



Notice of meeting of

Executive Members for Childrens Services and Advisory Panel

To: Councillor Carol Runciman, Childrens Services
(Executive Member)
Councillor Ceredig Jamieson-Ball, Youth & Social
Inclusion (Executive Member)
Councillor Glen Bradley (Chair)
Councillor Keith Aspden
Councillor Ian Cuthbertson
Councillor Viv Kind
Councillor Ken King
Councillor Andy D'Agorne

Co-opted Statutory Members:

Miss C Duffy
Mr Andy Lawton
Dr David Sellick
Mr John Bailey

Co-opted Non-Statutory Members:

Ms Fiona Barclay
Mrs Ann Burn
Mrs Jona Ellis
Ms Barbara Reagan
Mr Mike Thomas
Mr Mike Galloway

Date: Wednesday, 14 March 2007

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 Democracy Support Group by:

10:00 am on Tuesday 13 March 2007, if an item is called in *before* a decision is taken, *or*

4:00 pm on Friday, 16 March, 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 1 - 2)

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 3 - 12)

To approve and sign the minutes of the meeting held on Monday 22nd January 2007.

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 Tuesday 13th March at 5pm.

4. Service Plans 2007/2008 (Pages 13 - 254)

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.

The Service Plan Annex 1 is available online at:

<http://democracy.york.gov.uk/ieListMeetings.asp?CId=442&Year=2007>

5. Local Authority School Governor Appointments (Pages 255 - 264)

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

6. Lottery Funding - Revision to Taking Play Forward Policy (Pages 265 - 300)

This paper presents a revised version of the *Taking Play Forward* policy for the approval of the Executive Member.

7. Purchasing from the Voluntary Sector (Pages 301 - 306)

This report seeks approval for the purchase of Play services through service level agreements.

8. Future of School Organisation Committee and Local Admissions Forum (Pages 307 - 314)

This report considers the changes introduced by the Education and Inspections Act 2006 regarding the abolition of the School Organisation Committee (SOC) and the revised responsibilities and functions of the Local Authority and Local Admission Forum (LAF). Members are asked to determine new membership arrangements for the Local Admission Forum.

9. Major Capital Schemes Update (Pages 315 - 322)

The report informs Members of recent progress with four major secondary school capital schemes in York (Huntington, York High, Manor and Joseph Rowntree Schools). The report also details a proposal from Fulford School to enter into a prudential borrowing arrangement with the Local Authority in order to finance a scheme that will significantly improve teaching facilities.

10. Inclusion Strategy and services for disabled children and young people (Pages 323 - 366)

This report seeks Member approval for the Inclusion Strategy 2007-2010.

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

Democracy Officer:

Name: Tracy Wallis

Contact Details:

- Telephone – (01904) 551027
- E-mail – tracy.wallis@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.

**MEETING OF THE EXECUTIVE MEMBER FOR EDUCATION &
CHILDREN'S SERVICES AND ADVISORY PANEL**

Agenda item I: 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 and Trustee of the Theatre Royal.

Councillor Aspden – Governor of Knavesmire Primary School. Member of the National Union of Teachers (NUT). Teacher at Norton College, Malton, North Yorkshire.

Councillor Bradley – Governor of Poppleton Ousebank School

Councillor Cuthbertson – Governor of Headlands Primary School and Governor of Burnholme Community College.

Councillor D'Agorne – Governor of Fishergate School, Employee of York College Student Services.

Councillor Kind – Governor of Burnholme Community College; Haxby Road Primary School

Councillor King – Governor of Burton Green School

Councillor Fraser – Governor of Knavesmire Primary School, Member of Unison

Councillor Livesley – Governor of Bishopthorpe Infant School

Councillor I Waudby – Governor of Lakeside Primary School

Co-opted statutory members

Dr D Sellick – Governor of Derwent Infant & Junior School

Mr A Lawton - Governor of Canon Lee School

Mr J Bailey – Governor of Huntington School

Co-opted non-statutory members

Ms F Barclay – Teacher at All Saints School and ATL Branch Secretary for City of York.

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 and Secretary of the York Association of the National Union of Teachers.

Mr M Thomas is the secretary of the York Association of NASUWT.

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City of York Council

Minutes

MEETING	EXECUTIVE MEMBERS FOR CHILDRENS SERVICES AND ADVISORY PANEL
DATE	22 JANUARY 2007
PRESENT	COUNCILLORS RUNCIMAN (EXECUTIVE MEMBER), BRADLEY (CHAIR), ASPDEN, CUTHBERTSON, KIND, KING, D'AGORNE, MS F BARCLAY (CO-OPTED NON-STATUTORY MEMBER), MRS J ELLIS (CO-OPTED NON-STATUTORY MEMBER), MS B REAGAN (CO-OPTED NON-STATUTORY MEMBER), DR D SELICK (CO-OPTED STATUTORY MEMBER), MR J BAILEY (CO-OPTED STATUTORY MEMBER) AND GREEN (CO-OPTED NON-STATUTORY SUBSTITUTE) STATUTORY CO-OPTED MEMBERS DR D SELICK, MR J BAILEY NON STATUTORY CO-OPTED MEMBERS MS B REAGAN, MS F BARCLAY, MRS J ELLIS, MR G GREEN (SUBSTITUTE)
APOLOGIES	COUNCILLOR JAMIESON-BALL, MRS A BURN, THOMAS, GALLOWAY, MS C DUFFY AND MR A LAWTON

45. Declarations of Interest

At this point Members were asked to declare any personal or prejudicial interests they had in the items on the agenda. The following general personal non-prejudicial interests were declared.

Councillor Runciman:	Governor of Joseph Rowntree School Trustee of the Theatre Royal
Councillor Aspden:	Governor of Knavesmire Primary School. Member of National Union of Teachers (NUT) Teacher at Norton College, Malton, North Yorkshire
Councillor Bradley:	Governor of Poppleton Ousebank School
Councillor Cuthbertson:	Governor of Headlands Primary School Governor of Burnholme Community College
Councillor Kind:	Governor of Burnholme Community College Governor of Haxby Road Primary School
Councillor King:	Governor of Burton Green School

Councillor D'Agorne:	Governor of Fishergate School Employee at York College
Mr J Bailey:	Governor of Huntington School
Dr D Sellick:	Governor of Derwent Infant & Junior School
Ms F Barclay:	Teacher at All Saints School ATL Branch Secretary for City of York
Mrs J Ellis:	Governor of Burton Green Primary School Governor of Canon Lee School
Ms B Reagan:	Teacher at Joseph Rowntree School SENCO Secretary of York association of the National Union of Teachers

The following interests were also declared.

Councillor Runciman declared a general personal non-prejudicial interest, as she was a principal examiner and moderator for Edexcel.

Councillor D'Agorne declared a prejudicial Interest in agenda Item 9 (Young People's YorkKash Fund: 2006/07) and left the room and took no part in the discussions.

Geoff Green a Non-Statutory Co-optee Substitute declared a general personal non-prejudicial interest in that he held various positions with AQA.

46. Minutes

RESOLVED: That the minutes of the meeting held on 7 December 2006 be approved and signed as a correct record.

47. Public Participation

It was reported that there had been no registrations to speak under the Council's Public Participation Scheme.

48. Local Authority School Governor Appointments

Members considered a report which provided information about the current position with regard to vacancies for Local Authority seats on governing bodies, lists current nominations for those vacancies, as detailed in Annex One.

Officers said that there were 11 vacancies for Local Authority Governors. The appointments had been delayed due to the fact that all prospective candidates were going to be meeting with the Head Teacher of the schools in question. This was taking more time than originally anticipated.

Advice of the Advisory Panel:

That the Executive Member note the report.

Decision of the Executive Member:

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

REASON: To update Members.

49. Specialised Diplomas

Members considered an update report on developments that have taken place in preparation for the introduction of specialised diplomas in September 2008.

Officers said that the bid had been submitted but it would not be known until the end of March whether the bid had been accepted or not. Officers brought to Members attention the possible financial and legal implications that may arise. The Lifelong Learning Partnership was committed to finding £150k contribution if the capital bid was successful and the City of York Council could be required to underwrite this from the schools' formula capital budget.

Officers said that there was a legal requirement for Local Authorities to ensure that in 2013 there was adequate provision across the city for all 14-19 year old learners to access one of the 14 new diploma lines. There were risks in introducing the new diploma lines but these were being managed.

Members queried the definition of 'small numbers of students' and 'larger numbers of students' as mentioned in paragraph 2 of the report. Officers confirmed that small means about 20 across each level apart from the construction diploma which would give access to about 12. The larger number would be about 100.

Members asked how well the specialised diplomas would be received by employees and Officers responded that there was still a big job to be done but they were working alongside employees regarding this.

Members asked that if one of the five bids failed would this effect the others and Officers responded that they were all separate and could fail or succeed independently of each other.

Members said that moving from offering 5 to 14 specialised diplomas in approximately 5 years was very challenging; Officers agreed with this but stressed that it was a challenge worth taking.

Members queried the credibility of the specialised diplomas in the eyes of the Higher Education establishments, especially universities, and asked how would the Council convince them to accept the diplomas as entrance qualifications. Officers said that the Government wanted to see 50% of

young people in Higher Education and that there was a willingness from the Higher Education establishments to take this on board.

Members queried how the diplomas would fit in the light of the Government aiming to raise the school leaving age to 18 by 2013 and Officers stated that the diplomas could help with this, as it would be essential to offer different forms of education and qualifications to achieve this.

Members asked how work based learning would be developed and the Officer said that, locally, the two week work placement could not be sustained in its present form. There would be some amendments made to the guidelines and at levels one and two of the diplomas simulation and workshop experience may replace work-based learning.

Advice of the Advisory Panel:

The Executive Member is recommended to approve the plan for the introduction of specialised diplomas.

Decision of the Executive Member:

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

REASON: To work towards requirements which will be statutory in 2013

50. Building Schools for the Future: Prioritising Schools

Members considered a report that reviewed the progress of the Building Schools for the Future (BSF) programmes and recommended to Members criteria for prioritisation of the order in which schools should enter the programmes.

Officers explained that the main concept of the report was about setting criteria rather than the production of a list of schools and their building needs. They were hoping to bring a list of schools to an early summer meeting of the Executive Members for Children's Services and Advisory Panel. These would be updated annually to reflect any change in needs and circumstances that may occur.

Advice of the Advisory Panel:

The Executive Member is advised to approve the criteria for prioritising the order in which the schools should enter the programmes.

Decision of the Executive Member:

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

REASON: To have a strategy for prioritisation in place that would allow DfES to release the funding as it becomes due.

51. Extended Schools Capital Programme

Members considered a report that detailed the results of the bidding round for capital support for Extended Schools.

Officers drew Members attention towards the fact that they were going to work with those schools whose bids were not successful in this round to work up to a stronger bid should further funding become available.

Members stressed that it was very important that if an area had several of the same kind of facility then one should not lose out over another. Officers said that they were also seeking sensible community agreements so that premises worked together to the best advantage of everybody.

Members expressed concerns that question 10 (Will the monies be used according to the principles of Best Value) on the proforma at Annex 1 of the report was not very useful as few people were going to answer no to the question and a yes response did not tell one very much. Officers said that further guidelines had been issued with the proforma to stop this from happening.

Advice of the Advisory Panel:

That the Executive Member:

1. Give approval for the supported bids to go ahead
2. Recommend that all successful bidders undertake to deliver the outcomes described in their bids with their funding allocation
3. Give approval for the conditional bids to go ahead, providing that schools agree to meet the additional conditions relevant to their project.
4. Recommend that projects currently below the line are further developed with Directorate staff and, if a higher score can be achieved and funding is available, these projects come forward for approval in the quarterly Capital Monitoring reports.

Decision of the Executive Member:

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

REASON: To enable the DfES funding to be spent on appropriate projects within the required timescale, to mitigate the risks of overspending against this cash-limited budget, to ensure that DfES and corporate objectives are fulfilled and to ensure that funding is spent within the time limits and best value is achieved.

52. Big Lottery Funding: Play

Members considered a report that set out how the Council may apply for Children's Play; Big Lottery Funding. It seeks endorsement of the process

followed to identify projects, approval to work up the identified projects for inclusion in the portfolio to be presented to the Big Lottery Fund, approval for the reserve projects and approval for use of the Council's top-sliced funding.

Additional information in the form of an update report was circulated to Members after the agenda had been published. This material was also available for viewing at the meeting. A copy is attached to these minutes.

Officers said that this was a very exciting time for play as the Government was allocating £150 million of funding for projects. York had been allocated just over £320k of this.

Members welcomed the idea as a whole but said that the Council needed to build a comprehensive picture of play areas in order to avoid the same areas getting the funding every time.

Advice of the Advisory Panel:

The Executive Member is recommended to:

- Endorse the process followed to identify projects.
- Give approval for Officers to work up the identified projects for inclusion in the portfolio to be presented to the Big Lottery Fund.
- Approve the list of reserve projects
- Approve the approach set out for use of the Council's top-sliced funding

Decision of the Executive Member:

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

REASON: To ensure that York delivers a successful portfolio to the Big Lottery to enable our play sector to benefit from the funding on offer.

53. Yorkash Funding

Members considered a report that presented the recommendations of YorKash Panel of young people for distribution of the £170k YorKash Fund.

Two panel members from YorKash spoke to Members. They said that there had been a good response to the project and they had met many times to discuss issues ultimately leading to 34 of the applicants receiving funding. The panel of young people had developed the funding criteria, the application form and the publicity for the scheme. The group also organised a press event in the City Centre distributing fortune cookies to young people.

Members expressed their thanks to the panel of young people for their hard work and congratulated them on the wide range of projects funded as well as the geographic cover of the projects chosen. They said that the application form had obviously been very well designed as the right information appeared in annex 1 of the report.

Members queried the rejection of the application from York Ebor District Scouts on the grounds that it would only benefit a small number of people. They expressed the concern that small groups will often grow into much bigger groups if funding is provided.

Officers and YorkKash panel members stated that York Ebor District Scouts had put in more than one bid for funding and had actually been awarded funds for a different project.

It was also announced that Sarah Nicholson was to cover for Carole Pugh whilst she was on maternity leave.

Advice of the Advisory Panel:

That the Executive Member be advised to approve the proposals from the YorkKash Fund as detailed in Annex 1.

Decision of the Executive Member:

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

REASON: In order to support young people's participation and involvement within the City and increase the range of activities and spaces that are open to young people.

Cllr C Runciman
Executive Member for Children's Services

Cllr G Bradley
Chair of Advisory Panel

The meeting started at 6.05 pm and finished at 7.20 pm.

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Executive Member for Children's Services - **22 January 2007**

Report of the Assistant Director (Lifelong Learning and Culture)

Big Lottery Fund: Play – Update report

1. Following the submission of the Emap paper to January's Children's services Committee, officers wish to present an update of the progress made throughout December. Since writing the paper officers have visited the seven shortlisted projects to gain further information and clarity on how these proposed schemes meet *Taking Play Forward* and Big Lottery Criteria.
2. As outlined in the full report the seven shortlisted projects currently have a total bid value of £672.8k which exceeds the available allocation by £377.6k. Officer would like to present schemes which best meet the criteria with a proposed allocation to ensure these schemes can be further developed to be included as part of the Big Lottery Portfolio.
3. On visiting to proposed projects it became apparent that 2 of the projects did not meet as many of the criteria as some of the others and therefore it is proposed that these schemes are rejected.
4. Recommendations as detailed in the original paper remain the same but now refers to the table below.

No	Description of Project	Cost	Recommended allocation
Q	Leeside Play Area (Dringhouses and Wood Thorpe)– To regenerate a once popular play area that is now losing numbers due to wear and tear of existing equipment. Funding would entail retaining the best of the existing equipment and introducing new, modern and exiting play equipment.	£52,251	£52,000
V	Rawcliffe Boulders (Rawcliffe Country Park)– to construct two large climbing boulders that will have 24 hour access for all young people to encourage them to be more adventurous with and through their play.	£88,000	£88,000
P + T	Running Wild Yorkshire Wildlife Trust in partnership with Extreme (St.Nicholas Fields, Moorlands Nature Reserve, Fishponds Wood, Clifton Backies, Acomb Wood) – Outdoor activity that challenges young people in an urban setting. – To fund a project assistant to help develop outdoor activities. The project will seek to further enhance the 5 sites and develop safe accessible play spaces whilst retaining their wild nature and develop features such as chainsaw sculpture, musical playgrounds and orienteering trails.	£63,125 + £90,000	£105,000
S	Park Grove Play Area (Guildhall)– to enhance one side of the school field which will provide play opportunities for children ages between 3 – 14 years and encourage young parents to become involved with the school and one another. As well as being open to the public the project will also be made available for children who attend a number of local out of school groups and the school itself.	£117,500	£50,000
W	Playground Zoning (Fishergate) – To remodel play areas with multi game markings, stage, benches and tables.	£28,248	Reject due to limited access
X	Therapeutic Play Zones (Examples given: 68 Centre, Heworth, Tang Hall, Moor Lane, Dringhouses) – To run three therapeutic play zones in three areas of deprivation in York. Open access for up to 40 children 8 – 13 years, 2 nights per week, 50 weeks per year in 3 areas.	£233,762	Reject due to limited access

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Meeting of Executive Members and Children's Services Advisory Panel

14 March 2007

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

Service Plans: 2007/2008

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. The planning process this year for *Learning, Culture and Children's Services* is broadly similar to the arrangements in previous years. The main change is in response to concerns about the length and complexity of some of the service plans that were submitted to the Executive Members for 2006/07 and the difficulties that this presented in monitoring progress during the year.
3. Members of EMAP will be aware that monitoring reports focus on three things: the key strategic actions identified in the service plan, financial performance and performance against performance indicators. This year, service managers have been asked to provide a much simplified account of the key strategic actions in the service plans. In practice this means that Section 4 of the planning template has been reduced to a single side of A4. This has advantages and disadvantages. Members of EMAP will find that this year's plans are more concise, more focused and more strategic. What is missing, however, is the detail about where responsibility lies for particular actions, including the deadlines for action, and the explicit links with corporate plans. More detailed action plans are available to members on request and will be submitted to inspectors during the forthcoming Annual Performance Assessment and Joint Area Review.
4. There have also been changes in national policy. The Children Act 2004 requires local authorities to produce a Children and Young People's Plan. In previous years, local authorities were also required to submit a self evaluation statement by the end of May to be followed by a visit from Ofsted and CSCI in July before the publication of the Annual Performance Assessment (APA) letter in September. On the basis of this letter, grades were awarded for inclusion in the authority's

CPA rating published in December. This requirement has changed. In future, the Annual Performance Assessment will be based on the audit of need included in the Children and Young People's Plan. Inspectors will be visiting the authority in September and government is consulting about changing the timing of the CPA feedback to February.

5. An up-dated *Children and Young People's Plan: 2007 - 2010* was adopted by the Executive at a meeting on the 27 February. The priorities in the Plan are fully reflected in the service plans.
6. The planning cycle starts in September when the Departmental Management Team (DMT) begins the process of building a budget for the following year on the basis of priorities identified in the strategic plans. Between September and December, strategic priorities are finalised in the review of the *Children and Young People's Plan*. Following agreement about the budget in January, service and group managers are required to review their performance as part of the annual service planning exercise and to produce plans for the year ahead.
7. The planning system that has evolved from this is significantly more detailed than in previous years. An annual review statement has been incorporated in the service plan itself, and the number of sections in the plan has increased to take account of corporate requirements.
8. The Service Plans recommended for approval at this meeting are based on the current management structure for the department. Proposals are being developed for a revised management structure in response to the departure of a number of senior officers in the directorate. It was felt that it would be premature to anticipate changes that might be made during the course of the year. For this reason, the service plans included in this report are organised as follows:

1 School Improvement and Staff Development

- 1.1 Education Development Service
- 1.2 School Governance Service
- 1.3 Training Development Unit

2 Access and Inclusion

- 2.1 Access
- 2.2 Special Educational Needs
- 2.3 The Youth Service

3 Children and Families

- 3.1 Children and Families

4 Lifelong Learning and Leisure

- 4.1 Arts and Culture
- 4.2 Sport and Active Leisure
- 4.3 Early Years, Extended Schools and Community
- 4.4 Adult and Community Education

5 Resource Management

- 5.1 Finance
- 5.2 Planning and Resources
- 5.3 Information Technology
- 5.4 Human Resources
- 5.5 Management Information Service

Options

- 9. 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

- 10. Not applicable.

Corporate Priorities

- 11. The service plans reflect the national and local planning framework, including the Local Area Agreement and the Children and Young People's Plan. In particular they take account of the need:
 - To increase people's knowledge and skills to improve future employment prospects',
 - To improve the contribution that Science City York makes to economic prosperity',
 - 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.

Implications

Financial

- 12. Service Plans have been produced on a timescale that ensures they reflect the budget settlement for 2007/08. Because of the timescale for reporting to EMAP, it has not been possible to include budget statements for individual services within the directorate. Final budget plans will include financial information.

Human Resources (HR)

- 13. Whilst there are no direct implications for HR arising from this report, it should be noted that the planning demands on Assistant Directors and Service Managers are increasing.

Equalities

14. There are no implications

Legal

15. 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

16. There are no implications

Information Technology (IT)

17. There are no implications

Property

18. There are no implications

Other

19. There are no implications

Risk Management

20. The risk to the authority of not maintaining service plans is that there will be no appropriate mechanism for Performance Management of the work of the directorate.

Recommendations

21. The Executive Member is recommended to approve the Service Plans attached to this report:

Reason; In order to ensure that service and group managers are in a position to implement the strategic priorities for the directorate.

Author:
Patrick Scott
Director of Learning, Culture
and Children's Services
LCCS
Tel No. 554200

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

Report Approved **Date** 27 February 2007

Patrick Scott
Director of Learning, Culture and Children's Services

Report Approved **Date** 27 February 2007

Specialist Implications Officer(s)

Financial
Richard Hartle
Head of Finance
554225.

Legal
Suzan Hemingway
Head of Civic, Democratic & Legal
551004

HR
Jo Sheen
Senior HR Business Partner
554518

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

All

For further information please contact the author of the report

Background Papers: None

Annex: Service Plans

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**Learning, Culture & Children's Services
Service Plan Report 2007 – 2008**

Contents:

Service Plan Reports

Education Development Service

School Governance Service

CPD (Training and Development) Service

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Special Education Needs

The Youth Service

Children and Families

Adult and Community Education

Early Years, Extended Schools and Community

Finance

Human Resources

Information Technology

Management Information Service

Planning and Resources



Service Plan for 2007/08

Service Plan for: Education Development Service

Directorate: Learning, Culture & Children's Services

Service Arm: School Improvement and Staff Development

Service Plan Holder: Jenny Vickers

Director: Patrick Scott

Signed off:

Executive Member: Cllr Carol Runciman

Signed off:

Section 1: The service

The Education Development Service (EDS) provides a key interface with schools. It is central to ensuring the City has a dynamic school improvement strategy which supports children and young people in accessing a high quality education. The service comprises education advisers and curriculum/phase consultants, drawing also on external consultants and partners and using the expertise of leading practitioners in schools, who provide a range of expertise which can be targeted to meet school specific needs. Within the School Improvement and Staff Development Service, EDS works very closely with the Training and Development Unit and Governance Service to promote a strategy which supports the raising of standards for children & young people of all abilities and backgrounds. 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.

The service has a clear sense of purpose and direction that has been consulted upon and agreed with schools and educational settings. This is documented in the LA/Schools Protocol, currently out for review after changes to meet the requirements of the “New Relationship with Schools”. During this period of change, prompted by the “New Relationship with Schools”, central in the new Education and Inspections Bill 2006, regular consultation will take place with schools in order to ensure the service is able to meet emerging needs and priorities and gain the benefits of the merger with Children and Families services. Maintaining a positive relationship with schools, children’s centres and educational settings is vital if all those involved in providing a high quality education are to contribute to a coherent approach which places children and young people’s needs at the forefront. The following principles underpin this relationship and working practices:

- this is an LA where “*Every Child Matters*” and the service works in partnership with schools to ensure that the needs of every child are addressed in order to help them reach their full potential
- this is also an authority that regularly reviews the quality of its service to schools and strives towards excellence in all aspects of its work
- every school has its own distinctive identity which is celebrated and which contributes to the breadth and enrichment of learning opportunities networked across the city
- each school is entitled to tailored support appropriate to its stage of development in relation to priorities identified through robust self evaluation and analysis of performance
- all services within the department have a responsibility to challenge and support schools, children’s centres and settings within a culture of self review and continuous improvement
- the expertise of senior leaders and excellent practitioners in schools is actively identified, developed and deployed as an important resource within the city-wide school improvement strategy
- there is a commitment to transparency based on trust, open dialogue, agreement on documented judgements and confidentiality at all times.
- **Dissemination of good/best practice.**

Section 2: Service Review

The service has been very successful in meeting many objectives and targets during a period of extensive change. In addition to developmental and service structural changes, there have also been significant changes in priorities and expectations from DfES and through the implementation of the Education and Inspections Act (2006). Team members are always well informed about professional requirements and ensure they regularly review their knowledge and skill base. Through professional development and opportunities for accreditation, they are always ready to meet new demands in the way they provide their service to schools, settings and client groups. They are ready to face the challenges of the next year and fully implement the New Relationship with Schools. The following review of successes and areas for further development reflect the work of a dynamic team who are able to respond to needs and identify next steps to inform the city-wide school improvement strategy:

- Met target for schools achieving Healthy Schools Standard – 50%.
- All schools signed up to the Healthy Schools agenda. Examples of good practice in multi-agency working are informing intervention programmes.
- Successful training programme on anti-smoking, drugs education and SRE.
- All secondary schools have policies which address drugs and smoking.
- Significant improvement has been made in the provision of sex and relationship advice to all secondary aged pupils.
- A closer, effective working relationship with CAMHS is contributing to a positive impact on targeted groups of young people, particularly around emotional well-being.
- Consultants are working effectively with other agencies to deliver training for staff in schools on supporting pregnant teenagers and preventing teenage pregnancies.
- Consultants are contributing, with other health/educational professionals, to improve access to services for vulnerable children and young people.
- All schools have at least a satisfactory understanding of the Every Child Matters agenda and many have made significant progress in embedding its principles in planning and self-evaluation.
- Some progress has been made in encouraging headteachers and governors to embrace partnership working. There is still some reluctance to take on a wider community leadership role due to capacity issues.
- A comprehensive range of CPD opportunities has supported senior leaders in raising standards and improving the quality of educational provision.
- Significant improvements have been made in the following areas: school self-evaluation; management of SEN/Inclusion; impact of the Intensifying Support Programme (ISP), effectively conducted without national funding; use of performance data; use of ICT to improve the quality of teaching and learning.
- Preliminary work has started on a strategy for developing leaders of the future. This will gain momentum through 2007/8.
- Attendance at governor training has improved this year. Mini-conferences and facilitated self-reviews are proving particularly successful. There is a demand for customised school based events. Unfortunately, limited capacity has prevented progress in this area due to the absence of the Governance Service Manager rather than capacity in EDS.
- Dissemination of good practice has made significant progress through the use of senior leaders to support specific schools and initiatives; dynamic Network Learning Groups; use of ASTs and Leading Practitioners; improved provision and use of ICT and new technologies.
- All schools are aware of curriculum changes with particularly good quality impact through CPD in: Foundation Stage; renewal of the Frameworks; introduction of languages in primary schools, focus on English and maths in KS3 and KS4; 14-19 strategy.

- The Personalised Learning agenda has been slow to gather momentum due to lack of clarity about its definition from DfES, SSAT, Ofsted and the National Strategies. However, a continuing focus on quality teaching and learning is having a positive impact on all key stages.
- Assessment for Learning is well embedded in most schools across the city and is supportive of pupil tracking and pupil progress across all ability groups. Significant improvement in quality and outcomes has been made using the Foundation Stage Profile. This is due to professional development, moderation processes and targeted support for identified schools.
- Good progress has been made in key aspects of the New Relationship with Schools; implementation of Secondary School Improvement Partners (SIPs) programme, followed by a phased roll out of the primary SIP programme. The majority of link advisers are SIP accredited; a new protocol for working with schools is out for consultation and restructuring of the Education Development Service (EDS) is due for completion by March 31st.
- Significant improvements have been made in schools' understanding of CVA and in-school variation.
- The use of performance data by EDS to identify schools needing intervention and support is now sophisticated and more effective. Performance data clearly informs school planning and interventions. There have been particular advances in the use of data for vulnerable groups.
- Very good progress has been made in developing and implementing an A, G & T strategy, which is broadening opportunities for this group of learners, supporting schools in identifying them and creating opportunities to meet their learning/development needs. There is a much better understanding by EDS and school leaders of how to address the needs of this group through both mainstream and additional curriculum provision. Success in accessing ISSP funding has the potential to develop a positive, realistic strategy for all secondary phase providers in the city (independent and state).
- The Training and Development Unit has expanded and developed this year in preparation for the full implementation of a Children's Workforce Strategy. It has been particularly successful in integrating new teams from the Early Years and Extended Schools and the Children and Families Service, and in addressing a broader client base.
- Clear alignment with the work of key services in Access and Inclusion has effectively supported the LA Inclusion Strategy. There has been limited outreach work from the two special schools due to a lack of capacity and commitments within each school. However, key people from these and mainstream schools have disseminated good practice and provided targeted support.
- The Extended School Agenda has made limited progress. Members of the EDS have been involved in supporting schools in aspects of its development.
- Work of EDS and Access and Inclusion are more closely aligned in activities relating to Behaviour and Attendance strategies linked to the National Strategy. There is a need for extensive work to make further improvement in this area.
- Significant progress has been made in supporting children and young people in becoming active and responsible citizens. This has been achieved through: promoting school councils in meaningful contexts; support for the work of the Children and Young People's Champion; involving young people with LDD in all consultation activities and school council events; reporting back to young people on how their views have been listened to, acted on and contributed to shaping policies.
- There has been a delay in the implementation of the Young York Award due to capacity issues. There are plans in place to ensure this is launched in 2007/8.
- Although there has been progress in improving the quality of arrangements and practice at key transition points in the lives of children and young people, it continues to be an area for further development. Significant improvements have been made at the Foundation Stage/KS1 interface and some good progress through new cluster initiatives. The focus on primary/secondary transition by the national strategies will contribute to this priority.

- The 14-19 strategy has gained in momentum over the last year. There is city-wide commitment from all key parties to develop vocational learning as an entitlement for all 14-19 year olds. Particularly good progress has been made in development of the specialised diplomas; involvement of business partners through effective partnership working with NYBEP; the work of two schools involved in the QCA Curriculum
- Framework pilot focusing on work readiness and enterprise learning; preparation for the opening of the 14-16 vocational skills centre; the improvement of work related learning experiences with training providers (endorsed by Ofsted); the involvement of young people in shaping and evaluating the 14-19 strategy. It is anticipated that the one year secondment of a headteacher, with a remit to ensure the coherence of the strategy is translated into high quality operational practice, will ensure good progress is maintained and opportunities are extended in this area.
- There has been a slight improvement in the retention, attainment and progression in to education, employment and training of the post 16 group. Curriculum consultants have provided support for English and maths departments to raise attainment in those subjects, and a senior adviser is leading the city-wide steering group on the Functional Skills agenda. A web-based 14-19 prospectus for York is out for consultation with headteachers and key partners and a pilot will be launched late in the Spring term and is on track to meet the national deadline. Meeting the needs of vulnerable young people continues to be an area for development. However, there have been improvements through better use of performance data, access to advice and guidance and well-targeted interventions and support.
- A notably positive ethos is being fostered across the city within which institutions and organisations (HE, business and Commerce, the Heritage sector) contribute readily to educational initiatives in organic partnerships.
- Highly effective work is being done on raising aspirations of under-represented groups in HE; secondary phase work is being extended into primary schools.

Section 3: Drivers for Change

Driver	How might this affect our service?	Source
Appointment of Director and Two New Assistant Directors, and Re-structure of the Department	Implement new structures, embrace new roles, remits and working practices. This needs to be reflected in effective collaborative working which will further secure high standards when measured against each of the five outcomes of Every Child Matters and the Children & Young People's Plan. This work will be underpinned by the extended remit of the new Training and Development Unit.	Retirements and promotions
New Relationship with Schools	Help schools to ensure that workforce remodelling is exploited to offer a solution to the opportunities and challenges of personalisation, vocational learning and extended schools.	New Relationship with Schools
	It will be essential to embed internal structures and systems to ensure the current quality of service focused on raising standards and the quality of education provided is enhanced by the SIP programme	Implementation and QA of SIPs programme
	Help schools develop rigorous self evaluation systems and use the evidence from them to inform development planning which secures improvements in standards and educational provision for all learners, including the most vulnerable groups.	2005 Ofsted framework and SSE requirements
Implementation of the Education & Inspections Act 2006	Work with schools to prepare them for the changes introduced in the Education (Act) 2006 and to ensure the continuing focus on quality for all.	Education Act 2006
Changes in curriculum design across all phases	We need to support schools and all LA services to understand the implications of curriculum change for planning, use of resources and capital programmes in the short and longer term, whilst maintaining a focus on raising standards for young people currently in schools. Renewal of the primary framework and implementation of the primary languages initiative will support and generate the next phase of improvement. Within KS3 and KS4 there will be increasing focus on improvements in pupil outcomes in terms of the implementation of functional skills and the development of soft skills (critical thinking, team work, creativity, research). Targeted interventions will maximise opportunities for learners to achieve 5 A* - C (including English & maths). 14-19 developments will ensure increased breadth of opportunity for applied learning for students across the ability range.	Renewed primary frameworks MFL strategy QCA KS3 curriculum review 14-19 diploma guidance

Driver	How might this affect our service?	Source
Changes to the 0 – 5 Strategy	From September 2008 the statutory EYFS will provide detailed developmental guidance for children aged 0 – 5. Practitioners will require extensive, high quality professional development from April 2007 to ensure readiness for implementation in 2008, so that every opportunity is taken to improve outcomes for young children.	10 year childcare strategy EYFS document
Personalised learning- Progress of targeted groups	Ensure that the EDS team and other services have a common understanding of the main elements of personalisation in order to support schools in fully addressing this agenda.	DfES SSAT
New Technologies	Continue to support the development of Content and Course Management Systems (CMS) and virtual learning environments (VLEs) in preparation for 2008. Work with schools to explore and identify the role of CMS and VLEs in providing pupil access to a wide range of learning resources.	DfES requirements
Significant expectations of school leadership and management	The team needs to work more proactively with schools to identify potential leaders and those with the capacity to engage in system-wide school improvement; then to offer programmes and opportunities for them to raise their aspirations, achieve their ambitions and contribute to enhance the quality of provision across the city. A strategic approach to professional development will include opportunities to contribute to the City of York School Improvement Strategy.	Demographic trends identifies the clear need for succession planning.
School Re-organisation and New Builds	Expertise from within the team will be needed to support headteachers, governing bodies and colleagues in ensuring highly successful outcomes for children, young people and communities both during the process of change and beyond.	Children's Centres New builds Federations and amalgamations
Development of Children's Centres	Ensure the Children's centres operate as a focus for locality working and community leadership. Multi agency working will continue to be a focus for development, both reflecting and responding to the needs of the community. Developing locality working and models of collaborative leadership will be a significant priority.	Children's Centres
New APA/JAR Arrangements	These will have a significant influence on planning, evaluation of impact and cross service work, and will validate our quality assurance judgements and raise further challenges.	New APA/JAR guidance
Beacon Activity	Although the outcome of our Beacon application for school improvement will not be known until March 2007, we need to factor in the possibility of this additional work as we plan for the year ahead.	Beacon bid

Section 4: Reporting to Members on Key Service Objectives for 2007/08

Objective 1: Promote healthy lifestyles

- Increase the number of schools achieving the Healthy School Standard Mar 08
- Contribute to the training programme for all front line staff involved in Sex and Relationship Education Dec 07
- Promote the social and emotional development of the primary and secondary school population across the city through the SEAL programme Mar 08
- Work with schools to improve systems, which support emotional well-being and resilience. Mar 08

Objective 2: Raise the standards of achievement and support all children and young people in reaching their potential

- Develop excellence in leadership and management across all schools Mar 08
- Provide strategic support for all intervention programmes Sept 07
- Improve school-based assessment so that teachers become better at working out what children need to learn Mar 08
- Promote school self-evaluation and establish a LA system for monitoring progress and evaluating outcomes Sept 07
- Implement the School Improvement Partner (SIP) programme to work alongside the EDS in raising standards. Sept 07
- Make better provision for Able, Gifted and Talented pupils particularly through the Independent and State School Partnership (ISSP) Sept 07
- Appoint two Advanced Skills Teachers and establish a partnership with York University to tackle weaknesses in science education April 07
- Improve the support provided for particular groups of children and young people whose academic performance is below the city average Mar 08
- Support the development of personalised learning in all schools Mar 08
- Improve provision at the Pupil Referral Unit Mar 08
- Enhance skills and knowledge of all staff in the use of new technologies. Mar 08

Objective 3: Provide high quality early years experience

- Establish clear procedures for ensuring good quality of provision in the network of Children's Centres Sept 07
- Provide targeted support for schools where assessment and moderation procedures are insecure. Sept 07

Objective 4: Support children, young people and families in making a positive contribution

- Reduce the number of young people educated other than at school Mar 08
- Improve curriculum provision for those disaffected with school. Sept 07

Objective 5: Increase the number of young people actively engaged in education and training

- Appoint a 14-19 co-ordinator to support the introduction of specialised diplomas and ensure that the 14-19 strategy is implemented Mar 08
- Introduce a web-based prospectus of 14-19 curriculum provision Sept 07
- Prepare schools for the introduction of Functional Skills in literacy, numeracy and ICT Sept 07

Section 5: Measures

2007/08 to 2009/10 Target setting for Service Planning 07/08 ~ School Improvement & Staff Development																			
Code	Description of PI	Service Manager	Historical Trend			06/07				07/08				08/09	09/10	05/06	PI appears as a Key PI	Reasons and rationale behind the targets set	
			03/04	04/05	05/06	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	Target	Target	Unitary Average			
CYP8.1 (BVPI - 41)	Percentage of end of KS2 pupils in schools maintained by the local authority achieving Level 4 or above in the Key Stage 2 English test	Jenny Vickers	75.3%	80.0%	81.0%	actual		82%			actual							03/P9	Targets set as a part of the LAA process
			85%	88%	88.0%	profile				86%	profile		85%	85%	86%	77.3%			
CYP8.2 (BVPI 40)	Percentage of end of KS2 pupils in schools maintained by the local authority achieving Level 4 or above in the Key Stage 2 Mathematics	Jenny Vickers	73.7%	79.0%	78.0%	actual		78%			actual							P8	Targets set as a part of the LAA process
			83.0%	87.0%	87.0%	profile				85%	profile		85%	85%	86%	74.1%			
CYP8.3	Percentage of end of KS2 pupils in schools maintained by the local authority achieving Level 4 or above in the Key Stage 2 Science test	Jenny Vickers			88%	actual		86%			actual			89%	89%	90%		P8	Targets now in line with LAA
CYP8.4	KS3 to KS4 Contextual Value Added score (for pupils at the end of KS4)	Jenny Vickers				actual			1000.6	actual				1002	1003	1004			Indicator changed to contextual value added. VA no longer calculated by DfES.
CYP8.7	% of pupils living in the 30% most deprived areas in the country (IDAC) gaining L4+ in English at KS2	Jenny Vickers			66%	actual			67%	actual				72%	73%	75%		P5/P8	Targets set as a part of the LAA process
CYP8.8	% of pupils living in the 30% most deprived areas in the country (IDAC) gaining L4+ in Maths at KS2	Jenny Vickers			62%	actual			64%	actual				71%	72%	74%		P5/P8	Targets set as a part of the LAA process
CYP8.9	% of pupils living in the 30% most deprived areas in the country (IDAC) gaining L4+ in Science at KS2	Jenny Vickers			76%	actual			75%	actual				79%	80%	82%		P5/P8	Targets set as a part of the LAA process
CYP8.10	% of pupils living in the 30% most deprived areas in the country (IDAC) gaining 5 A*-C including Maths and English, at GCSE	Jenny Vickers			26%	actual		25%		actual				35%	36.5%	38.5%		P5	Revision made to 05/06 and 06/07 actuals. Targets lowered as a result
CYP16.2	% of young people (aged 19) with Level 2 qualifications (LSC PI)	Jenny Vickers				actual			72%	actual				75%	78%	81%			Targets set as a part of the LAA process
CYP17.1	% of young people achieving at least one vocational qualification at the end of KS4	Jenny Vickers			33.3%	actual			40.5%	actual				45%	50%	55%		P5	Amendment to description. 05/06 and 06/07 actuals revised. Targets revised upwards.
CYP17.2	Number of vocational entries at the end of KS4	Jenny Vickers			551	actual			787	actual				1000	1150	1250		05/P5	Amendment to description. Targets revised upwards.
CYP17.3	Number of students starting vocational diplomas at levels 1, 2 or 3	Jenny Vickers				actual				actual				150	250				Targets set as a part of the LAA process
BVPI 38	Percentage of 15-year-old pupils in schools maintained by the local authority achieving five or more GCSE's at grades A* - C or equivalent	Jenny Vickers	58.9%	56.6%	(60.6%) 59.8%	actual		61.7%	(62.1%)		actual			67.5%	68.0%	69.0%	53.2%	03	Targets revised upwards to reflect latest target setting round with schools. 06/07 figure revised upwards to reflect latest validated DfES data.
			63.0%	64%	64%	profile				65.0%	profile								
BVPI 39	Percentage of 15-year-old pupils in schools maintained by the local education authority achieving 5 GCSE's or equivalent at grades A*-G (Including English & Maths)	Jenny Vickers	90.2%	90.50%	(91.2%) 89.9%	actual		90.9%	(91.4%)		actual			95.2%	95.2%	95.2%	87.8%		Target of 95.2% highly aspirational and thus no increase in 09/10. 06/07 figure revised upwards to reflect latest validated DfES data.
			93.0%	95% (PSA 96%)	95%	profile				95.1%	profile								
BVPI 181a	Percentage of end of KS3 pupils in schools maintained by the local education authority achieving level 5 or above in the Key Stage 3 test in English	Jenny Vickers	76%	75%	79.0%	actual		77%			actual			83%	84%	84%	72.17%		08/09 Target revised upwards to reflect latest target setting round with schools. 09/10 target above FFT Type D estimate (top 25% VA)
			79%	80%	80%	profile				82%	profile								

2007/08 to 2009/10 Target setting for Service Planning 07/08 – School Improvement & Staff Development

Code	Description of PI	Service Manager	Historical Trend			06/07			07/08			08/09		09/10		PI appears as Key PI	Reasons and rationale behind the targets set
			03/04	04/05	05/06	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Monitor (10/10/07)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Monitor (10/10/07)	Target	Average	Target	Average		
BVPI 181b	Percentage of end of KS3 pupils in schools maintained by the local education authority achieving level 4 or above in the Key Stage 3 test in Maths	Jenny Vickers	77%	77%	80%	actual	82%	83%	actual	84%	85%	85%	72.96%	85%	85%	06/09 Target revised upwards to reflect latest target setting round with schools. 09/10 target in line with FFT Type D estimate (top 25% VA)	
BVPI 181c	Percentage of end of KS3 pupils in schools maintained by the local education authority achieving level 5 or above in the Key Stage 3 test in Maths	Jenny Vickers	74%	73%	76%	actual	78%	79%	actual	80%	81%	82%	67.10%	81%	81%	06/10 target above FFT Type D estimate (top 25% VA)	
BVPI 181d	Percentage of end of KS3 pupils in schools maintained by the local education authority achieving level 4 or above in the Key Stage 3 test in Maths	Jenny Vickers	80%	79%	81%	actual	80%	80%	actual	81%	81%	81%	67.10%	81%	81%	06/10 target above FFT Type D estimate (top 25% VA)	
BVPI 194a	Percentage of end of KS2 pupils in schools maintained by the local authority achieving level 5 or above in the Key Stage 2 English test	Jenny Vickers	25.1%	33%	26%	actual	37%	42%	actual	42%	42%	42%	25.0%	42%	42%	06/10 Targets above FFT Type B estimates	
BVPI 194b	Percentage of end of KS2 pupils in schools maintained by the local authority achieving level 5 or above in the Key Stage 2 English test	Jenny Vickers	30.8%	35%	35%	actual	37%	40%	actual	40%	40%	40%	30.0%	40%	40%	06/10 Targets above FFT Type B estimates	
EDS5	Score of at least 100.3 for KS3	Jenny Vickers	100.7	100.2	100.3	actual	100.3	100.3	actual	100.4	100.4	100.4	100.4	100.4	100.4	Targets revised upwards	
EDS6	% of pupils achieving A* or A in GCSE (including English)	Jenny Vickers	18.8%	17.5%	20.1%	actual	20.9%	20.0%	actual	20.0%	23.0%	24.0%	24.0%	24.0%	24.0%	Targets revised upwards	
EDS7	LEA's support for gifted and talented pupils (AC School Survey 3.1.2)	Tricia Ellison	2.7	2.38	2.21	actual	2.33	2.2	actual	2.1	2.0	2.0	2.0	2.0	2.0	Change to description to reflect current Ofsted categories	
EDS8	Number of pupils participating in enrichment programmes (academic year reporting)	Tricia Ellison	114	300	405	actual	450	450	actual	475	500	525	525	525	525	Foundation stage results likely to plateau or fall due to moderation and improvement in understanding by schools. Target of 7.2 represents significant challenge.	
EDS14	No. of schools 'Causing Concern' LEA assessment	Jenny Vickers	7	4	4	actual	4	4	actual	4	4	4	4	4	4	Target revised downwards for 2008/09. This reflects current national VA calculations, where only a very small percentage of LA's achieve 'Causing Concern' status. Specific circumstances in London VA tends to be very high.	
EDS15	Improve Ofsted category	Jenny Vickers	0	0	0	actual	0	0	actual	0	0	0	0	0	0	Indicator changed to contextual value added. VA no longer calculated by Ofsted.	
EDS16	APS at Foundation Stage	Jenny Vickers	6.8	7.0	7.1	actual	6.9	7.1	actual	7.2	7.2	7.2	7.2	7.2	7.2	Request to delete. This PI is CYP17.1	
EDS17	APS at KS1	Jenny Vickers	15.9	15.6	15.6	actual	15.6	15.8	actual	16.0	16.2	16.3	16.3	16.3	16.3	Target revised downwards for 2008/09. This reflects current national VA calculations, where only a very small percentage of LA's achieve 'Causing Concern' status. Specific circumstances in London VA tends to be very high.	
EDS18	Value Added score KS1 to KS2	Jenny Vickers	99.5	99.9	100.2	actual	99.7	100.3	actual	100.3	100.3	100.3	100.3	100.3	100.3	Indicator changed to contextual value added. VA no longer calculated by Ofsted.	
EDS19	Contextual Value Added score KS2 to KS4	Jenny Vickers	987.9	995.5	995.5	actual	1002.3	1002.3	actual	1003.0	1004.0	1005.0	1005.0	1005.0	1005.0	Request to delete. This PI is CYP17.1	
EDS21	% of End of KS4 pupils taking a vocational subject	Jenny Vickers	13.3%	22.1%	33.1%	actual	48.5%	38.0%	actual	45.0%	50.0%	50.0%	50.0%	50.0%	50.0%	Request to delete. This PI is CYP17.1	
EDS 22	% of 15 year old pupils in schools maintained by the LA achieving equivalent grades A*-C (including English and Maths)	Jenny Vickers				actual			actual							NEW INDICATOR	

Any PI No. that is shown in yellow indicates that this PI is a Local Area Agreement PI

PI is lower than the lower quartile mark when comparing to 2 Actual is worse than the profile by the tolerance factor

PI is better than the lower quartile mark when comparing to 2 Actual is better than the profile by the tolerance factor

PI is better than the lower quartile mark when comparing to 2 Actual is better than the profile by the tolerance factor

PI is worse than the profile by the tolerance factor

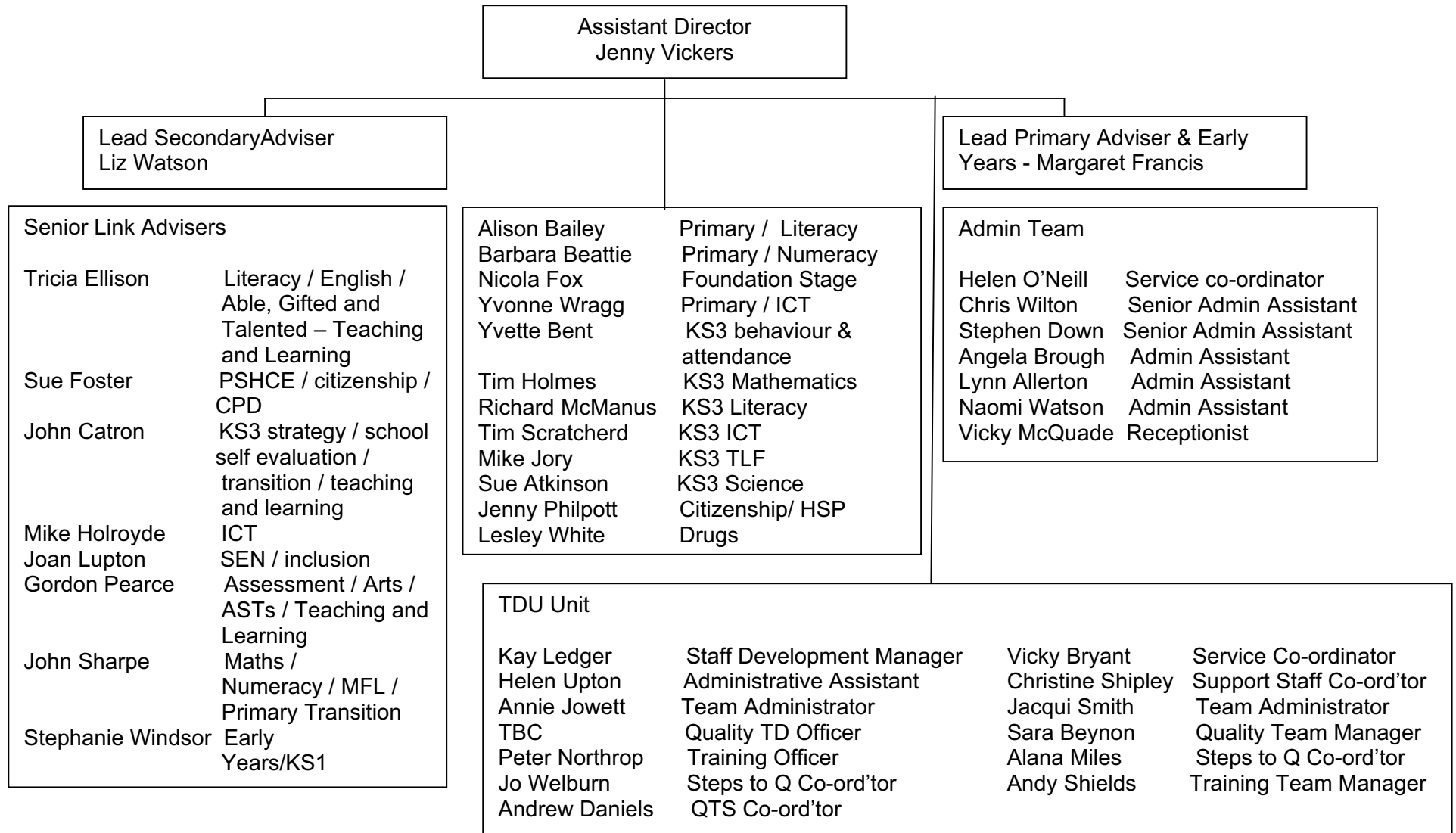
PI is worse than the profile by the tolerance factor

PI is worse than the profile by the tolerance factor

03/05 Indicates that this PI appears as a Key PI in the CYP 2007/10 and or supports a Corporate Priority

Section 6: Financial resources

Section 7: Human resources



Section 8: Monitoring and reporting arrangements

Monitoring and evaluation of the work of the team is undertaken through extensive formal, informal, local and national strategy systems. These ensure that all members within the team are working to agreed priorities through detailed action plans. The following mechanisms are used to track progress:

- review of Notes of Visit, written by consultants, senior advisers and SIPs, by the AD for (School Improvement and Staff Development) and lead phase advisers
- weekly EDS briefings and sharing of information ensures that the AD for School Improvement and Staff Development and Lead Advisers maintain an overview of school specific issues
- regular mini-team meetings to report on Key Stage and subject specific activity are minuted and appropriate action taken
- half termly School Monitoring Group Meetings provide an opportunity for senior officers from other services which impact on schools to share information and raise areas for concern
- regular focused review of the impact of intervention strategies such as ISP to ensure they are on track to gain maximum impact
- analysis of end of Key Stage performance data
- performance development interviews are used to discuss strengths, weaknesses and development needs of team members
- twice yearly completion of 'Impact Sheets' which focus on quality of outcomes against each area of activity
- reports to AD/Director/Executive Member through 1:1s and EMAP
- discussions with Regional Strategy Managers responsible for national strategies
- reports to key groups/partnerships
- development and implementation of locality based working which will focus on data for that particular area
- twice yearly regional review reports from National Strategy Officers (and our responses to those reports)
- responses to regional Notes of Visit
- termly minuted secondary strand update meetings (LM, consultants, JC, LW)
- reports from lead practitioners (ASTs/LTs) working on specific projects
- evaluations of courses, conferences (including partnership training, eg YSIS) – projects
- specific comments in Ofsted reports on the effectiveness of LA interventions
- database of feedback from key stakeholders.

Evidence from these systems is gathered and evaluated by key members of staff who then report on progress through the formal systems three times each year. A progress report is submitted as part of the departmental report to EMAP. This includes:

- a brief summary of progress against each priority
- a PI summary
- a financial statement.

Modifications are made to action plans if and when appropriate through the year.

Annex: Corporate compliance statement

Actions/Evidence	Deadline
Equalities action/s	
Through the introduction of locality working, improve access to learning opportunities and services for all client groups, particularly the most disadvantaged and vulnerable.	January - March 2008
Improvements in performance data will ensure that under-performance of target groups is clearly identified and followed by targeted intervention to ensure equality of access, consultation and effective involvement of stakeholders.	April 2008 – ongoing
Support will continue to be targeted at those schools/departments which are failing to provide sufficient value added for identified groups of learners at particular key stages.	September 2007
The re-organisation of the EDS Team to include officers responsible for the Traveller Education and BME will lead to better coherence between the work of the EDS Team and these support services which will benefit client groups.	April 2007
Curriculum expansion, through the introduction of Specialised Diplomas and the opening of Danesgate Skills Centre, will offer a wider range of applied courses so addressing the needs of learners not well provided for in the traditional curriculum.	September 2007 – September 2008
The considerable increase in new arrivals to the city has demanded more intensive support for schools attended by new families. Resources have been made available and support targeted towards these groups.	September 2007 – September 2008
DDA raised awareness of EDS, MIS and schools, to the implications of implementation of new DDA regulations.	September 2007 – September 2008
Safer City action/s	
Incorporating the work of the Connexions Services in the Local Authority will help to ensure closer working with the Youth Service and streamline support for learners in danger of opting out of education and training, particularly in Key Stage 4 and beyond.	April 2007
Ensure there are robust procedures in place for ensuring that all adults who work with children have been cleared through appropriate child protection procedures.	April 2007
Continue to take appropriate action based on the outcomes of the annual Bullying Survey.	Summer 2007
Continue to develop a range of strategies to improve attendance at school, particularly for those who are in danger of becoming disaffected and placing themselves at risk through truancy.	September 2007
Work to improve behaviour in schools across the city through the development of behaviour partnerships.	September 2007
Develop models of extended schools which engage potentially disaffected young people in out of hours activities which improve their self image and educational outcomes.	September 2007
Operational Risk – red risk action/s	
Improve recruitment and retention strategies to support the appointment of first class headteachers who will raise standards and improve the quality of education in our schools.	September 2007
Contribute to detailed planning schedules to support headteachers, governors and communities to agree appropriate strategies for effective school reorganisation that protects learners currently in the system and effectively manages change and guides development.	As needed
Provide an appropriate high quality induction programme and quality assurance programme for SIPs to ensure they are bringing appropriate expertise to support school improvement.	April 2007

Ensure that the appointment of new personnel and reorganisation of EDS improves the team's capacity to drive the school improvement agenda forward.	April - September 2007
Introduce a city wide 14-19 city wide education and training infrastructure which ensures that all new vocational programmes are of high quality and effectively meet the needs of all learners, including the most able and the most vulnerable.	December 2007
Ensure that VLE development is implemented and that appropriate infrastructures are in place to support this development. If possible, consolidate schools' VLE requirements with those of Adult and Community Education in order to enable a comprehensive approach to learning platforms in the City.	April 2008
Work efficiently, taking into account the fact that there is a tension between the delegation of non ring-fenced funding into schools and less funding at the centre, whilst still striving to deliver a high quality service and lead on innovation.	April 2007 – March 2008
Manage the changes to 16-19 provision in a way which enhances opportunities without de-stabilising the work of current partners.	April – July 2007
Ensure appropriate planning and preparation to address the requirements of APA/JAR and ensure that the latter is efficiently managed.	January 2008
Gershon – Efficiency improvement	
Implementation of the agreed restructure of EDS service will reduce the overall costs as a result of the redundancy of one senior adviser, 0.6 of a curriculum consultant and 0.6 of admin support.	March – September 2007
Participation of accredited SIPs within EDS will continue to supplement the Budget.	April 2007
Through a range of development opportunities, national and international, the expertise of the team will be enhanced and their marketable value increased – non-cashable efficiency saving.	April 2007
Through the new protocol for working with schools there will be smarter targeting of available expertise to schools in greatest need (intervention in inverse proportion to success) – non-cashable.	September 2007
Increase in income from fees and charges arising from the slightly above Inflation rise in SLAs for 2007/08.	April 2007

Competitiveness statement	
<p>Strategic direction of the service is at risk due to a new person in the AD (School Improvement and Staff Development) position.</p> <p>To ensure efficiency and that appropriate expertise is directed at identified priorities, the following actions are taken:</p> <ul style="list-style-type: none"> • Regular value for money checks take place when reviewing the impact of the team's work. • Appropriate external consultants and leading practitioners from York schools are commissioned to address specific improvement needs in schools, and in particular, those causing concern. • All team members engage in professional development informed by a robust performance management system. • Benchmarking against statistical neighbours and national averages is a routine procedure to assess value for money and impact of services in key areas. The quality of teaching and learning and leadership and management, together with end of Key Stage performance, is tested against Ofsted criteria. Detailed analysis, EDS termly monitoring visits and a range of local intelligence contribute to informed decisions about targeted support and challenge. • The agreed consultation procedures are well embedded and provide a range of evidence on the quality and impact of services provided. Additional information is provided through market testing exercises which include parents' survey, residents' survey, anti-bullying survey and the annual Audit Commission survey to schools on all key services within the directorate. • EDS has a good reputation for rapidly responding to outcomes from consultations, evaluations and data through the rigorous systems in place. • The quality of York services will be maintained in line with the top LAs nationally, despite a low financial settlement and minimum level of Standards Fund for national strategies. • Benchmarked against others across the country, the fact that EDS has been short-listed for Beacon status indicates the high quality service it offers to schools. • EDS will make a significant contribution to the Improvement Statement to "Increase people's skills and knowledge to improve future employment prospects". 	



Service Plan for 2007/08

Service Plan for: Governance Service

Directorate: Learning, Culture & Children's Services

Service Arm: School Improvement & Staff Development

Service Plan Holder: Sue Pagliaro

Director: Patrick Scott

Signed off:

Executive Member: Cllr Carol Runciman

Signed off:

Section 1: The service

The School Governance Service is one of three services within the re-organised School Improvement and Staff Development service of the Learning, Culture and Children's Services directorate.

Linking closely with the Education Development Service, the School Governance Service supports the process of school improvement through effective governance in City of York schools. This is achieved through several channels:

- The provision of a clerking service to support and guide the work of the governing body, including guidance on statutory and legislative issues,
- A helpline which is accessible throughout working hours to all governors,
- A wide range of training courses on both the on-going, routine work of governing bodies and new initiatives and areas of work,
- Specific, bespoke training for governing bodies on topics of their choice
- Support in recruiting governors,
- Guidance publications covering specific areas of governing body work,
- Intensive support for governing bodies of schools where there are specific concerns,
- Annual and/or termly mini-conferences open to all governors,
- A termly newsletter aimed at keeping governors up-to-date with current initiatives and development, both locally and nationally.
- Supporting the development of an independent governor voice through the established Viewpoint arrangements which provide governors with an opportunity to comment on and shape policies.
- Providing support for school employed clerks
- Monitoring the quality of governance across the City, intervening when appropriate and showing a commitment to improving what is "satisfactory".

Section 2: Service Review

Service Plan priorities addressed over the last year have been inhibited by the long term absence of the Service Manager. Some of the strategies to support the work of the team have been successful. Unfortunately, considerable turnover of staff has affected morale and cohesion. During the last term, through the appointment and induction of new staff, there is a much more cohesive approach. The new members of the team have brought a wide range of skills and a positive attitude. This is greatly enhancing the quality of the work of the service and morale of the team. Additional communication within the team about strategic issues, such as budgetary updates and feedback from the School Monitoring Group, is required to give staff a fuller picture of the work of the service, together with the opportunity to contribute to further planning, development and evaluation.

The weekly, term-time-only, managed hours contracts of employment have provided the clerks with greater flexibility and are generally felt to be successful and will be reviewed at the end of each academic year.

The continuing support of an emergency clerk has eased the workload pressure on clerks, as has the provision of additional office-based administrative support. It is a priority that this provision be maintained in order to ensure the quality of the service provided.

The new procedures for the administration of governor training has been well established and the way in which course information is disseminated and communicated to governors has been improved. Positive feedback from governors has proved this. Attendance at governor training has slowly improved.

The non-LA clerks support group has been established, but the content and timing of the meetings need to be considered. There will be a focus on disseminating good practice and raising issues for service improvement.

The number of schools buying into the clerking service has decreased due to staffing problems but is slowly increasing. The schools already buying into the service are making greater demands in terms of clerking for committee meetings, joint working parties and so on. The service has the potential to become a growth area despite not meeting performance indicator targets for the number of schools buying into the service.

There is still considerable interest from members of the public in becoming a LA governor, but there has been a backlog in processing applications from them. The processing was significantly hindered by the absence of the service manager, this has now been addressed and by the end of the financial year should be on target. The process for appointing LA governors has become more rigorous and transparent. This is appreciated by headteachers, governors and Members.

There has been a marked improvement in the attendance and engagement at Chairs' briefing sessions by Chairs of Governors. The last two have been attended by 90% of chairs.

Section 3: Drivers for Change

Driver	How might this affect our service?	Source
Breadth of knowledge needed		
Governing Body Self Review linked to whole school self evaluation	<p>A mechanism, through GB self-review and/or internally generated “health check”, has been established to help identify areas in which each governing body could operate effectively. A process of initiating support for such GBs has been put in place, with the first eight having been planned for the Spring Term.</p> <p>Governing Body Self Review needs to be closely aligned to all other tools for self review within school. The outcome from these reviews should be fed into their Self Evaluation Form (SEF). Identified areas for action need to be explicit within the School Improvement Plan.</p>	
Headteachers’ and Governing Bodies work/life balance	<p>There has been movement towards meetings being held during the daytime and early evening although some schools still need to address work/life balance. There has been an increased governor attendance as governors come straight from work. Chairs of governors may need to be encouraged to be more rigorous in their approach to managing the length of meetings. A group of primary headteachers is currently reviewing work/life balance.</p>	
Education and Inspections Bill 2006	<p>Increasing demands on governing bodies are outlined in the bill.</p>	
Customer satisfaction	<p>Following the Customer Satisfaction Survey, a number of issues were addressed including improved communication, changes to the Governors Conference, and the setting up of the Clerks Support Group. However, several schools are continuing to complain about continuity of clerks and this still needs to be addressed.</p>	
Governing the School of the Future	<p>The implications within this need to be addressed by the Service through training programmes.</p>	
Financial Management Standards in Schools	<p>Governors will have key responsibilities for achievement of the FMSiS.</p> <p>Governance to consult with the Finance Department to compile a folder of documents to assist Primary Schools in achieving the standard.</p>	

Workforce remodelling Agenda	It is essential that governors are fully aware of the role, remit and performance of all staff, including teaching assistants and administrative staff.	
Change of Director and Assistant Director and restructure	A new AD for governance will take up his/her post in September.	
Performance Management	There will be major changes to performance management from September 2007, with pay for teachers being performance related. The role of the SIP in contributing to this process is a significant change.	

Section 4: Reporting to Members on Key Service Objectives for 2007/8

Objective 1	Ensure correct checking procedures are being used by schools for CRB and list 99 checking of governors.	On-going
	<ul style="list-style-type: none"> • Ensure all LA governors are CRB checked and that schools are aware of the correct procedures. 	
Objective 2	Develop excellence in leadership and management for headteachers and school leadership teams.	On-going
	<ul style="list-style-type: none"> • Continue to measure the effectiveness of Governing Bodies by offering support and training for Self Reviews, identify individual governors/governing bodies where training is required on specific issues and continue to provide a support group for non-LA clerks to improve their knowledge and understanding of key issues. 	
Objective 3	Help to address headteachers' and Governors' work/life balance.	On-going
	<ul style="list-style-type: none"> • Plan and deliver training for governors on addressing headteacher and governor work/life balance. 	
Objective 4	Ensure a training review takes place.	On-going
	<ul style="list-style-type: none"> • Review and modify the training programme. 	
Objective 5	Develop an action plan to promote excellence in all aspects of governance and clerking support.	September 2007
	<ul style="list-style-type: none"> • Promote the clerking service through: visits to chairs and heads to discuss current service, target schools with known clerking vacancies, feedback good news and report on actions taken to address complaints. 	
Objective 6	Develop standard operating procedures for all members of the team which includes a cycle of reviews for school policies, change of chairs etc.	September 2007
	<ul style="list-style-type: none"> • Monitor tasks and progress for clerks, admin and manager to ensure high standards and ensure the service manual includes procedures which are used during inductions. 	
Objective 7	Help headteachers and governors to embrace partnership working and become community leaders that take responsibility in key areas for achievement across their locality.	On-going
	<ul style="list-style-type: none"> • Use examples of good practice from the Children's Centres to promote positive partnership working. 	
Objective 8	Ensure governors are able to take full responsibility for their role in school improvement through participation in training and development opportunities.	On-going
	<ul style="list-style-type: none"> • Through all aspects of training and support, emphasise the role of governors in promoting school improvement and holding leadership teams to account. 	
Objective 9	Ensure that all 6,400 families living in the reach areas of the Children's Centres receive individual contacts from the centre by 2008.	On-going
	<ul style="list-style-type: none"> • Through key issue papers and regular briefings from key partners, provide governors with essential information to ensure they are fully aware of services available to their community at the nearest Children's Centres. 	

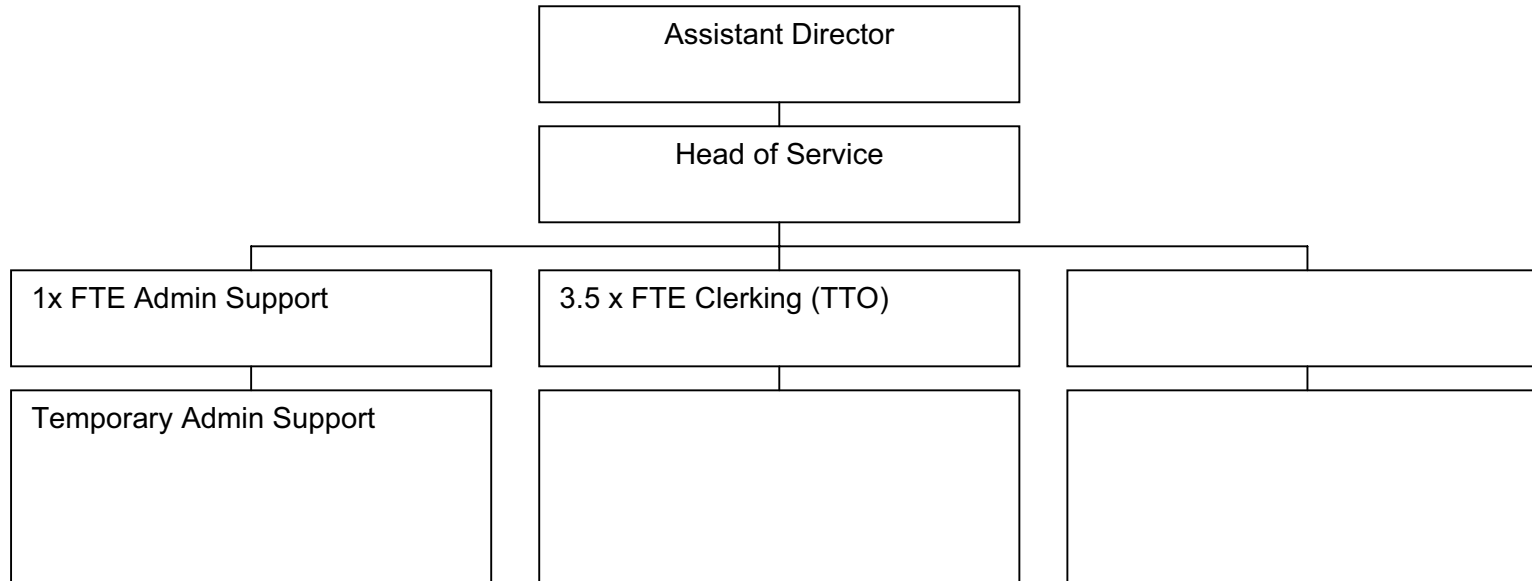
Section 5: Measures

2007/08 to 2009/10 Target setting for Service Planning 07/08 ~ School Improvement & Staff Development																		
Code	Description of PI	Service Manager	Historical Trend			06/07				07/08				08/09	09/10	05/06	PI appears as a Key PI	Reasons and rationale behind the targets set
			03/04	04/05	05/06		1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)		1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	Target		
GOV1	% of LA Governor vacancies in a year not filled	Sue Pagliaro	1%	2%	2%	actual	2%	2%	3%		actual							
			7%	7%	2%	profile	2%	2%	2%	2%	profile	2%	2%	2%				
GOV2	% of LA Governor vacancies filled within 6 months of the post becoming vacant	Sue Pagliaro	76%	89%	97%	actual					actual				92%	93%	95%	
			40%	76%	90%	profile				91%	profile							
GOV3	% of new Governors attending training	Sue Pagliaro	51%	51%	52%	actual					actual				60%	65%	75%	
			70%	55%	53%	profile				55%	profile							
GOV4	Service satisfaction survey (% attaining Satisfactory, Good or Very Good response from AC Schools survey)	Sue Pagliaro	89%	96%	96%	actual		100%			actual				96%	96%	100%	
			90%	89%	96%	profile				96%	profile							
GOV5	% of buy back by schools for the clerking service	Sue Pagliaro	52%	54%	55%	actual					actual				56%	57%	60%	
			60%	55%	55%	profile				55%	profile							
GOV6	Governance Services Customer Satisfaction Survey: % of respondents who record good or above satisfaction	Sue Pagliaro				actual	83%				actual				85%			
						profile	Baseline to be established by 2006/7 Governance Service Survey				profile							
GOV7	Clerking Services Customer Satisfaction Survey: % of respondents who record good or above satisfaction	Sue Pagliaro				actual	81%				actual				85%			
						profile	Baseline to be established by 2006/7 Governance Service Survey				profile							
GOV8	Number of schools carrying out a governing body self review	Sue Pagliaro				actual					actual			+12	+18	+25		
						profile					profile	8	0	4				
	Any PI No. that is shown in yellow indicates that this PI is a Local Area Agreement PI																	
	PI is lower than the lower quartile mark when comparing to available Quartile information for that year																	
	PI is higher than the upper quartile mark when comparing to available Quartile information for that year																	
	Actual is better than the profile by the tolerance factor																	
	Actual is worse than the profile by the tolerance factor																	
03/P5	Indicates that this PI appears as a Key PI in the CYPP 2007/10 and/or supports a Corporate Priority																	

Section 6: Financial resources

Section 7: Human resources

Please include a full description of the staff involved in delivering your service.



Section 8: Monitoring and reporting arrangements

- Termly service review meetings inform the monitoring report and will be planned according to the monitoring timetable. (To be timetabled)
- PIs to be set by the whole team in consultation with Margi Charlson (quarterly updated on performance requested by team. Include GB Self Review as PI?)
- Bi-annual customer satisfaction survey to be carried out to establish a baseline for future governor support and Service development
- Carry out a GB “health check” and initiate GB self-evaluations to identify which schools need specific/additional support relating to governance.
- Monitoring visits to GBs, including those that don’t buy back into the service, by the Service Manager could be part of this.
- Through team meetings, clerks could identify those schools in need of additional support.
- Through clerks’ performance appraisals set targets for improvement and identify training needs, linked to Service Plan priorities.

Annex: Corporate compliance statement

Actions/Evidence	Deadline
Equalities action/s <ul style="list-style-type: none"> • Include equality statement on new application form • Monitor equality/disability • Ensure more equitable support for LA and school-based clerks • Include equality issues in recruitment training for governors • Ensure part-time and family-friendly employment opportunities continue to be offered within the service 	
Safer City action/s <ul style="list-style-type: none"> • Introduce a more stringent security checking system for new governors • Raise governor awareness of safer recruitment processes • Reinforce the governors' responsibility for ensuring a safe environment in schools • Continue to provide robust health and safety training for governors 	
Operational Risk – red risk action/s <ul style="list-style-type: none"> • If the number of customers drops there would be implications for the viability of the clerking service and for the employment and security of staff. • The consequences of failing to meet customer needs are that schools may choose to opt out of the service which would have a significant financial impact • Turnover of staff may lead to lack of constituency of service, with opt-out consequences and implications for quality and relationship with schools 	
Gershon – Efficiency improvement <ul style="list-style-type: none"> • Increase in charges to schools in line with inflation • Development and clarification of office procedures gives greater confidence in the system and less time consuming working practices • Lower grade admin support releases clerks from routine tasks, which enables them to work more efficiently and target their skills at an appropriate level. 	
Competitiveness statement <ul style="list-style-type: none"> • A customer satisfaction survey will confirm the value of the service, and highlight areas for improvement. • Promoting the clerking service amongst schools which currently employ their own clerk may establish new customers and give some indication of future growth. • The employment of some skilled and trained staff on casual contracts will ensure continuity of service delivery. • There is a national benchmarking exercise into which the Governance Service feeds. This gives an excellent indication of how the service compares to those in our statistical neighbour authorities, as well as nationwide. • There is a value for money analysis at the end of each financial year to ensure that the service remains competitive against external providers. • Enhancing the skills and knowledge of clerks through training ensures that they are in a position to provide a comprehensive service to governing bodies, including legal 	



Service Plan for 2007/08

Service Plan for: Training & Development Unit

Directorate: Learning, Culture and Children's Services

Service Arm: School Improvement & Staff Development

Service Plan Holder: Jenny Vickers

Director: Patrick Scott

Signed off:

Executive Member: Cllr. Carol Runciman

Signed off:

Section 1: The service

The motivation and self-esteem of all staff working with and for children in Learning, Culture and Children's Services is a high priority and to this end we are committed to recruiting a well-qualified, talented and creative workforce, and to supporting continuing professional development throughout their career. We will develop and implement a coherent strategy building on a common core of skills and knowledge and understanding, to facilitate a developmental process including career pathways which will meet the varying needs of children, young people and their families. At the same time we will offer flexibility of working practices which promotes equal access to career development across the whole service.

The Training & Development Unit will ensure the delivery of a high quality, continuous, systematic and focused strategy for professional development at all levels. This strategy will seek to offer/broker/commission a wide range of accredited and non-accredited programmes in a structured and fully supported learning environment from recruitment and induction through to senior leadership and beyond, based on national standards and codes of practice. Partnership working and collaboration at all stages will be paramount.

There will be a commitment to high quality provision, active involvement and rigorous evaluation. Instrumental to the delivery of the strategy will be access to expertise available from staff within Learning, Culture & Children's Services and from external providers. This will include Education and Social Work Leaders, Advisers, Consultants, and leading practitioners from within the Service who have proven and effective practice. Best Value principles will be deployed to ensure appropriate provision.

The strategy will support all staff across the Service and in schools in the development of professional learning communities, able to build the capacity to understand how well they are doing, to develop dynamically in relation to need and to know what they must do to improve. There will be a commitment to the development of autonomous, self-critical, self-evaluating teams supported by the Government's Common Core Framework (Every Child Matters Change for Children)

We will promote succession planning and maintain the capacity for continuous improvement. We will work to ensure all members of staff are aware of the strategies being developed nationally and encourage staff to work within Networked Learning Communities/Learning Sets.

Clear links will be made, through a collaborative approach and via existing systems, with strategic plans of staff in schools, other settings, children's workforce, integrated children's centres, children's social services team, foster carers, residential care for children.

The service will work towards becoming a broader strategic children's workforce service based centrally, where the main customers for the service will be staff working within LCCS, staff in schools, settings and other agencies as appropriate.

Section 2: Service Review

Growing from the established CPD unit, a Training and Development Unit has evolved in its own right, based at Eccles, bringing together personnel from schools, other services such as Children and Families, Early Years and Extended Schools, and a range of other agencies. In order to do this the following strategy was established and implemented:

- created an effective communication strategy, which involved consultation with all service managers and training providers
- recruited staff to additional posts
- re-designed job descriptions in accordance with HR and CYC procedures,
- continued to provide specialist CPD activities in Education, Early Years and Children & Families,
- began to work towards a team approach to training and development across Learning, Culture & Children's Services,
- supported the workforce strategy group and the training and development group of YorOK Board,
- developed a web-based database to facilitate improved access to CPD activities,
- worked in partnership with other departments, EYES, Sport and Active Leisure, HR, Finance, Governance and Children & Families in developing a culture and method of operation which is inclusive of all those working for and with children in LCCS,
- began to address common issues in training and development for Learning, Culture & Children's Services and planned core training for 2007/8.

Section 3: Drivers for Change

Driver	How might this affect our service?	Source
Integrated children's centres	<p>Meet with the Integrated Children's Centres Project Manager to seek early involvement to ensure that we are able to be both responsive to training needs and inform the strategy for the multi-agency approach.</p> <p>Contribute to neighbourhood case studies and seek to meet the training needs of adults and young people involved with the Children's Centres.</p>	Every Child Matters – Change for Children
Local departmental changes	<p>Having audited/scoped current training providers, a plan is needed to bring together core members responsible for delivering to the children's workforce. This will result in a more coherent management and administration unit for the benefit of clients.</p> <p>There is going to be a radical change to the way in which the team works in relation to the whole Children's Service. New job descriptions and responsibilities will need to be agreed, thus facilitating expansion in the future.</p>	Every Child Matters – Change for Children Children's Workforce Strategy
National frameworks influencing the Children's Workforce Strategy	<p>Ensure we are compliant with all statutory requirements and quality assurance systems are meeting national standards. Ensure we are aware of the standards as outlined through Ofsted, CSCI, TDA and CWDC.</p> <p>Assessing needs and providing services through commissioning, brokering etc. and recruiting local experts.</p> <p>Through a more coherent approach to emerging issues we will avoid merely replicating what has already been in existence and be responsive to current and future needs.</p>	<p>Children's Workforce Strategy</p> <p>Eg. Extended Schools</p> <p>Eg. Foundation Stage</p> <p>Eg. General Social Care Council Post Qualification Framework</p>

Driver	How might this affect our service?	Source
Shift in balance of funding, with more direct to schools and less at the centre and a decrease in funding which is ring-fenced for specific purposes.	<p>We will need to develop effective systems of communication to ensure that school leaders are fully aware of their responsibilities to provide appropriate professional development opportunities that all members of staff are entitled to through the revised performance management regulations for all teachers and subsequently all support staff.</p> <p>Support schools to understand the importance of developing a policy and implementing a strategy which includes guidance on the allocation of funding to specific subjects, aspects, personnel to meet schools' priorities and individual professional needs.</p> <p>Seek additional funding sources to meet the training needs of those not in schools. Seek ways of using existing funding more efficiently to meet the needs of the whole workforce.</p>	<p>The Education Inspections Act 2006 New regulations for Performance Management</p>
Quality assurance to ensure the range of provision is of a consistently high standard	<p>We will develop systems and structures for quality assurance and implement this over a two year period.</p> <p>There may be a need to appoint to a quality assurance post or allocate this as a significant part of someone's remit.</p>	<p>Best Value CPD – DfES document 2001</p>
Increasingly high expectations for career opportunities of those working with and for children	<p>We will continue to develop a support and advice service to meet the needs of individuals planning their career, seeking a different direction or promotion. This will be done through the further development of a database of significant experts in these areas. Using current partnership links such as NYBEP, York College & York/Durham University and York St. John, we will develop further partnerships to meet the emerging needs of the increasing client base of the Unit.</p>	<p>LCCS and nationally the TDA, CWDC, NCSL, SWDG Integrated Qualification Framework</p>
Increasing demand for easier access to information	<p>We will launch a website to ease access to information and booking systems.</p>	<p>All clients</p>

Section 4: Reporting to Members on Key Service Objectives for 2007/08

Objective 1: Promote the Training and Development Unit (TDU) as the source of professional development for all staff working with, and on behalf of children and young people in the city

- Provide a CPD programme based on the ECM agenda to meet the needs of all agencies Mar 08
Sept 07
- Publicise and raise awareness of the Unit with all key partners.

Objective 2: Implement a Children's Workforce Strategy

- Ensure the strategy is fully compliant with all statutory requirements, quality assurance systems and national standards Sept 07
- Assess the needs of the workforce and provide a service through commissioning, brokering and recruitment of appropriate experts. Sept 07

Objective 3: Support the development of a professional development programme for all those working within the department

- Work jointly with Corporate and Departmental Human Resources to develop and implement a core programme to meet essential developmental needs of staff. Mar 07

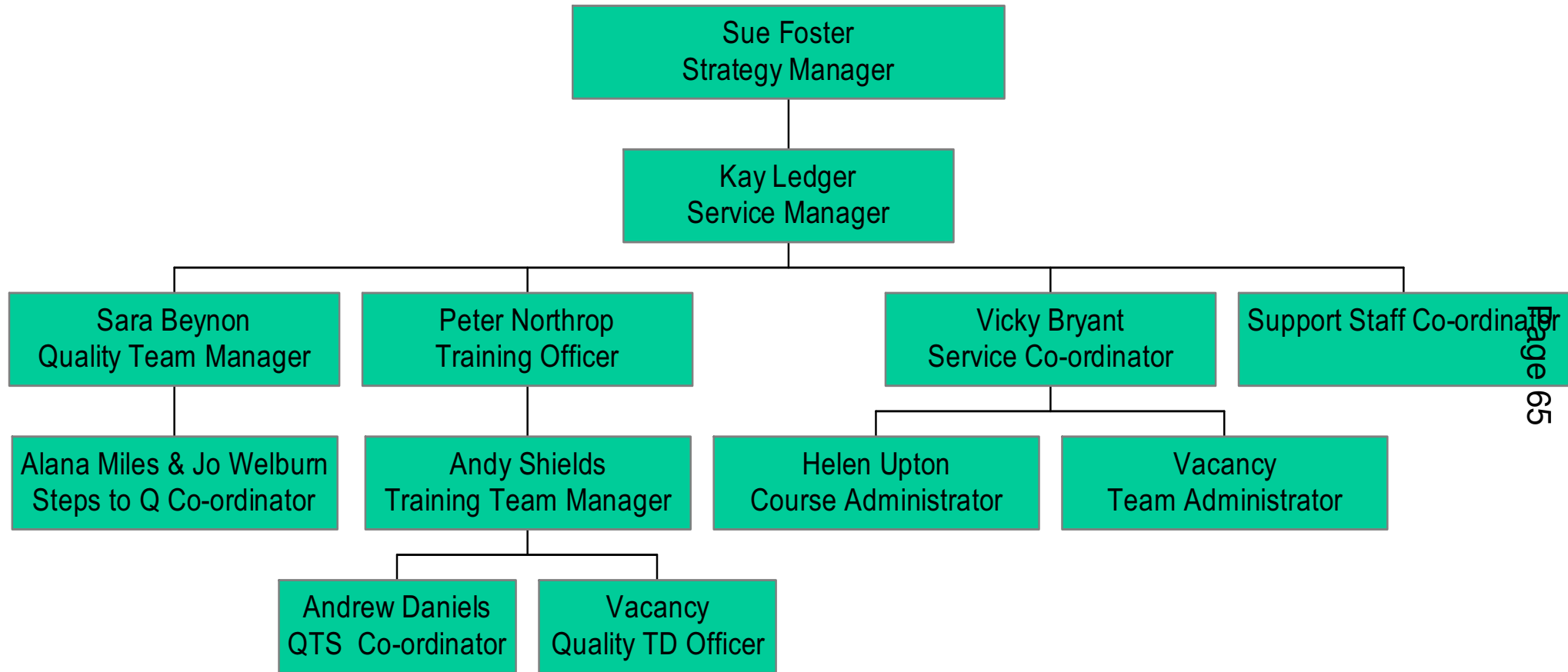
Section 5: Measures

2007/08 to 2009/10 Target setting for Service Planning 07/08 ~ School Improvement & Staff Development																			
Code	Description of PI	Service Manager	Historical Trend			06/07				07/08				08/09	09/10	05/06	PI appears as a Key PI	Reasons and rationale behind the targets set	
			03/04	04/05	05/06	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	Target	Target	Unitary Average			
CYP2.1 (EDS9 & 10)	% schools achieving the healthy school standard	Sue Foster	7%	14%	23.5%	actual profile			52.9%	50%	actual profile		73%	73%	100%	100%	01	Targets set as a part of the LAA process	
CYP2.2 (EDS22)	% of Year 7 & 8 pupils eating 5 fruit & veg a day (most or every day)	Sue Foster			39.4%	actual profile			41.5%	40.0%	actual profile			41.0%	42.0%	45.0%		Targets set as a part of the LAA process	
CYP4.4 (EDS9 & 10)	Number of schools where PHSCE drug and alcohol education, policies and practices are in line with the national standard	Sue Foster	5	10	15	actual profile		37	35	actual profile		51	67	67				Targets set as a part of the LAA process	
BVPI - 222a	% of leaders of integrated early education and childcare settings funded or part-funded by the local authority with a qualification at Level 4 or above.	Sue Foster			9.30%	actual profile			60%		actual profile			70%	80%	85%	27%		
BVPI - 222b	% of leaders of integrated early education and childcare settings funded or part-funded by the local authority which have input from staff with graduate or post graduate training in teaching or child development.	Sue Foster			0%	actual profile			65%		actual profile			75%	80%	85%	62%		
TD1	Number of schools buying into the LCCS Training & Development Service (in the buy-back)	Sue Foster				actual profile				To be assessed	actual profile							Not enough base data we are aiming to have this in place in six months time	
TD2	Number of schools accessing CPD activities	Sue Foster				actual profile	100%	100%	100%	100%	actual profile	100%	100%	100%	100%	100%	100%		
TD3	Number of LCCS staff accessing CPD actives	Sue Foster				actual profile	30%	31%	34%	20%	actual profile	25%	25%	25%	25%	30%	35%	Definition changed as the wording was misleading from staff to LCCS staff to ensure children's workforce is reflected more accurately and that their training needs are being met.	
TD4	Number of joint CPD activities (eg courses/conferences) offered by new TD Unit- joint provision from at least 2 departments within the directorate e.g. EDS and Governance, or Early Years and Children & Families	Sue Foster				actual profile					actual profile							Not enough base data we are aiming to have this in place in six months time	
TD5	% of positive evaluations received in top 2 categories - 'very good' and 'excellent' (post training evaluation forms)	Sue Foster				actual profile		96%	97%	85%	actual profile	90%	90%	90%	90%	95%	95%		
EDS11	No. of schools who are involved in the secondary school question times (per academic year)	Sue Foster	7	10	6	actual profile		10			actual profile			7	8	9			
EDS13	No. of primary schools involved in the school council conference (per academic year)	Sue Foster	New	22	29	actual profile		31			actual profile			38	40	42			
EDS20	No. of secondary schools with an active school council	Sue Foster	1	3	3	actual profile		8			actual profile			11	10	10		Moving from 11 to 10 secondary schools in September 2007.	
Any PI No. that is shown in yellow indicates that this PI is a Local Area Agreement PI																			
PI is lower than the lower quartile mark when comparing to available Quartile information for that year																			
PI is higher than the upper quartile mark when comparing to available Quartile information for that year																			
Actual is better than the profile by the tolerance factor																			
Actual is worse than the profile by the tolerance factor																			
03/P5	Indicates that this PI appears as a Key PI in the CYP 2007/10 and or supports a Corporate Priority																		

Section 6: Financial resources

Section 7: Human resources

LCCS Training and Development Unit



Section 8: Monitoring and reporting arrangements

Reporting:

- YorOK
- Training and Development sub-group
- EMAP
- DMT

Monitoring – secure systems in place:

All services/programmes delivered through:

- Steering Group
- Customer/client surveys
- Evaluations/questionnaires after each event
- Annual questionnaires
- Regular meetings with CPD co-ordinators and HR Groups
- Liaise with service providers
- Represented on management boards of some providers
- Sign up for courses/evaluations/regularly review progress against targets/evaluation summaries/liaise with venues to ensure quality/monitor cancellations/statistics on number of schools, settings, services and other client groups using courses and delegates attending/taking on board other services systems for evaluating impact – good value CPD guidelines – meeting these standards. Impact sheets from advisers and consultants – how integral CPD is
- Meet as a team regularly to monitor – SF/KL and KL/team – intervene early if problems.

Annex: Corporate compliance statement

Equalities action/s	
Develop a statement of intent and implement a policy which clearly embraces an inclusive approach that broadens access for a wider range of people working with children. Promote the entitlement to CPD activities for all employees within the department, schools and other settings. Through this approach there will be a guarantee of the quality of provision and equal access to training programmes provided through the Training and Development Unit. Personal career opportunities and pathways will be guided through the delivery of a service which aims to meet both personal and service priorities.	Autumn 2007
The advice and guidance provided by the service to those needing to access activities/programmes and development opportunities will be reviewed and modified to ensure it meets the needs of all clients.	Nov 2007
Safer City action/s	
Develop best value principles and practices that ensure all venues are fit for purpose, have all health and safety measures in place and are regularly reviewed by a member of the team	September 2007
Training for schools on CRB checks. Ensure there is a strand within the programme which ensures all staff have access to up to date child protection training and current requirements to ensure the protection of children and staff.	Mar 2008
Operational Risk – red risk action/s	
Job descriptions are to be reviewed as part of the Council's job evaluation exercise. There is a risk to morale and the calibre of people doing the job.	Aug 2007
It will take time to ensure robust systems for commissioning, brokering/procurement of training will be established to meet the emerging needs of the wider Children's Workforce. New area – support will be needed.	
Reduction in funding streams to the centre will make strategic planning more difficult when dependent on client's response to how they use their funding for CPD – school budgets.	April 2007
Developing quality assurance systems will take time to embed and deliver secure outcomes.	September 2007
Ensure that the expansion of the service improves the team's capacity to drive forward the Children's Workforce. As the service expands to meet the demands of the children's workforce strategy there could be a gap between capacity and expectations.	September 2006
Gershon – Efficiency improvement	
A joint approach to training and development has been agreed by key partners and training providers. There are now systems in place to ensure more efficient use of expertise, wider access to opportunities for training for all those working with and for children. The extended team running the unit will have intensive training to ensure they can deliver a high quality, efficient service. Efficiency savings are being made through: <ul style="list-style-type: none"> • Re-organise existing and new posts to have a tighter remit • Increase income from raising course fees • Rigorous approach to viability of courses through the minimum number • Continually keep costs of venues and catering under review to ensure best value deals • Negotiate best charges with training providers • Larger team more focused and therefore more efficient • Improvement in quality of service leading to increased demand and better value for money 	September 2006

Competitiveness statement

To ensure efficiency and that appropriate expertise is directed at identified priorities, the following actions are taken:

- Regular value for money checks take place when reviewing the impact of the team's work.
- All team members engage in professional development informed by a robust performance management system.
- Benchmarking against other providers.
- TDU has a good reputation for rapidly responding to outcomes from consultations, evaluations and data through the rigorous systems in place.
- The quality of services will be maintained in line with the best commercial providers and other LAs.



Service Plan for 2007/08

Service Plan for: Access

Directorate: Learning, Culture & Children's Services

Service Arm: Access and Inclusion

Service Plan Holder: Murray Rose

Director: Patrick Scott

Signed off:

Executive Member: Cllr Carol Runciman

Signed off:

Section 1: The service

The service has as its core purpose promoting access to education for all school age children within the City of York and for providing support for those young people accessing post 16 provision. Service provision includes:

- Providing school places for all children, including advice and information to parents, managing admissions processes, providing home to school transport and dealing with complaints
- Maintaining school attendance, by promoting good behaviour and discipline in schools, taking measures to combat truancy, including legal sanctions against parents, tackling racial harassment and by promoting anti-bullying and child protection measures
- Supporting those most in need or those having difficulty accessing education, including targeted financial support for school uniforms and co-ordinating free school meals, managing charitable trust funds on behalf of the LEA, dedicated support to Traveller communities and those for whom English is an additional language, managing school exclusions and education otherwise arrangements
- Supporting post 16/18 transition, through targeted work with those who are at risk of not moving into education, employment or training post-16
- Supporting schools and other agencies to deliver access functions, through training and policy development.

This service improvement plan is closely linked to the Children and Young People's Plan, the Preventative Strategy, to the Children's Fund and Connexions delivery plans and to the Equalities Strategy.

The service is based in Mill House, with a one-stop shop customer access point, and also at Danesgate in Fulford Cross. The service previously managed student loan assessments but the team delivering this service has been seconded to the DfES in Darlington since 2006/07 and will transfer permanently from April 2008.

Within the Directorate, the Access team has the most direct contact with the majority of parents, overall, the Access and Inclusion teams deal with over 85% of all correspondence received by the Directorate.

Previously, the teenage pregnancy strategy was regarded as a part of the Access Strategy and its performance is still monitored within the Access performance indicators. Line management for the strategy has been moved to the children's trust planning and commissioning unit.

Supporting corporate priorities

The Access service plan contributes to the corporate priorities to:

- Reduce the actual and perceived impact of violent, aggressive and nuisance behaviour on people in York
- Increase peoples skills and knowledge to improve future employment prospects
- 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 our services
- Improve leadership at all levels to provide clear and consistent direction to the organisation

Section 2: Service Review

During 2006/07 the Access teams maintained high service standards and developed new services. It contributed significantly to the gaining of the award of Beacon Council status.

Reporting against the Every Child Matters framework, in promoting healthy outcomes, the service is contributing to the Teenage Pregnancy Strategy by reducing the number of young people out of school and by increasing provision for those who are excluded from school. The service continues to work closely with strategies designed to promote emotional health and well-being, including the targeted youth support approach being piloted in the city. One PRU has achieved Healthy Schools status and the other is very close to achieving the standard.

The service contributes to safeguarding children by ensuring that all schools are included in the EWO child protection training programme, with each school having a designated named officer. School staff teams are trained every 3 years in safeguarding.

Attendance levels in primary and secondary schools dipped slightly in 2006/07 but this was largely due to the cold and flu bugs which were so severe nationally that in some other authorities schools had to be closed down temporarily. Although attendance in York decreased slightly, the local authorities league table position actually improved, to 16th best nationally.

The decrease in bullying levels last year, from 6.5% to 5.1%, represented 140 fewer pupils being subjected to regular bullying in secondary schools. This was the biggest decrease for 5 years and is a credit to the work of the schools in developing effective systems to tackle bullying.

Permanent exclusions from schools are still higher than when the new strategy was implemented but are beginning to reduce from the peak they reached in 2005/06. Fixed term exclusions are decreasing. The new strategy, of reducing managed moves, increasing the rate of reintegration into schools and providing for an increase in exclusions still has the support of the secondary heads group and primary heads are seeking the same sort of arrangement. The hard to place pupils' panel has returned nearly 50 pupils to schools and has virtually ended the practice of managed moves. The rate of decrease in the education otherwise register has been accelerated and provision for pupils out of school has increased. New provision has been made which has successfully re-engaged some particularly disaffected young people.

The education otherwise register is very well maintained and fortnightly tasking meetings, adopting models used by the Police, involving a wide range of partners delivers innovative packages to ensure that more young people access more provision. These meetings also consider the needs of those young people who may become educated otherwise if arrangements are not put in place quickly. The groups targeted for close monitoring include Travellers, looked after children, young offenders, truants and those with multiple fixed term exclusions.

The Team Teach training has been delivered or booked in 47 schools and units now –an increase of 18 from last year - and has received excellent feedback.

There continues to be more new arrivals of children for whom English is a second language than in previous years but the larger numbers of arrivals from the EU accession states has not been repeated after 2005. The EAL service has developed packages for schools to use and recruited staff to deliver a welfare and induction function.

Service Review continued

Traveller pupils continue to make progress but also continue to under perform when compared to their peers. The TESS operates now as a 0-19 service as a result of additional funding provided by Connexions. It has also employed a youth worker.

Young people at the PRUs continue to be given ways to make a positive contribution to their communities and to their education. They have carried out community service and charitable fundraising. The TESS worked with Traveller pupils to contribute to the council's successful bid for Beacon Status.

The PRUs and the Head of Social Inclusion worked hard to reduce the number of young people who were out of the system that went on to become unemployed (NEET) post 16. In 2006/07 they successfully reduced by half the number of young people from education otherwise who became NEET. This contributed to the city's overall reduction in the NEET figures.

Service management

The co-ordinated admissions process continues to be well-managed, with the vast majority of parents successfully gaining places at their first choice school and only 1% of parents had their child allocated to a school they had not expressed a preference for.

New staff have joined the Access teams in behaviour support, Access Services, Traveller Education, Social Inclusion and Ethnic Minority Support. These have been supported through induction programmes, which have demanded increased management input in what are generally small teams.

The new transport responsibility in the Access team delivered efficiency savings of approximately £170,000. A new IT system has been introduced and there is now a strong corporate move to develop a comprehensive transport service and make more use of in-house fleets.

Section 3: Drivers for Change

Driver	How might this affect our service?	Source
Education and Inspections Act 2006	Introduction of full time provision for excluded pupils from the 6 th day from September 2007	National
Requirement for 6th Form Admission limits	The policy is required to enable the local authority to defend Year 7 admissions decisions at Independent Appeals	Local
Abolition of School Organisation Committee and new role for the Local Admissions Forum	Need to review current arrangements and responsibilities	National
Locality working	Access services provide a significant amount of frontline provision in communities and are likely to be affected by locality working, in terms of increased delegation to schools, closer alignment with other services and possible co-location	Local

Section 4: Reporting to Members on key service objectives for 2007/08

Initiative	Action	Deadline	Responsibility
Reduce the number of young people on the Education Otherwise register	<ul style="list-style-type: none"> • Maintain the strategy to reduce the population out of school • Maintain reintegration panel meetings • Establish a primary reintegration panel 	<ul style="list-style-type: none"> • Ongoing • Ongoing • July 2007 	<ul style="list-style-type: none"> • H of A • H of A • H of A
Train staff in Sex and Relationships Education	<ul style="list-style-type: none"> • Commit staff time to the training programme 	<ul style="list-style-type: none"> • March 2008 	<ul style="list-style-type: none"> • PEWO, HBSS
Help schools provide pupil counselling services	<ul style="list-style-type: none"> • Review role of outreach Behaviour Support staff 	<ul style="list-style-type: none"> • January 2008 	<ul style="list-style-type: none"> • HBSS
Anti-bullying strategy	<ul style="list-style-type: none"> • Conduct annual secondary school survey • Monitor use of Beat the Bullies teaching pack • Extend survey to primary schools 	<ul style="list-style-type: none"> • April 2007 • March 2008 • March 2008 	<ul style="list-style-type: none"> • H of A • H of A/Adv • H of A
Implement safeguarding procedures	<ul style="list-style-type: none"> • Track children missing from education • School training programme in safeguarding 	<ul style="list-style-type: none"> • Ongoing • Ongoing 	<ul style="list-style-type: none"> • PEWO • PEWO
Improve support to Traveller children	<ul style="list-style-type: none"> • Align the work of the Traveller Education Service with the School Improvement Service 	<ul style="list-style-type: none"> • July 2007 	<ul style="list-style-type: none"> • TESS
Increasing specialist teaching support	<ul style="list-style-type: none"> • Increase the provision for those who are also educated otherwise 	<ul style="list-style-type: none"> • April 2007 	<ul style="list-style-type: none"> • HBSS
Reviewing provision at the pupil referral unit (PRU)	<ul style="list-style-type: none"> • Publish curriculum model for the PRU/Skills Centre • Implement action plan following LA review • Review role of the management committee 	<ul style="list-style-type: none"> • June 2007 • Ongoing • September 2007 	<ul style="list-style-type: none"> • HBSS • HBSS • AD
Introducing alternative provision for Yr 6 pupils	<ul style="list-style-type: none"> • Develop new curriculum model at the Bridge • Pilot first group 	<ul style="list-style-type: none"> • July 2007 • Sept 2007 	<ul style="list-style-type: none"> • HBSS • HBSS/H SEN
A Champion for every child	<ul style="list-style-type: none"> • Review pilot lead practitioner work 	<ul style="list-style-type: none"> • October 2007 	<ul style="list-style-type: none"> • H of SI
Providing support at key transition points	<ul style="list-style-type: none"> • Implement NEET strategy for education otherwise young people 	<ul style="list-style-type: none"> • November 2007 	<ul style="list-style-type: none"> • H of SI
Reviewing the authority's Behaviour Strategy	<ul style="list-style-type: none"> • Review roles and responsibilities in Behaviour Support Service management 	<ul style="list-style-type: none"> • July 2007 	<ul style="list-style-type: none"> • AD
Improving the quality of education available for young offenders	<ul style="list-style-type: none"> • Develop education strategy with YOS • Complete staff training for awareness of hidden impairments 	<ul style="list-style-type: none"> • June 2007 • December 2007 	<ul style="list-style-type: none"> • HBSS • HBSS/PEWO
Implementing the NEET action plan	<ul style="list-style-type: none"> • To support this, lead practitioners have been appointed to support young people at risk of becoming NEET 	<ul style="list-style-type: none"> • November 2007 	<ul style="list-style-type: none"> • HoSI
Establishing a 14-16 skills centre at Danesgate	<ul style="list-style-type: none"> • Develop a curriculum model • Establish staff team and management arrangements 	<ul style="list-style-type: none"> • April 2007 • May 2007 	<ul style="list-style-type: none"> • HBSS • HBSS

Section 5: Measures

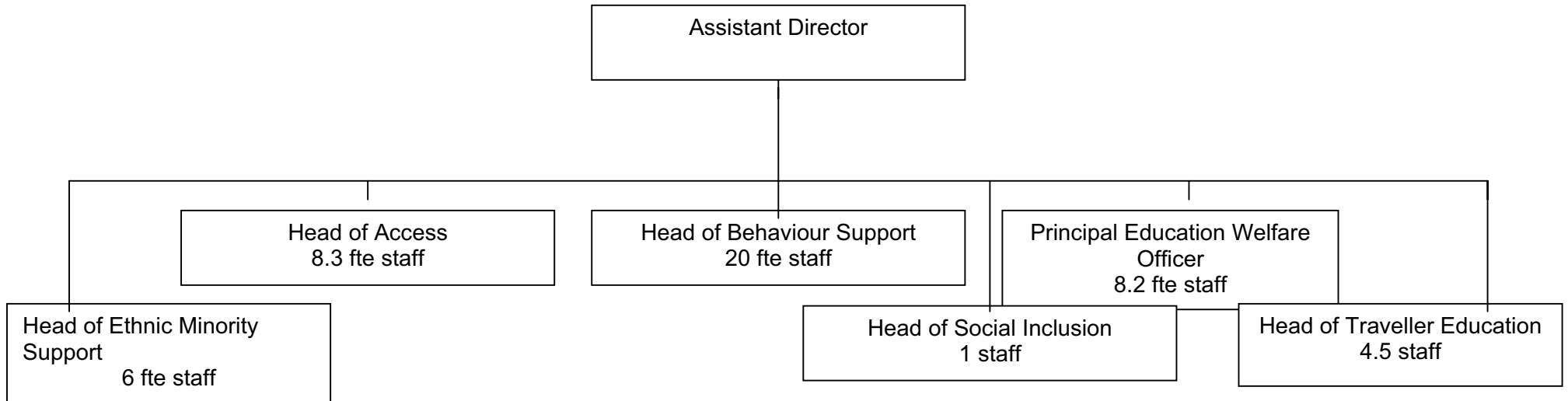
2007/08 to 2009/10 Target setting for Service Planning 07/08 ~ Access & Inclusion

Code	Description of PI	Service Manager	Historical Trend			06/07				07/08				08/09	09/10	05/06	PI appears as a Key PI	Reasons and rationale behind the targets set	
			03/04	04/05	05/06	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/Term	3rd Mon Target (Whole Year)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/Term	3rd Mon Target (Whole Year)	Target	Target	Unitary Average			
CYP3.1 (BVPI 197)	Reduction in the number of conceptions recorded for females aged 15-18 years old, per thousand resident in the area from 1998 recorded figures.	Murray Rose	16.3%	3.2%	3.5%	actual													
			-5%	-10%	-15%	profile													
CYP6.1 (PU12)	The proportion of secondary school pupils who have experienced regular bullying (Yr 7 & 8 May survey)	Mark Ellis	6.8%	6.8%	6.5%	actual													
			8%	8%	6.8%	profile							6.4%	6.3%	6.2%				
CYP12.1	% of 16-19 year olds who are NEET with LDD	Murray Rose			11.1%	actual													
						profile													
CYP13.1 (AE1)	Number of pupils in 'Out of School' provision	Chris Nicholson	203	216	177	actual	176	95	108										
					150	profile	200	110	130										
CYP13.2 (AE2)	Number of days provided in 'Out of School' provision	Chris Nicholson	2	2	2.4	actual	3	3	3.2										
					2.5	profile	3	3	3.5										
CYP13.3	Number of schools achieving CYC Inclusion Award	Murray Rose			3	actual													
						profile													
CYP16.1 (LPSA 11.1)	% of 16-18 year olds not in Education, employment or Training	Murray Rose		4.5%	3.8%	actual													
					4.5%	profile													
PU 14	% of 16-18 year olds whose outcome are not known	Murray Rose	17.0%	3.9%	1.8%	actual													
					3.5%	profile													
PU1	No. of pupils permanently excluded in the primary sector	Mark Ellis	1	2	6	actual	1		2										
			1	2	2	profile	1		5										
PU2	No. of pupils permanently excluded in the secondary sector	Mark Ellis	12	22	52	actual	11		26										
			18	20	20	profile	7		23										
PU3	No. of pupils permanently excluded in the special school sector	Mark Ellis	0	0	0	actual	0		23										
			0	0	0	profile	0		0										
PU4	No. of fixed term exclusions in the primary sector	Mark Ellis	171	143	214	actual	46		151										
			240	240	150	profile	45		135										
PU5	No. of fixed term exclusions in the secondary sector	Mark Ellis	843	976	1161	actual	269		517										
			800	800	850	profile	200		600										
PU6	No. of fixed term exclusions in the special school sector	Mark Ellis	8	12	21	actual	8		3										
			60	60	15	profile	3		9										
ES9	Percentage of parents satisfied with secondary education in York (based on recorded appeals received for Secondary school placing)	Mark Ellis			99%	actual													
					99%	profile													
EP 15	Percentage of parents satisfied with primary education in York (based on recorded appeals received for Primary school placing)	Mark Ellis			99%	actual													
					99%	profile													
PU8	No. of racial incidents recorded in a year - Information only	Mark Ellis/ Catherine Leonard	45	39		actual	11		16										
			30	30	43	profile													
PU9	No. of complaints received in relation to primary education.	Mark Ellis	30	24	30	actual	12		18										
			30	30	30	profile													
PU10	No. of complaints received in relation to secondary education	Mark Ellis	33	35	36	actual	12		22										
			40	40	40	profile													
PU11	No. of complaints received in relation to special school education	Mark Ellis	0	1	1	actual	1		4										
			4	2	2	profile													

Section 6: Financial resources

1. Richard Hartle will provide an insert for this section. However, it is essential that you provide him with high quality information to explain any shift in resources.

Section 7: Human resources



Section 8: Monitoring and reporting arrangements

1. The service plan is used with Access managers at their regular meeting cycle with the Assistant Director. Each manager meets with the AD at least once per month but as frequently as 3 times per month. Each manager also brings relevant sections of their detailed work plan to these meetings. The outcome of these meetings is recorded in the thrice annual reporting cycle.
2. A formal progress report on all actions and performance targets set out in this plan will be submitted to EMAP in September, December and March. This report will be tabled at the relevant meeting of Strategy Team in advance of the three reporting points each year.
3. Planning arrangements for individual vulnerable pupils are monitored fortnightly.
4. Surveys are conducted with service users (young people at the PRUs, parents at the PRUs and schools for the EMSS).
5. Termly meetings are held for the PRU management committee

Annex: Corporate compliance statement

Actions/Evidence	Deadline
Equalities action/s	
<ul style="list-style-type: none"> • Young people with social and emotional needs will be given speedier access to full time education after they have been excluded from school • Welfare support and guidance will be provided for families of newly arrived migrants • Increased monitoring and intervention will take place to reduce the impact of racial harassment 	September 2007 Ongoing Ongoing
Safer City action/s	
<ul style="list-style-type: none"> • Improved information sharing will be used to target interventions for all young people who are out of school. More young people will be moved into positive activities • Truancy patrols will be maintained with the police 	September 2007 Ongoing
Operational Risk – red risk action/s	
<p>The vocational skills centre at Danesgate will established from September 2007. Revised line management arrangements are being put in place to ensure a smooth start and a co-ordinated approach</p> <p>Connexions contracts will be reviewed, affecting staff in the Traveller Education service and the Behaviour Support Service. Changes planned for April 2008 will be developed with staff from June 2007 to prepare them if they are affected by issues of TUPE etc and to ensure continuity of services.</p>	
Gershon – Efficiency improvement	
<ul style="list-style-type: none"> • Improved transition arrangements for children with EBD moving to secondary school will reduce the current rate of failure. Each pupil failing to transfer successfully costs the authority approx £50,000 per year. The improved arrangements are at no additional cost but should prevent 1 failure each year. • Targeted support to maintain vulnerable children in school will save on additional placement costs. Schools have agreed to a 50% reduction in children out of school which will prevent budgets overspending • Improved transport management systems will reduce transport costs 	September 2007 September 2007 September 2008
Competitiveness statement	
<p>Education otherwise costs in York average £5,000 per pupil per year. DfES publish national figures of £12,500 per year</p> <p>Behaviour Support costs have been deemed to be high in comparison with other authorities but the accurate picture is that costs are reasonable and comparative costs are distorted by the different definitions of the items included in the budget heading</p> <p>The Ethnic Minority Support Service is now dealing with twice as many children than 5 years ago but with the same level of staffing. Satisfaction ratings remain high</p> <p>Vocational provision for young people out of school has been put out to competitive tender and contracts have been awarded to external providers</p> <p>Team Teach training continues to be delivered by in-house staff at a maximum cost of £600 per day, compared to over £1,000 - £3,000 per day by external providers</p>	



Service Plan for 2007/08

Service Plan for: SEN Services

Directorate: Learning, Culture & Children's Services

Service Arm: Access & Inclusion

Service Plan Holder: Steve Grigg

Director: Patrick Scott

Signed off:

Executive Member: Cllr Carol Runciman

Signed off:

Section 1: The 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 therefore 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 the 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".

The service is a key contributor to the City of York's Corporate Strategy that aims to improve the life chances of the most disadvantaged and disaffected children, young people and families in the city. Key elements of this will be developing the inclusion strategy for pupils with special educational needs and improving the support and outcomes for disabled children through the better integration of services. The nature of the service provided and the priorities for delivery are determined within the context of the following key documents.

- Corporate Strategy 2006 – 2009
- Children and Young People's Plan 2007 – 2010
- The lifelong Learning and Culture Plan 2007 – 2010
- The Inclusion Strategy 2007 – 2010
- The Accessibility Strategy 2006 - 2009
- CAMHS Development Plan 2007 – 2009

The Service is comprised of:

- The Educational Psychology Service
- The Inclusion Support Service
- The SEN Co-ordination Service
- The Parent Partnership Service
- The Portage & Early Years SEN Service

The Educational Psychology Service promotes the wellbeing, personal development and education of children through the provision of high quality psychological assessment, consultation and intervention. The service allocates time to schools through a service level agreement and operates a solution oriented consultation style of service delivery in which priorities and deployment of time are negotiated with schools and other customer groups. The Inclusion Support Service provides specialist advice and teaching for children with special or additional needs. These pupils may have learning difficulties, physical disabilities, medical needs, sensory impairment, autism, speech and language difficulties or be unable to attend school for medical reasons. The SEN Co-ordination Service has particular responsibility for the statutory assessment process, including provision and review arrangements. The Parent Partnership Service promotes partnership between parents, schools and the Local Authority and where necessary promotes access to independent mediation. The Pre-school Teachers work with children in the Foundation Stage who have special educational needs and provide support and specialist advice to the whole range of early year's settings. They also work closely with the Child Development Centre.

Portage provides a home visiting service for families of children 0-5 who have learning difficulties and or disabilities. The service also provides key working as part of the early support programme and is involved within a number of Sure Start initiatives, such as working with children who are born low weight and pre-term and working with very young Looked After children.

The principal clients of SEN Services are children and young people and all activities are therefore ultimately aimed at promoting their educational, social and emotional development. These goals, however, are often promoted by providing services to a range of secondary or tertiary customers, which would include parents/carers, schools, early years settings, the Local Authority and other organisations working

Section 2: Service Review

The 2006/07 Service Plan focused on delivering better results against the 5 'Every Child Matters' outcomes.

1 **Being healthy**

Consultation with schools, parents and children and young people provided strong evidence that mental health was a priority area and service delivery was realigned in 2006 to address this area of need. Significant progress has been made in a number of areas including the development and implementation of SEAL initiatives in the Foundation and Primary years. This has involved publicity and dissemination events open to all schools but with more detailed and specific projects within 6 nominated schools. The work has been tied into the preventative targets specified within the CAMHS Development Plan and has focused on developing approaches to psychological resilience. There has also been active collaboration with York University. Circle time materials have been produced and published locally and negotiations are taking place for commercial publication. The impact of these interventions on pupils is being assessed using the PASS materials in collaboration with York University and specialist CAMHS services. The service has also been involved in writing and publishing guidelines re the social and emotional needs of able pupils and participated in the planning and presentation of a CAMHS stakeholder day, which included a DVD presentation from young people.

2 **Staying Safe**

The impact of surveying 3000 pupils annually since 2002 and feeding the results back to governors in schools has been very strong. Schools have made significant inroads to reducing the levels of bullying and the anti-bullying strategy continues each year with a high profile event. The number of pupils who reported being bullied has fallen significantly since 2002 and there has been an increase in the percentage of pupils reporting that they had not been bullied that term. The schools themselves are the prime agency in delivering these improvements but they have been supported through the work of several Local Authority services. EPS has continued to expand its training of young people to participate in Peer Mediation or Peer Support Services in both primary and secondary schools. This work is partially funded through the Children's Fund and York University has been commissioned to evaluate impact.

The expansion of the York Independent Living Travel Skills (YILTS) initiative has had a significant impact on a number of disabled young people aged 14+ who are able to use public transportation on an independent basis. This has led to a saving of £40,000, as well as having direct benefits for the young people themselves.

Considerable progress has been made through the efforts of the Physical and Medical Team to audit accessibility and to improve facilities in schools.

3 **Enjoying and achieving**

In parallel with the phased delegation of SEN resources to schools, the Local Authority has developed rigorous monitoring and evaluation procedures to hold schools accountable for the delivery of good outcomes in terms of achievement for low attaining children and those with SEN and disability.

Approximately 20% of schools are chosen each year for an in depth monitoring and evaluation visit, which is based on a self-evaluation procedure closely aligned with the SEF and Self Review Framework. Schools are chosen on the basis of data analysis which looks at their performance in terms of contextual value added data, the Fischer Family Trust data, conversion rates across key stages, average point score increases for low attaining children and percentages below thresholds. Information is also obtained from Link Advisers and SEN Support Teams. There is significant variation between schools but in summary at Local Authority level there have been significant improvements. There is particularly strong performance across Key Stage 3 for low achieving children as illustrated by the Fischer Family Trust analysis. Results at Key Stage 2 are steady but have not shown the same degree of improvement. However, children with LDD in mainstream schools are making better than previous progress and York pupils in the 30% most deprived wards nationally are attaining levels which are significantly closer than ever before to children living in the 70% more affluent areas. In overall terms there has been a reduction in the percentage of children falling below thresholds at the end of key stages, although conversely, and perhaps as a result of the former, there has not been an improvement in conversion rates across Key Stage 2 or 3.

Considerable progress has been made in developing the second phase of the Self-Review Framework, which has been aligned with ECM outcomes. Parts of it are used directly for monitoring and evaluation purposes, including review of access procedures. It is thus a multi-purpose tool, which has been developed in collaboration with schools and a wide variety of services. The Learning and Curriculum Team have made significant progress in developing schools' responses to the National Strategies through the use of specific interventions such as Link, Talking Partners, Lexia, Bite Size ICT, Cami Maths, Talk Across the Curriculum and Dyslexia Friendly Schools. These interventions are contributing to the outcomes described above. The psychology team has been involved in training for teaching assistants who support children with speech and language difficulties. This intervention has been developed and delivered in collaboration with colleagues from Speech and Language Therapy and the University.

In the Early Years sector we have completed the review and subsequent reorganisation of Early Years SEN Services and have made a significant contribution to Key Working arrangements as part of the Early Support Programme. Analysis of parental feedback indicates that this has been a much-valued service, which now needs to be sustained.

The Local Authority review of all the Enhanced Resource Centres has been commissioned and completed. This analysis describes a generally positive picture but with some significant developmental challenges to undertake in the coming year. We have also identified the need for further places in an ERC at secondary level for children with Autism. However, there has been little progress in developing significant collaboration between special schools and mainstream largely because of significant pressures within the special schools.

4 Economic well-being

Educational outcomes for children Looked After by the Local Authority remains a priority and significant progress has been made in this area. All schools now have a designated teacher and we achieved the target of 95% of all Looked After Children having a current Personal Education Plan. The PEP materials have been revised and developed to be more child focused with different versions according to the age of the child. Analysis of outcome data indicates a very varied picture with wide variation because of small cohorts. On average over the last three years 49% of LAC leavers aged 16+ have achieved one or more GCSE s. This falls well below our objective and continues to be a cause for concern. There have been successes and we are proud that two of our LAC are currently studying for degrees at university.

New guidelines for children with attention difficulties have been developed by a multi-agency group with contributions from parents and young people themselves. This is due for publication in 2007. Significant work has been undertaken to improve transitions into adult life, including the relocation and development of the Rathbone Centre and close collaboration with Connexions.

5 Making a positive contribution

The Local Authority Accessibility Strategy was published in December 2006 and there has been an extensive training programme for senior teachers, governors and Local Authority staff at implementing the requirements of the Disability Discrimination Act. This training programme continues in the Spring term of 2007.

The Local Authority performance indicators for the Statutory Assessment process continued to be very strong with 100% of Statutory Assessments being completed within the prescribed timescales. Very few families have found it necessary to have recourse to the SEN and Disability Tribunal, (only 2 in 2006) and this is a tribute to the combined work of PPOs, EPS and Local Authority Officers. There has been a 40% reduction in the number of Statements from a high point of 817 in January 2001 to 491 in January 2007. This is a direct outcome of the successful implementation of a strategic shift of policy in favour of early intervention and prevention through delegation of funding to schools.

Section 3: Drivers for Change

Driver	How might this affect our service?	Source
Every Child Matters/Change for Children	Significant impact on multi-agency working and organisational structures. Realignment of service delivery in support of the 5 outcomes.	National
Locality based teams	Significant change in the way in which teams are organised and deliver their services to schools and communities. Possible partial devolvement of learning and curriculum team to locality model.	Local Inclusion Strategy
Senior Management Reorganisation within LCCS	Realignment of Assistant Director responsibilities with most of SEN Services being realigned within services for vulnerable children.	Local Management Reorganisation
SPRU Report on Integrated Services for children with disabilities	Development of new post of Head of Integrated Services working alongside Health and Social Care.	Local response to SPRU report.
National Strategies	Delivery of initiatives within National Frameworks. Alignment of activity and support of National initiatives, such as SEAL and Leading Teachers for Inclusion.	National
Implementation of recommendations from ERC Review and Accessibility Strategy	Focus on ERC resource development and commissioning on new ASC provision.	Local, ERC Review
Workforce reform and training routes for Education Psychologists	3 year training will require changes in employment arrangements.	National

Section 4: Reporting to Members on key service objectives for 2007/08

Objective 1: Development of provision for children with SEN and disabilities

- To implement the recommendations of the Enhanced Resource Centre (ERC) Review including negotiation of consistent Service Level Agreements with each Centre (May 2007) and planning of a new ERC for secondary aged pupils with autism to open in September 2008.
- Develop the role of the Bridge Centre and transition arrangements with the Westfield ERC for Year 6 pupils (October 2007).
- Promote disability equality in schools and settings through the delivery of high quality training opportunities and develop the Local Authority's response to the Disability Discrimination Act. (Sept.2007)
- Implement the work plan of the Multi-Agency Strategic Transitions Group for Post 16 students including enhanced provision within the FE sector. (Dec. 2007)

Objective 2: To improve outcomes for individual children with SEN and disabilities through focused delivery of casework from specialist SEN Support Services

- Improve effectiveness through closer alignment of services for vulnerable children under the leadership of the Assistant Director for Children and Families. (Sept. 2007)
- Joint planning of education, health and care arrangements through the work of the Joint Panel.
- Centrally managed and targeted approach to service delivery from the specialist teachers for children with specific disabilities and medical needs.
- Educational Psychology Service contribution to complex casework to be delivered through Service Level Agreements with schools and through targeted support for Looked After Children.

Objective 3: To improve outcomes for vulnerable children through the development and delivery of preventative and early intervention approaches.

- Extend delivery of peer support schemes and evaluate impact in collaboration with York University. (May 2007)
- Evaluate first phase of the Social Emotional Aspects of Learning (SEAL) initiative and publish Circle Time curriculum materials (May 2007).
- Develop good practice through the Self Review Framework materials and Inclusion Award Scheme with 50% of schools having achieved the award by July 2008.
- Support the implementation of the National Strategies to improve outcomes for low attaining children and those with SEN/LDD through specific intervention such as LINK, Talking Partners, LEXIA and Bite Size ICT. April 2007 – March 2008)
- Implement the Dyslexia Friendly Schools Award Scheme.
- Support schools to make better use of data such as PIVATS.
- Provide targeted Portage Service to vulnerable families including children born low weight and pre-term and very young Looked After children.

Objective 4: To deliver improved outcomes against a range of specific performance indicators.

- Complete 100% of Statutory Assessments within related time limits.
- Maintain number of children requiring Statements at or below 1.2% of 0–19 population.
- Maintain number of pupils requiring specialist residential placements at or below 25.
- Maintain the number of pupils requiring special school provision at or below 0.5%.
- 95% of Looked After Children to have a current Personal Education Plan.
- Improve the range of achievements for Looked After Children to be closer to that of their peers
- Improve outcomes for low achieving children as measured by percentage below thresholds, conversion rates and Fisher Family Trust methodology.

Section 5: Measures

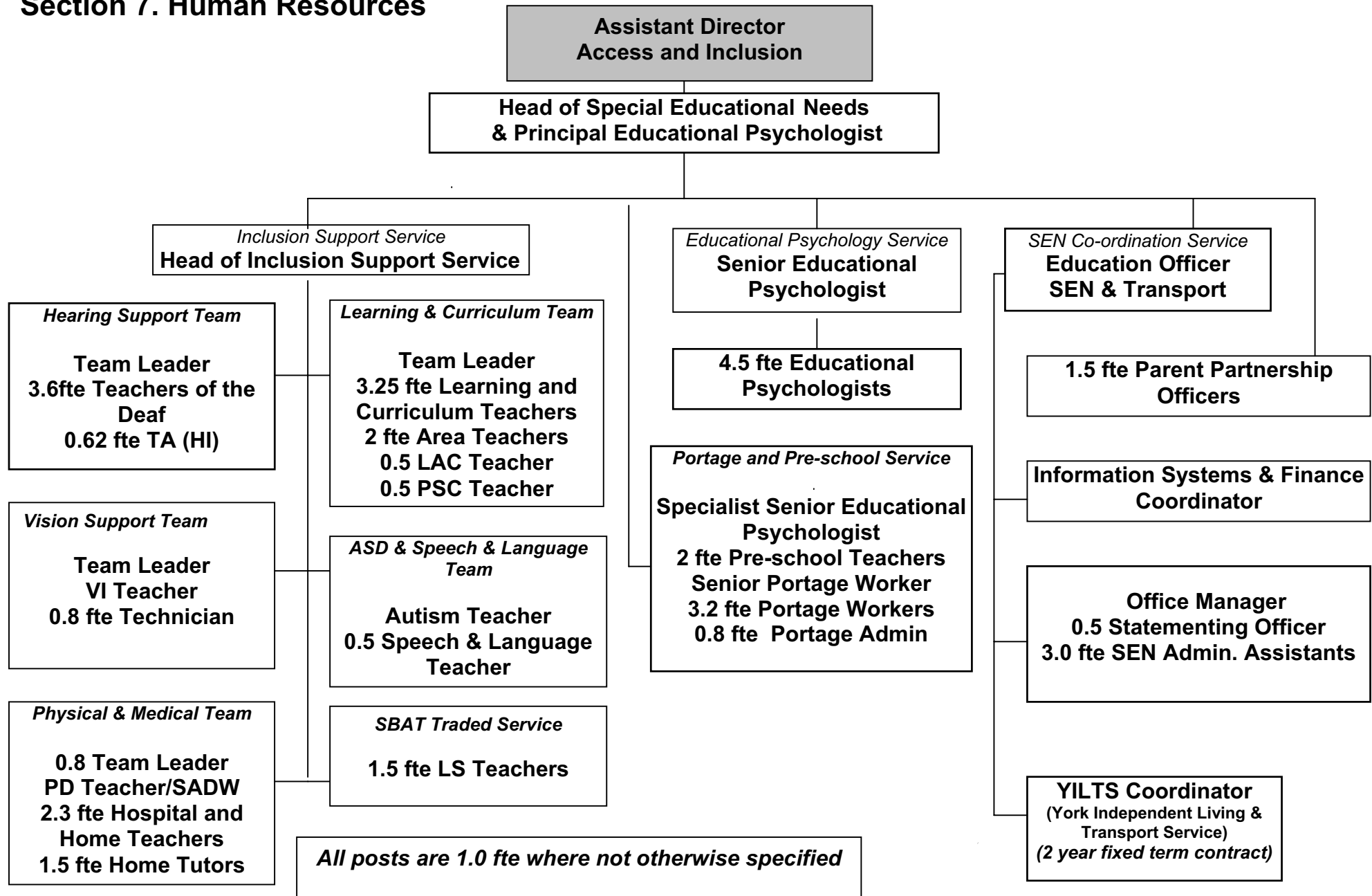
2007/08 to 2009/10 Target setting for Service Planning 07/08 ~ Access & Inclusion

Code	Description of PI	Service Manager	Historical Trend				06/07					07/08				08/09	09/10	05/06	PI appears as a Key PI	Reasons and rationale behind the targets set
			03/04	04/05	05/06		1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)		1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)					
CYP12.2 (BVPI 43a)	Percentage of statements of special educational need issued by the authority in a financial year and prepared within 18 weeks (a) excluding those affected by exceptions to the rule under the SEN Code of Practice	Steve Grigg	100%	100%	90%	actual	100%	100%	100%	100%	actual				100%	100%	100%	95.1%		Aim to sustain 100% performance.
			96.0%	100%	100%	profile	100%	100%	100%		profile	100%	100%	100%						
BVPI - 43b	Percentage of statements of special educational need issued by the authority in a financial year and prepared within 18 weeks (b) including those affected by exceptions to the rule under the SEN Code of Practice	Steve Grigg	86.6%	80%	79.4%	actual	100.00%	93.33%	95.20%	82.00%	actual				90.00%	90.00%	90.0%	84.0%		Have exceeded previous targets so set new target of 90% (100% would be unrealistic because of complexity of individual case circumstances)
			83.0%	84%	81%	profile	82.00%	82.00%	82.00%		profile	90.00%	90.00%	90.00%						
EN6	Percentage of 0-19 year olds attending special schools (based on numbers from the national census), to record inclusion rates in schools.	Steve Grigg	0.55%	0.50%	0.49%	actual	0.50%	0.48%	0.47%	0.48%	actual				0.50%	0.50%	0.50%			Following a 40% reduction in special school placements 1996-2006 under the Inclusion Strategy, we recognise that those pupils remaining in special schools could not appropriately have their needs met in mainstream schools - therefore target now to maintain at or below 0.5%.
			0.58%	0.56%	0.49%	profile	0.49%	0.48%	0.48%		profile	0.50%	0.50%	0.50%						
SEN2	% of all 0-19 year olds schools with statements	Steve Grigg	1.81%	1.59%	1.33%	actual	1.33%	1.20%	1.20%	1.35%	actual				1.20%	1.20%	1.20%			Following a 40% reduction in Statements of SEN 2001-2006 under the SEN Delegation policy, we recognise that pupils falling into the categories of high need who still have Statements will continue to require them - therefore target now to maintain at or below 1.2%.
			1.85%	1.80%	1.55%	profile	1.35%	1.35%	1.35%		profile	1.20%	1.20%	1.20%						
SEN3	Number of children in out of city placements funded by LEA	Steve Grigg	23	25	27	actual	28	24	23	25	actual				25	25	25			Following a 60% reduction in Out-City Placements 1996-2006 under SENAP / Joint Panel management, we recognise that a small number of pupils with very high needs will continue to require specialist residential placements - therefore target now to maintain at or below 25.
			26	25	25	profile	26	26	25		profile	25	25	25						
	Any PI No. that is shown in yellow indicates that this PI is a Local Area Agreement PI																			
	PI is lower than the lower quartile mark when comparing to available Quartile information for that year																			
	PI is higher than the upper quartile mark when comparing to available Quartile information for that year																			
	Actual is better than the profile by the tolerance factor																			
	Actual is worse than the profile by the tolerance factor																			
03/P5	Indicates that this PI appears as a Key PI in the CYPP 2007/10 and or supports a Corporate Priority																			

Section 6: Financial resources

1. Richard Hartle will provide an insert for this section. However, it is essential that you provide him with high quality information to explain any shift in resources.

Section 7. Human Resources



Section 8: Monitoring and reporting arrangements

Monitoring and evaluation of the work of SEN Services is undertaken through a range of formal, informal and regional strategy systems. The following mechanisms are used to track progress.

- SEN Management meetings take place monthly and these are used to review progress against the Service Plan.
- Regular team meetings of the Educational Psychology and Learning and Curriculum Team are used to share progress and focus efforts on priority areas.
- Participation in the Schools Monitoring Group every half term provides an opportunity for Senior Officers across the division to review their impact on schools, share information and raise areas for concern.
- Analysis of end of Key Stage Performance data as part of the cycle of SEN monitoring and evaluation. This is used to select schools for in-depth monitoring visits and to focus the attention of SEN support teams within their schools.
- Regular feedback of progress against strategies is reported to a range of groups including the Inclusion Strategy Group and the Children's Joint Management Group.
- Self-review of SEN Services including opportunity for external scrutiny through the Regional Strategy Manager.
- Performance development interviews are used to discuss strengths, weaknesses and development needs of team members and to ensure focus on the priorities in the Service Plan.

Evidence from these systems is gathered and evaluated by key members of staff who then report on progress through the formal systems 3 times a year. A progress report is submitted as part of the report to EMAP, which includes a brief summary of progress against priority areas, a performance indicator summary and a financial statement.

Customer feedback is sought by a variety of in-house and external means, including:

- The Audit Commission Survey of Schools.
- Portage Service exit interviews for parents.
- Parent Partnership Surveys.
- Termly planning meetings with schools involving EPS and ISS.
- Consultative groups including Inclusion Strategy Group, SENCO Forums, School Forum, Joint Consultative Group etc.
- Course evaluations.
- Data on Appeals complaints and use of mediation.
- Meetings with individual parents and organised parental groups. e.g. Autism
- CAMHS Stakeholder Day including a film contribution from children and young people. In 2007 we are also participating in research with York University investigating children and young people's views of their experience of attention difficulties and a second study looking at outcomes of peer listening schemes commissioned by the Children's Fund. A third piece of work in collaboration with the University focuses on children and young people's views of Inclusion.

Annex: Corporate compliance statement

Actions/Evidence	Deadline
Equalities action/s	
<ul style="list-style-type: none"> • Publish the Local Authority Accessibility Strategy • Monitoring schools response to implementing requirements of the Disability Discrimination Act through collation and review of school policies. • Encouraging schools to participate in the process of self-review using the Self-Review Framework including the monitoring and evaluation of outcomes and access issues. 	<p>June 2007 July 2007</p> <p>All year</p>
Safer City action/s	
<ul style="list-style-type: none"> • Extend the range of Key Stage 4 provisions for pupils outside of mainstream school, such as Danesgate Skills Centre and Rathbone. • Improve educational outcomes of children who are Looked After through designated school based staff and peripatetic school based teachers. 	<p>Sept 2007</p> <p>March 2008</p>
Operational risk – red risk action/s	
None identified	
Health and Safety	
Specific staff identified in each section who have undergone training in H&S good practice	
Gershon – Efficiency improvement	
<p>YILTS programme will lead to reduced costs for SEN transport.</p> <p>Investment in preventative work such as SEAL (social and emotional aspects of learning) should have a long-term impact in reducing school failure.</p>	<p>March 2008 July 2010</p>
Competitiveness Statement	
<p>Services within the SEN development plan are featured in the top quartile of Local Authorities nationally with a particularly strong performance from the Educational Psychology Service who were placed second in the national table of the Audit Commission Survey</p> <p>Pupil level data shows that pupils with SEN are performing better than before with particularly strong improvement across Key Stage 3.</p> <p>SEN Services were part of the bid that achieved Beacon Council status for early intervention.</p> <p>SEN Services have been recognised by the DfES as being in the top 18 Local Authorities and have been invited to participate in the national launch of Local Authority Hubs of good practice.</p>	



Service Plan for 2007/08

Service Plan for: York Youth Service

Directorate: Learning, Culture & Children's Services

Service Arm: Access and Inclusion

Service Plan Holder: Paul Herring

Director: Patrick Scott

Signed off:

Executive Member: Cllr Carol Runciman

Signed off:

Section 1: The service

York Youth Service is based on a philosophy about the development of young people towards "autonomy", not simply their containment, guidance or diversion into activity. It aims to support all young people as they make their transition into adulthood. Through assessed need the service will make the appropriate interventions for the appropriate duration.

York Youth Service will;

- 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.

The main users of the service are young people aged 13-19 years although some of our 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 with in the service. A strong partnership culture exists with other agencies and services, and local communities are also indirect partners.

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

Our main priorities for 2007/08 will contribute to the reform of young people's services and include:

- 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.

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

York Youth Service is proud to be: *The Best of Partners*

Section 2: Service Review

The service has successfully consolidated area-based provision following the restructure in 2005. Each area has developed a programme of opportunities, events and activities that is updated regularly and circulated widely. Integration of specialist work is making progress although there is still more to be done to create joined up provision. Of special note is the success in maintaining sustained delivery throughout the year at 68 Centre and Chapelfields following difficulties previously.

Plans to publish and provide a City-wide Youth Offer have been delayed, primarily due to IT capacity, however information is being collated, a web site developed and a launch due in April 2007, which will still be ahead of legislation.

Initiatives that have contributed to improve the health of young people include a health worker in each locality engaged in providing information on sexual health, teenage pregnancy, Chlamydia screening and healthy eating with delivery in schools, youth provision and with targeted groups. This work has been recognised by the PCT as highly effective and professionally delivered.

All staff had access to mental health, sexual health and substance misuse training and we continue to assist and deliver support to individuals through Intensive Personal Advisers, nurture groups and chill out clubs at local level.

The Targeted Youth Support (TYS) Pathfinder led by the youth service and delivered in York West has been successful in bringing together a range of agencies to collaborate and identify improved working methods and priorities for the area. Included within the TYS, the Common Assessment Framework (CAF) was redesigned by key workers for local use and branded as YorInfo. Training for staff in the use of the YorOk child index and CAF has been ongoing. Further developments still need to be undertaken around the Lead Professional and 'Sliding Care Model' of support to young people, together with the lessons learned from the TYS in the progression of an integrated young people's service across the city.

Mobile provision through 2 Urbies has continued to increase and reach more young people on the streets and in rural localities. Enhanced resources from Connexions, Safer York Partnership and area team collaboration compensated for the reduction in ward committee funding.

We have made progress in attempting to reach our key performance indicators of the numbers of young people attaining a recorded or accredited outcome by increasing the range of opportunities for young people's contribution and learning, including extending the reach of the Duke of Edinburgh's Award and introducing sectional certificates. 40 learning plans for AQA accreditation have also been developed and these opportunities will continue to be extended.

The Positive Activities for Young People programme was extended to 4 localities and involved 120 young people with a waiting list of referrals. The programme works with young people during school holidays that are at risk of negative behaviour. Evidence collated by the police shows that the level of recorded incidents involving young people has been reduced. We are also performing a crucial role in creating alternative learning programmes for an increasing number of young people who would otherwise be classed as NEET. (Not in education, employment or training). This area of work has potential for expansion within the 14-19 agenda for vocational learning and has clearly contributed to the Connexions partnership NEET performance target of 3.8%. It could be argued that the work has also saved the council an estimated £250k by not having to place young people in specialist accommodation.

The service is committed to ensuring that opportunities are provided across the council for young people to have a voice, influence decision making at all levels and contribute to the implementation of the Hear by Right standards, which are a priority for the Young People's Working Group. The Question Time event, Yorkash, election of the Young People's Champion, and consultations covering local provision, transport policy and the Castlegate development are examples of high quality involvement facilitated by the youth service. A YoZone card road show is visiting schools to promote the use of the card by young people on local buses.

The Momentum on 2 Wheels project is now linked to Network2 and provides valuable skills and safety training for young people, especially with those who are difficult to engage in formal education. The project is now using go-karts and an off road buggy in addition to motorbikes.

A celebration report of the service was produced in January 2007, which highlights the range of activities and provision on offer to young people together with comment about their success. The service promotes opportunities as diverse as a group from the Zoo Skatepark travelling nationwide to 5 skate parks in 5 days; a 'collapsed curriculum day' in preparation for the merger of two schools in York West; film making in the Basement at City Screen; band nights and drama at Fulford.

The service has been working closely with Connexions to develop and establish an integrated youth support service to meet the needs of teenagers in the city and improve the quality of Information, Advice and Guidance. Plans are progressing to merge Connexions delivery with youth service area provision and the opening of the new integrated one-stop-shop in Castlegate is a forerunner for co-location.

Linked to this is the requirement for an integrated children's workforce. We are fully engaged in plans to create a strategy and develop a response for staff development and training. We also work collaboratively with partners to maximise the benefits of pooled resources, for example in the appointment of a diversity worker in the play team and with the Children's Fund and York CVS in a project to build the capacity of the voluntary and community sector. External funding accessed by the service now amounts to £500k.

The service has struggled to have a robust and fit for purpose management information system, however we now have capacity to install 'Youth Zone', which has been created by Birmingham City Council. This will enable us to have effective collection of data to support the service in evaluation and planning as well as figures and information required for annual audit.

Support to front-line staff is a major priority and there are increasing requirements to provide guidance and understanding about the use of new tools, changing protocols and other drivers affecting change in our work. Continual development is delivered through a Policy Implementation Group, various work groups, training opportunities and our Annual Conference.

Section 3: Drivers for Change

Driver	How might this affect our service?	Source
Youth Matters	<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 to each area; reduce NEET; 14-19 Education Otherwise strategy. • Support young people to make a positive contribution – Youth Offer; Voice and Influence initiatives; IYSS; YYS; 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 YYS. 	Children and Young People’s Plan
Knowledgeable Adults and support to frontline services create	<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. 	Children and Young People’s Plan Corporate Strategy

Section 4: Summary of Key Strategic Actions 2007/08

- Increase the range of opportunities for young people to meet, relax and interact safely.
- Improve the opportunities for young people's contribution and learning to be accredited.
- Contribute to the 14-19 learning strategy through 1:1 work, Lifeskills, and confidence building with vulnerable young people.
- Maintain the Positive Activities programme (PAYP) across the service's areas.
- Contribute, where appropriate to the Extended Schools developments.
- Ensure that the Youth Offer in York includes a comprehensive range of facilities and opportunities for young people.
- Support the School's Out programme, increase the number of attendances of young people.
- Provide placements and/or learning programmes to support referrals to 'education otherwise'.
- Support teenage parents to engage with learning and life skill programmes.
- Each youth service area will provide a programme offering a wide range of experiences and safe places to meet with up to date information available in all youth provision to outline opportunities across the city
- Promote sexual health services so that young people can approach youth workers to access discrete and confidential sexual health services.
- Provide information and market healthy lifestyles through all localised provision.
- Provide impartial and confidential advice and counselling for young people at Castlegate city centre one-stop-shop.
- Contribute to implementing a new plan for Child and Adolescent Mental Health Services (CAMHS) and raise awareness of mental health issues with young people, their parents and professionals.
- Ensure swift and easy referral to First Base, the young people's substance misuse service.
- Seek additional funding to expand the Momentum on 2 Wheels project to provide motorcycle training and maintenance.
- Ensure effective use of the YorOK child index.
- Engage with Police Joint Action Groups (JAG) where these exist.
- Work closely with Children's Services to support young people to remain out of care.
- Consult with young people in care about the services they receive in order to improve their experiences.
- Ensure that opportunities are provided across the service for young people to have a voice and influence decision making at all levels.
- Ensure that young people's views are fed in to the developing neighbourhood action plans.
- Devise joint working initiatives with the police to break down barriers and change the perception and understanding of young people.
- Engage with members of the BME communities to ensure appropriate development of services.
- Work with partners to improve knowledge and contacts within the BME communities.
- Promote and offer support to access services for disabled young people.
- Identify community champions to support our work and help to gain the confidence of local people.
- Develop a new volunteering strategy for the whole service.

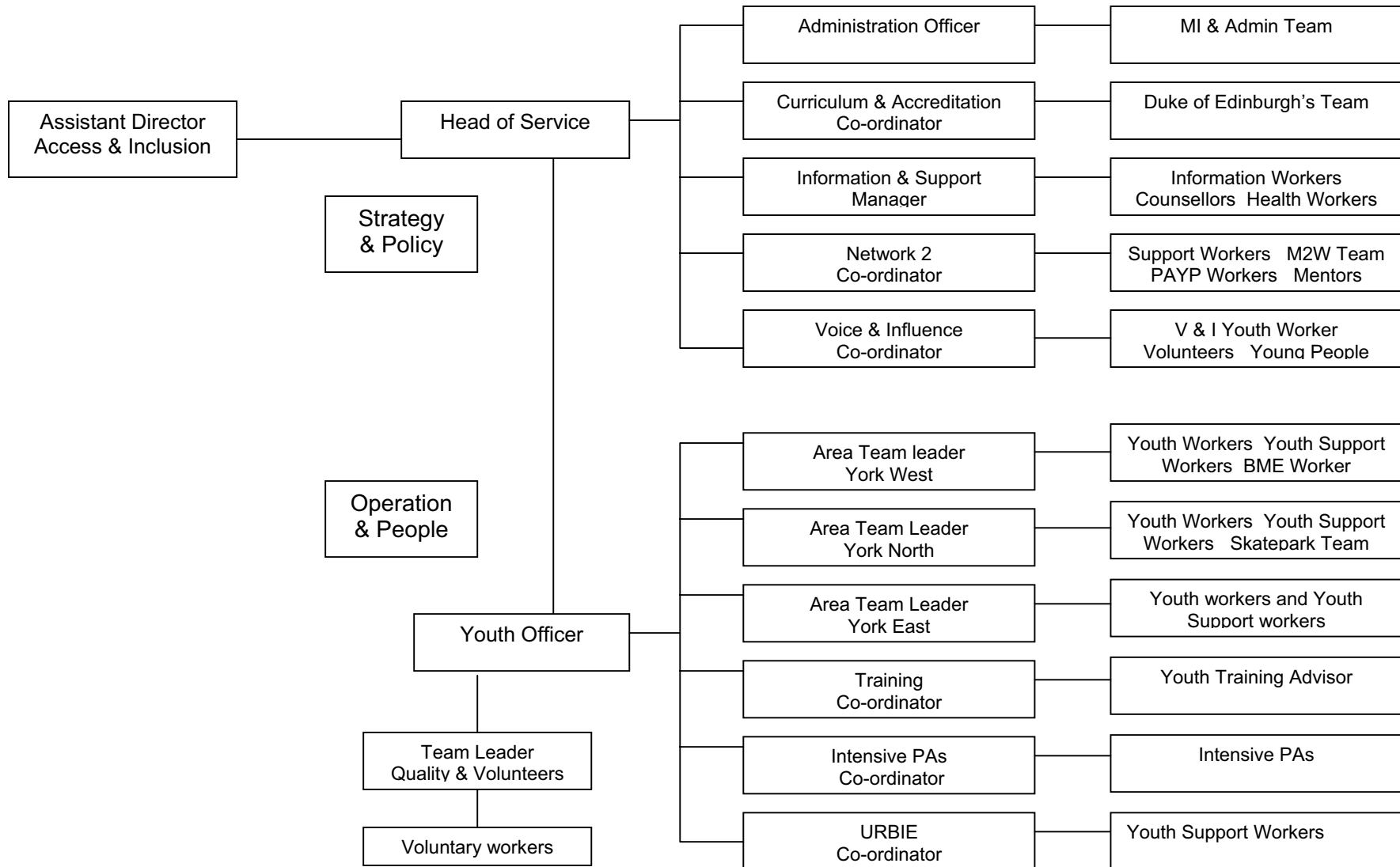
Section 5: Measures

2007/08 to 2009/10 Target setting for Service Planning 07/08 ~ Access & Inclusion

Code	Description of PI	Service Manager	Historical Trend			06/07				07/08				08/09	09/10	05/06	PI appears as a Key PI	Reasons and rationale behind the targets set	
			03/04	04/05	05/06	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	Target	Target	Unitary Average			
CYP4.8	Number of schools with dedicated counselling resource	Paul Herring			10	actual					actual				12	12	12	P8	Targets set as a part of the LAA process
CYP14.2	Number of organisations awarded the Youth Charter	Paul Herring			1	actual					actual	6	8	10	4	6	8		Targets set as a part of the LAA process
BVPI 221a	Percentage of young people aged 13-19 involved in youth work gaining a recorded outcome (A young person who shows development through intervention of a youth worker and can be written down to show 'distance travelled' in the development of outcomes for th	Paul Herring			56%	actual	22%	34%	42%		actual				60%	60%	60%		Target set by DfES as a requirement of delivering Youth Matters
					60%	profile	20%	35%	45%	60%	profile	22%	34%	42%					
BVPI - 221b	Percentage of young people aged 13-19 gaining an accredited outcome (a specific award or recognition for the young person).	Paul Herring			28%	actual					actual				30%	30%	30%		Target set by DfES as a requirement of delivering Youth Matters
					30%	profile				30%	profile								
Y6	Total numbers of young people whose name is known and an interaction has taken place with a youth worker either individually or as part of a group.	Paul Herring			4091	actual	1390	2571	3324		actual				4294	4294	4294		An expectation that the service will engage with 25% of 13-19 population
					4179	profile	1413	2485	3213	4284	profile	1380	2571	3324					
Y7	Number of young people participating in youth work for the youth services.	Paul Herring			2562	actual	876	1519	1976		actual				2576	2576	2576		Regular contact with 60% of the 25% of 13-19 year olds indicated in Y6
					2507	profile	848	1491	1928	2570	profile	876	1519	1976					
	Any PI No. that is shown in yellow indicates that this PI is a Local Area Agreement PI																		
	PI is lower than the lower quartile mark when comparing to available Quartile information for that year																		
	PI is higher than the upper quartile mark when comparing to available Quartile information for that year																		
	Actual is better than the profile by the tolerance factor																		
	Actual is worse than the profile by the tolerance factor																		
O3/P5	Indicates that this PI appears as a Key PI in the CYPP 2007/10 and or supports a Corporate Priority																		

Section 6: Financial resources

Section 7: Human resources



Section 8: Monitoring and reporting arrangements

An improved database will be introduced from April 2006, which will provide all the baseline requirements for detailing the work of each element of provision, recording and assessing individual young people and collating citywide data to monitor, defend and evaluate our service. Having ready access to this data at city wide, area and local level will enable us to show the achievement and benefits of youth provision. Relating up to date information about provision to current data about local needs can strengthen the case for developing, and increasing support for local provision.

Termly Reviews provide a tool for each area, unit or project to review the work it has undertaken in the previous term and use this to plan the approach it will take in the next term. It will support the delivery of youth work by providing time for reflection and planning. A proforma is sent to the unit containing the centrally processed data for the term. The termly review would happen after the last session of each term. Feedback from young people about the previous terms activities and plans for the next term would need to be gained before this session. Line managers will give support to staff in completing the termly reports/action plan.

Annual Review provides units with a tool to look more strategically at their provision, identify their needs and aims for the coming year. It provides a mechanism by which unit plans are linked to the plans for the service as a whole, and the contribution of units is recognised. All staff in the area team would be involved in discussion and completion of the report and Information from this will be used to inform strategic planning.

A formal progress report on all actions and performance targets set out in this plan will be submitted to EMAP in May, October and February. This report will be tabled at the relevant meeting of Strategy Team in advance of the three reporting points each year.

Progress will also be reported to Connexions LMC, Children's Joint Management Group, and Government Office Y&H on an annual basis. An annual audit of baseline data is also required by the National Youth Agency.

Annex: Corporate compliance statement

Actions/Evidence	Deadline
Equalities action/s	
<ul style="list-style-type: none"> The youth service will ensure that provision is accessible to all young people. 	April 2007
<ul style="list-style-type: none"> The service will provide additional support to young people from different ethnic groups and those with special needs. 	Ongoing
<ul style="list-style-type: none"> In service training will include opportunities for staff to gain an understanding of the issues affecting minority groups and practical solutions to ensure inclusion. 	Ongoing
Safer City action/s	
<ul style="list-style-type: none"> The Positive Activities for Young People programme will be extended to all 5 areas in the city. 	Ongoing
<ul style="list-style-type: none"> The URBIE mobile vehicles will be extended to more localities through additional funding to work with young people who are not accessing services. 	May 2006
Operational Risk – red risk action/s	
<ul style="list-style-type: none"> None identified 	
Gershon – Efficiency improvement	
<ul style="list-style-type: none"> The establishment of an Integrated Youth Support Service and merging with ConneXions will have an impact on improving efficiency in future years. 	April 2008
Competitiveness statement	
<ul style="list-style-type: none"> Ofsted judged the service to be satisfactory value for money. 	
<ul style="list-style-type: none"> The annual National Youth Agency Audit places the service in the top quartile in most measures, benchmarked against all local authority youth services. 	
<ul style="list-style-type: none"> The service strives to work in partnership with a wide range of agencies and organisations, including the voluntary and community sector, to ensure improved outcomes for young people and value for money. 	



Service Plan for 2007/08

Service Plan for: Children and Families

Directorate: Learning Culture and Children's Services

Service Arm: Children and Families

Service Plan Holder: Peter Dwyer

Director: Patrick Scott

Signed off:

Executive Member: Cllr Carol Runciman

Signed off:

Section 1: The Service

Service Description.

This service works at any one time with approx 1200 children and young people in the city whose needs or situations require specialist intervention. The service provides a range of interventions designed to assist families and protect children and young people "in need" within the community under the provisions of the Children Act 1989; Children Act 2004 and Adoption and Children Act 2002. Working in partnership with others these include assessment, case/care management, child protection investigations, family support packages, adoption support, individual and groupwork etc. Social work teams are based at our main Ashbank, Hollycroft and Heworth sites. When children are assessed as being at serious risk of abuse the service takes lead roles on interagency child protection planning. Under Section 47 of the Children Act staff of the service undertakes child protection investigations whose outcomes could result in registration on the local Child Protection Register and/or court approved compulsory protective interventions to remove children from their parents' care. The service is likely to be involved in some 20-30 sets of care proceedings at any one stage. Such legal proceedings are highly complex and resource intensive. For 2006/7 it is anticipated that in excess of 160 Section 47 investigations will be conducted and at Jan 2007 55 children's names were on the register. The family centre service has during 2006/7 been renamed as the family support service with previously separate teams/buildings at Clifton and Holgate being integrated and colocated within children centres. Plans remain for Heworth to be relocated during March 2008. The family support service work on individual cases but also offer group work for parents and open sessions for children and families from the wider community. Increasingly the work of the family centre is becoming integrated with service provision through Sure Start and the new Childrens Centres. The Children and Families service provides care & accommodation for children & young people looked after by the local authority under the provisions of the Children Act 1989 and the Adoption Regulations. A range of direct care services are provided to care for these children including residential children's homes & a Family Placement Service with approx 90 foster carers including within it a professional fostering scheme. The majority of children and young people looked after are placed with foster carers or in other family settings. At January 2007 156 children and young people are looked after in mainstream short term or permanent fostering placements. Of these around 86% are placed with foster carers or in other family settings with 7% in residential care and a further 7% in independent accomodation/lodgings/hostel. A further 8 places are available in another specialist home to provide residential respite care for children with profound disabilities and in total approximately 110 children benefit from this as well as from the family based respite care service for children with disabilities. The service in line with the requirements of the 2000 Children (Leaving Care) Act supports approx 124 young people in some cases up to the age of 24 who have been either previously in the care of the authority or have been identified as vulnerable young homeless. The overall service operates within a clear legislative framework and interventions by the service are in situations often described as Tier 3 and 4 where the authority has a statutory responsibility to act. The service benefits from having a Quality Assurance arm providing an arms length reviewing service and childrens rights service. Our specialist training and development service has now been integrated within a directorate training service. The identified role of all local authorities in leading the wider children's agenda results in clear strategic and operational responsibilities for children and young people being located within this service.

Section 2: Service Review

Reflecting on 2006/7 it is greatly reassuring to note the progress made in completing the vast majority of the planned actions in our service plan for the year. The plan had been reported to EMAP on two occasions and was used as a key prioritising and monitoring tool within the section during the year. The Plan has been used internally to cascade into team planning processes and its priorities as a result influence and direct the work of the whole service and of individuals within it. As regards progress against key priorities we can distinguish between process and outcome based priorities. When looking at **process based priorities** we can easily identify

- We have successfully relocated the existing Holgate and Clifton Family Centre service into the new Integrated Children's Centres at Hob Moor and Clifton respectively and are planning the similar move of Heworth into Tang Hall Childrens Centre.
- We are well engaged in the opportunities created through the development of integrated youth service provision and the city centre one stop shop for inclusion of elements of our 11 plus provision
- We have managed the closure of a children home and ensuing implications for staff and children and young people in a transparent and recognised professional manner and reinvestment some of the resources from that closure to enhance Adolescent support arrangements
- We have completed a review of the Referral and Assessment team have approval for amendments to skill mix and key processes within the team and have implemented recommendations arising - we are embracing workforce remodelling learning across the service
- We have held joint seminars with Housing to increase understanding and enhance protocols on impact of Housing policy on children and young people
- We have reviewed the effectiveness of our Family Group Conference service within the 11 plus service arm and as a result established the service on a fulltime permanent basis.
- We have undertaken a "reducing bureaucracy" initiative in which we analysed paperwork demands on practitioners and have already identified some ways to simplify or eradicate identified demands
- We have led a successful transition from the previous Area Child Protection Committee structure to establish a new Local Safeguarding Board
- We have enhanced our customer consultation activity during the course of the year
- We have agreement and resourcing to meet the new national minimum fostering rates
- We have reviewed Corporate Parenting Arrangements and a new forum of officers/members and young people has been introduced
- We have established the Children's Rights Service as an internally managed service with strong interest in the new CR officer post
- We have reduced the size of some assessment and planning documents and re-launched within our developing integrated childrens system (ICS) – we are one of the few authorities to have met national timescales for the introduction of an ICS
- Guide for "Looked After" children and young people completed
- Our new home based Sitting Service for disabled children and their families is up and running
- Training on Adoption and Children Act has been delivered to social workers delivered as general overview of Act, followed up by sessions focusing on practice implications. Training of adoption panel members, approved adopters and applicants; trainers on adoption preparation courses has been completed
- We have initiated work to impact on partnership child protection interventions with drug abusing families
- We have in partnership with housing colleagues, improved the housing options for care leavers and young homeless people notably reduced the requirement for placing young people in B&B emergency accommodation.
- We have increased the numbers on the direct payments scheme

When looking at specific **performance outcomes** we can also positively report

- We have increased the % of young people in care achieving educational success
- We have increased the % of young people in care living in local foster care
- We have Increased the % of signed completed care and pathway plans in place
- We are seeing progress as a result in speed of assessment completion rates
- We have increased performance during the year in key areas including the completion of health assessments and personal education plans for looked after children
- We have reduced offending by looked after children.
- We have reduced the overall unit costs for care
- We have reduced the % of re-registrations of children on the child protection register that occur within 12 months of registration

The overall result of such continued progress was a highly positive feedback in the APA assessment with a score of 3 for children's social care and 4 (excellent) prospects for improvement for the service. However the nature of the work and the demands placed particularly on unitary authorities by the challenging and developing agenda cannot permit complacency and the following **key areas for improvement and development** have been identified.

1. We must further achieve improvements in our completion rates for initial and core assessments. Our new ICS system whilst electronically based was criticised for being unnecessarily time consuming and bureaucratic. Now out of the pilot phase we are streamlining business processes and actual documentation to ease completion without losing their outcome focused nature. Progress here will also need to be reflected in changes in other key documents. We need the technology to enhance practice and not distract from face to face contact. At the same time we need to balance assessment completion rates with achieving high quality outcomes and achieving strong family engagement in the assessment process. We will this year be in a position where the integrated nature of the system will have the potential become more than an internal integration as we seek to enhance partner agencies access and contribution to the system and join the system to the developments underway around the common assessment framework.

2. We have a major challenge in ensuring that the care population in York is stabilised and potentially decreases. The past 9 months has seen a growth of some 14% from 140-163 with ensuing impact on individual children; fieldwork staff, our placement strategy; our reviewing service and ensuing budgetary pressures. We have done well in that context to match most of that growth through increases in the numbers of local foster carers and we are not placing children in residential care outside of the authority despite the recent home closure. The growth is particularly around the teenage group and our apparent limitations in getting rehabilitation of this group back to the care of their parents once accommodated:

3. We have made progress in reviewing our Referral and Assessment Service with new skill mix and business processes in place – but this is an area which must remain a priority to ensure high quality proportionate interventions at the very front end of our service. This priority must include achieving clarity of our expectations of the quality of the service provided through the shared customer advice service and EDT and where required smooth and timely transition of work through to the long term teams.

4. Our service will not progress in isolation and we must be willing to embrace the development of co-located integrated service provision so that we can contribute to the provision of more seamless services but also so that our experience shapes and influences the nature of early intervention and ensure that Tier 1 and 2 services continue to work for "children in greatest need"

5. Whilst the building blocks for improving the educational outcomes of our looked after children are in place and some performance progress has been made this year we still fall short of the national targets. This may be for reasons beyond our control but we need to be doubly sure this is the case and take action if not. The awareness of and expectations on head teachers and governors has been significantly raised. Educational support and the level of that provision is also crucial to the achievement of overall stability in our placements (another challenge to our performance) and work to enhance the overall range and intensity of educational input must remain a priority. This issue features substantially in the Green Paper Care Matters. We need to continue to work with our education colleagues to ensure that children at risk of coming into care (i.e. the teenagers as above) have priority access to education support, a lack of which may be a contributor to family breakdown.

6 We remain a predominantly people based and dependent service and we should never lose sight of the fact that the quality of our staff their motivation, support and supervision will be significant to the quality of the service we then provide. We are no longer reliant on agency staff; we maintain low levels of unallocated work; we have good retention levels and improved training strategies but there are never grounds for complacency and the organisation should prioritise workforce development and engagement of staff in that debate.

7. We have in common with other LA children's social care sections significant budget pressures but an opportunity exists to start the year from a more level playing field. We need to reshape our services for support of disabled children to provide more cost effective, flexible and closer to home provision. This may require enhancements to sitting services or extensions in the form of respite available through the Glen so as to reduce the risk of placements out of authority. We need to continue to increase local fostering placements to prevent the need to consider IFAs; we need to ensure legal costs are more effectively contained etc

In addition to the work already identified above the service will need to ensure capacity is there to grasp opportunities or respond to new national prerogatives. These are identified in more detail in the "drivers for change" section (Section 3) of this plan.

Section 3: Drivers for Change

Driver	How might this affect our service?	Source
Adoption and Children Act 2002	Implemented incrementally, 2006 saw enhanced responsibilities falling to the division to ensure improved post adoption planning and support services for all involved in the adoption process. As a smaller authority we are challenged to provide the post adoption planning and support service intended by the legislation.	DfES
Green Paper: Care Matters – Transforming the Lives of Children and Young People in Care	A Green Paper on looked after children is currently out for consultation – 15 th January closing date. Key themes are around education of looked after children; better placements; children on the edge of care; releasing practitioner innovation; placement stability; transitions etc. It is unclear at this stage the speed or nature of legislation which may follow. It is particularly significant however the emphasis that is expected in the legislation on improving educational outcomes for LAC.	DfES
Every Disabled Child Matters	The Every Child Matters language and concepts for service improvement has been rolled out into a specific production entitled Every Disabled Child Matters and this should impact upon our priority setting processes	DfES
Social Problems and Policy Conflicts	The growth within society of the misuse by adults of drugs and alcohol has a direct impact upon this service arm as the particularly the complexity and potentially the volume of cases warranting protective interventions could increase. The welcomed higher profile paid to issues like Domestic Violence could impact significantly on the referrals to the service. Additionally the more authoritative interventions of other services to tackle nuisance and anti-social behaviour and rent arrears could result in enhanced pressures on the delivery of the current service.	
“Working Together” Guidance	The transition from ACPCs to Safeguarding Boards has been made. The full “Working Together” final version has been published and has practice and procedural expectations need to be implemented. General and agency specific Section 11 audits have been completed for the service and actions arising need implementation.	DfES
Electronic Social Care Records	The expectation of the use of electronic social care records by Jan 2007 for the recording of our work and assessments of children and young people in need was met in York but despite our ICS pilot status ESCRs present ongoing strategic and operational challenges. Considerable system development, training and partnership implementation issues remain	DfES

Driver	How might this affect our service?	Source
Integrated Services Agenda: ✓ Children Centres Development ✓ Integrated Youth Support ✓ Integrating Disabled Childrens Services	National expectations surrounding the growing development of integrated children's centres providing a range of education and family advice and support services locally. York is advanced in its development of 8 such centres to be in place by 2008 and likely to have additional resources/expectations for further number by 2010. Clear implications for the existing services within this service arm that contribute to that agenda. Similarly integrated Youth – Connexions service, Targeted Youth Support Services, and the new city based one stop shop for young people is at the centre of support to vulnerable children and young people of which C&F are major partners. The quest for more integrated services for disabled children positively impact on this service arm.	DfES
Placement Strategy	The growth in the looked after population and reduction in residential provision places considerable pressures on our placement services. We have managed without significant use of independent providers through excellent growth in our fostering services. We need to stabilise the looked after population as a matter of urgency.	Local demand
Inspection Feedback	Whilst our regulated services have consistently received positive regulatory inspections through CSCI this is not an area for complacency. A joint inspection of Fostering and Adoption services in York is planned for Jan/Feb 2007 and we will need to ensure that any requirements are acted upon and recommendations considered.	CSCI
Workforce Development and Staff Consultation Feedback	The children national workforce development agenda is a significant one with implications both for the social work profession and the wider children's workforce agenda. The section will need to be equipped to engage and respond to this programme. In addition the section needs to respond to key messages arising from both staff survey feedback and any other staff consultation work undertaken.	DfES/Local

Section 4: Priorities/Initiatives/Actions for 2007/08

1. Maximise the positive impact of Integrated Children's Centres on Service Delivery and work toward the relocation of the Heworth Family Support Service into the new Tang Hall Integrated Children's centre
2. Ensure opportunities that arise for integrated practice are taken by the 11 plus group by locating the Young Persons Homeless worker at Castlegate and by providing weekend advice and support for care leavers through Saturday opening of Castlegate
3. Enhance seamlessness of service delivery by maximising the technical opportunities available through enhanced functionality now available across partners in the Integrated Children's System
4. Actively contribute to the integration of services for disabled children by close working with the Head of Integrated Services.
5. Through partnerships, work to enhance the range and availability of accommodation options for young people leaving care and young homeless people:
6. Actively contribute to nationally driven practice developments across partner agencies eg lead practitioners, Common assessment.
7. Enhance arrangements to ensure Looked After and Children in need receive timely and appropriate educational provision.
8. There are **specific performance indicators** where we are keen to see progress
 - Increase the % of initial and core assessments completed within national timescales
 - Increase the % of young people in care achieving educational success
 - Maintain the increase in the % of young people in care living in local foster care
 - Reduce the number of young people needing to be looked after by the local authority
 - Enhance Adolescent support arrangements to reduce the % that are admitted and/or readmitted to care
 - Reduce to less than 2% the level of unallocated work in the section
 - Improve placement stability
 - Improve transition processes and outcomes
 - Increase % of completed care plans in place
 - Reduce the % of re-registrations of children on the child protection register that occur within 12 months of registration
 - Maintain high performance in review completion rates
 - Reduce the numbers of care leavers who become mothers
9. Placement Services to Increase the specialist fostering scheme from 20 foster carers to 28 foster carers by March 2009 by meeting interim target of 24 specialist households by March 2008 and Increase the number of fostering households to 100 by March 2009 and meet interim target of 96 fostering households by March 2008
10. Disability Services to increase the number of home based sitters in Sharing Care by 25%; achieve greater flexibility in the care packages provided through the Glen Respite Centre and increase no. of carers on Direct payments to 8
11. Establish city wide comprehensive adoption support services across all agencies
12. Preparing for new legislation based on "Care Matters" Consultation
14. Respond to Staff Feedback, enhance HR opportunities and progress Workforce Reviews and Remodelling
15. Undertake specific evaluation of "what works" in reducing the care population within 11-16 age group

Section 5: Measures

2007/08 to 2009/10 Target setting for Service Planning 07/08 ~ Children & Families

Code	Description of PI	Service Manager	Historical Trend			06/07				07/08				08/09	09/10	05/06	PI appears as a Key PI	Reasons and rationale behind the targets set		
			03/04	04/05	05/06	Actual	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/Term	3rd Mon Target (Whole Year)	Actual	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/Term	3rd Mon Target (Whole Year)	Target			Target	Unitary Average
CYP6.4 (PAF CF/C64)	% of completion rates (within 35days) - Core Assessments	John Roughton	40.2%	16.7%	19.57%	Actual		N/A	100%	35.00%	Actual				45.00%	55.00%	60.00%	68.5%	P8	Targets set as a part of the LAA process
CYP6.5 (DIS 1704)	% of completion rates (within 7 days) - Initial Assessments	John Roughton	65.8%	52.4%	53.51%	Actual		N/A	72.5%	65.0%	Actual				70.0%	75.0%	80.0%	64.8%	P8	Targets set as a part of the LAA process
CYP7.6 (PAF D78)	% of Long Term Placement stability (2.5 years)	Howard Lovelady			73.90%	Actual	78.90%	69.10%	60.78%	76.00%	Actual				77.00%	78.00%	80.00%		O2	Targets set as a part of the LAA process
CYP7.7	Number of approved foster carers in the authority	Howard Lovelady			81	Actual				85	Actual				90	95	100			Targets set as a part of the LAA process
CYP8.5 (DIS 1403)	% of care leavers with 5+ GCSEs A*- C	Ruth Love	14.2%	8.7%	0%	Actual		0.0%	12.5%	12.0%	Actual				13.00%	14.00%	15.00%	9.0%	P8	Targets set as a part of the LAA process
CYP8.6 (PAF C24)	% LAC missing 25+ days school	Ruth Love	16.82%	15.38%	12.19%	Actual		17.58%		12%	Actual				12%	12%	10%	11.50%		Targets set as a part of the LAA process
CYP10.1	Number of families attending targeted Parenting Programmes	Mary Cousins				Actual				42 (actual)	Actual				60	75	90		O3/P5/ P8	Targets set as a part of the LAA process
CYP10.2	Number of facilitators trained to deliver targeted Parenting Programmes	Mary Cousins				Actual				20 (actual)	Actual				35	45	50			Targets set as a part of the LAA process
CYP15.1, SSC2.1 (LPSA2 7.1)	% of young offenders who receive a final warning, or are sentenced to a (YOT supervised) disposal, or are released from custody (into YOT or ISSP supervision) between 1 Oct – 31 Dec in the year specified and who re-offend within 12 months.	Simon Page			37.6%	Actual				Not set	Actual				34.6%	33.6%	32.6%		O4	Targets set as a part of the LAA process
CYP15.2, SSC2.2 (LPSA2 7.2)	Average number of offences committed per young offender, whilst subject to a bail or remand episode during the specified year	Simon Page			3.0	Actual				Not set	Actual				2.8	2.7	2.6		P8	Targets set as a part of the LAA process
CYP15.3	% young people who receive a substance misuse assessment within five working days from screening (of those, identified through screening, as requiring an	Simon Page				Actual	N/A	N/A	N/A	90%	Actual				90%	90%	90%			Targets set as a part of the LAA process
CP1	Number of Children's Centres provided within the most disadvantaged communities	Ken Exton				Actual					Actual				1	2	8		P8	
PAF A1 BVP149	% LAC having 3 or more moves of placement (Star Blocker)	Howard Lovelady	7.55%	18.24%	17.14%	Actual	2.00%	7.24%	11.61%	13.00%	Actual				10.00%	10.00%	10.00%	13.40%		Top quartile performance
PAF A2 BVP150	% of care leavers: 1+ A*-G at GCSE or equiv (Star Blocker)	Ruth Love	64.29%	56.52%	46.00%	Actual		25.00%	37.50%	60.00%	Actual				62.00%	65.00%	65.00%	54.20%		Need to consider that if we are more successful with keeping teenagers out of care then, those that remain in care are often young people whose lives are the most chaotic and damaged
PAF A3	% of children on the Child Protection Register (CPR) who have been re-registered	John Roughton	13.27%	16.87%	12.16%	Actual	4.76%	7.70%	10.53%	13.00%	Actual				10.00%	10.00%	10.00%	13.20%		Size of cohort suggests an annual target of 10% is realistic.
PAF A4 BVP161	Ratio of Care leavers in educ, training or employment	Ruth Love	0.76	0.97	0.74	Actual		0.50		0.8	Actual				0.8	0.8	0.8	0.76		A very high target strongly affected by small cohort issues.

2007/08 to 2009/10 Target setting for Service Planning 07/08 - Children & Families

Code	Description of PI	Service Manager	Historical Trend		06/07				07/08				08/09 Target	09/10 Target	05/06 Unitary Average	PI appears as a Key PI	Reasons and rationale behind the targets set
			03/04	04/05	05/06	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Monitor (Whole Year)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Monitor (Whole Year)						
PAF B8	Adjusted-Cost of services for LAC	Howard Lovelady	6975.97	6906.69	1625.00	Actual Profile		4570.00	Actual Profile	4570.00	£590.00	£590.00	£663.83				
PAF C61	Final warnings/reprimands and convictions of LAC	Ruth Love				Actual Profile	2.97%	3.90%	Actual Profile	3.90%	3.70%	3.50%	3.80%				
PAF C19	% of Health needs assessments undertaken for LAC for more than 1 year	Howard Lovelady	79.82%	79.20%	80.84%	Actual Profile	82.50%	82.00%	Actual Profile	82.00%	84.00%	85.00%	82.40%				
PAF C20	% of reviews or children on CFR undertaken on time (Star Blocker)	John Roughton	100.00%	94.87%	95.00%	Actual Profile	100.00%	100.00%	Actual Profile	100.00%	100.00%	100.00%	99.00%				
PAF C23	% of Adoptions undertaken on from the looked after population (Star Blocker)	Howard Lovelady	15.20%	17.80%	9.64%	Actual Profile	0.85%	4.07%	Actual Profile	10.00%	10.00%	10.00%	8.1%				Top quartile
BYP163	Expenditure on Children in Need as a % of all expenditure in Children & Family Services	Peter Dwyer	43.74%	45.70%	45%	Actual Profile			Actual Profile	5.00%	42%	42%	38.4%				Above unitary average.
SM3.DS 3123	% of Residential childcare staff who have achieved L3 in NVQ in caring for children	Sue Foster	54.5%	64.0%	64%	Actual Profile	77.1%	70.0%	Actual Profile	75.0%	80.0%	80.0%	44.2%				
SM4.DS 3124	% of social workers & residential managers who need to achieve the child care Pg award.	Sue Foster	20.0%	23.3%	37.0%	Actual Profile	40.4%	38.0%	Actual Profile	38.0%	40.0%	41.0%	40.0%				
DIS 3331	Number of carers of disabled children in receipt of Direct payments	Howard Lovelady	0	4	6	Actual Profile		7	Actual Profile		8	9	8.7				
SP 1413	% of LAC with access to computers in foster or residential care (aged 5-16)	Howard Lovelady	63.5%	67.0%	70.0%	Actual Profile	N/A	80.0%	Actual Profile	90.0%	100.0%	100.0%	1.00				
CF1	allocated & unallocated work levels %age of cases unallocated	Pete Dwyer			1.99%	Actual Profile	2.8%	1.47%	Actual Profile	1.1%	-2.5%	-2.0%	-1.75%				
CF2	Supervision Undertaken	Sue Foster	81.80%	83.00%	83.00%	Actual Profile	-9%	81.4%	Actual Profile	-2.5%	90.0%	100.0%					
CF3	Staff satisfaction survey results (state key 2-3) (Carried out every 18 mths)	Judy Kent	Not Done	74%	Not Done	Actual Profile	Not collected this year		Actual Profile		76%						
CF5	% of completed and signed care plan for LAC	Judy Kent			45%	Actual Profile	50%	61%	Actual Profile	51%	70%	90%					
CF6	Number of CLA Children aged 10-15 years in foster placements or placed for adoption	Pete Dwyer	159	146	140	Actual Profile	153	152	Actual Profile	155	148	144					New indicator for 2006/07
PAF B79	Children aged 10-15 years in foster placements or placed for adoption	Howard Lovelady	N/A	N/A	N/A	Actual Profile	84.0%	82.3%	Actual Profile	84.1%	83%	83%					New indicator for 2006/07

10-17 who are supervised by
 COLI 26 YOI training and jobs 73 71.3 57.00
 Any PI No. that is shown in yellow indicates that this PI is a Local Area Agreement PI

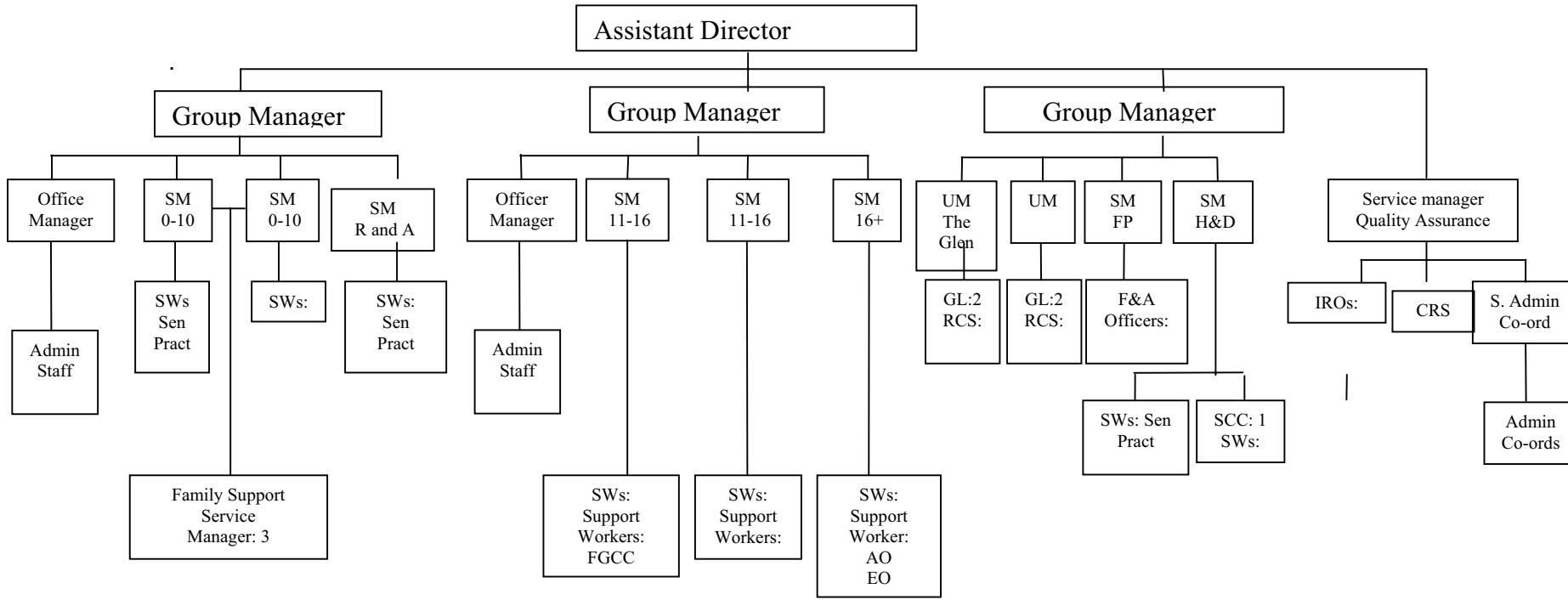
PIs lower than the lower quartile mark when comparing to available Quartile information for that year
 PIs higher than the upper quartile mark when comparing to available Quartile information for that year
 Actual is better than the profile by the tolerance factor
 Actual is worse than the profile by the tolerance factor

03/PS Indicates that this PI appears as a Key PI in the CYP 2007/10 and or supports a Corporate Priority

Section 6: Financial resources

1. Richard Hartle will provide an insert for this section. However, it is essential that you provide him with high quality information to explain any shift in resources.

Section 7: CHILDREN and FAMILY SERVICES HR Resources



Code:
 SM: Service Manager FP: Family Placement
 SW: Social Worker H&D: Health and Disability
 AO: Accommodation Officer SCC: Sharing Care Co-ordinator
 RCS: Residential Care Staff UM: Unit Manager
 GL: Group Leader TDO: Training and Development Officer
 EO: Employment Officer CRS: Childrens Rights Service
 FGCC : Family Group Conf Coord
 R and A : Referral and Assessment IRO: Independent Reviewing Officer

Section 8: Monitoring and reporting arrangements

This Service Plan itself has been produced following a series of consultation opportunities and the engagement in as many members of staff in the section as possible. The service plan has built from core planning activity within the section and incorporate any feedback received on the service throughout the year. Actions specifically identified in this document all have a Named Lead from a member of Children's Management Team (CMT). This will enable the action to be timetabled into future meetings of CMT but also incorporate the action into work plan/appraisal process for those managers. The Plan will be approved at a meeting of the Executive Member Advisory Panel and be then updated and reviewed by the same forum at key stages through the year.

As in previous years internally this Service Plan will also be cascaded into work plans for teams/groups of teams. The reviewed internally developed format for work plans enables clarity on service priorities to be cascaded and appropriate contributions to those priorities maximized. This year all work plans will again have key performance targets for the section cascaded to a team level. Those work plans will be produced with the full inclusion of all of the staff group and clear linkages between those work plans and this Service Plan will as a result be possible. Work plans will be completed by end of June 2007. **For 2007/8 we are introducing a new system of peer reviews of workplans to be completed across the service in November 2007.**

Key PIs will be monitored through key management forums and the overall process overseen by the Service's Performance Management Group. Specific targets against Staff based improvements will be overseen by the Service's HR Resource Group. Full use of ICS will maximise improvements in access to performance information.

Financial reporting and monitoring through CMT will remain a monthly key priority. Included in the plan is a stronger emphasis on specific consultation activity during the course of the year. Reporting on key performance to external interests eg Commission for Social Care inspection/Ofsted will continue through regular business meetings; performance submissions eg OC2 and the APA process.

This Plan contributes to implementation of the priorities identified within the overarching strategic plan for Children and Young Peoples Services for the city.

Annex: Corporate compliance statement

Actions/Evidence	Deadline
Equalities action/s	
Update the Staff and Carer Guide to Working with and Caring for Children and Young people from Minority Ethnic Communities	Sept 2007
Ensure that substitute care publicity material is available in a wider range of languages and formats	Sept 2007
Safer City action/s	
Maintain the improvements in reducing the offending rates of Looked After Children	Ongoing
Review and clarify organisational expectations when young people known to the service incl LAC enter custody	May 2007
Actively engage with partners to plan interventions aimed at addressing the prevalence or risk of ASB/crime by young people	Ongoing
Operational Risk – red risk action/s	
The relocation of some services into colocated/integrated delivery Arrangements could impact on the level in the short-term of demands on that service – this risk is reduced by clear eligibility criteria, good management and strong communication systems being in place	Ongoing
The transition to electronic records system and implementation of a raft of documentation and processes has impacted adversely on performance in some areas – plans need to be progressed to remedy this situation if negative impact on key PIs/inspection results are to be avoided.	Ongoing
Gershon – Efficiency improvement	
The relocation of key aspects of service provision has potential to achieve either efficiencies in accommodation/managerial and operational input or the retargeting of existing service provision to earlier more cost effective forms of intervention	March 2009
The movement to electronic social care records has potential if implemented fully to achieve “non cashable” improvements by reducing the bureaucracy of current case management/processes and thereby enhance direct interventions with the public	Ongoing
Competitiveness statement	
Children’s services and social care within it are subject to annual integrated inspection arrangements. In the 2006/7 Annual Performance Assessment the service arm received highly positive feedback scoring a 3 (out of 4) for current provision and a 4 (out of 4) for its prospects for even further improvement. This places the authority in the top quartile of assessments of local authority’s children’s social care. The inspectors recognised in their feedback that this performance had been achieved in the context of the authority having one of the lowest spends per head of population in the country.	



Service Plan for 2007/08

Service Plan for: **Adult and Community Education**

Directorate: **Learning, Culture & Children's Services**

Service Arm: **Culture and Lifelong Learning**

Service Plan Holder: **Charlie Croft**

Director: **Patrick Scott**

Signed off:

Executive Member: **Cllr Carol Runciman**

Signed off:

Section 1: The service

The City of York Council Adult and Community Education Service (CYC-ACES) is an LEA direct provider of learning opportunities primarily for adults age 19 and over. It is located within the City of York Council's Learning, Culture and Children's Services Directorate.

Non-accredited and accredited programmes, family learning and skills for life courses are directly funded by the LSC. The service also draws in a number of other small sources of funding for specific developments, including for example the development of the services MOODLE interactive website.

Key partners for the service include:

- Future Prospects, who provide a 'one-stop' information, advice and guidance and enrolment service in the city
- The seven secondary schools in which the adult education centres are based
- The Library Service
- Surestart and other partnerships associated with the development of integrated children's centres

The service mission is:

"To provide opportunities for everyone to be part of a thriving learning community, particularly focusing on participation by people who have had the least benefit from the education system so far"

In summary, this service aims to provide:

- A wide range of good quality learning opportunities that support local, regional and national priorities to stimulate demand for learning and promote a culture of lifelong learning
- A range of learning styles and settings to make learning accessible to all
- 'First-rung' learning that is accessible and promotes social inclusion through the provision of shorter, flexible, part-time programmes delivered in local community venues
- Support to learners by way of an informal, student-centred ethos that is appropriate to the adult status of learners, particularly those who are returning to learning, and gives them the self-confidence to progress to further learning and the further development of skills
- Skills for Life programmes in literacy, numeracy and ICT (Including ESOL)
- Support to parents, particularly in more disadvantaged areas, in raising the achievement of their children in learning

Funding for the service is in the form of core and project funding from the Learning and Skills Council, and in Family Learning from a variety of sources including Surestart, and the Children's' Trust. Funding from LPSA in partnership with the library service has been significant particularly in supporting the embedding and development of flexible learning centres. This complex mix of funding presents challenges and opportunities for the service.

The service continues to operate in rapidly changing environment. It has to plan to respond to national, regional and sub-regional priorities alongside trying to respond to the wants and needs of learners. Particular pressures are mounting to respond to specific nationally defined and narrow qualification bearing programmes which threatens the survival of a broad and balanced adult curriculum. This causes a clear tension with the services role within a local authority committed to lifelong learning and universal access, but where funding is largely external. Alongside the uncertainty of funding sources, there is additional pressure to raise fees for some programmes so that learners contribute more to their learning than they have in the past. This is particularly true in programmes that could be characterised as being learning for personal development.

Currently two of the main sources of funding for the service are under review and this has led to a great deal of uncertainty in terms of forward planning. Many of the actions within this plan are dependent upon sufficient resources being secured; at the time of writing these are still uncertain.

Two major developments have also been significant. In partnership with the Library Service resources were secured to extend Acomb Library to create a Library Learning Centre. The plans are now well developed with an intention to open in January 2008. Further plans to apply for funding to the Big Lottery to extend Tang Hall library are also well developed. Secondly the development of the flexible learning centres has been important. It was initially planned that these would be funded using a learndirect contract, but unfortunately this was not secured. As a result other core funding has been used and in partnership with the Library service the flexible learning provision has become an important part of the adult education offer across the city, allowing learners who cannot attend fixed time and date programmes to access provision. These centres located within libraries have proved popular with older learners.

Significant resources have also been secured this year to develop an interactive website for the service and to develop training and resources to ensure that it is used effectively. This has been very successful with training now extending to other services in the service arm. The service has trained 70% of tutors to use the website and is now targeting the remaining staff to ensure that everyone has had some initial training to allow them to use the website. Resources for this work have come from external grants secured by the service.

Throughout the period of the year the family learning service has continued to work closely with the developing integrated children's centres to embed the programme that it offers within the overall scheme. It has done this with some success and is now well placed to contribute to the overall aims of the new services that are going to be offered.

Section 2: Service Review

Academic year 2005/06 was the first full year of direct funding for FE provision across the service. The service performed well over-hitting its funding target. It also completed all National ILR returns on time and without error and was given an excellent audit report for the FE return. This is a significant achievement for a service in the first year of an FE contract.

A full ALI inspection of the service carried out jointly with York Training Centre in November 2006. In many respects this report summarises the services performance over the past year and as a result many of the judgements below are taken from the report. The service was judged as being a good service (Grade 2 of 4), with Family Learning being judged as outstanding (Grade 1), putting it amongst the best services in the country. The fact the family learning was judged to have “no significant weaknesses” is particularly significant.

The full report can be found on the ALI website but in summary the following judgements were made that are particularly pertinent to this section of the service plan review;

Strengths

- Comprehensive strategic planning and management in adult and community learning
- Particularly effective partnerships to promote learning and skills
- Very good city-wide strategy for the provision of information, advice and guidance
- Very effective strategy to promote accessibility to e-learning in adult and community learning
- Good arrangements for appraisal and staff development
- Good strategies for widening participation
- Very effective quality improvement strategies

Weaknesses

- Insufficiently well-established aspects of quality assurance

Overall performance against PI's was good with the service achieving the targets set in most areas. However is one crucial area of Skills for Life achievements against the national targets this was disappointing with no growth on the target for last year and against the forecast targets. This could have a significant effect on the achievement of the LPSA2 target. The reason for this underperformance relates to a number of factors including the late start of the LPSA funding, lack of learner numbers at flexible learning centres and the failure of some management initiatives to produce the desired outcomes. This is going to be a focus for 2007/08, especially as this is a key LLA target for the local authority.

There was a reduction in the number of programmes that the service offered in 2005/06 academic year compared with the previous year, and a subsequent drop in learner numbers across the service. This was due primarily to the withdrawal of a significant block of discretionary funding that had been used to offer a range of short taster programmes. (A full digest of the statistical information is attached an annex 1).

The services full self-assessment document can be made available, and an overview of the key statistical data for the service along with an outline of the Self Assessment process, with the grades awarded can be found at the end of the service plan.

Section 3: Drivers for Change

Driver	How might this affect our service?	Source
LSC National and regional funding priorities	The continued focus on Skills for Life and priority learners means that funding available for adult learning is being reallocated, and the service is having to be more targeted. This process has been accelerated this year with the further emphasis on adult full level 2 and full level 3. It is uncertain at the time of writing as to the effect that this might have on the allocation of resources for the service.	LSC Policy documents
Changes in funding for FE programmes	More emphasis on learning for skills and less on learning for personal development is going to put pressure on areas of delivery where the service has traditionally been strong. This is going to need to lead to some changes in delivery and curriculum the service is going to continue to operate effectively in this area.	Managing the balance and mixed of provision
Reduction in funding for ESOL learners and changes in funding eligibility	There could be a significant effect on ESOL learners at a time when pressures on the service across the city are increasing and where demands for English teaching have increased as a result of the recent influx of eastern European communities to York. Automatic free provision for learners is going to be withdrawn from September 2007. This is going to mean that learners who need the support are not going to receive it.	AS above
Development of self-financing programmes	There is an increasing expectation from the LSC that learners should fund a greater proportion of their learning where this learning is primarily for personal development. In response to this and to the reduction in resources for these types of programmes the service is going to introduce self funded programmes. This is going to mean that a whole range of programmes are not going to have public funding to support them. Whilst the intention is not to increase the fees significantly there may be some small increases in some programme areas.	Indicative funding allocation.

Driver	How might this affect our service?	Source
Expectations of increases in fee income to all learners	In addition to the expectation of fees identified above there is a continued expectation that learners in all programmes will contribute significantly to their learning programmes. This is going to be challenging for the service, as fee levels are relatively high currently. The LSC are going to expect learners to pay more toward their courses, especially those where the courses content does not support the key objectives of the LSC and the national skills strategy. The LSC expects the service to collect 37% of the cost of a programme from the learner and this is going to increase year on year to at least 50%. For some programmes this is going to mean an increase in fee levels of at least 10%.	Planning for success. Leitch report on Further Education
Continued emphasis on quality improvement and continuous improvement	Whilst the service had an excellent inspection the challenge is now going to be to maintain the level of excellence and to make other improvements. Many of the quality systems implemented in order to monitor improvements have led to much dissatisfaction from learners, particularly in regard to the amount of paperwork they are asked to fill in.	Success for all. OFSTED inspection arrangements.

Section 4 – Reporting to members on Key Service Objectives – Adult and Community Education

Objective 1 - To ensure that quality improvement is a continuous and effective process

- Review the following processes and across all programme areas procedures OTL, Learner satisfaction, RARPA. (Sept 2007)
- Establish quality systems for self financing programmes and flexible learning centre. (Sept 2007)
- Develop a cycle of MI information to use in the planning, monitoring and SA of provision (April 2007)

Objective 2 - Develop new provision that responds to LSC regional and national priorities, and maintains a broad and balanced programme offer

- Develop and implement a programme of activities at the new Acomb Library Learning centre. (Jan 2008)
- Explore the potential to develop Full level 2 and 3 qualifications for adults. (Sept 2007)
- Develop a range of programmes for self-financing courses for the September programme. (Sept 2007)
- Evaluate the current pilot “School support Certificate” programme before rolling out across the rest of the city. (June 2007)
- Develop a series of programmes specifically targeted at improving employability skills and learn to learn skills. (July 2007)

Objective 3 - Develop library learning centres

- Work with the Library service to put a capital bid to the Big Lottery for funding to develop Tang Hall Library Learning Centre. (April 2007)
- Complete the work on Acomb Library Learning centre to ensure opening by Jan 08

Objective 4 - Develop a whole service and service arm approach to Skills for life

- Run training for other services within the service arm on Skills for Life awareness (June 2007)
- Participate in the Skills for Life Quality Improvement programme for Whole Organisation approach. (June 2007)
- Respond to the new funding regime for ESOL learners to ensure continuity for existing learners, and develop new programmes in line with new national qualifications (July 2007)

Objective 5 - Deliver the LPSA2 priority of improving literacy, numeracy and employability skills in York

- Reorganise the outreach team to develop capacity to target new groups. (April 2007)
- Create a new post of coordinator to manage the Skills for Life offer across the flexible learning centres. (May 2007)
- Further develop the model of embedding Skills for Life across the Local authority. (Review actions Jan 2008)
- Align family learning and Skills for Life programmes with the integrated children’s centres so that all programmes are delivered in all localities. (Dec 2007)

Section 5: Measures

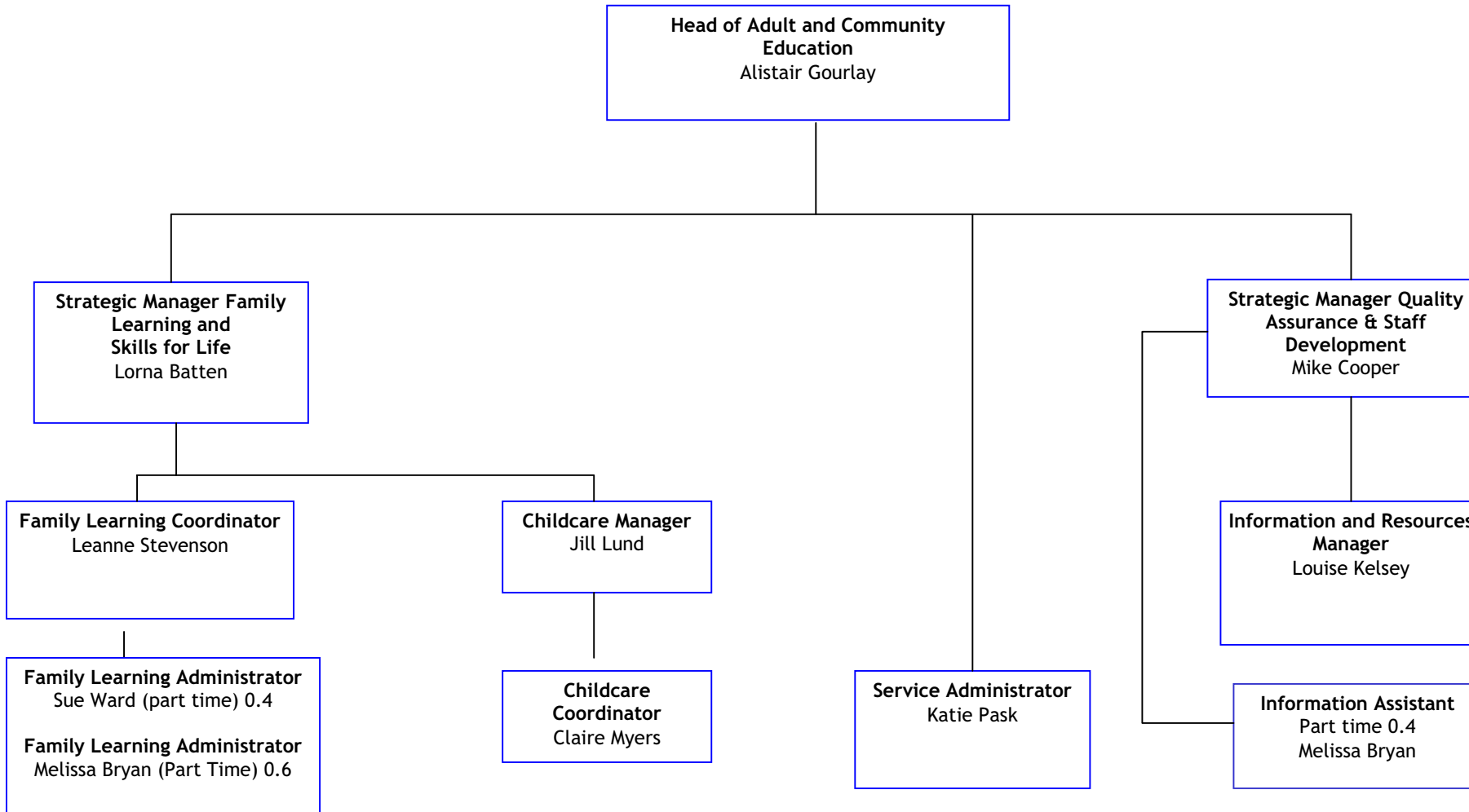
2007/08 to 2009/10 Target setting for Service Planning 07/08 ~ Lifelong Learning & Culture																		
Code	Description of PI	Service Manager	Historical Trend			06/07 (05/06 academic year)				07/08 (06/07 academic year)				08/09	09/10	05/06	PI appears as a Key PI	Reasons and rationale behind the targets set
			03/04 (02/03 academic)	04/05 (03/04 academic)	05/06 (04/05 academic)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	Target	Target	Unitary Average		
EDE4.5 (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	Alistair Gourlay			27	actual				actual				113			P5	Targets set as a part of the LAA process
EDE4.6 (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	Alistair Gourlay			64	actual				actual				360			P5	Targets set as a part of the LAA process
EDE4.7 (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	Alistair Gourlay			124	actual				actual				559			P5	Targets set as a part of the LAA process
L1	Total Number of enrolments on adult Education Provision (non-accredited) Academic year reporting	Alistair Gourlay	4954	5613	6043	actual		5582		actual			5500	5500	5300			This is a volume measure based on activity. Given the emphasis on skills from the LSC and the fact that the funding that supports this provision is frozen then the result is going to be a drop in the number of courses that we can offer.
L3	Percentage retention on adult education courses (accredited) Academic year reporting	Alistair Gourlay	78%	78%	84%	actual		85%		actual			84%	85%	85%			Retention across the service is high at 84%. This is a challenging target to maintain especially if we are going to target more provision at hard to reach groups
L5	Percentage retention on adult education courses (non-accredited) Academic year reporting	Alistair Gourlay	87%	92%	94%	actual		93%		actual			94%	94%	94%			This is very high at 94% and we do not anticipate any further increases.
L6	Percentage of Learners over 65	Alistair Gourlay	21.3%	22.3%	24%	actual		25%		actual			25%	25%	25%			There may be some effect on this PI as we have changed the way that we offer the age related concession. In previous years it was age related. We have now linked it to the pension age.
L8	Total Number of enrolments on adult Education Provision (accredited) Academic year reporting	Alistair Gourlay	2330	2051	2153	actual		1645		actual			1400	1300	1200			This is going to reduce as we switch efforts to increase the number of skills for life learners recruited to programmes. Given that they are funding rich - they attract good levels of funding, then this means that less funding is available for other groups.
L10	Number of learners achieving a qualification outcome contributing to the national target for Skills for Life Academic year reporting. (This is the baseline figure for the LPSA 2 targets above).	Alistair Gourlay		60	200	actual		235		actual			270	280	320			This steady increase is in line with our efforts to increase skills for life learners across the service. The substantial increase reported under 09/10 (academic year 08/09) is because we planned to have better referral mechanism in place as a result to the capacity building work carried out under LPSA 2.
L11	Numbers of learners recruited to programmes which aim to improve literacy and numeracy skills (enrolments) Academic year reporting (This is a subset of L14)	Alistair Gourlay				actual		507		actual			400	410	450			This is related to the L10. Currently 50% of learners recruited to skills for life programmes achieve the national test benchmark. This is because of the targeted nature of the learner.

2007/08 to 2009/10 Target setting for Service Planning 07/08 ~ Lifelong Learning & Culture

Code	Description of PI	Service Manager	Historical Trend			06/07 (05/06 academic year)				07/08 (06/07 academic year)				08/09 Target	09/10 Target	05/06 Unitary Average	PI appears as a Key PI	Reasons and rationale behind the targets set
			03/04 (02/03 academic)	04/05 (03/04 academic)	05/06 (04/05 academic)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/Term	3rd Mon Target (Whole Year)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/Term	3rd Mon Target (Whole Year)					
L14	Number of learners recruited to Family Learning and Skills for Life courses (enrolments) Academic year reporting	Alistair Goulay			actual		1007							1100	1200	1300		
L16	Success rate on accredited programmes Academic year reporting	Alistair Goulay			actual		76%							72.00%	76.00%	76.00%		See L11. This is a volume measure for a key area for the service.
L20	Percentage achievement rate on accredited programmes. Academic year reporting	Alistair Goulay			actual		90%							87.00%	90.00%	90.00%		Success rates are challenging as these relate to starters over those than achieve. This is above the national benchmark.
L22	% of people on adult education courses who are claiming a means tested benefit	Alistair Goulay			actual		10%							10.00%	10.00%	10.00%		This is a new PI that we are introducing this year. Awaiting baseline information to be added.
L21	Percentage of tutors observed each year through the services OTL process. Academic year reporting	Alistair Goulay			actual		24.2%							33.0%	40.0%			This PI is deleted on the basis that it does not contribute to service improvement.
	Any PI No. that is shown in yellow indicates that this PI is a Local Area Agreement PI																	
	PI is lower than the lower quartile mark when comparing to available Quartile information for that year																	
	PI is higher than the upper quartile mark when comparing to available Quartile information for that year																	
	Actual is better than the profile by the tolerance factor																	
	Actual is worse than the profile by the tolerance factor																	
03/P5	Indicates that this PI appears as a Key PI in the CYP 2007/10 and or supports a Corporate Priority																	

Section 6: Financial resources

Section 7: Human resources



Section 8: Monitoring and reporting arrangements

Monitoring of the action plan will take place through Management Team meeting and in Quality Improvement Team meeting. Regular review of actions plans is already built into the self-assessment cycle.

The service monitors all programmes through an end of course questionnaire and through attendance and retention monitoring. The intention to develop a cycle of MI information to support monitoring throughout the year to ensure that managers have timely and relevant information to allow for planning to take place. For longer programmes that are over 20 weeks a mid course review questionnaire is used to gain feedback and to allow managers to take early action if required.

Meeting	Timing	Description	Staff
Management team	3 weekly	Monitoring of main service functions Forward planning and main decision making forum	All senior managers
Quality Improvement team	Monthly	Main tool to monitor Quality Improvement plans and actions in curriculum plans	Curriculum managers QA Manager
Operations team meetings	6 weekly	Monitoring and development of systems to support service delivery, and the review and implementation of new systems to support effective delivery of the service	QA manager Planning and Operations manager
Strategic Meeting	One per term	Review major actions within plans and check progress against action plans.	All senior manager. Curriculum managers
One to one meeting	6 weekly	Review of actions identified in plans including service planning actions	Head of service with Senior managers
E-learning team	3 per year	Review actions in the E-learning strategy	HoS, QA Manager, ICT Manager
PDR	Annual with six monthly review	All staff monitored by QA manager	QA Manager
Curriculum Action planning review meeting	June December	Meeting to discuss and update actions in the plan and formally sign off actions	HoS and QA manager with each curriculum manager.
Health and Safety Monitoring Group	Termly	Monitor and receive risk assessments and be responsible for ensuring that the services risk assessment log is kept up to date and actions carried through.	QA and Operations manager

Most of the actions in the plan are underpinned by a more detailed work programme. The service is developing a method of signing off actions so that there is a permanent record for audit and inspection purposes.

Annex: Corporate compliance statement

Actions/Evidence	Deadline
Equalities action/s	
Continue to expand the work with marginalized and disadvantaged communities, particularly targeting those learners who do not have a skills for life qualification.	This is ongoing and no deadline can be set
Continue to expand ESOL provision in response to the influxes of new workers into the area.	See above
Implement the services equality and diversity statement taking account of the Learning, Culture and Children's Services Equality statement	See service plan for deadline
Health and Safety	
The service is currently undertaking a series of risk assessments in order to comply with Health and Safety legislation	Completed by July 2007
Risk management	
Fee income target is not achieved and therefore there is not sufficient funding to support the infrastructure of the service.	Nov 2006
Reduction in the grant available for funding programmes	This information should be available in May 2007
Gershon – Efficiency improvement and competition	
<p>The service is planning to increase the level of fee income that it collects to replace lost grant to the service. It is planned that this will be an increase on 06/07. This will go some way toward covering the shortfall in funding for the service as a result of grant reductions. In addition to this the service is going to introduce a range of self-financing programmes funded entirely by learner fee income.</p> <p>Whilst there is much partnership working across the city in relation to adult learning competition for learners remains one of the key areas for the service</p>	March 2008
Community Safety	
There are no specific actions within the service plan that support this corporate priority. However a number of actions are concerned with community safety, for example the development of library learning centres are safe places for older learners and the further development of daytime programmes for the same purpose	

Annex 1**2. CYC-ACES STATISTICAL OVERVIEW 2005-2006****Table 1: Number of courses delivered, compared with 2004/05**

Funding Stream	2005/06	2004/05
FE	149	216*
ACL	473	500
	622	716

*FE data for 2004/05 was provided by York College and is based on qualification aim rather than course data

Table 2: Learner enrolments, compared with 2004/05

Funding Stream	2005/06	2004/05
FE	2127	2116
ACL	5582	6043
	7709	8159

Table 3: CYC-ACES curriculum areas - courses delivered compared with 2004/05

Area	Courses		Enrolments	
	2005/06	2004/05	2005/06	2004/05
Visual Arts	119	162	1520	1860
Performing Arts	47	54	809	922
ICT & Business Studies	87	91	898	888
Family Learning	76	101	633	701
Skills for Life	32	47	835	584
Academic Studies	20	21	216	271
Health & Wellbeing	48	53	524	551
Sport & Leisure	87	97	1192	1311
Modern Foreign Languages	71	82	887	1020
IT in the Community	35	8	195	51
	622	716	7709	8159

Table 4: Retention by CYC-ACES curriculum area, compared with 2004/05

Area	Retention (FE)		Retention (ACL)	
	2005/06	2004/05	2005/06	2004/05
Visual Arts	100%	73%*	95%	96%*
Performing Arts	N/a		93%	
ICT & Business Studies	87%	86%	92%	96%
Family Learning	74%	89%**	79%	80%**
Skills for Life	85%		N/a	
Academic Studies	75%	67%	97%	96%
Health & Wellbeing	94%	85%***	95%	94%***
Sport & Leisure	N/a		93%	
Modern Foreign Languages	84%	78%	91%	96%
IT in the Community	N/a	N/a	99%	100%

* Includes both Visual and Performing Arts (these were not reported separately in 2004/05)

**Includes both Family Learning & Skills for Life

***Includes both Health and Wellbeing/Sport and Leisure

Table 5: Achievement by CYC-ACES curriculum area - 2005/06 compared with 2004/05

Area	Success		Achievement	
	2005/06	2004/05	2005/06	2004/05
Visual Arts	100%	66%	100%	94%
Performing Arts	N/a	33%	N/a	38%
ICT & Business Studies	75%	62%	86%	72%
Family Learning	65%	62%	91%	84%
Skills for Life	81%	87%	95%	94%
Academic Studies	66%	52%	87%	77%
Health & Wellbeing	85%	75%	91%	89%
Sport & Leisure	N/a	N/a	N/a	N/a
Modern Foreign Languages	77%	72%	92%	92%
IT in the Community	N/a	N/a	N/a	N/a

Table 6: Observation of teaching and learning grades, 2005/06

Area	Grade 1	Grade 2	Grade 3	Grade 4	Total
Visual & Performing Arts	0	5	1	0	6
ICT & Business Studies	2	6	3	1	12
Family Learning	0	5	1	0	6
Skills for Life	0	3	2	0	5
Academic Studies	0	3	1	1	5
Health & Wellbeing	1	0	0	0	1
Modern Foreign Languages	3	6	5	0	14
	6	28	13	2	49
	69%		27%	4%	

3. THE SELF-ASSESSMENT PROCESS

Self-assessment is based on the five key questions of the Common Inspection Framework. Data for 2005/06 on participation, retention, and achievement was provided by the service's information manager. This data was drawn from the ILR on the 'ebs' management information system. Other evidence for area of learning reports was collected throughout the year from sources such as observation reports, learner satisfaction questionnaires, internal moderation and learner and tutor end of course summative assessments of individual learner progress. Tutors were also involved in the self-assessment process through the area of learning meetings in September 2006, when emerging strengths and weaknesses were shared and discussed. Tutors will receive copies of the final draft of their area of learning reports when they are completed.

Administrative staff were also involved in the self-assessment process, contributing to an operations team self-assessment report by the operations manager that fed into the main leadership and management report.

A series of validation meetings were held at which key strengths and weaknesses were discussed and moderated on the basis of the evidence presented before the final draft reports were produced.

The service is broadly confident in the reliability of its self-assessment process. The process involves managers and staff (see above) and improved training and support for staff has made it more objective and critical. All areas of learning are covered and all the key questions of the Common Inspection Framework are addressed in area of learning reports, reflecting the key aspects of the learners' experience.

The data provided to support judgements is accurate and reliable. However, this is the first year that this can be claimed with any confidence. Until the end of 2004/05, data for the FE funding stream was provided by York College as the college sub-contracted the provision to CYC-ACES. The service did not enter its own data, submit an ILR or have direct access to an ILR for management information purposes. One example of how this has affected data is that the college provided data information by learning aim rather than on a course by course level (which is how all other data is provided). As courses may have more than one qualification aim attached to them and students may study more than one qualification aim within a course, this has resulted in previous year's course numbers/enrolment numbers being inflated. This issue particularly affects the Family Learning and Skills for Life areas. There is also no FE data for CYC-ACES on the provider gateway which makes the analysis of trends and patterns problematic and the service is treating 2005/06 as a baseline year for future analysis of trends.

The process would be further improved by the more active involvement of partners and stakeholders and the involvement of other providers in validation. The service has started to make the approach to self assessment more systematic and ongoing.

The Service was inspected under Cycle 2 arrangements during 13th-17th November 2006, part way through the SAR writing process. The areas of learning inspected were:

- Visual Arts and Design
- ICT
- Family Learning
- Modern Foreign Languages

The reports for these areas of learning and Leadership and Management were validated and written first in time for the inspection. The other areas of learning were validated and written after the inspection. As can be seen from the table below, the inspection team graded higher than the Self Assessment Report in a number of areas. For the sake of internal consistency, grades for the areas of learning reports written after the inspection have been kept in line with the grades agreed before, rather than being adjusted in line with inspectors' judgements.

Area	Self Assessment Grade	Inspection Grade
Leadership & Management	3	2
Contributory grades:		
• Equal Opportunities	3	3
• Quality Improvement	3	2
Visual Arts & Design	3	2
ICT & Business	2	2
Family Learning	2	1
Modern Foreign Languages	2	2
Performing Arts	3	N/A
Skills for Life	2	N/A
Academic Studies	3	N/A
Health & Wellbeing	2	N/A
Sport & Fitness	3	N/A

Service Plan for 2007/08

Service Plan for: Early Years & Extended Schools Service

Directorate: Learning, Culture & Children's Services

Service Arm: Culture

Service Plan Holder: Heather Marsland

Director: Patrick Scott

Signed off:

Executive Member: Cllr Carol Runciman

Signed off:

Section 1: The service

The service works to a number of targets, which closely link to:

- Education Act 2002
- National DfES Sure Start objectives set out in policy documents including the Five Year Strategy for Children and Learners and the Ten Year Childcare Strategy
- Local council targets set corporately in such plans as:
 - Single Education Plan
 - Lifelong Learning and Leisure Plan
 - Children's and Young People's Plan
 - The York COMPACT
 - Without Walls
 - Comprehensive Performance Assessment (CPA)
 - City of York Council Plan
 - Inclusion Strategy 2007-2010

This Service Plan is built around Every Child Matters and the 5 outcomes:

- | | |
|---|------------------------------|
| 1 | Be Healthy |
| 2 | Stay Safe |
| 3 | Enjoy and Achieve |
| 4 | Make a Positive Contribution |
| 5 | Achieve Economic Well-being |

The main customers for the service include:

- Children and young people aged from 0-21 years
- Parents & carers
- Voluntary, Independent and Private providers of care, education, play and leisure
- Every school
- Local communities
- Agencies and Organisations

The service was set up in 2000 and has continued to grow, gaining an ever wider remit. During this time it has been awarded 5 national awards, the most recent being a Sure Start Partners in Excellence Award. In 2004, the service received a 1 in the local authority Ofsted inspection and were rated a popular service by schools, thus demonstrating the commitment to delivering a high quality service to all partners, stakeholders and service users.

The work of the service is based around the following main areas:

Consultation - the service regularly consults with its service users and client groups including children and young people in order to inform better practice. Leadership is collegial.

Partnerships - the service works in close partnership with agencies such as Health, Community Services, the Children's Trust, Sure Start and Job Centre Plus, National Childminding Association, Travellers Education Service, York Community Accountancy Scheme, NDNA, Children's Services, Unison, Parent reps. etc. Pathfinder status has enabled a further strengthening of existing links and the forging of new links with Ethnic Minority Officers, North Yorkshire & York PCT, Connexions, York District Hospital, Cafcass, NSPCC, Barnardo's and the YorOK Board. We have worked in partnership with the DfES and their contracted organisations, Training Development Agency (TDA) and Together for Children (TFC); other local authorities and with bodies such as National Institute of Social Policy. The service manages the former EYDCP now reformed as a consultative body and renamed the Early Years and Extended Schools Partnership. The Extended Schools agenda is being developed around the Shared Foundation Partnerships which currently exist around every primary school with links to secondary and special schools the PVI sector and other agencies,

Communication - the service aims to maintain existing and continue to develop new and innovative internal and external communication structures that reach a very wide appropriate audience, including very young children.

Support - the service offers support and advice to all schools and other providers within the city to ensure quality play, care, education and leisure opportunities for children, young people, families and the wider community, for example ensuring that current legislation requirements from Ofsted and the like are met.

Additional support for ethnic minority groups, those with special needs and difficult to reach families - the service has expanded its outreach work and specified development workers to enable all aspects of the work with the above families and their children to be truly inclusive. The 2 year old Pathfinder bid has allowed work to begin with disadvantaged families who have previously found it hard to access services.

Workforce development - the service aims to maintain and further develop structures which recruit and support practitioners working in education, care, play and leisure in line with national initiatives and standards. Multi-agency training and staff development are being expanded focusing in particular in Children's Centres.

Sustainability - the service has undergone Scrutiny and best value and works to ensure that budgets are used wisely. The service also supports schools and other providers to ensure sustainable quality services. The service constantly evaluates the effective use of our human resources to ensure a flexible workforce responding and anticipating support needed by its customers.

Monitoring - the service regularly monitors and evaluates its work in order that all work undertaken is rigorously scrutinised. City wide evaluations have been undertaken. Services are commissioned which are regularly and frequently monitored to ensure the service provided complies with the Service Level Agreements. The public who use the department are consulted to ensure an effective service which is monitored. Regard is taken of the results to shape existing and proposed services.

Evaluation

The service aims to support reflective practice as an ever-learning organisation through systematic and ongoing internal evaluations. External evaluations have also been commissioned. There has been evaluation of Service Level Agreements through the tendering process to ensure best value.

Service Development

The service was formed in 2000 and was extended and renamed in 2004. It is critical that the service regularly revisits its rationale and structures to meet new challenges whilst continuing its culture of innovative and creative ways of working. A restructuring exercise was undertaken during 2006 to ensure the department was able to meet new demands.

Section 2: Service Review

City of York has 72 schools. Out of 54 primary schools only 20 have education nurseries. The remaining education, childcare and play places are provided by the private, voluntary and independent sector and there are a total of 587 providers that are supported by our service. This includes 255 childminders, 44 playgroups, 48 play areas, 41 private nurseries, 5 independent nurseries, 4 crèches, 37 holiday clubs, 41 out of school clubs, 4 soft play and 27 under five activities, 2 non registered play schemes, 79 parent and toddler groups. 102 other providers of play/leisure opportunities featured in the City of York Council's activities holiday programme including youth service, sport and leisure, arts, parks and libraries and professional commercial community voluntary, statutory and freelance providers.

Staff are being supported by the Head of Early Years and Senior Support Officers Strategy and Operations to prioritise work to implement key policies which impact on children and families and these are Children Centres, Extended Services and the two Pathfinders. The personnel above also work at a strategic level to support the work of the Children's Centres and to work alongside the heads of other departments to ensure any initiatives that include play, early years education and/or childcare??. It is expected that all the teams identified below work cohesively and supportively to provide the full range of services, and these feed into corporate priorities, in particular, DIP7, 8, 10, 11 and 12.

The business support team enables the budget for the department to be used most effectively given its large remit extensive number of targets and varied projects that it undertakes. The team also supports each of the individual sections to plan and develop their services effectively, and this work includes responsibility of the 4 Service Level Agreements (with some national organisations) and their monitoring and evaluation. It has been identified through an extensive Extended Services audit that Business Support is vital to enable schools to progress their work and the Business Support Team has this as a priority. The Business Support Team has led on budget training both within and outside the service on a 1:1 basis and ensured that monies were found to support other services within the Directorate.

The Policy and Planning Team are taking the lead on two national Pathfinders for 2-4 year olds receiving early education (x 2 year olds and x 3&4 year olds) This is linked to families particularly those who otherwise may not access early education for their children and this work coordinates with other linked statutory bodies such as health and departments such as children's services to ensure this happens in a planned programme which does not duplicate the work already being done with these children.

Nursery Education Funding is a substantial budget and this is being expanded as an integral part of the Pathfinder. The Neighbour hood Nursery Initiative is being continued as part of the support framework for the children's Centres to deliver high quality childcare on all eight sites. Over the last year 100% of places have been developed and sustained.

City of York's 38 Shared Foundation Partnerships continue to be the vehicle for extending school services. Every primary school attended the training developed in partnership with the TDA and each school submitted an action plan written in partnership with other providers. An audit undertaken on a 1:1 basis with every Head and was undertaken by the policy & Planning Team. Results showed that all schools were meeting the core offer. The TDA's target of 18 schools have already been designated as offering the full core service. The remaining schools have actions plans that support them meeting the full core service by July 08 in a staged approach with support of the TDA and the whole department. The Policy and Planning Team oversees the Extended Services agenda and reports nationally on a regular basis.

The Children's Information Service (CIS) has national recognition for its brokerage approach to understand the complex needs of parents to childcare. The number of parents the CIS reached for 2005/6 was 16,123. For 06/07, this is expected to jump to over 18,000. Of these people reached so far this year 92% rate the service as 'excellent' or 'very good'. This work will be enhanced in the near future as capital builds on the Children's Centre sites will allow for permanent bases which will be available to communities on a regular basis. The CIS is geared up and confident that it will meet its proposed statutory duty of sufficiency and will link with other sections and departments to carry out this work. A recent initiative, the Children's Information Scheme, has already exceeded original targets with 633 children registered. The CIS also links with the Management Information Service to create a city wide approach for service users, other departments and providers of job related information sharing. The recruitment and marketing arm of CIS have provided essential support to enable early years providers achieve a sustainable service across the city. A recent recruitment event was attended by 85 people who were interested in working in childcare.

The Play Team offers a diverse range of projects Targets have been well exceeded in respect of the number of young people taking part in holiday activities; historically these figures have shown year on year improvement well above the targets set This year the profile was 37,000 and the actual target achieved was 40,255 which is well ahead of expectations. A corporate priority was slightly under profile due to Easter holidays falling outside the timeframe. The recently revised play policy will act as a driver and a focus underpinning the play sectors aspirations, the individual projects and the play teams own individual projects. Through continued and extensive consultation with children and young people the Play Team aspires to value their views and includes their contributions in a strategic policies. The Play Team will continue to develop key projects including Schools Out, Street Sports York and the Cultural Diversity Project, and will support the Extended Schools agenda by giving support in quality play.

The Development Worker Team for the voluntary, private and independent sector offers support to ensure that national day-care standards are met which is part of its statutory duty. The Ofsted Local Early Years Profile for 2006 reflects a totally different inspection process to previous profiles showing outcomes against Every Child Matters and it no longer shows a ranking against other local authorities. However it does show that York in comparison with the average for England and that York is achieving well with the majority of providers of childcare and education. The team have planned documentation and delivered training for Birth to Three Matters. The team also lead on the Transformation Fund.

		Outstanding %	Good %	Satisfactory %	Inadequate %	Number
Childcare	York	1.0	74.0	24.0	1.0	100
Inspections	England	2.1	58.6	35.3	4.0	24838
Nursery Ed.	York	0.0	65.0	30.0	5.0	20
Inspections	England	3.9	49.7	40.7	5.8	3926

The Development Worker Team also service the Shared Foundation Partnerships across the city to ensure they are supported with operations through a period of great policy change to enable them to transform into a framework for Extended Schools.

The team includes two inclusion workers who prioritise the support children for with special needs, looked after children and families who find services hard to access. Multi-agency training has been delivered on writing PEP's for Looked After Children. A successful pilot to deliver a programme of activities for children 5-19 who are looked after or at risk of school exclusion will continue in the future with an improved programme.

The service has a SLA to deliver a Gatesby funded initiative in the city which is known as Big Wide Talk Children's Project. The Development worker Team takes on the line management responsibility for an Animator who helps to Co-ordinate the project in York. It is the intention that the project will expand its delivery from the present two sites to ensure that all 8 Children's Centres are included.

Section 3: Drivers for Change

Driver	How might this affect our service?	Source
10 Year Childcare Strategy	Children's Centres, Extended Schools, Places, Nursery Education Funding	DfES
5 Year Strategy for Children and Learners	Ensuring quality outcomes through support for every setting and to recruit and train setting staff	DfES
Every Child Matters	Ensuring all outcomes and priorities are met	DfES
Extended Schools Agenda	Ensuring DfES training targets and strategies are met through Shared Foundation Partnerships	DfES
Childcare Act	Developing information and guidance services and provision of additional childcare places	DfES
Inclusion Strategy	Additional help or support for those children and young people who need it	LCCS
Children and Young People's Plan Contributing to the high levels of personal achievement LCCS		
Equalities Strategy	A framework to ensure we are making a difference for all LCCS	

Section 4: Reporting to Members on key service objectives for 2007/08

Objective 1: Encourage more children and young people to be more physically active:

- Provide better facilities for indoor and outdoor sport by directly consulting with YP accessing the Street Sport York through sessions provided to develop service delivery, i.e. range of activities (Ongoing)
- Encouraging schools to offer at least two hours PE and school sport both within and beyond the curriculum every week for every child by Providing advice and support to schools to achieve some or all of the 5 core elements for extended services relating to play (March 07)
- Engaging hard to reach youngsters through a Street Sports Partnership and to continue to develop the Schools Out programme with increased focus on targeted groups (Ongoing)

Objective 2: Protect children more effectively:

- Development Workers are authorised users of the YorOk Index and will each have a number of settings to support with this (Ongoing)
- The partnership QTS/SENCO training in May 07 will have a focus on the YorOK index (May 07)
- Implementing the priorities in the new business plan for the Local Safeguarding Children's Board by Development workers having a residual function in providing advice and support to all settings (Ongoing)
- CIS to ensure higher public awareness of the above through the new YorOK website (Aug 07)

Objective 3: Raising standards of achievement:

- Developing excellence in leadership and management for headteachers and school leadership teams by Promoting leadership and management training for the PVI sector using the Primary National Strategy resources and Transformation Fund bursaries to be made available to the VIP sector to support Workforce Development (ongoing)
- Improving school based assessment so that teachers become better at working out what children need to learn by Identify and influence the role of play in the Extended Schools agenda by providing advice and support to schools to achieve some or all of the 5 core elements for ES relating to play (Mar 07) and -
- Development worker visits providing support through action plans, monitoring and evaluation (Ongoing)
- SENCO training (Ongoing)
- Identify appropriate methods/strategies for individual PVI settings (Ongoing)
- Intensive support provided for those settings who receive an "Inadequate" judgement at their Ofsted inspection (Ongoing)
- To work with the 2 year old Pathfinder project to identify hard to reach children to improve the support for those whose academic performance is below the city average (Ongoing till 2008)

Objective 4: Provide high quality early years experience:

- Disseminating good practice through networks, visits and coaching by working with Service Level Agreement organisations in providing business and financial management support to private, independent and voluntary organisations (Ongoing)
- Support providers in exploring and pursuing application to different grant-making organisations (Ongoing)
- Support creation of new childcare places to ensure sufficient supply (Ongoing)
- Providing targeted support for schools where assessment and moderation procedures are not secure by using data collected from Ofsted inspections to provide targeted support (Ongoing)
- Enabling parents to access up to date information about services for children and families, including CIS to develop support package for extended schools. This will include 1) outreach programme 2) marketing advice for extended school activities 3) consultation support 4) management information 5) provide childcare careers information through working with careers services (Sep 07)
- CIS develop city wide strategy for recruitment and retention strategy (Aug 07)
- CIS to provide vacancy matching service for recruitment candidates and childcare providers (Ongoing)

Objective 5: improve enrichment opportunities for C&YP:

- Developing a wider range of services for the community through Extended Schools, including ES action plans produced from the ES audit to be finalised and issued to all schools (April 07)
- Further support for Shared Foundation Partnerships, TDA training for secondary heads, cluster meetings for Shared Foundation Partnerships, and all living and working in areas x 2 per year to develop shared area action plans (Ongoing)
- Ensuring that YP with LDD receive appropriate support and advice by continuing support for support for IEPs, PEPS and individual play plans (Ongoing)

Objective 6: Improve life chances for children:

- By providing effective support for all C&YP 0-19, including continued support to the Shared Foundation Partnerships (Ongoing)
- Looked after Children 0-5 cross-border support for settings (Ongoing)
- Increasing the active involvement of children by developing an integrated youth support service by linking the Youth Offer to ES (Ongoing)
- Finding ways in which services and communities can work together to support C&YP including, continued support of the SFP's (Ongoing)
- By having Children's Centres as exemplars of practice (Ongoing)
- By continuing shared reflective practice with parents, children and practitioners (Ongoing)

Objective 7: Reduce poverty levels and the impact of poverty on the lives of C&YP:

- Helping with the opening of 8 Children's Centres by 2008, by marketing the free increased provision for 3 and 4 year olds via the Pathfinder (Ongoing to Mar 08)
- Maintaining universal NEF places and administrating NEF to settings (Ongoing)

Section 5: Measures

2007/08 to 2009/10 Target setting for Service Planning 07/08 ~ Lifelong Learning & Culture																				
Code	Description of PI	Service Manager	Historical Trend			06/07				07/08				08/09	09/10	05/06	PI appears as a Key PI	Reasons and rationale behind the targets set		
			03/04	04/05	05/06	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	Target	Target	Unitary Average				
CYP9.1	% of VIP settings gaining 'good' or 'outstanding' in Ofsted reports for childcare and nursery education	Heather Marsland			65%	actual						actual				75%	85%	90%	Targets set as a part of the LAA process	
CYP11.1 (EY11)	Number of primary schools designated as meeting core offer for extended schools	Heather Marsland			8	actual						actual				54	54	54	Targets set as a part of the LAA process	
CYP11.2	Number of secondary schools designated as meeting core offer for extended schools	Heather Marsland			4	actual						actual				10	10	10	O3 Targets set as a part of the LAA process	
CYP11.5 (CYP2)	Number of young people taking part in the holiday activities programme	Heather Marsland	24558	41084	40255	actual	45275				38000	actual				53560	55167	56822	O3 Targets set as a part of the LAA process	
CYP11.11	Number of play providers working to improve the quality of play provision through adopting the '9 Better Play Objectives'	Mary Bailey			25	actual						actual				37	46	55	O3 Targets set as a part of the LAA process	
CYP18.1 (EY8)	Percentage of 3-year-olds receiving a good quality, free, early years education place in the voluntary, private or maintained sectors	Heather Marsland	100.6%	104.8%	101.1%	actual	100.4%		102.3%			actual				100.0%	100.0%	105.0%	O5/P8 Targets set as a part of the LAA process	
SSC9.6 (CYP1)	No. of community groups working in partnership with CYC to deliver Young people's holiday prog.	Mary Bailey	34	43	56	actual	62				53	actual				58	63	70	Targets set as a part of the LAA process	
EU 4	Proportion of 3 year olds with a pre-school nursery place in the maintained sector (Autumn Term)	Heather Marsland	37.5%	35.8%	36.4%	actual	29.8%		32.3%			actual				32.7%	32.7%	32.7%	We are not currently predicting a change in the proportion of take up between the maintained and VIP sector, even with the recent increase of nursery education funding. If this figure was to decrease then it would show the maintained sector was not offering the flexibility parents need.	
EY10	Number after school places and holiday places provided (registered under Ofsted and as reported in the Childrens Services Plan)	Heather Marsland	2115	2331	2545	actual	2495	2693	2725			actual				2500	2500	2500	To maintain this figure will strike a fine balance between sustainability and full capacity of the holiday/out of school area as there are only so many children in the city	
EY1	% of enquirers to the Children's Information Service rating the service as 'Excellent' or 'Very Good'	Heather Marsland				actual	91%	91%	89%			actual				90%	90%	90%	90% still a high level of satisfaction, and given the expansion of the CIS remit maintaining this level will continue to be an achievement in the future.	
EY5	Numbers of settings quality assured	Heather Marsland	16	32	48	actual	52	58	62			actual				75	90	120	Request for deletion	
EY7	% of staff appraised during the year	Heather Marsland	100%	100%	100%	actual	94%	97%	100%			actual				100%	100%	100%	The service views it as a priority that each member of staff has a PDR every year.	
EY9	To ensure early years settings, inspected by Ofsted, are making satisfactory progress in delivering EL	Heather Marsland		100%	N/A	actual	94%	94%				actual				94%	94%	94%	As some pre-school settings have a high turnover of staff, maintaining this figure will continue to be an achievement.	
CYP4	Number of holiday activities	Mary Bailey	216	552	423	actual						actual				586	604	622	640	Historically this target is increased by 18 each year - as is the case here.
EY11	Each Headteacher and their active Shared Foundation Partnership to receive a support visit from the Developmental Worker Team (measured termly)	Anne Spetch	106	569	569	actual						actual							114	New PI for 2007/08 - replaces EY5

Any PI No. that is shown in yellow indicates that this PI is a Local Area Agreement PI

PI is lower than the lower quartile mark when comparing to available Quartile information for that year

PI is higher than the upper quartile mark when comparing to available Quartile information for that year

Actual is better than the profile by the tolerance factor

Actual is worse than the profile by the tolerance factor

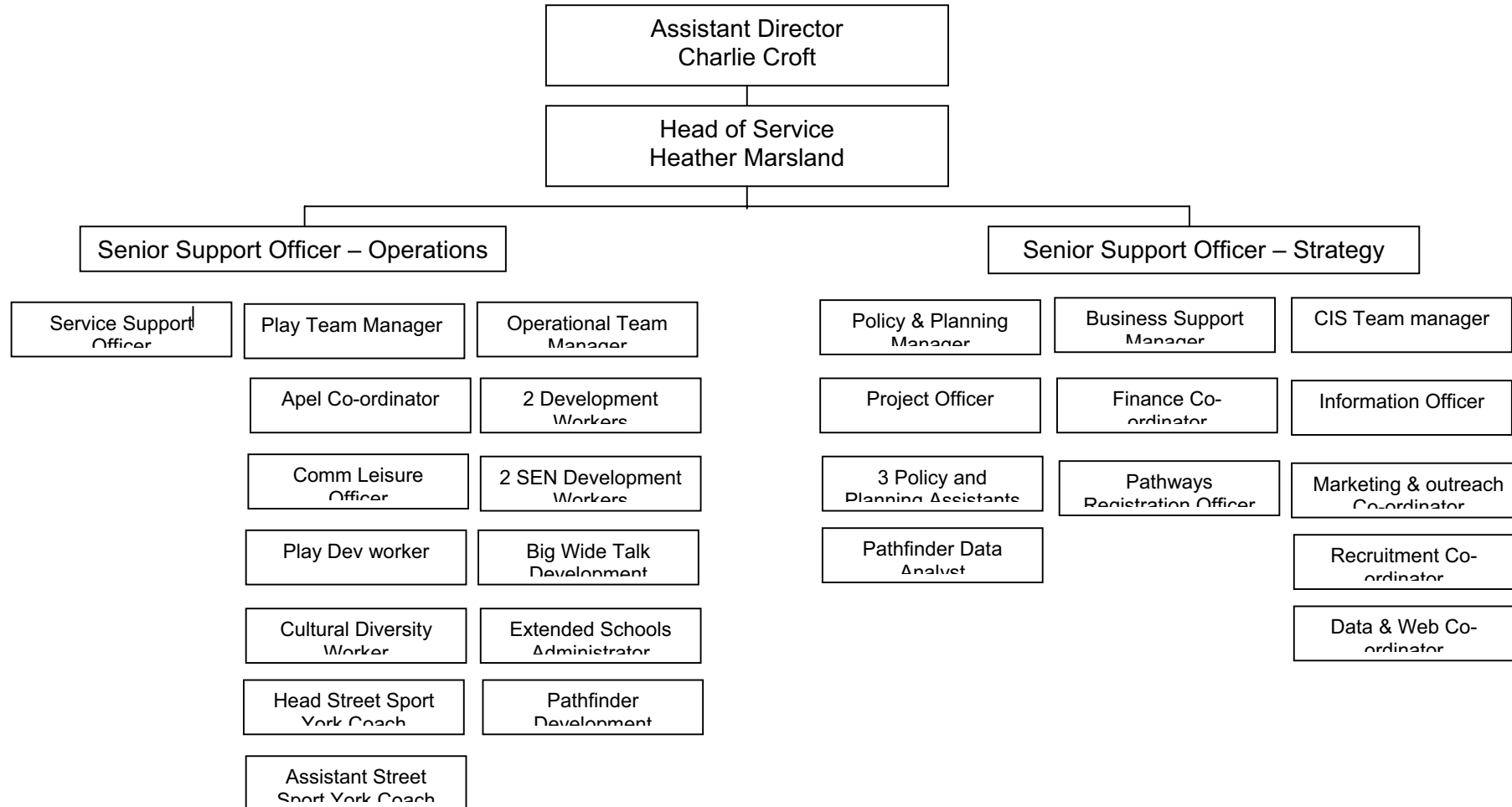
O3/P5 Indicates that this PI appears as a Key PI in the CYP 2007/10 and or supports a Corporate Priority

Section 6: Financial resources

1. Richard Hartle will provide an insert for this section. However, it is essential that you provide him with high quality information to explain any shift in resources.

Section 7: Human resources

Please include a full description of the staff involved in delivering your service.



Section 8: Monitoring and reporting arrangements

This section will probably be the easiest to complete. You need to include details about:

1. How you will use the Service Plan within the service to monitor progress (e.g. monthly service meetings?) and how you will record progress (at what level of detail and in what format)
2. You will need to outline the departmental system for formal monitoring of service plans ('A formal progress report on all actions and performance targets set out in this plan will be submitted to EMAP in <date>, <date> and <date>. This report will be tabled at the relevant meeting of Strategy Team in advance of the three reporting points each year.)
3. In this section, you should also list any other work that you will be undertaking during the year to assess the impact that your service has. This might include impact assessments, surveys (perhaps of the views of young people), research activity and so on.

The service will be monitored within through a range of arrangements which include;

Whole service away days

The focus is on parts of the service plan and the introduction of outside agencies. Detailed minutes of the day's activities and any actions arising including a named person to take the responsibility for these actions.

Monthly section head meetings

These meetings are informal, however, bullet point minutes are kept of issues that have been discussed again as well as any actions being given a named person to take responsibility.

Team away days and cross team away days

These are for individual teams to review their progress against the service plan feeding the information to the head of Early Years and Senior Support Officers linked to those individual teams. Bullet point minutes are kept, however the discussions are detailed.

Weekly informal whole team updates against the service plan

To keep these meetings informal and brief, there are specifically no notes taken, as the purpose is to inform and to keep people updated on achievements and celebrations. It is expected that all members of the department attend as far as possible.

Service plan monitoring and performance indicator monitoring

A formal requirement with submission to the Management Information Services Team

Annex: Corporate compliance statement

This section will require you to complete a standard proforma, demonstrating your compliance with corporate policies on:

- Risk management
- Gershon savings and competition
- Health and safety
- Equalities
- Community safety (section 17)

All of the priorities/initiatives and actions included in this Annex should be reflected in Sections 2 and 4 of the service plan.

Actions/Evidence	Deadline
<p>Equalities action/s</p> <p>Add in bullet point equalities actions for your service that you intend to deliver over the next 1-3 years. These could include changes or improvements in service which:</p> <ul style="list-style-type: none"> • Improve access by particular stakeholders. - 2 year pathfinder will target 500 families from Traveller, Refugee, Ghurka, BME communities and those with children with SEN, or those children from large families or those from very poor backgrounds, those with teenage or single parents as well as those families who do not find it easy to access services. • Reduce or eliminate discrimination – by offering strategic support to all settings re the inclusion agenda and the Cultural Diversity Project • Support staff equalities – by a collegial leadership process and by recruitment, selection and induction processes. <p>Please check any relevant departmental or service Equalities Impact Assessments (EIA)</p>	<p>January 2008</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Safer City action/s</p> <p>Add in bullet point actions you intend to deliver over the next 1-3 years that support the Council's Safer City priority of reducing crime/anti-social behaviour and making York a safer place to live.</p> <p>The Extended Schools Agenda seeks to consult with children and young people and their families to ensure that school buildings are open from 8am – 6pm for 52 weeks of the year, providing activities and access to the whole community. The service is working to support schools in delivering this basic core offer and many schools are already opening for longer than this. This work is being linked to the Youth Offer and links are being developed with colleagues in the Police and other agencies. The Play Team are also working to ensure that Street Sport and Holiday Play schemes and projects which support young people are available across the city.</p> <p>These might support Community Safety Plan and section 17 actions plans. They may also include changes or improvements that address issues that have come out of a Safer City audit.</p> <p>Alternatively, you might want to include actions you identified from the service planning process (i.e. service changes or improvements that help reduce crime and/or improve safety in York).</p>	<p>2008</p> <p>Ongoing</p>
<p>Operational Risk – red risk action/s</p> <p>Please list (in bullet point format), any actions you are taking to address any red areas of operational risk that you may have identified. Please refer to the specific section in the service planning guidance which provides details of how to complete an operational risk template.</p> <p>If you have identified a red-risk issue, but do not have sufficient resources or capacity to tackle it over the next 1-3 years, you should still list these out in bullet point format – explaining that you are aware of the risk, but do not have sufficient resources to take action to mitigate their potential effect on your service.</p> <p>At present the service has no red risk actions. There was an issue over the following:</p> <ul style="list-style-type: none"> • Support for extended schools re human resource issues 	<p>September 2007</p>

- Support for extended schools re finance issues
 - Support for extended schools re governance and lease issues
- However it is anticipated that these difficulties will be resolved with the very recent appointment of an 18 hour post, based in Finance, with close working links to the Early Years and Extended Schools Service who fund it.

Gershon – Efficiency improvement

Please list (in bullet point or table format) any efficiency improvements your service intends to make over the next 1-3 years. These can be ‘cashable’ and/or ‘non-cashable’ efficiency improvements.

A review of all SLA’s was recently undertaken. It is proposed to bring one service in house – that of providing support to existing out of school clubs and developing others – particularly around schools working as Extended Schools.

This proposal will allow for increased efficiency as the hours of the post will be increased. The posts will sit within the Play team and be in a position to advise on International, national and local guidance. The postholders will also link closely with the Operational Team in order to become conversant with National Day Care Standards – this is in anticipation of new guidelines which may require all play settings to undergo some form of Ofsted inspection process possibly, in the future. By bringing the service in house there is an expectancy that the service to providers will be more flexible, faster and more responsive as well as being completely up to date with new legislation. As part of the local authority it will not be necessary to renegotiate contracts each time new guidance is introduced. An increase in hours results in Best Value.

Table: costing of in-house provision of service to out-of-school clubs.

Item	Comment	Amount for Apr '07 to Mar '09 (£000)
York Childcare April '07 to June '07	Extension of current contract for the transition period	10,000
Staff costs	44.4 hours per week – two years	*51,000
Computer system including home connectivity	Two laptop computers and connectivity for two	2,000
Travelling and car allowances		6,000
Conference expenses		1,000
Other expenses including network meetings for out-of-school clubs		6,000
Total		76,000

* Staff costing based on SC5, mid-scale.

The main efficiency improvement is that we can afford more development worker hours than was offered by the organisations submitting quotations for the service (highest was 37 hours).

A completed example of both has been provided to help you. Where applicable, financial amounts should also be provided.

Competitiveness statement

Please provide a statement to demonstrate that your service is competitive. This might be examples of one or more of the following:

- Tendering or procurement exercise for all or part of your service provision. The Service has just undergone a complete review of all its SLA’s to ensure that principles of Best Value are being met.
- Delivering services in partnership. The Service is totally committed to working in partnership, to forming new partnerships and to supporting those partnerships which already exist due to Service implementation of same. York is the only authority in the country who have kept the EYDCP as a consultative forum now called the Early Years and Extended Schools Partnership. Other local authorities are also showing interest in the Shared Foundation Partnership model which allows for sharing of resources, expertise, knowledge and skills and has been a useful basis for Extended Schools and for the sharing of information and scarce resources. Each partnership for example has an Area Senco and QTS attached and this exceeding of national targets

Jan 08

resulted in York gaining a national award.

- Market testing exercise which, through evidence, showed that your service was delivering value for money – i.e. it is economic (low service costs), efficient (producing good levels of service for the money spent) and effective (is performing well in comparison).

An outside consultant was used to test the service for Best Value and the evidence collected showed that this was the case. The service has used the tools learned in this exercise as an ongoing review tool.

- Benchmarking: comparative performance and costs with other authorities or like-for-like organisations. At regional meetings with other authorities this piece of work is ongoing and reinforced the proposal to bring the out of school provision in house.



Service Plan for 2007/08

Service Plan for: LCCS Finance

Directorate: Learning, Culture and Children's Services

Service Arm: Resource Management

Service Plan Holder: Richard Hartle

Director: Patrick Scott

Signed off:

Executive Member: Cllr Carol Runciman

Signed off:

Section 1: The service

Service Description.

The overall purpose of LCCS Finance is to ensure 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.

For Finance the key objectives of the service are to:

- › Manage the annual budget cycle for the Children and Leisure Portfolio areas encompassing budgets with a turnover of over £250m.
- › Report on revenue & capital budget monitoring throughout the year to the LCCS Management Team and to Elected Members.
- › Complete the annual statement of accounts, including all government and corporate returns.
- › Allocate appropriate resources as agreed by the council to all maintained schools in York.
- › Provide a traded service to schools consisting of training, budget advice and assistance with financial statements.
- › Provide business and technical support to help schools in developing extended schools activities.
- › Monitor the financial performance of all maintained schools and report to the Director and Members as appropriate.
- › Provide other budget managers with appropriate information to enable them to meet their stakeholder's expectations.
- › Contribute to the delivery of corporate initiatives.
- › Provide advice and information to enable senior managers and Members to plan for and realise their strategic objectives.
- › Ensure that the financial activities of the department and schools conform to statutory and corporate regulations and standards, including the council's financial regulations.
- › Provide training to budget managers within the Directorate

Section 2: Service Review

LCCS Finance has continued to work to develop and secure the financial management systems operating across the department. They have robust internal financial management with sound budget management processes in place. Recent years have seen significant improvements in the accuracy of revenue and capital monitoring and forecasting. This needs to be maintained and enhanced in the future.

A strong relationship has been developed with the Schools' Forum. The success of the Forum has been recognised by OfSTED and the Audit Commission survey. The Forum has:

- Steered the successful delegation of SEN resources
- Implemented a major review of the local schools funding formula
- Overseen the annual budget process
- Analysed and commented upon the level of balances held by York schools
- Lobbied central government on funding issues
- Consulted over the future of key service contracts (catering, cleaning, grounds maintenance)

Termly briefings with all Headteachers have provided a valuable opportunity to discuss emerging budget pressures and to share early analysis of budget settlements.

The Finance team is currently restructuring to respond to the needs expressed by schools – particularly support for extended schools activities and the financial management standard. Service development has also included: the school bursar programme, training routes for Accounting Technicians and developing the school business manager programme. More schools are buying into the increased level and range of services offered.

Significant new financial management challenges have been addressed. In 2006/07 these have included the continued phased implementation of the new school funding formula, accounting for PFI, the Financial Management Standard in Schools (FMSiS), changes in the way early years, SureStart, children's centres and adult education are being funded, the continued integration of children's social services and the monitoring of a large and complex capital programme. Key spending pressures for 2007/08 are likely to be children's social care costs, home to school transport, centrally retained LA services funded from government grants which have now been frozen, the consequences of the ceasing of the children's trust grant and reductions in LSC funding for adult education.

However the service continues to operate with limited capacity. This restricts the teams' ability to respond to development requests. Delivery depends upon the good will and professionalism of key staff.

Section 3: Drivers for Change

Driver	How might this affect our service?	Source
Council budget pressure and Gershon Efficiency	All service areas will be reviewing budgets requiring support and advice. Efficiencies for schools are embedded within existing programmes, not measured by local authorities or schools but school will still require significant support and training..	www.hm-treasury.gov.uk/Documents/Public_Spending_and_Services/publicservice_performance/pss_perf_table.cfm
FMSiS	Will increase workload of the strategic elements of the service, i.e. identifying elements which can be created centrally then rolled out to schools for efficiency, training review and restructure, review of SLA. Workload and responsibilities for team members likely to increase.	National directive www.dfes.gov.uk/valueformoney/index.cfm?action=financeManagement.Default&ContentID=70
Extended Schools initiative	Will require a new SLA, additional training for team members and rollout of detailed guidance for schools.	National directive www.teachernet.gov.uk/teachers/issue39/primary/news/Extendedschools/
Remodelling	Remodelling the workforce has already impacted on schools but as the remodelling process will be used to allow schools to identify ways forward which meet the needs of their pupils and local communities there is likely to be additional impact on school finances and so the service as it continues to evolve.	National directive www.teachernet.gov.uk/wholeschool/remodelling/
Continuing DfES review of education and school funding	Embedding new system and responding to consultations on changes already being proposed. Changes introduced mean additional training for schools and the team, reviewing practices, school budgeting tools under review, time required in schools to support need.	National directive www.teachernet.gov.uk/management/schoolfunding/
Comprehensive Spending Review	The results of CSR2007 will have a significant impact on the work of the team in planning and budgeting for the next three years medium term financial forecast.	HM Treasury
Replacement Financial Management System	A new FMS is planned to go live in 2008/09. Significant work will be required in both during the preparation for and implementation of the new system.	Local priority

Section 4: Reporting to Members on key service objectives for 2007/08

Objective 1: Supporting schools achieve the Financial Management Standard

- Review the training and support provided to secondary schools i.e. did it work?) (June 2007)
- Provide detailed training and support to cohort 1 of primary and special schools (Dec 2007)
- Support the Governance Unit and EDS with FMSiSS (to Mar 2008)

Objective 2: Introduce an Extended Schools business and technical support service

- Reconfigure the School Finance team into a School Business Support service (Apr 2007)
- Review the Extended Schools governance models (June 2007))
- Develop a resource library and initial guidance notes (Dec 2007)
- Agree working protocols with SBOs and other support service providers (April 2007)
- Produce a cost sharing model for Integrated Children's Centres (May 2007)

Objective 3: Respond to the DfES review of school funding arrangements

- Prepare (in conjunction with the Schools Forum) a response to the consultation document (May 2007)
- Identify key emerging issues (July 2007)
- Implement any changes resulting from the review (April 2008)

Objective 4: Plan and prepare for the next three year budget cycle 2008-2011

- Consider the implications of CSR2007 (Sept 2007)
- Consider key resource and expenditure pressures to 31 March 2011, particularly (Children's Social Care, Home to School Transport, broadband provision, capital programme, education placements inc. inter-authority) (Oct 2007)
- LMS formula factors reviews (Mar 2008)
- Three year funding allocations for schools (Mar 2008)

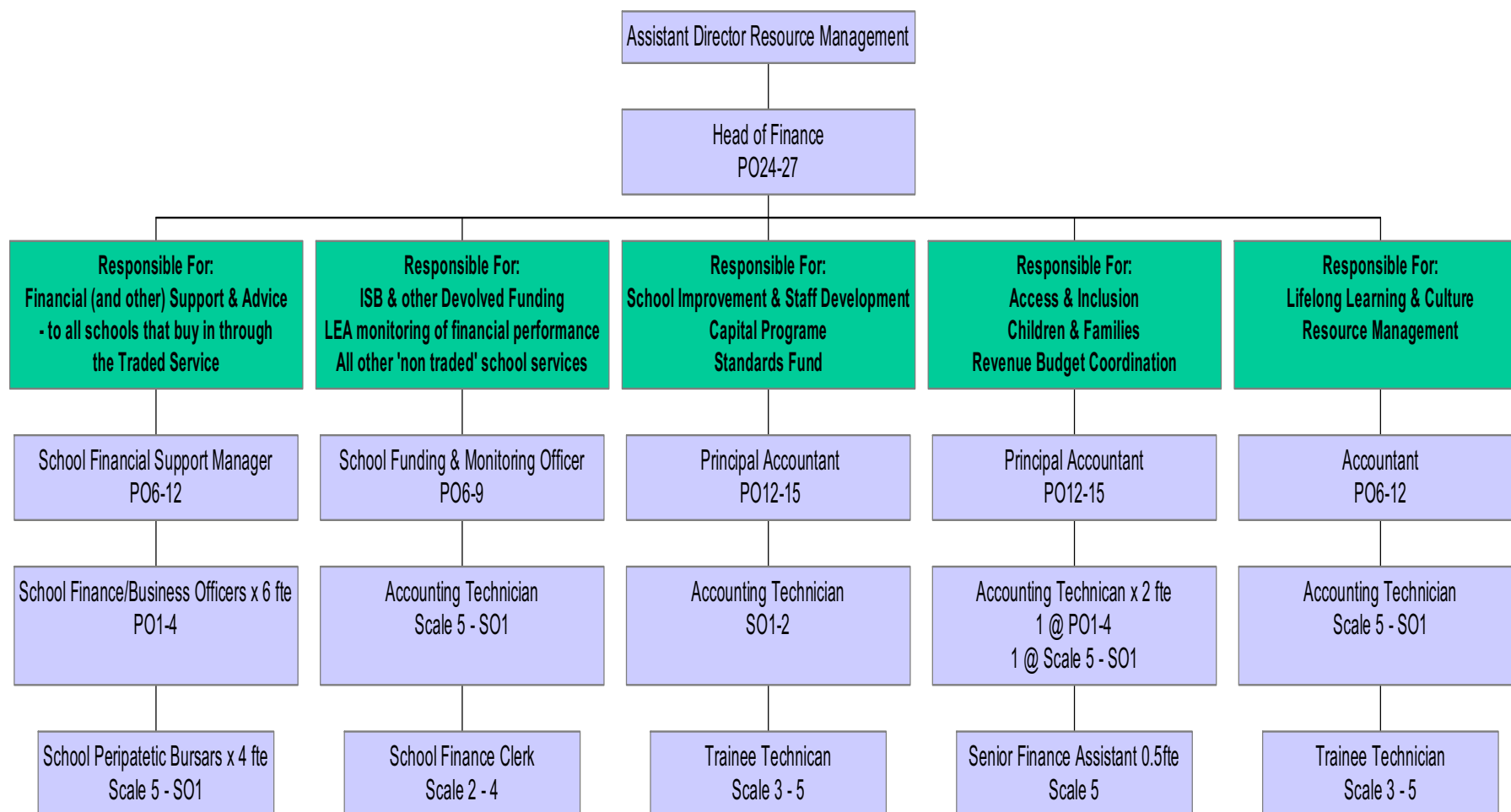
Section 5: Measures

2007/08 to 2009/10 Target setting for Service Planning 07/08 ~ Resources																		
Code	Description of PI	Service Manager	Historical Trend			06/07				07/08				08/09	09/10	05/06	PI appears as a Key PI	
			03/04	04/05	05/06	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	Target	Target	Unitary Average		
F7	Primary School Revenue Reserves as a % of Primary School ISB Budget Share	Richard Hartle	10.3%	11.3% 5% - 10%	8.7% 5% - 9%	actual				5% - 8%	profile				5% - 8%	5% - 8%	5% - 8%	Reasons and rationale behind the targets set
F8	Secondary School Revenue Reserves as a % of Secondary School ISB Budget Share	Richard Hartle	2.6%	3.5% 2% - 5%	2.7% 2% - 5%	actual				2% - 5%	profile				2% - 5%	2% - 5%	2% - 5%	awaiting rationale
F9	Percentage of Schools whose net outturn expenditure is within 10% or £5,000 (whichever is the greater) of their net Start Budget	Richard Hartle		n/a	13.7% 50%	actual				55%	profile				60%	65%	70%	
ST5	Percentage of departmental cost centres that outturn within £1,000 or 1% of the approved budget (whichever is the greater), subject to the variation being less than £10,000	Patrick Scott/ Richard Hartle		59%	55.9% 65%	actual	85%	81%	not collected	70%	70%	70%	70%	profile	72%	74%	75%	
	The quality of your council's financial information, including comparative data for schools (Audit Commission School Survey Question 3.31)	Richard Hartle				actual				1.70	profile				1.69	1.68	1.67	New indicator for 2007/08
	Your council's consultation on the planning and review of the budget for children's services (Audit Commission School Survey Question 6.7)	Richard Hartle				actual				1.95	profile				1.94	1.93	1.92	New indicator for 2007/08
	The clarity of the educational rationale behind the school funding formula (Audit Commission School Survey Question 6.8)	Richard Hartle				actual				1.89	profile				1.88	1.87	1.86	New indicator for 2007/08
	The effectiveness of your council's support to improve resource and financial management in your school (Audit Commission School Survey Question 6.12)	Richard Hartle				actual				1.73	profile				1.72	1.71	1.70	New indicator for 2007/08
	The effectiveness of your council's support for developing extended schools (Audit Commission School Survey Question 6.19)	Richard Hartle				actual				2.43	profile				2.30	2.15	2.00	New indicator for 2007/08
	Any PI No. that is shown in yellow indicates that this PI is a Local Area Agreement PI																	
	PI is lower than the lower quartile mark when comparing to available Quartile information for that year																	
	PI is higher than the upper quartile mark when comparing to available Quartile information for that year																	
	Actual is better than the profile by the tolerance factor																	
	Actual is worse than the profile by the tolerance factor																	
03/P5	Indicates that this PI appears as a Key PI in the CYPP 2007/10 and or supports a Corporate Priority																	

Section 6: Financial resources

Section 7: Human resources

Learning, Culture and Children's Services Finance - Current Structure (January 2007)



Section 8: Monitoring and reporting arrangements

Monitoring of the action plan will take place through the weekly team leaders meeting, in section & team meetings and in individual performance management. Regular review of departmental budgets and section PIs is already built into the quarterly monitoring cycle.

Meeting	Timing	Description	Staff
Team Leaders	Weekly	Monitoring of main service functions Forward planning and main decision making forum Prioritisation of work and resources Budget monitoring and project planning	Richard Hartle Mike Barugh Katherine Finnie Linda Brook Paul Shepherd
LCCS Finance Full Team meeting	1 full day and 2 half days per year	Main tool to monitor plans and actions at team level.	All staff
Sub-team meetings	Varies	Main tool to monitor plans and actions at sub-team level.	Team staff led by team leaders
One to one meetings	Fortnightly	Review of actions identified in plans plus day to day overview of projects or operational issues	Head of Finance with team leaders
Personal Development Reviews	Annual with six monthly review	Individual will line manager to develop individual contributions to the achievement of the Service aims	All Staff
One to one meetings	Fortnightly (KH) Bi-monthly (PS)	Strategic priorities discussed and agreed. Review of progress and operational issues. Strategic overview.	Richard Hartle with Kevin Hall or Peter Stead

Annex: Corporate compliance statement

Actions/Evidence	Deadline
Equalities action/s	
<p>Add in bullet point equalities actions for your service that you intend to deliver over the next 1-3 years. These could include changes or improvements in service which:</p> <ul style="list-style-type: none"> • improve access by particular stakeholders. • reduce or eliminate discrimination • support staff equalities <p>Please check any relevant departmental or service Equalities Impact Assessments (EIA)</p>	When do you expect to complete the action or improvement?
Consider as part of future LMS funding formula reviews	On-going
Provide financial support and advice to enable other services deliver actions e.g. accessing external funding	On-going
Safer City action/s	
<p>Add in bullet point actions you intend to deliver over the next 1-3 years that support the Council's Safer City priority of reducing crime/anti-social behaviour and making York a safer place to live.</p> <p>These might support Community Safety Plan and section 17 actions plans. They may also include changes or improvements that address issues that have come out of a Safer City audit.</p> <p>Alternatively, you might want to include actions you identified from the service planning process (i.e. service changes or improvements that help reduce crime and/or improve safety in York).</p>	When do you expect to complete the action or improvement?
Provide financial support and advice to enable other services deliver actions e.g. accessing external funding	On-going
Operational Risk – red risk action/s	
<p>Please list (in bullet point format), any actions you are taking to address any red areas of operational risk that you may have identified. Please refer to the specific section in the service planning guidance which provides details of how to complete an operational risk template.</p> <p>If you have identified a red-risk issue, but do not have sufficient resources or capacity to tackle it over the next 1-3 years, you should still list these out in bullet point format – explaining that you are aware of the risk, but do not have sufficient resources to take action to mitigate their potential effect on your service.</p>	When do you expect to complete the action or improvement?
Reviewing directorate's budget monitoring procedures	On-going
The service continues to operate with limited capacity. Service delivery depends upon the good will and professionalism of key staff.	
Gershon – Efficiency improvement	
<p>Please list (in bullet point or table format) any efficiency improvements your service intends to make over the next 1-3 years. These can be 'cashable' and/or 'non-cashable' efficiency improvements.</p> <p>A completed example of both has been provided to help you. Where applicable, financial amounts should also be provided.</p>	When do you expect to achieve the efficiency improvements by?
The restructure of the finance service from April 2007 is expected to generate a cashable efficiency saving of £25k in 2007/08	Apr 07

Competitiveness statement	
<p>Please provide a statement to demonstrate that your service is competitive. This might be examples of one or more of the following:</p> <ul style="list-style-type: none"> • Tendering or procurement exercise for all or part of your service provision. • Delivering services in partnership. • Market testing exercise which, through evidence, showed that your service was delivering value for money – i.e. it is economic (low service costs), efficient (producing good levels of service for the money spent) and effective (is performing well in comparison). • Benchmarking: comparative performance and costs with other authorities or like-for-like organisations <p>Schools traded service operates in a competitive environment as schools are able to purchase this support from any provider – take has increased by more than 100% since 2001</p> <ul style="list-style-type: none"> • - Market testing exercises such as the annual Audit Commission (AC) survey to schools to ensure VFM and effectiveness. • - National benchmarking of service through AC schools survey • - Evaluation of training programmes through CPD feedback system ensures effectiveness of service <ul style="list-style-type: none"> - Carry out and respond to user feedback through surveys 	



Service Plan for 2007/08

Service Plan for: Human Resources

Directorate: Learning, Culture and Children's Services

Service Arm: Resource Management

Service Plan Holder: Jo Sheen and Mark Bennett

Director: Patrick Scott

Signed off:

Executive Member: Cllr Carol Runciman

Signed off:

Section 1: The Service

The HR Service's purpose is to support, advise 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.

A wide range of services is provided including day-to-day processing of activity around staff recruitment, variations and leavers, which is provided by a dedicated HR administrative team with close links to schools and service managers. In addition the service also provides a professional HR advisory service supporting managers and Headteachers with a variety of HR matters from large scale organisational / cultural change issues to individual case work.

The HR Team is led by an HR Business Partner and to make best use of this resource it is expected that the Directorate will include and involve HR in initial stages of planning and developing strategy to ensure that the people management and development issues are identified early and given due consideration at the outset; in this way HR will be better placed to assist managers.

The HR Service also operates a dedicated Teacher Supply Agency solely for schools within the LEA, allowing focus on quality assurance and the professional development of this valuable resource to schools.

Our Customers:

All Services (in particular Service and Group Managers) within the Learning Culture and Children's Services Directorate

All Schools in the City of York (as a traded service via a Service Level Agreement)

Critical Service Links:

The Trade Unions and professional associations representing all types of staff employed in schools and the Directorate. This requires regular consultation with the five main teaching unions via the Teachers Panel and with UNISON and GMB via the Departmental Joint Consultative Committee. This work allows for effective policy development for HR issues in schools and the directorate and maintains a good employee relations climate.

Payroll Service the work of the HR Service is intrinsically linked to that of the payroll service and good levels of communication and co-operation are vital for the success of both services.

EDS and CPD – There is overlap in the work of HR with both of these services and regular meetings maintain appropriate levels of communication and joint working on common issues.

Section 2: Service Review

The HR team for LCCS has had a relatively stable year in relation to its staffing and has built on the good foundations of a new team being formed in 2005/06. The Service Manager was absent on maternity leave for 7 months of the year and the cover arrangements put in place for this period were successful and allowed all major issues to be dealt with appropriately.

The Audit Commission's Survey of Schools 2006 recorded a continuing high level of satisfaction in schools' perceptions of LA support in the quality of professional HR advice to schools, although the score dipped slightly; it is recognised that this is an issue, which the team needs to keep in focus.

The HR Team has provided support, guidance and training to Heads and Governors on the difficult issue of safeguarding in recruitment and criminal background checks against a national backdrop of serious concerns about these matters.

The HR Team has continued to support schools and service managers in the process for implementing job evaluation and a new pay and grading structure. There have been delays in this work corporately, and the HR team in LCCS has sought to provide schools with reassurance around the process and has also carried out some important work around rationalising the job design for administrative and finance staff in schools.

The HR team has further supported Schools and Services dealing with a range of challenging issues including:

- Major restructures of and within the directorate, for example the Library Service Review
- School reorganisations; in particular work around the development of a new staffing structure for York High School has been carried out successfully.
- Falling rolls leading to redundancies in schools

Within the Directorate there has been some criticism of the HR Service and its approach to establishment controls which are seen as overly bureaucratic and appear as obstacles to service delivery and improvement. The team is aware of this issue and is being pro active in seeking a central review of these arrangements, aiming to balance the need for adequate controls in our systems with giving managers the freedom to manage.

Other areas for improvement and development include:

- a continued focus on the PI relating to completion of contractual documentation within a required timeframe - this challenging target will need to be tackled in the context of limited administrative resources and will require some clear prioritisation of our work and some difficult decisions about what we continue to provide as a service.
- Sickness absence management in schools in particular. This work is needed more urgently now to ensure that action is taken to examine schools' absence rates and their impact on the staff absence insurance scheme premiums set for York schools

Section 3: Drivers for Change

Driver	How might this affect our service?	Source
Turnover of Senior Management within LCCS and likely organisational / structural changes to the Directorate	We will need to support change management processes to achieve new roles, remits and working practices.	Organisational Change
Pay and Grading Review (Including Job Evaluation)	Undertake the role of communicator from Corporate centre to Services and mediate between Corporate Centre and Schools to ensure their issues are fed into the wider pay and grading review.	Corporate HR Strategy
Extended Schools	Expertise from within the team will need to be developed to support headteachers, governing bodies and colleagues in ensuring that all of the potential HR issues around establishing extended schools are identified early and managed appropriately to ensure success	Initiative to establish a “one stop shop” approach to supporting schools in this area
Sickness Absence in Schools	HR to work closely with schools to identify and tackle absence management issues to ensure that absence rates are reduced and that early intervention takes place to avoid long term problems. The staff absence insurance scheme for schools run jointly by CYC and NYCC has analysed York’s claims and has raised York Schools’ premiums as a result.	Staff Absence Insurance Scheme Premiums raised as a result of analysis of York Schools’ claims.

Section 4: Priorities/Initiatives/Actions for 2007/08

1. To implement pay and grading review (including job evaluation), this will include:

- Provision of guidance to schools on assimilation of staff into generic jobs, where appropriate, in readiness for the implementation of the pay and grading review.
- Implementation in schools and services in LCCS in line with the corporate programme of implementation.

Timescale: In line with corporate timetable for implementation.

2. To build up expertise within the HR Team to provide high level support to schools that are developing extended school provision; to include:

- Identification of key members of the HR Team to be main points of contact on extended schools queries to work in partnership with staff in LCCS Finance team who are leading in this area.
- Ensuring key staff in HR are trained and given sufficient time and knowledge to allow successful working with schools that need this HR support.

Timescale: In line with development of new Extended Schools Traded Service which is being led by LCCS Finance Team

3. To support the directorate in the management of changes necessary as a result of turnover at DMT level and subsequent reorganisation of the Directorate, to include:

- Provision of targeted HR advice to Senior Managers within the Directorate regarding any reorganisation necessary to implement the changes in structure.
- Assessment of the HR implications for particular staff and teams, and provision of advice, guidance and support in implementation of changes.

Timescale: In line with developments within the directorate

4. To further improve and redesign HR Admin systems to better meet the changing needs of Schools and the Directorate Services, to include:

- Further review and where necessary redesign HR admin procedures to increase accuracy and reduce time taken to complete HR work for schools.
- Provision of HR administrative procedures manual for schools, launched with appropriate training for school staff

Timescale: Redesign of procedures ongoing. New Admin manual to be in schools by October 2007

5. To improve and further develop working arrangements between HR and Schools in the management of sickness absence and thus avoiding further increases in Sickness Absence Insurance Scheme premiums to York schools, to include:

- Identification of problem areas around sickness absence amongst York Schools
- Provision of targeted HR support to schools with sickness absence problems

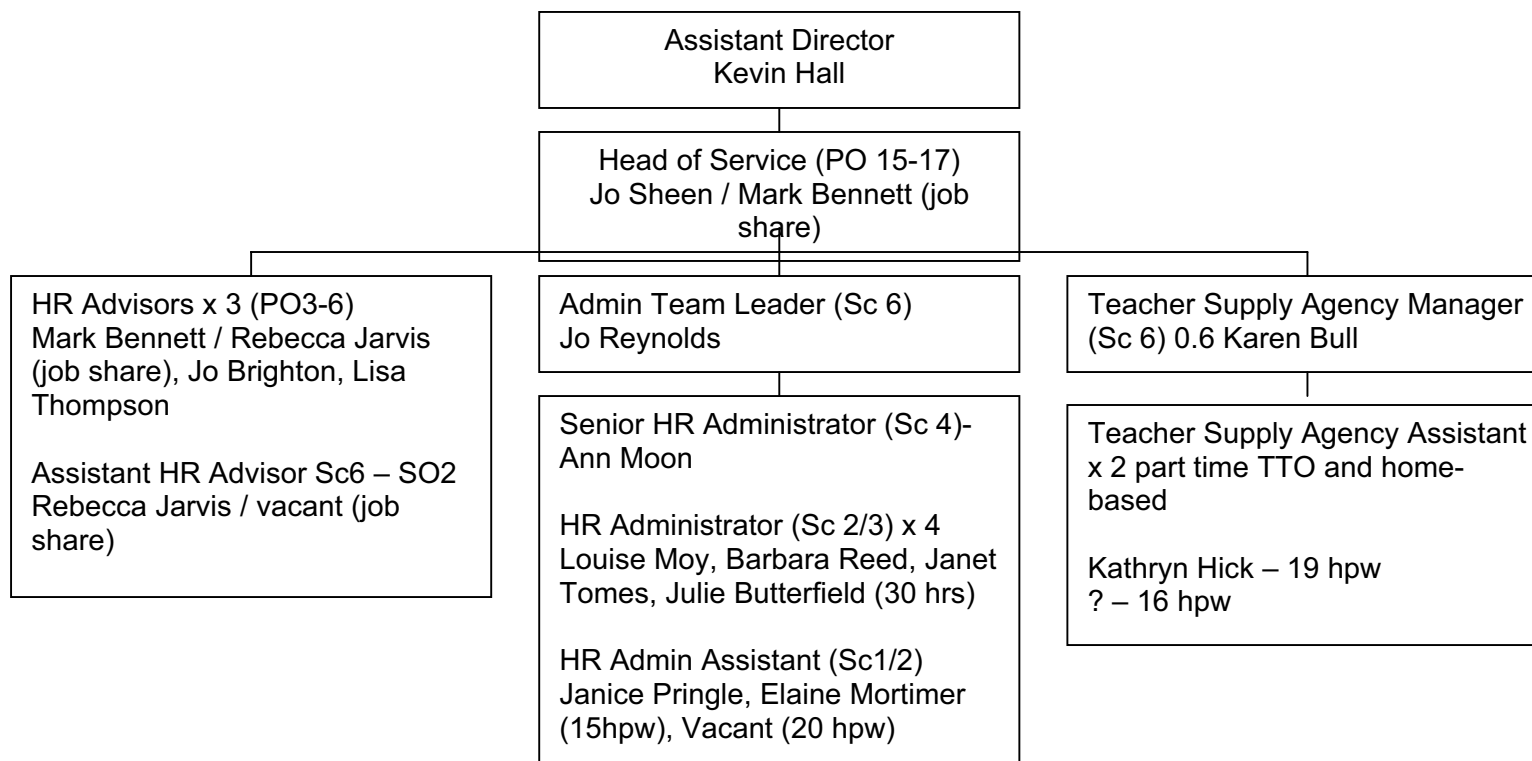
Timescale: To have improved absence levels in schools to avoid any further differential increases in staff absence insurance scheme premiums by January 2008.

Section 5: Measures

2007/08 to 2009/10 Target setting for Service Planning 07/08 ~ Resources																							
Code	Description of PI	Service Manager	Historical Trend				06/07				07/08				08/09	09/10	05/06	PI appears as a Key PI	Reasons and rationale behind the targets set				
			02/03	03/04	04/05	05/06	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	Target	Target	Unitary Average						
HR1	Completion of contractual documentation within statutory time limits	Jo Sheen				55%	actual					actual					100%	100%	100%			This target is proving difficult to meet within existing resources and using current IT systems. Other HR administrative tasks may not be completed if all necessary resources are diverted to meeting this target.	
HR3	AC Schools Survey response to question re: Local Q6 - The effectiveness of HR administrative services, including the issuing of contracts of employment to staff	Jo Sheen	3.18	2.46	2.5	actual		2.64				actual					2.00	2.00	2.00			We still haven't met the target and are still aiming for 2%	
					2	profile				2.00	profile												
HR4	Employment Tribunal cases successfully defended or settled for "nuisance value" only	Jo Sheen			100%	actual						actual					100%	100%	100%				
					100%	profile				100%	profile												
HR7	AC Schools Survey response to question re: Local Q5 - The quality of professional HR personnel advice and casework	Jo Sheen	2.47	1.9	1.46	actual		2.18				actual					2.00	2.00	1.50				
					2	profile				2.00	profile												
ST1	% of Appraisals (PDRs) completed as a percentage of all eligible directorate staff	Patrick Scott/ Jo Sheen	95%	No return	94%	90%	actual					actual					100%	100%	100%				
			90%	95%	100%	100%	profile				95%	profile		100%									
SK1	Days lost through sickness for all the LCCS (inc schools)	Patrick Scott/ Jo Sheen		10.96	9.01	actual	2.22	3.98				actual											Targets still to be set from a corporate perspective and approved by CMT
						profile																	
	Any PI No. that is shown in yellow indicates that this PI is a Local Area Agreement PI																						
	PI is lower than the lower quartile mark when comparing to available Quartile information for that year																						
	PI is higher than the upper quartile mark when comparing to available Quartile information for that year																						
	Actual is better than the profile by the tolerance factor																						
	Actual is worse than the profile by the tolerance factor																						
03/P5	Indicates that this PI appears as a Key PI in the CYPP 2007/10 and or supports a Corporate Priority																						

Section 6: Financial resources

Section 7: Human Resources



Section 8: Monitoring and reporting arrangements

Type of Monitoring	Monitoring Arrangements
For Individual Staff	<ul style="list-style-type: none"> • The Service plan will be used to set personal targets for all staff via PDRs and then used as a monitoring tool in the half yearly review meeting and at regular 1 to 1 meetings. • Progress against targets where individuals have a specific responsibility will be undertaken in the light of other Service demands and used to monitor and regulate workload for each member of staff
For the Team	<ul style="list-style-type: none"> • The Service Plan will be used at regular monthly team meetings to review progress against targets and to revise more detailed action plans that lie beneath the Service Plan. • Progress against targets where teams have a specific responsibility will be undertaken in the light of other Service demands and used to monitor and regulate the workload of the team and to negotiate further deadlines that may be identified
For the Service Manager	<ul style="list-style-type: none"> • The Service Plan will form part of the PDR process for the Service Manager and for regular 1 to 1 meetings with the Assistant Director
For the Service	<ul style="list-style-type: none"> • Half Yearly report on progress against the Service Plan to be provided to EMAP in line with Directorate proposals for this level of reporting • Service Plan used as a crucial reference point of the Service Review Statement

Annex: Corporate compliance statement

Actions/Evidence	Deadline
Equalities action/s	
Facilitate the pay and grading review including job evaluation exercise for Directorate services and for support staff in schools to address historical issues relating to pay inequality.	Ongoing
Support service managers, governors and headteachers delivering improved recruitment practices designed to be inclusive.	Ongoing
Safer City action/s	
Support service managers, governors and headteachers in meeting their service delivery objectives	Ongoing
Operational Risk – red risk action/s	
Facilitating the successful implementation of the pay and grading review.	Ongoing
Gershon – Efficiency improvement	
Supporting improvements in productivity due to reductions in sickness absence in accordance with Corporate HR Strategy.	2008/2009
Competitiveness statement	
<p>The HR service has the lowest resources per employee of all authorities in the region.</p> <p>The LCCS HR function has absorbed support for Children’s Service staff with no additional HR Advisor resources and with limited HR Administrative resources.</p> <p>The Supply Agency within the LCCS HR function is self funding. The supply placement charges are below those charged by neighbouring authorities</p> <p>The Service charges to schools are below those charged in neighbouring authorities and the satisfaction rate from schools with the quality of the service remains high</p>	

Service Plan for 2007/08

Service Plan for: ICT Client Services

Directorate: Learning, Culture and Children's Services

Service Arm: Resource Management

Service Plan Holder: Laura Conkar

Director: Patrick Scott

Signed off:

Executive Member: Carol Runciman

Signed off:

Section 1: The service

ICT Client Services - Service Description.

The service's purpose is to ensure that ICT's pivotal role as a transformational technology key to delivering efficient services becomes entrenched in the strategic and operational activities of the Directorate.

The Service is involved with both the strategic and operational aspects of ICT within the Directorate and the wider council but places particular emphasis on supporting schools and integrated children's centres. The service writes the ICT strategy for the Directorate which links into the Corporate IT strategy.

Clients include:

- All Departments within the Directorate
- Other Directorates (through joint projects)
- Schools/ Children's Centres
- ICT Providers

ICT Client Services consults with stakeholders through the Education Information Technology (EDIT) group and the Broadband Operations Group, which are respectively strategic and operational groups with representation from schools and managed service providers. All the staff in the service have Prince 2 training.

The service covers a number of core activities including:

- Central project management of Broadband for schools and the developments associated with the National Digital Infrastructure
- Project management and or Quality Assurance of a number of diverse ICT projects across the Directorate (a number of which have a cross directorate element)
- Advice to schools on ICT procurement and development
- Involvement with the ICT infrastructure issues associated with the delivery of the Integrated Children's Centres and the One School Pathfinder.
- The Service is involved with ensuring the availability of accredited framework agreements for the delivery of ICT Services. This involves a partnership with North Yorkshire County Council and the CYC Corporate

The service is also regularly involved in providing ad hoc advice and support on IT issues, as a number of new ICT projects tend to arise during the year, which have not been planned for using the Service Plan cycle. This is due to the nature of ICT projects, which tend to be demand led and or as a result of new requirements and changes in legislation.

This service plan therefore only represents the core activities of ICT Client Services.

Section 2: Service Review

The Service performance as measured by KPIs has been as expected and within the tolerance levels as set for the individual PIs. The only exception to this is Key Performance Indicator IT 01 – Number of successful IT bids. The reason for the underperformance on this KPI is that the profile was set for 6 successful bids per year. However the Directorate only made 4 bids this year, all of which were successful.

The service has supported the Children and Young People's plan across a number of projects. One of the key projects has been supporting the development of the 8 integrated children's centre sites by ensuring the ICT infrastructure issues associated with enabling delivery of services at those sites are managed. This includes the strategic and operational issues involved with establishing framework agreements between the various agencies (Health, Social Services, LA) to enable a common IT infrastructure for information sharing.

The service also supported the development of the Castlegate site which has been set up as a one stop shop for young people. The service continues to be involved with other developments of the youth offer across the city at sites such as the Fulford School House and the 68 Centre.

In its role supporting schools the service has provided advice and guidance on procurement and planning for ICT and encouraged schools to develop a vision for ICT in their schools which includes short, medium term and long term planning for development and considers issues such as Total Cost of Ownership as a sustainability issue key to maintaining appropriate ICT infrastructure. The service has also supported ICT requirements in new build and refurbish projects initiated by the Education Planning team.

The service continues to manage the broadband project and the development cycle involved with that project including the build up to a new procurement to replace the current contract. In addition the service has initiated a framework agreement in partnership with North Yorkshire for cabling companies to ensure that schools and the LA can choose from a list of pre-tendered, accredited services which have been CRB checked and meet the CHAS standard for Health and Safety. A new round of accreditation for ICT Managed Services is also about to begin this year and this will include requirements for CHAS, CRB, and FITS.

The major challenge facing the service this year is its capacity to deal with the influx of new projects generated by the growth of the Directorate to include the Youth Offending Team and Children's Services. The variety of projects also involves a learning curve in understanding the needs of these new clients, as it requires an understanding of the legislation and frameworks associated with these services. The service will struggle to meet demand and there is a fine balance to be found in maintaining the integrity of the existing service while providing for the requirements of new users and projects. It is hoped that there will be some transfer of resources from HASS to meet this shortfall.

The Service achievements in 2006 include:

- Roll out of spam filter and email upgrade to all schools.
- Monitored performance of CYC broadband and initiated resolution / escalation process in secondary schools experiencing intermittent outages in service.
- Completed ICT consultancy for Education Planning projects for Rufforth, Skelton and Danesgate
- Provided consultancy and arbitration for Hob Moor Children's Centre ICT infrastructure.
- Provided ICT consultancy for departments entering bids into the IT Development bid process for 2006/7.
- Carried out a series of visits to schools to encourage use of the service as an advisory service.
- Interconnect service (Broadband connection to the Joint Academic Network) installed and available for use.
- Provided some consultancy to the 14-19 Agenda e-prospectus selection process.
- OJEU tender for Accredited Cabling contractors (in partnership with North Yorkshire) now completed and sent out to advert.
- All the Directorate's IT bids have been supported by the service and subsequently successfully adopted as projects for the next financial year by the Corporate IT Development process.
- VPN Pilot functionality for the Broadband network has been effectively proven and the rollout of this feature is now dependent on pricing and project plan, which are expected shortly.
- The service is supporting the Youth Service, Connexions and the Health Service in agreeing requirements for a new building development at Castlegate.
- The service is supporting the YOT team requirements for new IT systems at the Magistrate's Court.
- The service is supporting new IT requirements for Health staff at Hob Moor Children's Centre and Apple fields.
- A number of targeted visits to schools involved in significant new building projects carried out to ensure that the school vision for ICT is built into the process. This included providing advice on correct procurement routes for ICT infrastructure
- Supported the Local Authority's Education Development Service's bid for beacon status under the heading of new technologies.
- The service is supporting the Education Planning team and their clients on the ICT issues involved at the new Children's Centres, the new Westside School, the pathfinder BSF School and various other ad hoc school projects.
- The service enabled the first phase of a project to enable school environmental systems (TAC) to be remotely accessed and viewed from the Council.

Section 3: Drivers for Change

Driver	How might this affect our service?	Source
Integrated Children's Services	<ul style="list-style-type: none"> ▪ Increased customer base for the service e.g. ICT Client Services providing ICT advice and support for SureStart and Family Centre clients based in new children's centres 	Every Child Matters, Directorate's Children's Services Plan And Corporate Improvement Statement
Stronger emphasis on IT strategy from Central Government	<ul style="list-style-type: none"> ▪ Directorate's IT Strategy becomes of increasing importance ▪ Stronger emphasis on ICT delivering service improvement therefore ICT Client Services role in developing new IT bids and project management becomes increasingly important 	Transformational Government - Enabled by Technology (Cabinet Office)
Improving provision of ICT in schools and children's centres	<ul style="list-style-type: none"> ▪ 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 	<i>Building Schools of the Future (DfES)</i> E-strategy - Harnessing Technology – Transforming Learning and Children's Services (DfES)

Driver	How might this affect our service?	Source
Stronger emphasis on accreditation of IT services and on ensuring that clients have an understanding of procurement regulations	The service will initiate new accreditation procedures for ICT Managed Services (pre-tendered to OJEU regulations)	Becta accreditation of managed services, new standards for health and safety, CRB and performance criteria for technical staff LAA focus on greater partnership working
Improving IT provision of Looked After Children	Providing advice on requirements for Learning Platforms and integrating IT requirements with central procurements/initiatives.	Care Matters: Transforming the Lives of Children and Young People in Care
Extended Schools Agenda and Secondary Schools Greater freedom	Providing advice to these sites on opening up IT provision to the community in a secure manner	CYPP 2007-10
Stronger Corporate Links	Central procurement of connectivity services	E-government Agenda
Change Management as a result of transfer of resources from HASS and reorganisation of service to meet requirements of new customers eg Children's Services and YOTS	Possible recruitment of additional posts	

Section 4: Actions for 2007/08

Delivering the National Digital Infrastructure

- ❖ Upgrade Core Broadband Bandwidth - February 07
- ❖ Roll out Virtual Private Network Service - June 07
- ❖ Enable videoconferencing service over the Interconnect service - November 07
- ❖ Begin the OJEU procurement process for Broadband for the City in readiness for go live April 08 - February 07
- ❖ Ensure Consultation with schools on the new Broadband procurement - March 07
- ❖ Investigate other centrally deployed services e.g. Voice over IP as part of the new procurement - November 07
- ❖ Short listing and contract negotiation of new BB contract - July 07- November 07
- ❖ Continue to monitor the performance of the current broadband provider, including service's role in escalation path for resolution of problems - February 07 – March 08

Accreditation and benchmarking of ICT Providers

- ❖ Completed list of cabling framework agreement companies to be available April 07 following evaluation of tenders. April 07
- ❖ Initiate new round of Accredited ICT Providers Framework (include OJEU threshold, CRB, CHAS and FITS - To be in place by January 08

Open a One Stop Shop for Young People in the City centre/

Ensure that the Youth Offer in York includes a comprehensive range of facilities and opportunities for young people

- ❖ Supporting the youth offer in CYC through the development of Castlegate and the improvement of core provision at existing youth service sites –e.g. 68 Centre and Fulford School House - March 07 – May 07

Open high quality new schools in the most disadvantaged communities – York High School (Yr2);

Joseph Rowntree (Yr3); Manor (Yr3).

- ❖ Supporting the ICT procurement process for the Joseph Rowntree One School Pathfinder project e.g. functional specification and contract negotiations. - February 07
- ❖ Supporting ICT issues at the York High development - February 07 -

Open another 6 Children's Centres in areas of greatest need

- ❖ Support the ICT infrastructure and procurement issues associated with the development of the remaining 6 Children's Centres - Ongoing
- ❖ Enabling the CYC staff ICT core provision through upgrade path for infrastructure and through identification of requirements and new procurement - Ongoing
- ❖ Ensuring access to core provision by PCT staff located in school buildings such as Applefields, Hob Moor and Clifton. - March 07
- ❖ Developing a protocol in consort with Corporate IT for partnership workers including Health and Connexions for access to both CYC and partner networks – February 07

Ensure all our schools are extended school by meeting the core offer

- ❖ Support and advise schools on ICT development paths and ICT procurement for their sites through peripatetic service, regular ICT Newsletter, User groups EDIT and BOG and through ongoing activities in providing an interface between ICT providers and schools. - Ongoing
- ❖ Support the development of new ICT provision in school building developments initiated by Education Planning - Ongoing

IT Strategy, Project Management and IT Directorate Representation

- ❖ Maintain and develop the Directorate's ICT strategy in line with changes in legislature and new requirements
- ❖ Continuing Quality Assurance role on the PSS project, CPD and Youth Service Project
- ❖ Project Management of new projects: E.g. Magistrates Court Connectivity for YOTS and Fulford School House for Youth Service and Connexions
- ❖ Advice to key departments on new requirements: E.g. Media Centre for the Performing Arts in City Screen Basement and TAC Environmental systems in schools as required by Property Services
- ❖ Administration of users, new IT requirements, membership of corporate group representing the interests of the Directorate (IT user group and IMS group)

Section 6: Financial resources

Section 7: Human resources

IT Officer:

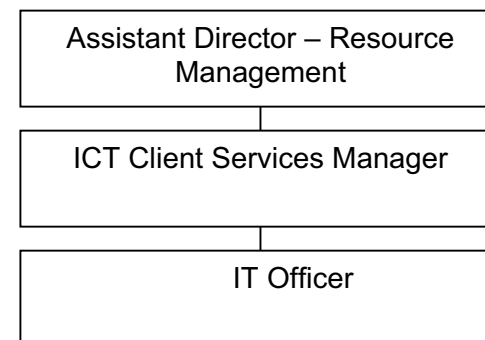
Main Purpose of the Job

The role involves providing support for the ICT Client Officer through:

- Providing IT advice to schools including regular visits to schools
- Providing project management support for IT Developments within the Directorate.
- Providing technical support for internal ICT requirements
- Supporting the department with corporate projects such as Access to Services and the E-Government agenda.

Core Responsibilities

1. Assist in the planning and management of IT projects through all stages of the system life cycle.
2. Business Analysis tasks including definition of requirements, preparation of feasibility reports and system/service specifications.
3. Manage software evaluation and selection pilot projects.
4. Assist in providing consultancy advice to schools on ICT infrastructure issues.
5. Provide first line support on specialised LEA systems.
6. Assist in the resolution of day to day IT service issues in the LEA and schools, liaising with internal and external service providers as required.



Section 8: Monitoring and reporting arrangements

- Service Planning Monitoring Reports – quarterly monitoring of service progress against key actions
- Service Planning – annual documentation of activities for the year ahead
- Informal daily team meetings
- Formal team meetings/ Line management meetings (actions minuted)
- Quarterly and Annual PIs – monitored
- Annual Audit Commission results
- Becta returns

Operational Risk Audit and Risk Management Division 2007/8

Service Plan area: ICT Client Services
Service Plan Area: Laura Conkar

Description of Risk	Likelihood	Impact				Ranking	Officer Responsible
		Community	Finance	Corporate Objectives	Organisation Reputation		
New Broadband procurement timeline will not enable a smooth transition from old to new service	4	5	5	5	5	80	LC, RG, CC, KH
Accredited ICT Providers – delay in putting this in place due to central procurement workload	3	3	3	3	1	30	
Accredited Cabling Providers Framework Agreement with North Yorkshire – delay past the due date of April 07	3	2	2	2	1	21	LC
Broadband matched funding will be withdrawn due to departmental savings	4	3	4	4	1	48	KH, LC

Description of Risk	Likelihood	Impact				Ranking	Officer Responsible
		Community	Finance	Corporate	Organisation		
Funding for IT bids diverted to E-government projects	3	3	4	2	3	36	LC and Service Managers associated with the bids
Demand for support services from colleagues within the Directorate exceeds the capacity of ICT Client services given that the service also supports schools.	4	1	1	1	1	16	LC
No Additional support staff for the service transferred across from HASS	5	3	1	5	5	70 ¹	KH

Risk Ranking

- 4 - 20 Low
- 21 - 40 Medium
- 41 - 60 High
- 61 - 80 Very High
- 81 - 100 Critical

Likelihood

- 1 - Low
- 2 - Low/Medium
- 3 - Medium
- 4 - High
- 5 - Very High

Impact

- 1 - Low
- 2 - Low/Medium
- 3 - Medium
- 4 - High
- 5 - Very High

Annex: Corporate compliance statement

Actions/Evidence	Deadline
Equalities action/s	
<p>Add in bullet point equalities actions for your service that you intend to deliver over the next 1-3 years. These could include changes or improvements in service which:</p> <ul style="list-style-type: none"> • improve access by particular stakeholders. • reduce or eliminate discrimination • support staff equalities <p>Please check any relevant departmental or service Equalities Impact Assessments (EIA)</p>	When do you expect to complete the action or improvement?
<p>Ensuring that all IT Projects consider the requirements of all users and that the development of new IT facilities accommodates the physical requirements of all users.</p> <p>Ensuring that stakeholder groups are involved in centralised procurements such as the new broadband contract.</p> <p>Ensuring that staff development opportunities are available to all staff</p>	Ongoing
Safer City action/s	
<p>Add in bullet point actions you intend to deliver over the next 1-3 years that support the Council's Safer City priority of reducing crime/anti-social behaviour and making York a safer place to live.</p> <p>These might support Community Safety Plan and section 17 actions plans. They may also include changes or improvements that address issues that have come out of a Safer City audit.</p> <p>Alternatively, you might want to include actions you identified from the service planning process (i.e. service changes or improvements that help reduce crime and/or improve safety in York).</p>	When do you expect to complete the action or improvement?
Risk Management Courses attended by service staff	Ongoing
Operational Risk – red risk action/s	
<p>Please list (in bullet point format), any actions you are taking to address any red areas of operational risk that you may have identified. Please refer to the specific section in the service planning guidance which provides details of how to complete an operational risk template.</p> <p>If you have identified a red-risk issue, but do not have sufficient resources or capacity to tackle it over the next 1-3 years, you should still list these out in bullet point format – explaining that you are aware of the risk, but do not have sufficient resources to take action to mitigate their potential effect on your service.</p>	When do you expect to complete the action or improvement?
The service will find it difficult to support new users without an additional support post being transferred from HASS.	
The timeline for the delivery of a new Broadband service is short, there is a risk that the project may be delayed by the timetable for the procurement.	
Gershon – Efficiency improvement	
Non-cashable savings have been made by working in partnership with North Yorkshire to put in place a framework for cabling contractors. North Yorkshire have covered most of the overheads of the project on the basis that City of York input requirements and expertise into the process.	

Actions/Evidence	Deadline
Competitiveness statement Please provide a statement to demonstrate that your service is competitive. This might be examples of one or more of the following: <ul style="list-style-type: none"> • Tendering or procurement exercise for all or part of your service provision. • Delivering services in partnership. • Market testing exercise which, through evidence, showed that your service was delivering value for money – ie it is economic (low service costs), efficient (producing good levels of service for the money spent) and effective (is performing well in comparison). • Benchmarking: comparative performance and costs with other authorities or like-for-like organisations 	
The service is delivering a framework for Accredited Cabling companies in partnership with North Yorkshire and the Corporate centre using OJEU tendering process.	April – May 0
The service is delivering a framework of accredited ICT Suppliers for schools, which will encourage procurement best practice in schools.	March 07- Jan 08



Service Plan for 2007/08

Service Plan for: Management Information Service

Directorate: Learning, Culture & Children's Services

Service Arm: Resource Management

Service Plan Holder: Richard Wyborn

Director: Patrick Scott

Signed off:

Executive Member: Cllr Carol Runciman

Signed off:

Section 1: The service

MIS Mission Statement

“To provide and support the use of high quality information which will have a direct and positive impact on the life chances of children and young people in York.”

Service Description.

The Management Information Service (MIS) was established in 2001/02 as a result of the growing demand for management information, performance information and electronic service delivery. Since this period demand has continued to grow, particularly over the last year with the move to an integrated children’s service as part of the Every Child Matters (ECM) agenda.

The changes over the last 12 months have had a fundamental impact on the MIS with an expansion in both size and remit. The team now has the additional responsibility of information functions relating to children in care, those on the child protection register and other children in need. The service is also playing a key role in acting as an information hub, collecting and providing a wider range of multi agency information (based around the 5 ECM outcomes) from across the city through work with partner organisations. The expansion of the team has also allowed the service to improve the support given to other services across the department, the support given to schools and the collection of a wider range of information as part of the DfES move to a termly data collection.

To meet the challenges of the new children’s agenda, the MIS team is now split into 3 areas: Performance Management (incorporating Children’s Social Services), School Performance and Management Information. The team has 10.5 posts split across the 3 areas and is led by the Head of MIS. In April 2006, the MIS team was moved from Standards and quality to become part of the Resource Management service. This reflected the extended remit and additional support given to other services. The analysis of school and pupil performance will of course continue to be a key focus for the team and the service will work closely with EDS and schools to improve the high quality data, support and training packages currently offered.

Section 1: The service (cont)

Service Objectives (2007/08)

The key priority for the MIS in 2007/08 will be to continue to adapt and shape the fundamental changes which are currently taking place both locally and nationally. As outlined above, these include:

- The continued integration of children's services
- The development of the Every Child Matters agenda and the 5 outcomes framework
- Preparation for the Annual Performance Assessment (APA) and the forthcoming Joint Area Review (JAR) and Comprehensive Performance Assessment (CPA) in 2008
- The need for greater intelligence based service delivery

The service has already undergone a significant realignment to meet the new agenda for change. As a result, the work of the MIS team will focus around the 7 core themes outlined below:

1. Improving the integration of information systems and information sharing across the department including links with schools, other council departments and external partners
2. The development and introduction of the national child index database alongside the current YorOK locally managed index.
3. Supporting other departments in developing information systems and intelligence led approaches to strategic decision making
4. More focused support for schools and in particular, on improving the way schools and school staff use information
5. Transforming performance management through the continued development and application of a new IT system
6. Improving the identification, monitoring, tracking and evaluation of underperforming and vulnerable groups
7. Supporting the move to integrated children's centres and locality based service delivery through the provision and use of high quality joined up data and through the desegregation of 'LA level' data

Customer Focus

The change in remit for the MIS team has meant a change in our customer base. Over the last year, the service has built key relationships with social workers and group managers from community services and has increased its work with partner organisations across the city. Our expanded 'key customer base' now includes:

- schools (headteachers, senior leaders, teachers)
- EDS (Advisers, consultants and SIPs)
- social workers and social services practitioners
- all LCCS services
- LA departmental contacts
- Directorate and Corporate Management Team
- Council Members
- York parents and residents
- Local public and voluntary organisations (strategy and data contacts, practitioners)
- DfES and DoH

Section 1: The service (cont)

Links to Local and National Priorities

The MIS works on both a proactive and reactive basis. In many areas of work, for example school improvement, we believe that we offer schools a cutting edge and innovative service which has a direct impact on teaching and learning. Much of this work has been pro-active working with small numbers of schools to develop simple but sophisticated data and analytical solutions. However, a significant amount of the work the service undertakes is reactive based on school requests or DfES requirements.

In all case, the service operates within a broad framework where local and national priorities shape future actions. In particular this year many actions are linked to the Children and Young People's Plan (CYPP) (2007-2010) which itself is based on the 5 ECM outcomes for children and young people – being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well being. The MIS service plan also links to the Local Area Agreement and Corporate Improvement Statements. Other actions, whilst not directly linked to the five main outcomes, will underpin many of the initiatives which make up the CYPP or are specific to service and corporate requirements.

Section 2: Service Review

2006/07 was a challenging year for the MIS. The service significantly extended its role and remit through the incorporation of the Children's Social Services management information function and in spearheading the department's move to intelligence based service delivery. To support these additional functions the team increased in size from six to ten. This has required significant additional levels of training and support for virtually all staff as well as changes to team structures, monitoring and reporting arrangements, team meetings and general procedures.

At the same time, absence levels had a major impact on the service with two members of staff unavailable through long term sickness and staff absence in the team totalling almost 12 months. Whilst the impact has been felt most acutely in the area of school performance, the knock on effects in other parts of the service have also been significant. The service has already addressed some of the issues around sickness management and working practices to ensure that the affects of any future absence are minimised.

Successes in 2006/07

Despite the issues outlined above, 2006/07 was still a successful year for the Management Information Service.

The service has now successfully integrated the children's social services information function and is working well with key group managers from the Children and Families service arm to improve the quality and use of data within this area. This has been particularly pleasing given that no members of staff transferred from the former Community Services department and that knowledge and key relationships have had to be built up from scratch at a rapid rate. The service has now laid a solid platform which will enable further improvements to take place, particularly around the use of the Integrated Children's System (ICS).

At the same time, the Children and Families performance management structure was reviewed and aligned with existing systems to produce a single integrated performance management framework within the department. This has worked successfully throughout the year and has allowed the department to monitor performance effectively and streamline the production of the Local Area Agreement (LAA) and CYPP.

2006 saw the release of the department's online admission system for primary and secondary schools. MIS played a major role meeting the local/national e government target for online admissions by managing the setup and integration of the system with the main pupil database. Use of the system by the public significantly surpassed expectations with 25% of secondary school applications made online (over 15% above the target)

Section 2: Service Review (cont)

The integrated pupil database will be extended further in 2007/08 as a result of the successful bid in 2006 to procure additional modules around pupil support services. These will include exclusions, education welfare and pupils educated other than in school. This will have a significant impact on joined up service delivery and will help to prepare the department for the introduction of the National Child Index.

2006/07 saw a key change in the collection of DfES census data from schools. Whilst the number of census's moved from one to three per year, the breadth of data in each census was also extended to include, for example, attendance data for the first time. The 2006/07 MIS service plan identified this as a key issue both for the service and for schools and through direct action ensured that both schools and the service were in a position both collect, clean and use this data effectively. Data quality in schools has improved as a result of this work.

After a highly successful city wide survey of parents and carers in 2005, the service is currently planning for a follow up survey in 2007. 61 out of 70 have agreed to take part in this year's survey, including all eleven secondary schools.

Another successful project, school PANDA training, was revised and undertaken again in 2007. Feedback was excellent with all participants giving the training a top of score of 1 out of 4. In conjunction with the training, the service was also able to offer a rapid support package for schools being inspected. Again, feedback from schools was excellent

Other successes in 2006/07

- Significant improvement and revision of Information schedules
- Move to geographical analyses of data to support targeting of vulnerable and underperforming groups
- MIS support for the creation of new integrated children's centre reach areas
- Introduced new induction programme to produce clear, streamlined and structured system which placed appraisal, needs-analysis and service planning at its core
- Produced revised school performance data package for new SIPs
- Improved performance management through work with libraries service

Section 2: Service Review (cont)

Audit Commission Schools Survey

The results from last year's Audit Commission schools survey were again very encouraging with the service scoring highly in all categories. The quality of information management remained the highest in the country improving to 1.38. Support for schools using performance data also improved to 1.40 (from 1.58 in 2005/06), as did the support to schools for data collections which scored 1.42 (from 1.46 in 2005/06).

The quality of information on looked after children also improved to 2.41 (from 2.50). Whilst this was within the top national quartile it was below the target of 2.3. Further work will be undertaken to improve this work in this area.

The percentage of data returned on time by schools improved from 85% to 90% this year reflecting an improvement in school information management but also the additional resources directed to this area.

Section 3: Drivers for Change

Driver	How might this affect our service?	Source
New Relationship with Schools	Data will need to be adapted to ensure that SIPS have access to high quality school data which give clear messages about school and pupil performance and requires limited training and support. This may mean using more basic standardised reports which are available to all LAs.	Implementation of SIPS programme
	MIS will need to help schools to develop rigorous self evaluation systems and use the evidence from them to secure improvements in standards and educational provision for all learners, including the most vulnerable groups.	Ofsted framework and SEF requirements
DfES 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.	DfES Implementation Plan
DfES requirements	Additional resources will be required to collect an extended set of data from schools on a termly basis and to support schools during this process. Planning required for the collection of pupil level nursery data for 3 and 4 year olds in 2008 as well as PRU/alternative pupil level data in 2007.	Data Collection exercise
	The implementation of Raise online will require significant additional support for schools including guidance and training. It will also have a significant impact on the annual analysis of question level data.	Implementation of Raise online
Improving systems for children's social services data	Further development of Raise required. Migration and archiving of data from ISIS. Support and training to Social Workers on new system.	Local
Intelligence based service delivery	Significant additional support in systems development, data collection, quality of data and use of data required by other services. MIS will need to provide this support.	Local
Improved multi agency systems	MIS will play a leading role in establishing and developing city wide protocols and systems for sharing/analysing a range of multi agency data.	ECM, JAR, Local
Integration of Connexions service into LA	MIS will need to support integration and procurement of new system. Increased joint working with new service	DfES
National Child Index (Contact Point)	MIS joint lead with Children's Trust. Significant resource implication.	DfES, Every Child Matters

Section 4: Priorities for 2007/08

Objective 1: Improving the integration of information systems and information sharing across the department and between partners to meet Every Child Matters requirements

- Undertake project to add an additional three modules to the existing pupil database (exclusions, education other than in school, Education Welfare) (April 2008)
- Develop links between ICS and Pupil database to enable improved access and sharing of information (Sept 2007)
- Support critical migration of ICS to version 2.2 and introduce new reporting software (Sept 2007)
- Plan and implement the national child index database across York (Spring 2008)
- Improve systems for tracking children missing education in line with DfES requirements (Dec 2007)

Objective 2: Supporting other departments in developing information systems and intelligence led approaches to strategic decision making

- Undertake department wide audit of information needs and competency and draw up project support plan (May 2007)
- Implement revised Information Schedules to produce lower level analyses and a clear analysis of strengths and weaknesses (Sept 2007)
- Pilot 'mock data inspections' of services/initiatives in line with the JAR framework of inspections (Dec 2007)

Objective 3: More focused support for schools and in particular, on improving the way schools and school staff use information

- Revise and implement a support, guidance and training programme for schools on self evaluation, target setting and tracking incorporating current local and national initiatives (eg Raise online) (Oct 2007)
- Develop and implement new school categorisation system (Sept 2007)
- Plan for the introduction of a new MIS platform in primary schools (March 2008)

Objective 4: Transforming performance management through the continued development and application of a new IT system

- Set up revised QA systems for Performance Indicators in line with Audit Commission requirements (Sept 2007)
- Review use of QPR with a view to phased implementation and replacement of existing excel based PI system (July 2007)

Objective 5: To monitor, evaluate and assess the impact of services on local communities and vulnerable/underperforming groups and to improve the identification of need

- Establish an information sharing group and set up city wide information hub to access a range of multi agency data (June 2007)
- Develop management information systems for use in integrated children's centre settings (March 2008)
- Undertake revised needs analysis and profile of the city at locality level and below (July 2007)
- Carry out the second Local Authority Parent and carers survey to gather the views of parents about their child's school (Sept 2007)
- Establish a core set of vulnerable/underperforming groups and carry out regular monitoring and evaluation across all departments/organisations using a range of ECM indicators (July 2007)

Section 5: Measures

2007/08 to 2009/10 Target setting for Service Planning 07/08 - MIS (Resources)

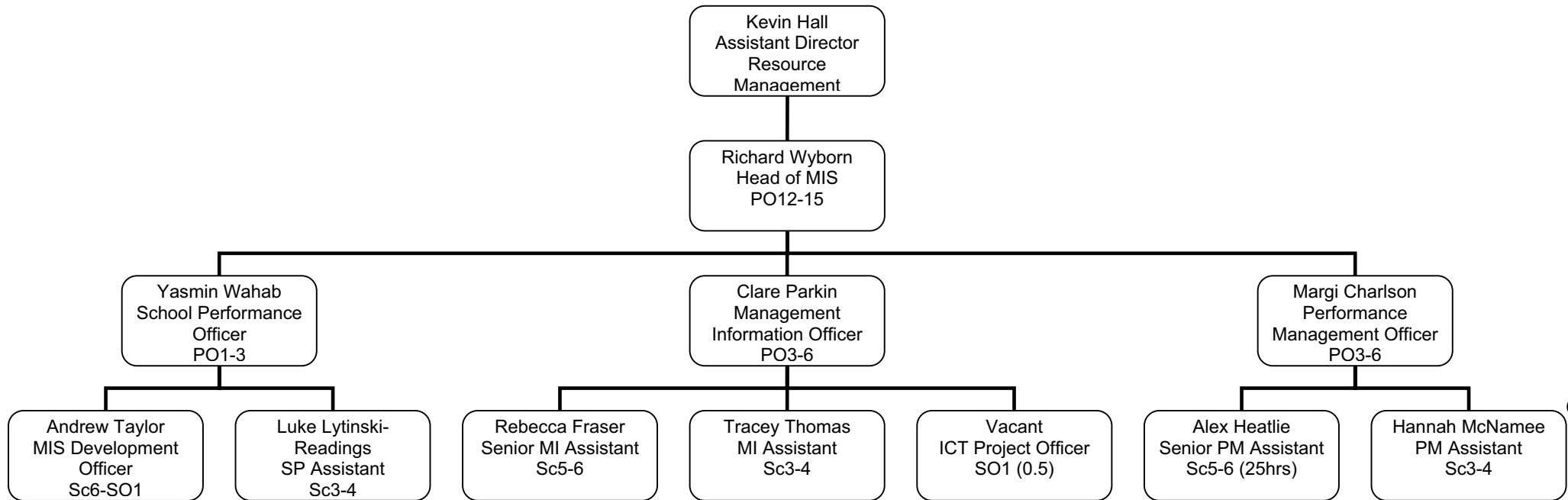
Code	Description of PI	Service Manager	Historical Trend				06/07				07/08				08/09	09/10	05/06	PI appears as a Key PI	Reasons and rationale behind the targets set	
			02/03	03/04	04/05	05/06	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/Term	3rd Mon Target (Whole Year)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/Term	3rd Mon Target (Whole Year)	Target	Target	Unitary Average			
MIS1	The effectiveness of your LEA's strategy for managing information and data (Audit Commission School Survey Q 6.11)	Richard Wybom	2.93	2.17	1.68 2.00	1.44 1.75	Actual Profile		1.38			1.60	Actual Profile			1.60	1.60			Target sustains position within top 10 LA's in the country
MIS3	Support to schools for using pupil performance data to secure school improvement (Audit Commission School Survey LEA Q13)	Richard Wybom	2.57	2.02	1.39 2.00	1.58 1.75	Actual Profile		1.40			1.60	Actual Profile			1.60	1.60			Target sustains position within top 10 LA's in the country
MIS4	The MIS team's support for pupil data collection exercises (Audit Commission School Survey LEA Q4)	Richard Wybom		1.75	1.49 2.00	1.46 1.75	Actual Profile		1.42			1.60	Actual Profile			1.60	1.60			Target sustains position within top 10 LA's in the country
MIS6	% of schools meeting deadlines for MIS data collection exercises included in the department's Data Calendar	Richard Wybom				85% 80%	Actual Profile					90% 82%	Actual Profile			91% 92%	93%			
MIS 8	The quality of the information schools receive from your council about looked-after children in your school (Audit Commission School Survey Question 3.24)	Richard Wybom				2.50	Actual Profile		2.41			2.30	Actual Profile			2.10 1.90	1.80			

- Any PI No. that is shown in yellow indicates that this PI is a Local Area Agreement PI
- PI is lower than the lower quartile mark when comparing to available Quartile information for that year
- PI is higher than the upper quartile mark when comparing to available Quartile information for that year
- Actual is better than the profile by the tolerance factor
- Actual is worse than the profile by the tolerance factor
- O3/P5 Indicates that this PI appears as a Key PI in the CYPP 2007/10 and or supports a Corporate Priority

Section 6: Financial resources

1. Richard Hartle will provide an insert for this section. However, it is essential that you provide him with high quality information to explain any shift in resources.

Section 7: Human resources



School and Pupil Performance

Key Functions

- Provision of basic attainment and achievement data to all schools, Advisory Service and other users
- Support to schools and EDS for using and interpreting increasing amounts of data central to new Government policies (Significant increase in workload)
- Development of a new range of information and data tools to meet the needs of ECM, NRwS and SSE (new area of work to meet national framework)
- Development of information and information tools for accessing and interpreting data by other services and agencies (increase in workload to meet LA priority)

Information management

Key Functions

- Strategic management of Information systems across department (new)
- System administration and database management across department (new)
- Collection, processing, analysis and provision of statutory and non-statutory data from schools and other agencies (significant increase in workload due to new data collections)
- System/data support to schools (telephone support, guidance notes, training notes, visits) (increase in support due to new data collections)
- System/data support to other LA services including the development of underlying systems to improve intelligence based service delivery (increase in workload to meet LA priority)
- Development and delivery of the YorOK local index and National Child Index

Performance management

Key Functions

- Development of performance management information systems to meet local and national need (significant increase in workload due to integration and local/central priorities)
- Quality assurance, analysis and dissemination of extended range of performance management data including children's services and multi agency data (significant increase in workload due to integration and local/central priorities)
- Support service managers to improve intelligent use of performance management data (increase in workload to meet LA priority)
- Development, maintenance and extension of information schedules for intelligence led service delivery (significant increase in workload due to integration and local/central priorities)
- Coordinate the production of strategic plans (new)

Section 8: Monitoring and reporting arrangements

Structure of meetings and links to service planning

MEETING	TIMING	DESCRIPTION	STAFF
TEAM REVIEW	Quarterly	2 x half day sessions 2 x full day sessions Sessions include: <ul style="list-style-type: none"> • Formal team review of progress made against service plan initiatives (Using Project Work Plan sheets) • 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 	All MIS staff
Strategy Meeting	Twice Monthly	Review of progress against service plan actions Team issues New actions	Head of MIS, Performance Management Officer, Management Information Officer, School Performance Officer
Team Meeting	Every 6 weeks	Feedback on key events/meetings General service plan issues in line with items discussed in ELSM and EDS Meetings Team training with presentations from other services and organisations on key topics of interest to service	All MIS Staff
One-2-One Meetings	Monthly	Review of progress against service plan actions using Project Work plan sheets.	Head of MIS + 3 Officers; 3 Officers + respective team members
Performance Development Review	Annual with 6 month review	Links personal review and development with service plan objectives	Head of MIS + 3 Officers; 3 Officers + 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 Progress

- Progress against service plan actions and targets are monitored on an ongoing basis through a formal structure of meetings (from strategic team meetings held on a quarterly basis to one-to-one meetings held each month). Progress and priorities are discussed in all meetings and work plans are revised as necessary.
- Progress on each specific action is recorded on a 'Project Work plan Sheet' which is updated by the lead person for that particular project/action. These sheets are used in one-2-one meetings/strategy meetings/team review meetings as a basis for discussion and ultimately for updating the service plan.
- Formal updating of the service plan and reporting of progress against actions will take place every 6 months.

Measuring Impact

In order to reduce bureaucracy, the service does not routinely survey schools to gauge customer satisfaction. The main indicators of impact and customer satisfaction, therefore, are through the Audit Commission (AC) School's Survey. The service includes 5 AC survey questions in its suite of Performance Indicators.

Reporting to EMAP

Annex: Corporate compliance statement

Actions/Evidence	Deadline
Equalities action/s	When do you expect to complete the action or improvement?
Produce analyses to support evaluation of specific groups (including vulnerable groups such as looked after children, low attaining pupils, pupils with SEN, FSM pupils, minority ethnic groups etc. This data will be used by a variety of stakeholders to identify, monitor and target individuals and groups of pupils.	Ongoing
Safer City action/s	
Provide data to support improved attendance at school, particularly for those pupils who are in danger of becoming disaffected and placing themselves at risk through truancy.	Ongoing
Operational Risk – red risk action/s	
Provide data to refine targeted intervention programme to minimise the number of schools at risk of being put into an Ofsted category.	September 2007
Ensure the reorganisation of MIS improves the team's capacity to meet the ECM/APA/JAR agendas around vulnerable and underperforming groups whilst also continuing to drive the overall school improvement agenda	March 2008
MIS ability to provide the level of resources required to respond to the proposed DfES collection of workforce data without significant impact on service delivery. Uncertainty around scale and timing which are still to be confirmed by DfES.	Ongoing
Gershon – Efficiency improvement	
Improved efficiency through greater development of joined-up information systems, improved data collection processes and better use of high quality information to drive service improvement	<i>Ongoing</i>
Plan for move to part traded service to schools in 2008/09	March 2008
Competitiveness statement	
<ul style="list-style-type: none"> - Market testing exercises such as the annual Audit Commission (AC) survey to schools to ensure VFM and effectiveness. - National benchmarking of service through AC schools survey - Evaluation of training programmes through CPD feedback system ensures effectiveness of service - Carry out and respond to user feedback through surveys - Use Primary and Secondary data groups as 'sounding boards' for focusing future work 	



Service Plan for 2007/08

Service Plan for: Planning and Resources

Directorate: Learning, Culture & Children's Services

Service Arm: Resources

Service Plan Holder: M E Tansley

Director: Patrick Scott

Signed off:

Executive Member: Cllr Carol Runciman

Signed off:

Section 1: The service

Please provide a description of the service that you provide and the working environment within which it operates. This should include:

- A brief purpose statement outlining the key purpose and function of your service
- The link with corporate and departmental strategic plans
- The main customers for your service
- Any other relevant details about the nature of the service

Plans for education in York are all derived from the achievement of eleven outcomes. These are the five outcomes required by 'Every Child Matters' with the remainder being local requirements to support those outcomes. Individual priorities under each of those outcomes demonstrate how these priorities and the vision statement that informs them will work in practice.

The main thrust of the work of the Planning and Resources Service is to support these priorities by providing the following services:

Business Support

Central administrative support service to Learning, Culture and Children's Services staff, providing an office accommodation management and fault reporting service, including Health and Safety. The team drives the aims for good and improving communications within the department, and with schools, colleagues across the Council, partnerships and with external bodies as well as managing and co-ordinating the democratic process.

Contract Monitoring

Contract management and monitoring support to schools for school meals catering, cleaning and caretaking, grounds maintenance for schools who have opted to be part of the authority procured contract and the monitoring of the operational element of the PFI contract.

Planning and Development

Supporting the delivery of the local and national government agenda by continuing development and implementation of the Children's Services Asset Management Plan and Education capital programme, using formulaic allocations and bidding for other funds where opportunities arise. Achieve best value from the Building Schools for the Future programme, both in the redevelopment of Joseph Rowntree School as a 1-school Pathfinder Authority and in the implementation of the Primary Strategy

Policy

Planning of school places and setting of admission limits and production of related data for inclusion in statistical annexe to CYPP, provide data and information for the Local Admissions Forum when required, provide data and analysis for Local Authority decision making bodies, parents and other groups (as per new LA role as 'commissioners of school places').

Section 2: Service Review

Contract Management

Despite having to introduce revised menus and the subsequent fall off of uptake, meal numbers did recover to original levels with the aid of renewed marketing strategy, parents loyalty to school meals, press coverage etc. Staff morale plummeted at the same time as the reduction in take-up, but fortunately this has also recovered. With schools having some money devolved to them directly and being able to bid for, this appeared to renew their interest in the school meals service and become involved more than other years. In some cases this has improved the working relationship between the school and the catering staff which has been mutually beneficial.

Cleaning suffered setbacks at the end of 2006 and beginning of 2007 due to lack of area management from Neighbourhood Services due to recruitment and long term sickness issues (2 out of 5 managers). Some schools which had been managed by the 'missing managers', in some cases repeatedly failed monitoring inspections.

Policy

Policy Section outcome is to provide effective support in order to deliver other the other corporately linked outcomes.

Delivered

- Projection system made more robust and improved generally. Sign offs of projected numbers obtained from schools.
- Updated area recommendations published in CYPP information schedule, with underlying data.
- AMP data more accurate and robust. Greater degree of analysis now possible.
- Section 106 monitoring system under improved control.
- Admission Limits successfully negotiated with schools.
- GIS data made available to public as part of [Easy@York](#) program.
- Tech Forge software rolled out over corporate IT systems and now more easily available to all CYC users.
- AMP data updated, surplus space info returned to DfES after successful validation.
- Shared access to CAD drawings, with systems in place to update where necessary

Not delivered

- New statutory processes resulting from Education and Inspections Act 2006 not implemented (DfES consultation on regulations still in progress).
- Longer forward projections not yet available (still in progress)

Planning and Development

Outcome 1

- Work has been undertaken and continues with colleagues in highways and schools to contribute towards school travel plans that reduce car dependence and encourage walking and cycling.

Outcome 3

- 3 Integrated Children's Centre now operational and development work continues to deliver the 5 remaining centres to a tight budget and challenging timescale.

Priority 1

- Development work completed on the Skills Centre and construction works now underway. Skills Centre operational for September 2007.

Planning and Development cont'd

Priority 6

- Dragon's Lair bidding process developed for student directed projects. Final selection day for successful projects taking place on 26th February.
- Standard access statement developed for use with every project.
- Standard sustainability statement developed for use with every project.
- Schools bidding round completed and Capital Programme 2007-09 approved, instructions raised for works to commence April 2007.
- Condition surveys undertaken, complete March 2007 and will be used to inform BSF strategy.
- Supported federation school in successful TCF bid.
- Designated BSF OSP to develop a new secondary school at Joseph Rowntree

Section 3: Drivers for Change

Driver	How might this affect our service?	Source
Restructured Directorate	Will impact directly upon working practices/ methods	
Childrens Services	Additional responsibilities for Childrens Services buildings now requires work to identify additional funding to support these sites	
Government Policy	Role of Local Authority changes significantly. Statutory decision making completely overhauled.	Education and Inspections Act 2006
Extended Schools	Will continue to bring forward more school conversion and change of use projects that will require close working with colleagues to ensure sufficient capacity to support pupil projections Role of Local Authority changes significantly. Statutory decision making completely overhauled. Will impact on storage and reporting of all AMP data.	Education and Inspections Act 2006
Primary Schools BSF	Will require work on a city wide strategic master plan to prepare in advance for the successful delivery in the long term. May also identify areas of the city that require school re-organisation.	DfES requirement
Secondary Schools BSF	The OSP will require high level of commitment form the team in the next year in order that the project is delivered successfully and so that the P&D team can learn for the future BSF programme. It will also require work on a city wide strategic master plan to prepare in advance for the successful delivery in the long term. May also identify areas of the city that require school re-organisation	
14-19 Agenda	A greater knowledge of this agenda is needed by the P&D team so that they can support individual schools in adapting to accommodate their chosen areas of VOCE. The city wide strategy may also identify areas of the city that may require some element of school re-organisation at secondary school level.	
Capital programme	Capacity to deliver increasing programme within time and budget approvals.	
Job evaluation and renewal of catering contract phase in March 2007.	Big price increase may cause drop off of meal uptake.	National initiative
Introduction of govt grants for school meals. (5a and 5B grant)	Extra money available for marketing and training, school based projects and menu compilation.	DfES

Section 4: Reporting to Members on key service objectives for 2007/08

Being Healthy

- Make continuous menu improvements by seeking new products and suppliers to create interest and sourcing fresh ingredients from local suppliers
- Develop a marketing strategy to encourage more pupils to take a midday school meal and for higher take-up of free meal entitlements
- Re-skill the school meals catering workforce to enable them to create meals from a wider variety of fresh produce
- Ensure that school kitchens needing improvement are prioritised within the proposed 7-year maintenance cycle
- Work in partnership with Neighbourhood Services to obtain improvements in cleaning standards in schools
- Continue to work with colleagues in Highways and schools to contribute to School Travel Plans that reduce car usage and encourage walking and cycling
- Work with colleagues in Leisure to develop and support school projects in line with the Active York city-wide strategy

Staying Safe

- Improve the way in which the CYC website provides information about Children's Services

Enjoy and Achieve

- Work with colleagues and schools, ensuring that the capital programme scoring criteria reflects the needs of school buildings to respond to national priorities, supporting the delivery of the 14-19 agenda, and delivering the Skills Centre at Danesgate and new buildings at York High, Manor and Joseph Rowntree Schools
- Use the capital programme to make the best use of school buildings to serve the needs of their communities and taking the views of those communities, including children and young people, into account.

Making a positive contribution

- deliver suitable and affordable accommodation for the remaining 5 Children's Centres

Achieving Economic well-being

- plan that school places are provided in the right numbers and correct locations

Supporting the Directorate

- negotiate a new school meals price for the next 3 years of the catering contract
- develop mutual understanding of roles and relationships between PFI provider and users
- represent LCCS within the Corporate Accommodation project
- represent LCCS in compiling a Corporate Information Governance strategy, including electronic Document Management and customer information

Section 5: Measures

2007/08 to 2009/10 Target setting for Service Planning 07/08 ~ Resources																		
Code	Description of PI	Service Manager	Historical Trend			06/07				07/08				08/09	09/10	05/06	PI appears as a Key PI	Reasons and rationale behind the targets set
			03/04	04/05	05/06	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	1st Monitor (4 mths)	2nd Monitor (7 mths)	3rd Quarter/ Term	3rd Mon Target (Whole Year)	Target	Target	Unitary Average		
CYP2.3 (P3)	% of pupils taking a school meal in primary schools	Maggie Tansley	38.1%	35.6%	37%	actual	31%	30%	33%	33%	actual							Targets set as a part of the LAA process
P8	Percentage of primary schools with 25% or more of their places unfilled	Maggie Tansley	22.2%	14.8%	12.9%	actual					actual							
P9	Percentage of secondary schools with 25% or more of their places unfilled	Maggie Tansley	18.2%	9.1%	9.1%	actual				14%	actual			13%	12%	11%		moving from 11 to 10 secondary schools in September 2007
P10	% of primary schools oversubscribed (@ PLASC)	Maggie Tansley	20.3%	18.5%	22.2%	actual					actual			10.0%	10.0%	10.0%		
P11	% of secondary schools oversubscribed (@ PLASC)	Maggie Tansley	18.1%	45.4%	36.3%	actual					actual			16%	16%	15%		moving from 11 to 10 secondary schools in September 2007
P12	% of schools with an A rating recording the unsuitability to teach the curriculum (bi-annual survey)	Maggie Tansley			35.4%	actual					actual					20%		
P6	The percentage of primary classes with more than 30 pupils in Years 3 to 6	Maggie Tansley	22.7%	22.5%	21.3%	actual					actual	Information only, to maintained and monitored on a yearly basis						
P1	Percentage of primary classes with more than 30 children for Reception to Year 2 inc	Maggie Tansley	2.8%	3.9%	4.0%	actual					actual			0%	0%	0%		statutory requirement - monitor
P2	Number of recorded defaults raised during school meals monitoring	Maggie Tansley	8	2	0	actual	0	0	0		actual			4	4	4		
P4	Numbers of schools (in contract) not getting 95% pass rate for school cleaning	Maggie Tansley	16	24	27	actual	0	1	9		actual			30	25	20		recent issues with recruitment and retention of cleaning staff and supervisors
P5	Nos. of schools with a D rating recorded for any condition element	Maggie Tansley	4	14	3	actual	1	1	1		actual			3	2	2		condition surveys to be completed 31 March may reveal more D ratings
P7	Total Education capital spend per year	Maggie Tansley	£8.562m	£11.206m	£7.983m	actual					actual			£10m	£10m			not used for monitoring or service purposes - requested deletion

Any PI No. that is shown in yellow indicates that this PI is a Local Area Agreement PI

PI is lower than the lower quartile mark when comparing to available Quartile information for that year

PI is higher than the upper quartile mark when comparing to available Quartile information for that year

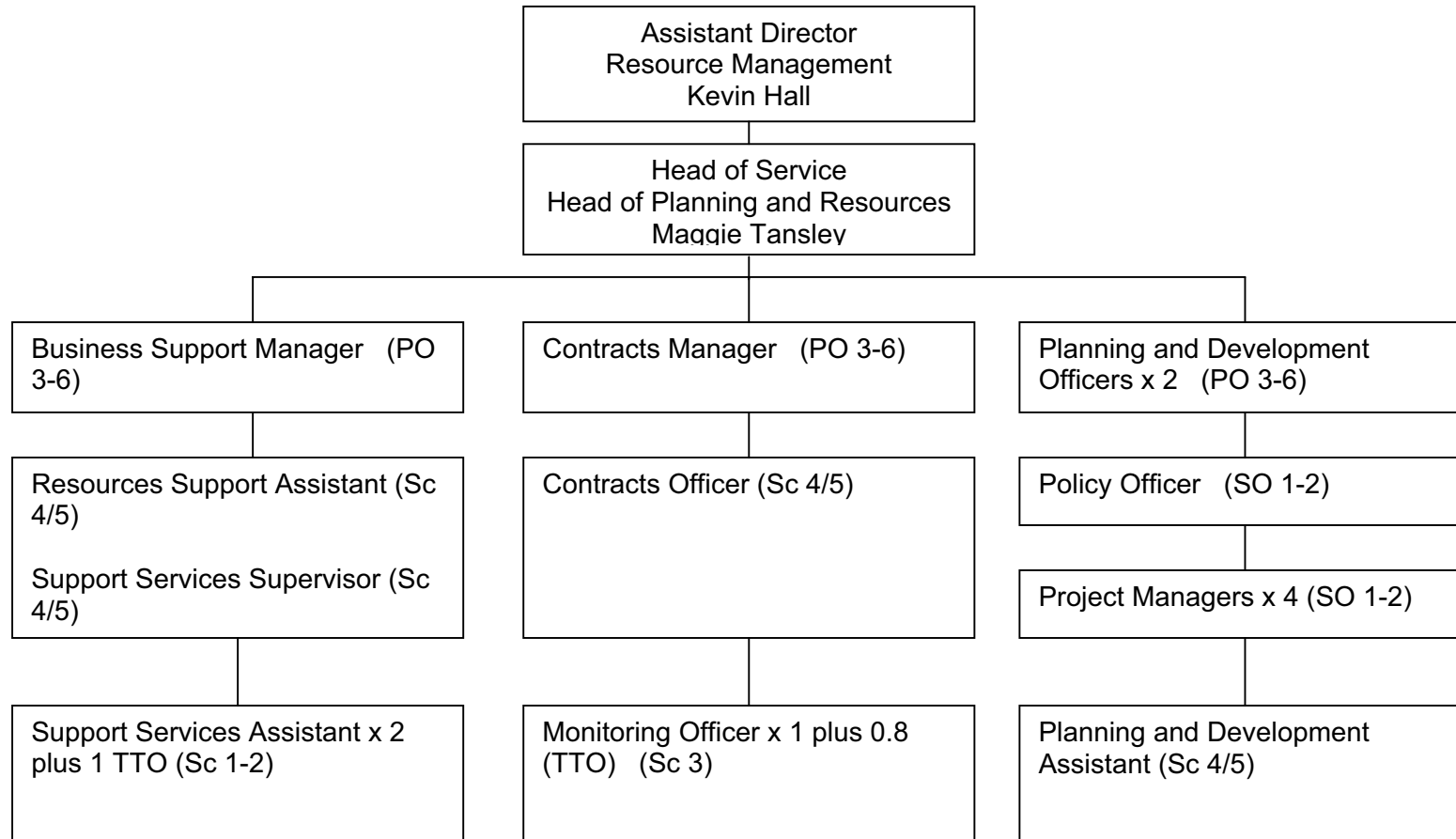
Actual is better than the profile by the tolerance factor

Actual is worse than the profile by the tolerance factor

03/P5 Indicates that this PI appears as a Key PI in the CYP 2007/10 and/or supports a Corporate Priority

Section 6: Financial resources

Section 7: Human resources



Section 8: Monitoring and reporting arrangements

This section will probably be the easiest to complete. You need to include details about:

1. How you will use the Service Plan within the service to monitor progress (e.g. monthly service meetings?) and how you will record progress (at what level of detail and in what format)
2. You will need to outline the departmental system for formal monitoring of service plans ('A formal progress report on all actions and performance targets set out in this plan will be submitted to EMAP in <date>, <date> and <date>. This report will be tabled at the relevant meeting of Strategy Team in advance of the three reporting points each year.)
3. In this section, you should also list any other work that you will be undertaking during the year to assess the impact that your service has. This might include impact assessments, surveys (perhaps of the views of young people), research activity and so on.

The Service Plan is monitored by individual managers within their own regular team meetings and overall at monthly Planning and Resources team meetings. Formal review and update of the Plan is bi-annual. In addition, the Capital Programme (Planning and Development) is reported to EMAP quarterly and School Place Planning (Policy) is updated annually

Annex: Corporate compliance statement

Actions/Evidence	Deadline
Equalities action/s	
<p>Add in bullet point equalities actions for your service that you intend to deliver over the next 1-3 years. These could include changes or improvements in service which:</p> <ul style="list-style-type: none"> • improve access by particular stakeholders. • reduce or eliminate discrimination • support staff equalities <p>Please check any relevant departmental or service Equalities Impact Assessments (EIA)</p>	<p>When do you expect to complete the action or improvement?</p>
<ul style="list-style-type: none"> • pupil choice introduced into the capital programme with the first 'Dragons Lair' in 2006/07 and their input to the Design Quality Indicator process • Access Statement for every capital project 	<p>ongoing</p>
Safer City action/s	
<p>Add in bullet point actions you intend to deliver over the next 1-3 years that support the Council's Safer City priority of reducing crime/anti-social behaviour and making York a safer place to live.</p> <p>These might support Community Safety Plan and section 17 actions plans. They may also include changes or improvements that address issues that have come out of a Safer City audit.</p> <p>Alternatively, you might want to include actions you identified from the service planning process (i.e. service changes or improvements that help reduce crime and/or improve safety in York).</p>	<p>When do you expect to complete the action or improvement?</p>
<ul style="list-style-type: none"> • Use of 'Safer by Design' principles in capital projects 	<p>ongoing</p>
Operational Risk – red risk action/s	
<p>Please list (in bullet point format), any actions you are taking to address any red areas of operational risk that you may have identified. Please refer to the specific section in the service planning guidance which provides details of how to complete an operational risk template.</p> <p>If you have identified a red-risk issue, but do not have sufficient resources or capacity to tackle it over the next 1-3 years, you should still list these out in bullet point format – explaining that you are aware of the risk, but do not have sufficient resources to take action to mitigate their potential effect on your service.</p>	<p>When do you expect to complete the action or improvement?</p>
Gershon – Efficiency improvement	
<p>Please list (in bullet point or table format) any efficiency improvements your service intends to make over the next 1-3 years. These can be 'cashable' and/or 'non-cashable' efficiency improvements.</p> <p>A completed example of both has been provided to help you. Where applicable, financial amounts should also be provided.</p>	<p>When do you expect to achieve the efficiency improvements by?</p>
<ul style="list-style-type: none"> • Market test fee rates for the capital programme to achieve better value 	<p>March 2008</p>
<ul style="list-style-type: none"> • Investigate whether forming a partnership with a construction consortium to deliver the capital programme would represent better value for money for CYC 	<p>March 2008</p>

Competitiveness statement	
<p>Please provide a statement to demonstrate that your service is competitive. This might be examples of one or more of the following:</p> <ul style="list-style-type: none"> • Tendering or procurement exercise for all or part of your service provision. • Delivering services in partnership. • Market testing exercise which, through evidence, showed that your service was delivering value for money – i.e. it is economic (low service costs), efficient (producing good levels of service for the money spent) and effective (is performing well in comparison). • Benchmarking: comparative performance and costs with other authorities or like-for-like organisations 	
<ul style="list-style-type: none"> • Major contracts on behalf of schools either competitively tendered or, for Cleaning and Caretaking, via a partnership 	
<ul style="list-style-type: none"> • Capital projects procured internally, from Property Services 	



Meeting of Executive Members and Children's Services Advisory Panel

14 March 2007

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 One, and requests the appointment, or re-appointment, of the listed nominees

Background

2. The current position of each governing body regarding re-constitution is contained with the school details in Annex 1.
3. National benchmarking data on governor vacancies indicates a national average of 11% for LA governor vacancies. York has 1.1% LA vacancies at the time of writing this report.
4. 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.
5. Some updating of the database to include newly federated schools and to remove the previous separate governing bodies has resulted in changes to the total number of governors.

Total number of LA seats in City of York schools	178
Number of LA seats currently filled	164
Number of new LA appointments addressed by this paper	3 9 (subject to agreement by schools)
Number of LA reappointments addressed by this paper	0
Number of LA vacancies remaining after this paper (excluding those where a nominee has been identified)	2

Political affiliation of LA governors		
Party	Number of governors	Percentage of all LEA governors
Labour	16	9.8%
Lib Dem	19	11.7%
Conservative	2	1.2%
Green	2	1.2%
Independent	3	1.9%
Others	121	74.2%

Identification of vacancies

6. The overall picture of governor vacancies is informed by an accurate, detailed database, which includes records of all schools, the structure of their governing bodies, individuals who serve as governors and terms of office.
7. 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

8. 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. This system, although slow, is working extremely well.
9. 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.
10. All Local Authority governors are required to apply for an enhanced disclosure from the Criminal Records Bureau.

Political Balance

11. 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

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

Options

Not applicable.

Analysis

Not applicable.

Corporate Priorities

This is a statutory function.

Implications

There are none.

Risk Management

There are no known risks associated with this paper.

Recommendations

The Executive Member is recommended to appoint LA Governors to fill vacant seats as proposed in Annex One.

REASON: to appoint school governors

Contact Details

Author:

Carolyn Ford
Governance Service
LCCS
Tel No. 4258

Chief Officer Responsible for the report:

Patrick Scott
Director of Learning, Culture and Children's Services

Report Approved

Date 28.02.2007

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

All

Specialist Implications Officers

None

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.

LA GOVERNOR NOMINATIONS AND VACANCIES: SPRING TERM 2007

PRIMARY SCHOOLS

Name of School	Bishopthorpe Infant – reconstituted 04/04/2006				
Number of LA Governors	3	Total number of governors			14
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mrs S Sutton	None	05/04/2006	04/04/2010	N/a	
Cllr D G Livesley	Lib Dem	05/04/2006	04/04/2010	N/a	
Vacancy					01/05/2006
Nomination for appointment (subject to agreement by the school)					
Philip Morley: "For over 25 years I worked as a voluntary leader in The Boys' Brigade and during that period gained a significant amount of experience of working with young people. I would now like to think that I could offer that experience, in some other way, to the community. In addition to this, I have had 40 years experience in the building industry, most recently in facility and property management."					
<i>Affiliation: None</i> Appointment with immediate effect.					

Name of School	Copmanthorpe Primary School– reconstituted 01/09/2004				
Number of LA Governors	4	Total number of governors			19
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mrs C Lawrence Downs	None	01/09/2004	31/08/2008	N/a	
Mr S P Teal	Lab	01/09/2004	31/08/2008	N/a	
Cllr D Horton	Lab	01/09/2004	31/08/2008	N/a	
Vacancy					30/09/2006
Nomination for appointment (subject to agreement by the school)					
James Brass: "My reasons for wanting to become a school governor are essentially two fold. Firstly, I would like to do something for the community in which I live and I consider education and the welfare of young people to be a vital part of that community. It is also an area where I feel that my skills can be of use, having worked for a consultancy specialising in the learning and skills agenda and its relationship to economic development for a number of years. Secondly, I am interested in being involved from a personal development perspective. I am at a point in my career where I would like to develop my strategic management skills and I believe that becoming a school governor would help me to do this."					
<i>Affiliation: None</i> Appointment with immediate effect.					

Name of School	Federation of the Derwent Schools - reconstituted 01/09/2006				
Number of LA Governors	3	Total number of governors			17
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Dr D Sellick	Lib Dem	01/09/2006	31/08/2010	N/a	
Ms J Leopold	None	01/12/2006	30/11/2010	N/a	
Vacancy					01/09/2006
Nomination (s) for 1 vacancy					
Dr Roger Pierce: 'I have formerly been a governor of Malton School and completed training organised by the county council. As a governor I was particularly involved with the selection of new staff. My particular interest in the Derwent Schools follows from my selection as a prospective Labour candidate for the Hull Road ward of the city council in the elections to be held in May. Now retired, I am readily available to attend ad hoc and other meetings.'					
<i>Affiliation: Labour</i> Appointment with immediate effect.					

Name of School	Federation of Our Lady's and English Martyrs' RC Primary Schools – reconstituted 31/08/2006				
Number of LA Governors	2	Total number of governors			20
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Ms T Matilainen	None	01/09/2006	31/08/2010	N/a	
Vacancy					01/09/2006
Nomination for appointment (subject to agreement by the school)					
<p>Fiona Jefferson: "As a parent of school age children, one with special needs, one begins to understand the huge complexities of running a school. How does one teacher engage 30 children to ensure that all develop and fulfil their potential? This is clearly the skill of the teaching staff and it is my understanding and observation that many school heads commence their careers as teachers.</p> <p>Running any organisation/establishment involves some additional skills, strategic planning, leadership of adults (as well as children), project management and many specialist functions of which marketing and communication are part. These are skills that are taught, nurtured and rewarded in business and it is for this reason that I believe that business and teaching can come together to ensure that tomorrow's workforce gets the education and opportunities they deserve.</p> <p>Having worked as a Director at several companies I feel that I can offer planning, management and decision making skills to a governing body. As a marketer, I can offer insight, knowledge and strategies for all types of problem solving and communication (internal, existing children and parents and prospective new ones).</p> <p>I hope you too feel I can add value and look forward to hearing from you soon."</p> <p><i>Affiliation: None</i> Appointment with immediate effect.</p>					

Name of School	Huntington Primary – reconstituted 01/01/2006				
Number of LA Governors	4	Total number of governors			18
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mr S Botham		01/01/2006	31/12/2009		
Miss M Donoghue		01/01/2006	31/12/2009		
Cllr K Hyman		23/11/2005	22/11/2009		
Vacancy					04/10/06
Nomination for appointment (subject to agreement by the school)					
<p>John Bailey: "I am currently a Parent Governor of Huntington Senior School and a Parent Governor Representative. I have a keen interest in education today and feel that the addition of experience with working with a primary school would not only bring my skills to the school, but would also enable me to fulfil my role as a PGR."</p> <p><i>Affiliation: Conservative</i> Appointment with immediate effect.</p>					

Name of School	Poptleton Ousebank – reconstituted 01/09/2004				
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	
Cllr G Bradley	Lib Dem	01/09/2006	31/08/2010	N/a	
Vacancy					01/09/2006
Nomination for appointment (subject to agreement by the school)					
<p>Alex Sharp: "Through my current role I work with voluntary and community organisations who work with children, young people and families. I sit on various strategic boards, including workforce development and training sub-groups. Representing the VSC sector to engage and be involved in strategic planning. I have good knowledge of current agendas linked to Every Child Matters as well as extended schools. I have a strategic brain, good organisational skills and want what is best for children and young people. In my spare time I run and organise an open access play scheme in Ghana for young children."</p> <p><i>Affiliation: None</i> Appointment with immediate effect.</p>					

Name of School	Robert Wilkinson – reconstituted 01/09/2004				
Number of LA Governors	2	Total number of governors			18
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mr A Rowlinson	None	01/09/2006	31/08/2010	N/a	
Vacancy					01/01/2007
Nomination for appointment (subject to agreement by the school)					
Peter Acaster: "After 29 years as a teacher, the last nine as Head of an 11-16 comprehensive school, I feel that I have the relevant experience to act as an effective governor. Before retirement I was a governor as headteacher and before that was a staff governor whilst deputy head at another comprehensive school." <i>Affiliation: None</i> Appointment with immediate effect.					

Name of School	Woodthorpe Primary – reconstituted 01/09/2004				
Number of LA Governors	4	Total number of governors			18
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mrs J Talbot	Lib Dem	01/09/2006	31/08/2010	N/a	
Mr B Ferguson	None	01/09/2006	31/08/2010	N/a	
Cllr A Reid	Lib Dem	01/09/2005	31/08/2009	N/a	
Vacancy					01/09/2006
Nomination for appointment (subject to agreement by the school)					
Sarah Thomas: "I would like to become a school governor because I am interested in the education of children. I am a strong communicator and would like to integrate further with the York community, as I am new to the area. I feel I have the personal qualities that you require as a school governor as I am fair minded, a good listener and a team player. I have a strong work ethic and am confidentially minded due to the positions I work within. The opportunity to become a governor would provide further training and self-evaluation. I also worked for the Samaritans for a number of years." <i>Affiliation: None</i> Appointment with immediate effect.					

Secondary Schools

Name of School	Canon Lee School – reconstituted 01/04/2005				
Number of LA Governors	4	Total number of governors			18
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mr K Hay	Labour	01/04/2005	31/03/2009	N/a	
Mrs J Ellis	None	01/09/2006	31/08/2010	N/a	
Mrs R Cantrell	None	01/04/2005	31/03/2009	N/a	
Vacancy					23/02/2007
Nomination for appointment:					
Janet Looker: "I have been involved as a school governor in various schools since about 1976. I am currently a governor at Park Grove School, but feel I would like the challenge of a secondary school governorship. Canon Lee is very near to where I live and I have long had a very close interest in the school and its development as I was closely involved in its growth on the closure of Queen Anne School and the new building that has happened on the site." <i>Affiliation: Labour</i> Appointment with immediate effect.					

Name of School	Fulford School – reconstituted 01/09/2004				
Number of LA Governors	4	Total number of governors			20
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mr I P Dolben	None	01/09/2005	31/08/2009	N/a	
Dr K Cowman	None	01/01/2006	31/12/2009	N/a	
Ms D Craghill	Green	22/11/2005	21/11/2009	N/a	
Vacancy					19/10/2006
Nomination for appointment:					
<p>Mathew Handy: "I am passionate about education. I have been a teacher for fourteen years (of mathematics and law; at day and boarding schools; at GCSE, A Level & degree level; in the UK and USA). I believe in life long learning (I have two degrees and am currently completing a diploma with the Open University). I am keen to make a contribution to the local community. I would like to develop my links with, and understanding of, local schools and their management. I have experience in running my own business and am in the process of starting a new business with a parallel charitable trust."</p> <p><i>Affiliation: None</i> Appointment with immediate effect.</p>					

Name of School	Huntington School – reconstituted 01.11.2005				
Number of LA Governors	4	Total number of governors			20
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mrs M Kaye	None	22/11/2005	21/11/2009	N/a	
Mr M Grills	None	01/09/2006	31/08/2010	N/a	
Mrs P Hill	None	01/09/2006	31/08/2010	N/a	
Vacancy					01/12/2006
Nomination for appointment (subject to agreement by the school)					
<p>Sandra Wilkinson: "I would like to become a school governor because I feel I have a considerable amount of life experience (through my business and social life) and skills to offer the local community. I returned to studying at age 40 and appreciate the importance of learning/studying as much as possible when you are younger. I also enjoyed my school years immensely and hope that decisions I can help make will enable others to enjoy their school years. I have worked in project management with teams to solve problems and make decisions, even though they might not be the most popular decisions. This role would also give me the opportunity to learn new skills and meet new people who I would not normally meet and I love a challenge!"</p> <p><i>Affiliation: None</i> Appointment with immediate effect.</p>					

Name of School	Millthorpe School – reconstituted 01/01/2004				
Number of LA Governors	4	Total number of governors			20
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Mrs L MacLeod	None	01/09/2005	31/08/2009	N/a	
Cllr M Bartlett	Lib Dem	01/09/2006	31/08/2010	N/a	
Mr A Swain	None	01/09/2006	31/08/2010	N/a	
Vacancy					01/09/06
Nomination for appointment (subject to agreement by the school)					
<p>Gill Dempsey: "I was a governor (parent) at Scarcroft School from 1999 – 2001. I enjoyed this experience enormously and felt that I made a positive contribution. I appreciate the level of commitment required to build the expertise of a governing body and to support a school effectively. Finally, I am enormously grateful for the education provided for my son (now 16) by York schools and would like to play my part in supporting our schools."</p> <p><i>Affiliation: Labour</i> Appointment with immediate effect.</p>					

Name of School	Oaklands School – reconstituted 01/09/2004				
Number of LA Governors	4	Total number of governors			20
Current appointees	Affiliation	From	To	Restanding	Vacancy since
Cllr A M Waller	Lib Dem	01/09/2005	31/08/2009	N/a	
Mrs A Leatt	None	01/09/2006	31/08/2010	N/a	
Vacancy					01/09/2006
Vacancy					28/01/2007
Nomination (s) for 2 vacancies					
None					

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Meeting of Executive Members and Children's Services Advisory Panel

14 March 2007

Report of the Assistant Director (Lifelong Learning and Culture)

Lottery funding - Revision to Taking Play Forward Policy**Summary**

1. This paper presents a revised version of the *Taking Play Forward* policy for the approval of the Executive Member.

Background

2. Since its formal approval in 2002, the *Taking Play Forward* policy has provided a collective vision for play in the city. However, with new government policies and changes within the sector it has been necessary to revise and update the document. Play Team Officers have undertaken this revision with direction and advice from the newly formed Play England and from the Big Lottery Fund.
3. The Big Lottery has allocated a total of £155 million nationally for Play in order to provide for infrastructure, the Playful Ideas fund and an allocation for each local authority. The local authority's allocation (£328k in York's case) cannot be accessed unless there is an agreed play policy in place linked to the proposed portfolio of projects to be funded.
4. In January the Executive Member approved the proposed projects to form York's portfolio. This portfolio has now been submitted to the Big Lottery Fund and also includes the additional hours for management costs against its £328k allocation. We will receive the outcome of this bid from the Big Lottery Fund within 3 months of the closing date.

Consultation

5. The policy was initially redrawn around themes arising from the Children's Trust consultation for the development of the new Children and Young People's plan. The Play Team then held 3 local briefing sessions which invited the play sector to:
 - Gain information about the Big Lottery Fund's Play programme
 - Take feedback on the first redraft of the Taking Play Forward policy
 - Submit expressions of interest for the Lottery money
6. The draft document was also sent out to other sectors including schools, the Neighbourhood Pride Unit, voluntary and community and internal and external play partners. A copy of the policy was also posted on the Council web site.

7. Feedback from the consultation has enabled the perspective of partners to be incorporated into the new document, which highlights how play links to other agendas as follows:
 - It has been agreed that the Play Team are informed and will have a contribution and influence on the design and nature of any new development that will be funded through 106 payments.
 - Libraries are ideal places for children to play together with parents and carers and take part in shared activities.
 - The Arts and Culture service recognise the role that the Arts has to play in providing opportunities for children and young people to explore and discover the real and imagined world through creative play.

The Revised Policy

8. From the feedback received, officers have completed a comprehensive re-write of the *Taking Play Forward* policy which reflects the current state of play and vision for the future (Annex 1).
9. The new *Taking Play Forward* document makes clear links to other strategic documents including the Children and Young People's plan. It also covers how play impacts on other sectors, internal and external to the council, including the voluntary sector, sport, arts, libraries and parks.
10. Key Changes include:
 - The age range of the policy now covers children and young people up to 18 years old
 - The policy adopts the Play Safety Forum's 'Managing Risk in Play Provision' document
 - Details of the new PI included in the authority's Local Area Agreement, relating to the number of organisations signing up to the *Taking Play Forward* policy
 - A new look final document which will include photographs taken by children and young people reflecting 'what they like to play'

Corporate Priorities

11. The new Taking Play Forward Policy is written in line with the new Local Area Agreement, the new Children and Young People's Plan and the Corporate Strategy. Of the 13 priorities within the Corporate Strategy 2006 –2006, the *Taking Play Forward* policy recognises that it contributes to achieving the following:
 - 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.

Implications

Finance

12. Accessing the City of York Council's Big Lottery Fund allocation of £328k is dependent on having an agreed play policy to which the projects are working to. Without this funding a number of planned projects will not be able to be carried out and the Play Policy Development Worker post can not be extended.
13. There are no human resources, equalities, legal, property, crime and disorder or IT implications.

Risk Management

14. It is crucial for the authority to have a robust policy document to ensure that it:
 - has a framework to support its work and that of the play sector in York
 - can deliver and monitor its Better Play Grants effectively
 - is able to access its allocation from the Big Lottery fund

Recommendations

15. The Executive Member is recommended to approve the revised *Taking Play Forward* policy.

Reason: To ensure that York has an up to date framework to promote and deliver play opportunities and to deliver a successful portfolio to the Big Lottery to enable our play sector to benefit from the funding on offer.

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Report Approved

Date 28 February 2007

Specialist Implications Officer(s)

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

All

For further information please contact the author of the report

Annexes

Annex 1 – new Taking Play Forward policy

Background Papers

Big Lottery: Play Report to the Executive Member for Children's Services - 22 January, 2007

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Taking Play Forward

A Play Strategy for York

By the City of York Councils Play Team and partners

Taking Play Forward is a vision and strategy to develop scope for play in York, so that every child can experience a wide range of play activities in varied settings and develop their sense of playfulness, which enriches life for the whole community



'You can discover more about a person in an hour of play than a year of conversation' - Plato

Second Draft Revised Edition 2007

Taking Play Forward - a policy for Play in the City of York

Taking Play Forward

A REVISED POLICY 2007 FOR PLAY IN YORK

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- **Annexes listed are available on request**

- 1 Assumptions and Values of Playwork
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Taking Play Forward - a policy for Play in the City of York

Executive Summary

York has had a growing focus on the importance of play for a number of years. Recent national strategies for childcare and play have given rise to further initiatives, all raising the profile of play and play-related activities, and York has a wide range of play environments and expertise.

The City of York Council's continuing commitment to play is through the formation of a designated play team based in the Early Years and Extended Schools Service of the Learning Culture and Children's Services Directorate, who are best placed to further consult and develop links with the play sector.

However, the quality of play opportunities varies. We need to do more to demonstrate the benefits of play and how it contributes to wider local and national social agendas. Play is part of every community, and its far-reaching benefits need recognition.

This document introduces a policy and strategy for play titled **Taking Play Forward**. It sets out the background, purpose and context within the York community. It looks for better management of play environments and increased recognition of the complex resources needed to enable children's play.

Taking Play Forward also sets out a strategic direction for 'York the Play Friendly City', a collective vision for play opportunities which is already developing. We are promoting the rights of children and young people to be both seen and heard in all aspects of play and leisure opportunities.

Taking Play Forward offers a context for meeting the challenges of recognising play as part of our wider culture. It will help build a shared understanding of children's needs, and a consistent approach to challenging any obstacles that restrict play opportunities for children, as they learn and develop as valued members of our changing community.

This is a valuable opportunity to bring together everyone concerned with play. For a realistic and holistic approach, we need to develop a shared vision, with agreed guidelines, principles, accessible information, and reviewing of procedures

Agreed and endorsed by the following in 2002 (with previous roles in brackets where appropriate)

David Atkinson	Chief Executive of City of York Council
Patrick Scott	Director of Learning Culture and Children's Services (Director of Education and Leisure)
Peggy Sleight	Chair of Early Years and Extended Schools Partnership (Chair of Early Years Development and Childcare Partnership)
Pete Dwyer	Chair of Joint Children's Services Management Group
Cllr Janet Looker	Shadow Executive Member for Corporate Services (Executive Member Education)
Cllr Charles Hall	(Shadow Executive Member Education)
Cllr Alan Jones	(Executive Member Leisure and Heritage)
Cllr Quentin MacDonald	Executive Member for Corporate Services (Shadow Executive Member Leisure and Heritage)

Taking Play Forward - a policy for Play in the City of York



Taking Play Forward - a policy for Play in the City of York

What is play?

- 1 Play is essential to children's quality of life and exploration of their culture and can be defined in the following ways:
 - 'Play is freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child. Play can be fun or serious.' (Best Play)
 - 'What children and young people do when they follow their own ideas and interests, in their own way and for their own reasons'. (Getting Serious About Play)
- 2 Children have a need and natural tendency to play anywhere. This has an impact on formal play provision and wider local authority services. In all forms of city planning and organisation, all relevant authorities need to consider and give positive support to the play environment and recognise the complex range of resources which allow children's play to happen freely. Play opportunities are more than swings and roundabouts, holiday entertainment or out of school care.
- 3 Current Playwork encourages a set of standards that are based on a set of assumptions and values that underpin good practice in Playwork. (These are outlined in Annex 1). Best Play also describes different types of play. (These are detailed in Annex 2).

"Play is a thing where you can roam free and do what you want" - Anon girl from York age 9 (10 in 1month!)



Taking Play Forward - a policy for Play in the City of York

Why a policy for play?

- 4 The national Children's Play Policy Forum gained the commitment of three government departments (Department of Culture, Media and Sport – DCMS, Department of Transport, Local Government and the Regions - DTLR and Department for Education and Skills – DfES) to better understand good quality play and play provision. The creation of local cultural strategies offers a major opportunity to put play on the agenda, within the broader context of quality of life issues, and to respond to children and young people's needs and wishes with new, creative initiatives. The DfES directed the former Early Years Development and Childcare Partnerships (EYDCPs) to look at play alongside care and education, drawing together initiatives including out-of-school childcare, Sure Start and Neighbourhood Nurseries.
- 5 The former play sub-group of York's EYDCP commissioned the **Taking Play Forward** project in June 2001, to develop a collective vision and strategy for play within the city. In its revised form it is intended to be a flexible philosophy for all children, young people up to 18 years old, parents and organisations involved with play.
- 6 The policy aims to establish the value of play within our wider culture. As a policy, it invites a signed-up commitment to a joint vision, common principles and agreed guidelines for all those involved in, or able to influence, play spaces and places.
- 7 The policy accepts the principles of both the 'Charter for Play' (Children Now 2004) and the "New Charter for Children's Play" (2004), which has been developed through the Children's Play Council.
- 8 A corporate play policy, along with a process that involves every individual and organisation concerned with play, aims to clarify the council's commitment to and understanding of play. The play policy is a practical working tool to help deal with issues concerning children's play environments.
- 9 The play policy is complementary to the Community Planning demanded by government, which aims to improve public services by putting citizens' wishes and needs at the heart of decision-making. The play policy can contribute to shared objectives under the Local Development Framework theme Culture and Tourism.
- 10 A play policy is not a one-off, short-term project. **Taking Play Forward** is reviewed annually and with set priorities. It is agreed that the policy should be revisited and revised every five years in line with new legislation and actively involving all children without discrimination of any kind.

**'Play is when you play with your friends'
Anon York girl aged 7**

Taking Play Forward - a policy for Play in the City of York

Taking Play Forward

Policy Purpose

Play is an essential part of each child's culture and quality of life, and has far reaching benefits. Through the development of play opportunities and cultural initiatives, there is vital potential for promoting a sense of place, of belonging and of civic pride, as well as both individual and community self esteem and self confidence.



The policy aims to provide the framework to:

- raise the standards of play provision
- Promote inclusive and accessible play for all children and young people
- make sure children and young people know and exercise their rights to play, culture, rest and leisure
- encourage genuine communication and interactions between children and young people, individuals and services with interests in play
- create flexibility in the use of play resources
- identify accessible criteria for funding and developing play opportunities
- increase public recognition of the importance of play and enable relevant legislative requirements to be met
- better manage play environments and increase recognition of the complex resources needed to provide stimulating children's play opportunities.

Taking Play Forward - a policy for Play in the City of York

The Better Play Objectives:

- 11 In 2000, play professionals developed a set of child-centred objectives for play provision. These offer a set of outcomes to help clarify the role that play provision should have in the lives and development of children and young people.
- 12 The **Taking Play Forward** policy adopts the nationally recognised 7 Best Play objectives which are commended as a framework which shows how children benefit from play and quality play services. York has also included two further objectives in line with Ofsted regulations, which are referred to in this document as the Better Play Objectives and are detailed below.

Better Play: Objectives for play provision

- Objective 1:** The provision extends the choice and control that children have over their play, the freedom they enjoy and the satisfaction they gain from it
- Objective 2:** The provision recognises the child's need to test boundaries and responds positively to that need
- Objective 3:** The provision manages the balance between the need to offer risk and the need to keep children safe from harm
- Objective 4:** The provision maximises the range of play opportunities
- Objective 5:** The provision fosters independence and self-esteem
- Objective 6:** The provision fosters children's respect for others and offers opportunities for social interaction
- Objective 7:** The provision fosters the child's well-being, healthy growth and development, knowledge and understanding, creativity and capacity to learn.
- Objective 8:** The provision meets the necessary legislative requirements
- Objective 9:** The organisation involves users in decision making and consultation

Best Play objectives can also form the basis for evaluation and continuous improvement of play provision. See the 'Better Play' Criteria listed in Annex 3. National Playing Fields Association, Children's Play Council and PLAYLINK: (2000) *Best Play: What play provision should do for children*. NPFA

Taking Play Forward - a policy for Play in the City of York

Implementation

- 13 In developing the Taking Play Forward Policy the following points are key to its implementation.
- The objectives should be considered by all individuals and organisations making decisions which affect (directly or indirectly) the rights of children to play and to be consulted.
 - It is recognised that in developing the **Taking Play Forward** policy with play settings signing up to its values, each organisation may wish to further develop the policy to be specific to their own settings.
 - The former Play Sub Group has developed into the Taking Play Forward Partnership which encourages a citywide involvement from the play sector and offers support and guidance.
 - Each organisation is also encouraged to contribute to the development of York's Children and Young People's plan led by the Children's Trust.
 - Opportunities to create open, inclusive and accessible free play and adventure play in the general environment should be priority.
 - Methods of collating and communicating good practice through newsletters is already established through the Shared Foundation Newsletter as well as other publications.
 - Shared initiatives for potential joint funding bids will be sought as appropriate.



Taking Play Forward - a policy for Play in the City of York

Responsibilities

- 14 It is the responsibility of the City of York Council's Play Team based in the Early Years and Extended Schools Services to oversee the development and co-ordination of the policy in conjunction with play partners, relevant internal and external organisations, children and young people, families and communities.
- 15 Play settings signing up to the **Taking Play Forward** policy are also responsible as individuals and organisations claiming to offer all children good quality play opportunities, to be able to show how the above play objectives underpin the play environment.



The Case for Play

- 16 We want more of our community to understand and value play, not only as a worthwhile activity, but as essential for each individual's well being. The challenge is to provide the best possible play opportunities, activities, events and environments, which are safe, suitable, easy to get at, affordable, stimulating, varied and, above all, fun. What we provide must respect the right of children to play freely and safely on their own, or interact with other children, adults and carers. In each context, it must be relevant to children's stage of development and physical and mental capabilities, responsive to their choices, opinions, reactions and respect equality.
- 17 The UN Convention on The Rights of the Child was ratified by the UK Government in 1991. The Convention confers on all children, without discrimination of any kind, (Article 2.1) the following rights:
 - the right to play (Article 31)
 - their right to be consulted on matters which affect them (Article 12)
 - the right to express their views (Article 13)
 - the right to meet with others (Article 15)
 - the right to be protected from harm and abuse (Article 19)
 - the right to services developed in their 'best interests' (Article 3.1) and
 - the right to provision of an agreed standard (Article 3.3).

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- 18 Initially, children do not distinguish between 'play' and 'work'; it is a natural aspect of their culture and quality of life. Play is first and foremost undertaken for enjoyment, but the benefits are far-reaching, as it plays a natural part in individual and community development. Children playing and adults taking part in cultural and leisure activities are both learning about social values, beliefs and traditions. Through play and cultural initiatives, people can develop a sense of place, and civic pride, as well as community self-esteem and confidence. This type of understanding is more 'caught' than taught. It is the difference between being able to recite a moral code and learning to live by one. From this perspective, play and culture are not so much activities as ways of 'being'.
- 19 Thinking about play as a cultural experience can help bring people together and encourage them to have their say in decisions which affect their neighbourhoods. Play opportunities can enhance the provision of leisure, housing, transport routes, education and a range of other services for adults as well as children and young people.



Historical Perspective

- 20 The EYDCP Play sub-group appointed a part-time play policy development worker in September 2001 who initiated various consultative activities, submitted papers for the Executive and Scrutiny, and drew up action plans and guidelines for the Play sub-group. Organisations and discussion groups which have contributed to consultation are identified in Annex 4
- 21 Questionnaires were mailed to all early years and childcare settings registered with the York Children's Information Service. Replies received were constructive, confirming the relevance of the Best Play objectives and the proposed play policy framework.
- 22 Discussion groups were held which focused on the Best Play objectives and allowed over 100 participants the opportunity to identify the barriers and wishes for play with key comments (see Annex 5).
- 23 Since 2001, voluntary sector groups have accessed the Council's Better Play Grant, which links their current play opportunities against the Best Play objectives to enable them to access funding. This emphasises City of York Councils continuing commitment to play through this annual Voluntary and Community Sector funding.

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Financial Picture for Play

- 24 There are a variety of discretionary grants available from City of York Council to support activities for children and young people. Voluntary organisations are able to obtain funding for leisure activities from other leisure services budgets and specific service level agreements, including Schools Out, and from ward committees.
- 25 As previously mentioned in point 23, the 'Better Play' budget currently funds play sector projects set against the 'Better Play' objectives. Applicants are asked to describe how their current play opportunities meet at least 5 of the 9 objectives. Officers from the Play Team shortlist against the objectives and select appropriate projects that meet local need. It is the responsibility of the Policy Development Worker to visit organisations in receipt of the grant for monitoring and evaluation purposes using the Better Play criteria (Annex 3).
- 26 As with many grant awarding processes, demands on the Better Play budget exceed supply. If organisations are to develop sustainable play opportunities, then the case for play needs to be constantly brought to the attention of relevant council bodies to encompass both the amount and purpose of the Better Play budget. Cost effectiveness of Service Level Agreements and grants are constantly reviewed to ensure a more sustainable play sector.

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- 27 Yorkash is a development of the cities 50k Fund project first launched in 1989/99, in which applications were completed by, for the benefit of, and monitored and assessed by young people. This innovative project was further enhanced in 2006 to include funding from the Youth Opportunities Fund and Youth Capital Fund. As part of the process, young people involved on the panel are able to attain an Assessment and Qualifications Alliance award. This project is facilitated by Play Team and Youth Service officers.
- 28 In response to the findings of 'Getting Serious about Play' (2004) the national play review undertaken for the Department for Culture, Media and Sport, the Big Lottery announced its commitment to the sector through the launch of its Children's Play programme. The Play Team welcome and fully support this initiative and will take the lead in coordinating with partners the spending of the allocation against the **Taking Play Forward** policy which will in turn contribute to achieving IS8 corporate objective – Improving the enhances of the most disadvantaged and disaffected children, young people and families in the City.
- 29 In the short-term, play organisations need to be encouraged to regularly carry out meaningful consultation with children and young people to ensure appropriate service development and best use of resources. The Play Team work to support the play sector in providing information relating to other funding streams.
- 30 The Best Value regime adopted by central government has placed a duty on local authorities to ensure that all services purchased by them on behalf of their clients provide the Best Value both in terms of money and the quality of the services provided. This is regardless of whether the services are provided by the Statutory, Voluntary or Private Sector.

Play Today In York

- 31 The councils Play Team lead on seven projects for children and young people in conjunction with York's play sector. In addition the team also organise a number of celebrations including National Play Day, which offer numerous opportunities to consult with children, young people, families, communities and the play sector. Further details of play team projects and initiatives can be seen in the Play Team booklet.
- 32 The play sector in York is made up of a wide variety of providers which the Play Team currently supports through funding, offering advice and information. Meetings between the play sector and the Play Team are held on a regular basis through the Taking Play Forward Partnership. Historically key partners include York Playspace, York ChildCare, SNAPPY and Bell Farm Adventure Playground.
- 33 The national themed annual Playday and other local events with associated play partners, provides an opportunity to celebrate and raise the importance of play both locally and nationally

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Play's Strategic links

Links to Policy and Strategy

- 34 In revising and developing the Play Policy the process requires identifying links with other policies. The Play Team are committed to seeing that the views, needs and interests of play, childcare and education providers are reflected within all policies, practices and service plans (Annex 6). This involves consultation with children and young people, parents, the community and other stakeholders and ensures that the community is informed of services.
- 35 Since the Taking Play Forward Policy was written in 2002 a number of key policies and documents have been written both locally and nationally. Through out the revised document the policy aims to make clear links to these strategic documents and highlight the importance of play in the context of other services internally and externally to the council.
- 36 York's 20 year vision and community strategy took two years to develop and was agreed by public, private, voluntary and community sector organisations and key partners across the city. Led by the Without Walls Executive Board, the development of the vision and the result of widespread consultation with residents, local public services, business and community and voluntary groups regarding their views for the future, through what was themed a 'Festival of Ideas'. Hundreds of residents and visitors took part, including many whose views are not normally heard. Activities included live public debates and ward based community events and 'postcards for the future'. (York's Local Area Agreement, version 1, 2006).

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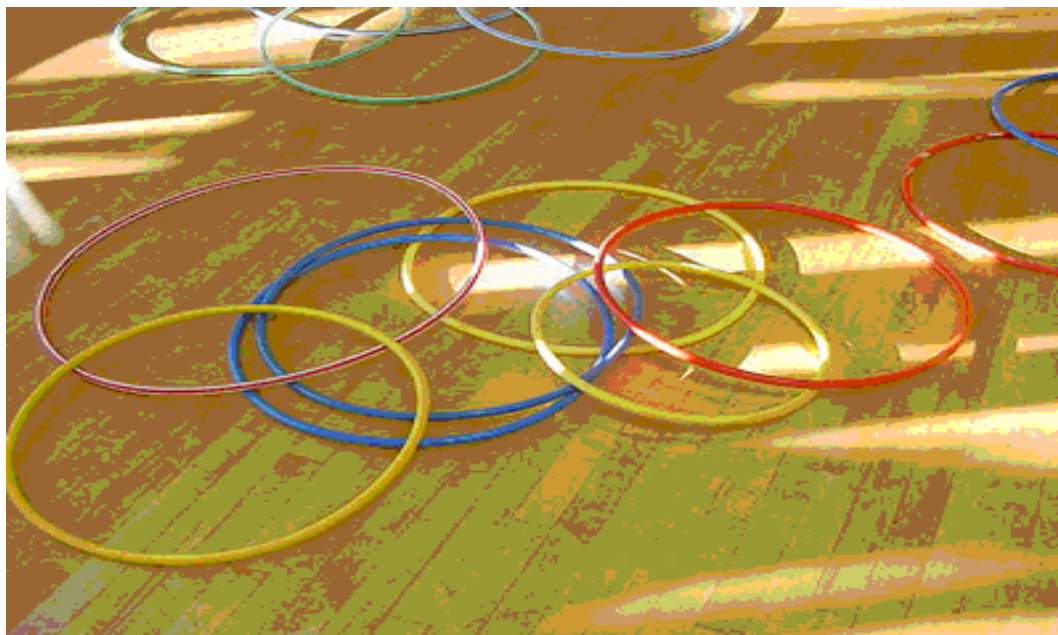
Local Area Agreement

- 37 York's Local Area Agreement makes clear links between the city's strategies guided by consultation. The document sets out York's key priorities in 4 blocks, one of which is Children and Young People, which is detailed against the 5 Every Child Matters outcomes. The Play Team has linked to this policy documents a performance indicator which tracks the number of play providers signing up to the *Taking Play Forward* policy.

Priorities for Children and Young People – York's Local Area Agreement

Being Healthy
<ul style="list-style-type: none"> • Encourage more children and young people to be more physically active. • Improve the eating habits and diet of young people • Reduce the level of teenage pregnancy • Promote healthy lifestyles
Staying Safe
<ul style="list-style-type: none"> • Reducing accidents on the roads involving young people • Protect children more effectively • Ensure more looked after children are in secure stable places
Enjoying and Achieving
<ul style="list-style-type: none"> • Raise standards of achievement • Provide high quality early years experience • Support parents in helping their children to enjoy and achieve • Improve enrichment opportunities for children and young people • Ensure that people with Learning Difficulties and Disabilities receive appropriate support and advice
Making a Positive Contribution
<ul style="list-style-type: none"> • Improve life chances for young people • Increase active involvement of young people • Reduce offending by young people
Achieving Economic Well-being
<ul style="list-style-type: none"> • Increase number of young people actively engaging in education and training • Enhance skills of young people at 16 and at 18 • Reduce poverty levels and the impact of poverty on the lives of children and young people

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Play Partners

Learning, Culture and Children's Services

- 38 The Play Team sit within the Early Years and Extended Schools Service, part of the Lifelong Learning and Culture service arm, which is part of the newly formed directorate that is Learning Culture and Children's Services. The benefits of this ensure that play is at the heart of the children and young peoples agenda and can make strategic links with teams such as Library Services through the Schools Out and Arts and Culture through the GRAB Scheme. The formation of the new directorate has proved to be invaluable in further strengthening links with internal partners.

Taking Play Forward Partnership – local involvement

- 39 In developing York's play scene, partnership working is key. The Play sub-group has now evolved into the Taking Play Forward Partnership, where strategic and grass roots play issues are discussed. Participants in this group are from varied play backgrounds with specific remits such as open access play, out-of-school childcare, the arts, parks and open spaces, library services and sports. Its broad membership encourages freedom to initiate debate, consider and comment on issues affecting play and leisure opportunities and help make national and regional play recommendations a reality by challenging local barriers. Annex 7 provides details of the Partnerships Mission Statement and a list of current play providers and partners within the City.

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York Early Years and Extended Schools Partnership (EYESP)

- 40 The council has statutory responsibility for convening and checking on the York EYDCP in its plans to enhance the care, play and educational experience of young children, the care and play experiences of children up to the age of 14 years including those with special educational needs, and those with disabilities up to the age of 16 years. This changed in 2003 to operate as the EYESP as a consultative forum. The Play Team regularly presents and provides information, as well as evoke discussion topics relating to play at these meetings, which are held 6 times a year.
- 41 The national introduction of the Foundation Stage curriculum encourages those working with three to five year olds to plan and organise new learning experiences in ways which build on, support and extend children's spontaneous play. Children under five have the choice of a range of educational settings which meet the requirements of the Foundation Stage. The Shared Foundation Partnerships are clusters of childcare organisations based round a school, and work together to provide well-planned, play-based environments which can meet a variety of local needs for care and early years education of younger children. Seamless transitions between settings is an important part of this strategy. This work has been recognised through the presentation of a National Excellence Award.



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Extended Schools

- 42 The provision of extended services in schools under the nationwide Every Child Matters policy will result, by 2010, every school offering:
- High quality 8am – 6pm childcare, either on the school site or through other providers
 - A varied menu of activities for children and young people – including study support, homework clubs, sports, music, arts and crafts etc.
 - Parenting support
 - Swift and easy referral
 - Wider community access to school facilities.
- 43 Play is at the heart of this agenda. If children and young people are to be given the opportunity to access activities outside of the established school day, it is critical that those longer hours in school provide activities which pay close regard to the philosophy of play as a fundamental right, and that those providing these additional activities value and have an understanding of the different types of play and how to support them. To do any other would bring instances of play deprivation for individual children and for the community in the future. The extended schools agenda gives City of York a real opportunity to plan activities in consultation with children and young people which will empower, excite and inspire them, and allow a continuous debate between them and adults and mean a Best Value approach. This is a very serious agenda – it is about bringing fun centre stage into local communities because it is only when people are happy that they can relax, learn and work together.
- 44 Play and leisure are critical – indeed, “ Leisure consists of all those virtuous activities by which people grow morally, intellectually and spiritually. It is that which makes life worth living.” - Marcus Tullius Cicero.

Voluntary and Community Sector

- 45 The voluntary and community sector is recognised as a key partner with the council in providing important services to the community, many of which are complementary to those of the public sector. York’s Voluntary Sector Compact seeks to establish consistency in the way the council and voluntary sector work together, and must be kept in mind in any play policy developments.
- 46 The Play Team works closely with the current 0-19 Children and Young Peoples and Families Officer, based at the Council for Voluntary Services. It further develops the links the Play Team can utilise to filter information to and from York’s community and voluntary sector.

Regional Support

- 47 A member of the Play Team is a Director of Yorkshire Play, a regional company limited by guarantee with a remit to promote access to excellent play opportunities for all children and young people in the Yorkshire and the Humber region by:

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- Supporting play providers to develop high quality, diverse and inclusive play environment
- Supporting the development of a qualified play workforce
- Advocating the right of all children and young people to play, through lobbying at local, regional and national levels
- Promoting a play friendly approach within all services for children and young people and those services that impact on play

This enables feedback of information and a direct link to strategic decisions about play in the Yorkshire and Humber Region.



Children's Trust Unit

48 In 2003 the green paper 'Every Child Matters' and the Children Act 2004 described Children's Trusts as the governments preferred model for achieving a local integration and improvement to services for children and young people. In York the Children's Trust preventative model is **YorOk** which provides an organisational vehicle for services to work to meet identified needs of children and young people in the city. The Children's Trust Unit, with the support of a multi agency management board, also leads on the development of the City's Children and Young People's plan.

49 The Play Team form an integral part of both the development and delivery of the **YorOk** initiative which is a city wide strategy aimed to support services to work more closely and effectively together. The Play Team actively encourages and promotes the involvement of the play sector to be part of the **YorOk** community and also feeds into the Children and Young People's Plan. In the near future, this will involve groups registering as quality providers on the **YorOk** service directory and website, currently in development by the Children's Information Service. The service directory and website aims to act as a hub of information for parents/ carers, practitioners, children and young people and will hold a comprehensive database of a range of relevant information, including play provision in the City.

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Parks and Open Spaces

- 50 Government guidance (PPG17) recognises the importance of open space, in delivering a number of key objectives. Open space in York includes approximately 480 hectares of parks and open spaces. This includes pitches for sport, formal and informal parks, riverside walks, strays, woods, lakes and ponds and around 76 children's play areas. (City of York Local Development Framework (LDF), June 2006).
- 51 The quality and location of open spaces across the city is variable with 3 of the city's parks being awarded Civic Trust Green Flag status (Rowntree and West Bank parks and Glen Gardens). The percentage of equipped playgrounds in York that meet National Playing Fields Association standards LEAP (Local Equipped Area for Play) and LAP (Local Area for Play) standard is 36%. The target for 2006/2007 is 42%, which is an increase from only 13% in 2001.
- 52 In response, York's LDF outlines that, 'the council currently places a strong emphasis on the protection of existing open spaces', and recognises, 'that certain areas of the city do not have ready access to either children's play areas or good quality amenity open space and aims to address the issues of access.'
- 53 The Parks and Open Spaces section of the council holds a comprehensive map of the city's parks and open spaces, along with information relating to types of equipment at each play area. An improved audit is being commissioned to comply with the requirements of PPG17, which will look in more detail at open space distribution, its use and for the first time in any detail, its quality.
- 54 The Parks and Open Spaces section have a responsibility for the design, installation and upkeep of the play equipment in parks and play areas within their ownership across the city. New housing developments are subject to planning permission and there is a statutory requirement to incorporate a new play area if it is feasible to do so. Alternatively, when it is not feasible, make a contribution to improve an existing, local play area as part of the 106 agreement appropriate to that development. These are part of the Town and Country Planning Act (1990) which include obligations on land owners to provide a facility for example an access road or play area. It has been negotiated that the Play Team are informed and will have a contribution and influence on the design and nature of any new development that will be funded through 106 payments

Sport and Active Leisure Strategy for York 2003

- 55 "Active York" is the city's sport and active leisure strategic partnership and has representation from across the sector including the local authority, Higher Education and Further Education institutions, schools, voluntary sector sports clubs, governing bodies, the 2 professional clubs, the PCT, the media, and the private sector. "Active York" published the first Sport & Active leisure strategy for York in 2003. Under the title "Making a Difference" it set out sporting aspirations for the city. Since then much has been achieved and a new "blueprint for change" has been adopted by the partnership. This aims to help the sector rise to the challenge of "helping York to be a city that offers the widest range of

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opportunities for active leisure so that citizens may benefit from better health, enjoyment, and the achievement of individual potential."

- 56 In addition to the more traditional sporting fayre, activities such as active play, and parenting programmes are also key to the success of this strategy. Promoting a foundation for participation in physical activity, healthy lifestyles, tackling obesity and lifelong learning extends from engaging children in active play to encouraging the need for "everyday exercise" throughout family life. Through the promotion of facility improvement (e.g. creche provision and play space), programme development (e.g. APEL, and Schools Out programmes), meaningful community consultation and fostering of effective working partnerships (e.g. the EYDCP), Active York aims to ensure that rates of participation in sport and active leisure increase across all age groups.



Library Services

- 57 City of York Library Services are for everyone who lives, works or studies in the York, each year lending 1.5 million books, videos, CDs and DVDs and having over 850,00 visits. These services are delivered in partnership across the City in every community through York Central Library, 13 community libraries, a mobile library and at Askham Grange Prison.
- 58 Libraries are great arenas for play and learning. Learning is at the heart of libraries' offer and new builds in community libraries are linking with schools or incorporating flexible learning spaces as part of library learning centres. The link between fun and learning - at any age - is well supported by libraries' core offer of safe, welcoming places to meet; a huge range of books, music, films and other materials to use and take home; exciting activities to take part in, and friendly people to help.
- 59 All services to children under 12 are free and most things are free after that. There are children's areas in every library - having their own special place can help children feel part of a community that values them. There are under fives' story and toy sharing sessions in all libraries, plus a baby Book Crawl activity. Libraries are ideal places for children to play together and parents and carers to meet. Families can take part in shared activities, by getting to know their local library as a place to choose and use books and toys, tell stories together, and use the computers free. Friendly staff will help you find your way round, and make the most of what's on offer.

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- 60 Libraries also offer year round activities, most of them free, through Read Write York, Bookstart, School's Out, Summer Reading Challenge and much more. Many activities, such as Bookstart, also happen outside library buildings. Activities are all listed on Yortime, where you can find information on interest groups throughout the city, or have help to set one up.
- 61 Libraries are working closely with partners and increasingly with customers, to develop services. For example in the offer for Children's Centres, with Adult and Family Learning groups and with Youth Services over provision for and with young people. More targeted work is planned here. Library web pages give details of much more, for example the Free Music Scheme, Imagine York, Enquire 24 hour live online enquiry service, and online information sources for Library members. There are opportunities for everyone, from birth onwards, to 'explore, dream and discover'.

Neighbourhood Pride Unit

- 62 The Neighbourhood Pride Unit sits within the Councils Neighbourhood Services Directorate. The Play Team liaise with the Unit in relation to the planning of activities for children and young people at a ward level to ensure the best use of available resources.

Youth Service

- 63 The Youth Service works in partnership with the Play Team in order to promote activities and opportunities for young people to have access to spaces, activities and services for them to use in their leisure time. The Youth Service works to engage young people in developing and designing the services and facilities that are available to them and take an active part in planning activities and services. This enables maximum access to these facilities and ensure they are safe, of a high standard and celebrates the diversity of young people across the City. The youth service works to create opportunities for young people to develop their knowledge, abilities, skills, interests and friendship.
- 64 There is a growing recognition of the importance of helping 8 to 12 year olds make a successful transition from a play environment to a youth setting and early discussions will lead to a joined up approach in taking this forward.

Arts Service

- 65 The Department for Culture, Media and Sport and the Arts Council recognise the role that the Arts has to play in providing opportunities for children and young people to explore and discover the real and imagined world through creative play. Within Arts and Culture there is a range of opportunities both for child-initiated play activities or more structured play and learning outcomes. At the Performing Arts Centres out of school activity covers the range of Dance, Drama and Music for all ages from 4 upwards. Children can experiment with the texture of sound, movement and character and while they learn about the specific art form, they are gaining social and performing skills. We have plans to redevelop the Performing Arts Centres so that the scope of the provision covers visual arts, film and media as well as one off projects and a master class programme.

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66 At our summer school courses each year, young people have the chance to write their own songs, devise their own drama performances and create their own props and costumes, as well as experiencing a whole variety of visual arts. The self-esteem that these young performers acquire is immeasurable.

67 Within our community arts provision, we work in partnership to develop creative play with a wide range of communities, neighbourhoods and organisations. Our GRAB (get really arty boxes) scheme allows all sorts of groups to work with an artist to kick start their creativity. The group then keeps the box for 6 weeks to allow them to really unleash their creative potential. There are all sorts of different art forms to choose from, and no limit on how many different boxes groups can apply for.

We also work in partnership with many local arts and cultural organisations to develop work with families, children and young people in their own venues.

Local Transport Plan

68 The Local Transport Plan 2006 – 2011 outlines its vision for the City to build a sustainable and safe transport network. At the heart of the strategy is a commitment to the governments shared priorities which are:

- **Tackling congestion**
- **Improving accessibility**
- **Road safety** – “to improve levels of safety for all forms of travel and enhance community safety” and “to address the school run, as well as providing safer routes for schools”
- **Addressing air quality issues**
- **Other quality of life issues** “to promote healthy living through increased levels of physical activity and wider access to health and social care”

69 The Play Team contributes to this agenda through links with the Sustainable Travel team which promotes safe and accessible travel around the city to children and young people, including, through the Schools Out programme, promotion of :

- YOzone – a bus proof of age card that offers substantial travel discounts to 11 – 16 year olds.
- Cycle training and free York cycle route map

70 The Play Team also contributes to the promotion of healthy living through increased level of physical activity by direct provision through its services, namely the Active Play Equipment Library, Street Sport York and Schools Out.

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Dissemination and consultation

- 71 All interested parties and organisations that have an impact on children's play are involved in the process of policy formation. The views of those consulted are used to illustrate good practices or priority needs.
- 72 Through the development of **Taking Play Forward**, the Play Team strive to consult with representatives from other internal departments to drive forward the impact on play and leisure environments.
- 73 To help children and young people to make significant contributions to developing play, leisure and cultural priorities in their local communities, the Play Team encourages those already working with 0 – 19 year olds to develop both their own consultation skills and those of the children and young people. To recognise the importance of consultation, York has it set as one of its own Better Play Objectives.



- 74 Within the Children's Trust, there is a sub group called the 'Involvement Group'. This brings together professionals from across York working with children and young people aged 0-19. It works to promote the involvement of children, young people and families in design, delivery and evaluation of services. Information from pieces of consultation work is kept on a data base which can be used by services to develop and inform practice.
- 75 As part of the development of the new Children and Young Peoples Plan, the Children's Trust and Play Team carried out a consultation exercise with the cities children, young people and parents over the summer of 2006. 2,000 postcards were distributed through events and gatherings of children and young people specifically on the content of the Children and Young Peoples Plan. The postcard also appeared in the summer edition of the School's Out publication which was distributed to all York schools, Libraries and Community Centres. In addition the Play Team devised a video diary room at the National Play Day Event to gain views on Play in the City.

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76 As a result of the wider consultation also involving parents, the Trust received over 6300 responses with six priorities emerging as strong themes which appear in the 2007 – 2010 Children and Young People’s Plan. These are:

- Success for all
- A healthy start in life
- A safe place to grow up
- Children and young people in their Communities
- A good deal for disabled children and young people
- Knowledgeable adults

Comments from the Children and Young people included:

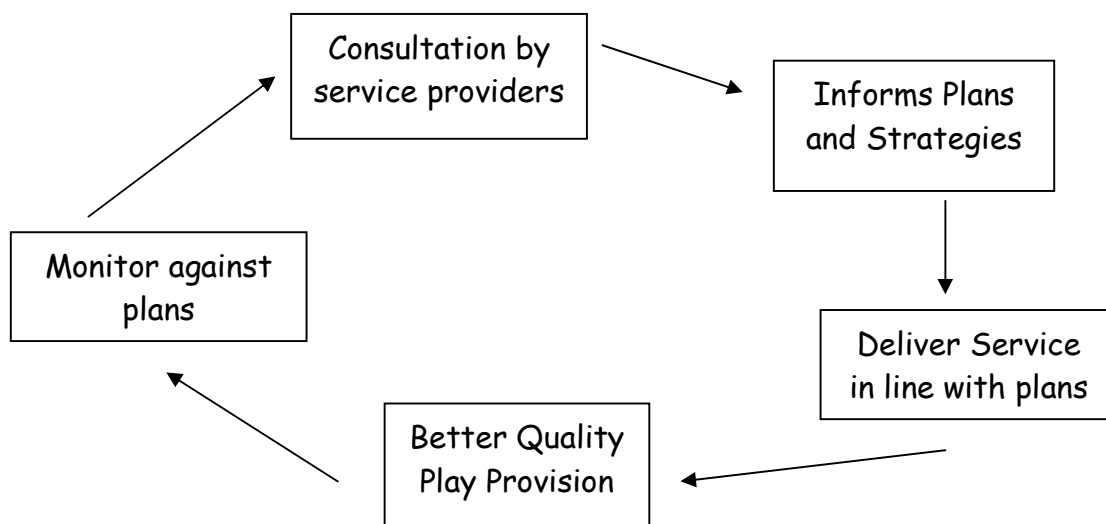
‘Don’t give too many sweets, have more healthy food’

‘More things to do like basketball nets – skate parks where we can play – especially in the village...swimming.... good exercise for families’

‘Better places for little ones by putting parks in places that aren’t being used.’

77 As part of the process, the Children’s Trust has produced a document that encompasses all consultation work carried out in the City of York from 2004 – 2006 called ‘Messages from Children and Young People’. It is this document that is used by the Play Team to inform service development.

78 The diagram simply demonstrates the flow of information between children and young people and how consultation is utilised to ensure service providers deliver better quality play provision in the city.



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Ensuring good quality play

- 79 In the mixed economy of play, care, education and leisure, many good local play practices go unrecognised. The 'Steps to Quality' scheme has been developed in York and North Lincolnshire to offer a quality assurance award for day care providers which is helping to address this. One of the main principles of the scheme states that "play forms the basis of children's daily experience". Steps to Quality provides a framework to recognise and develop good quality play provision, and is now in use in four local authorities within the Yorkshire and Humber region. Some play organisations also measure their settings against other standards such as 'Aiming Higher' from 4Children and London Play's 'Quality in Play'.
- 80 Steps to Quality is proving to be a popular quality assurance scheme with some 59 settings working towards or having already achieved the various steps. These include childminders, nurseries and out of school clubs.
- 81 The Taking Play Forward policy also recognises and promotes the Criteria for an enriched play environment outlined in Best Play, What Play Provision Should do for Children, published by the National Playing Field Association, March 2000. (See Annex 8).

Risk in Play

- 82 The Play Team recognises that children need to challenge their boundaries and barriers when they play. The Play Safety Forum, which is a group of national agencies involved in play safety, has produced *Managing Risk in Play Provision*, to support the work of those involved in play provision of any kind including local authorities.
- 83 This document is fully supported and endorsed by key national organisations with an interest in play and safety including the Health and Safety Executive. The official summary statement is as follows;

Children need and want to take risks when they play. Play provision aims to respond to these needs and wishes by offering children stimulating, challenging environments for exploring and developing their abilities. In doing this, play provision aims to manage the level of risk so children are not exposed to unacceptable risks of death or serious injury.

The City of York Council recognises and adopts the full document as our position statement.

- 84 Utilising the Play Teams work in the City, along with the play sector through the Taking Play Forward Partnership and consultation, it is apparent that the Play Team needs to support and develop its services, and that of other play providers, to offer increased opportunities for risk and adventure play across the City.

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In just a single generation the home habitat of a typical 8 year old - the area that a child can travel around on their own - has shrunk to one ninth of its original size. Children's Play Council, 2004

Training

- 85 The play sector has an ongoing concern in the recruitment of Playworkers, early years workers, childminders, volunteers, and voluntary management groups. This continues to restrict the development of both new and established play and childcare provision. Staff retention is also difficult due to working hours, terms and conditions, pay-scales in relation to job responsibilities, demands of bureaucracy, limited development opportunities and limited bursaries for training.
- 86 To encourage growth and development within the play sector, there are a number of initiatives to help combat some of the issues mentioned in the previous paragraph. These include:
- a programme of training for Playworkers, childminders and early years practitioners is offered by the Training and Development Unit, NCMA development workers, York College, Workers in Education Association, York and North Yorkshire voluntary sector learning and skills network, Family Learning and York and North Yorkshire Playwork Assessment Consortium to mention a few
 - support offered through the Children's Information Service to assist settings in recruiting staff and support potential childcare workers and promotion at relevant job fairs.
 - agencies such as York Childcare regularly advertise job opportunities through their website and newsletter.



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Developing opportunities

- 87 It is recognised that some steps have already begun to be made in supporting and developing the play sector work force. The following steps can ensure that this continues.
- Training needs identified through the play sector will be fed back to appropriate training providers including the Training and Development Unit.
 - We will encourage the use of **Taking Play Forward** to put into context the local play agenda in any play sector training that promotes the values of play.
 - We promote funding opportunities to enable play workers to achieve relevant skills and qualifications to meet legal requirements and promote anti-discriminatory practices.

'Play is when you have fun'
Anon boy from York, aged 6

Reviewing and monitoring

- 88 In reviewing the policy, the play team are committed to regular reviewing and monitoring:
- The Play Team in conjunction with the Taking Play Forward Partnership will carry out annual monitoring and evaluation of the implementation of the policy in the absence of an independently constituted play forum.
 - We will provide formal and informal opportunities for children, young people and play partners to express their views and give feedback on their comments
 - We will link evaluation and monitoring to the Best Play guidelines.
- 89 All monitoring and reviewing will be part of the annual service plan produced by the Play Team linked to corporate Council plans including the Children and Young People's Plan
- 90 A review and update of the 2002 **Taking Play Forward** action plan has taken place to see that the policy and procedures are put into practice and priority needs are met. (Outlined in Annex 9).

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- 91 The performance of all councils is rated by the Audit Commission under the Comprehensive Performance Assessment (CPA) framework. The rating for York's core services is updated each year based on performance indicators. The Play Team directly works towards a number of performance indicators linked to the Council Plan (and Best Value Performance Plan) 2006/07. These include:
- CYP1 – Number of community groups working in partnership with the council to deliver the young peoples holiday programme
 - CYP2 – Number of young people taking part in the holiday activities programme
 - CYP4 – Number of holiday activities

In December 2005 York was judged to be a 3 star council.

- 92 All grievances or complaints about play provisions should be dealt with in line with procedures of individuals organisations. Where concerns are expressed in relation to **Taking Play Forward**, the City of York Councils complaints procedure will be followed.



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Recommendations

- 93 In revising the policy 2006/07, the Play Team invites members of the play sector to embrace the policy and sign up to it's values. We recognise that the **Taking Play Forward** policy is an ever evolving document. We encourage a shared vision through consultation and welcome feedback.
- 94 Partners are invited to offer strategic support for **Taking Play Forward** at a senior level in their organisations or departments through agreement to the development of a shared and collective vision for play.

Taking Play Forward Policy Recommendations:

- the need for strategic, corporate support for **Taking Play Forward**
- to promote quality, inclusive play at all formal and informal play settings
- to utilise the results of consultation with children and young people to inform service development
- the celebration of good play practices
- using Best Play objectives as a framework for evaluating play opportunities
- to encourage the play sector to sign up to the values of **Taking Play Forward** including a visible statement displayed in each setting
- the identification of consistent funding priorities for play and play development
- the use of **Taking Play Forward** to inform and influence all aspects of play, leisure and culture city wide
- the development of local play resources for training, adventure and equipment
- a cross-directorate commitment to include play, leisure and culture matters
- seek out, support and promote relevant training opportunities for the play sector
- support opportunities for risk and adventure play across the City



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Meeting of Executive Members and Children's Services Advisory Panel

14 March 2007

Report of the Director of Learning Culture & Children's Services

Purchasing from the Voluntary Sector of Play Services**Summary**

1. This report seeks approval for the purchase of Play services through service level agreements.

Background

2. The Play Team based in the Early Years and Extended School Service has a number of contracts and service level agreements with the Voluntary and Community Play sector. These are to provide services and programmes for Play in the City.
3. City of York has a long tradition of working in partnership with others in order to deliver key services and this has been acknowledged and further strengthened by the York Compact.
4. The authority has a responsibility to secure best value in the procurement of services. Furthermore, local authorities' funding arrangements are now more than ever tied into national outcomes. This, coupled with a saving requirement for 2007/08 of £11k from the Better Play Grant budget, has led us to review services delivered by our partners with a view to ensuring that future contracts fully meet local and national outcomes. Although the authority has known of its budget allocation from the government up until 2007/08, until the completion of the comprehensive spending review, future funding cannot be confirmed beyond this date.

Better Play Grants

5. Better Play Grants are offered through the Play Team to purchase a specific activity or programme from an organisation involved in direct play provision. To qualify for funding, applicants are required to be constituted organisations with policies and procedures in place that are appropriate for working with children and young people.
6. The context for awards is *Taking Play Forward*, York's play policy, an update of which appears elsewhere on this agenda. This provides a framework through which groups can review their play provision in relation to the experiences of the children and young people who use them.

7. The scheme of delegation in respect of service level agreements is as follows:
 - Delegated authority for officers to approve grants up to £5K
 - Delegated authority for Executive Member to approve grants of more than £5k and up to £50k
 - Grants of more than £50k to be approved by the Executive
8. Funding for 2007/08 was advertised through the voluntary sector funding booklet produced and distributed by the Strategic Policy Unit. In addition, a letter promoting the availability of this booklet was sent to play settings listed on the Children's Information Service database.
9. For the 2007/08 round of funding, the Play Team received 17 applications totalling £176,480. This year's budget requires a reduction in the total monies available from £140k to £129k. Play Officers have liaised with applicants throughout the process to inform them of the reduction in the total monies available through the Better Play Grant. Taking this into consideration, discussions have taken place around the level of service that can be delivered by the applicants, against the amount of funding received.
10. This year sees the two organisations with service level agreements complete their 3 year term, namely SNAPPY and Playspace. Bell Farm Adventure Playground also receives funding of over £5k through a service level agreement. Over the past few years the organisation has undergone a number of developments and set backs e.g. building burning down, and as a result found it difficult to meet the criteria set to receive a 3 year contract. The Play Team will continue to support the committee as they strive to enhance current provision. All three organisations have again applied for grants of similar amounts. The other 14 applications are for grants of £5k or less and have been allocated using officers delegated authority.
11. Since the previous 3 year service level agreements were implemented, a number of key developments have occurred in the play sector. These include:
 - The development and rewrite of the 2002 Taking Play Forward Policy
 - The introduction of documents including Every Child Matters, Time for Play, the Children and Young People's Plan and Local Area Agreement.
 - The investment by the Big Lottery Fund of £155 million for Play nationally, with £16 million allocated for the voluntary sector, through the 'Playful Ideas' fund
 - A reduction in local funding for play

The authority must allocate the reduced Better Play Grant funding and continue to strive for Best Value and the best outcomes for the play sector and children and young people and taking this into account the above factors.

12. In supporting the voluntary and community sector, it is the responsibility of the Play Team to assist in, and disseminate information on, new sources of funding working in collaboration with these groups. The 'Playful Ideas' is one such opportunity to positively support the sector in developing services and

projects. Organisations' future service Level Agreements may change should organisation be successful.

Options

13. In light of recent developments and the change in the play sector, the Play Team recommends the 3 organisations over the £5k threshold receive in the first instance a 1 year contract. This will enable the Play Team to monitor, evaluate and support organisations in line with these developments including applications to the 'Playful Ideas' fund. Following this process the Play Team will look to enter into a 3 year agreement from 2008 onwards where the council:
 - has confidence in the organisations ability to deliver good quality services to local people over a period of time,
 - has identified the need for the particular service to be provided by the organisation within a statutory or local council strategy throughout the agreement,
 - is a major partner in the provision of the service in terms of its financial investment.

Applications for Service Level Agreements

Bell Farm Adventure Playground

14. Bell Adventure is a unique outdoor adventure play setting in York providing for a large number of children and young people participating in a wide range of activities including open access free play, sports and arts. In 2006/07 they were allocated £32,000 to enable to carry on supporting and promoting their activities. They have requested £39,500 to continue this same level. The recommendation is to allocate £31,000 to sustain the service.

SNAPPY

15. SNAPPY have been working in the city for many years providing distinct play services which offer children and young people with special needs a variety of quality play and recreational opportunities. In 2006/07 they were allocated £40,000 to continue this work. In 2007/08 they have requested £45,000 and have been recommended £36,600 to sustain their service.

Playspace

16. Historically, Playspace have delivered a large number of quality play projects and initiatives in the City. Over the past 2 years, the organisation has expanded its role in the sector to support community and targeted schemes including the Yorok initiative and the Chill Out Zones. As a result, Playspace are looking to operate in a more community development ethos. This will mean withdrawing from delivering summer static playschemes, which, in the climate of reduced funding, are unsustainable. In 2006/07 they were allocated £40,000. In 2007/08 they requested £48,500 and have been recommended £36,600 to continue and develop their services to support the community sector inline with the Taking Play Forward policy.

Play Funding Opportunities

17. In addition to the 'Playful Ideas' funding available to the voluntary sector through the Big Lottery, the authority has also received an allocation of £328k, through the Children's Play Initiative. Play Officers have worked with the sector to identify projects that will be submitted in a portfolio along with the new *Taking Play Forward* policy to the September 2007 round. This is a positive time for play and will enable the sector to grow and develop with these new funding streams.

Analysis

18. Following the review of the play policy, it is appropriate to review and appraise all service level agreements and the length of time they are offered. With this in mind, the advantage of offering a year's contract, in the first instance, would be to continue to support organisations in the changing play climate whilst ensuring that they meet all necessary policy and monitoring requirements in line with Council service plans. The disadvantage would be that voluntary organisations are inhibiting longer term planning of that part of their service.

Corporate Objectives

19. All applicants to the Better Play Grant must demonstrate how they meet the 9 Better Play Objectives as outlined in the Taking Play Forward policy. As part of the Council's Local Area Agreement, there is a PI target linked to play and specifically, the number of organisations meeting the 9 objectives.

Implications

Financial

20. There are 17 applications totalling £176,480. There is only £129,000 available in the 2007/08 budget and so the recommended allocations are shown in the table below

Organisation	Amount Applied For £	Amount Allocated £
Bell Farm Adventure Playground	39,500.00	31,000.00
SNAPPY	45,000.00	36,600.00
York Playspace	48,500.00	36,600.00
14 other applications under £5k	43,480.00	24,800.00
Total	176,480.00	129,000.00

21. There are no human resources, equalities, legal, property, crime and disorder or IT implications.

Risk Management

22. All successful applications to the Better Play Grant are monitored against the Taking Play Forward policy by the Policy Development Worker. Formal

contracts are drawn up with each setting with regular visits, reports and monitoring, forms part of the agreement.

Recommendations

- 23. The Executive Member is asked to agree the award amounts for the three organisations as set out to be issued initially for one year.

Reason: To continue funding quality play provision across the city inline with the Taking Play Forward policy recommendations.

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Report Approved **Date** 28 February 2008
Patrick Scott, Director of Learning, Culture and Children's Services

Report Approved **Date** 28 February 2008

Specialist Implications Officer(s)

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

All

For further information please contact the author of the report

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Meeting of Executive Members and Children's Services Advisory Panel

14 March 2007

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

Revised Responsibilities and Membership of the Local Admissions Forum

Summary

1. This report considers the changes introduced by the Education and Inspections Act 2006 regarding the abolition of the School Organisation Committee (SOC) and the revised responsibilities and functions of the Local Authority and Local Admission Forum (LAF). Members are asked to determine new membership arrangements for the Local Admission Forum.

Background

2. The Education and Inspections Act abolishes the School Organisation Committee, which was the body that determined statutory proposals such as the opening, closing and amalgamation of schools. The Act states that decisions such as these are now to be taken by the Local Authority. In recent years, the SOC has played an important role in York in overseeing the Special Schools Review and the review of secondary education on the west side of the city.
3. On the 7th of May 2007, the SOC's decision-making powers transfer to the Local Authority. The LA is required to undertake a strategic role, with duties to promote choice, diversity, high standards and the fulfilment of every child's educational potential. LAs will need to respond to parental concerns about school standards and will have new powers to intervene where performance is poor. The LA becomes the "commissioner" of school places and can propose expansions to all categories of schools and take all decisions relating to school organisation. However, all proposals must be presented to the LAF for comment, with the Schools' Adjudicator making the final decision in case of disagreement. This duty was previously discharged by the SOC. If the SOC could not reach agreement on an issue, it was then referred to the Adjudicator to determine.

Analysis

4. The new Admissions Code of Practice, which has followed the Education and Inspections Act 2006, came into force on 27 February 2007 and describes new membership requirements, responsibilities and powers of the LAF. This report summarises the content of the Admissions Code with regard to the role of the Local Admissions Forum (LAF).
5. Section 85A of the School Standards and Framework Act 1998 requires all local authorities to establish an Admission Forum. Further regulations were published in 2002 and have been recently amended. Admission Forums provide a vehicle for admission authorities and other key interested parties to discuss the effectiveness of local admission arrangements, consider how to deal with difficult admission issues and advise admission authorities on ways in which their arrangements can be improved. Admission authorities of all maintained schools and Academies, when exercising their functions, must have regard to any advice offered by the Forum. Local authorities may establish a joint Forum with one or more other local authorities to consider and advise on admissions in more than one authority area.

The Role of the Local Admissions Forum

6. By law, Admission Forums have a key role in ensuring a fair admissions system that promotes social equity, does not disadvantage one child compared to another and which is straightforward and easy for parents to understand. Forums are responsible for monitoring compliance with the new Code of Practice and have important powers to publish a report on the effectiveness of local admission arrangements and to refer an objection to the Schools Adjudicator where they consider admission arrangements to be unfair or not in accordance with the Code. Further detail is provided in Annex 1.
7. The Local Authority must have regard to any advice published by the LAF. The reports will be drawn upon by the Schools Commissioner in drawing up his two-yearly national review of fair access.
8. It is the Local Authority's responsibility to establish the LAF. The Membership of the Local Admissions Forum is given by statutory regulations, and the core membership of the Forum is shown in the table below. The numbers in brackets are the membership numbers for the York LAF, proposed by officers, in order to reflect the composition of schools across the City.

MEMBERS NOMINATED BY

NUMBER

(proposed numbers for York in brackets)

Local Authority – any representative of the Authority 1 – 5 (3)

(Elected Members)

Schools – community and voluntary controlled*	1 – 3 (3)
Schools – foundation*	1 – 3 (0)
Schools – voluntary aided*	1 – 3 (1)
Church of England Diocesan Board representatives	1 – 3 (1)
Roman Catholic Diocese representatives	1 – 3 (1)
Parent Governor representatives	1 – 3 (2)
Representatives of the local community	0 – 3 (to be agreed by the Forum)
Academies	1 per Academy (0)
City Technology Colleges	1 per College (0)

9. The 2007 regulations require that all maintained schools, except special schools, in the local authority area, nominate a member, if not otherwise represented in the core membership set out above. These are known as ‘school members’.
10. The core membership of each Forum may ask the local authority to appoint anyone it considers to represent significant interests in the local community.
11. Admission Forums should include representatives of neighbouring local authorities where, for example, there are significant cross-border issues or they have a contribution to make. These representatives would be in addition to those of the home local authority.
12. Each representative of a school should be a head teacher, or a governor (other than one appointed to the school by the local authority who is also a member of the authority).
13. Local authorities should appoint representatives from faith groups not already represented, and minority ethnic groups. The York Forum may wish to seek representation from the York Race Equalities Network.
14. If the Forum considers that it would be useful to appoint additional members to represent the interests of any section of the local community, the local authority should appoint such members. For example, where the Forum is considering issues relating to the admission of looked after children, it should ask the local authority to appoint local authority officers with expertise in children’s social care.
15. Where there is a particular issue that needs investigation and more detailed consideration, local authorities should create a working group (which does

not need to consist of Forum members) to carry out this work and report-back to the Forum.

Tenure

16. Core members and school members of the Forum are appointed for a period not exceeding 4 years, after which they are eligible for reappointment. Other members of the Forum are appointed on the terms determined by the core members, including whether or not they are to be eligible for reappointment at the end of their term. Membership of the Forum should be reviewed in September each year. If a school, Academy or CTC member ceases to be a head teacher or school governor, they cannot continue on the Forum in that capacity.
17. The local authority may also establish sub-committees to help the Forum in the performance of its functions. Sub-committees might be appropriate for considering primary and secondary issues separately, or, if the relevant area is large and has areas with distinct admissions patterns, separate sub-committees might consider issues in each area, before bringing them back to the main Forum for discussion.

Procedure for meetings and appointment of officers

18. Regulations require Forums to meet at least twice a year, but the core members themselves regulate the procedure for the meetings. All members of the Forum must be given at least 7 working days notice of the time and date of the meeting and to be given any documents relevant to that meeting 7 days in advance. While all schools in an area will be members of their Forum, it will not be necessary for them to actively take part in all the work of the Forum and attend all its meetings.
19. The Forum must appoint a Chair and Vice Chair, who may or may not be members of the Forum, and a Secretary to convene its meetings.

Promulgating advice and making objections

20. Admission Forums should seek to achieve a consensus among the whole membership rather than secure a majority opinion and should only promulgate advice that represents the agreed views of the Forum as a whole. However, where the Forum votes on a proposal to make an objection to the Schools Adjudicator, in order for the objection to be made, the proposal must first be approved by a simple majority of all members (not just Core members) voting.
21. The local authority must, as a minimum, publish the Forum's advice on the school admissions section of their website and send copies to all admission authorities in the area. The advice must also be included in the Guide for Parents, as published by the local authority.

Consultation

22. The introduction of the new Admissions Code of Practice follows a period of national consultation undertaken by DfES.

Options

23. Members have the option to vary the membership numbers of constituent groups of the core membership of the LAF.

Corporate Priorities

24. The work of the LAF will indirectly support two of the corporate priorities: increase people's skills and knowledge to improve future employment prospects, and improve the life chances of the most disadvantaged and disaffected children, young people and families in the city.

Implications

25. There are no specific HR, Equalities, Legal, Crime & Disorder, IT, property or other corporate implications arising from the report.

Risk Management

26. Non-compliance will leave the LA open to legal challenge and probable detrimental impact on APA/JAR assessments.

Recommendations

27. The Executive Member is recommended to note the abolition of the Schools Organisation Committee and the new duties of the Local Authority and the Local Admissions Forum.
28. The Executive Member is recommended to approve the proposed membership of the LAF set out in the table at paragraph 8 above.

REASON: to establish the Local Admission Forum

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Report Approved **Date** 27 February 2007

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Report Approved **Date** 27 February 2007

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

Annex 1: Role and Duties of the Local Admissions Forum

Annex 1

Role and Duties of the Local Admission Forum

Specifically, the Code of Practice states that:

Admission Forums **must**:

consider how well existing and proposed admission arrangements serve the interests of children and parents within the area of the authority;

promote agreement on admission issues;

consider the comprehensiveness and accessibility of the admissions literature and information produced for parents by each admission authority within the area of the forum;

consider the effectiveness of the authority's proposed co-ordinated admission arrangements;

consider the means by which admissions processes might be improved and how actual admissions relate to the admission numbers published;

monitor the admission of children who arrive in the authority's area outside a normal admission round with a view to promoting arrangements for the fair distribution of such children among local schools, taking account of any preference expressed in accordance with arrangements made under section 86(1) of the School Standards and Framework Act 1998 and in accordance with the Code of Practice;

promote the arrangements for children with special educational needs, children in care and children who have been excluded from school;

consider any other admissions issues that arise.

Ensuring fair access

In discharging these responsibilities, Admission Forums should:

refer an objection to the Schools Adjudicator where either it identifies policy, practice or oversubscription criteria of a school that may be unfair, unlawful or that contravene the mandatory provisions of the Code, or where their advice has been disregarded by admission authorities;

review the comprehensiveness, effectiveness and accessibility of advice and guidance for parents by the local authority, both through the published Guide for Parents and the delivery of Choice; and

agree, promote and monitor local authority In-Year Fair Access Protocols for potentially vulnerable children including those previously excluded from school, children in care, children with special educational need and/or disabilities, children who are hard to place, and those who arrive in the area outside the normal admissions round.

Reports on effectiveness of local admission arrangements

Admission Forums have an important power, under section 85A(1A) of the School Standards and Framework Act 1998 (as inserted by section 41 of the Education and Inspections Act 2006), to publish an annual report. Regulations set out the matters that reports will cover which include:

- a) a breakdown of preferences met by ranking (1st, 2nd, 3rd preference etc), and the main factors affecting whether preferences were met;
- b) the number of admission appeals made for schools in the area;
- c) the ethnic and social mix of pupils attending schools in the area, and factors which affect this;
- d) the extent to which existing and proposed admission arrangements serve the interests of vulnerable children;
- e) how well In-Year Fair Access Protocols are working and the number of children admitted to each school under the protocol;
- f) whether primary schools are complying with infant class size legislation;
- g) details of other matters that affect how fairly admission arrangements serve the interests of local children and parents;

any recommendation or recommendations that the forum wishes to make in order to improve parental choice and access to education in the local authority's area.



**Meeting of Executive Members and
Children's Services Advisory Panel****14 March 2007**

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

Progress Report on Major Capital Schemes in York Secondary Schools**Summary**

- 1 The report informs Members of recent progress with four major secondary school capital schemes in York (Huntington, York High, Manor and Joseph Rowntree Schools). The report also details a proposal from Fulford School to enter into a prudential borrowing arrangement with the LA in order to finance a scheme that will significantly improve teaching facilities.

Background

- 2 Members will be familiar with the regular capital monitoring reports that are brought to EMAP. This additional report is prompted by the significant size of the current programme and the intensive work being undertaken to deliver various major schemes. The report describes the progress on each of the schemes, the estimated timescales to completion and the latest financial profiling. The report also includes a proposal for a capital scheme at Fulford School for which the school is seeking to borrow funds from the Local Authority.

Consultation

3. All of the major schemes have been, or will be, subject to extensive consultation as proposals are developed.

Analysis

4. Progress updates on each of the four schemes are contained in the following paragraphs.

Huntington School

5. The new £5.5 million Community Arts and classroom blocks are nearing completion and will open to pupils on 16 April 2007. This will enhance facilities for both the school and the local community and gives the entrance to the school an attractive new focus.

York High School

6. Work is progressing well to establish the York High School. The scheme is a complex and ambitious project that includes the merger of Lowfield and Oaklands schools in September 2007. An interim Governing Body was established in 2006 which managed the recruitment of the Senior Leadership Team. The recruitment of teaching and support staff is now substantially complete.
7. In the first year of the new school's life it is planned to provide accommodation for all students and staff on the existing Lowfield site, whilst work is undertaken on the Oaklands site to undertake refurbishment and new building work. This approach seeks to minimise disruption to the education of children in the school and will avoid the difficulties of staff and students having to travel extensively between the two sites. This approach will assist effective health and safety management of building works on the Oaklands site. The whole school will then move back to the Oaklands site when the work is completed, which is expected to be in January 2009.
8. The capital scheme will also incorporate a new public swimming pool facility on the Oaklands site.
9. Constructors and a design team were appointed last year. Work on the detailed design of the school and pool facility is progressing and the necessary planning applications are being prepared. If permission is granted, construction work is planned to start on the Oaklands site in July 2007.
10. The capital expenditure profile for this scheme needs to be revised given both the integration of the Swimming Pool into the scheme and the additional time that has been needed to secure an agreed design for the school building within the available budget. The current and revised expenditure profiles are set out in the table below:

York High School Expenditure Profile	2006/07 £m	2007/08 £m	2008/09 £m	2009/10 £m	Total £m
Current approved scheme profile	0.500	5.400	6.050	0.250	12.200
Revised scheme profile	0.150	5.750	6.050	0.250	12.200
Pool Scheme profile (in Leisure Programme)	-	1.000	4.000	0.400	5.400

Joseph Rowntree One School Pathfinder

11. The Joseph Rowntree One School Pathfinder (OSP) was announced in June 2006. One school pathfinders are significant projects, funded by "Building Schools for the Future" capital. The DfES budget for this scheme is £25.5m.

OSP funding gives selected local authorities the chance to test how they will approach educational transformation in their area.

12. Since last summer, the school has made good progress in developing the project, supported by the authority and the Joseph Rowntree Trust. The Trust has provided valuable and enthusiastic support and has also sponsored a local architect to provide expert advice and guidance in the early stages of this project. The directorate is providing dedicated project management for the scheme. Various well-attended consultation events have been held with the local community, students, staff, governors and parents in order to develop a vision for the new school. The DfES approved the Council's initial submission in January 2007 and work is now underway to complete a Business Case. This document will need to be approved by the DfES and Partnership for Schools before the project can progress to the next stage of procurement. PfS is a Non-Departmental Public Body (NDPB), wholly owned by the DfES but jointly funded with Partnership UK.
13. The project will be procured via a national framework for the design and construction of Academies and One School Pathfinders that has been established by PfS.
14. The process will include a competition element which will result in the appointment of one of six construction companies that have already been shortlisted nationally by PfS. On 22nd February, a familiarisation day was held at Joseph Rowntree School where all six of the framework companies had the opportunity to visit the school and to meet key members of the Project team. The overall programme is to have the outline business case (OBC) approved by mid May 2007 so that a design and build partner can be selected by October 2007 at which time a full planning application will also be submitted.
15. The scheme will need to be added to the Children's Services Capital Programme once the DfES approves the OBC.

The allocations from DfES will probably be as shown in the table below, but the spending profile has yet to be determined.

Joseph Rowntree OSP	2006/07 £m	2007/08 £m	2008/09 £m	2009/10 £m	Total £m
Estimated funding profile	0	35%	50%	15%	25.5

Manor School

16. Members will be aware that the Diocese was successful in a targeted capital fund (TCF) bid to replace the existing Manor School with a new and enlarged school. Grant funding of £13.5m was announced by the DfES in 2006 with the LA contributing £3.5m to the scheme from capital receipts arising from the eventual disposal of the existing Lowfield School and/or Manor Sites. The success of this bid and the TCF grant awarded to York High School made it possible for the Authority to implement the proposals agreed by members following the review of secondary education on the west side of the city.

17. The school and the Diocese, with support from the local authority, have now developed design proposals for the new school building. A detailed planning application has been submitted and is due to be considered on 5 March 2007. If planning permission is approved, and that decision is supported by the Secretary of State, the project will move forward with a constructor appointed and building work commencing later this year.

Fulford School – proposed capital scheme

18. Fulford School has recently approached the LA requesting to borrow funds from the LA in order to secure the finance necessary for a proposed building project that will provide new science laboratories suitable for KS3, KS4, and sixth form teaching. The scheme will also allow the school to develop modern and appropriate facilities and to remove a double mobile classroom.
19. The total cost of the scheme is estimated at £1.266m. The table below details the funding proposal that has been agreed by the Governing Body.

	£'000's
Proposed Capital Scheme cost	1,266
Funded by: Devolved Capital – 2006/07, 07/08, 08/09	454
School Capital	205
Borrowing from LA	607
Total:	1,266

20. The proposal assumes a loan for £607k, with the repayment of principal and interest over 4 years (year 1 being 2009/2010) and assumes that the principal is met from future years' Devolved Capital, with the interest being met from the school's revenue budget, as required by accounting regulations. The annual interest costs reduce from £28,286 in year 1 to £7,072 in year 4.
21. In the event that Devolved Capital is withdrawn beyond 2007/2008, the school will be required to repay the loan over a longer term, as allowed by the regulations, with combined principal and interest repayments of £65,451 per annum for 17 years. This cost would have to be met from the school's revenue budget. This position would only be triggered in the unlikely event that the DfES withdraws Devolved Capital Funding.
22. The figures are based on the Council's current consolidated interest rate of 4.66% but the rate would be fixed at the time the loan is drawn down in 2008/2009 at the prevailing rate, which will determine the interest payments due.
23. The headteacher has confirmed that he and the chair of Governors have considered the figures carefully and are aware that the borrowing proposal will commit devolved capital for this year (2006/2007) and for the next 6 years, together with the interest payments set out above.

24. This project would provide four new classrooms and two laboratories in permanent accommodation by September 2008 and remove some elderly temporary classroom units from the site. It would add to the coherence of the faculty arrangements in the school, relieve some of the pressure on space and enhance the learning experience for pupils by providing an up to date environment.

The Local Authority is able to make use of Prudential Borrowing powers to fund the capital cost of the work via a loan to the school, which will then be repaid from the schools budget.

Corporate Priorities

25. The schemes described support two of the corporate priorities: increase people's skills and knowledge to improve future employment prospects, and improve the life chances of the most disadvantaged and disaffected children, young people and families in the city.

Financial Implications

26. The amendment described above (para 10) and its effect on the overall Children's Services Capital Programme is summarised in the table below.

Summary of Amendments to the 2006/10 Capital Programme

Gross Children's Services Capital Programme	2006/07	2007/08	2008/09	2009/10	Total
	£m	£m	£m	£m	£m
Current Approved Capital Programme	12.879	16.485	9.550	0.250	39.164
<u>Adjustments: -</u>					
York High School Reprofiling	(0.350)	0.350			-
Revised Capital Programme 2006/10	12.529	16.835	9.550	0.250	39.164

- **Human Resources (HR)**

none

- **Equalities**

none

- **Legal**

none

- **Crime and Disorder**

none

- **Information Technology (IT)**

none

- **Property**

Property implications for each scheme are dealt with within the main body of the report.

- **Other**

none

Risk Management

27. The risks associated with major capital schemes relate to:
 - a. actual costs exceeding budget
 - b. funding not being spent within the allocated timescale and therefore being withdrawn
28. Costs associated with the proposals are currently estimates. In order to minimise the risk of overspending on budget:
 - a. all individual projects are costed in detail before being put out to tender and any adjustments brought for approval in the quarterly monitoring reports
 - b. once designs are agreed and work starts, variations are kept to an absolute minimum
 - c. risk funds are built in to all budgets
29. Careful monitoring of spending and movement of funding streams between projects ensures that spending is within time constraints.
30. For all capital projects that are approved, a risk management approach is adopted. Large and complex projects will require a risk register that will be considered and monitored by the project board.
31. The Fulford scheme includes a risk that the DfES will withdraw devolved capital funding. The Governing Body has considered the risks and has agreed to an alternative repayment model should this occur.

Recommendations

32. The Executive Member is recommended to:
 - note the updates to the major schemes within the Children's Services Capital Programme
 - approve the amendment to the capital programme reported above and summarised in paragraph 25 above

- recommend to the Executive for approval the request from Fulford School to use prudential borrowing of £607k to fund part of the cost of the building project, and to include this in the capital programme
- recommend to the Executive for approval the revised capital programme summarised above

REASON: in order to allow the effective monitoring of the capital programme.

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Report Approved **Date** 27 February 2007

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All

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Background Papers:

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Meeting of Executive Members and Children's
Services Advisory Panel

14 March 2007

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

Inclusion Strategy 2007 – 2010

Summary

1. This report seeks Member approval for the Inclusion Strategy 2007-2010.

Background

2. The Inclusion Strategy is one of the seven plans that focus on vulnerable children and young people within the Planning Bookcase of the Children and Young People's Plan.
3. The key objectives set out in the previous strategy document have been achieved. These include the reorganisation of special school provision, delegation of funding for SEN provision in mainstream schools, revision of funding formulas, implementation of extensive training programmes, development and implementation of monitoring and evaluation procedures for SEN and development of a self review framework for inclusion as part of the quality assurance programme.
4. The new strategy has been developed through the Inclusion Strategy Group, which acts as a consultative and advisory body assisting the Local Authority in the development and implementation of policy. This group includes representatives from a comprehensive range of agencies and interest groups in this area of development. The group's remit covers a number of significant issues within the Local Authority's inclusion agenda:
 - Reviewing and producing an agreed Inclusion Strategy.
 - Overseeing the implementation of the Disability Discrimination Act in schools and early years settings.
 - Providing advice and input on the Local Authority's continuing professional development programme to support increased mainstream inclusion.
 - Development of the Local Authority's Special Educational Needs provision in terms of the inter relationship of mainstream, enhanced and special educational settings.

- Oversight of the Local Authority's monitoring and quality assurance capability with particular reference to the increased delegation of centrally held SEN resources.
 - The effective involvement of pupils and their parents in the ongoing development of the Local Authority's inclusion strategy.
5. The new strategy document has been developed in the light of both national and Local Authority priorities. It seeks to take account of the national picture and indicates how the City of York Council is responding through its own planning systems. The key national initiatives, which have informed development, are:
- Removing Barriers to Achievement: the Government's Strategy for SEN (2004)
 - Every Child Matters, Change for Children (2004)
 - National Strategies (2004-2007)
 - Education and Skills Committee Report on Special Educational Needs (2006)
 - The National Service Framework for Children and Young People (2004)
 - OFSTED report of the effectiveness of SEN provision (2006)
6. At a local level the Inclusion Strategy has been developed in the light of priorities in the Local Area Agreement and the Children and Young People's Plan. Of particular overarching importance is the priority in the Corporate Strategy (2006-2009) to improve the life chances of the most disadvantaged and disaffected children, young people and families in the City.

Consultation

7. The development of the Inclusion Strategy has been informed by consultation with a number of the key multi-agency planning groups including the Children and Young People's Management Group, the Joint Consultative Group and the Inclusion Strategy Group. Parents and young people have been consulted through the Pupil and Parent's Sub-Group. One outcome of this is that the first section of the document has been written with a view to easy accessibility.

Options

8. The Executive Member may wish to comment on the contents of this strategy.

Analysis

9. Not applicable.

Corporate Priorities

10. The strategy is aligned with the following priorities within the Corporate Strategy and the Children and Young People's Plan:
 - Improve the life chances of the most disadvantaged and disaffected children, young people and families in the city.
 - Increase people's skills and knowledge to improve future employment prospects.
 - Improve the way the Council and its partners work together to deliver better services for the people who live in York.
 - Improve our focus on the needs of customers and residents in designing and providing services.

Implications

11. **Financial:** There are no direct financial implications arising from the publication of the strategy.

Human Resources (HR): There are no direct HR implications arising from the strategy.

Equalities: This Inclusion Strategy should be viewed as an integral part of the corporate Equalities Strategy and will deliver strategies that comply with the Disability Discrimination Act.

Legal: There are no legal implications.

Crime and Disorder: There are no implications for crime and disorder.

Information Technology (IT): There are no implications for IT.

Property: There are no implications for property.

Other: There are no other implications.

Risk Management

12. There are no known risks arising directly from the strategy document.

Recommendations

13. The Executive Member is recommended to consider the proposals and to approve the Strategy document.

Reason: Requirement to set up Local Authority response to national guidance and legislation.

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Report Approved

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Specialist Implications Officer(s) N/A

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

All

For further information please contact the author of the report

Annexes

1 City of York Council Inclusion Strategy 2007 – 2010



Inclusion Strategy 2007 - 2010

February 2007

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City of York Council Inclusion Strategy 2007 – 2010

Vision

'The ultimate goal for everybody engaged in providing services for Children and Young people is that their work should contribute towards high levels of personal achievement for all children and young people, both as individuals and as citizens contributing towards the greater good.' (City of York Children and Young People's Plan 2007 – 10)

1. This is our vision; it is what we want to happen. It will be delivered through the annual plans our services publish. We will set timetables so that everyone can see what we are doing and why we are doing it. We will report on the progress we are making 3 times each year.
2. In order to do what we say we want to do we have identified 9 key principles about how we should work in the future. If we can turn these 9 principles into actions that lead to real, measurable and sustained improvements to the lives of children and young people, then this inclusion strategy will be a success. The 9 key principles are these:
 - The development of effective systems to support early intervention where a diagnosis is made or problems occur in the lives of children and young people
 - The redirection of resources towards prevention so that there is no longer a need to invest so heavily in crisis management
 - The provision of services in communities in order to make them more accessible, and the key contribution that schools are able to make towards this
 - Improved co-ordination between different agencies working with children and young people and the establishment of common assessment systems
 - Effective support for parents through early years provision, family learning and parenting education programmes
 - School improvement work focused on narrowing the differences in performance between schools serving similar areas, and developing effective strategies for the lowest achieving children
 - The introduction of a school curriculum that is responsive to changes in the local economy, including the growth of Science City York
 - Greater involvement of children and young people themselves in shaping the services that are provided for them
 - A workforce strategy that can equip people to deliver high quality and responsive services

3. We will know that the strategy is working when we can see some important changes. We want to see fewer children and young people develop unnecessary problems and if they have diagnosed needs we think that they should get the right help straight away. We want to see happier and healthier children and we want parents and carers to be able to deal with all of the pressures they face in bringing up a family. Probably the best way of telling us that the strategy is working is if school attendance gets better across the city, because not going to school is a good way of telling us that things are not right and need to be fixed.

What does an inclusion strategy cover?

4. This inclusion strategy describes what we are going to do for children and young people who might need additional help or support to reach the high levels of personal achievement that we included in our vision statement. This strategy covers everyone aged from 0 to 19 in the following groups: those with learning difficulties and/or disabilities, including those with hidden impairments, those in black and minority ethnic groups, those who are already beginning to fail to achieve their potential and those who are at risk of failing to reach their potential. Children and young people might not always need support from the strategy, because needs can change. Our aim is that the strategy makes sure that support is there whenever it is needed.
5. This is our second inclusion strategy. We published our first one in 2003 and we said then that there were six ideas that we thought were really important. They were that:
 - we should provide whatever is in the best interests of each and every child;
 - we should identify barriers to learning and find ways to minimise those barriers and maximise the resources available to support learning;
 - the school builds its capacity to accept all pupils from the local community;
 - effective schools are inclusive schools;
 - schools with inclusive cultures usually have leaders who are committed to inclusive values; and
 - schools will have good links with their parents and communities.
6. We believe that these six ideas are still the right ones to have. We know that we have begun to make a difference because of these ideas. There are many pieces of evidence that make us think this but here are two examples. The first example is that more pupils with learning difficulties and/or disabilities are in mainstream schools now than ever before and they are achieving better than they ever did before we put the strategy in place. The second example is that we survey the views of parents,

pupils and schools leaders about schools and those surveys tell us that most people think that we are doing the right things and that they can see that services are getting better and that people are achieving more. What this means is that we still think those six ideas are the right ones to have.

What are the things we are going to do?

7. The government has described the way that they think our services should work to support children and young people. They have called their policy Every Child Matters. Every Child Matters means just that – every child should get the help, support, teaching and guidance they need to ensure that they are healthy, safe, happy, able to achieve to the best of their abilities and with a secure future once they leave school or college. This means that the health of a child is just as important as their safety or as their academic achievements, and so on.
8. Everybody is working hard to make sure that we can all say that every child really does matter in York. What we know, though, is that sometimes changing the way we work can take some time to do it properly and that you need more money to do some things well. Schools are beginning to get some extra money to make the sort of differences that we described earlier on. We have always said that the people who work with us are the best resource that we have got. As well as getting money to spend to improve things, we need to make sure that all of the adults who work with children and young people know the most effective ways of working and know how to make sure that we get even better outcomes.
9. What follows now is a list of the things we are going to do over the next three years to make sure that the money is spent well and that the people are given what they need to make a difference for our children and young people. In order to make sure that adults understand what we are going to do, the rest of this strategy, after the list, is written mainly for them and that might include using some words that they understand best because of the jobs that they do. However, the list is the important part of the strategy because it says what is going to be done and how we will know if it making a difference.

The list

- Finding out more about the children and young people in the city and what they need – this is about using more effectively the information we already know about children and young people
- Getting the right sorts of places for children and young people to live, learn and play in – this is about knowing that different people need different sorts of provision and that the provision is of a high quality

- Making sure that if someone isn't in school then they are still getting good services – because every child matters and we have to do more for those who might be missing out
 - Respecting children and young people as individuals so that they get a more personal education – this is about making sure that we do our best to recognise everyone's needs and talents
 - Sharing information better so that people get what they need when they need it – this means different services working together in better ways
 - Making sure that all of the adults who work with children and young people have got the best training and expertise possible – we have already said that the best resource we have is our staff but they need help to make sure that all children and young people do better than they were able to do before
 - Making sure that everything we do puts children and young people at the centre of our plans – sometimes we have made it difficult for children and young people to get the services they want because our ways of working might have not always made it easy to access services
 - Getting things right when children and young people move on – we know that every time a child or young person changes school or placement they are at more risk of something going wrong
10. Children and young people will know if we are doing the things on the list. The ways they will know best will be when they ask questions like *'Do we get better services?', 'Are we happier?', 'Did anyone ask us what we wanted?'* and the answers are generally positive. As we wrote, above, if we do the right things, we think school attendance will get better.

Inclusion action planning

11. In order to be effective, the actions contained in this Inclusion Strategy need to be based on a rigorous analysis of strengths, weaknesses and needs. This is a process we followed previously, with good outcomes. It can best be exemplified by the opening of Hob Moor Oaks and Applefields Schools and by the opening of the Autistic Spectrum Condition unit at Fulford. Our previous analysis showed that children with learning difficulties and disabilities could achieve their potential in mainstream schools, that new types of special schools and support were needed to meet the needs of some children with complex learning difficulties and disabilities and that we needed to set up specialist provision for children who were entering the school system.
12. We are continuing with this approach. This included undertaking a comprehensive review of enhanced resource provision within the city. We can now undertake a regular analysis of pupil performance data, which provides information about the effectiveness of provision and the best use of resources. The programmed visits of monitoring and evaluation of school based provision are also part of our strategy.

13. An effective strategy also requires an agreed delivery mechanism. Since the first Inclusion Strategy was published we have established a children's trust in the city, led by the children's trust board – better known as the **voK!** Board. This body consists of partners from all agencies and sectors working with children and young people and includes school representatives. This body is now the lead body for the statutory Children and Young People's Plan and for the Children's Block of the Local Area Agreement. It is the lead strategic body for services to children and young people in the city, with the following purpose:
 - provide leadership and be the catalyst for new ways of working
 - provide a focus for improved results for all children...over a sustained period of time
 - bring together resources and information across agencies that may impact on outcomes for children and young people; and
 - oversee the implementation of strategy.
14. Formal responsibility for council policy still rests with the Executive Member for Children's Services. Decisions are taken after consultation with an advisory panel. Member decision making is now enhanced by the advice and guidance made available by the **voK!** Board. The Board is also able to draw on extensive research and data held by partners and this has enhanced the capacity of the local authority to plan and organize for inclusion.
15. Parents are not directly represented on the **voK!** Board. The Board, however, is acting in the interests of parents in the city. The Board oversees an involvement strategy and the work of a Parents and Pupils sub-group. The Board has received three relevant and related reports which demonstrate that the interests of parents are paramount. The reports consist of a research report on the needs of families of disabled children and young people, a scoping paper describing the work plan for integrating services for disabled children and a thematic report on support for parents. These reports represent the analysis of needs undertaken and subsequent action planning. Our aim for parents is that specialist provision:
 - is responsive and sympathetic to their concerns by involving them in planning;
 - uses the knowledge that parents have of their children's needs;
 - is based on a secure audit of local needs and is planned across agencies to meet future demands;
 - offers integrated services across agencies that meet their child's needs;
 - provides clear accountability for how funds are being used and for professionals' responsibilities; and

- ensures that their children are taught by professionals with the appropriate level of knowledge, skills and expertise.
16. There is national evidence that where there are strong links between schools and children's trusts, 'a number of positive impacts were reported: on children's wellbeing, information sharing protocols, identification of children at risk or in difficulty, and sometimes direct impact case management, levels of temporary and permanent exclusion and overall attendance.' [University of East Anglia report on children's trusts]. The inclusion of schools and colleges on the trust board will help us to bring about improvements in the city.
17. In particular, we are keen to see the narrowing of the gap between the attainment levels of children in affluent areas and those in deprived areas in the city. This is a priority in the Children and Young People's Plan and the Local Area Agreement. Our current performance in this area is set out in Chart 1, below.

Chart 1 Key Stage 2 Deprivation Analysis

Individual Year Group Analysis (2004-2006)															
IDACI	2006					2005					2004				
	Pupils		Level 4+			Pupils		Level 4+			Pupils		Level 4+		
Percentile	Num	%	English	Maths	Science	Num	%	English	Maths	Science	Num	%	English	Maths	Science
90-100	286	15%	89%	88%	92%	259	14%	92%	88%	97%	262	15%	91%	90%	93%
80-90	323	17%	86%	84%	91%	347	18%	87%	86%	93%	313	18%	89%	86%	93%
70-80	175	9%	88%	82%	93%	186	10%	88%	85%	91%	196	11%	87%	89%	93%
60-70	208	11%	89%	84%	88%	212	11%	85%	81%	88%	175	10%	84%	81%	90%
50-60	175	9%	83%	78%	86%	182	10%	80%	76%	89%	176	10%	85%	81%	91%
40-50	93	5%	76%	73%	81%	106	6%	76%	66%	88%	92	5%	84%	85%	87%
30-40	225	12%	72%	68%	81%	207	11%	80%	76%	87%	206	12%	67%	67%	76%
30-100	1485	79%	84%	81%	88%	1499	80%	85%	82%	91%	1420	80%	85%	83%	90%
20-30	166	9%	67%	66%	78%	153	8%	69%	68%	78%	149	8%	73%	69%	85%
10-20	85	5%	65%	59%	69%	105	6%	65%	52%	70%	91	5%	57%	52%	63%
0-10	138	7%	69%	64%	75%	127	7%	64%	63%	79%	124	7%	58%	59%	79%
0-30	389	21%	67%	64%	75%	385	20%	66%	62%	76%	364	20%	64%	61%	77%
Diff (0-30/30+)			-17%	-17%	-13%			-19%	-20%	-15%			-20%	-22%	-12%
Total	1874					1884					1784				

18. There are 6 priority areas which require further local strategic planning and each of these are dealt with in this strategy. These are:
- build capacity in the children's workforce to identify and meet children's needs
 - promote a flexible continuum of local provision
 - improve accountability for the outcomes children achieve
 - strengthen partnerships with parents and children, and

- improve provision for children with Behavioural, Emotional and Social Difficulties and children with Autism
 - securing better planning, commissioning and coordination of services around the needs of children with learning difficulties and disabilities and their families
19. These priority areas are developed in more detail in separate strategic plans, which set out the timescales and resources for improvements.

Inclusion and ethnicity

20. Government data suggests that the black and minority ethnic (BME) population in York is growing at a faster rate than it is in most other parts of the UK, although from a very low base line figure. The BME communities made up 4% of the school population only a few years ago but now stands at 6%. BME pupils were previously clustered in a few schools but now attend all schools in the city. Monitoring attainment data for very small cohorts at each key stage was previously an inexact process, subject to considerable fluctuations. We now have better data, for larger populations. BME children and young people in the city make excellent progress in our schools and settings in most cases. This Inclusion Strategy sets out the priorities for the council in raising the attainment of those sections of the BME communities that are currently underachieving, such as newly arrived migrants with little or no previous English.
21. The priorities are based on evidence. Ofsted findings show three key features of successful schools with BME pupils, particularly where raising attainment levels was a priority. The most important finding was that the ethos of each of the successful schools was firmly based on the expectation that all pupils would strive to achieve their best in both the formal curriculum and other school activities. The mission statements of the voluntary-aided schools suggested also that a community of faith is capable of providing a strong foundation for achievement. This was evidenced in faith schools in York, for instance, in the 2006 review of school behaviour policies. Work to raise the attainment levels of BME pupils is a whole school issue and not an issue for specialist services alone. Indeed, without the active engagement of school and subject leaders in devising suitable programmes, statements about expectations of achievement would be hollow. The Ethnic Minority Support Service in York will integrate its work much more closely with the School Improvement Service and national strategies.
22. Secondly, the headteachers, supported by staff and governors, had formulated policies which interpreted the schools' values in practical ways. To ensure consistency of approach, materials such as the school development plan and staff handbooks were key working documents. They gave practical guidance to teachers and made clear what pupils were expected to do in all aspects of their school lives. Schools had a consistent and positive tone and this had a direct impact on individual

pupils' attitudes in that it helped them to see the purpose of learning and to accept the disciplines which learning entails. This resulted in self-confident and participating pupils who demonstrated improvements in attendance, behaviour and learning. Our evidence in York is that successful school improvement has shared this basic approach. A target in York is to increase the number of schools deemed to be outstanding, to build upon current successes and to build a foundation from which to share best practice.

23. The third key feature was the monitoring of pupils' progress, including by ethnicity. The data enabled senior staff to have the confidence to challenge assumptions about and attitudes to pupils' performance. Where staff focused on meeting individual needs but did not explore patterns within and between groups, they failed to notice anomalies in participation and achievement. Analysis of patterns of participation and achievement benefited all pupils. Our analysis in York is now particularly sophisticated and allows us to target resources effectively. Previously, data was held only by the Ethnic Minority Support Service and not by services supporting school improvement. This has been addressed. Chart 2, below, shows the current attainment levels of BME groups compared to the city average.

Chart 2: City of York LEA Attainment Performance for Children with English as not their first language

Subject	% Level 4+			% Level 5+			% Level 2 and below		
	2002/3	2003/4	2004/5	2002/3	2003/4	2004/5	2002/3	2003/4	2004/5
English	72.0%	74.4%	71.4%	32.0%	30.8%	25.7%	0.0%	10.3%	5.7%
Mathematics	88.0%	82.1%	80.0%	24.0%	30.8%	34.3%	4.0%	5.1%	2.9%
Science	84.0%	84.6%	88.6%	36.0%	38.5%	57.1%	0.0%	5.1%	0.0%

25 39 35
 eligible eligible eligible
 pupils pupils pupils

24. The local authority, schools and services must also respond to the evidence, from our pupil surveys, that racism is a serious issue which undermines pupils, discipline and standards. Racism is a form of discrimination based on the belief that one race is superior to another, which may be expressed individually and consciously, through explicit thoughts, feelings, or acts, or socially and unconsciously, through institutions that promote inequality between races. Our pupils have reported concerns about physical assault because of ethnicity or nationality and the use of derogatory names, insults and racist jokes. They report concerns each year in the annual survey. Schools complete returns to the local authority to record their actions taken to tackle racist incidents. The number of incidents recorded is low enough to suggest that schools are not dealing with all such incidents as racist and are therefore not always responding to the concerns of pupils. Services and schools must also be alert to racist graffiti, provocative behaviour such

as wearing racist badges or insignia, racist material in schools and ridicule of an individual for cultural difference such as food, music, religion or dress.

25. As a result of the Race Relations (Amendment) Act (RR(A)A) there are now specific duties that all educational establishments must comply with. These are to:
- prepare a written policy on race equality
 - assess the impact of its policies on different racial groups of pupils, staff and parents; with the emphasis on the attainment of different racial groups of pupils
 - make information available about their policies to promote race equality
 - take steps to publish annually the results of monitoring
 - take account of the RR(A)A general duties for public bodies
 - comply with local authority policies and, if appropriate, supply data
26. Under the terms of the Education Act 2005, schools are already asked to determine whether or not the school is complying with the general and specific duties of the RR(A)A. Our schools have been supported in meeting the duties through governor training, training for headteachers and the development of model policies to be adapted for each school. Alongside these duties, schools should also show that they are able to provide equality of opportunity for all pupils to ensure that they are meeting the requirements of the new agenda for children, namely in terms of providing a learning environment where all children have equal opportunities to enjoy and achieve in school.

Meeting the specific needs of Traveller pupils

27. Traveller children make up one of the biggest ethnic minority groups of children in our schools. Many of the children do well and achieve as well as their peers. However, for some Traveller children they are currently more likely than many other children to experience school failure. The reasons for this have been analysed in the previously published Timeline of Traveller Vulnerability. Services have taken steps to improve performance for the children previously failing to thrive in the system.
28. York's Traveller children are attending play groups and nurseries and their parents are booking school places as early as two years ahead. This is a credit to them and to the services working with them. Previously, children from the three sites in the city did not participate in educational opportunities until statutory school age. This meant that when they did start school they were behind their peers in language development, especially in language for learning, social interaction especially the skills needed for indoor play and learning and co-

operating with others. This was recognised in the Timeline and investment was made in early years support through the Traveller Education Service.

Chart 3: Traveller's school attendance 2005-2006

Phase	No. Traveller pupils	% attendance rates
Primary	73	85% (which disguises the 90.9% attendance by Travellers in the school with the most Travellers on roll)
Secondary	53	76.5%
Special	4	92.5%

29. Attendance at school by Traveller pupils is often as high as for other pupils and is higher than it is for some groups in some of our primary schools. Specific Home-School support work, engagement in cultural events and work to tackle bullying have all contributed to improved attendance. Support services and schools now need to build on the improved attendance and support raised attainment. Schools are now providing additional support to Traveller pupils as part of their mainstream school provision. We will evaluate what programmes and styles of teaching work best for Traveller children and share that knowledge to their advantage. Reading Recovery has so far made the biggest difference to individual learners.
30. Traveller children are over-represented in the category of learning difficulties and disabilities compared with White British peers. An analysis of all secondary age pupils in the city for 2005 shows that 1.5% had Statements for Special Educational Needs (SEN) - 14.2% on SEN Register - but of the secondary aged Traveller pupils 12% had Statements for SEN (over 50% on the SEN Register). It is clear that a priority is to develop more effective partnerships with Traveller parents to deal better with the behavioural issues which can lead to exclusions from school and which a greater percentage of Traveller pupils experience compared to non-Travellers.
31. Whilst schools are becoming more independent in supporting Traveller pupils learning needs and are no longer relying on specialist support services, many still lack the confidence to work with their parents on social and emotional needs.
32. Three areas have been prioritised for working to improve outcomes for young Travellers. These are to improve schools' understanding of the needs of Traveller pupils, to engage more Traveller parents in the design of the curriculum and personalised provision and to ensure that Traveller children remain in the positive systems established.

Tackling bullying – the issue that pupils identified as the biggest barrier to inclusion

33. Local authorities and schools have had specific duties to combat bullying since 1999. In 2003 Ofsted published the findings of its survey into effective action to combat bullying. Their report notes that *'schools with the most successful approaches to bullying canvassed and took full account of pupils' views'*. One of the key recommendations made in the report was that schools, supported by their local authority, should *'regularly collect and analyse information on the incidence of bullying, taking full account of pupils' views'*.
34. The city-wide anti bullying campaign was launched in February 2002 and includes an annual survey of pupil experiences in all secondary schools. Bullying was leading some parents to request a change of school for their children and children with special needs identified fear of bullying as their biggest barrier to further inclusion.
35. The impact of surveying 3,000 pupils annually and feeding the results back to governors and headteachers has been phenomenal. Schools have made significant inroads into reducing the levels of bullying and the anti-bullying strategy continues each year with a high profile event. A 'Beat the Bullies' collaboration between the Access team, the Arts Service and the Education Development Service was the key event in 2006, leading to a secondary age teaching pack and DVD, including new music, being produced.

Chart 4: Bullying survey results

	2002	2003	2004	2005	2006
% of pupils reporting being bullied every week	7.5 (750 pupils)	6.8	6.8	6.5	5.1 (510 pupils)
% of pupils reporting that they had not been bullied that term	63.9 (6,390 pupils)	68.6	67.8	68.2	68 (6,800 pupils)
% of pupils reporting that they had never bullied anyone	84	81.9	85.5	86.3	86.87 (287 fewer bullies)

Provision for disabled children and young people

36. Provision for children with learning difficulties and disabilities in York has undergone a radical transformation. In 1996 there were 400 children in York special schools and a further 100 in special schools or provision elsewhere. There are now 220 children in York special schools and 30 in special provision elsewhere – a cut of 50% in the special school population. It is worth restating that our strategy has never been to end all use of out of city placements, nor to refuse placements in special

schools where appropriate. We will continue to place children and young people in settings that are appropriate to their needs. We have a 'mixed economy' of provision, ranging from needs being met by schools, enhanced resource units in mainstream schools, intensive support in mainstream schools, dual placements between mainstream and special schools, special school placements and out of city placements for some low incidence and complex needs. There are also early years settings in the non-maintained sector. There is likely to be a national framework of provision, linked to minimum standards, but with local determination.

37. We have completed a review of local enhanced resource centres and explored the funding implications for special schools as they share their expertise. We must ensure that provision matches current and projected needs and that support provided reflects changing needs.
38. Resourced and unit provision will be considered under our Building Schools for the Future Programme. We are also considering locating different services together; the role of outreach and support services; collaborative working with other partners, including the further education and voluntary sectors and regional and sub-regional provision.
39. The Regional Partnership is leading on two developments which support priorities in York. These are developments around provision for the Autistic Spectrum Condition (ASC) and social, emotional and behavioural needs (BESD). ASC educational needs in the city are currently met through a specialist teaching team, enhanced provision in a mainstream secondary school, provision in both special schools and provision in specialist out of city facilities. Our review of needs within the city has proposed that we open a second centre in a mainstream secondary school and that we increase the size of the specialist teaching team. Both actions will build on the effective partnership work we have developed with parents of ASC children. The Regional Partnership may contribute work to reduce the need for out of city placements.
40. The current arrangements for specialist support for children with BESD requires a thorough review. Provision for young people out of school is dealt with in detail, below. The current BESD strategy for the city includes:
 - nurture classes in 4 primary schools designated as children's centres
 - an outreach team providing in class support and guidance for mainstream teachers
 - counsellors in each secondary school
 - an excellent programme of training in behaviour management, using the Team Teach model
 - a Behaviour and Attendance consultant
 - a pastoral forum for secondary schools

- a newly established primary behaviour support group
 - two pupil referral units for dual registered pupils and for those educated otherwise
 - a reintegration panel
 - work-based learning as alternative provision
 - a specialist primary age behavioural unit
 - out of city residential provision
41. This strategy requires further review to take into account the developments around provision for excluded pupils from the sixth day – particularly those in Key Stages 1-3, the opening of the new vocational skills centre and the focus on supporting schools' self-management of needs.
42. The Regional Partnership will support the local authority in seeking ways to reduce the dependency on out of city residential placements.
43. By 2008 there will be 8 fully established children's centres in the city and these, with extended schools will provide access to a range of services including childcare and early years provision, parental support, referral to health, employment and other specialist services and a range of activities including sports, the arts and information technology. They will also involve coordinated workforce development, information sharing and coordination of assessments, and better integrated governance arrangements.
44. The most important factor in determining the best outcomes for pupils with learning difficulties and disabilities and disabilities is not the type but the quality of the provision. Effective provision is found equally in mainstream and special schools, and mainstream schools with enhanced resource provision are particularly successful in achieving high outcomes for pupils academically, socially and personally. Ofsted inspections of York schools report similar findings. They confirm that York schools are inclusive, that good arrangements are in place and that children are achieving. The role of the local authority must be to support schools to maintain this high performance.
45. A challenge in the city is for our mainstream and special schools to establish an equal partnership which can secure good collaboration. Special schools sharing sites with mainstream schools provide good opportunities for pupils to integrate and this is also achieved in schools with enhanced resource centres.
46. Traditionally support for pupils with special or additional needs has been managed by the local authority and has taken the form of services to schools. This model is currently being reviewed in order to meet future needs within the city. The delegation of special educational needs funding to schools and the new funding for personalised learning mean

that schools are responsible for providing appropriate support for all their pupils.

47. Provision for pupils with complex needs will be highly personalised and will be sensitive and reflect a child's individual needs delivered and co-ordinated across a range of services. Specialist support will be drawn from the special schools, from enhanced resource centres within mainstream schools and from restructured specialist support services. Services will be delivered to clusters of schools. Funding for this would include the current budget allocated for outreach from special schools and part of the funding for the Learning and Curriculum Team. The specialist support for low incidence, high cost needs ie Hearing Impairment, Visual Impairment, Autism and Speech & Language, Physical Disability and Medical Needs would be retained centrally. The provision of specialist support for Autism within mainstream schools should be considered as a priority since this continues to be a growing area of need.
48. In order to ensure that all support and outreach is delivered effectively, the local authority will evaluate services against four criteria :
 - the service has a clear purpose which takes into account the other provision in the area and the needs of particular schools and pupils
 - the service has suitable staff to deliver a high quality service
 - services are led and managed to promote change within schools, and
 - pupils and parents are fully involved in the development of services
49. This function will be managed by the Senior Adviser for Inclusion, supported by the Head of SEN Services. Key information will be provided by the continuing process of monitoring and evaluation which is now well established in the local authority.

Support for pupils out of school – education otherwise

50. A concern in the city has been about the increasing number of young people who have left mainstream education before the end of compulsory schooling. The DfES recognise that this is a national problem but the issue seems to be of greater concern in York than in many other places. The national average percentage of the school population out of school because of exclusion, long term truancy or breakdown in relationships between parents and schools is about 0.45%. The figure in York has been as high as 0.9%, or twice the national average.
51. The profile of the children and young people who were out of school and so were at risk gives cause for concern. In 2005 an audit was carried out of the profile of the young people out of mainstream schools on a particular day. The audit revealed that 56 pupils with Statements were

not in mainstream or special schools on the day of the audit, although some were receiving full time alternative provision. Some were only receiving part time provision. Furthermore, 51 known young offenders – out of 76 in the city of school age – were out of school that day and 19 children with active social worker involvement were also not in school. Action was taken to address these weaknesses (improved monitoring, better identification of risk factors, speedier service response, more flexible provision etc) and in 2006 only 17 pupils with Statements were educated otherwise and they were likely to be in full time provision commissioned from the voluntary sector or in provision managed by the Behaviour Support Service. The number of young offenders out of school also fell significantly.

Chart 5: Trends in the education otherwise population

Date	Pupils out of school	Average attendance in provision
June 2001	100 pupils	3 days education
June 2002	150 pupils	2.5 days
June 2003	175 pupils	2.5 days
June 2004	203 pupils	2 days
June 2005	216 pupils	2 days
Oct 2005	150 pupils	2.4 days
June 2006	178 pupils	3 days
Oct 2006	95 pupils	3 days

52. The consequences of not being in school for this group of young people include the limiting of their life chances. In the city as a whole only 3.7% of teenagers were registered as unemployed when the official census was taken in 2006 but the experience of those educated otherwise was traditionally poorer. Over 50% of the young people who were out of school in 2004 were unemployed at the November census. This figure had reduced to 34% in 2005 and to 24% in 2006 but is still too high.
53. Secondary Heads led the implementation of a revised strategy from 2004, including agreeing action to reduce the population out of school. The numbers out of school fell because of the strategy, in which we:
- ended ‘managed moves’ off school registers, whereby pupils moved to a local authority register but with limited provision
 - established a reintegration panel so that excluded pupils quickly get allocated a new school
 - ended the pupil culture of thinking that being out of school was the easy option by increasing the provision so that they weren't in part time places and

- implemented court action for more families over attendance.
54. Attendance and take up of places increased by ensuring that all provision was being used to the maximum – the monitoring and tracking, as well as the new approaches meant that all places were filled and that some young people were engaged in a more effective way.
 55. However, there are still concerns. The register of education otherwise pupils held by the PRU requires development. It has no current system for capturing the data that comes in from a wide range of services working with the young people, that will form the basis for future information sharing systems. In addition, the provision made for pupils out of school is of variable quality. The most recent inspections of both of the pupil referral units showed them to be satisfactory and very good but Ofsted noted nationally that Pupil Referral Units (PRUs) were the least successful of all settings visited. Revised expectations of PRUs mean that both PRUs will have to improve to maintain the scores previously gained. In particular, they need to be able to show that they make full time provision which leads to satisfactory or better progress for all pupils. Some provision is made in colleges and with training providers but the further removed from conventional learning they are the less good the quality of provision appears to be. The development of the vocational skills centre at Danesgate will address some of the quality issues. This development will necessitate a restructure of service management, with the service splitting into preventative services and an alternative provision service. Our priorities are to improve record keeping for this group, ensure that they all have 5 days a week of provision and use enforcement powers if they continue to truant from provision.
 56. At school level, school collaboratives for improving behaviour and tackling persistent truancy will have a key role to play in improving the way in which pupils with SEN-related behavioural difficulties are catered for at local level. The Government has made clear that it expects all secondary schools to be working in partnerships by September 2007, with funding devolved by local authorities to enable them to commission a range of support for pupils with challenging behaviour and attendance. A priority in York is to develop this collaborative approach, particularly in light the of the proposed requirement to make full time provision for all pupils out of school for 6 days or more from September 2007.
 57. Primary schools have also established a behaviour working group with the local authority to improve the ways in which we tackle some of the early needs of children and how we manage the process of placing primary age pupils with challenging behaviour in successful settings, including on transfer to secondary school.
 58. Children in York have a broad continuum of needs and learning styles and they may require early intervention to meet their individual needs. The city's Preventative Strategy, the 'champion for every child' and

personalisation are tools to support schools to improve their use of assessment for learning: ascertaining where each pupil is in their learning, giving quality feedback to promote further learning and planning the next steps with shared objectives. High quality assessment for learning will help teachers identify children who are having difficulty in their learning and enable early intervention to support them. It will also help teachers to decide which children need specialist assessment because they might have learning difficulties or disabilities, and provide information to inform that specialist assessment.

Personalised learning, monitoring and evaluation

59. The DfES 2004 guidance, The Management of SEN Expenditure, recommended the accountability arrangements that should be in place in order to secure positive outcomes for children with special educational needs. The guidance proposed a framework covering: school information and performance data, school self-evaluation, evaluation meetings and accountability to parents.
60. All schools are required to show evidence of rigorous self evaluation and in York schools complete a self-evaluation form (SEF). This records the key strengths and what action needs to be taken to bring about improvement.
61. All schools are required to show evidence of rigorous self evaluation and the City of York Self Review Framework (SRF) supports this by providing 25 Standards with examples of good practice, against which the schools can judge themselves. The SRF is closely matched to Ofsted, the schools' SEF and referenced to 'Every Child Matters'. Three core standards are used as the basis for the statutory , local authority, in depth monitoring of schools for SEN provision. The SRF is for use at whole school level and so enables all users to be part of the self review cycle for school improvement.
62. The CYC promotes and validates inclusive practice through the Inclusion Certificate and Advanced Award for Inclusion. Schools are supported in the use of the SRF, the collection of evidence and the sharing of good practice by peer mentors by Educational Psychologists and LA support, including EDS.
63. The DfES provides improved data sets including: RAISE online with Contextual Value Added (CVA) data, including SEN, P scales, prior attainment, gender, ethnicity, age in year, first language, pupil mobility, whether a pupil is or has been in care, free school meal eligibility and a rating from the Income Deprivation Affecting Children Index (IDACI). This wealth of information helps schools to identify needs and plan to use resources appropriately.
64. For the two years 2006/07 and 2007/08 York schools have £3,092,000 available for personalised learning and the Schools Forum has already

considered how to allocate this funding in 2007/08. We need to ensure that the new funding for personalised learning is spent in such a way that it builds upon much of the good work done with children with learning difficulties – a pupil-centred approach is the heart of ‘personalisation’.

65. National evidence shows that where pupils with profound and multiple learning difficulties or those with severe learning difficulties and challenging behaviour are placed in mainstream schools, they are as likely to do as well as those taught in special schools, when they had access to teaching from experienced and qualified specialists. Pupils with even the most severe and complex needs were able to make outstanding progress in all types of settings. The picture in York is equally impressive and parents are opting to use mainstream placements, alongside special school provision for young people with increasingly complex needs. They are doing this because they are more confident than ever before about the capacity and ability of mainstream schools to meet more diverse needs.
66. Our current admissions and funding arrangements for children with learning difficulties and disabilities need to be reviewed. Whilst the legal right of parents to express a preference for a school is paramount, our funding formula assumes that most children will go to their local schools or to designated enhanced provision in some schools. Where significant numbers of parents choose schools which are not their local school this challenges the basis for the current formula funding arrangement. Our current practice, which must also be maintained, includes promoting all schools as ones where children can achieve and providing advice and guidance for parents of children with learning difficulties and disabilities from Years 4 and 5 onwards to support them in making informed choices. This role includes the work of the Parent Partnership Service and the Choice Adviser.
67. Ofsted claim that too little is done nationally to focus schools’ attention on improving the achievement of pupils in the lowest quartile (one definition of ‘low attainment’) and that local authorities were therefore unable to make secure judgements about the effectiveness of different schools. This is not the case in York. Our investment in the Management Information Service is the envy of most other local authorities and the quality of data provided has made a significant impact on school improvement. The MIS analysis of Key Stage 2 data, for instance, confirms our belief that pupils who previously achieved less well are now making above average progress. Children with LDD in mainstream schools are making better than previous progress and York pupils in the 30% most deprived wards nationally are attaining levels which are now significantly closer than ever before to the children living in the 70% more affluent areas. We have evidence in York that our school improvement strategies, our targeting of interventions, combined with external programmes such as Sure Start and others have led to improved performance for disadvantaged groups; something for which

the DfES cannot find national evidence. Chart 1, referred to earlier, shows this clearly.

New ways of working – common assessment, information sharing and lead practitioners

Improving provision for disabled children and young people

68. The government's vision is that by 2025, disabled people in Britain should have full opportunities and choices to improve their quality of life and will be respected and included as equal members of society. There are three strands to the strategy that is charted to achieve this vision. They are: removing barriers, meeting individual needs, and empowering people.
69. The key way of delivering the strategy is through the Disability Equality Scheme (DES), in which authorities and schools must set out:
 - how disabled people have been involved in drawing up the scheme
 - how the public authority will assess the impact of its policies and activities on disabled people
 - the steps the authority will take to improve outcomes for disabled people
 - how the authority will gather and use evidence regarding the impact of its policies.
70. Training has already been carried out for secondary schools and further training is in place for primary schools and for governors. The DES must be updated every three years. The Code of Practice suggests that the key goal of a DES is "to effect a narrowing of the gaps in outcomes and experiences of disabled and non-disabled people. It will often be appropriate to set targets for doing this over the time span of a Disability Equality Scheme". It also includes detailed recommendations on how to approach the elements of the DES. These elements are as follows:
 - preparation of action plans
 - involving disabled people
 - gathering evidence
 - analysing evidence
 - assessing the impact of policies and proposed policies.
71. We will know if the DES is making a difference because of both qualitative and quantitative measures, particularly feedback from young people and measured outcomes.
72. The Every Child Matters agenda is about taking an holistic view of children and their development. We are clear that partnership working between schools, between agencies (health, social services, and

education), Shared Foundation Partnerships (day nurseries, playgroups and childminders) and with local authorities and parents and local communities is essential if we are to further improve outcomes for children.

73. Meeting universal needs of children will be supported by the development of the role of a champion for every child concept. This is a simple way of reassuring parents that adults who come into contact with their child will do something if they notice a concern. For children under 3, Health Visitors may become champions, for 3-5 year olds it may be designated people in Shared Foundation Partnerships. In schools it would be class teachers/form teachers. These would not be new or additional responsibilities; rather the concept is about reassuring parents that concerns will be dealt with. For example, if a child consistently appeared to have no friend in the playground, something would happen to address the situation. Equally, if a child appeared to struggle to read information at the front of the classroom, something would be done about it. Usually the action taken would be a referral to an appropriate service or simple remedial action within the setting.
74. For vulnerable children and children with additional needs, we are already making good use of lead practitioners to support children and families get the services they are entitled to in schools. It is a priority to roll this work out to social care and other settings. The DfES have highlighted the importance of the role of a lead practitioner:
- “Whatever the title of the role, the critical point is that children, young people and their parents or carers have access to one practitioner who acts as a single point of contact for them, who supports them in making choices about the help that they need, who ensures that they receive the right help at the right time, delivered by the most appropriate practitioners, and who makes sure that professional duplication and inconsistency are avoided” .*
75. Historically, parents of disabled children have been called upon to negotiate across a range of services to get appointments, follow up actions and to find out when meetings are planned. For those children in need of statutory services a key worker takes on many of the same responsibilities as a lead practitioner, helping families to gain the support they need for their child. Families are involved in choosing a key worker from one of the practitioners they feel are best placed to support them. The key worker acts as a central point of reference, sign posting the family to other services and to co-ordinate the delivery of the actions agreed by practitioners. Collaboration with all agencies over this role will enable all disabled children and young people to have a key worker.
76. The Early Support Programme for disabled children 0-3, has used key workers successfully. Very positive outcomes for children and families were recorded. It is a prime example of what can be achieved when agencies cooperate to plan, manage and develop services. For

example, key workers chair Family Service Plan Meetings, where the family and practitioners decide on the next steps needed to help the child. It reduces overlap or inconsistencies in services received. Early Support Key Workers in York have come from a variety of different services, but mainly provided by the Portage Service Home Visitors.

77. In York we will extend this programme up to the age of 5. A Key Worker Co-ordinator, who takes the initial referral of a family, usually supports them in the initial stages and sometimes through the process of diagnosis, before they choose their own key worker. This post will continue (for a further year), as part of the Pre School and Portage Service. Ongoing training re the principles and practice of key working and multi agency co-ordination for families of children 0-5 will be the main focus of the Key Worker Co-ordinator. They will also provide advice and support for key workers.
78. There is an identified gap in Out of School Clubs and Extended Schools Services regarding the attendance of disabled children and those who are Looked After. This also highlights the pressure being put on Out of School Clubs for the need to supply extra support for those children with complex needs attending Out of Schools Clubs. The wealth of benefits for participation in out of school hours learning for all young people, helps raise achievement, self esteem, motivation including the personal, learning and practical life skills. This can positively influence their attitudes to school, and to learning as a whole.
79. Children and young people at risk of social exclusion and looked after children need both encouragement to take part in mainstream activities and also the development of dedicated programmes to address their current exclusion.
80. We are serious about taking holistic views of children's needs and so we will develop new ways of working for children who come into contact with multiple services. For these children we will explore further scope for pooling budgets and other resources and in building capacity in all sectors, including the voluntary sector. We have appointed a Head of Integrated Services to take forward this work.
81. Our Early Support Programme is a prime example of what can be achieved when agencies co-operate to plan, manage and develop services. The programme has had positive effects on service delivery and ongoing support for families. The working practices developed by Early Support are transferable to other areas and further up the age scale. The training developed by the Programme is also particularly relevant to service planning and working in partnership with parents.
82. We are working with ~~York~~ **YOK!** Board partners to develop integrated services for children. We are considering:
 - creating integrated care pathways designed by the children and families who use their services;

- establishing integrated child development services;
 - setting high level outcomes for services provided and commissioned at children's trust level and empowering parents and supporting families; and,
 - implementing integrated workforce development strategies.
83. We believe that the benefit of a more integrated approach will include getting support to children regardless of whether or not they have a formal diagnosis of a condition. A diagnosis in and of itself will not tell you what special educational input a child needs. For example, Autism and Asperger's syndrome form part of a wide spectrum where children will have individual profiles of need very frequently in combination with other difficulties such as dyslexia or conduct disorders. A diagnosis will not provide a template for educational intervention – that can only be decided by some form of assessment.
84. The new ways of working include using a common assessment framework so that information about a child can be recorded once and then used many times by different agencies and services. We have adopted a 4 tier or level model of need in the city. Tier 1 is universal provision and Tier 4 is provision for those with extremely complex needs. The new ways of working are designed to help us with children at Tier 2, the level where there is unlikely to be highly specialist assessments taking place but where early needs are being identified. The CAF is being piloted in York in a children's centre and in a targeted youth support service, prior to roll out city wide. It is locally referred to as Yor Info.
85. The Common Assessment Framework (CAF) provides a means of assessing the additional needs of children and young people whose needs are not being met by universal services. It can be used by anyone who provides a service for a child including education, health and social care practitioners. Because the assessment is holistic and standardised it will help secure the timely and coordinated provision of services, with information being shared between agencies (with the consent of the child or their parent). Where more than one service is involved a lead practitioner can be identified to ensure effective coordination. A common assessment may, if appropriate, lead to a specialist assessment and the CAF information may be used to avoid duplication.
86. This process is linked to information sharing. The government will introduce a national system for information sharing about children probably from 2008 but in the meantime expect every local authority to have a working system. Information sharing about vulnerable children is well developed in York and has helped services to identify vulnerable children before their needs have become acute. By August 2006, 386 frontline staff had been trained in using the information sharing system, with a further 82 identified as requiring training.

87. The development of Children's Centres and full service extended schools are further evidence of the progress being made in bringing services together around the needs of children and families.

Workforce development

88. The changes described here can only be successfully implemented if they are delivered as a part of a workforce development strategy that builds on good practice. Ofsted report that that key factors for good progress for children with SEN were the involvement of a specialist teacher, good assessment, work tailored to challenge pupils sufficiently, and commitment from school leaders to ensure good progress for all pupils. In particular, support for pupils with SEN from teaching assistants did not of itself ensure good quality intervention or adequate progress by pupils. Pupils in mainstream schools where support from teaching assistants was the main type of provision were in fact less likely to make good academic progress than those who had access to high quality specialist teaching in those schools.
89. We will continue to prioritise training and resourcing all staff effectively through continuing professional development. There may also be implications for centrally held staffing. The local authority has a number of expert staff who will deliver high quality teaching in mainstream schools to supplement the work done by existing staff. These staff will work within the locality arrangements being developed.
90. All staff will be trained in disability equality responsibilities as a part of our strategy to improve the co-ordination of services to disabled children and their families.
91. There will be national standards for LDD support and outreach services. The standards will inform local performance assessments and inspections and apply across all LDD advisory and support services however they are provided, including outreach provided by special and mainstream schools. The standards will take into account the following objectives:
- extending LDD advice and support to early years settings
 - offering advice and support on a preventative basis to boost earlier intervention
 - supporting the development of inclusive practice in all schools and early years settings
 - making the best use of existing specialist provision.

Processes for gaining additional support

92. The process of statutory assessment, the way in which parents get additional support in schools for pupils, can be daunting for some parents who may, in addition, be coming to terms with the knowledge

that their child has complex and severe learning difficulties. Our systems must ensure that they always deal sympathetically with parents as they pursue what they feel will be the right provision for their children and in completing the procedure as expeditiously as possible. The role of Parent Partnership Officers is critical to this.

93. Parents want to be assured that appropriate provision is being made for their child. Many see getting a statement as the only way of doing that. Removing Barriers to Achievement set out the Government's aim of improving provision at school level so that more children's needs could be identified and met earlier, wherever possible without the need for a statement while retaining parents' rights to request an assessment if they feel their child is not making adequate progress. As a local authority we believe that resources should be allocated to meet needs, rather than because of a label of a diagnosis. Resources will still be allocated where there is a need but no diagnosis.
94. It is essential that parents have confidence that when their child's needs have been assessed and a statement of special educational needs has been issued, that the statement is issued within a clear and reasonable timescale. The government will establish a new Local Authority Performance Indicator of 26 weeks for the production of final statements to complement the current indicator for producing draft statements by 18 weeks. York already performs well in this respect.
95. We believe that the Parent Partnership Service (PPS) can be run effectively from within a local authority and will continue to provide this service. Schools have acknowledged the independence of the Parent Partnership Service from the LEA when it has supported parents at meetings or appeals. This can be an uncomfortable position, but one which is necessary and which must be respected by schools. Because the service is in-house, it has an advantage helping to 'unpick' local authority decisions for parents and explaining to teachers the pressures parents are under. The service accesses good quality regional training, aimed at promoting parental influence and PPS independence, and deepening knowledge of LDD legislation and procedures. Additionally, the national forum (National Parent Partnership Network) provides annual independent training. The service has a number of trained Independent Parental Supporters. The service makes clear its role to parents and carers, and refers them to CAB, solicitors and voluntary agencies if they wish to speak to someone not employed by the LA. The service has a good relationship with Children's Services teams on individual cases, and is a part of the Pupils and Parents sub-group (Inclusion Policy Group). The service will be consulted on in its own right about changes in policy and guidance.

Transitions

96. The CSCI report *Growing up matters*, published in 2007, sets out what should happen in transition planning for young people with complex needs. It recommends a co-ordinated multi-agency approach which extends far more widely than the school and the family. The approach should link to the universal systems in place for all young people and needs to review how services need to support the change from childhood dependence to adult independence. Learning, Culture and Children's Services has overall responsibility for transition, with Housing and Adult Services working closely alongside. LCCS will manage the assessment of each young person's likely future needs and establish a transition plan. Connexions, PCTs and other partners will be expected to attend transition meetings. The responsibility for convening transition meetings rests with headteachers. This strategy links closely to Health's National Service Framework which sets out the standard that should be being applied to transition into adult life:

"All young people have access to age-appropriate services which are responsive to their specific needs as they grow into adulthood" and "Children and young people who are disabled or who have complex health needs receive co-ordinated, high quality and family-centred services which are based on assessed needs, which promote social inclusion, and, where possible, which enable them and their families to live ordinary lives."

97. Transitions between phases and stages are times of increased risk for children with LDD and for other vulnerable groups. It is essential that pupil tracking and monitoring is in place to ensure that children do not fall through the gaps between settings. A coherent strategy is in place for educational transitions between each Key Stage but further work is required to ensure that co-ordinated support is in place across agencies.
98. We know that transition from early years settings to out of school clubs etc can be challenging but can be supported through the Shared Foundation Partnership if both parties attend. There is evidence that the transition to adulthood for disabled young people continues to be one of the most challenging times for securing the support needed to make their experience positive and successful. This is no different in York, and the topic was subject to a council scrutiny in 2005. We need to get clear agreement across services about who is responsible for offering which support to disabled young people. We may consider developing different ways of working, such as a joint transition team - a young adults' team, drawing on staff from children's and adults' services.
99. Transitions is part of the work plan of the Head of Integrated Services and is such a priority that it will contribute to reviewing senior roles and responsibilities within the local authority. This will increase capacity to develop coordinated working across sectors.

Monitoring the inclusion strategy

100. The responsibility for leading the inclusion strategy rests with an Assistant Director. The strategy is formally agreed by the Executive Member for Children's Services and progress against the strategy is reported in two ways. The first reporting tool is the performance monitoring of the Directorate, reported to Members three times each year. This has a basket of indicators relating to the strategy. The second reporting tool is through the Inclusion Strategy Group. This group meets regularly and monitors progress against the strategy. It reports to the Joint Consultative Group of headteachers, staff, governors, diocese and other stakeholders, which meets 6 times each year.
101. In order to comply with the performance monitoring arrangements, the Inclusion Strategy forms a part of the toolkit for service planning. Each local authority service working with children and young people must have regard to this strategy and must have a mechanism for reporting back to the Assistant Director any relevant issues which arise from their service delivery.
102. Children and young people have the opportunity to feedback on progress against the strategy through their involvement in the Involvement Strategy, through the Inclusion Strategy Group and through consultation against the overarching Children and Young People's Plan.

Annex 1: The Inclusion Strategy and the Children and Young People's Plan

The key actions in the Children and Young People's Plan which relate to this strategy are set out, below.

Action Plans reported in the Children and Young People's Plan

- Percentage of secondary school pupils who have experienced regular bullying (Yr 7 and 8 survey)

We will ensure that young people with Learning Difficulties and Disabilities (LDD) receive appropriate support and advice by:

- continuing to develop a cross service Inclusion Strategy for all pupils with LDD,
- developing personalised learning to suit individual children,
- improving access to services through the work of the new Head of Integrated Services,
- ensuring that current arrangements for providing Enhanced Resource Centres (support bases) in schools meet the needs of the young people that might require them,
- improving the support available to young people over the age of 19 with Learning Difficulties and Disabilities (LDD),
- enabling schools to commission support services for disabled children and young people,
- publishing information about the services that are available and ensuring that the workforce is well informed about their responsibilities as well as services and benefits.

We will improve life chances for young people by:

- reducing the number of young people educated other than at school,
- providing full time education for all young people not in school,
- introducing alternative provision for older primary pupils at risk of exclusion or failing to make the transition to secondary education,
- making sure that all children and young people have an identified source of adult support ('A champion for every child'),
- providing effective support for all children and young people at key transition points in their education and training from 0 – 19,
- reviewing the authority's Behaviour Strategy and establishing a primary phase behaviour group,
- developing a Yor OK web site to provide on line advice, support and guidance to children, young people, parents and carers.

We will increase the number of young people actively engaged in education and training by:

- implementing the NEET action plan,
- establishing a 14 – 16 skills centre at Danesgate,
- developing local initiatives as recommended in the Strategic Area Review (StAR) to increase the Post 16 participation rate in parts of the city where it is particularly low.

We will reduce poverty levels and the impact of poverty on the lives of children and young people by:

- opening 8 Children's Centres in areas of greatest need by April 2008,
- ensuring that all 6,400 families living in the reach areas of the Children's Centres receive individual contacts from the centre by 2008,
- undertaking targeted benefit take up and awareness campaigns to support children, young people and families,
- ensuring that the Homelessness Strategy for the local authority prioritises the housing needs of all young people and care leavers specifically,
- reviewing the nature and style of respite care available for families with disabled children,
- improving the location, choice and quality of childcare provision, and developing enhanced provision for 3 and 4 year olds,
- making free childcare places available for 2 year olds from disadvantaged or vulnerable families.

Multi-agency training for frontline staff working with children and young people:

- Training in Sex and Relationships Education and sexual health work
- enhanced training for all staff and volunteers in Child protection
- Gatekeeping for mental health services
- Lead professional (Champion for every child)
- Operating the common assessment framework (YorInfo)
- Providing targeted support for vulnerable children and young people
- Behaviour management
- Training for working with disabled children
- multi agency working in Children's Centres

Annex 2: Supporting service standards

The English as an Additional Language offer to newly arrived pupils in schools

Foundation Stage

- Initial visit and assessment of need within 2 weeks of arrival
- Advice/guidance to staff
- Help with resources
- Half termly monitoring visits from EMSS teacher
- Teaching Assistant (TA) support where there are larger numbers (6+)

Key Stage 1

- Initial visit and assessment of need within 2 weeks of arrival
- Advice/guidance to teachers
- Help with resources - support package (CD Rom)
- Half termly monitoring visits from EMSS teacher
- TA support in Reception and Y1 where there are larger numbers/resources available
- Year 2: Teaching support within first term
- Year 2: support to Nassea Step 4
- Post Step 4, half termly monitoring/advice/guidance/help with resources

Key Stage 2

- Initial visit and assessment of need within 2 weeks of arrival
- Advice/guidance to teachers
- Help with resources - support package (CD Rom)
- Teaching support within first term (when resources permit)
- Support to Nassea Step 4
- Post Step 4, half termly monitoring/advice/guidance/help with resources

Key Stage 3

- Initial visit and assessment of need within 2 weeks of arrival
- Advice/guidance to teachers and TAs
- Help with resources - support package (CD Rom)
- TA support for induction period (4 weeks) with training from EMSS teacher
- Teaching support within first term when possible
- Teaching support to Nassea Step 5
- Post step 5, half termly monitoring/advice/guidance/help with resources
- TA support where appropriate

Key Stage 4

- Initial visit and assessment of need within 2 weeks of arrival
- Advice/guidance to teachers and TAs
- Help with resources - support package (CD Rom)
- Ongoing TA support with regular monitoring visits from EMSS teacher to Nassea Step 4
- Teaching support within first term (may be more appropriate to work with TA rather than provide direct teaching, depending on pupil profile)
- Post Step 4, half termly monitoring/advice/guidance/help with resources

The Attendance Offer

Every school has an attendance policy which includes the measures they will take to promote, support and enforce regular school attendance through a 4 stage model.

Stage 1

The attendance of all pupils is monitored through maintained registers and through an allocated class/form teacher. These records are shared with the local authority and concerns will be shared with the child index. Pastoral leaders identified within the school will support pupils whose attendance needs improving. Schools will regularly advise parents/carers of their responsibility to encourage school attendance and of the need for them to inform school when their child is absent. The Education Welfare Service will conduct regular truancy patrols with North Yorkshire Police.

Stage 2

Schools will usually contact parents/carers on first day of absence where no contact has been received (this is particularly important for younger pupils). Where a pupil's attendance is of concern to school they may:

- write to parents/carers expressing their concerns
- invite parents/carers into the school to discuss these concerns
- in some cases schools may ask their home-school support worker to make a home visit.

Stage 3

Every school has a named Education Welfare Officer. In cases where the child's attendance continues to be poor the school may make a referral to the Education Welfare Officer, who may:

- invite the parent/carer into school for a discussion
- make a home visit
- write to the parent/carer to remind them of their duties and of the available sanctions

They will talk to the pupil and parents and seek ways to improve the attendance at school. This may be by:

- one to one work with the child or the parents
- referral for both children and parents to a specialist programme such as Parallel Lines
- advice re benefits such as Free School Meals or school uniform grants
- the offer of a voluntary parenting contract
- engaging specialist services from CAMHS/YOT/ Connexions etc

- working with the parent/carer and pupil to strengthen links with the school.
- referral to other interventions such as mentoring or specialist teaching provision

Stage 4:

The Principal Education Welfare Officer is responsible for making sure that parents fulfil their responsibility to educate their children. Where this does not happen, legal powers may be used. These include:

- applying for an Attendance order
- issuing a fixed penalty notice
- taking a prosecution in the Magistrates Court
- applying for an Education Supervision Order
- applying for a Parenting Order

When using any of the above legal powers the EWS will write to the parent/carer with a warning letter first, allowing them time to change the situation.

The Behaviour Offer

All schools have their own Behaviour Policy that sets the expectations for the school community and describes the consequences of behaviour which is outside of the expectations. There a number of external services which provide support for behaviour in schools. These include the Behaviour Support Service (BSS), the Educational Psychology Service (EP), primary mental health workers (PMHW) and school counsellors. Schools also provide their own support arrangements. The interventions made by the service are based on the frequency, intensity and duration of behaviours demonstrated by individual pupils.

Stage 1

Universal provision for pupils. Day to day behaviour of pupils is guided by school staff. Training is available for all staff on basic behaviour management, covering learning behaviour, target setting and how to diffuse conflict. Strategies may also include helping teachers devise classroom strategies and assisting schools draw up behaviour policies and programmes. Schools will also ensure staff are trained in child protection.

Stage 2

Pupils displaying inappropriate behaviour will be referred to a designated member of staff, who may write to parents/carers expressing their concerns, monitor the pupil's progress, invite parents/carers into the school to discuss these concerns, ask their home-school support worker to make a home visit, use some form of sanction such as arranging for pupils to be taught apart from their peers or even being excluded from some designated activity.

Stage 3

Every school has a named BSS Teacher and specialist teaching assistant, EP and PMHW. In cases where a pupil's behaviour does not improve after interventions at Stages 1 and 2, the school may make a referral to the Behaviour Support Teacher, who may:

- invite the parent/carer into school for a discussion
- make a home visit and work with parents on behaviour management/support
- assist the school in setting up a meeting with all involved to devise a Pastoral Support Programme.
- deliver one to one work with the pupil or the parents
- work alongside the pupil and the teacher in the classroom
- as lead practitioner, engage specialist advice and services from CAMHS, YOT or Connexions etc
- work with the parent/carer and pupil to strengthen links with the school
- make a referral to other interventions such as mentoring or counselling
- organise temporary off-site specialist teaching

Stage 4

There will be some pupils who are removed from the school roll, either through exclusion or through the placement in specialist provision. For these pupils, the strategies at stages 1-3 failed to ensure adequate improvements, or the incidents were of such severity that the school feels it has no option but to permanently exclude. The Behaviour Support Service, in liaison with the Educational Access Team, will subsequently either make arrangements for a reintegration into a new school or arrange an educational programme elsewhere.

York Traveller Education Support Service Offer

York Traveller Education Support Service (TESS) works mostly with English Gypsy Roma, Irish Travellers, Circus and Show people families. Support is prioritised for transient (short stay) Travellers and resident Traveller families who travel periodically. Currently the focus periods for York TESS provision are for young children between the ages of 0 – 5 years and for Traveller young people aged 11 –19 years. Support tends to ‘peak’ at periods of transition starting with work in the family homes, mostly on the three Council owned Traveller sites then following children through into playgroups, nurseries, primary and secondary schools and finally into the pursuit of work or training.

Transition from Home to **Playgroup/Nursery**

- Early Years learning through play in family homes Weekly during term times, all year. (TESS Higher Level Teaching Assistant HLTA)
- Working with other agencies to educate children on health – half termly visits. (HTLA with dental hygienist, health visitor.
- Parenting sessions – set number of sessions, negotiable (HLTA with Health Visitor)
- Induction to Playgroup/Nursery — as required for individual children (HLTA)

Transition from Home/Nursery to **Primary School:**

- Short term Induction period for those children with social/language development needs (HLTA)
- Read & Play Club , Extended Schools Pilot Project (HTLA with school TA – time limited)
- Access to school for those who have not previously used TESS (Education Social Worker)
- 1-1 ‘preparing for school’ sessions for targeted children – during half term before the child starts school. May include additional visits to the school (HLTA).

Transition from Primary to **Secondary School:**

- Children’s Fund Homework Project at Tang Hall & Clifton libraries (TESS Teacher)
- Supporting schools to engage Traveller young people in work experience and preparation for employment/further training opportunities (TESS Connexions PA)

For both **Primary and Secondary schools**

- Home-School liaison (All team)
- Traveller referenced curriculum materials (TESS Teacher)

- Assisting parents with form filling for school choices, uniform /school meals benefits (ESW)
- Short term Induction period for those children with most at risk of not adjusting (TESS Teacher/HLTA)
- Advice and guidance to assist with school improvement ie Self Evaluation Framework for schools (Coordinator)
- TESS representation at pupil Reviews/planning meetings

Transition from secondary school to **Education/Employment and/or Training:**

- Supporting Traveller young people make life choices by helping them access college courses, training providers and job centres (Connexions PA)
- Mentoring vulnerable Traveller young people to help them engage with support agencies who can help meet their personal social, emotional and health needs. (Connexions PA)
- Universal provision
- Training sessions to develop an understanding of Traveller culture/Race Equality issues
- General advice and support
- Loan of Traveller themed/referenced curriculum resources.

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