator and two new Parenting Practitioners.
- Numbers attending our parenting programmes have consistently exceeded targets. The Parent Information pages on the YorOK website have been updated and improved.
- We successfully completed a major new commissioning exercise for the Early Intervention Fund and Better Play Grants.

- We carried out a wider range of involvement work, not least the consultation for the new CYPP with over 4000 children, families and professionals. We also led the coordination and editing of the new Plan.
- 100% of our schools are now “Extended”, and the emphasis has turned to the quality and affordability of the new services, as well as the support we give to schools.
- The 2-year old pathfinder successfully recruited over 500 families for free childcare, while 100% of the parents of 3 and 4 year olds also receive free support. We conducted our first comprehensive review of childcare sufficiency, and continued to provide good information to parents through our website and elsewhere.
- We achieved “playbuilder” status from April 2009, providing access to new capital to develop play facilities.
- Phase 2 of our Children’s Centre programme was completed, with all 8 facilities now open. Governance and staffing arrangements are now in place at all locations, and work is progressing to develop the services on offer. A new Heads’ Reference Group has been established. PPAC meetings have been held in all three localities. A site has been identified for the 9th and final Children’s Centre.
- Young People’s Services were formed on 1 April and formally launched in October, with Integrated teams based at three Service Hubs and at Castlegate. The fabric at the three hubs has been upgraded.
- We exceeded our targets for the ‘Schools Out’ programme, and have continued to offer a wide range of alternative learning programmes.
- We have worked hard in difficult economic circumstances to bring our NEET figure down to 4.1% (December 2008).
- We did not submit a bid for round 1 of the “myplace” programme, but have continued to work on an ambitious plan for round 2
- We have formed and led a new Equalities Group for the Directorate.

Service Objectives (2009/10)

Objectives

1. To ensure all priorities and actions areas within the CYPP 2009-2012, where P&EI are leading or taking a supporting role are achieved:
 - Being Healthy
 - Staying Safe
 - Enjoying and Achieving
 - Making a Positive Contribution
 - Achieving Economic Wellbeing
 - Managing our Services
2. To contribute to corporate priorities.
3. To use the NPIs as both drivers and as outcomes to measure success, and to develop other performance measures, including project milestones, where
4. To restructure the Early Years Service to align it with the Children's Centres and to provide a coherent, robust service and which avoids duplication of job roles. At the same time create a separate arm for Extended Services which will provide a distinct service with its own clear remit. The new Early Years and Children’s Centre Manager (*referred to as EYCCM in subsequent sections*) will be a key appointment.
5. To restructure the Children’s Trust Unit to further enhance the strategic capacity provided to the Children’s Trust and to increase management capacity within the Unit.

Section 2: Drivers for Change

Driver	How might this affect our service?	Source
<i>Corporate priorities</i>	<i>Yet to be determined</i>	
LAA	<i>Ensuring that the work and drive for improvement undertaken by P&EI contributes toward the CYC's achievement of the LAA</i>	CLG
CYPP	<i>Ensuring that the work and drive for improvement undertaken by P&EI contributes to priorities led P&EI and by other service arms.</i>	CYPP
<i>External reports JAR, Ofsted APA recommendations</i>	<i>Incorporate all findings and recommendations into future planning</i>	JAR report APA Ofsted
<i>Youth Matters/ 10 Year Youth Strategy</i>	<i>Relevant to our plans to develop a wider range of more exciting and accessible young people's services in York following the integration on 1 April.</i>	DCSF
<i>National policy on Sure Start Children's Centres</i>	<i>This will drive us to work towards delivery of the full core offer, involve further our health colleagues, and extend coverage over the whole city by March 2010.</i>	DCSF
<i>National Policy on Extended Schools</i>	<i>This will push us to ensure that the widest possible provision is available at the highest possible quality.</i>	DCSF
<i>Feedback from stakeholders</i>	<i>This will inform all of our work; in particular we will take account of the views of schools through the Audit Commission Survey and other mechanisms, parents (Parents Survey etc), and Service Providers (through our work on childcare sufficiency and elsewhere).</i>	Various
<i>Feedback from Young People</i>	<i>This too will inform all of our work; P&EI will continue to develop innovative ways to access the views of young people and ensure they are taken into account. We will also work to this end with the Children and Young People's Champion.</i>	Various
<i>Legal duty to promote Community Cohesion</i>	<i>Discrimination Disability Act</i>	National priority
<i>Directorate initiatives</i>	<i>Equalities Sickness absence</i>	Corporate and directorate drivers
<i>NPI set (see section 4)</i>		National Indicators for Local Authority Partnerships
<i>Children's Trusts: Duty to cooperate</i>	<i>Statutory basis of Trust Board; School engagement / involvement</i>	DCSF

Section 3: Critical Success Factors for 2009/10

Priority from CYPP	Action	Related NPI	Timeframe	Lead SM
Being Healthy				
(1) Promote positive health choices from conception onwards	<ul style="list-style-type: none"> Provide information for parents and carers about safe and healthy lifestyles through a range of methods, for example, Parenting Programmes; Family Information Service YorOK Website. 		Complete end Q4	Judy Kent
	<ul style="list-style-type: none"> Deliver at least one health-related activity in each children's centre, in conjunction with NYYPCT and Hospital Trust colleagues. 	<u>NI056</u>	March 2010	Ken Exton
(2) Develop specific programmes to tackle obesity, substance misuse, unwanted conceptions and sexually transmitted infections	<ul style="list-style-type: none"> Work with Children's Trust colleagues to develop and implement a Healthy, Active Lives strategy. 	<u>NI56</u>	End Q3	Judy Kent
	<ul style="list-style-type: none"> Increase the numbers of young people involved in physical activity provided through YPS by 5%. 	<u>56</u> <u>110</u>	Qtr 4	Paul Herring
	<ul style="list-style-type: none"> Run a PSHE Certification to ensure the delivery of high quality PSHE and SRE in schools. 	<u>NI112</u>	Q2-Q4	Judy Kent
	<ul style="list-style-type: none"> Implement actions arising from the Teenage pregnancy strategy including promoting condom distribution and Chlamydia screening from all Young People's Services' hubs and delivering 6 targeted 'Baby think it Over' sessions. 	<u>112</u>	Qtr 1 - Q4	Paul Herring
	<ul style="list-style-type: none"> Ensure that all partner agencies contribute to the young people's substance misuse action plan. 	<u>115</u>	Ongoing	Paul Herring
(3) Support emotional well-being	<ul style="list-style-type: none"> Expand the Mums2Be programme to ensure that young mothers have every assistance to return to education or employment. 	<u>NI112</u>	End Q4	Judy Kent
	<ul style="list-style-type: none"> Explore the potential for expanding the Westfield Young Parents Group, providing support for teenage mothers, to other locations across the city. 	<u>110</u> <u>112</u>	Qtr 2	Paul Herring
	<ul style="list-style-type: none"> Establish at least one multi-agency "Family Point" in each children's centre locality and one family drop-in session in each children's centre reach area. 		Sept. 2009	Ken Exton
	<ul style="list-style-type: none"> Introduce a process to measure and track children's emotional well-being in a systematic way. 	NI 50	End Q3	EYCCM
	<ul style="list-style-type: none"> Offer four times per year, the 'Time Out 4 U' programme to raise confidence and self esteem among vulnerable young people. 	<u>117</u> <u>110</u>	Qtr 4	Paul Herring
	<ul style="list-style-type: none"> Ensure that at least 50% of the YPS workforce has the confidence to recognise emotional health issues and how to deal with them. 	<u>117</u> <u>110</u>	Qtr 4	Paul Herring
(4) Bring integrated health services closer to local communities	<ul style="list-style-type: none"> Continue to develop the opportunities for families arising from the co-location of health care workers in children's centres. 		March 2010	Ken Exton

Priority from CYPP	Action	Related NPI	Timeframe	Lead SM
Staying Safe				
(6) Recognise and address wider safeguarding issues	<ul style="list-style-type: none"> Establish Home Safety initiative across all nine children's centres. 	NI070	March 2010	Ken Exton
(7) Promote a safer city through the delivery of outstanding, integrated services	<ul style="list-style-type: none"> Manage and deliver the YorOK Broker pilot to help schools and other services embed CAFs and the Lead Practitioner role. 	CYPL2	End Q1	Judy Kent
	<ul style="list-style-type: none"> Implement 'lessons learned' through the YorOk broker pilot and contribute appropriately. 	<u>117</u> 81	Qtr 1	Paul Herring
	<ul style="list-style-type: none"> contribute to the development of an 'Integrated Front Door' arrangement to ensure a safe, consistent and proportionate response to all enquiries / concerns about children. 	NPI 59 68	March 2010	Judy Kent
	<ul style="list-style-type: none"> In partnership with the Tier 3 services and in light of new guidance to be issued, develop robust local arrangements to monitor, track and respond to children and young people who run away. 	NPI 71	September 09	Paul Herring
	<ul style="list-style-type: none"> Review and improve the alignment and joint working protocols between Tier 3 and Tier 2 services. 		Ongoing	Judy Kent
	<ul style="list-style-type: none"> Contribute and help to steer the developing integrated working arrangements to achieve a reduction in the number of children and young people who need to be looked after to secure their safety. 	NPI 68	Ongoing	Judy Kent
	<ul style="list-style-type: none"> Review effectiveness of multi-agency Preventative Planning & Co-ordination Panels and amend process as necessary. 		June 2009	Ken Exton
	<ul style="list-style-type: none"> Work with colleagues to prepare for the implementation of ContactPoint. 		Jan 2010	Judy Kent
	<ul style="list-style-type: none"> Explore with schools new models of support, advice, guidance and alternative learning for at risk groups and individuals. 	<u>110</u> <u>117</u>	Qtr 2	Paul Herring

Priority from CYPP	Action	Related NPI	Timeframe	Lead SM
Enjoying & Achieving				
(10) Implement best practice to improve behaviour and attendance	• Support Education Welfare by providing early identification of young people at risk of becoming persistent absentees from school.	<u>117</u> 81	Qtr 2	Paul Herring
	• Refocus IAG for young people educated otherwise.	117	Qtr 1	Paul Herring
	• Seek robust funding streams for specialist work such as Petc, ALPS and Outdoor Learning.	<u>117</u> 81	Qtr 1	Paul Herring
(11) Ensure that we “narrow the gap” in outcomes for vulnerable groups	• Provide more parenting support programmes to meet a wider range of need. This to include targeting key groups, eg fathers, young parents, prisoners / leavers, parents of young offenders.	CYP 10.1	End Q4	Judy Kent
	• Develop the Shared Foundation Partnerships into 0-7 Partnerships to use them to support individual children within vulnerable groups.	NI 72 (s) NI 92 (s)	End Q3	EYCCSM
	• Utilise the results of the YPS locality profile research in order to redirect resources to those areas of most need.	<u>110</u> 117	Qtr 3	Paul Herring
	• Expand youth activity provision for Looked After Children.	<u>110</u>	Qtr 3	Paul Herring
	• In partnership with HASS, lead the teenage pregnancy/homeless project work.	<u>112</u>	Qtr 1 onwards	Paul Herring
(12) Continue to ensure a high quality Early Years experience	• Achieve the DCSF's designation of the full core offer of children's centre services at all eight phase 2 children's centres.		Dec. 2009	Ken Exton
	• Prepare a Service Delivery Plan for the approval of each of the eight Children's Centre Partnership Boards.		June 2009	Ken Exton
	• Conduct a self-evaluation of each Children's Centre's Delivery Plan to inform service planning for 2010/11.		Feb. 2010	Ken Exton
	• Create new and robust quality and standards strategy for Early Years which measures the impact of the service delivery.	CYPL 11	End Q3	EYCCSM
	• Establish revised organisational arrangements for an integrated EY&CC Service.	NI072 & NI092	Sept. 2009	Paul Murphy
	• Establish a pedagogical team in each children's centre locality to contribute to the further development of effective practice.	NI072 & NI092	Sept. 2009	Ken Exton
	Work with Tier 3 services to improve handover arrangements, where appropriate, to Integrated Children's Centre teams for support.		September 2009	Ken Exton

Priority from CYPP	Action	Related NPI	Timeframe	Lead SM
Making a Positive Contribution				
14) Provide more things for children and young people to do and places for them to go	<ul style="list-style-type: none"> Continue to seek additional resources and partner organisations involvement in providing open access provision for young people to socialise and receive appropriate interventions from trained workers. 	<u>110</u>	On going	Paul Herring
	<ul style="list-style-type: none"> Ensure that the 'myplace' bid is completed, supported by YPS staff and the positive involvement of young people. 	<u>110</u>	Qtr 2	Paul Herring
	<ul style="list-style-type: none"> Improve the relationship with ward committees for young people through initiatives that promote their involvement. 	<u>110</u>	Qtr 2	Paul Herring
	<ul style="list-style-type: none"> Undertake a consultation with young people, service providers and partners about the development of Friday and Saturday provision. 	<u>110</u> 17	Qtr 1	Paul Herring
(15) Strengthen communities through innovative family involvement	<ul style="list-style-type: none"> Produce a Parental Involvement Strategy and promote examples of good practice. 	CYP 10.1	Q 2	Judy Kent
	<ul style="list-style-type: none"> Offer at least two training opportunities over the next 12 months for parent members of Children's Centre Partnership Boards and parents involved in local Parent's Forums. 	NI004	March 2010	KenExton
	<ul style="list-style-type: none"> Establish and develop a system for receiving feedback from parents via the children's centres website (comments box) . 	NI004	June 2009	Ken Exton
	<ul style="list-style-type: none"> Seek the views of parents/carers on at least 6 specific service delivery issues over the year via the children's centres website. 	NI004	March 2010	Ken Exton
	<ul style="list-style-type: none"> Establish a volunteer scheme across the children's centres. 	NI006	March 2010	Ken Exton
(16) Value children and young people's contribution and celebrate their successes	<ul style="list-style-type: none"> Implement actions set out in the YorOK Involvement Strategy 2008-11 to develop innovative ways to listen to children and young people's views and enable them to influence decisions. 	<u>NI110</u>	Ongoing / End Q4	Judy Kent
	<ul style="list-style-type: none"> Increase the participation of young people by 5% in activities that enable an accredited learning outcome. 	<u>6</u> <u>110</u>	Qtr 4	Paul Herring
	<ul style="list-style-type: none"> Continue to raise the profile of DofE and opportunities to participate including establishing 2 new groups, securing more adult volunteers and improving the completion rate of young people by 2%. 	<u>6</u> <u>110</u>	Qtr 4	Paul Herring
	<ul style="list-style-type: none"> Establish a Youth Council and participation in the Youth Parliament. 	<u>6</u> <u>110</u>	Qtr 3	Paul Herring
	<ul style="list-style-type: none"> Recognise the value and achievements of young people through staging a 'Festival of Youth' and achievement awards events. 	<u>110</u>	Qtr 3	Paul Herring
	<ul style="list-style-type: none"> Consult with children under the age of five as part of the consultation process associated with planning for phase 3 of the children's centres programme 		Sept. 2009	Ken Exton

Priority from CYPP	Action	Related NPI	Timeframe	Lead SM
(17) Further reduce the likelihood of offending and its impact on communities	<ul style="list-style-type: none"> Continue the YPS contribution to the work of YOT services through direct provision of positive activities, individual support and IAG for young people. 	<u>110</u> 17,19 111	Qtr 4	Paul Herring
	<ul style="list-style-type: none"> Work in partnership with Police safer neighbourhood teams to reduce offending and anti social behaviour through diversionary activities. 	<u>110</u> 17,19 111	Ongoing	Paul Herring
	<ul style="list-style-type: none"> Promote a multi agency joint conference and training day to consider responses to risky behaviour of young people. 	17, <u>115</u> 112	Qtr 2	All PEI
Achieving Economic Wellbeing				
(18) Increase the quality and range of opportunities for young people to realise their dreams	<ul style="list-style-type: none"> Contribute to 14-19 education plans and help to raise the aspirations and progression of under achieving young people through the further development of alternative learning opportunities. 	<u>117</u> 81 <u>102</u>	Ongoing	Paul Herring
	<ul style="list-style-type: none"> Establish targeted support services to young parents. 		Dec. 2009	Ken Exton
(19) Support children and young people through key transitions in their lives	<ul style="list-style-type: none"> Develop the Shared Foundation Partnerships to become 0-7 Partnerships which can support additional transitions in the child's life. 	CYP 10.1	End Q3	EYCCSM
	<ul style="list-style-type: none"> Provide Parent Support Advisors (To be known as Parent Involvement Advisors) to engage with schools, parents and others to support transition and other key times in their lives. 	CYP 10.1	End Q3	Extended Services Manager
	<ul style="list-style-type: none"> Contribute to the multi-agency disability team to ensure that transition pathways for disabled young people are improved. 	<u>54</u>	Ongoing	Paul Herring
	<ul style="list-style-type: none"> In partnership with primary schools, develop the Aspiration Pathfinder Project to support transition from KS2 to KS3. 		Qtr 3	Paul Herring
	<ul style="list-style-type: none"> Further develop transition support services through Peer Mentoring and the Urbie project. 		Qtr 4	Paul Herring
	<ul style="list-style-type: none"> Undertake a multi-agency review of transitions planning for children under five. 	NI072 & NI092	Dec. 2009	Ken Exton

Priority from CYPP	Action	Related NPI	Timeframe	Lead SM
(20) Further reduce the numbers of young people not in education, employment or training	<ul style="list-style-type: none"> Improve our ability to identify, track and support young people at risk of becoming NEET. 	<u>117</u>	Ongoing	Paul Herring
	<ul style="list-style-type: none"> Maintain and develop innovative individual support packages. 	<u>117</u> <u>17</u>	Ongoing	Paul Herring
	<ul style="list-style-type: none"> Explore new opportunities to provide multi-agency programmes for young people who have difficulty in accessing more formal learning. 	<u>117</u>	Qtr 1	Paul Herring
	<ul style="list-style-type: none"> Work with local employers to secure as many employment and training opportunities as possible. 	<u>117</u>	Ongoing	Paul Herring
(21) Reduce child poverty and homelessness	<ul style="list-style-type: none"> Work with Housing and other colleagues to develop and implement a Youth Homelessness Strategy. 	CYPL14 <u>NI116</u>	End Q4	Judy Kent
	<ul style="list-style-type: none"> Further develop and extend work-focused services in children's centres, in conjunction with Jobcentre Plus & Future Prospects. 	NI116	March 2010	Ken Exton
	<ul style="list-style-type: none"> Pilot and then roll out a procedure for children's centre involvement with homeless families with children under 5. 	<u>NI156</u>	Sept 2009	Ken Exto
Managing Our Services				
(22) Make sure that a commitment to equalities underpins everything we do	<ul style="list-style-type: none"> Develop and implement an inclusion policy across the children's centres programme. 	NI001 & <u>NI054</u>	Sept. 2009	Ken Exto
	<ul style="list-style-type: none"> Lead the Directorate's programme of Equality Impact Assessments. 	NI001 & <u>NI054</u>	End Q4	Paul Murphy
(23) Invest in our buildings and open spaces	<ul style="list-style-type: none"> Improve the quality of information available to schools and other services through the introduction of the Learning Platform. 		End Q4	Judy Kent
	<ul style="list-style-type: none"> use a range of initiatives for example the Playbuilder Project to provide for high quality play provision in local areas where children require it and where there is currently a gap. 		End Q3	Extended Services Manager
	<ul style="list-style-type: none"> Review YPS facilities, including considering the Asset Management Plan. 		Qtr 1	Paul Herring
	<ul style="list-style-type: none"> Establish the 9th children's centre on the site of Knavesmire Primary School and satellite provision at Scarcroft & St Clements Hall. 		Dec 2009	Ken Exton
(24) Further develop a well qualified, talented, confident and creative workforce	<ul style="list-style-type: none"> Introduce Common YorOK Induction Standards. 		End Q4	Judy Kent
	<ul style="list-style-type: none"> Produce a YorOK Workforce Strategy. 		End Q2	Judy Kent
	<ul style="list-style-type: none"> Complete the review of training and workforce development in YPS and implement new training programme. 		Qtr 2	Paul Herring
	<ul style="list-style-type: none"> Undertake comprehensive review and reorganisation of YPS to include harmonisation and integration issues. 		Qtr 4	Paul Herring

Section 4 2009/10 ~ Partnerships & Early Interv

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Code	Description of PI	Service Manager	Historical Trend		09/10				10/11	11/12	06/07	PI appears as a Key PI	
			07/08	08/09		Qtr 1	Qtr 2	Qtr 3	Year End	Target	Target		Unitary Average
NPI 88	Proportion of extended schools in the local authority	TBC	98%	100% (3rd Qrt)	Actual					100%	100%		
			100%	100%	Profile	100%	100%	100%	100%				
NPI 109a	% of actual designations of Sure Start Children Centres against forecast trajectory (Phase 2-8 centres)	Ken Exton	87.5%	100.0%	Actual					Phase 2 completed in 2008/09			YorOK
					Profile	Phase 2 Completed 2008/09							
NPI 109b	% of actual designations of Sure Start Children Centres against forecast trajectory (Phase 3)	Ken Exton			Actual					Phase 3 completes in 2009/10			YorOK
					Profile				100%				
NPI 110 (PSA 14)	Young Peoples participation in positive activities Yr 10 pupils (as recorded via the Ofsted Tellus survey)	Paul Herring		69.7%	Actual					79%	79%		LAA, YorOK
					Profile				75%				
NPI 112 (PSA 14)	Under 18 conception rate. (Percentage difference from 1998 baseline.) The data is shown under the year of its publication, which is always 12-18 months after the actual period to which it relates (shown in brackets). Targets are expressed in relation to the 1998 base rate and are set to achieve a 50% reduction by 2010 (reported 2012). The implied reduction from the previous year's performance is shown in brackets.	Judy Kent	15.3% (2006)	24.8% (2007)	Actual					-34% (2009) (-20% from prev yr)	-50% (2010) (-16% from prev yr)	-40.41% (2005)	LAA, YorOK
			-23.3%	-1% (2007) (14% from prev yr)	Profile				-17% (2007) (-16% from prev yr)				
NPI 115 (PSA 14)	% of young people who admit to frequent misuse of drugs/volatile substances or alcohol (via the Ofsted Tellus survey)	Paul Herring	12%	11.9%	Actual					9%	9%		LAA, YorOK
				11.75%	Profile				11%				
NPI 116	Proportion of children in poverty	Pete Dwyer		Available year end	Actual					11.6%	11.2%		LAA, YorOK
					Profile				12.1%				
NPI 117 (PSA 14)	% of 16-18 year olds who are not in education, employment or training (NEET)	Steve Flatley	3.87%	Available year end	Actual					3.3%	3.3%		LAA
			3.9%	3.7%	Profile				3.5%				
NPI 118	Take up of formal childcare by low-income working families	TBC			Actual					Target to be set once baseline established			
					Profile	New for 08/09 Awaiting release of those results to be able to set targets							
CYP L2	Effective outcomes from our integrated working procedures	Judy Kent			Actual	Further work is under way to establish the best way to monitor this, possibly including measures such as the number of staff trained in the procedures, number of Lead Practitioners identified, notifications to the YorOK Child Index, CAF forms completed, and Action Plans constructed.							YorOK
					Profile								
CYP10.1	Number of families attending targeted Parenting Programmes	Judy Kent	248	168 (3rd qrt)	Actual					160	160		YorOK
				120	Profile				140				
CYP11.1	Number of play providers working to improve the quality of play provision through adopting the '9 Better Play Objectives'	Mary Bailey	33	50 (3rd qrt)	Actual					60	65		
				46	Profile				55				
CYP11.5	Number of attendances at School's Out programme	TBC	64239	Available year end	Actual					70300	72400		
			53560	66300	Profile				68300				
CYP18.1	% of 3 year olds receiving a free child place	TBC	102.5%	98.1% (3rd qrt)	Actual					100%	100%		
			100%	100%	Profile				100%				
CYP L11	Numbers of Early Years settings attaining 'Good or Outstanding' Ofsted inspections	TBC			Actual					Target to be set once baseline established			YorOK
					Profile	New for 09/10 Targets to be set once baseline established							
CYP L13	% of children going into higher education	Paul Murphy			Actual					Targets to be set once baseline established			YorOK
					Profile	New for 09/10 Targets to be set once baseline established							
CYP L14	Numbers of children who are homeless	Paul Murphy			Actual					Targets to be set once baseline established			YorOK
					Profile	New for 09/10 Targets to be set once baseline established							
PEI 3	% of Children's Centres in areas of disadvantage who employ an Early Years Graduate	TBC		12.5% (3rd qrt)	Actual					100%	100%		
				50%	Profile				100%				
PEI 4	Number of Early Years settings to employ a person with Early Years Professional Status (EYPS)	TBC		9 (3rd qrt)	Actual					25	30		
				10	Profile				20				

LEARNING, CULTURE AND CHILDREN'S SERVICES

SERVICE PLAN

CHILDREN & YOUNG PEOPLE'S SERVICES - PARTNERSHIPS & EARLY INTERVENTION

<u>DETAILED EXPENDITURE</u>		<u>COST CENTRE EXPENDITURE</u>	
	2009/10 BUDGET £'000		2009/10 BUDGET £'000
Employees	4,407	Children's Trust (YorOK)	96
Premises	196	Early Years & Extended Schools Service	2,923
Transport	56	Integrated Children's Centres	-
Supplies & Services	6,769	Young People's Service	1,636
Miscellaneous			
- Recharges	336		
- Delegated / Devolved	446		
- Other	-		
Capital Financing	149		
GROSS EXPENDITURE	12,359		
Income	(7,704)		
NET EXPENDITURE	4,655	NET EXPENDITURE	4,655

Section 6: Human resources

Partnerships and Early Intervention			
Paul Murphy, Assistant Director			
Judy Kent Children's Trust Unit	Paul Herring Young People's Services	tbc Extended Services	tbc Early Years and Children's Centres
<ul style="list-style-type: none"> 15 team members with responsibilities including: <ul style="list-style-type: none"> Managing Children's Fund CYPP Overview YorOK partnership support Teenage Pregnancy Parenting Support Integrated Working Integrated Commissioning Workforce Development Events and Marketing Regional IDEA Lead Member Capacity project 	<ul style="list-style-type: none"> Assistant Heads of Service 3 Locality Team Leaders Castlegate Manager 14-19 Manager 16+ Lead Personal Adviser Other Specialist Managers and Coordinators Youth Workers, Connexions Personnel Advisers, Specialist Staff and Administrators 	<ul style="list-style-type: none"> Development Workers, Childcare & Family Workers Toybus Development Worker Play Manager Extended schools Manager Business Support, Policy and Planning Support Officers from other sections, including dedicated Finance and HR staff 	<ul style="list-style-type: none"> Locality Children's Centre Managers Locality Administrators Family Information Service, marketing and recruitment, In addition, other staff in the Children's Centres who do not report directly up this line include Family Support Workers, Health Visitors, Midwives and Qualified Teachers

Section 7: Monitoring and reporting arrangements

MEETING	TIMING	DESCRIPTION	STAFF
DMT	Quarterly	DMT meetings Sessions include: <ul style="list-style-type: none"> • Review of progress made against service plan initiatives • Identification of future priorities and re-prioritisation of actions • Identification of barriers to successful completion of actions and analysis of external drivers • Team issues & team building 	Director and Assistant Directors
Management Team Meeting	8 Weekly	Performance against Service Plan formally monitored at this meeting on a quarterly basis.	AD and Service Managers
Team Meetings	2/3 Weekly	Service and team plan review formally on agenda at least quarterly.	Service managers and frontline staff.
One : One Meetings	Monthly	Agenda to agree and review how individual roles and work plans contribute to progress against the Service Plan	Meeting between individual workers and their line managers
PDR	Annual	Links personal review and development with service plan objectives	AD with team leaders Team leaders with respective team members



Service Plan for 2009/10

Service Plan for: Resource Management

Directorate: Learning, Culture & Children's Services

Service Arm: Resource Management

Service Plan Holder: Kevin Hall

Director: Pete Dwyer

Signed off:

Executive Member: Cllr Carol Runciman

Signed off:

Section 1: The service and objectives

Service Description

Access Team

The core purpose of the Access Team is to ensure access to education for all school age children within the City of York and for providing support for those young people and their parents/carers. The service also provides support for schools through its work around admissions, exclusions and home to school transport. The service is based in Mill House. The team do however have close links with the many other teams and services across the council particularly the Behaviour Support Service at Danesgate. The Access Team has significant direct contact with parents receiving a high proportion of correspondence and telephone calls compared with most other teams across the directorate.

Finance team

The LCCS Finance team ensures that the financial resources are available to implement the policies and priorities of the department in the most cost effective way and to ensure the right balance between supporting and challenging departmental services and schools.

Human Resources

The HR Team support, advises and guide managers, Headteachers and School Governors on all aspects of people management. The aim being to provide professional and practical solutions around the recruitment, deployment, development and management of staff that allows schools and central directorate services to function as effectively as possible to secure successful outcomes through high quality staff.

ICT

The ICT Client Services team supports the strategic planning and operational delivery of IT across the Directorate. The service covers a number of core activities including: project management of Broadband for schools and the developments associated with the National Digital Infrastructure, procurement on behalf of schools of ICT infrastructure and Project management and Quality Assurance of a number of diverse ICT projects across the Directorate.

MIS

The Management Information Service (MIS) acts as an information hub; collecting and analysing a wide range of data from schools, from services within LCCS and from partner organisations. The Service has responsibility for the information functions relating to children's social services, the school census and school attainment. This includes improving the integration and development of information systems to support effective identification of under-performing and vulnerable individuals or groups of children. In addition, the Service leads on performance management to ensure successful target setting, self-evaluation and continuous improvement across all Services in the directorate.

Planning and Resources

The Planning and Resources team manages the delivery of an ambitious Children's Services capital programme, using DCSF allocations and bidding for other funds where opportunities arise. The team is responsible for the planning of school places and setting of admission limits and the production of related data for inclusion in statistical annex to CYPP, providing data and information for the Local Admissions Forum when required, providing data and analysis for Local Authority decision making bodies, officers, parents and other groups (as per new LA role as 'commissioners of school places'). The team also provides a business support function to the Directorate and secures and monitors various service contracts on behalf of schools (catering and cleaning) as well as the 4-school PFI contract.

Review of 2008/09

Access

- Working with all schools across the authority, the team ensured all admissions policies are fair and equitable and all timescales around consultation were met.
- Contributed towards a reduction in fixed term and permanent exclusions as well as reducing the number of pupils on the Education Otherwise roll and increasing the amount of education provision received.
- Developed a City wide strategy to promote the use of sustainable travel and transport to and from school.
- Continued working with consultants Northgate Kendrick Ash to create a community transport team which has improved the quality of community transport being used by customers.

Finance team

- Completed the analysis work and provider cost surveys as part of the development of a combined PVI and maintained sector nursery funding formula.
- Implemented the pilot project to introduce School Business Managers in York's smallest primary schools. The project has undergone its first review by the DCSF which concluded that "the project has made a good start on which to build" and "it is obvious that headteachers are beginning to feel a benefit from the support of a SBM"
- Established a funding model and funding rates for 14-16 Diploma lines that began in September.
- Completed the integration of Connexions and Youth Service budgets in to a new Young People's Service budget.
- Completed a review of the arrangements for supporting schools in achieving the Financial Management Standard in Schools (FMSiS) in light of the Primary Cohort 1 experience. Appropriate improvements have then been made to this years support arrangements.
- Contributed to the implementation of the new FMS
- Contributed to the implementation of the new Children's IT System, particularly fostering and adoption payment elements
- Coordinated and developed the directorate's proposals for the 2009/10 budget process.
- Contributed to the financial processes required to ensure JE is implemented successfully in the directorate and the council as a whole
- Contributed to the Behaviour Support Service Review

Human Resources

- The HR team continues to receive good feedback via the Audit Commission's Survey of Schools 2008 with a top quartile performance when compared nationally.
- Ongoing support has been provided to managers and schools on Job Evaluation and pay & grading related matters, including the process of staff appeals. The LCCS HR team has acting as the main point of communications with schools. The new pay arrangements were implemented in December 2008 that resulted in a need to review many existing procedures, communicating these to schools and directorate managers.
- Schools' HR Manual has been updated with 14 revised and new policies and procedures added.

- Revised Attendance Management Policy has been introduced and some targeted work with schools whose absence rates are contributing negatively to York Schools absence scheme insurance premiums undertaken. Four Attendance Management training events have been held for managers in Schools, all events have received extremely positive feedback.
- The development of the new contracts database continues to significantly improve the efficiency of other HR administration processes.
- New staffing arrangements have been embedded to accommodate staff returning from maternity leave in new job share arrangements; re-allocation of work to reflect the new team structure and communication of these new arrangements.

ICT

- Progress with the procurement of new city wide managed service connectivity and Broadband contract with Affinity appointed as preferred supplier.
- Serco selected as the preferred provider for the City's Learning Platform
- Range of suppliers selected to provide IT services through a local framework agreement and information sent to schools regarding the new ICT Managed Services list
- Completed York High ICT procurement
- Supported successful submission for ICT grant for Looked After Children (LA has been given 120k)
- All LCCS IT bids submitted as part of the IT Development Bid process were accepted
- Service commenced investigating the impact of Government Connect on the security and protocols of the Directorate and schools ICT infrastructure.
- Providing advisory roll to 'Skillsbus' re ICT aspects of this project.
- Providing advice on IT aspects of central library redevelopment to Explore centre with a view to providing additional project support when this project is implemented in the next financial year.
- Provided ICT procurement advice and short-listing of suppliers to various schools.
- Children Centres – completed IT infrastructure at Haxby Road. And completed management of IT snagging issues at Tang Hall and St Lawrence's children's centres. Completed Carr Junior CC IT and telecoms aspect of build project.
- Completed Project Management of IT aspects of build projects at various schools.
- Resolved Health and Safety issue re ICT cabinets in schools including project management of remedial action.
- Continued ongoing project work associated with One School Pathfinder (Joseph Rowntree), and other current IT Development projects eg. EBS (Individual Learner Record), Children's Centre Database etc.

MIS

- The Service continues to be highly regarded by schools (Audit Commission School survey 2008). Support and guidance for schools to complete the growing demands of the school census and attainment data collections remains a strength.
- Improvements to electronic information systems continues to develop with the introduction of the school data file portal and developments to the integrated pupil database. IT bid funding has been secured for 2009/10 to undertake a major upgrade to each primary school's management information system.
- Performance management support across the directorate continues to be a strong point and our close working relationship with corporate performance management colleagues has contributed to our involvement in the council's data quality strategy and performance management system procurement.

- The children's social services information function has integrated well into the Service and the quality and range of information and analyses available to support the work of group managers has grown. The next significant challenge will be to incorporate support and maintenance of the social care information system (RAISE) from 'Children and Families' into Management Information Service.

Planning and Resources

- On track for capital outturn of £33 million in 2008/09
- BSF one-school pathfinder (renewal of Joseph Rowntree School) on site, on budget and set to open Easter 2010,
- York High opened to schedule in January 2009,
- New Manor School will open Easter 2009,
- Review of Primary places in South-East of City nearing completion,
- Primary Strategy for Change accepted by DCSF with minor amendments,
- EDRMS Project started with case files being entered,
- Business Continuity Plans in place,
- LA Portal in development,
- School Food Trust pilot programme rolled out,
- School Food Trust Conference organised and run,
- Nutritional Standards for school meals have been met for Primaries and in preparation for Secondary to meet the target date of September 2009.

Service Objectives (2009/10)

1. To ensure all priorities and actions areas within the CYPP 2009-2012, where Resource Management are leading or taking a supporting role are achieved:
 - Being Healthy
 - Staying Safe
 - Enjoying and Achieving
 - Making a Positive Contribution
 - Achieving Economic Wellbeing
 - Managing our Services
2. To contribute to the corporate priorities
3. To use the National Performance Indicators and local performance measures as both drivers and as outcomes to measure success

Section 2: Drivers for Change

Driver	How might this affect our service?	Source
Corporate priorities	Yet to be determined	
LAA	Ensuring that the work and drive for improvement contributes towards the LAA	CLG
CYPP	Ensuring that the work and drive for improvement contributes to priorities in the CYPP.	CYPP
External reports JAR, Ofsted APA recommendations	Incorporate all findings and recommendations into future planning	JAR report APA Ofsted
Government Connect	Greater emphasis on data security and encryption for integrated children's services. The service will need to provide ad hoc advice	COCO- Gov Connect Code of Connection.

	as well as liaising with Corporate IT to investigate impact on all existing and proposed ICT infrastructure	
Improving provision of ICT in schools and children's centres	Step change in delivery of ICT services to schools as full BSF requires Local Authorities to partner with an ICT provider for managed services to schools. CYC is in late BSF wave but the changes need to be prepared for. Increasing demand from schools for advice and project management of ICT infrastructure issues. Increasing demand for new builds to be specified for new technologies and for the service to engage with contractors and other key departments	Building Schools of the Future Primary Capital Build E-strategy - Harnessing Technology – Transforming Learning and Children's Services
Funding Limitations	Competing demands on limited funding leading to the need to prioritise ICT projects and spend, limiting the number of concurrent developments. Centralised Standard Funds such as 121 A (Harnessing Technology Grant) can no longer be retained in full by the Local Authority therefore there is a greater strain in resources in having to approach all schools to ensure buy in and retention of funding to afford central services such as learning platforms and broadband.	Standards Fund
DCSF requirements	Planning and resources are required for the collection of pupil level data in 2010 from the PRU, the staff level data collection for the workforce census and the Children in Need census.	Data Collection exercise
Continuing DCSF review of education and school funding	Review of the national DSG funding formula for 2011/12 and requirement to introduce a new combined local nursery funding formula from 2010/11	DCSF
DCSF 14-19 Education and Skills Implementation Plan	Re-evaluation of data currently provided to schools will take place. Extended analyses to include other providers of 14-19 education. Influence the data agenda for 14-19 provision in York.	DCSF Implementation Plan
National Child Index (Contact Point)	MIS joint lead with Children's Trust.	DCSF, Every Child Matters
Comprehensive Area Assessment (CAA)	Supporting LCCS to meet the information and performance	Audit Commission, Ofsted

	management needs of the new inspection framework	
DCSF requirements	Implementation of Primary Capital Programme and impending BSF indicates a move from a bidding process to a pre-determined programme, with new processes and structures required to support that.	DCSF/ PFS

Section 3: Critical Success Factors for 2009/10 (known as actions/priorities in the past)

Links to Strategic Plan (e.g. Corporate Initiative, LAA)	Priority from CYPP	Action	Related NPI	Timeframe (e.g. Comp End Qrt 2, or Comp 2011)	Led by
Managing Our Services – Access – supports services in delivering priorities					
	CYPP Priorities 7, 9,18,19	<ul style="list-style-type: none"> Ensure LA meets its responsibility around 6 day provision by working with schools and the Behaviour Partnership to increase the options for alternative education provision across the City by working with colleagues across the LA and voluntary sector partners 		On -going	Head of Access
	CYPP Priorities 7,9, 17,20,22,	<ul style="list-style-type: none"> Maintain more pupils on a mainstream school roll by working with schools and the Behaviour Partnership to reduce long fixed term and permanent exclusions by putting in place protocols and procedures which focus on the need of the pupil 		March 2010	Head of Access
	CYPP Priority 22	<ul style="list-style-type: none"> Ensure school admission policies and procedures across the LA are fair and equitable by working with schools and the Local Admissions Forum. 		March 2010	Head of Access
		<ul style="list-style-type: none"> To deliver an improved quality community transport service which meets the needs of its customers in a more cost effective way 		On - going	Head of Access
		<ul style="list-style-type: none"> To continue to both explore options and deliver home to school transport in a way which is sustainable and safe by increasing the number of pupils getting to school via environmentally friendly ways.. 		On - going	Head of Access
Managing Our Services - Finance - supports services in achieving priorities					
	(25) Spend every penny wisely through “integrated commissioning”	<ul style="list-style-type: none"> Replacement IT Systems <ul style="list-style-type: none"> Contribute to the implementation of the new FMS Contribute to the implementation of the new Children’s IT System, particularly fostering and adoption payment elements. Review of the existing schools cash accounts system 		On-going On-going On-going	RH KF LB
		<ul style="list-style-type: none"> LMS Funding Formula Reviews <ul style="list-style-type: none"> Review of Early Years maintained and PVI funding to establish an integrated formula by April 2010 Further investigation of the potential to use the Index of Multiple Deprivation (IMD) as an alternative deprivation indicator Establishment of revised funding levels for 14-16 Diploma lines 		April 2010 April 2012 Sept 2009	RH/MB RH/MB MB

		<ul style="list-style-type: none"> • National Funding Reviews <ul style="list-style-type: none"> • Respond to the DCSF consultation on the review of Dedicated Schools Grant allocations to Local Authorities • Continue to work with colleagues from the LSC on the transfer of post 16 funding to the local authority 		<p>April 2011</p> <p>Sept 2010</p>	<p>RH</p> <p>RH/MB</p>
		<ul style="list-style-type: none"> • Pay & Grading Review <ul style="list-style-type: none"> • Revise all directorate staffing budgets in light of the new arrangements including dealing with the consequent financial pressures • Provide support to schools in managing the financial and budgetary consequences and allocating the schools contingency equitably between schools 		<p>During 2009/10</p> <p>During 2009/10</p>	<p>MB/KF</p> <p>RH/LB</p>
	(25) Spend every penny wisely through “integrated commissioning”	<ul style="list-style-type: none"> • School Support Service Improvement <ul style="list-style-type: none"> • In conjunction with Internal Audit, review Financial Management Standard in Schools support arrangements in light of all schools experience • Continue the School Business Manager Role in Small Schools (Pilot Project) • Schools Remit System Review • Review of Local Management of Schools Scheme • Review of Schools Loan, Leasing and Prudential Borrowing • Review Electronic Communication with Schools 		<p>Sept 2010</p> <p>On-going</p> <p>April 2010</p> <p>Sept 2009</p> <p>April 2010</p> <p>On-going</p>	<p>LB</p> <p>LB</p> <p>PS</p> <p>LB</p> <p>PS</p> <p>LB</p>
	(25) Spend every penny wisely through “integrated commissioning”	<ul style="list-style-type: none"> • Management of Known Budget Pressures <ul style="list-style-type: none"> • Children’s Social Care costs (fostering, placements, legal) • Home to School Transport • Library Income • Music Service Income • Adult Education Income • Independent Safeguarding Authority (ISA) Costs 		<p>During 2009/10</p>	<p>KF/DM</p> <p>KF/JE</p> <p>KF/FR</p> <p>KF/FR</p> <p>KF/JE</p> <p>KF/SS</p>
	(25) Spend every penny wisely through “integrated commissioning”	<ul style="list-style-type: none"> • Contribute to Reviews and Projects in Other LCCS Service Areas or Corporately <ul style="list-style-type: none"> • Implications of a successful BSF bid • Behaviour Support Service Review • Children’s Centres • Oaklands Pool and Sports Centre Financial Arrangements • Barbican Auditorium • Review of Directorate Support Service Recharges • Corporate efficiency review 		<p>During 2009/10</p>	<p>MB/RH</p> <p>MB</p> <p>MB</p> <p>KF</p> <p>RH</p> <p>KF</p> <p>RH</p>

HR Managing Our Services – HR – supports services in achieving priorities					
	CYPP priority 22	<ul style="list-style-type: none"> To facilitate new ways of working and support the modernisation of service delivery across the directorate. Provide specific support to team or service arm restructures / reorganisations Embedding new pay and grading arrangements Ongoing review of HR admin procedures to increase accuracy and efficiency. To ensure that the HRA's have time to be able to proactively contribute to directorate initiatives and service improvement. 		Q2	MB/HRA's
		<ul style="list-style-type: none"> Supporting LCCS delivery Workforce Development agenda. Specific support to implementation of Contact point 			
		<ul style="list-style-type: none"> Key member of the HR team to act as the main point of contact on extended school queries and to work in partnership with staff in the LCCS Finance team. Ensuring key staff in HR are trained and given sufficient time and knowledge to allow successful working with schools that need this HR support. 		Ongoing	JR/JB/MB
		<ul style="list-style-type: none"> Provision of targeted support to help reduce sickness absence rates Training managers in the new policy and procedures. Providing general advice, support and training to managers so that they can fulfil their role in dealing with sickness absence issues 			
		<ul style="list-style-type: none"> To put robust policies and procedures in place that ensure that all staff that need to be checked prior to or during employment with CYC are identified and appropriately checked. 		November 2009	
ICT Managing Our Services – ICT – supports services in achieving priorities					
		<ul style="list-style-type: none"> Transition Planning - old broadband services to new broadband contract 		Quarter 1	LC/LF/LW
		<ul style="list-style-type: none"> Ensure final design for broadband solution compliant to Gov Connect restrictions and requirements 		Quarter 1	LC/LF/LW
		<ul style="list-style-type: none"> Phased rollout of new broadband service including troubleshooting and implementation sign off 		Qrt 1,2,3,4	LC/LF/LW
		<ul style="list-style-type: none"> Negotiation with SuperJanet to increase connection to 100mbs 		Quarter 1	LC
		<ul style="list-style-type: none"> Development and promotion of the videoconferencing facilities provided by the Local Authority 		Qrt 1, 2, 3, 4	LW
		<ul style="list-style-type: none"> Continued investigation into feasibility of Shibboleth single sign on requirements for schools broadband and access to content, including the need for active directory structure. 		Qrt 1, 2, 3, 4	LF
		<ul style="list-style-type: none"> Re-procure British Pathe content when licensing expires and If 		Qrt 1, 2, 3, 4	LC

		funding allows purchase JISC content for schools			
		<ul style="list-style-type: none"> Resolve issues around schools access to Financial Management System in particular with reference to licensing and Gov connect restrictions. Implement appropriate solutions for other ICT infrastructure and systems within the directorate which are non compliant to Gov Connect. 		Quarter 1	LC/LF
				Qrt 1,2, 3, 4	LF/LC
		<ul style="list-style-type: none"> Implement a solution for the continued support/maintenance of the data switches in PFI schools now that the VOIP switches are to be managed by Affiniti 		Quarter 1	LC
		<ul style="list-style-type: none"> Provide a central point of contact and negotiation for the Becta contract for the procurement of ICT for the Looked After Children Project. Provide project management advice on the implementation of this project 		Qrt 1,2, 3, 4	LC/LW
		<ul style="list-style-type: none"> Provide support for the roll out of an email communication tool through the LA Learning Platform and coordination with SISD and Business Support for general roll out to schools and LA portal functionality 		Qrt 1,2, 3, 4	LC/LF/LW
		<ul style="list-style-type: none"> Provide infrastructure advice re the rollout of the new G2 MIS system and also the replacement finance system for schools. Ensure that the integration issues re Learning Platforms are considered. 		Qrt 1,2, 3, 4	LF/LC
		<ul style="list-style-type: none"> Monitor and benchmark the current accredited ICT managed services and also monitor the performance of current broadband provider and learning platform provider through service review. 		Qrt 1,2, 3, 4	LC/LF
		<ul style="list-style-type: none"> Continue to provide an advisory role on the following projects: <ul style="list-style-type: none"> i. One school pathfinder ii. Skills Bus iii. Youth Service developments iv. Central library transformation to an EXPLORE centre. 		Qrt 1,2, 3, 4	LC/LF/LW
		<ul style="list-style-type: none"> Provide schools with technical and procurement advice on ICT infrastructure, issues, policies, practice and procedures. Provide termly ICT newsletter to schools Possible further involvement with Manor School if they pursue a new ICT procurement. 		Qrt 1,2, 3, 4	LC/LF/LW
		<ul style="list-style-type: none"> Continue to pursue outstanding defect reports at New Earswick Children's Centre 		Quarter 1	LF
		<ul style="list-style-type: none"> Project Manage the IT elements of the move of integrated services staff from Mill House and other buildings to Burtonstone Community 		Quarter 1	LF

		Centre.			
		<ul style="list-style-type: none"> • Project manage the ICT elements of the following build projects: <ul style="list-style-type: none"> i. Knavesmire Children's Centre ii. Scarcroft and St Clement's Hall iii. Clifton with Rawcliffe federation iv. Lord Deramore v. Wheldrake vi. Headlands vii. Danesgate viii. Oaklands Swimming Pool 		Qrt 1,2, 3, 4	LC/LF/LW
		<ul style="list-style-type: none"> • Update the Directorate ICT Strategy and ensure consultation on ICT issues through scheduled EDIT meetings. Produce a roadmap for schools of direction of travel of ICT. • Reinitiate the Broadband Operations Group but with a wider remit to include general IT advice and operational issues arising from strategic decisions at EDIT. 		Qrt 1,2, 3, 4	LC/LF/LW
		<ul style="list-style-type: none"> • Quality assurance role in the procurement of the children's centre database • Quality assurance role with regards to implementation of a disabled database system 		Quarter 1	LC
		<ul style="list-style-type: none"> • Involvement with the development of a new round of IT bids for the Corporate IT Development Process. 		Quarters 1 and 2	LC
		<ul style="list-style-type: none"> • Involvement with the development of a new round of IT bids for the Corporate IT Development Process. 		Quarter 2	LC/LF/LW
		<ul style="list-style-type: none"> • Continue to provide Directorate IT representative services including new user creation, file permissions etc and providing representation at the corporate CITOG meetings. • Provide advice to other services within the Directorate regarding public access PCs in external centres such as children's centres and youth centres 		Qrt 1,2, 3, 4	LC/LF/LW
		<ul style="list-style-type: none"> • Continuing professional development of ICT Client Services Team 		Qrt 1,2, 3, 4	LC
		<ul style="list-style-type: none"> • Liaise with SISD and Education Planning re the development of LEP partnership for future Building Schools of the Future roll out, in particular if request for BSF to be brought forward is agreed. 		Quarter 1	LC
Managing Our Services - MIS					
Improving the integration and development of information systems and information sharing across the department including links with schools, other council departments and external partners					
National/E MC agenda/CY PP	CYPP Priority No. 7	<ul style="list-style-type: none"> • Work with the Children's Trust and partners to ensure the successful introduction of ContactPoint. 		Dec 2009	CP

National/E MC agenda /CYPP – Corporate IT strategy	CYPP Priority No. 7	<ul style="list-style-type: none"> Set up a strategic information systems group to support the ongoing integration and development of Children's Services information databases/systems. 		Sept 2009	YW
	CYPP Priority No. 10, 23, 25	<ul style="list-style-type: none"> Extend the range of Services (Access, Education Welfare and Behaviour Support) who access the Integrated Pupil Database in order to improve electronic case management information. In particular, information on 'Children missing education' and attendance information. Produce best practice guidance notes for users of the integrated pupil database to support the development and maintenance of the system, improving data quality and security. 		Dec 2009	CP/new Info systems post
	CYPP Priority No. 25	<ul style="list-style-type: none"> Further improve the reporting functionality within the integrated pupil database to facilitate better information sharing between practitioners and expand the range of key management information available to service managers. Implement 'Reporting Services' to assist the improvement of the reporting functionality. 		Sept 2009	CP/new info systems post/AM/ AT
	CYPP Priority No. 5,8, 11, 23	<ul style="list-style-type: none"> Manage the transition of support and maintenance for the RAISE social care database from 'Children's and Families' into Management Information Service. Improve data quality and reporting from the RAISE database. Support the migration of the RAISE database to version 4 and 5. Train and develop the new 'Information systems support officer'. 		March 2010	CP/MC/ new info systems post
National/E MC agenda /CYPP – Corporate IT strategy	CYPP Priority No. 23	<ul style="list-style-type: none"> Plan and implement the primary school management information system upgrade (Integris G2). 		March 2010	YW/RF
		i. Continue to implement the 'Group call' software to increase the frequency of pupil data collections from schools to meet the demand for more up-to-date information on children's current circumstances.		July 2009	RF/TD
		ii. Work with the Danesgate Site to establish the most appropriate management information system to record and track their pupil information.		July 2009	CP/RF

	CYPP Priority No. 23	iii. Support the development of LCCS's Learning Platform to improve electronic communication between schools and Services within LCCS.		March 2010	YW
Improve the range of data collections and the quality of analysis and research information available across the directorate					
National /DCSF		• Plan and implement the collection of pupil level data from the PRU to meet the new DCSF statutory requirements in January 2010.		March 2010	CP/RF
	CYPP Priority No. 24	• Support HR and payroll to plan and undertake the January 2010 school workforce census.		March 2010	YW/RF
	CYPP Priority No. 8	• Plan and prepare for the Children In Need and child protection census 2010, working closely with the Children and Families team.		March 2010	MC/AM
Local	CYPP Priority No. 4	• Work with North Yorkshire Council and the PCT to improve health data sharing across LCCS.		Ongoing	YW/MC
National /DCSF	CYPP Priority No.16	• Plan and coordinate with schools the DCSF Tellus4 pupil survey.		Dec 2009	YW/CR
Local	CYPP Priority No. 15	• Establish a range of indicators and analysis to monitor and measure the impact of the 'Community Partnership' project.		Sept 2009	YW/CR
National		• Support the Children's Trust to meet the 'Child Services' mapping exercise		Dec 2009	MC
More focused support for schools, SIPs and school improvement staff					
	CYPP Priority No. 15	Carry out the third Local Authority Parent and carers survey to gather the views of parents about their child's school		Sept 2009	YW/AT
DCSF/CYPP (Outcome 3)	CYPP Priority No. 9, 18	• Review and improve KS4 and KS5 analysis with the introduction of the diplomas and wider 14-19 agenda.	NPI 75, 83 to 85	March 2010	CR
	CYPP Priority No. 9	• Roll out a programme to improve pupil-tracking systems in primary schools.	NPI 72, 73, 92, 93, 94, 102, 104, 107	March 2010	CR/AT
	CYPP Priority No. 11	• Carry out end of year results data collection from schools for Looked after children.	NPI 99, 100, 101	December 2009	CR/AT/AM
DCSF/CYPP (Outcome 3)	CYPP Priority No. 9	• Review and improve the range of performance data and tools provided to schools, advisors and SIPs.	NPI 73 to 78, 83 to 85, 92 to 105,107, 108	Ongoing	CR/AT
Improving the identification, monitoring, tracking and evaluation of underperforming and vulnerable groups					
Local/CYP	CYPP Priority No.	• Improve and expand the range of data/analysis relating to looked	NPI 116	Ongoing	All

P(Outcome 3 &5)	11, 21, 25	after children, ethnic minority/traveller groups, homeless children and children living in poverty.			
Local/CYP P(Outcome 3)	CYPP Priority No. 10	<ul style="list-style-type: none"> Further develop analyses of school attendance data including its relationship to pupil performance using the termly collection of attendance data from schools. 		July 2009	RF/AT
Transforming and improving performance management in the directorate					
Corporate Strategy	CYPP Priority No. 25	<ul style="list-style-type: none"> Work with corporate colleagues to implement a performance management system for the council. 		Dec 2009	MC/AH
Corporate Strategy	CYPP Priority No. 25	<ul style="list-style-type: none"> Review and improve performance management and service planning within LCCS Adapt performance management monitoring inline with new corporate requirements for 2009/10. 		Oct 2009 June 2009	MC/AH
Corporate Strategy	CYPP Priority No. 25	<ul style="list-style-type: none"> Implement corporate data quality strategy across LCCS. 		Dec 2009	MC/AH
Corporate Strategy	CYPP Priority No. 22	<ul style="list-style-type: none"> Work with corporate colleagues to collect, analyse and use of equalities data inline with the council's single equality scheme. 		March 2010	YW/MC/AH
National	CYPP Priority No. 25	<ul style="list-style-type: none"> Prepare for the Comprehensive Area Assessment inspection 		Dec 2009	YW/MC
General service management					
National	CYPP Priority No. 18	<ul style="list-style-type: none"> Support the transfer of the Learning and Skills Council into LCCS. 		March 2010	YW
Local		<ul style="list-style-type: none"> Develop the MIS handbook. 		Ongoing	AH
Managing Our Services – Planning and Resources					
	23) Invest in our buildings and open spaces	<ul style="list-style-type: none"> Action and implementation plan in place for AMP Priorities 		July 2009	MT
		<ul style="list-style-type: none"> Pursue Readiness to Deliver requirements for BSF 		Ongoing	MT
		<ul style="list-style-type: none"> Delivery of new schools for PCP initial priorities 		Ongoing	MT
		<ul style="list-style-type: none"> Statutory processes completed – first phase of PCP 		January 2010	KH
		<ul style="list-style-type: none"> Outcomes of South East review of Primary places reported 		September 2009	MT
		<ul style="list-style-type: none"> Review of Primary places across the rest of the City started 		September 2009	MT
	Healthy City: CP 8 CYPP: A healthy start in life	<ul style="list-style-type: none"> New catering contract to deliver high-quality, popular school meals in place 		April 2010	BK

Section 4 2009/10 ~ Resources Management ~ Kevin

Code	Description of PI	Service Manager	Historical Trend		09/10				10/11	11/12	06/07	PI appears as a Key PI
			07/08	08/09		Qtr 1	Qtr 2	Qtr 3	Year End	Target	Target	
Planning and Resources												
NPI 52 (PSA 12)	% Take up of school lunches (annual survey)	Maggie Tansley	35% (est)	Available year end	actual					39.0%	39.0%	
				36.40%	profile				37.8%			
RM 19	% take up of school meals in all Primary Schools within the Local Authority	Maggie Tansley		31.1% (3rd qrt)	actual					34%	35%	
					profile	32.0%	30.0%	33.0%	33.0%			
RM 3	% of primary schools with 25% or more of their places unfilled	Maggie Tansley	9.3%	Available year end	actual					10%	8%	
			13%	12%	profile				11%			
RM 4	% of secondary schools with 25% or more of their places unfilled	Maggie Tansley	10.0%	Available year end	actual					10%	10%	
			10%	10%	profile				10%			
RM 5	% of primary schools oversubscribed (@ January school census)	Maggie Tansley	24.0%	Available year end	actual					14%	30%	
			18%	16%	profile				15%			
RM 6	% of secondary schools oversubscribed (@ January school census)	Maggie Tansley	40.0%	Available year end	actual					20%	40%	
			20%	20%	profile				20%			
RM 7	% of primary classes with more than 30 children for Reception to Year 2 inc	Maggie Tansley	1%	Available year end	actual					0%	0%	
			0%	0%	profile				0%			
RM 8	% of schools with an A (poor) rating recording the unsuitability to teach the curriculum (bi-annual survey)	Maggie Tansley	31.3%	No survey	actual					No survey	20%	
			25%		profile				20%			
RM 9	Numbers of schools with a D (poor) rating recorded for any condition element	Maggie Tansley	15	Available year end	actual					2	2	
			4	2	profile				2			
RM 10	Number of recorded defaults raised during school meals monitoring	Maggie Tansley	0	0 (3rd qrt)	actual					1	1	
			4	3	profile	1		2	2			
RM 11	Numbers of schools (in contract) not getting 95% pass rate for school cleaning	Maggie Tansley	34	Available year end	actual					18	18	
			30	25	profile	5	7	13	20			
Access												
NPI 198a	% of children travelling to school (age 5-10) who travel to school by car (including vans and taxis).	Mark Ellis	27.63% (est)	Available year end	actual					25.0%	24.0%	
				27.0%	profile				26.0%			
NPI 198b	% of children travelling to school (age 11-15) who travel to school by car (including vans and taxis).	Mark Ellis	8.4% (est)	Available year end	actual					7.0%	6.0%	
				8.0%	profile				7.5%			
RM 12	Number of pupils permanently excluded in the primary sector	Mark Ellis	3	0 (3rd qrt)	actual					2	1	
			5	4	profile	1		2	3			
RM 13	Number of pupils permanently excluded in the secondary sector	Mark Ellis	38	1 (3rd qrt)	actual					5	3	
			25	25	profile	2		4	5			
RM 14	Number of pupils permanently excluded in the special school sector	Mark Ellis	0	0 (3rd qrt)	actual	0		0		0	0	
			0	0	profile	0		0	0			
RM 15	Number of fixed term exclusions in the primary sector	Mark Ellis	195	76 (3rd qrt)	actual					100	80	
			190	180	profile	60		110	170			
RM 16	Number of fixed term exclusions in the secondary sector	Mark Ellis	1049	451 (3rd qrt)	actual					500	400	
			750	700	profile	200		410	690			
RM 17	Number of fixed term exclusions in the special school sector	Mark Ellis	4	5 (3rd qrt)	actual					8	8	
			15	10	profile	3		6	9			
Human Resources												
RM 18	Rate of completion of contractual documentation within statutory time limits	Jo Sheen/ Mark Bennett	28%	85% (3rd qrt)	actual					100%	100%	
			100%	100%	profile	100%	100%	100%	100%			

LEARNING, CULTURE AND CHILDREN'S SERVICES

SERVICE PLAN

CHILDREN & YOUNG PEOPLE'S SERVICES - RESOURCE MANAGEMENT

<u>DETAILED EXPENDITURE</u>		<u>COST CENTRE EXPENDITURE</u>	
	2009/10 BUDGET £'000		2009/10 BUDGET £'000
Employees	3,455	Access Services	3,157
Premises	10	Financial Services	1,565
Transport	2,795	Human Resources	624
Supplies & Services	1,644	ICT Client Services	226
Miscellaneous		Management Information Service	275
- Recharges	4,311	Planning & Resources	297
- Delegated / Devolved	44	Strategic Management	1,147
- Other	-		
Capital Financing	-		
GROSS EXPENDITURE	12,258		
Income	(4,968)		
NET EXPENDITURE	7,291	NET EXPENDITURE	7,291

Section 6: Human resources

Kevin Hall <i>Assistant Director (Resource Management)</i>					
Maggie Tansley	Mark Ellis	Laura Conkar	Yasmin Wahab	Jo Sheen/Mark Bennet	Richard Hartle
<i>Head of Planning and Resources</i>	<i>Head of Access</i>	<i>IT Client Services Manager</i>	<i>Head of Management Information Service</i>	<i>Senior Business Partner HR</i>	<i>Head of Finance</i>

Section 7: Monitoring and reporting arrangements

MEETING	TIMING	DESCRIPTION	STAFF
DMT	Quarterly	DMT meetings Sessions include: Review of progress made against service plan initiatives Identification of future priorities and re-prioritisation of actions Identification of barriers to successful completion of actions and analysis of external drivers Team issues & team building	Director and Assistant Directors
One to One meetings between Assistant Director and Service Manager	Fortnightly One to one meetings	Meetings to Review progress against service plan actions Consider Team issues Agree New actions	AD (Resource Management) with individual Service Managers
Service Team meetings	Weekly / Fortnightly/ monthly/ six weekly subject to service team functions & needs	Feedback on key events/meetings Updates on national, corporate and directorate initiatives General service plan issues in line with Weekly items discussed in DMT and AD meetings Team training with presentations from other services and organisations on key topics of interest to service	Service Manager and staff
Service Planning	Once per annum	Each team will dedicate at least a day to consider and prepare the annual service plan	Service manager and staff
Performance Development Review	Annual with 6 month review	Links personal review and development with service plan objectives	AD with Service Managers Service Managers with respective team members
Induction programme for new staff	When applicable	New staff gain understanding of service objectives (service plan) and links between personal targets and service/organisation actions. Also gain understanding of the work of other services within the department	
Surveying and monitoring	Throughout the year	Regular feedback from training evaluation forms, surveys of users, audit commission school survey, monitoring of complaints.	

Monitoring Progress

Progress against service plan actions and targets are monitored on an ongoing basis through a formal structure of meetings (through one-to-one meetings held between AD and Service Manger and between Service Managers and their respective teams). Progress and priorities are discussed in all meetings and work plans are revised as necessary.

Formal updating of the service plan and reporting of progress against actions will take place every quarter.

Planning arrangements and plans for individual vulnerable pupils are monitored a monthly basis by a multi-agency tasking group, whilst pupils who are on the education otherwise roll have their provision reviewed on a fortnightly basis (Access Team lead).

Customer feedback is obtained from home to school transport service users and their parent/carers on a twice yearly basis, whilst operators contracted by the LA to provide home to school transport must attend an annual meeting to review their contract.

The Local Admissions Forum has responsibility for ensuring the admissions polices and procedures across the authority's area are fair and equitable and therefore all issues around school admissions are reported to the forum on a regular basis.

The Schools' Forum provides an effective monitoring function with regard to school finance and a range of key services provided under contract to schools.

Measuring Impact

The main indicators of impact and customer satisfaction are through the Audit Commission (AC) School's Survey, through regular dialogue with individual headteachers and school governors and through formal consultative mechanisms such as the Teachers' Panel, the Joint Consultative Group, the Schools Forum and the Local Admissions Forum. The services also receive feedback through APA and JAR processes.



Executive Member for Children & Young People's Services and Advisory Panel

Thursday 12 March 2009

Report of the Director of Learning, Culture and Children's Services

Update on Machinery of Government changes and progress of 14-19 Reforms.**Summary**

1. This report presents an update on further progress within the city in taking forward the Machinery of Government (MOG) changes, including the transfer to the LA of funding for 16-19 education, and the 14-19 curriculum reforms, since the report presented to EMAP on 6 November 2008.
2. Whilst the November report (and its predecessors covering 14-19 issues) largely focused on the curriculum reforms, the priority within this report is to explain the proposals, developed in collaboration with sub regional partners, for the future commissioning of post 16 education under the MOG changes. In particular, a stage 2 proposal was submitted to Government Office for Yorkshire and the Humber (GOYH) and DCSF on 27 February. This sets out the key principles underpinning sub regional working, the annual cycle of activity and some supporting protocols and procedures.
3. In order that the LA can carry out its statutory duties relating to commissioning and funding an expanded 14-19 team is being created within School Improvement and Staff Development (SISD). An action plan covering the period January 2009 – September 2010 (when the first provision commissioned under the new arrangements will be delivered) has been drawn up.
4. The second part of the report will provide a brief update on progress within the York partnership on implementation of the 14-19 curriculum reforms.
5. Members are asked to endorse the Stage 2 submission and proposed arrangements for sub regional working. They are also asked to note progress on the curriculum reforms.

Background

6. In the summer of 2007, proposals were published for machinery of government changes including the transfer of funding for post-16 education to local authorities. Within the Yorkshire and Humber Region, an Interim Regional Strategic Planning Forum operating at Director of Children's Services level was

established (July 2008) to progress the transfer. The four authorities of York, North Yorkshire, East Riding and Hull submitted stage 1 proposals to GOYH and DCSF (October 2008) outlining why they should form a sub regional grouping. Following a successful assessment the local authorities moved on to stage 2.

7. The 14–19 Curriculum Reforms set out a national learner entitlement to be in place for September 2013 comprising four pathways:
 - Academic (GCSE/A Level)
 - Apprenticeships
 - 14–19 Diplomas
 - Foundation Learning Tier

Alongside this is a requirement, for all young people to remain in education or training to age 17 (from 2013) and ultimately age 18 (from 2015).

Machinery of Government Changes

8. The City of York Stage 1 submission (Annex 1) explains why the North and East Yorkshire grouping is the most appropriate for this local authority, its learners, providers and broader stakeholders such as employers. It includes details of existing collaboration and travel to learn patterns and demonstrates consistency with other local, regional and national development plans.
9. The four sub regional submissions passed stage 1, but feedback emphasised the need for the stage 2 submission to show that the sub regional arrangements would be able to meet the needs of learners in the differing contexts of each local authority.
10. In November 2008 a Sub Regional Steering Group (DCS Level) and Task Group (Lead Officers) were formed and terms of reference agreed. Both groups include Learning and Skills Council (LSC) and GOYH representatives. In due course LSC representation will transfer to the Young Peoples' Learning Agency (YPLA).
11. The Steering Group agreed to retain Sector Training as consultants to support the compilation of the Stage 2 submission. Sector Training are approved by REACT (DCSF support organisation) and their involvement has been paid for with some limited additional funding from GOYH.
12. DCSF Guidance (Annex 2) on Stage 2 submissions stated that they must address arrangements for the following aspects of strategic commissioning:
 - Governance
 - Collaboration and Strategy Contributions
 - Resources and Capacity
 - Policy and Planning
 - Quality and Targets

Since the Stage 1 submission two meetings of the Steering Group and four of the Task Group have taken place. The LA has also been appropriately

represented at a GOYH event supporting the development of submissions (14 January 2009). Work has been progressed against the five criteria above which have also been the basis for individual LA action planning.

13. The Sub Regional Proposal is for a light touch model underpinned by the continuation of the existing Steering and Task (or Operational) Groups. The sub regional grouping will have no permanent infrastructure or staffing. Rather it will rely on the Task Group, through bilateral working and interaction with stakeholders, to carry out the majority of its functions. In this way it is expected that activity supporting commissioning will remain localised and responsive to the needs of learners in particular areas. The proposed annual cycle of activity (Annex 3) sets out clearly the business cycle for commissioning and identifies the key decision points and accountabilities.

14. The Steering Group has agreed some principles for sub regional working and commissioning activity:

- A focus on the learner first, not the provider first
- A commitment to align with local and regional economic and skills needs
- A commitment to integrate 16-19 commissioning with other strategic priorities for children, families and communities
- A commitment to a mixed economy of providers in which all sectors are treated equitably
- A commitment to operate in a transparent and inclusive way locally and sub-regionally
- A commitment to co-operate well sub-regionally, particularly in meeting agreed timescales for the annual strategic commissioning cycle
- A commitment to incorporate sub-regional needs and issues into planning at local level

These principles have been well received by stakeholders across the sub region during consultations leading upto the stage 2 submission.

15. Another key issue which the Steering Group prioritised for agreement was a procedure for resolving disputes between partner LAs. Clearly, it is expected that issues will be resolved at Officer level. The next stage would see referral to the Sub Regional Steering Group. If no resolution could be found, arbitration at the Regional Strategic Planning Forum or, ultimately, national YPLA would take place. If a major issue with particular significance for York were to arise, Officers would engage with members to establish their views on possible ways forward.

16. Otherwise, within the annual cycle of activity, reports on progress will be presented to key partnership forums such as the YorOK board, the Learning City York Board and 14-19 Partnership structures. Members will also receive reports on Key Performance Indicators included in the Local Area Agreement and Service Plan monitoring. In the current EMAP framework there will be three reporting points each year. These would be in the Autumn term (Sub Regional Statement of Need), Spring term (Sub Regional Commissioning Plan) and late in the Summer term (annual review of local 14-19 Plan).

17. The Stage 2 Submission (Annex 4) clearly identifies agreements made and achievements against each of the five criteria. It also identifies areas where work

is still in progress. Through an iterative process Sub Regional Partners will work through each of these to ensure that agreements and protocols are in place. It is hoped to have most of these in place for the transition year of 2009/10 when LAs will lead in commissioning for 2010/11, although the LSC will retain overall responsibility. All procedures must be in place for the actual funding transfer in April 2010.

18. A Transition Plan (Annex 5) has been drawn up to support the development of capacity and procedures within the LA and to ensure completion of necessary sub regional activity. It, too, is framed against the DCSF Stage 2 criteria and will be taken forward by a Transition Group Chaired by the Assistant Director (SISD) and whose membership includes colleagues from HR and Legal Services.
19. A key issue is the transfer of LSC staff to the LA. With LSC colleagues, an audit of skills and capacity within the LA has been carried out in order to identify future needs which will inform the final transfer. With the dissolution of the LSC in 2010, current LSC functions will be transferred to a number of new organisations which means that some LSC staff will be joining the National Apprenticeship Service, and transfer to the YPLA and Skills Funding Agency (for Adult Provision), as well as the LA. The details of the staff transfer arrangements are not yet clear, but the expectation is that by September 2009, LSC staff to transfer to LAs will have been identified and 'shadow structures' will be in place and operational in anticipation of the formal transfer in 2010.
20. The DCSF will be publishing a "template" for the Local Authority role following the funding transfer which will set out the number of LSC staff to transfer. Indications are that the template will allocate only two or three LSC colleagues to the City of York LA. In order that LSC colleagues could be fully informed about working for York a briefing was held at their offices (2 February 2009).

Progress on 14-19 reforms

21. The previous report to EMAP (6 November 2008) highlighted two immediate actions. A Gateway 3 submission was completed for the end of November deadline covering the Diplomas in Construction and Built Environment, Travel & Tourism, Retail Business, Public Services and Sport & Active Leisure. The aim is to deliver these for the first time from September 2010 and the outcome should be received from DCSF before the end of March.
22. The Diploma Roadshow was held on the evening of 4 December and throughout 5 December. The evening session for parents and other stakeholders was very well received and, despite the intervention of the first snow of winter, well attended. Over 400 learners attended in school groups and a detailed evaluation was carried out by DCSF consultants. Plans are in hand to run a Diploma Roadshow again next year, but to incorporate it into a broader based Information, Advice and Guidance Event in October 2009.
23. Plans are in hand for the first delivery of six Diplomas in September 2009 (Environment & Land Based, Manufacturing & Product Design, IT, Creative & Media, Hair & Beauty and Business, Administration & Finance). Coordinated

recruitment and allocation of learners to Diplomas in Key Stage 4 is underway and should be completed by the end of this term.

24. Running in parallel with this process, York College is working with all schools on the sixth cohort of the Young Apprenticeship programme. This covers five fully endorsed lines and two where learners can achieve the linked accredited qualifications without the Young Apprenticeship badge.
25. Huntington School has successfully completed accreditation as an International Baccalaureate Organisation affiliated school (December 2008) and will be running an International Baccalaureate Diploma course in its sixth form from September 2009. This has been well received by learners and parents and represents a significant investment by the school in terms of committing staff to development work and training programmes.
26. York College, working with Young People's Services, has initiated a "roll on, roll off" short term and flexible provision strand to re-engage young people who are not in employment, education or training (NEET). This twelve week programme, which is being delivered at the Danesgate Skills Centre, attracted over 20 young people.
27. A bid for a Diploma Exemplar facility to support delivery of the Creative and Media across the City has been submitted. It is one of 35 projects from a national field of over 200 to pass the first stage assessment. The DCSF will ultimately fund 15-18 projects. The bid has been taken forward by a group led by John Tomsett (Headteacher, Huntington School) and, if successful, will realise £3m for a building at Manor School and £1.5m to equip it. The facility would also provide significant community facilities, support the work of the York Arts Academy and align with Science City York priorities.
28. This bid is being taken forward alongside a plan to invest upto £1.5m of Targeted Capital Funding (TCF) on minimum required equipment and facilities (to be within existing buildings) to ensure that the Creative and Media Diploma can be delivered and learners supported in schools and at York College.
29. The 14-19 Partnership continues to be well regarded and widely viewed as an example of good practice. Our planning for the 2013 entitlement is included as a case study in a new DCSF publication ("14-19 Partnerships and Planning", January 2009). We will be hosting a DCSF Learning Visit as part of the national support programme (Working with Higher Education Partners, Progression and Employer Engagement, 19 March 2009) and hosting a visit from the Services Schools (Germany) (5 – 6 March 2009).
30. Archbishop Holgate's School fully opens its post 16 Applied Learning Centre in September 2009. It has agreed a learner funding allocation for the first year of 65 learners.
31. The programme of courses offered to learners at information evenings comprised Diplomas, other vocational courses (in lines of learning where Diplomas are not yet available) and a work related learning strand which supports learners across Entry Level, Level 1 and Level 2. The school remains

committed to the vision of an Applied Learning Centre offering distinctive provision which expands the breadth available to York learners in a school based setting.

32. However, the offer for 2009 does contain two A Levels to be taught at the school.
33. With LSC colleagues, we have continued to engage in dialogue with the school over the offer of A Levels, which could be seen to be at variance with the school's previously stated intentions. The school suggests that it is offering an Applied Science (Double Award) A Level as an interim measure because the Science Diploma will not be available until September 2011 and there is currently no other suitable qualification in its first specialist subject area. In particular a BTEC course is, the school feels, too closely aligned to technician careers.
34. The school is also offering Mathematics A Level. It says that this is a result of Universities requiring A Level Maths as an entry requirement for their courses as additional/specialist learning within the Engineering Diploma framework. There are two other schools local to Archbishop Holgate's which offer A Level Mathematics and where the school's learners will access some courses. Archbishop Holgate's suggests that this is not possible with Mathematics for two reasons. Firstly, the Diploma Principal Learning requires the A Level material to be delivered in an order matched to Engineering requirements rather than in the conventional syllabus led sequence. Secondly, there were insurmountable timetabling issues. The school had originally intended to deliver the specialist Diploma module "Mathematics for Engineering".
35. The LA welcomes the school's continuing commitment to developing complementary, distinctive provision focused on Applied Learning and including a substantial element for learners at Entry Level, Level 1 and Level 2.
36. The LSC and LA have expressed misgivings about the development of an Applied Science A Level, but accept the school's assurances that this is interim provision which will be superseded by the Science Diploma when it becomes available.
37. We do believe that the issues described in para 34 can be overcome. As the provision becomes established and collaboration with neighbouring schools is embedded there should be no need for a separate A Level Maths strand at the school. We trust that all relevant partners will work to address this issue for courses starting in September 2010.
38. Further to paragraph 17 of the EMAP report of 6 November 2008, the "visioning" process has continued and now covers provision for Learners with Learning Difficulties or Disabilities (LLDD).
39. In order to support planning for the 2013 entitlement and facilities planning the Learning and Skills Network (LSN) has been commissioned to produce an independent study on possible patterns of provision. This piece of work will underpin strategic planning to 2013 and provide a basis for the next 14-19 Education Plan. It is expected that this plan will be developed in the second half of the summer term 2009.

Consultation

40. The post 16 funding transfer is a significant and complex issue. In order to progress it:
- Officers are working in close consultation with the LSC (York and North Yorkshire Office) and sub regional partner Local Authorities.
 - The Director and 14-19 Partnership Manager are members of the Interim Regional Strategic Planning Forum which is the primary body consulting on regional issues.
 - The Director is working closely with the Chief Executive and ensuring that the Executive and Shadow Executive members receive regular briefings.
 - Through 14-19 Partnership structures all post 16 providers and a wide range of other stakeholders are being kept fully informed, as are the Board of Learning City York (Lifelong Learning Partnership) and the YorOK Board (ultimately accountable for 14-19 Education).
 - A stakeholder consultation event was held on 5 February 2009.

Options

41. Not applicable to the specific contents of this report.

Analysis

42. The MOG changes and associated post 16 funding transfer present significant challenges and opportunities for all Local Authorities. A number of factors contribute to this LA being well placed to progress this agenda. These include:
- Existing close and productive relationships between the Local Authority, the LSC and providers
 - Positive and productive relationships with sub regional partner LAs, which have facilitated significant progress within the very short time available for the preparation of a Stage 2 submission.
43. Over the next year the Directorate of Learning Culture and Children's Services (LCCS) will have to develop structures and capacity which will enable it to effectively discharge new statutory duties. In particular this will mean managing a much larger budget which will be distributed through commissioning methodology focusing on quality, learner choice and economic alignment rather than through a simplistic formula. This will require some revision of 14-19 structures to ensure separation of providers from commissioning decisions and the creation of an expanded 14-19 team with capacity to carry out, monitor and evaluate the commissioning process.

Corporate Priorities

44. The 14–19 Strategy is central to success of the Children and Young People's Plan and the Council's strategies around economic development, and in particular to Corporate Priorities 7 (Skills and Knowledge) and 9 (Narrowing the Gap).

Implications

Financial

45. The MOG changes are expected to be achieved within the context of no overall budget growth beyond existing LA and LSC budgets. This may be possible when the new structures have been fully implemented. However, in the short term there are capacity issues around the tracking (2008/09) and transition years. The only additional funding to support this process has been £15k from GOYH to the sub regional grouping, which has been allocated to consultant support for the development of the Stage 2 submission. Other additional capacity during the transition phase has had to be found within existing budgets.
46. In the longer term, growth (ie the introduction of new provision to meet the needs of the raising of the participation age) has to be funded by savings resulting from smaller cohorts (demographic decline). The LA, in its commissioning role, will have to work within this constraint, as will providers when developing strategic plans at institutional level.
47. At the present time, no information regarding capital support for 16–18 education following the funding transfer has been provided. This means that there is currently no scope to plan for coherent development of facilities to support the introduction of relevant provision, although some limited investments (see report of 17 July) have been planned from a Targeted Capital Fund grant.

Human Resources

48. When the LSC ceases to exist in 2010 its various functions will be carried out by a range of different organisations including LAs. The arrangements for transfer of LSC staff to the various bodies are not yet clear. As well as capacity issues for the LA the capacity of the LSC will have to be maintained throughout the transition.
49. HR advice at present centres on preparing a clear understanding within the authority of what York's staffing establishment requirements are likely to be in order to carry out the new functions of commissioning. This staffing structure will be developed as part of a wider review within SISD and proposals will be brought forward through the usual Directorate channels.

Risk Management

Machinery of Government Changes

50. Key LA staff are devoting significant time and energy to progressing the changes and managing the tracking and transition years. Despite extensive lobbying by national organisations linked to the agenda (Association of Directors of Children's Services, Local Government Association) only very limited additional funding has been provided by GOYH.
51. The Local Authority will need additional staff to support commissioning from 2010 onwards. The transfer arrangements for LSC staff have yet to be clarified and we are reliant on this process to deliver suitable individuals – this is not a recruitment process.

14–19 Curriculum Reforms

52. DCSF emphasises the role of the LA as Lead Strategic Partner in 14–19 developments. It also highlights the involvement of stakeholders through a 14–19 Partnership. In common with all such partnerships, Learning City York has no legal status and relies on City of York Council for support in a range of key areas such as HR and procurement.
53. During the transition to 2013, Diploma Support Grant funding, and the sustainability of provision, depends on the numbers of learners choosing to follow these courses. The Partnership needs to develop a long term and sustainable funding model based on the transfer of core budget funding at Key Stage 4. Ultimately schools will have to displace existing provision with the resulting potential need for revisions to staffing structures.
54. The new provision is central to efforts to raise participation and achievement, improve progression, reduce NEETs and support economic development in York. Nonetheless it remains vulnerable in the early stages to unpredictable national press publicity and political influences.

Recommendations

55. Executive Member and Advisory Panel are asked to endorse the Stage 2 Submission from the North and East Yorkshire Sub Regional Grouping and the associated arrangements for sub regional working. They are also asked to note the opportunities and challenges presented by the Machinery of Government changes, the sound initial position of the Local Authority, LSC and sub regional partners and the progress already made.
56. Further, Executive Member and Advisory Panel are asked to note the continuing good progress on developments linked to the 14–19 Curriculum Reforms, including successful completion of activities signposted in the report of 6 November 2008.

Reason: to ensure that the LA is in position to assume new statutory responsibilities associated with the post 16 funding transfer, that it can continue to make progress to this end through the tracking and transition years and that progress towards the 2013 learner entitlement in the city can be maintained.

Contact Details

Author:

John Thompson
14–19 Partnership Manager

Ext 3039

Chief Officer Responsible for the report:

Pete Dwyer
Director, Learning, Culture and Children’s Services

Report Approved **Date** 02-03-09

Report Approved **Date** 02-03-09

Specialist Implications Officer(s) *List information for all*

Wards Affected: *List wards or tick box to indicate all*

All

For further information please contact the author of the report



16-18 Transfer

Stage One Assessment – September 2008

City of York Council

(All data from LSC 16-19 Commissioning Plan Data Pack (June 2008), unless stated)

1. Proposed local authorities in the sub-regional grouping

1.1 The proposed grouping in which the City of York Council will operate consists of the two local authorities in the LSC North Yorkshire sub-region and two from the LSC Humber sub-region. These are:

- City of York Council
- East Riding of Yorkshire Council
- Hull City Council
- North Yorkshire County Council

The Directors of Children's Services in all four local authorities are fully supportive of the development of this grouping to progress the 16-18 Transfer and secure delivery of appropriate curriculum opportunities for all learners.

1.2 The City of York already works very closely with North Yorkshire on a wide range of 14-19 linked activity and has well established relationships with East Riding. One of the North Yorkshire Area Learning Partnerships and an East Riding Secondary School are associate members of the City of York 14-19 Partnership (Learning City York) and a number of relevant organisations, including Higher York and Science City York, operate across all three council areas. The City of York supports the inclusion of Hull City Council in this grouping because it is a key partner for East Riding and there are relevant links with the other proposed members, especially through the FE and HE sectors.

2. Rationale for the grouping

2.1 Travel to Learn

The 14-19 year old population in the City of York is approximately 15300. Provision is based upon:

- 1 general FE College (York College)
- 10 mainstream secondary schools, of which 5 have sixth forms
- 1 secondary special school
- A range of work based learning providers, including the Council's own (York Training Centre)

A specialist Agricultural College (Askham Bryan College) is also based in the Council area, but only 11% of its full and part time 16-19 year old learners are York residents.

The number of resident 16-19 year olds travelling to provision outside the City is far outweighed by the number of young people travelling into York from other areas. In both cases North Yorkshire and East Riding (in that order) are the most significant partners.

At York College 1232 of 3507 full and part-time learners are East Riding or North Yorkshire residents and North Yorkshire residents make up 48% of Askham Bryan College's 788 full and part-time learners. 118 school sixth form learners from East Riding and North Yorkshire attend York Schools.

146 York residents attend sixth forms in North Yorkshire Schools. There are no significant travel to learn movements to any FE providers in Councils within the proposed cluster, but 69 full and part-time learners travel to specialist provision in Leeds.

2.2 Securing the delivery of the curriculum offer

It is clear from the travel to learn data that York has a significant role to play in securing the delivery of the curriculum offer for learners in North Yorkshire and East Riding. In particular York College is a critical provider for learners across the sub-region. Askham Bryan College is a major provider for North Yorkshire and will be a significant player in the Environment and Land based Diploma in Yorkshire & Humber and beyond.

Diploma developments already recognise the interdependence of Local Authorities, with Woldgate College (East Riding) and the Ryedale Area Partnership (North Yorkshire) having associate membership of the City of York 14-19 Partnership. Existing collaboration covers Creative & Media, Engineering, Manufacture & Product Design and Society, Health & Development. The City of York Partnership intends to deliver all of the Diplomas. Its entitlement provision plan provides access to all lines through schools and colleges, with provision at York College and Askham Bryan College contributing significantly to the entitlement at sub-regional level.

The City of York Partnership is delivering two Diploma lines (Society, Health & Development and Engineering) in 2008/09, with 130 learners (nearly 7%) of the first Year 10 cohort participating. In 2009/10 8 further lines will be delivered. Subject to conditions, a ninth line will be added in 2010/11 and a submission is under development for Gateway 3 which covers the remaining 5 sector linked lines of learning.

A key element in planning for the York 2013 entitlement is the Raising of the Participation Age. Despite overall learner outcomes, which are well above national and regional averages, post 16 progression rates and “narrowing the gap” are priorities identified in progress checks, LAA targets and service plans. Demographic decline to 2015 means that the overall number of participants will remain roughly constant. There will, however, be significant changes in the balance of provision, with increases in apprenticeships and work based learning strands. The City of York Council recognises its corporate responsibility to support the development of apprenticeship programmes and has been working with the LSC Partnership Director to increase its own involvement. GO Progress check data (September 2008) shows a 0.6% increase in the percentage of 16-18 year old apprenticeship starts from 2005/06 to 2006/07. All provision planning is underpinned by employment sector forecasts, collated by the City of York Lifelong Learning Partnership, and existing patterns of learner demand.

The successful Young Apprenticeship programme at York College is open to North Yorkshire and East Riding of Yorkshire learners. East Riding and North Yorkshire institutions use the major provider of work experience placements for York Schools and Employer Engagement work related to the curriculum entitlement is being undertaken by cross border organisations such as NYBEP and Science City York.

Progression routes for learners will be secured by working across all four proposed cluster authorities. The Universities of York and Hull have close links, including membership of the Excellence Hub and a joint medical school. The University of Hull has a campus in Scarborough (North Yorkshire). The Higher York partnership includes the four York based HEIs and Craven College (North Yorkshire). Harrogate College (North Yorkshire) is a member of the Hull College Group.

2.3 Proposals to engage with neighbouring local authorities

Along with the other members of the proposed grouping, **we are committed to a model b commissioning approach from September 2009**, leading into the April 2010 transfer.

The City of York has a track record of productive collaboration on this agenda. Relationships with North Yorkshire are strong at strategic level through work with North Yorkshire LSC area. This has led to collaborative projects such as a joint Area Web Based Prospectus and is underpinned by regular contact and collaboration at Officer level. There are also developing links with East Riding.

As a Children's Service's Directorate judged by Ofsted (JAR, Feb 2008) to be outstanding, with outstanding capacity to improve, York is well placed to tackle the challenges of integrating 16-18 and, ultimately, 14-19 commissioning into its existing systems and structures, including joint commissioning for other young people's services. The directorate's progress on this agenda and capacity to readily move forward is also evidenced by APA and Progress Check reports. Officers, working with the LSC Partnership Director, have already undertaken a significant degree of planning for the 2013 entitlement. This work has been disseminated across the region through the DCSF Regional Adviser's 14-19 Lead Officers network.

In its lead strategic partner role, the Local Authority has worked constructively with partners, most notably Headteachers and College Principals, in agreeing new 14-19 structures, which are fit for purpose as the MOG changes progress. These structures will ensure that all stakeholders are both well informed about, and engaged in, the commissioning process. We are committed to developing the capacity to take the transfer forward with key staff from School Improvement & Staff Development, Finance and Human resources already reviewing current directorate structures.

As we move to Stage 2, a timeline for consultation with elected members and partnership stakeholders has been set out. Whilst progressing the transition within York, we will engage with the other three Councils in our proposed grouping at DCS and Senior Officer level and with the support of the two LSC sub-regions to refine the proposal and agree governance and decision making arrangements.

2.4 Compatibility with other local and regional priorities plans and proposals

The proposed grouping is consistent with the following local and regional priorities and plans:

- Without Walls – York's Local Strategic Community Plan (2004-2024)
- Learning Without Walls – York's 14-19 Implementation Plan for Education and Training (2005-2008)
- The York Entitlement Curriculum Map (2008)
- Leeds City Region Development Programme (November 2006)
- Regional Spatial Strategy: The Yorkshire and Humber Plan (Yorkshire and Humber Assembly)
- The Regional Economic Strategy for Yorkshire and the Humber 2006 -2015
- Yorkshire Forward Corporate Plan 2008-11

Locally, the proposal will support our plans to secure the entitlement curriculum, raise participation and achievement in line with targets in our Children and Young People's Plan and Local Area Agreement.

Regionally, the proposal will support current travel to learn patterns and ensure that future 16-18 learning provision is effectively planned across the proposed grouping to address learner choice and needs. However, we also understand the importance of having due regard for the further development of local, sub-regional and regional labour market and skills requirements, in particular as being developed through the LSC York and North Yorkshire Skills Group, Leeds City Region Development Plan and the Regional Economic Strategy for Yorkshire and the Humber.



16-19 Transfer Guidance note

Sub-regional groupings and development process: stage two

1. Introduction

STAGE 1 COMPLETED

The first stage of the sub-regional groupings (SRG) assessment process has now been completed. Local authorities were asked to confirm the membership of their sub-regional groupings to Government Offices (GOs) by 26 September.

Proposals from 41 sub-regional proposals were submitted providing a high level rationale for the groupings. These were reviewed by GOs, Association of Directors of Children's Services (ADCS), Learning skills council (LSC) and Regional Development Agency (RDA) representatives and then reviewed by a National Panel represented by Department of Children's Schools and Families (DCSF), GO, LSC, Association of Colleges (AoC), ADCS, and Department of Innovation Universities and Skills (DIUS) on the 31st October 2008. The Panel considered the local authorities' plans for creating sub-regional groupings and whether the groupings look sensible when viewed regionally and nationally.

National panel results

Overall the panel was encouraged by the level of progress made by local authorities towards collaborative ways of working. A majority of the SRG proposals demonstrated a grouping that the panel judged to be "reasonable", i.e. predominantly on travel to learn patterns and building on existing collaborative arrangements. The proposals also demonstrated an increase in understanding that future 16-19 commissioning decisions from September 2010 need to:

- take into account delivery of the 14-19 reforms;
- are based on informed learner choices; and
- are made jointly with local authority partners, employers and providers.

DCSF has asked Government Office leads on 14-19 to work with local authorities and their sub-regional groupings to set out the feedback from the panel. This feedback includes the regional strengths and areas of development, as well as some SRG specific focus for the stage two proposals.

STAGE TWO

We now invite those sub-regional groupings to develop their proposals (stage 2) so as to show they can deliver the outcomes for young people through the 16-19 commissioning process.

We are keen to ensure the stage two review process for sub-regional groupings adheres to the following principles:

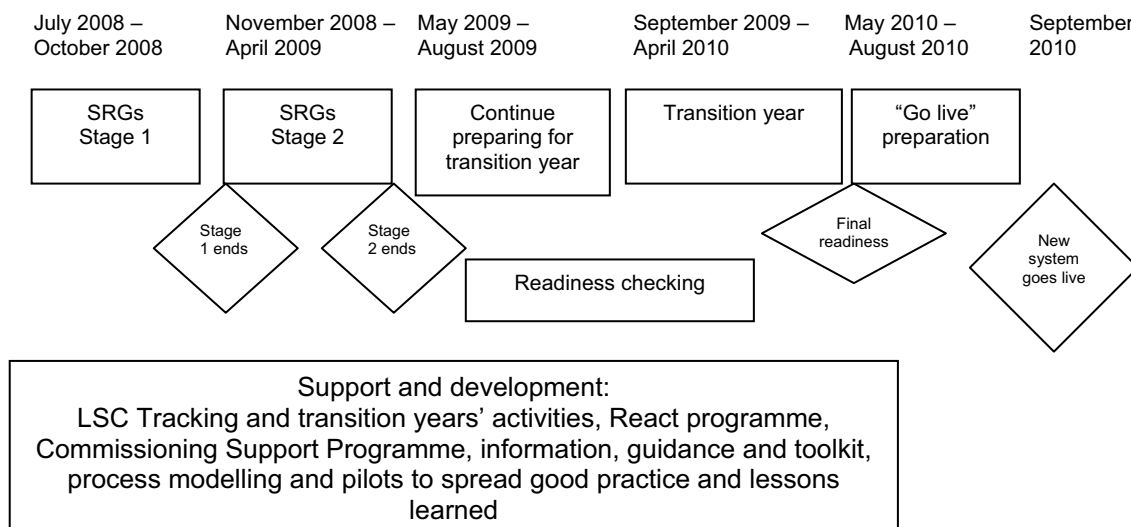


- The process must be sector-led with local authorities working closely with the LSC and other key partners to develop the right infrastructure and expertise;
- The process is based on a dialogue, with DCSF requesting evidence from local authorities and local authorities informing DCSF of where further support or guidance is needed; and
- We will move as quickly as possible to create certainty over the composition of the SRGs because that will enable the LSC to begin to plan how to re-structure their resources towards these groupings and increase their support to local authorities.

2. Stage two overall timeline, process and criteria

The timeline

The overall timeline for SRGs getting ready for operation in September 2010 (“go live”) is as follows:



Taking into account the feedback which GOs will provide to each SRG described above, we would like each SRG to submit a more detailed proposal following the process set out below.

The process

The key steps of the stage two review process are:

- a) SRGs may submit their plans at any stage up to the end of February 2009, to the relevant Government Office. This plan should outline how they are preparing to work as an effective sub-regional grouping, based on the criteria set out in Annex A and how ready they are for operating in the transition year. This includes focussing on:
 - governance arrangements,
 - decision-making processes,
 - dispute resolution,
 - staffing needs,
 - reporting processes, and



- financial and performance accountabilities
- b) Government Office will coordinate views on the proposals from the regional ADCS, LSC, RDA and provider representative organisations and will collate these views to form an overall regional view and forward this to 16-19 transfer team in the DCSF.
- c) These plans will be reviewed at national level. A series of national panels will be held to provide flexibility for those SRGs that want to offer an early view of progress.
- d) The national panels (including representatives from ADCS, DCSF, LGA, LSC, RDA, DIUS (representing the Skills Funding Agency (SFA)), and National Apprenticeship Service (NAS)) will review the proposals submitted and consider the readiness of the SRG. This will be an iterative process and will probably mean panels every month from January 2009 through to May 2009.
- e) The national panel may identify a need for further clarification of a group's readiness. In these cases a representative from Raising Expectations Action Programme (React) and the SRG may discuss and clarify the proposal (React is the LGA/ADCS support programme). On the basis of this further conversation, the React representative will provide a recommendation to the national panel.
- f) Feedback will be provided to SRGs via Government Offices.

The criteria

The proposals will be assessed against a number of criteria. These criteria are set out in Annex A. The review process aims to be as simple and as helpful as possible – minimising any additional bureaucracy. The following summarises the criteria which have been developed to facilitate and review local authorities working up their plans for implementing arrangements with those confirmed partners in their SRGs:

- **Governance** – this must demonstrate clear and robust evidence of how the sub-regional grouping will be governed, how political sign-off for the detailed mechanisms governing the arrangements, how conflicts will be resolved, how speedy and well informed decisions will be made, and how local authority statutory accountabilities will be treated within those governance arrangements. There should be well presented arguments for who will be identified as having the lead commissioning relationship (particularly with FE colleges and other large providers) and how the sub-regional grouping will be effectively and fairly represented on the Regional Planning Group. The expectation is that LAs will take on the majority of provider commissioning, where SRGs are not planning to identify a lead LA for all the colleges in their area a strong

argument should be presented as to why the YPLA would be better placed to take on the lead relationship.

- **Collaborative and strategic contribution** – includes evidence of how commissioning fits with wider and collective strategic priorities both locally, and regionally. The proposal must provide clear evidence of how schools and colleges have and will be involved in the detailed development of the sub-regional groupings, whilst managing any potential conflicts of interest. We expect to see strong evidence of employer and provider engagement on the proposals – particularly from those that serve a number of local authorities within the SRG.
- **Resources and capacity** – an initial analysis and assessment of the task required to deliver the change, as well as what the transition arrangements are to work with the local LSC. Proposals should also provide some indication of whether there are any intentions to share services to deliver this transferring function and, if so, then how and where any such services would operate and be located. This will be particularly important in informing any dealings with LSC staff representatives. Within this criterion is a review of the grouping's intention and capacity to work on model (a) or (b) (see below for explanation).
- **Policy and Planning** – includes demonstrating how commissioning will help deliver the wider 14-19 agenda, including delivery of the entitlement and raising of the participation age.
- **Quality and targets** – the process will draw on information to understand how groupings will work to raise performance and meet the 14-19 reform priorities.

Annex A provides the criteria definitions and evidence (indicating whether it is essential or desirable) that the plans and proposals will be reviewed against. It may also be used as a checklist to understand the required outcomes on a typical progression for getting ready to work as sub-regional groupings. The criteria can also help to scope the basis of transition plans. We recognise, however, that an excellent plan and proposal could also evidence innovative approaches not detailed in this guidance.

Key features of the process and proposals

The proposals must show how the local authorities in the SRGs will:

- seek to ensure provider, employer and learner engagement; and
- ensure effective governance arrangements.

Some SRGs have indicated a preference for working as a limited company. Early financial and audit assessment of this way of working indicates that



these arrangements need to sit alongside individual local authority accountability. So while SRGs may choose to work as a limited company the funding will flow to individual local authorities who can then pool resources to the company. For those SRGs considering forming a limited company we welcome further dialogue on this approach.

Government offices play a key role in the coordination of the sub-regional grouping review process. They are, and will continue to be, a conduit for information to flow from SRGs to the Department and provide coordination for the regional reviews.

A recap of model (a) and model (b) – General FE colleges

The resources and capacity criterion looks for evidence of the grouping's intention and likely capability to operate on model (a) or model (b). In model (a) YPLA does the management of the funding agreement with the General Further Education (GFE) provider on behalf of the SRG. It could be likely that these groupings may also want to draw on additional support to carry out the commissioning dialogues and allocations part of the cycle. Model (b) groupings manage the commissioning end to end process without support. Our aspiration is that all groupings will progress to model (b) by demonstrating understanding of the wider context of GFE providers in the future commissioning process, therefore, further review activity will be run.

3. Support for local authorities and sub-regional groupings

This section is a summary of the support measures to help local authorities through the stage two process and beyond.

- We have published alongside this document two documents that provide local authorities with additional information to support the stage two proposals: **16-19 Transfer Guidance: Commissioning Process** and **14-19 Commissioning through Transition**.
- DSCF is investing in a Commissioning Support Programme which will be available to local authorities and their Children's Trust partners over the next two and a half years. The Programme will work with stakeholders at regional and national level, as well as with individual Children's Trusts to ensure that the support meshes with other initiatives wherever opportunities exist. Many commissioners have identified commissioning 16-19 provision as a priority, and the Programme will respond to need. The Commissioning Support Programme will encompass the commissioning of 16-19 provision as an area that is a core focus for Children's Trusts. Specific commissioning themes, such as 16-19 commissioning will be explored through special interest groups, which will be facilitated by the Programme in response to specific need identified by Children's Trusts and individual commissioners. The learning from these special interest groups will inform the direct support offered to individual Children's Trusts as well as the resources made available through the



Programme's website and regional and national conferences. There will be further communication from the Commissioning Support Programme over the coming weeks and months to make sure practitioners and other stakeholders have up to date information on how the Programme is developing and how it can support effective commissioning for better outcomes. A pilot website for the Commissioning Support Programme is currently available at www.commissioningsupport.org.uk. A complete website will be developed in response to commissioners' needs and will be available in early 2009.

- LGA and ADCS will be launching the Raising Expectations Action Programme (**React**) in November, with staffing fully in place by January. The React Programme will provide sector support through working with national groups (including: ADCS, LGA AoC, 157 Group, Six Form College Forum (SFCF), Association of Learning Providers (ALP) and Third Sector National Learning Alliance) and communication across the sectors. The emphasis in the first period will be supporting SRGs to achieve panel ratification. React will support a continuing programme of development, including for instance assisting SRGs on model (a) to work towards model (b) for go live year. However, the capacity for providing direct support to SRGs and local authorities will be limited.
- The DCSF will allocate funding to SRGs to help build their capacity through stage 2. This funding will be made available via Government Offices and should be used specifically for this use. Each region will receive a minimum of £40,000 for this purpose.
- DCSF is also examining what additional capacity can be found to support individual local authorities to support them through this transition from April 2009 onwards. As and when these plans are firmed up, we will provide more information.
- LSC is working with local authorities to develop the tracking and transition years. This is set out in a paper published alongside this guidance, **14-19 Commissioning through Transition**. While LSC will remain accountable for the 16-19 commissioning until September 2010, ways of working will be developed to ensure an increasing role for local authorities working alongside the local LSC staff.
- We will continue to work with LGA, ADCS, LSC, AoC, SFCF and other partners to ensure that as good practice is identified we have the right mechanisms to share that around the network. However, we encourage local authorities to collaborate through their wider network on sharing ideas and ways of working. We are already looking at guidance on the roles and responsibilities of Regional Planning Groups (RPGs) and a detailed toolkit produced to support local authorities and SRGs.



- During the tracking and transition years, we encourage SRGs to model their approaches alongside LSC actuals to test out how the new system will work. We will be monitoring ongoing examples and will share evidence and conclusions from any evaluation around the network.
- We will keep you informed via regular bulletins. You can sign up to receive the following monthly bulletin:
 - 16-19 and post 19 Funding Transfer Bulletin at the web address: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=51&pid=426&ctype=NEWSLETTER&ptype=Single>
 - We provide regular content for the FE and Skills monthly bulletin.

4. Contacts and Questions

We look forward to receiving your detailed proposals by February 2009.

If there are specific questions you would like to pose to the team or would like clarification on this guidance, please email:

Transfer.16-19@dcsf.gsi.gov.uk

We are keen to know what else would be helpful and look forward to feedback and any additional support requirements in your stage two proposal.

Annex A - Criteria for reviewing sub-regional groupings stage two

The criteria set out in the table reference some of the areas that will be developed from now until September 2010. The majority of activity will be 'work in progress' for some time. At this stage we want to see clear evidence of commitment to carrying out the work and addressing the issues. We appreciate that not all the evidence will, or can, be in place by the March 2009 submission date so the evidence must be of work in progress and planning for 2010. We recognise that a variety of valid evidence can be supplied.

Criterion	Criterion description	Evidence	LA	SRG	Essential	Desirable
Governance	<ul style="list-style-type: none"> ▪ Demonstrates strong shared governance arrangements, political sign-off, clear decision making and accountability mechanisms. ▪ Demonstrates commitment and ability to ensure that the grouping is focused on outcomes for young people by understanding their needs and aspirations. ▪ Able to articulate how demand will be met by a supply base committed to quality. ▪ Demonstrates that the learning and skills agendas are actively linked in their area and will make a tangible difference to the area's social and economic outcomes. 	<ul style="list-style-type: none"> ▪ An outline of arrangements that assures effective governance, to cover: <ul style="list-style-type: none"> ○ What arrangements are to be put in place? for example, a memoranda of understanding for the SRG endorsed by elected members, or a Joint Committee is established ○ How will these arrangements be agreed and signed off? ○ How will these arrangements be enforced? ○ How will arrangements cover partners and other stakeholders? ○ How will representatives of the SRG be delegated authority to take decisions on its behalf and how will the SRG ensure decisions are scrutinised and challenged? (e.g. RPG working) ○ How will the SRG ensure that strategic decision-making processes are clear and transparent? 	x		x	

Criterion	Criterion description	Evidence	LA	SRG	Essential	Desirable
		<ul style="list-style-type: none"> ○ How will the SRG ensure timely decision making, which may include iterations under tight time pressures? 				
		<ul style="list-style-type: none"> ● Local authorities to provide written statements / memoranda of understanding / protocols outlining links with relevant existing arrangements (e.g. Local Authority Area (LAA)/ Local Strategic partnership (LSP)/ Children’s Trust arrangements/14-19 partnerships and their Children and Young People’s Plan (and Multi Area Agreement (MAA) if applicable)) 	x		x	
		<ul style="list-style-type: none"> ● Sub-regional group to provide proposed terms of reference 		x	x	
		<ul style="list-style-type: none"> ● Proposal showing how financial accountability will be managed in the future 	x	x	x	
		<ul style="list-style-type: none"> ● Proposals for establishing (or using existing) forums to include learner and employer voice 		x	x	
		<ul style="list-style-type: none"> ● Evidence of clear lines of accountability that will ensure quality provision is being commissioned (e.g. criteria established for determining lead commissioning local authority for providers and establishing how the group will be effectively and fairly represented on the Regional Planning Group) 		x	x	

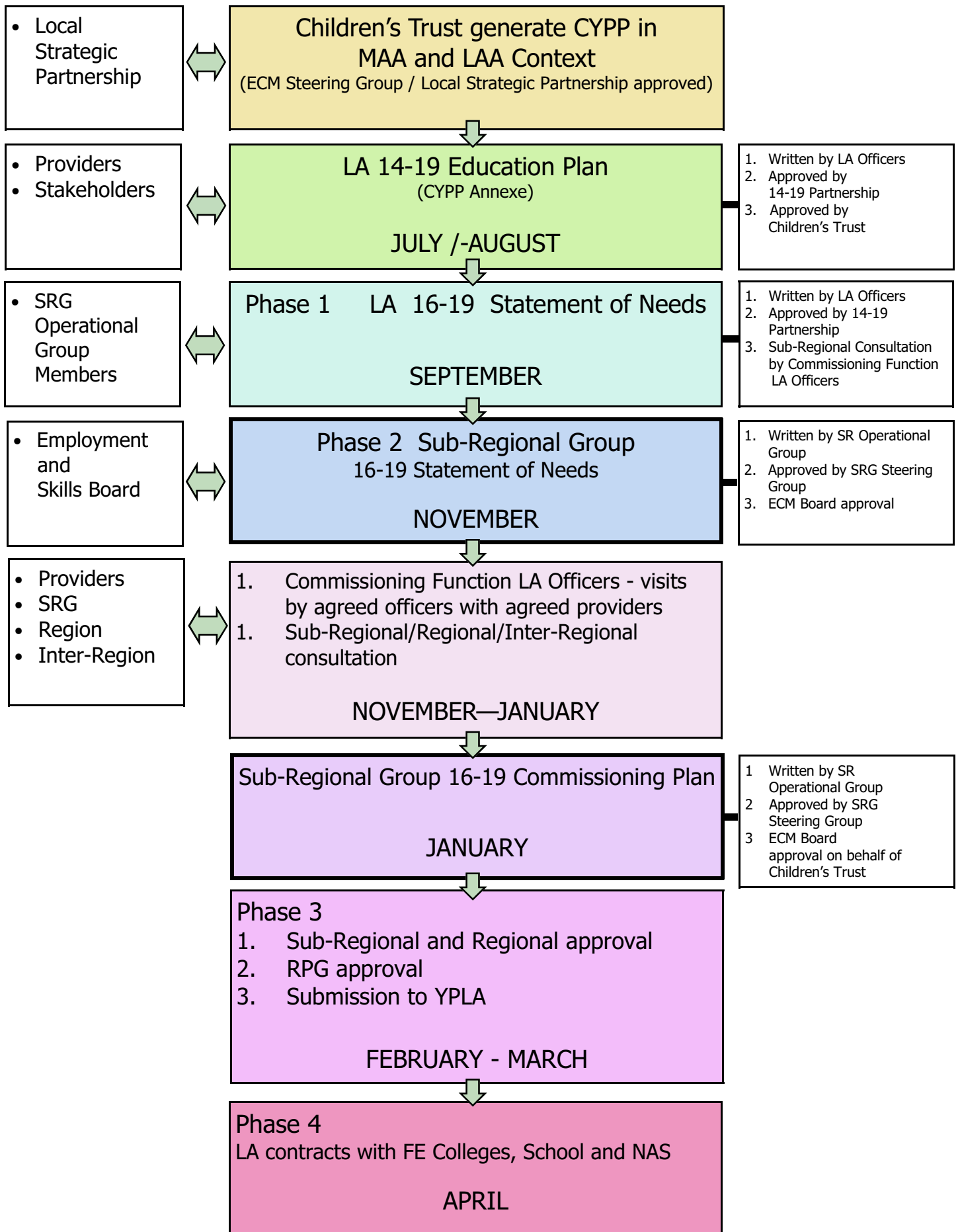
Criterion	Criterion description	Evidence	LA	SRG	Essential	Desirable
		<ul style="list-style-type: none"> Examples of clear protocols for dispute resolution 		X	X	
Collaboration and strategic contribution	<ul style="list-style-type: none"> Demonstrates how commissioning fits with wider strategic priorities both locally and regionally. Demonstrates how personnel are building understanding of the FE sector and strategic relationships to enhance strategic commissioning role. 	<ul style="list-style-type: none"> Evidence of engagement with all key providers (across the diverse range of providers) and employers 		X	X	
		<ul style="list-style-type: none"> Plan in place for establishing agreements with providers and local authorities about how they will work together 	X			X
		<ul style="list-style-type: none"> Supporting statement from key stakeholders e.g. RDA, Sector Skills Councils 		X		X
		<ul style="list-style-type: none"> Proposals to build on existing collaboration to deliver 	X			X
		<ul style="list-style-type: none"> Demonstrate how provision of Information Advice and Guidance (IAG) via Connexions services will adhere to the Quality Standard and will fit within the overall operation of the grouping 	X		X	
		<ul style="list-style-type: none"> Local authorities to demonstrate what links are being made with other joint commissioner / commissioning arrangements e.g. on health 	X			X
		<ul style="list-style-type: none"> Evidence of a strategy for engagement with local authorities outside the sub-regional group where there is some cross-over or wider Travel to Learn patterns 		X	X	
Resources and capacity	<ul style="list-style-type: none"> Demonstrates that staffing and infrastructure requirements have 	<ul style="list-style-type: none"> Proposed delivery structure and staffing needs in the local authority and the sub- 	X	X	X	

Criterion	Criterion description	Evidence	LA	SRG	Essential	Desirable
	<p>been considered to deliver the planned changes. Where appropriate, has demonstrated that shared services arrangements are being considered to maximise the effectiveness of the grouping.</p> <ul style="list-style-type: none"> Indicates a commitment to the planned shadow arrangements to work with LSC staff. Demonstrates readiness for working to model (b) 	<p>regional group, including consideration of shared services to gain economies of scale and transition arrangements to work with the LSC</p> <ul style="list-style-type: none"> Planning to understand the required capacity in relation to managing the new commissioning role e.g. conducting a skills audit Draft data sharing protocols have been established between local authorities and the sub-regional group There is a mechanism within the sub-regional group to share good practice amongst local authorities Self-assessment of intention and capacity to work on model (b), including planned timescale 				
			x		x	
				x		x
				x		x
Policy and Planning	<ul style="list-style-type: none"> Demonstrates how the planned SRG approach to commissioning will help deliver the wider 14-19 agenda, including delivery of the entitlement and raising of the participation age. Demonstrates progression towards an effective transition strategy and plan to achieve 	<ul style="list-style-type: none"> Evidence of analysis of fit with current 14-19 partnership planning: <ul style="list-style-type: none"> to secure entitlement and the infrastructure to enable it (e.g. including each LA having a transport policy that meets the needs of learners) ensuring the effective representation of a broad provider base (including FE Colleges, 3rd Sector and WBL providers) 	x		x	

Criterion	Criterion description	Evidence	LA	SRG	Essential	Desirable
	<ul style="list-style-type: none"> operational excellence. Demonstrates an understanding of how the grouping can collectively support (in a way that is future proofed) raising participation and attainment even where there are no shared travel to learn patterns. 	<ul style="list-style-type: none"> Draft plans for establishing sub-regional strategic analysis i.e. how will the group work to understand current supply and demand 		x		x
		<ul style="list-style-type: none"> Evidence of plans to develop shared knowledge regarding 14-19 policy areas including improving the well-being of and outcomes for children across the five outcomes set out in the 2004 Children Act 		x	x	
		<ul style="list-style-type: none"> Consideration of how the commissioning of education for vulnerable groups will be undertaken e.g. LLDD learners 	x	x		x
		<ul style="list-style-type: none"> Plans and progress towards developing an area wide prospectus 	x		x	
		<ul style="list-style-type: none"> Plans and progress towards developing a common on-line application process 	x		x	
<p>Quality and targets. This criterion is for the DCSF to lead on in conjunction with partners eg GOs)</p>	<ul style="list-style-type: none"> The evidence associated with this criterion will be used by the reviewing team to ensure current performance is considered and to review the overall strength of the grouping. 	<ul style="list-style-type: none"> Evidence of capacity to deliver the model (including expertise to plan and commission effectively and how this will be developed) – evidence of where the initial capacity that is required will be built (especially for model (b)) The national indicator set Progress checks Information from 14-19 Advisers Number of Diploma lines 				

Flow Chart showing draft proposals for North & East Yorkshire Sub-regional Group

Dialogue



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EAST RIDING
OF YORKSHIRE COUNCIL



Hull
City Council

NORTH AND EAST YORKSHIRE SUB-REGIONAL GROUP

16-19 TRANSFER SRG DEVELOPMENT PROCESS

STAGE 2 PROPOSALS

February 2009



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INTRODUCTION

This Stage 2 submission is based on actions and developments undertaken individually and jointly by the 4 Local Authorities to respond to the requirements of the 16-19 Transfer and Commissioning guidance framework. The structure of the submission is intended to illustrate therefore that the SRG has considered in detail the 5 key headings of:

Governance

Collaboration and Strategic Contribution

Resources and Capacity

Policy and Planning Processes and Protocols

Quality Assurance and Monitoring Systems and Procedures

The Steering Group and Task Group has already actioned or has plans to put in place appropriate administrative mechanisms, procedures and protocols to respond to the range of likely scenarios that will emerge throughout the commissioning process. In particular the SRG recognises the importance of addressing existing and probable future travel to learn patterns through a joint approach to planning and delivery of the curriculum entitlement to all learners across the sub-region. This will be an essential element of the planning and commissioning process given the location of learners in rural areas and the location of provision across LA boundaries. It also recognises the need to have productive dialogues with Further Education Colleges that have a national and indeed international remit. The SRG will also build on the existing productive curriculum design and delivery mechanisms as exemplified by the current Diploma developments.

It is also intent on continuing the excellent relationships that exist with the Higher Education Institutions based in the sub-region as this can only add value to meeting the needs and aspirations of learners. It is vitally important that the process encourages positive and sustainable linkages to pre and post 16-19 developments as the strands cannot be planned without reference to each other. The same applies to the productive relationships with employers and the strategies being adopted to meet the needs of those learners requiring specialist provision.

The SRG also recognises the need to address the challenges it faces in balancing the urban and rural dimensions of the Sub-region and indeed the variances in size and demography across the LAs. However we feel that through a joint approach and collaborative framework we are much better positioned to tackle those issues rather than acting in isolation of one another. We regard this partnership approach as a fundamental strength of the SRG.

As with other Sub-regions in Yorkshire and the Humber, the North and East Yorkshire SRG has considerable experience of liaising with other Regions and SRGs through positive and productive relationships. These existing and developing “cross-border” relationships can only enhance the strategic directions and operational outcomes linked to the commissioning process.

There is unanimity around all the proposals and the political support from elected members in all councils is founded on good working relationships at DCS and Officer level. This aspect will be vitally important in order to build on and sustain the requirements as outlined in all key areas of the commissioning planning cycle.

The North and East Yorkshire DCS led 16-19 Steering Group and the Operational Group composed of the key 14-19 Lead Officers has, through a process of self evaluation and resulting Action Plans, reviewed the essential transitional arrangements required for the successful transfer of responsibilities from the Learning and Skills Council to Local Authorities during 2009/10. As a result of this rigorous process and agreement on the core principles, the Steering Group is confident that the Stage 2 submission reflects significant progress made since the Stage 1 submission in September 2008.

It is also confident that as a result of the efforts to address this new and challenging range of responsibilities, through joint deliberation and collaboration, this particular partnership can meet its obligations as a viable and robust Sub-regional Group that is committed to meeting the needs of all learners in North and East Yorkshire.

EXECUTIVE SUMMARY

Strategic Purpose and Priorities for SRG work:

- Learners and economic needs are met
- Provision is not duplicated unnecessarily
- Travel to learn patterns are respected
- All provider sectors are treated equally and involved fully in planning
- The pattern of provision is affordable and of good quality
- Commissioning promotes flexibility, collaboration and looks across both sector and LA boundaries
- Learners' and employers' views have real influence on what is being commissioned and where
- The process is underpinned by a real commitment to encouraging and respecting learner choice

Success Measures for SRG work:

- Travel to Learn patterns for Further Education Colleges (which often cut across LA boundaries) are respected and planning is coherent for them
- Sub-regional and regional economic and skills priorities are covered
- The SRG works collaboratively to take forward the Diploma developments and ensure a positive response to raising the participation age
- There are no significant gaps or overlaps in provision
- The mix of provision efficiently and effectively delivers the national entitlement curriculum
- There is a constructive forum and protocols to resolve any cross-boundary issues
- Sub-regional work is efficient and effective - it enables a single conversation between the Lead Commissioning Authority and providers

To make the Sub-region work and in response to Stage 1 feed-back from GOYH we will:

- Carry out commissioning work efficiently and effectively at LA level thereby ensuring little or no unfinished business which requires sub-regional resolution
- Adhere to the Strategic Commissioning timetable agreed for the whole of the sub-region and in line with YPLA guidelines
- Have clear protocols and frameworks sub-regionally which are underpinned by sound governance at LA/Children's Trust level based on agreed, transparent and consistent key principles

Those key principles commit us to:

- Focus on the learner first not the provider
- Align with regional economic skills needs
- Integrate 16-19 commissioning with other strategic priorities for children, families and communities
- A mixed economy of providers
- Operate in a transparent and inclusive way both locally and at sub-regional level
- Incorporate sub-regional needs into planning at a local level

Sub-regional structures will have the following:

- No independent sub-regional staffing structure
- Consistent job descriptions and accountabilities for key staff in each LA
- Sub-regional body to be Chief Officers or their Authorised representatives (strategic management responsibilities)
- Sub-regional Group therefore is not an Elected Members Group
- Chair to rotate annually between Authorities
- Business support to be provided by Chairing Authority

Sub-regional decision making

- Sub-regional group has a Memorandum of Understanding between the 4 Local authorities
- Decisions require agreement by all 4 LAs and not a “majority voting” system
- Chief Officers not to have delegated authority to agree changes which have significant, adverse impact on learners in one or more LA area

All LAs in the sub-region are to be directly represented on the Regional Planning Group not through one sub-regional representative.

GOVERNANCE

The four Local Authorities, through its DCS led Steering Group and 14-19 Lead Officers Task Group have developed and agreed appropriate Core Principles for Commissioning and Governance arrangements in line with the national guidelines for MOG changes. An annual programme of activity has been agreed (see appendix). This clearly identifies tasks to be completed by individual LAs and the sub-regional Steering and Operational Groups. It also ensures that LAs align their internal governance and accountability processes, including involvement of members, with key decision points. Those related policies and procedures have been scrutinised and agreed within the SRG and across the individual LAs. They clearly demonstrate the governance and planning arrangements between the Children's Trusts and the overall commissioning processes at local, sub-regional and regional levels.

The essential requirements relating to consultation and dialogue with Providers and Stakeholders are embodied in the above-mentioned policies and protocols plus associated documentation.

SRG Actions Taken and Planned

- During the transition phase the SRG will monitor and refine all necessary policies and protocols to ensure compliance with the changing statutory responsibilities required of LAs and sub-regional and regional bodies.
- Agreements have been reached on the terms of references and membership of appropriate committees and planning forums such as the Local Area Learning Partnerships and Strategic Partnerships and these will be reviewed in light of changing circumstances and further consultation with key partners. The YPLA will be represented at Steering Group level.
- Timelines relating to the transition phase have already been drawn up at LA and SRG level to ensure effective arrangements for governance. The SRG has ensured the roles and responsibilities of elected members and officers are clear within the governance arrangements and that there is transparency and proper accountability at all stages in the commissioning process. The Memorandum of Understanding and scheme of delegation agreed by the Steering Group specifies that decision making powers on sub-regional commissioning be delegated to the DCS by each of the Councils. Only when significant adverse effects arise for any LA from decisions taken by the SRG Steering group political consultation may need to be undertaken.
- Within each of the Local Authorities' 14-19 Plans there is clear evidence of recognising the need to respond to the needs and aspirations of young people. The SRG will, through the implementation of its "Core Principles" statement, take steps to ensure that there will be an appropriate sub-regional dimension to the planning and delivery based on shared MIS data and use of Area Wide Prospectuses and other IAG services. The Operational Group will manage further joint developments relating to the efficient use of those essential resources.

- There are existing common QA (curriculum delivery) procedures in place across immediate neighbouring LAs and the SRG has agreed to look at how these can be developed under a common framework
- The connections between the production of Local Learning Plans and the wider remit of the Local Strategic Partnerships is recognised in the Governance model and new protocols will be developed to enhance those strategic planning relationships. This is recognised and agreed as an essential element of the SRG's current links to employer based forums and Sector Skills Councils

LA specific actions: Already achieved or in progress

- The individual LAs have reviewed and are amending current management structures to accommodate the 14-19 commissioning functions and to address capacity issues. This reflects the decisions made at SRG level designed to ensure appropriate clarity in roles and responsibilities at every stage of the process. Each LA has an appropriate commissioning and 14-19 planning infrastructure
- More effective learner voice and employer engagement processes are being considered to maximise active involvement of these stakeholders
- Continuous self assessment against "Next Steps" guidelines is in progress and will continue beyond Stage 2
- Mechanisms for "conversation arrangements" agreed at SRG level and liaison with LSC officers are ongoing as are links to YPLA in relation to Business Cycle and MIS
- Different models being adopted depending on emerging arrangements with Connexions
- Data sharing protocols have been developed and agreed within LAs
- Conflict Resolution Protocols have been produced and will be shared and consulted on with relevant agencies and providers. These cover: local area and bi-lateral discussions, Sub-regional Group process in consultation with appropriate Council members in each LA. RPG arbitration and national YPLA decisions
- Memoranda of Understanding for SRG endorsed by members in each LA
- Financial accountability protocols developed and agreed

COLLABORATION AND STRATEGIC CONTRIBUTION

In following the proposed and agreed governance and collaborative framework the SRG will make appropriate contributions to the overall learning and skills agenda at regional and national levels. This is also evidenced by adherence to the existing LSC planning framework and during the transition phase will be carried out in accordance with the developing national framework and business cycle. By adopting such an approach, the SRG can demonstrate it has the capacity and framework to engage in this “learner focused” process.

SRG Actions Taken and Planned

- Collaborative mechanisms are being refined to reflect membership, roles and responsibilities of representatives on key strategic planning groups
- There will be an annual cycle of involvement of all recognised partners (see flow chart in appendices) in the process of collating data and information. Capacity and capability issues are recognised as needing close attention by the SRG in relation to management information and data collation and dissemination if the process is to make its essential impact on planning and delivery of provision. Commissioning function officers in each LA will undertake data collection, analysis and dissemination.
- There will be closer involvement between other Joint Commissioning activities and the 14-19 Partnerships to ensure conformity with the requirements of *Every Child Matters*, embodied in clear relationships established in each LA
- The SRG will monitor the processes linking the 14-19 Plans to the Children and Young People’s Plans to ensure integration with the overall statutory requirements of the Children’s Trusts
- The YPLA will have representation on the SRG Steering Group to ensure proper and effective liaison with all regional and national agencies
- In order to respond to the needs of all learners within and across constituent LAs the SRG will develop appropriate Multi-Area Agreements and LAs to maximise access provision. This will entail a review of the travel to learn patterns and transport arrangements across the SRG
- Improvements will be made to the current EBP arrangements in order to encourage greater employer and learner engagement in the planning process
- There will be fuller involvement of the providers of integrated and targeted Youth Support in the planning and commissioning processes
- Key LA personnel are shadowing LSC colleagues through their business cycle and are already becoming familiar with the LSC systems in both 2008/09 and 2009/10

- Through a process of dialogue and familiarisation with post 16 FE provision LA officers have acquired a greater understanding of the Sector and the strategic relationships needed for a quality driven commissioning process
- Transition Groups have been established in all LAs

LA specific actions: Already achieved or planned

- Business and Planning Cycle agreed
- Revise information sharing protocols
- Develop proposals for and implement “in-house” MIS systems
- Analyse and plan response to priority NEETs targets
- Relevant and appropriate provision that meets the needs of learners with learning difficulties and or disabilities and for vulnerable learners
- Use national and regional management information and data (YPLA and local sources) to inform the overall commissioning process
- Integrate the AWP into the planning process
- Review CAP process and respond to ongoing consultations
- Develop an evidence based process for ensuring that the 14-19 learner voice is listened to and informs commissioning decisions
- LA Officers will continue to liaise with FE and other Providers during and beyond the transition phase to ensure familiarisation with the supply end of commissioning
- Supporting statements have been sought from the RDA and Sector skills Councils
- Consultation events have taken place in all LAs: Hull 3rd Feb, York 5th Feb, North Yorkshire 6th Feb and East Riding 25th Feb
- IAG models have been reviewed and the transfer to Integrated Youth Support Service model has been completed in 2 LAs i.e. York and North Yorkshire and will be completed by East Riding and Hull in September 2009
- The annual cycle of activity (see flow chart in Appendices) identifies LA Commissioning Function Officers as responsible for inter-regional and inter-sub-regional dialogues between November and January each year

RESOURCES AND CAPACITY (including personnel, finance and support services)

The SRG recognises the importance of ensuring, within model B, that appropriate personnel and resources are identified and allocated to the commissioning function. 14-19 staffing and management structures have been reviewed in readiness for transfer in all LAs.

It has been agreed by the Steering Group that commissioning approaches will be closely aligned and co-ordinated across the sub-region. It has also been agreed, therefore, that there would be no separate commissioning unit at sub-regional level. Commissioning will be even handed across all sectors and this will be reflected in the management arrangements made within each Local Authority. Local Authorities will organise resources on the basis of current transitional arrangements and available funding.

SRG Actions Taken and Planned

- During the transition phase the SRG, LSC and constituent LAs will review all aspects of capacity and resources. This review will report on
 - Capital allocations
 - MIS resources
 - Finance and audit systems
 - Administration arrangements
- The terms of reference for the Sub-regional Steering Group (4 DCS or representative, GO representative & YPLA representative) and Sub-regional Operational Group have been agreed. The Steering Group is the executive group which makes decisions about the final SRG versions of the Sub Regional 16-19 Statement of Needs and the Sub-regional 16-19 Commissioning plan. The SR Steering group DCSs will be responsible for liaison with key members of the council in their LA. The primary role of the Sub-regional Operational Group is to draft the two documents above.
- The SRG will assist LA response to the emerging transition staffing requirements and other transition arrangements
- The SRG will coordinate a sub-regional approach to the delivery of the entitlement particularly in relation to “cross-border” issues and curriculum design and delivery
- This approach will extend the integration of the Connexions Services into LAs as agreed
- The SRG will share QA resources and protocols to ensure all providers and learners are treated in an equitable fashion throughout the commissioning process

LA specific actions: Already achieved or in progress

- Machinery of Government: 16-19 Transfer/Transition Action Plans produced
These include proposals relating to:
 - CPD Staffing requirements
 - Financial and budgetary control
 - Installation of IT equipment and physical resources
- LA and LSC transition teams have carried out skills and capacity audits. Action plans set out clear timelines for the establishment of permanent teams in place of shadow teams established in 2008/09
- Sharing good practice will be a standing item on the Operational Group agendas

POLICY AND PLANNING PROCESSES AND PROTOCOLS

The SRG has agreed, in order to ensure that the needs of learners across the Sub-region remain at the forefront of the commissioning process, that there will be a joint commitment to all aspects of the 14-19 reform programme. This partnership approach will enhance and support the Sub-region's planning and delivery strategies linked to the 2013 learner entitlement targets.

The Governance and Planning flow chart provides a clear and precise description of the planning and commissioning cycle and the alignments needed with all the necessary arrangements, protocols and procedures. The SRG also recognises that a more detailed examination is needed during the transition phase of all areas of policy and planning in order to ensure clarity, purpose and robustness of all the functions associated with the commissioning process.

SRG Actions Taken and Planned

- The LAs are already introducing shadow planning and business cycles that comply with national, regional and sub-regional priorities
- The SRG planning cycle illustrates the roles of the SRG Operational Group in relation to the drafting of the Statement of Needs and the 16-19 Commissioning Plan
- This process has identified a clear methodology for the assessment of learners' needs including LDD provision, young offenders, apprenticeships and business enterprise programmes. Provision for LLDD, Young Offenders and other vulnerable Groups will be planned sub-regionally by the Operational Group
- The commissioning process will adhere to a strategic and operational planning model that takes notice of:
 - Curriculum design and delivery
 - The national funding formula
 - Learner entitlement and September Guarantee
 - Demand and supply cycles
 - Progression opportunities
 - Provider Quality
- It will be essential to have access to reliable and timely data and information, with joint protocols having been produced to achieve this through liaison with LSC staff and having YPLA representation on the SRG Steering Group
- Existing Partnership structures are currently under review in order to ensure appropriate representation and involvement of Providers, support agencies and other key stakeholders

- Through the SRG local plans will be amalgamated to reflect and respond to sub-regional and regional learning and skills priorities
- Each LA will have in place 14-19 capital strategies that are “fit for purpose” in terms of meeting the needs of the reform programme. In line with the White Paper proposals the SFA and LAs will align their capital planning to support 14-19 provision informed by 14-19 Partnership planning. These plans will be considered at SRG level in consultation with the SFA in order to ensure coordination
- The AWP and CAPs will be an essential element of the planning process and part of the sub-region has already been recognised as an exemplar of good practice in joint development of these support mechanisms

LA specific actions: Already achieved or in progress

- Reviews of all current planning processes
- Connexions transition (see previous reference)
- Transport planning arrangements are in place in each LA
- LAs are aligning 14-19 capital planning with BSF programmes
- Establish/confirm information sharing protocols
- LA legal teams will ensure all legal and statutory responsibilities are identified and adhered to

QUALITY ASSURANCE AND MONITORING SYSTEMS AND PROCEDURES

QA procedures regarding the design and delivery of provision are already in place across the sub-region. These exemplars will be shared via the SRG in order to ensure consistency of approach and support the achievement of higher participation and attainment rates. The Commissioning process will require its own sets of KPIs and compliance with national QA benchmarks and National Performance Indicators.

The SRG will monitor the progress made against those QA systems. It will also abide by the Disputes Procedure presented to and agreed by the Steering Group.

SRG Actions Taken and Planned

- All QA matters relating to commissioning will take into account, wherever appropriate, OFSTED, LA, GO and other appropriate external evaluations
- Stakeholders will be made aware of the Disputes Procedure and its implementation process
- All aspects of the new commissioning responsibilities and discretionary powers will be consulted on through 14-19 Partnership structures and stakeholder consultation events
- Once established the commissioning process will also be subjected to regular health checks in line with national guidelines
- The SRG will take steps to ensure that all existing and potential Providers will only be commissioned if they meet the necessary QA standards informed by robust data
- QA will be undertaken by Commissioning Function Officers

LA specific actions: Already achieved or in progress

- Each LA will review existing joint commissioning arrangements to ensure synergy between the processes
- Disputes Procedure agreed by the Steering Group to go out for further consultation
- Discretionary powers to be developed and subsequently checked for compliance with legal and statutory requirements
- Each LA has shadowing arrangements in place with LSC colleagues which will lead to permanent arrangements

Evidence

- Minutes and agreed actions of Steering Group
- Minutes and agreed actions of Task Group
- Governance Flow Chart
- Key Principles of Commissioning
- Management structure diagrams
- QA guidance manual (Hull and East Yorkshire)
- Area Wide Prospectuses
- Representation on key employer based forums
- Self-assessment
- Consultation events
- Conflict Resolution Protocol
- Briefing Papers to Elected Members and LA officers
- Sector Skills Councils endorsement sought
- Individual LA 16-19 Transition Plans
- Consultation Events
- YPLA and LSC transitional arrangements
- Schedule of visits to FE Colleges
- Local Partnership Strategies and Plans
- Individual LA Transition plans
- C&YP Plans
- Self evaluation checklists
- Existing individual and joint QA systems linked to Diplomas and other learning programmes
- 14-19 Partnership Self Assessment checklists
- Learner and employer feed-back mechanisms e.g. Learner and Employer Forums

This Submission has been agreed and endorsed by:

Names and positions of DCSs

Pete Dwyer
City of York Council

The Guildhall
York
YO1 9QN

Alison Waller
East Riding of Yorkshire Council

County Hall
Cross Street
Beverley
HU17 9BA

Nigel Richardson
Hull City Council

Guildhall
Alfred Gelder Street
Hull
HU1 2AA

Cynthia Welbourn
North Yorkshire County Council

County Hall
Northallerton
DL7 8AD

Appendix 1 - Stage 1 Submissions

16-18 Transfer Stage One Assessment –September 2008 East Riding of Yorkshire Council

Proposed local authorities in the sub-regional grouping

The proposed sub-regional grouping in which the East Riding of Yorkshire Council will operate, comprises:

- East Riding of Yorkshire Council
- Hull City Council
- York City Council
- North Yorkshire County Council

The East Riding of Yorkshire works closely with Hull City Council on Humber North bank joint planning for 14-19 provision including a common 14 to 19 online prospectus and applications process as well as common underlying infrastructures such as quality assurance.

An East Riding school participates in the York consortium for the delivery of diplomas and will contribute to meeting the 2013 curriculum entitlement.

Significant numbers of students travel to learn from the East Riding of Yorkshire into Hull, York and North Yorkshire, and few beyond these four partner council areas.

Rationale for the grouping

Preamble:

There are 34,000 14-19 learners in the East Riding of Yorkshire (LSC 14-19 data pack- May 2008)

These learners attend these providers within the East Riding:

- 18 secondary schools, 17 with six forms
- 3 Special Schools
- 2 Pupil Referral Units
- 1 centrally run Alternative Learning Programme
- Bishop Burton College
- East Riding College
- Hull College (Goole campus)
- A significant number of work-based leading providers, including East Riding Training services

N.B. Significant numbers of LDD learners are educated in specialist provision outside of the East Riding. A relatively small number of learners are educated at home.

All East Riding located colleges take significant proportions of their students from beyond the East Riding. However, student's travel-to-learn patterns fall predominantly within the area administered by the four Yorkshire councils. A minority of approximately 250 students travel to learn in North East Lincolnshire and other Yorkshire colleges outside the sub-regional group.

Students resident in the East Riding travel to learn mainly with the following providers:

- Hull College
- Wilberforce College, Hull
- Wyke College, Hull
- Selby College
- York College
- Scarborough Sixth Form College
- Yorkshire Coast College
- A range of work-based learning providers in Hull
- Approximately 250 learners (0.7% of 14-19 cohort) travel further, mainly to John Leggott College with small numbers going to New College Pontefract, North Lindsey College, Huddersfield College, Askham Bryan College, Doncaster College and Leeds College of Art & Design

Rationale

It is clear that the four Yorkshire councils within this proposed sub-regional grouping provide for the vast majority of 14 to 19 learners resident in East Riding of Yorkshire.

It is also clear from the sub-regional grouping submissions from Hull City Council, York City Council and North Yorkshire County Council that the vast majority of learners in each of these three areas travel to learn within the same 'four council area.'

It will therefore be possible to plan and commission effectively with providers across this 'four council' sub-region in a rational programme that meets learners needs as well as the local economic needs.

The proposed sub-regional grouping will allow single conversations with individual FE providers based on the needs of learners resident in each of the four partner areas.

Securing the delivery of the curriculum offer

There is a high level of current interdependence between learners in the four council areas and FE and work-based learning provision illustrated by the LSC 14-19 data sets (May 2008) for all four councils.

The sub-regional grouping can build on this foundation to establish a better match between provision and learner demand, activated by more effective and independent IAG, underpinned by a common prospectus and application process.

We can better meet the economic needs of the region with a more appropriate curriculum offer and meet the national entitlement curriculum more effectively by 2013.

There is already significant collaboration proposed in the delivery of Diplomas between the East Riding in Yorkshire, Hull and York City Councils, which can develop across all the four partners to underwrite meeting the 2013 learner entitlement.

Progression routes for learners will be secured by working across all four proposed cluster authorities. The Universities of York and Hull have close links, including membership of the Excellence Hub and a joint medical school. The University of Hull has a campus in Scarborough (North Yorkshire). The Higher York partnership includes the four York based HEIs and Craven College (North Yorkshire). Harrogate College (North Yorkshire) is a member of the Hull College Group.

Proposals to engage with neighbouring local authorities

All four councils are committed to a model B commissioning approach from September 2009, leading into the April 2010 transfer.

The East Riding of Yorkshire Council is preparing for 'machinery of government' changes within the Council (CFAS, HR, Legal and Financial services) and with the LSC, consulting with provider partners through the 14-19 Strategy Group and with the Schools Forum. All four councils are ensuring they progress towards MOG transition in parallel to ensure they are in a position to collaborate effectively in planning and commissioning provision.

The four councils are ensuring that plans for engagement include interaction at all appropriate levels in this critical planning stage are in place, crucially at DCS level as well as between senior operational officers.

Plans and timelines for political consultation and all key stakeholders have been drawn up by all four councils to ensure preparedness for stage two of the assessment process.

Compatibility with other local and regional priorities, plans and proposals

The Sub-regional grouping between the East Riding of Yorkshire Council, Hull City Council, York City Council and North Yorkshire County Council will allow and facilitate better integration with the local and regional priorities and plans.

There is already a firm basis for this compatibility on which we can build:

- LSC Yorkshire and Humber Commissioning Plan 2008

- Children and Young People's Plans in the four council areas 2009-12
- East Riding of Yorkshire Local Development Framework April 2008
- Regional Spatial Strategy: The Yorkshire and Humber Plan (Yorkshire and Humber Assembly)
- The Regional Economic Strategy for Yorkshire and the Humber 2006 -2015
- Yorkshire Forward Corporate Plan 2008-11

All partners are confident that the synergy between four successful councils will allow us to better meet the needs of young people, to narrow the gap between the achievements of different groups of learners and to drive economic regeneration in the region. We are committed as a sub-regional group to making improvements in planning and commissioning in order to provide better outcomes for all our learners.



Judith Harwood
Head of Learning, Leisure & Achievement

My Ref: JH/KAW
Contact: Judith Harwood
Email: Judith.harwood@hullcc.gov.uk
Tel: (01482) 616362
Fax: (01482) 616107
Date: 25 September 2008

MACHINERY OF GOVERNMENT CHANGES
16 -18 TRANSFER OF COMMISSIONING RESPONSIBILITIES

HULL CITY COUNCIL PROPOSAL FOR SUB-REGIONAL GROUPING

1. The membership of the proposed grouping

- a) The proposed grouping will consist of 4 local authorities drawn from 2 neighbouring LSC sub-regions.
- b) The grouping is:
 - i) East Riding of Yorkshire
 - ii) Hull City Council
 - iii) North Yorkshire County Council
 - iv) City of York
- c) There are existing strong links between Hull City Council and the East Riding in 14 to 19 delivery, mainly through the Humber North Bank Executive.

2. Current Provision

- a) Currently, provision in Hull is as below:
 - (1) Thirteen 11 -16 Schools
 - (2) One Academy (11 -18)
 - (3) One 11 -18 School
 - (4) Seven Special Schools (mixed age range)
 - (5) Four pupil referral units
 - (6) One General FE College (Hull College)
 - (7) Two Sixth Form Colleges

(8) A comprehensive range of WBL providers and an emerging business case for a skills and enterprise centre

- b) There are plans for a further two academies.
- c) Though many of Hull's 11-16 schools operate in very challenging circumstances, the LA capacity to improve outcomes is rated as being "Good" in the most recent Progress Check. Hull College is rated as "Outstanding" and the Sixth Form Colleges as "Good".

3. Reasons for the Grouping.

- a. The travel to learn patterns¹ of the 21,130 14 to 19 learners in Hull show that Hull learners are either in provision in Hull, in provision in the East Riding or, in a very few cases, in provision outside the two local authorities.
- b. Travel to learn across the Humber, i.e. between the north and south bank authorities is almost non-existent. It would therefore be inappropriate to attempt to establish joint commissioning arrangements with the south Humber local authorities.
- c. Travel to learn figures show there is a substantial movement of Hull resident pre-16 learners into East Riding Schools and a reverse flow of similar scale of learners from East Riding schools into post 16 provision in Hull.
- d. The reason for a broader link with North Yorkshire and York lies mainly in the links which the East Riding needs with these areas. However, Hull College now runs FE provision in Harrogate and this arrangement would facilitate commissioning links for the whole of Hull College's operation. Further, the larger grouping will broaden the base of the new organisation and facilitate the development of joint services and shared staffing.

4. Existing working links.

- a. Connexions and Education Business Partnership support is delivered through a sub regional board with the East Riding.
- b. There has been excellent collaborative working to deliver the CAP. A joint website, publicity, events and procedures have been agreed.
- c. There is collaboration between the partnerships in the delivery of the diploma programme, for example in the "Land based" line of learning.

¹ See appendix

- d. The North Humber Executive could provide models of governance which might be adapted to the new sub-regional structure.

5. Delivering the entitlement

- a. The proposed arrangements will be vital in delivering the 2013 entitlement.
- b. Hull has strong 16-18 providers who already cater for large numbers of East Riding learners.
- c. Given Hull's industrial and commercial base, it is inevitable that much of the employer based provision will be in the city.
- d. The breadth of the new curriculum will make collaborative delivery essential, particularly in "border" areas, if excessive travelling for learners is to be avoided.
- e. The strong IAG needed to make the new arrangements work will only be effective if they are organised on a cross authority basis.
- f. The city has well developed employer engagement and has generated a surplus of work experience placements.
- g. Though not directly in the purview of the commissioning arrangements, there has been a strong response from employers in Hull to the provision of Apprenticeships.

6. Fit with other Local Government activity.

- a. The Director of Children's Services, the Chief Executive and senior elected members are supportive of this proposal
- b. There are great benefits in terms of linkage with the wider regeneration and economic development plans for the North Bank of the Humber.

7. Conclusion

The development of working with the East Riding is the only reasonable course for Hull. The links with the other Local Authorities will give a broader sub-regional base to the new arrangement. There are strong existing links at all levels of the councils. Though the proposal does not reflect existing LSC sub-regional structures, it is the only sensible option given the emphasis on travel to learn patterns.



Judith Harwood
Head of Learning, Leisure & Achievement

16-18 TRANSFER

STAGE 1 ASSESSMENT – SEPTEMBER 2008

NORTH YORKSHIRE COUNTY COUNCIL

PROPOSED LOCAL AUTHORITIES IN THE SUB-REGIONAL GROUPING

CONTEXT

North Yorkshire is England's largest county geographically and is one of the largest Local Authorities demographically in the GOYH region. These factors are significant in planning the sub-regional grouping, and other sub-regional strategic relationships, which will be needed to enable the interests of learners in all parts of the County to be served equally.

SUB-REGIONAL PROPOSAL

North Yorkshire has 13 neighbouring Local Authorities in three different regions – Yorkshire & The Humber, North-East and North-West. It proposes to operate as part of a sub-regional cluster comprising:

- East Riding of Yorkshire Council
- Hull City Council
- North Yorkshire County Council
- York City Council.

North Yorkshire recognises that it can be a formal member of only one sub-regional cluster. The one proposed above reflects the greatest single concentration of travel-to-learn and strategic planning links involving North Yorkshire. It is, therefore, the single most natural as well as strategically significant grouping to form.

RATIONALE FOR THE GROUP

Travel-to-Learn

There is a well established, and rapidly expanding range of links between the four Local Authorities, the colleges and schools across the area, Business Education Partnerships, 14-19 Partnerships, IAG/IYS arrangements and Youth Offending Teams. Almost all of these are underpinned by strong working relationships with the two local Learning and Skills Councils.

At present, the most extensive links are the bilateral ones between York and North Yorkshire, East Riding and Hull. But the travel-to-learn links between East Riding, North Yorkshire and York are also significant, as are the strategic links between Hull and North Yorkshire as a result of the merger of Harrogate College of FE into Hull College. There are also HE and Adult Learning links between North Yorkshire and the University of Hull.

The links between specialist land-based FE provision and the rural economy are important in the sub-region, especially to North Yorkshire and the East Riding. The grouping proposed would bring Askham Bryan College and Bishop Burton College into the same sub-region, with potential, therefore, to maximise their contribution both to new curriculum and the expansion of access to existing provision. Whilst Askham Bryan College is based in the York Local Authority area, it draws a majority of students from North Yorkshire, has centres in North Yorkshire and, like North Yorkshire, also has links into the Tees Valley through its centre in Guisborough. This is important for learners in all parts of the County, and especially so in the large Northern area in which there is very limited local FE provision.

The travel-to-learn volumes between the Local Authority areas are significant. In FE colleges, North Yorkshire learners form about 30% of the relevant York College cohort, approaching 50% at Askham Bryan College, and nearly 1,200 North Yorkshire learners at Harrogate College are now part of Hull College. Movement into FE colleges in North Yorkshire includes almost 10% of the current East Riding cohort, with a further 6% feeding into York. There is large scale movement of East Riding learners into Hull. In schools, around 155 students from York attend North Yorkshire Sixth Forms and around 90 North Yorkshire students attend Sixth Forms in York.

Links with Other Sub-Regions

North Yorkshire has an equally large scale of travel-to-learn links with a combination of the proposed sub-regions for West Yorkshire, Lancashire and the Tees Valley. Nearly 700 (over 13%) of Bradford learners attend Craven College in Skipton and 222 Bradford students attend Sixth Forms in North Yorkshire. Approaching 200 learners from Lancashire also attend Craven College. 425 Leeds students attend North Yorkshire Sixth Forms. In the North of the County, approaching 500 North Yorkshire students travel to FE Colleges in the Tees Valley, the largest group going to Darlington College, which also has an outpost at Catterick in North Yorkshire.

North Yorkshire will, therefore, need to establish and maintain strong strategic commissioning links with the West Yorkshire and Tees Valley sub-regions even though it will not be a formal member of them. That view is shared and supported by Bradford Local Authority and Darlington Local Authority on behalf of the Tees Valley sub-region.

SECURING THE DELIVERY OF THE CURRICULUM OFFER

Each of the four Local Authority areas proposed for the York/North Yorkshire/East Riding/Hull sub-regional grouping have good capacity to devise and deliver the new curriculum in a sustainable way through complementary and collaborative developments. Examples of this are already evident, and are reflected in travel-to-learn patterns. Further developments will build on that.

Parts of North Yorkshire will be largely self sufficient in meeting the curriculum offer through a combination of the size and collaboration between substantial clusters of providers in-County. Not all parts of the County will be able to do that, however, and will benefit from strategic commissioning sub-regionally to address lower volume and highly specialist provision.

As North Yorkshire is a large rural area, with some very sparsely populated parts, we will also seek to commission some provision from various parts of the sub-region to provide outreach and distance learning into those parts of North Yorkshire where the extent of travelling for learners would otherwise be excessive.

Three of the Local Authorities – North Yorkshire, York and East Riding – use NYBEP for work experience placements and a significant amount of employer engagement. The latter would also be enhanced by the combined employer contacts of FE colleges across the sub-region becoming part of the extended employer engagement network which would become accessible sub-regionally.

The sub-region proposed would help significantly in enhancing provision for learners from a large part of North Yorkshire. It would not reach all, however, and, again, the strong links with West Yorkshire and the Tees Valley would be important if we are to achieve the curriculum offer for learners in all parts of the County.

PROPOSALS TO ENGAGE WITH NEIGHBOURING LOCAL AUTHORITIES

Along with the other members of the proposed grouping, we are committed to a Model B commissioning approach from September 2009, leading into the April 2010 transfer. There are well established, and productive, working relationships with the York Authority both directly and via the LSC. Links are developing with the East Riding, and a constructive working relationship has already been established with Hull College of Further Education through early development work with them at Harrogate College in respect of vulnerable learners. Collaboration between Authorities is reflected in a number of projects and good working relationships between officers.

North Yorkshire's strategic leadership and partnership working have been recognised as outstanding in external evaluations. Its 14-19 Plan has been recognised as the strongest regionally and is being used as an exemplar regionally. Its 14-19 Partnership arrangements have been reviewed and restructured following consultation with Heads and FE College Principals. They now provide an improved balance of local inclusivity with strong strategic leadership. Terms of Reference and membership have been designed to anticipate the developing strategic commissioning role. A clear accountability framework has been established for partners at all levels, including the 14-19 Partnership's own accountability to the wider Children and Young People's Strategic Partnership. Through that it will also feed into the North Yorkshire Strategic Partnership where it can be aligned with other economic and skills development agendas.

The sub-regional proposals have been the subject of consultation with individual College Principals, the 14-19 Partnership, the Children and Young People's Strategic Partnership, and Elected Members. The proposals are endorsed fully by all of them.

In addition to work within the County, arrangements are in hand together with the other three Councils, and with the support of the two LSC sub-regions, to develop the sub-regional proposal and agree governance and decision-making arrangements.

COMPATIBILITY WITH OTHER LOCAL AND REGIONAL PRIORITIES, PLANS AND PROPOSALS

The proposed grouping is consistent with the following local and regional priorities and plans:

- NYSP Sustainable Community Strategy 2008/18
- North Yorkshire Local Area Agreement 2008/11
- North Yorkshire County Council Plan 2008/11
- Children and Young People's Plan for North Yorkshire 2008/11
- North Yorkshire 14-19 Strategic Plan and Implementation Plan
- The Regional Spatial Strategy – Yorkshire and The Humber
- The Regional Economic Strategy for Yorkshire and The Humber 2006/15
- Yorkshire Forward Corporate Plan 2008/11

Consistent with the DCSF Children Plan, and related legislation, the proposed sub-regional grouping would help to ensure that we are able to meet well the needs of all young people who learn in North Yorkshire, and to ensure that we commission effectively on behalf of learners who wish and need to learn outside the County. There is a strong recognition of the significance of the regional skills agenda, and a commitment to ensuring there is good alignment with it, in the interests of the economy of the community as well as the economic well-being of individual learners.



16-18 Transfer

Stage One Assessment – September 2008

City of York Council

(All data from LSC 16-19 Commissioning Plan Data Pack (June 2008), unless stated)

1. Proposed local authorities in the sub-regional grouping

1.1 The proposed grouping in which the City of York Council will operate consists of the two local authorities in the LSC North Yorkshire sub-region and two from the LSC Humber sub-region. These are:

- City of York Council
- East Riding of Yorkshire Council
- Hull City Council
- North Yorkshire County Council

The Directors of Children's Services in all four local authorities are fully supportive of the development of this grouping to progress the 16-18 Transfer and secure delivery of appropriate curriculum opportunities for all learners.

1.2 The City of York already works very closely with North Yorkshire on a wide range of 14-19 linked activity and has well established relationships with East Riding. One of the North Yorkshire Area Learning Partnerships and an East Riding Secondary School are associate members of the City of York 14-19 Partnership (Learning City York) and a number of relevant organisations, including Higher York and Science City York, operate across all three council areas. The City of York supports the inclusion of Hull City Council in this grouping because it is a key partner for East Riding and there are relevant links with the other proposed members, especially through the FE and HE sectors.

2. Rationale for the grouping

2.1 Travel to Learn

The 14-19 year old population in the City of York is approximately 15300. Provision is based upon:

- 1 general FE College (York College)
- 10 mainstream secondary schools, of which 5 have sixth forms
- 1 secondary special school
- A range of work based learning providers, including the Council's own (York Training Centre)

A specialist Agricultural College (Askham Bryan College) is also based in the Council area, but only 11% of its full and part time 16-19 year old learners are York residents.

The number of resident 16-19 year olds travelling to provision outside the City is far outweighed by the number of young people travelling into York from other areas. In both cases North Yorkshire and East Riding (in that order) are the most significant partners.

At York College 1232 of 3507 full and part-time learners are East Riding or North Yorkshire residents and North Yorkshire residents make up 48% of Askham Bryan College's 788 full and part-time learners. 118 school sixth form learners from East Riding and North Yorkshire attend York Schools.

146 York residents attend sixth forms in North Yorkshire Schools. There are no significant travel to learn movements to any FE providers in Councils within the proposed cluster, but 69 full and part-time learners travel to specialist provision in Leeds.

2.2 Securing the delivery of the curriculum offer

It is clear from the travel to learn data that York has a significant role to play in securing the delivery of the curriculum offer for learners in North Yorkshire and East Riding. In particular York College is a critical provider for learners across the sub-region. Askham Bryan College is a major provider for North Yorkshire and will be a significant player in the Environment and Land based Diploma in Yorkshire & Humber and beyond.

Diploma developments already recognise the interdependence of Local Authorities, with Woldgate College (East Riding) and the Ryedale Area Partnership (North Yorkshire) having associate membership of the City of York 14-19 Partnership. Existing collaboration covers Creative & Media, Engineering, Manufacture & Product Design and Society, Health & Development. The City of York Partnership intends to deliver all of the Diplomas. Its entitlement provision plan provides access to all lines through schools and colleges, with provision at York College and Askham Bryan College contributing significantly to the entitlement at sub-regional level.

The City of York Partnership is delivering two Diploma lines (Society, Health & Development and Engineering) in 2008/09, with 130 learners (nearly 7%) of the first Year 10 cohort participating. In 2009/10 8 further lines will be delivered. Subject to conditions, a ninth line will be added in 2010/11 and a submission is under development for Gateway 3 which covers the remaining 5 sector linked lines of learning.

A key element in planning for the York 2013 entitlement is the Raising of the Participation Age. Despite overall learner outcomes, which are well above national and regional averages, post 16 progression rates and “narrowing the gap” are priorities identified in progress checks, LAA targets and service plans. Demographic decline to 2015 means that the overall number of participants will remain roughly constant. There will, however, be significant changes in the balance of provision, with increases in apprenticeships and work based learning strands. The City of York Council recognises its corporate responsibility to support the development of apprenticeship programmes and has been working with the LSC Partnership Director to increase its own involvement. GO Progress check data (September 2008) shows a 0.6% increase in the percentage of 16-18 year old apprenticeship starts from 2005/06 to 2006/07. All provision planning is underpinned by employment sector forecasts, collated by the City of York Lifelong Learning Partnership, and existing patterns learner demand.

The successful Young Apprenticeship programme at York College is open to North Yorkshire and East Riding of Yorkshire learners. East Riding and North Yorkshire institutions use the major provider of work experience placements for York Schools and Employer Engagement work related to the curriculum entitlement is being undertaken by cross border organisations such as NYBEP and Science City York.

Progression routes for learners will be secured by working across all four proposed cluster authorities. The Universities of York and Hull have close links, including membership of the Excellence Hub and a joint medical school. The University of Hull has a campus in Scarborough (North Yorkshire). The Higher York partnership includes the four York based HEIs and Craven College (North Yorkshire). Harrogate College (North Yorkshire) is a member of the Hull College Group.

2.3 Proposals to engage with neighbouring local authorities

Along with the other members of the proposed grouping, **we are committed to a model b commissioning approach from September 2009**, leading into the April 2010 transfer.

The City of York has a track record of productive collaboration on this agenda. Relationships with North Yorkshire are strong at strategic level through work with North Yorkshire LSC area. This has led to collaborative projects such as a joint Area Web Based Prospectus and is underpinned by regular contact and collaboration at Officer level. There are also developing links with East Riding.

As a Children’s Service’s Directorate judged by Ofsted (JAR, Feb 2008) to be outstanding, with outstanding capacity to improve, York is well placed to tackle the

challenges of integrating 16-18 and, ultimately, 14-19 commissioning into its existing systems and structures, including joint commissioning for other young people's services. The directorate's progress on this agenda and capacity to readily move forward is also evidenced by APA and Progress Check reports. Officers, working with the LSC Partnership Director, have already undertaken a significant degree of planning for the 2013 entitlement. This work has been disseminated across the region through the DCSF Regional Adviser's 14-19 Lead Officers network.

In its lead strategic partner role, the Local Authority has worked constructively with partners, most notably Headteachers and College Principals, in agreeing new 14-19 structures, which are fit for purpose as the MOG changes progress. These structures will ensure that all stakeholders are both well informed about, and engaged in, the commissioning process. We are committed to developing the capacity to take the transfer forward with key staff from School Improvement & Staff Development, Finance and Human resources already reviewing current directorate structures.

As we move to Stage 2, a timeline for consultation with elected members and partnership stakeholders has been set out. Whilst progressing the transition within York, we will engage with the other three Councils in our proposed grouping at DCS and Senior Officer level and with the support of the two LSC sub-regions to refine the proposal and agree governance and decision making arrangements.

2.4 Compatibility with other local and regional priorities plans and proposals

The proposed grouping is consistent with the following local and regional priorities and plans:

- Without Walls – York's Local Strategic Community Plan (2004-2024)
- Learning Without Walls – York's 14-19 Implementation Plan for Education and Training (2005-2008)
- The York Entitlement Curriculum Map (2008)
- Leeds City Region Development Programme (November 2006)
- Regional Spatial Strategy: The Yorkshire and Humber Plan (Yorkshire and Humber Assembly)
- The Regional Economic Strategy for Yorkshire and the Humber 2006 -2015
- Yorkshire Forward Corporate Plan 2008-11

Locally, the proposal will support our plans to secure the entitlement curriculum, raise participation and achievement in line with targets in our Children and Young People's Plan and Local Area Agreement.

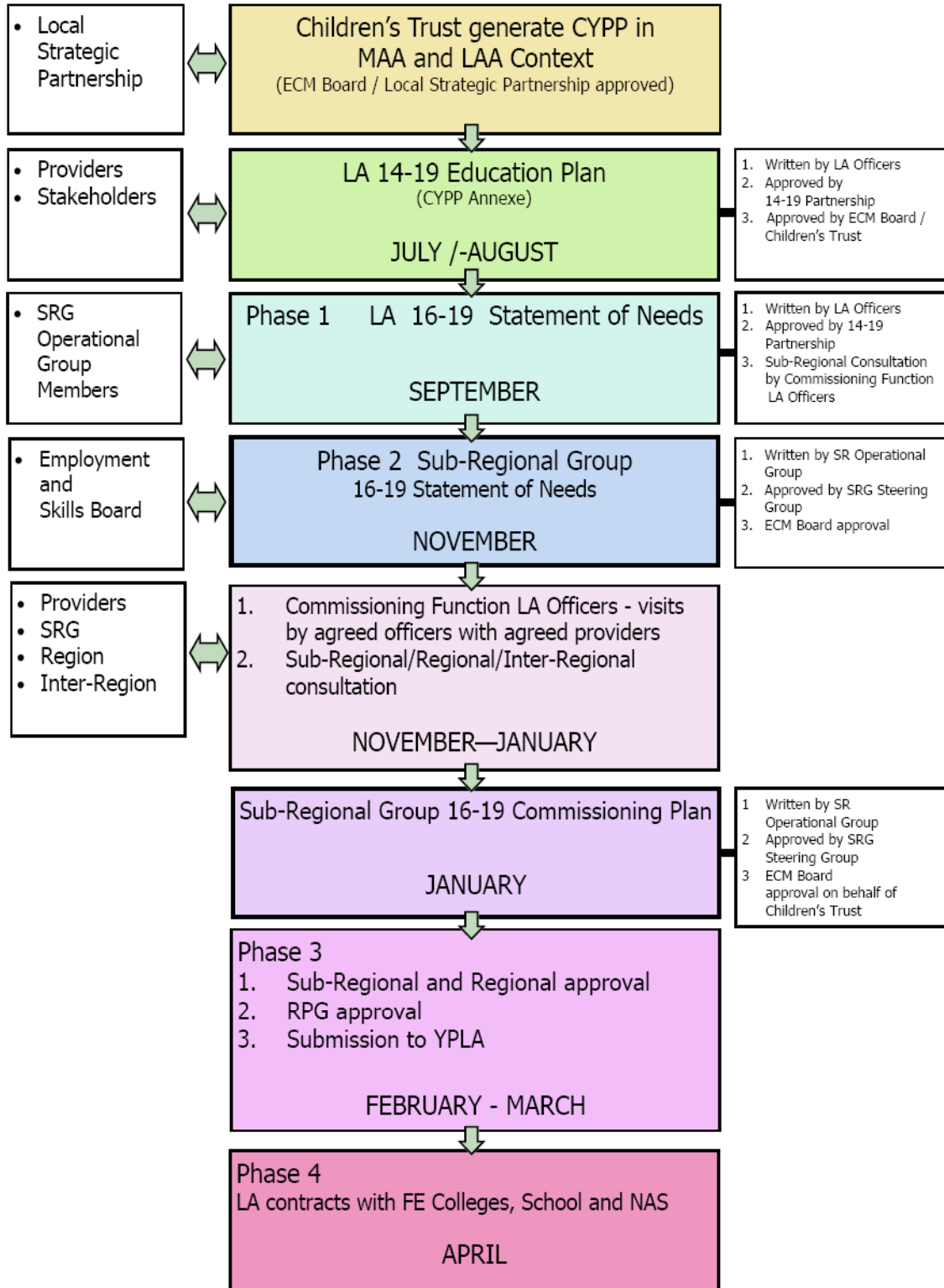
Regionally, the proposal will support current travel to learn patterns and ensure that future 16-18 learning provision is effectively planned across the proposed grouping to address learner choice and needs. However, we also understand the importance of having due regard for the further development of local, sub-regional and regional labour market and skills requirements, in particular as being developed through the LSC York and North Yorkshire Skills Group, Leeds City Region Development Plan and the Regional Economic Strategy for Yorkshire and the Humber.

Appendix 2

North & East Yorkshire SRG draft 04 February 2009

Flow Chart showing draft proposals for North & East Yorkshire Sub-regional Group

Dialogue



Appendix 3

MACHINERY OF GOVERNMENT CHANGES

16-19 TRANSFER

NORTH AND EAST YORKSHIRE SUB REGIONAL GROUP

KEY PRINCIPLES OF COMMISSIONING

Background and Purpose

The North and East Yorkshire Sub Regional Group has agreed to operate under a common set of principles in relation to the new legislative requirements and operational functions relating to the commissioning of 16-19 learning provision in, and where appropriate across, the Local Authorities of the City of York, East Riding of Yorkshire, Hull City Council and North Yorkshire County Council.

Based on the overall aim of improving the quality of provision for all 16-19 learners the SRG will plan and resource learning programmes that are responsive to the needs of all learners through a process of collaboration and partnership with those key agencies and stakeholders engaged in the overall planning and commissioning process.

The following core principles outline the framework as agreed by the SRG Steering Group. In addition are listed the main operating rules and protocols required to support that framework.

The Core Principles

- The commissioning of 16-19 learning provision will involve a set of planning, delivery and quality assurance procedures that puts the learner at the forefront of the process.
- The planning and commissioning of provision, whilst ultimately the responsibility of each individual Local Authority will be carried out through duly constituted collaborative and partnership structures in order to achieve maximum benefit for the learners, providers and stakeholders.
- The planning and commissioning “business cycle” will correspond to national and regional timeframes and funding requirements.
- Provision will be planned in response to national, regional and local skills needs.
- 16-19 commissioning will be integrated with other strategic priorities for children, families and communities
- The process will encourage and resource a comprehensive impartial advice and guidance service in order to ensure access to learning opportunities that are appropriate to the location as well as the education and training needs of the learner.
- Learners, parents, carers and employers will be consulted at all stages in the process in order to ensure that their views and requirements are responded to during the planning and delivery stages of the commissioned provision.
- During this process of consultation specific attention will be given to the needs of vulnerable learners including those with learning difficulties and or

disabilities. Where appropriate positive action will be taken to ensure that provision for such learners meets their specific needs.

- Those responsible for the commissioning of provision will closely scrutinise the quality of those services being commissioned and where necessary de-commission provision that is deemed to be unsatisfactory in line with agreed national and local quality assurance, health, safety and welfare performance criteria .
- Specialist provision serving the needs of more than one Local Authority will be commissioned by the agreed Local Authority taking into account regional and national demand for this range of provision
- Decisions made on the commissioning of individual providers will be done on the basis of ensuring stability of provision. This will enable the sustainability of agreed learning outcomes as determined by the planning process.
- Within a mixed economy of providers all sectors will treated equitably
- Each individual Local Authority's commissioning plans will be submitted to and agreed at a Sub-Regional level prior to progressing to the Regional Planning Group for final consideration.

Operating Rules and Protocols

The Core Principles will be followed and monitored in line with a range of specific protocols and procedures linked to all aspects of the commissioning process. The following is intended as a guide to the overarching operating rules and protocols under which the Sub-Regional structures will deliver the expected outcomes associated with commissioning functions and responsibilities.

Management Information

In order to achieve positive outcomes at all stages of the commissioning process the SRG will ensure that key data sets are made available to the planning groups from national, regional and local agencies in a timely and appropriate fashion. These data sets will relate to:

- Success rates with Providers and Local Authorities
- Participation rates
- Contribution by Providers to specific national as well as local targets
- Employment trends
- Progression rates at all levels of provision
- Equality of opportunity
- Demographic trends

Dispute Resolution

All stages of the commissioning process will conform to the principle of open and transparent governance and management. In order to achieve the maximum benefits for all learners it is recognised that the commissioning process, informed as it is by a complex and challenging set of planning criteria and scenarios, will require those involved at all levels to make decisions based on accurate and objective data and information.

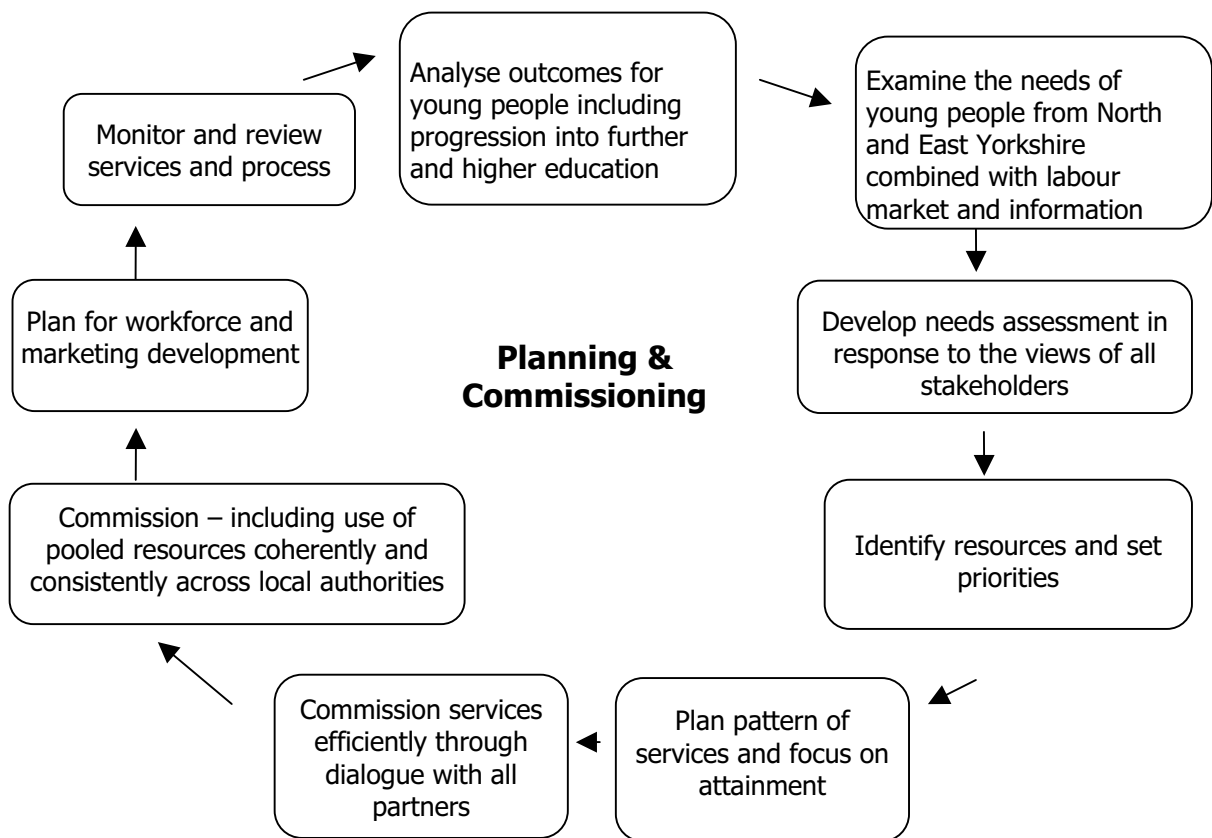
The attached dispute resolution procedure illustrates the appropriate channels that will be followed in circumstances needing arbitration. It is intended however that these will only be in relatively extreme circumstances and the scenarios as

envisaged in the “REACT” guidance paper will be resolved at a local level in the first instance. These situations will be discussed within the Local Learning Partnership structures and where appropriate recommendations and or preferred options will go to the LA officers designated to manage the commissioning function on behalf of their individual LA.

Where the circumstances have consequences across LA boundaries then the SRG Operational Group and Steering Group will also consider the matter

At all stages of this process advice will be sought from the appropriate legal resources within each LA particularly where issues are likely to impact on the “Instruments and Articles of Governance” of individual institutions and agencies.

Diagram of Planning and Commissioning Process and Principles



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**City of York Council – Learning Culture & Children’s Services
Machinery of Government changes – Post-16 Funding Transfer: Transition Plan
Version 1 (February 2009)**

This transition plan, which aligns with those of Sub-Regional Partners and Stage 2 MOG Submission criteria, outlines key activity to April 2010, when funding for 16–19 education will transfer from the LSC to the Local Authority. To facilitate this work a transition group has been formed, which will meet on a monthly basis. Its membership is listed below:

Jill Hodges (JH) (Chair), Assistant Director (School Improvement and Staff Development)
Paul Murphy (PM), Assistant Director (Early Interventions and Partnerships)
John Thompson (JT), 14–19 Partnership Manager
Julia Massey (JM), Learning City York Manager
Yasmin Wahab (YW), Management Information Service Manager
Mike Barugh (MBa), Senior Schools Accountant
Anthony Knowles (AK), LSC York Partnership Director
Peter Cairns (PC), Legal Services
Mark Bennett (MBt), Senior HR Business Adviser

1. Governance		
1.1 Create appropriate management arrangements within the LA in partnership with LSC		
Audit current Skills and Capacity within LA	JH, JT, AK	Mar 09
Provide briefing on LA activity for LSC Staff and follow up FAQs service	JH, JT, MBt	Feb 09
Review DCSF LA Blueprint and prepare draft 14–19 Team staffing structure	JH, JT	Mar–Apr 09
Transition Year staffing in place		Sep 09
Permanent transfer of LSC staff		Apr 10

1.2 Ensure Effective Arrangements for Governance		
Review roles and remits of 14–19 Strategy & Resources and 14–19 Partnership Group to ensure separation of providers from commissioning, rigorous monitoring and evaluation of commissioned provision, and to reinforce accountability to YorOK board	JM, JT	In place for Sep 09
Align 14–19 Partnership meetings with SR cycle of activity (see Appendix 1)	JT	In place for Sep 09
Include post-16 funding in budget and financial monitoring procedures	MBa	In place for Apr 10
1.3 Create an effective 16–19 commissioning process delivering 14–19 priorities		
Work with relevant groups and stakeholders, including regionally and sub-regionally, to develop common principles and clarify roles, responsibilities and operational protocols	P Dwyer, JH, JT	Jan–Mar 09
Analyse and gather data to inform Local Area Statement of Need and subsequent commissioning process	YW, AK, JT	Apr–Sep 09, then annually
Produce commissioning strategy document as an appendix to 14–19 Plan alongside 2013 provision map update	AK, JT, JM	Sep 09, then annually
Develop monitoring and evaluation procedures for commissioning linked to appropriate QA Standards	AK, JT	Sep 09 – Apr 10
Ensure clear roles and responsibilities for transition year staffing team to facilitate LA lead / LSC support roles	AK, JH, JT	May–Sep 09
Ensure clear roles and responsibilities for LA commissioning team	JH, JT	In place for Apr 10
2. Data, Communication and management Information Systems		
2.1 Make links as appropriate to RDA, LSC Government Office and other relevant agencies		
Review existing lines of communication with RDA, GO, LSC/YPLA identifying named contacts for all relevant strands of activity and aligning with other Council Service arms (eg Economic Development) to ensure efficiency, coherence and alignment with SR cycle of activity	Transition Team	May 09 meeting

Identify member of transition year staffing to lead on work with National Apprenticeship Service	Transition Team	May 09 meeting
Revise 14–19 team roles table for distribution to stakeholders	JH, JT	Jul 09
2.2 Create an MIS system that supports and assists commissioning		
Review existing MIS arrangements within LCCS (SISD and EIP), specifically the separate MIS contracts for Connexions to achieve better alignment or a unified service	Transition Team	Feb 09 meeting, then YW, PM
Consult stakeholders on new information sharing protocols to support 14-19 Partnership Group in developing high quality provision for all learners	JM, YW	Oct 09 – Jan 10, in place for Apr 10
2.3 Analyse supply and demand		
Build on existing good practice involving LA and LSC staff by establishing data group which will pool information from LSC, YPLA, LA, Connexions and AWP to inform annual development of 14–19 and Commissioning Plans	Transition Team	Jun 09 meeting, in place for Apr 10
2.4 Integrate Area Web Prospectus and learner tracking mechanisms into planning		
Work, through AWP Steering Group, to secure provision of data and review information produced for use in tracking year	JM, JT	Feb–Aug 09
Develop capacity within EIP to ensure efficient provision of data going forward following move of AWP “in house”	PM, JM	Feb–Jul 09, in place for Sep 09
2.5 Develop Common Application Process		
Monitor progress of pilot activity in North Yorkshire (through shared funding agreement) and inform York providers of evaluations	S Down, JT	Apr–Jul 09
Following publication of DCSF policy and guidance (“early 2009”) develop proposals consistent with DCSF timeline for introduction of CAP in York, with working group of members of 14–19 Partnership Group (current DCSF “aspiration” is Sept 2010)	S Flatley, JM	Apr 09 – Feb 10

2.6 Fully involve colleagues from EIP in planning for commissioning		
Review/revise representation on 14–19 Partnership bodies of EIP staff, including Connexions and MIAL teams to efficiency and impact	S Flatley, JM, PM	Any changes in place for Sep 09
Raise profile of data around September Guarantee, NEETs and statutory entitlements to better inform planning		From Sep 09
2.7 Further develop arrangements to capture “learner voice”		
Review outcomes of Diploma “Learner Voice” through Consultant and Edge Learner Forum (2008/09) and other existing practices.	Transition Team	Jul 09 meeting
Develop systematic “Learner Voice” arrangements integrated with other initiatives (eg Student Councils)	JM, J Philpott	In place for Sep 10
2.8 Further develop arrangements to capture “stakeholder” voice		
Consult stakeholders (HEIs, Employers and their representative groups, Economic Development, Adult Learning and Skills, Providers) on most appropriate mechanisms for involvement	JM, NYBEP, R Ranson, Higher York	Mar–May 09
Implement structured programme aligned with SR cycle of activity	JM, JT	In place for Sep 09
3.Resources and Capacity (Including personnel, finance and support)		
3.1 Appoint appropriately skilled staff		
In line with 1.1 above, prepare staffing structure for 14–19 team for approval by DMT, including financial sustainability	JH	Feb–Jul 09
Work with LSC colleagues to support transfer of staff through national arrangements	MBt	Jul–Aug 09
3.2 Provide CPD programme to support introduction of expanded 14–19 team		
Provide appropriate induction for new team members	JT, MBt	Sep 09 – Aug 10

3.3 Provide CPD to support implementation of new post-16 funding arrangements		
Provide regular updates on national, regional, sub regional and local developments for stakeholders through 14–19 Bulletin and briefing events	JT, AK, S Down	Feb 09 and ongoing
Provide responsive CPD programme to support providers in effectively engagement with new arrangements	AK, JT	Apr 09 – Mar 10
3.4 Establish financial and budgetary management systems		
Liaise with LSC, SRG and others to establish needs	JT, MB	Mar–May 09
Consult corporate Finance team about audit requirements	MB	May–Jul 09
Set up formal monitoring of LSC funding transfers to providers in transition year	MB, AK	In place for Sep 09
Develop LA system for post-transfer operation	MB	In place for Sep 10
3.5 Install equipment and resources to support commissioning process		
Establish needs in relation to MIS, Finance, transferring staff and any other aspects	Transition Team	Feb–Jul 09
Procure, install and make necessary accommodation arrangements	JH, JT	Sep 09 – Aug 10
3.6 Ensure that legal and statutory duties are identified and adhered to		
Review all legal and statutory duties and develop proposals for systems which will ensure compliance	PC	Mar 09 – Mar 10
4. Policy and Planning Processes and Protocols		
4.1 Establish planning and business cycles to take account of supply and demand		
Design the commissioning process and associated tasks (including compliance with national and local priorities) to ensure that they fit all relevant planning and business cycles at city and provider level (and meet national, regional and sub-regional requirements) in line with SR cycle of activity	JH, JT	Feb–May 09

Work with LSC to introduce shadow planning and business cycle	JH, JT	Apr 09 – Mar 10
Produce revised 14–19 Plan and 2013 Provision map, taking into account outcomes of “Vision York” study and DCSF Guidance (02/09)	JT	Jun–Jul 09
Implement full “stand-alone” LA planning and business cycle	JT	From Apr 10
4.2 Ensure links to Regional and Sub-Regional planning processes and cycles		
In line with 2.1 above, confirm key contacts in relevant agencies to ensure coherent communications	JT	May–Jul 09
In line with 4.1 above, ensure links and complementary processes with national, regional and sub-regional requirements	JT	May–Jul 09
4.3 Develop a 14–19 Capital Strategy		
Establish LCCS Officer Group monitoring relevant capital grants and projects (P Dwyer, K Hall, M Tansley, JH, JT)	K Hall	Dec 08
Review facilities requirements following production of new 14–19 Plan (see 4.1 above) and identify priorities for development through BSF, other DCSF funding and partners’ own capital allocations	JH, 14–19 Partnership Group	Sep–Dec 09
4.4 Ensure transport / access policies and strategies are integral and support 14–19 developments		
In line with 1.2 above clarify 14–19 team and structure links to Moving into Adult Life, Behaviour Support Service, Access and Special Educational Needs teams	JH, JT, JM	In place for Sep 09
Ensure coherence between LA commissioning and Regional Strategic Planning Forum LLDD sub-group activity (Representative J Lupton)	JT, J Lupton	Feb 09 onwards
5. Quality Assurance and Monitoring Systems and Procedures		
5.1 Develop KPIs to inform commissioning		
Review the range of KPIs currently used in the LSC Business Cycle, along with other KPIs impacting on 14–19 agenda (eg CYPP, NPIs, LAA, GO Progress Checks)	AK, JM	Apr–May 09

Agree indicator set for use in commissioning from Sep 09	14–19 Strat & Resources	Jun 09
5.2 Ensure choice of providers is informed by robust data (including performance against QA standards)		
Review current range of providers and existing QA processes and use to inform new 14–19 Plan and ongoing commissioning	AK, JT	Apr–Jul 09
Ensure that local practice is informed by, and amended as a result of, National Guidance and Regional and Sub-Regional practices to ensure consistency	JT	Ongoing
5.3 Establish any discretionary procedures		
Alongside 3.5 above, determine what discretionary procedures there may be and develop proposals and recommendations for establishment or otherwise	PC	Mar–Jun 09
Agree discretionary procedures to be taken forward to 14–19 Partnership	Transition Team	Jul 09 meeting
5.4 Establish any dispute resolution procedures		
Review existing LSC / LA protocols and practices	AK, JT	Apr–Jul 09
Consult on any new arrangements deemed necessary for post-transfer commissioning	14–19 Strat & Resources	Autumn 09
Ensure that local practice is informed by, and amended as a result of, National Guidance and Regional and Sub-Regional practices to ensure consistency	JT	Ongoing

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