**Learning, Culture & Children's Services
Service Plan Report, 2006 – 2007**

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# Service Plan for 2006/07

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| **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

**Service Description**

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. During this period of change, prompted by the New Relationship with Schools and the Government White Paper, *Higher Standards, Better Schools for All*, further consultation with schools will take place 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. Maintaining a positive relationship with schools 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 their 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 and settings within a culture of continuous improvement
- the expertise of senior leaders and excellent practitioners in schools is actively 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.

# Section 2: Service Review

**Service Review**

Overall the service has had a successful year in improving its coherence, targeted intervention, support and development work. It has started to take advantage of the merger with Children and Families Service to provide a more efficient use of resources and improved impact on the most vulnerable children and families.

All members of the team are fully committed to the Every Child Matters agenda and have reviewed their working practices to address the wider issues, which support the Enjoyment and Achievement strand of this strategy.

There are now much closer working relationships, with all services contributing to school improvement. Impact is regularly reviewed through the School Monitoring Group, which is becoming increasingly effective in providing a holistic view of schools' strengths, weaknesses and needs.

The service has made a contribution to the key priority of improving the health and well-being of children and families through participation in the Healthy Schools Programme. All but 2 schools in the city are involved in this certification which is awarded when a school can demonstrate a whole school commitment to all aspects of healthy living for children and young people, Although we have not yet met the 2005 targets for the Healthy Schools Standard, we are well on track to meet the 2006 targets. This demonstrates the high level of participation of schools in promoting a healthy lifestyle. All Infant and Primary schools in York have joined the National School Fruit Scheme entitling all 4-6 year olds to a free piece of fruit or vegetable a day. This is particularly encouraging when a 2005 survey of Y7 & 8 pupils in 11 secondary schools found that less than 10% of secondary school pupils were not eating the recommended 5 pieces of fruit or vegetable per day. Significant progress has been made with pupils of all ages increasing their understanding of drug and alcohol misuse through programmes organised by consultants. These, together with high quality sex and relationships education are contributing to the overall health, well-being and confidence of young people.

Behaviour has been judged good or better in 92% of schools inspected under the 2005 Ofsted framework, although schools are still reporting concerns about the behaviour of a small minority in both primary and secondary phases. Bullying is taken very seriously by all those working with children and young people in schools. Headteachers, designated staff and governors have had training in this area and have responded well to the issues raised. The 2005 survey of Y7 & 8 pupils showed a slight decline in the number of pupils reporting incidents of bullying. However, there is still evidence that many young people are fearful of being bullied and cited it as one of their main concerns. EDS raises this issue regularly in their work with schools, particularly though the work of the PSHE and Citizenship consultant. This is also addressed through support given to student councils and training for schools in listening and responding to the voice of children and young people.

Although York continues to be a high performing authority there are areas of underperformance identified through analysis of end of Key Stage performance data, termly reviews and Ofsted reports. The Foundation Stage Profile is helping to provide baseline data on the performance of children on entry to schools. As this becomes more rigorous and reliable it will contribute to better early intervention in key areas of need, and will also help schools to track pupils' performance from an early age.

**Service Review**

An area which continues to be a concern is performance at the end of KS1 where York continues to be weak in comparison with the national average. Three areas identified for further action to improve these are writing, science and the quality of teacher assessment. In addition to these, a focus on the comparatively small number of pupils achieving level 3 across all subjects is an area for further action. Although there is evidence of improvement in Early Years provision across sectors, inconsistency in quality is contributing to poor performance on entry to school and through KS1. The appointment of an Early Years/KS1 Adviser, working jointly with colleagues in EDS and Early Years and Extended Schools Service, is expected to have a significant impact in supporting improvement. This, together with the development of Integrated Children's Centres, should have a positive influence on quality and range of provision and standards achieved.

The authority's school improvement strategy continues to develop as a dynamic tool to raise achievement and improve the quality of educational provision in the city. Over the last 12 months a wide range of personnel from different services, external partners and schools have been participating in broadening the range of expertise that can be offered to schools and settings. Central to this has been the extension of the Primary Leadership Programme, which has now covered 75% of schools, to be followed by the final cohort of 25% during 2006/07. The introduction of the ISP to four of the lowest attaining schools in the city has helped those schools and the service to focus on raising standards and supporting staff in developing skills and strategies to meet the needs of children in challenging schools. The development and implementation of intervention programmes for pupils with SEN is having a positive impact on the performance of this ability group. The work of the City of York Lifelong Learning Partnership on the 14-19 strategy and implementation plan has gathered momentum over the last 6 months and has reached a consensus on next steps. Collaborative working, both formally and informally, between and across schools is increasingly evident, particularly when schools are experiencing difficulties. Good examples of this are the work of Leading Edge schools, Network Learning Communities and sharing of data between groups of schools.

Progress at KS2 continues to improve in English and science with a slight dip in maths, after a significant improvement in 2004. The attainment of higher levels in these subjects, particularly in English, is an ongoing focus for development.

2005 saw the best result ever across all subjects at KS3, both at levels 5 and 6+. The continuing challenge at Key Stage 3 is to ensure there is further improvement for pupils of all ability.

KS4 also saw significant improvement in GCSE 5A*-C results and Average Point Scores. Particularly pleasing was the improvement in the number of pupils achieving a qualification of any kind. However this Key Stage does continue to be a challenge for the local authority, in particular improving the value-added performance and reducing the long tail of under-achievement.

There are now good systems for tracking performance of identified groups. This has proved to be beneficial to helping schools track those pupils with SEN and intervene appropriately. There is evidence that this is supporting earlier relevant intervention, which helps children, and young people reach their potential.

There has been significant improvement in provision for Able, Gifted and Talented pupils with all schools now having a contact person for the monitoring of provision for, and performance of this group. Improved standards at the higher level at Key Stages 3&4, together with the success of the City Summer School, Masterclasses and NAGTY membership are welcome indicators of improvements in this area.

**Service Review**

Schools are now able to track and support looked after children more rigorously because of the data and support available. However, although improvements are welcome, there is still some way to go in ensuring that these children get the best opportunities available. The small number in each school and across the city make it quite difficult to plot trends and benchmark results; but it also provides the advantage of key staff and departmental officers knowing individual pupils and being able to provide a more targeted response to needs. This will continue to be a key priority for the work of the service with its schools.

Improved data available on the performance of Traveller children and those from ethnic minority groups makes it easier to monitor performance and intervene appropriately, although on the whole those from ethnic minority groups perform as well or better that their peers there continues top be a concern about the performance of Traveller pupils. This is being tackled jointly by schools, the Traveller Service, Ethnic Minority Support Service and EDS.

The great majority of young people are responsible citizens who respond well to the opportunities that are provided for them to play an active part in the life of the city. The service has promoted the importance of student voice in schools. An example of success lies in the high profile work of school councils. Children and young people are increasingly engaged in debates about provision, quality of education and policy making. Over the last year, young people were involved in consultation on issues ranging from effective teaching styles for better inclusion (80 young people), through to shaping services to meet the needs of pregnant teenagers (44 young people),

Good progress is evident in transition between primary and secondary schools. The support provided for young people on transition into Year 7 was rated very highly in the recent parents' survey, with 87% of parents "agreeing" or "agreeing strongly" that the arrangements for their child to settle in were "good".

Transition to post-16 provision remains a focus for our work in order to ensure retention in education and training at the age of 17 plus. However, the strategy to tackle NEET, led by the Connexions LMC, has been very effective: at 3.8%, the NEET figure is the second best in the country.

The 14-19 Strategy has gathered momentum over the last year, underpinned by the work of the City of York Lifelong Learning Partnership (CYLLP). The 14 – 19 Pathfinder Project inspired some innovative and highly successful work in specific curriculum areas and prompted the establishment, in partnership with NYBEP, of a Business and Enterprise Forum. As the Pathfinder Project comes to an end, the challenge is to effect change across the whole city. Although work has been done to improve the quality and use of 14-19 data, increased use of reliable post 16 information, as a tool for strategic planning, is a priority for action. 33% of students now study at least one vocational qualification demonstrating an steady increase over the last three years. Further expansion will take place through the development of specialised diplomas.

As the range of vocational opportunities has expanded, the Connexions service is working hard to provide accurate, up-to-date information, advice and guidance. Impartiality of advice, particularly at the end of KS4, has to be strengthened as we work towards the implementation of a 14-19 entitlement curriculum.

There has been an improvement in the support for vulnerable groups which, nevertheless, remains a focus. Schools are more aware of their responsibilities to work in partnership with others to ensure effective support, guidance and provision can be accessed by children and young people in the care of the local authority. Provision for children educated other than at school is improving but nevertheless remains a priority for 2006/07.

# Section 3: Drivers for Change

| Driver | How might this affect our service? | Source |
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| New Directorate | We need to embrace new roles, remits and working practices, ensuring effective collaborative working which secures high standards when measured against each of the five outcomes of Every Child Matters.  This work will be underpinned by the extended remit of the new Training and Development Unit. | Every Child Matters/Education Act 2005 |
| New Relationship with Schools | Help schools understand how workforce remodelling can be exploited to offer a solution to the opportunities and challenges of personalisation, vocational learning and extended schools. | New Relationship with Schools<br><br>14-19 changes<br><br>10 year childcare strategy |
|  | It will be essential to adapt 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 of SIPs programme |
|  | The need to 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 SEF requirements |
| Changes in statutory requirements | Work with schools to prepare them for the changes introduced in the Education Bill (Act) 2006 and to ensure the continuing focus on quality for all. | Education Bill (Act) 2006 |
| DFES 14-19 White Paper "Higher Standards, Better Schools for All - More Choice for Parents and Pupils". | We need to support schools and all LA services to understand the implications of these 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. | DfES Implementation Plan |
| Renewal of the literacy and mathematics  frameworks<br><br><br>Implementation of the Early | Ensure the team are fully up to speed and support schools to respond analytically and creatively to opportunities to review and re-design their curriculum to meet the needs of the communities which they serve. | DfES |

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| Years Foundation Stage (EYFS) | The EYFS framework will provide an overview of the outcomes of the FS based on the early learning goals. Practitioners will require extensive, high quality professional development to ensure that the best use is made of these resources.  As the EYFS is to be implemented in 2008 there is time for extensive training and professional development to be led by the EDS team | |
| Personalising learning | 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 |
| Virtual learning environments | 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 changes in School Leadership and Management | The team needs to work more proactively with schools to identify potential leaders and then to offer programmes and opportunities for them to raise their aspirations and achieve their ambitions.  A strategic approach to professional development will include opportunities to contribute to the City of York School Improvement Strategy. | Age profile of current primary headteachers<br><br>Gender profile of current secondary leaders<br><br>Requirement by April 2009 applicants for headship must have NPQH |
| School reorganisation | 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 | Children's Centres West side (Secondary) Federations and amalgamations (Primary) PFI – Hob Moor |

# Section 4: Priorities/Initiatives/Actions for 2006/07

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| Outcome 1 Priority 1<br><br>To improve the physical health and well-being of all children and young people | Increase the number of schools achieving the Healthy Schools Standard | • Work towards the National targets by intensifying the support provided to specific schools in order to meet the national target of 50% with accreditation by Dec 2006 | • Dec 2006 | • Jenny Philpott/Sue Foster |
| | | • Support schools to achieve Healthy School Standard | • Dec 2009 | • Jenny Philpott/Sue Foster |
| | | • Increase the number of schools achieving Healthy School Standard | • Dec 2009 | • Jenny Philpott/Sue Foster |
| | | • Contribute to the Schools Healthy Eating task group to monitor schools identified needs and provide support to meet the needs e.g multi-agency training, examples of good practice | • Dec 2009 | • Jenny Philpott/Sue Foster |
| | Provide training for staff in order to reduce the number of young people who choose to smoke | • Ensure all schools include smoking education in their planned PSHE provision | • On-going | • Clare Barrowman/ Sue Foster |
| | | • Continue providing training on effective smoking education | • On-going~ | • Clare Barrowman/ Sue Foster |
| | | • Pilot a stop smoking support group in a secondary school | • 2006 | • Clare Barrowman/ Sue Foster |

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| | Maintain a comprehensive drugs education programme | • Ensure all schools include drug education in their planned PSHE provision ideally based on pupils identified needs | • Ongoing | • Clare Barrowman/ Sue Foster |
| | | • Continue providing training on effective drugs education | • Ongoing | • Clare Barrowman/ Sue Foster |
| | | • From needs assessments with pupils provide schools and other professionals with data on young peoples use of drugs in York | • Ongoing | • Clare Barrowman/ Sue Foster |
| | Address issues of personal development for all phases through a cross-service approach to planning and implementation of training programmes | • Key personnel responsible for aspects of personal development will meet to plan and agree content and delivery of programme | • Ongoing | • Sue Foster |
| Outcome 1 Priority 2  To improve the emotional well-being and resilience | Co-ordinate CAMHS work within the directorate through the Educational Psychology Service, so that existing projects are evaluated more thoroughly, and best practice is disseminated more systematically | • Contribute to the multi-agency emotional health steering group and develop a strategic approach and action plan | • 2006-2008 | • Sue Foster |

| of all children and young people | Give priority to mental health training for staff, offering services to all children | • Consultants through the Emotional Health Steering Group identify training needs of service professionals through partnerships and contribute to provision of training | • July 2007 | • Sue Foster |
| | | • Training and Development Unit to develop a programme of training based on identified need.  Manage, monitor and evaluate success of it | • July 2007 | |
| | | • Consultants through the Emotional Health Steering Group identify training needs of service professionals through partnerships and contribute to provision of training | • July 2007 | |
| | | • Training and Development Unit to develop a programme of training based on identified need, manage, monitor and evaluate success | • July 2007 | |
| | Ensure that Children's Fund projects in schools that have been successful (such as nurture groups) are maintained, despite the reduction in grant funding | • Consultants to work with Emotional Health Steering group to identify range of activities required and to produce guidance for schools in conjunction with the Healthy School Programme | • April 2007 | • Sue Foster |
| | | • Produce and promote a resource of best practice examples | • Initial resource by  Dec 2006 then ongoing | • Sue Foster |
| | | • Provide training for appropriate staff across all  agencies on mainstreaming successful school-based projects | • April 2007 | • Sue Foster |

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| Outcome 1 Priority 3<br><br>To improve the sexual health of all children and young people | Help secondary schools make high quality sex and relationship education available to all children and young people | • Review the needs analysis already undertaken and develop an action plan to improve quality and provision of SRE across the city<br>• Disseminate good practice with all schools and other professionals<br>• Continue providing and developing training based on teachers and supporting agencies identified needs<br>• Consultants to work with colleagues in EDS/Access and Inclusion and SEN teams to plan an appropriately differentiated programme for the delivery of SRE to pupils with SEN and vulnerable students in mainstream<br>• Deliver the course leading to accreditation for the teaching of PSHE for teachers and community nurses<br>• Support services that are providing sexual health drop-ins for those schools without established provision<br>• Supporting services for pupils unable to access school based provision<br>• Support services providing sexual health drop-ins in schools<br>• To complete analysis of the pupils Sex and Relationship Needs assessment and use the information to develop an action plan to improve quality and provision<br>• Disseminate good practice from the SRE needs assessment with all schools and other professionals<br>• Action plan to improve provision and quality | • 2006/08<br><br>• 2006/08<br><br>• On-going<br><br>• July 2006<br><br><br><br>• April 2007<br><br>• April 2007<br><br>• April 2007<br><br>• April 2007<br><br>• July 2006<br><br><br>• Dec 2006<br><br>• March 2007 | • Jenny Philpott<br><br>• Jenny Philpott<br><br>• Jenny Philpott<br><br>• Jenny Philpott<br><br><br>• Jenny Philpott<br><br>• Jenny Philpott<br><br>• Jenny Philpott<br><br>• Jenny Philpott<br><br>• Jenny Philpott<br><br><br>• Jenny Philpott<br><br>• Jenny Philpott |
| | Incorporate the Teenage Pregnancy Strategy in the Children's Trust (YorOK) in order to ensure that it is given a high priority alongside other related initiatives | • Consultants to work with Teenage Pregnancy Steering group to explore enhanced approach to SRE across other services.<br>• Continuing to develop a systematic training programme for staff in schools and settings | • 2006/08<br><br><br>• 2006/08 | • Jenny Philpott<br><br>• Jenny Philpott |

| Outcome 1 Priority 4 | Improve access for vulnerable children and young people to trained professionals by establishing a city centre one-stop shop | • Consultants to contribute to this initiative by being members of strategic groups of health/educational professionals. Relevant consultants to contribute to this initiative. | • 2006/08 | • Jenny Philpott |
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| To improve the health and well-being of the most vulnerable young people in the city | | • Consultants to contribute to training of professionals and provision in Integrated Children's Centres (ICCs) and the central city one-stop shop | • 2006/08 | • Jenny Philpott |
| | | • CPD team to manage training requirements through new arrangements which embrace the training of all those within the city working with children | • Summer 2006 – 2008 and then on-going | • Jenny Philpott |
| | Develop a health promotion and education campaign with the Traveller community | • Provide intensive support to identified schools with Traveller children to achieve the Healthy School Standard | • July 2007 | • Sylvia Hutton |
| | | • Work closely with the Traveller Education Service to:<br><br>- identify need and to provide  training for the TES to support  an intensive programme within the Traveller community<br>- support delivery within the schools as appropriate, eg SRE | • 2006/2008 | • Sylvia Hutton |
| Outcome 3 Priority 1<br><br>To develop excellence in leadership | Work with senior leaders in schools to incorporate the principles of *Every Child Matters* in the self evaluation form (SEF) and the School Improvement Plan | • Develop and embed all aspects of the Every Child Matters agenda | • 2006/08 | • Margaret Francis |
| | | • In collaboration with senior leaders further develop Every Child Matters with the wider workforce | • 2006/08 | |

| and management for headteachers and senior leadership teams | Help headteachers and governors to embrace partnership working, and become community leaders | • Raise awareness with schools on strategies to identify key providers<br>• Support schools in forging links with appropriate partners<br>• Ensure that all strategic and operational network groups have leadership and management as a key priority<br>• Continue to provide accreditation for ICT Managed Service providers to ICT in schools<br>• Maintain contact with YHGfL and ensure that current and future developments in ICT and the use of ICT to support subjects are disseminated to schools<br>• Work with Headteachers to raise awareness of their responsibilities in promoting all partnership working and collaboration in their role as community leaders<br>• Work with Headteachers to enable them to support governors' strategic responsibilities in promoting all partnership working and collaboration in their role as community leaders | • Spring term 2007<br>• July 2008<br><br>• 2006/08<br><br><br>• April 06 – July 07<br><br>• April 06 – July 07<br><br><br><br>• April 2007<br><br><br><br>• April 2007 | • Margaret Francis |

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| | Support senior leaders in raising standards and improving leadership by introducing national schemes into the authority, such as the Intensifying Support Programme (ISP), and developing local initiatives, such as school federations and residencies by curriculum consultants, | • Organise and deliver a range of national and local programmes to support headteachers in addressing standards and leadership development<br><br>• Support headteachers and senior leaders in developing the Leading on Learning initiative<br><br>• Continue to develop programmes which support all aspects of school strategic management of SEN/Inclusion<br><br>• Continue to advise and support school leadership teams and subject leaders in leading and developing ICT as a strategy for school improvement and an effective learning tool<br><br>• Encourage Headteachers to attend SLICT (Strategic Leadership in ICT) training courses<br><br>• Joint LA/School Leadership team review visits focusing on self evaluation, with appropriate follow up action<br><br>• To continue to develop the Single Contract as a means of analysing school performance and the impact of consultancy<br><br>• Organise and implement a range of leadership networks with an emphasis on developing leaders of the future | • 2006/08<br><br><br><br><br>• 2006/08<br><br><br>• 2006/08<br><br><br><br>• 2006/08<br><br><br><br><br><br>• April 2006 – July 2007<br><br><br>• 2006/08<br><br><br><br>• 2006/08<br><br><br><br><br>• 2006/08 | • Margaret Francis |

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| Identify the next generation of school leaders and provide opportunities for them to realise their potential | • Develop and implement CPD programme targeted at Middle Leaders<br><br>• Implement training and development for Senior Leaders through LA network and links with NCSL<br><br>• Continue to develop programmes which support all aspects of school strategic management through support of SEN/Inclusion at middle manager and SENCO<br><br>• Support the development of leadership in ICT<br><br>• Building on well-established secondary CPD co- ordinators' network, promote and implement a primary model across all settings | • 2006/08<br><br>• 2006/08<br><br>• April 2006 – July 2007<br><br>• 2006/08<br><br>• 2006/08 | • Margaret Francis |
| Provide training for governors to undertake their responsibilities for school improvement, | • Raise awareness of training programme with governing  bodies at both centrally organised training events and customised school based events<br><br>• Participation in a programme of   LA organised  courses relevant to governors' needs and responsibilities, and statutory responsibilities and identified needs in supporting school improvement<br><br>• To provide bespoke support to individual governing bodies through appropriate expert support<br><br>• Provide a programme of training for governors<br><br>• Continue to develop governor networking | • 2006/08<br><br>• 2006/08<br><br>• 2006/08<br><br>• 2006/08<br><br>• 2006/08 | • Margaret Francis |

| | Share best practice from senior school leaders, leading practitioners and partners. | • To further develop opportunities to share best practice with schools, the VIP sector and early years settings | • April 2006 – July 2007 | • Margaret Francis |
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| | | • To continue to support the three PNS Network Learning Groups that are focussing on improving standards in Numeracy | • April 2006 – July 2007 | |
| | | • Establish additional Network Learning Groups | • April 2006 – July 2007 | |
| | | • Provide opportunities for dissemination of best practice in ICT through the deployment of Consultants, ASTs, Leading Teachers, Development Teachers and on-line resources | • July 2006 – July 2007 | |
| | | • Ensure that best practice in ICT is disseminated within CSGs, NLGs and through attendance at regional and national events | • July 2006 – July 2007 | |
| | | • Ensure that EDS colleagues remain aware of current developments in ICT, by providing updates for colleagues | • July 2006 – July 2007 | |
| | | • Develop and extend the range of networks and forums which disseminate effective practice between secondary schools | • On-going | |

| Outcome 3 Priority 2 | Work with schools to review their curriculum in line with national requirements, ensuring the review is used as an opportunity to be more responsive to personalised learning needs | • Support schools in a robust system of self review of curriculum provision and impact through the renewal of the frameworks | • 2006/08 | • Margaret Francis |
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| To support schools in developing a broad, relevant and flexible curriculum in order to enhance achievement and raise standards | | • Continue to develop the links between whole-school initiatives and subject strands with specific reference to literacy, oracy, numeracy and ICT | • 2006/08 | |
| | | • Disseminate information and promote response to the revised Primary National Literacy and Numeracy Strategy frameworks and ICT framework | • April 2006 – July 2007 | |
| | | • Targeted support for individual schools and settings to improve and personalise learning in MFL | • April 2006 – July 2007 | |
| | | • Support schools in developing linkage and coherence across the curriculum including English, mathematics and ICT | • Establish Working Party July 2006 <br> • Outcomes from WP to be published July 07 | |
| | | • Continue to support the QCA update group to provide a generic ICT curriculum that reflects the current society | • Piloted April 06 | |
| | | • Support the development of Content and Course Management Systems | • April 2006 – July 2007 | |
| | | • Develop a programme of CPD which anticipates the implications of the emerging national agenda | • On-going | |
| | | • Actively promote enriched learning opportunities through interaction with local partners and colleagues within Learning, Culture and Children's Services. | • April 06 – July 07 | |
| | | | • April 2006 <br> • 2006/08 | |

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| | | • Drive forward the experiential learning agenda by producing a directory of appropriate activities which link the national curriculum to a wide range of learning opportunities | • 2006/08 | • |
| | | • Ensure that the learning potential of new technologies is fully utilised to support the whole curriculum | • April 2006 <br> • 2006/08 | |
| | | • Challenge and support schools to develop a vocational curriculum in line with their specialist status | • 2006/08 | |
| | | • Implementation of MFL entitlement at both KS2 and KS4 in line with the national framework and targets | • 2006/08 | |
| | Introduce programmes and strategies in order to emphasise the importance of raising standards in literacy, oracy, numeracy and ICT within a broad curriculum, | • Support school in provision mapping to ensure children receive appropriate, timely interventions in core aspects within a broad and balanced curriculum | • 2006/08 | • Margaret Francis |
| | | • Literacy, numeracy and ICT consultants to provide support and training programmes for all schools and EDS colleagues through the various strategy publications and national materials | • 2006/08 | |
| | | • Work with staff in schools to develop an understanding of ways in which pupil progress in oracy, literacy and numeracy and ICT can be developed, embedded and sustained throughout every Key Stage | • On-going | |
| | Improve the quality of provision for spiritual, moral, social and cultural development in all schools through continuing professional development (CPD) and dissemination of good practice, and give status to the voice of the learner by actively involving young people in decision making | • Promote high quality provision for spiritual, moral, social and cultural development. | • 2006/08 | • Margaret Francis |
| | | • Raise the profile of cultural diversity locally, regionally and nationally. | • 2006/08 | |

| Outcome 3 Priority 3 | Work with schools to improve the quality of learning for pupils across the ability range through the new personalised learning strategy, | • Continue to implement the Primary National Strategy – Literacy & Numeracy, ICT development programmes. | • 2006/08 | • Margaret Francis |
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| To work with schools and other settings to make learning enjoyable, purposeful, relevant and challenging for every child and young person | Use Network Learning Groups and leading practitioners at all key stages to focus on the role of the national strategies in raising standards and improving the quality of teaching and learning | Work with key partners to ensure:<br><br>• The quality and relevance of action plans for network learning groups<br>• Effective brokerage of key personnel<br>• Dissemination of work of NLGs across the city<br>• Appropriate links with all leading practitioners to develop exemplar practice<br>• Appropriate recruitment and deployment of ASTs/Lead Teachers<br>• Consultants attend appropriate strategy training and feed into the networks<br>• There is a continuing focus on raising achievement | • 2006/08 | • Margaret Francis |

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| Embed an LA wide approach in the next stage of development of Assessment for Learning which focuses on the involvement of learners | • Ensure an LA wide approach to developing AfL in all schools and settings, including targeting AFL for SEN | • Working Party established July 2006<br>• Support to schools disseminated by Autumn 2007<br>• Reduced need for IEPs by July 2007 | • Margaret Francis |
| | • Through CPD promote the use of shared, focused learning objectives and success criteria to enable pupils to engage in self-assessment | • April 2006 – July 2007 | |
| | • In ISP schools, further develop the formulation and ownership of curricular targets, and begin to disseminate good practice to other schools/settings<br>(links to AfL Working Party) | • April 2006 – July 2007 | |
| Extend the work of ICT consultants in training staff in using new technologies to support all aspects of learning and teaching across the curriculum | • Continue to improve the learning and teaching of all curriculum areas through the use of ICT by:<br><br>   - Ensuring the use of ICT is an elements of all CPD<br>   - Increasing staff confidence through CSG, NLG and lead practitioner deployment<br>   - Monitoring the effective use of ICT in teaching across the curriculum | • 2006/08 | • Mike Holroyde, Tim Scratcherd, Yvonne Wragg |
| | • Continue to provide support for team members to maintain their cutting edge competence in how ICT can support all aspects of learning and teaching in secondary schools, including special schools | • 2006/08 | |

| | Build on a baseline audit to improve quality of provision and performance of pupils in the Foundation Stage and Key Stage 1 | • Further develop moderation of teacher assessment at key points. <br> • Trial and disseminate good practice in tracking pupil progress through FS and into KS1 <br> • Promote, embed and further develop assessment procedures using the extended FS profile to ensure accurate information for pupils with SEN <br> • Research best practice in assessment and tracking for all pupils with specific reference to identified groups | • 2006/08 | • Margaret Francis |
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| | Work with practitioners to support schools in moderating the Foundation Stage Profile | • Review arrangements for moderation used in previous years in the light of the current national guidelines and agree format for Summer 06 and Summer 07 including:<br>. Establishing a team of moderators<br>. Agreeing % sample of settings to be moderated<br>. Agreeing focus of moderation visits for Summer 06 and Summer 07 | • March 2006 for Summer 2006 moderation<br>• March 2007 for Summer 2007 moderation | • |
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| | | • Agree, organise and deliver training programme for Foundation Stage Moderating Team | • March 2006 for Summer 2006 moderation<br>• March 2007 for Summer 2007 moderation | |
| | | • Agree, organise and deliver a training programme to support schools/settings in effectively using the Foundation Stage Profile as an assessment tool | • April 2006 for Summer 2006 moderation<br>• April 2007 for Summer 2007 moderation | |
| | | • Implement Foundation Stage moderation including:<br>. Working with % sample of schools selected to effectively carry out the moderation process<br>. Support schools/settings not in the sample through a series of drop-in twilights and bespoke support organised through the Adviser for FS/KS1 | • Summer 2006<br>•<br>• Summer 2007 | |

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| | | • Analyse and disseminate outcomes from the sample moderation process to all schools through:<br>. appropriate documentation<br>. subsequent training programme<br>. support for individual schools/settings as required | • Summer 2006<br>• Summer 2007 | |
| | Work with practitioners to improve the quality of teaching and learning in the Foundation Stage and at Key Stage 1 through innovative projects | ▪ Establish a baseline through an audit of provision in the Foundation Stage<br>▪ Establish an Early Years Steering Group to monitor and evaluate provision in Foundation Stage within all settings across the maintained and non- maintained sector<br>▪ Further develop moderation through improving teacher skill in assessment at FS and KS1<br>▪ Support the further development of intervention strategies at FS and KS1<br>▪ Establish a Foundation Stage /Year 1 Network focused on improving the quality of provision and standards within FS and KS1<br>▪ Further develop assessment procedures for specific groups of pupils e.g. pupils with SEN at FS and KS1<br>▪ Ensure all schools and settings take account of the recommendations of the Rose review re reading and phonics<br>▪ Provide training for all staff in discrete and cross curricular ICT at KS1<br>▪ Continue to provide support for FS practitioners and colleagues to integrate ICT into the Areas of Provision | • May 06<br><br>• July 06<br><br><br><br>• 2006/08<br><br>• 2006/08<br><br>• 2006/08<br><br><br><br>• 2006/08<br><br>• 2006/08<br><br>• 2006/08<br><br>• 2006/08 | ▪ Margaret Francis |

| Outcome 3 Priority 4 | Ensure that the current School Improvement Strategy is able to successfully accommodate changes outlined in the New Relationship with Schools DfES 2005 and the School Improvement Partner initiative | • Continue to raise standards in schools by ensuring that schools understand the role of Self Evaluation as outlined in the New Relationship With Schools | • 2006/08 | • Margaret Francis |
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| To maintain and implement new systems to ensure that the provision for all children and young people is of the highest quality | | • Promote the use of national benchmarks to provide evidence for school self evaluation, including for example, Basic Skills Quality mark, ICT Mark, Healthy Schools | • 2006/08 | |
| | | • Align EDS with the developing implications for the implementation of the SIP programmes (see outcome 3, priority 4, initiative 2) | • Summer 06 | |
| | | • Draft and agree new generic protocol and guidelines for School Improvement Partners (SIPs) working in schools across the city | • April 2006<br>• Secondary / Special Protocol September 2006<br>• Primary / Special Protocol December 2006 | |
| | | • Consult upon and agree a new Team structure which takes account of the role of SIPs and the new locality structure | • May 2006 | |
| | | • Advisory Team to seek accreditation as SIPs in line with national deadline | • July 2007 | |
| | | • Briefings for Headteachers and governors regarding the recruitment and deployment of SIPs to be held at key points within the implementation timetable | • 2006/08 | |
| | | • Recruitment, LA and national training and quality assurance of all SIPs to be undertaken in preparation for implementation of programme | • 2006/08 | |

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| | | • Review of EDS information systems and processes which provide data<br>• Develop a programme linking the work of SIPs to the EDS Primary and Secondary analysis and appropriate plans | • 2006/08<br><br>• 2006/08 | • |
| | Review and modify the local authority's current policy of monitoring, support and intervention for schools giving cause for concern, so that schools are able to benefit from a rapid and appropriate response | • Review and modify as appropriate the LA's policy and criteria for supporting schools causing concern to ensure that all Link Advisers, SIPs and Consultants are fully aware of, and consistently able to implement the policy<br>• Review the classification of schools through the work of the SMG, especially for those who are currently causing concern.<br>• Evaluate the impact of the support given and subsequent appropriate action | • 2006/08<br><br><br><br><br>• 2006/08 | • Margaret Francis |
| | Work with link advisers, consultants, SIPs and schools to address issues of in-school variation in standards attained and value added achieved between key stages | • Engage staff in schools with the implications of performance data for planning and capacity building, around the differences in relative performance | • 2006/08 | • Margaret Francis |

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| | Develop a more strategic use of data to continue to support the identification of priorities for development in schools and settings, and extend its use into locality working | • Develop the strategic use of data in order to:<br><br>o Improve the use of performance information to track specific groups of learners and support schools to target their intervention more effectively, particularly where value added is low<br>o Provide a differentiated package to schools/SIP/Link Advisers<br>o Support EDS in targeting rapid and effective intervention to groups of schools with a common focus for improvement<br>o Pilot the use of common data sets through the integrated children's centres<br>o Develop a database to track and monitor able, gifted and talented learners<br><br>• Further refine the use of data to ensure that pupils who achieve below age expected norms make maximum progress by continuing to develop and refine datasets for SEN/Inclusion including PIVATS to inform strategic planning and targeted intervention | • 2006/08 | • Margaret Francis |
| | Launch and implement high quality self-evaluation toolkits linked to the Ofsted Framework and the Steps to Quality Framework | • Complete a primary and secondary tool kit aligned to the current Ofsted and ECM frameworks and consult with schools on the final draft before publication and launch<br>• Raise awareness of standards outlined in a range of quality assurance frameworks including Steps to Quality and 2005 Ofsted Framework and other LA self evaluation tools<br>• Support and develop working protocols and standards with the Children's Centres | • 2006/07<br><br><br><br><br>• 2006/08<br><br><br><br><br><br>• 2008 | • Margaret Francis |

| | Co-ordinate and extend training opportunities for all personnel working with children and young people through the extended remit of the Training and Development Unit | • Develop a programme of CPD which effectively supports the key priorities identified for development within all schools and settings | • 2006/08 | • Sue Foster |
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| Outcome 3 Priority 6<br><br>To support the needs of the most able, gifted and talented children through implementing the current York able, gifted and talented strategy | Support schools in making effective provision for pupils identified as being able, gifted and talented through high quality support for school co-ordinators | • Ensure up to date knowledge on AGT issues by senior adviser<br>• Support work of Primary AST<br>• Monitor and support performance and progress of schools and pupils<br>• Support school self evaluation strategies<br>• Support coordinator leadership<br>• Provide targeted support for schools<br>• Build the LAs capacity to support schools<br>• Provide and broker a range of CPD activities/opportunities<br>• Provide additional guidance to identify and make provision for A G & T pupils, including meeting their emotional and social needs | • 2006/08<br><br>• 2006/08<br>• 2006/08<br><br>• 2006/08<br>• 2006/08<br>• 2006/08<br>• 2006/08<br>• 2006/08<br><br><br>• 2006/08 | • Tricia Ellison |
| | Create extended subject specific opportunities which meet the needs of pupils identified as able, gifted and talented | • Continue to embed an AG+T focus in the work of all teams in EDS and other services<br>• Ensure criteria are used effectively to support the identification of able, gifted and talented pupils in specific areas<br>• Support the development of projects which meet the needs of AGT pupils effectively<br>• Disseminate good practice in provision for able pupils | • 2006/08<br><br><br>• December 2006<br>• 2006/08<br><br>• March 2007<br><br>• 2006/08 | • Tricia Ellison |

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| | Extend access to opportunities from a wide range of sources such as the able, gifted and talented summer school, master classes and student membership of the National Association for Able, Gifted and Talented Youth (NAGTY) | • Support master class opportunities<br>• Organise and manage the York Able, Gifted and Talented Summer School, the third Year 6/7 LA Able Gifted and Talented Summer School July 2006<br>• Promote student membership of National Academy for Gifted and Talented Youth<br>• Identify local AGT opportunities and promote + disseminate<br>• Work with partners to support the raising of aspirations<br>• Provide a training opportunity for teachers to enable them to support AG&T pupils in the development and implementation of web technologies | • 2006/08<br>• July 2006<br><br><br>• 2006/08<br><br>• 2006/08<br><br>• 2006/08<br><br>• 2006/08 | • Tricia Ellison |
| Outcome 3 Priority 7<br><br>To make provision for pupils with SEN which enables them to attain and achieve to their full potential, and to engage meaningfully with the wider community | Build on examples of good practice to review and further develop the LA Inclusion Strategy to ensure all pupils' needs are identified and met across all settings | • Continue to work collaboratively with Access and Inclusion to further develop the LA Inclusion Strategy, ensuring all stakeholders are involved, including Early Years<br>• Review and redraft the LA inclusion strategy and ensure all ECM outcomes are explicit | • 2006/08<br><br><br><br>• 2006/08 | • Joan Lupton |
| | Monitor the impact of the special schools' outreach work with mainstream schools, and identify and disseminate best practice | • Continue to develop and monitor the outreach work of special schools to ensure coherent support.<br>• Ensure systems for sharing and modelling best practice are in place | • 2006/08<br><br><br>• 2006/08 | • Joan Lupton |

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| Outcome 3 Priority 8<br><br>To provide support for schools working to extend provision beyond the normal school day | Ensure that Integrated Children's Centres develop into models of excellent provision, to be shared throughout the city, through strategic partnership working | • Continue to meet with the Extended Schools Working Group to develop policy in all schools and Integrated Children's Centres in order to accelerate the implementation at local level | • 2006/08 | • Margaret Francis |
| Outcome 3 Priority 9<br><br>To maintain and develop action to improve attendance at school | Align the work of EDS and Access and Inclusion in order to ensure that there is a rigorous Behaviour and Attendance Policy which sets out clear expectations and the steps that schools should take to improve outcomes | • Map joint strategic planning for B&A into the operational plans of the teams | • Summer 06 | • John Catron |
| | Develop working strategies which have a positive impact on attendance through a better multi-agency approach at school level | • Continue to develop links between the services within the LCCS team in order to improve attendance in all schools | • On-going | • Liz Watson |
| | Support schools in their work in improving school attendance through effective training, dissemination of best practice and modelling through case work | • Develop innovative projects which will improve Behaviour and Attendance<br>• Continue implementation of the LA's Behaviour and Attendance Strategy | • 2006/08<br><br>• 2006/08 | • John Catron |

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| Outcome 3 Priority 10  To raise attainment amongst target groups | Track, intervene and ensure optimum achievement of the most vulnerable groups, including those with SEN through a partnership between schools, personnel from Learning, Culture and Children's Services and the PCT | • Work with schools to ensure that the progress and attainment of the most vulnerable pupils is fully monitored, evaluated and action planned for further improvement<br>• Continue to develop links between the secondary team and key groups through strategic meetings<br>• Work through the Integrated Children's Centre Project Group and Working Party to contribute to partnership working which impacts on provision for pupils and families from vulnerable groups<br>• Continue to forge links and to work collaboratively with any other key groups in LCCS and the PCT | • 2006/08<br><br><br><br>• 2006/08<br><br><br>• 2006/08<br><br><br><br><br>• 2006/08 | • Joan Lupton |
| Outcome 4 Priority 1  To co-ordinate and publicise non statutory provision for 13 – 19 year olds by producing a Youth Offer | Support schools' capacity to deliver effective citizenship programmes | • Provide universal training courses<br>• Provide targeted school support<br>• Promote aspects of Citizenship through training and development activities across all subject areas | • Summer 2006<br>• Summer 2006<br>• Summer 2006 | • Sue Foster<br>• Sue Foster<br>• Sue Foster |
| Outcome 4 Priority 2  To encourage children and young people to become active and responsible citizens, and to consult | Disseminate the practice of the most effective school councils to extend best practice | • Disseminate information through the School council conferences (press)<br><br>• Positively promote with the media<br><br><br>• Supporting the Children and Young Peoples Champion and elected members | • Ongoing<br><br><br>• Ongoing<br><br><br>• Ongoing | • Jenny Philpott/Sue Foster<br><br>• Jenny Philpott/Sue Foster<br><br>• Jenny Philpott/Sue Foster |

| with them about the future of the city | Support schools, through the work of curriculum consultants, to help young people to develop critical thinking skills to support decision making on their current and future needs | • Disseminate information through the School council conferences (press)<br>• Positively promote with the media<br>• Supporting the Children and Young Peoples Champion and elected members<br>• Plan and deliver school council conferences<br>• Work with the voice and influence co-ordinator to monitor progress from action plans that have arisen form school council conference through visits to councils<br>• Question Time linked to action plans from School Councils, inked to Every Child Matte<br>• As part of the whole school initiative drive, ensure that LIL and Critical Thinking Skills approaches are promoted as part of a coherent approach to teaching and learning | • Ongoing<br><br>• Ongoing<br>• Ongoing<br><br>• Sept 2006<br>• Sept 2006<br><br><br><br>• September 2006<br><br>• Summer 06/08 | • Jenny Philpott/John Catron |
| | Establish and maintain systems which support the active involvement of children and young people with learning difficulties/disabilities in all of the above activities | • Involvement in secondary school council conference of students from Special Schools, the PRU and SEN pupils in mainstream<br>• Work closely with inclusion development workers to identify particular needs of the target group and plan accordingly | • Summer 06/08<br><br><br>• Summer 06/08 | • Joan Lupton/ Murray Rose |
| | Introduce a mechanism to engage the elected young people's champion with children and young people across the city | • Work with elected member, children and young people's advisory panel and school councils to develop a mechanism for communication between the two parties | • Summer 2006 | • Jenny Philpott |
| | Support young people to develop enterprising behaviour through the introduction of a Young York Award in partnership with local businesses | • Work through the Business Forum and Higher York to develop and pilot a framework that acknowledges the personal development and community support offered by 14-19 year olds | • Pilot evaluated Summer 2007 | • Liz Watson |

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| Outcome 4 Priority 5<br><br>To support children and young people at key transition points in their lives | Provide effective support for all children and young people at key transition points in their education and training from 0 – 19, to ensure good quality progression and continuity of achievement | • Work with schools and teachers to continue to improve transition between KSs 2&3 and KSs 3&4<br>• Liaise with Access and Inclusion to develop a more cohesive approach leading to a policy | • Summer 06/08<br><br>• Summer 06/08 | • John Catron/John Sharpe |
| Outcome 5 Priority 1<br><br>To develop vocational learning as an entitlement for all 14 – 19 year olds | Work with schools to introduce a wider range of vocational options at Key Stage 4, including specialised and general diplomas | • Support the introduction of new vocational qualifications , including DIDA, 2006-8<br>• Support schools in preparing for the advent of specialised Diplomas<br><br>• Work with HY and specialist schools to enhance provision and improve progression<br>• Work with SENCOs to develop appropriate provision for young people with learning difficulties and/or disabilities (SEN)<br>• Challenge and support schools to develop a vocational curriculum in line with their specialism | • Summer 06/08<br>• Annual cycle<br>• Summer 07<br><br>• Ongoing<br><br>• Summer 07<br><br>• On-going | • Liz Watson |
| | Work with NYBEP and the Business Forum to engage employers in the design, delivery and assessment of new vocational programmes | • Work with the Business Forum to extend and refine employer involvement in curriculum development<br>• Work with school staff to ensure that employers are actively involved in the design and delivery of all vocational courses | • On-going<br><br>• On-going | • Liz Watson |
| | Pilot the QCA Curriculum Framework, designed to ensure high quality and challenging vocational experiences, with two schools | • Work with QCA on a 14-16 pilot re work readiness and enterprise learning | • Pilot complete summer 07 | • Liz Watson |

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| Establish the 14 – 16 vocational skills centre at Danesgate to provide supported training opportunities for up to one hundred and fifty vulnerable young people before they move on to education, employment and training opportunities | • Lead Adviser Secondary to contribute to the development of the Centre to ensure it is enhancing 14-19 provision in the city | • Summer 06/07 | • Liz Watson |
| Work with training providers to improve the quality and availability of work-related learning | • Organise a joint review with YTC to establish a baseline for improvement<br>• Work with the LSC and NYBEP to update quality assurance guidelines for learning that takes place outside the home base | • Summer 2006<br><br>• To be used by all partners from September '07 | • Liz Watson |
| Provide opportunities for personal challenge and enrichment by developing a *Young York Award* that will formally credit young people with their contribution to society | • Develop a formal award that will testify to breadth of experience and personal commitment | • Pilot to be reviewed, summer 07 | • Liz Watson |
| Support work in embedding enterprise education in the curriculum | • Work with the enterprise service to ensure that secondary schools value enterprise learning and offer high quality learning opportunities to students | • On-going | • Liz Watson |
| Collaborate with partners in the provision of a training programme to support the introduction of radical new curriculum options for 14 – 19 year olds | • Work with partners to develop a joint CPD programme for 2006-7 | • Brochure available for September 2006 | • Liz Watson |
| Ensure there are effective forums through which parents and young people can influence the implementation and evaluation of the 14-19 strategy | • Work with the Children's Trust Involvement Group to establish a method that enables young people to improve their understanding of; to shape and to evaluate 14-19 education and training provision in their location | • First conference in Autumn 2006 | • Liz Watson |

| | Be more rigorous in monitoring, challenging and supporting education provision across different providers pre and post 16 | • Influence the work of the CYLLP data group to ensure the provision of high quality attainment data to monitor progress of all students including G+T, Travellers, BME, LAC, SEN, EOTAS<br>• Support schools in the use of post-16 value added and distance travelled measures<br>• Agree on set of vulnerable groups to track, monitor and report on progress.<br><br>• Improve data (and use of data) on vocational examinations (including performance, courses offered courses completed etc.) | • Academic year 06-07<br><br><br><br>• March 2007<br><br>• Agree vulnerable groups by 31 March<br>• Ongoing | • Richard Wyborn/Liz Watson |
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| Outcome 5 Priority 2<br><br>To improve post 16 retention, attainment and progression in education, employment and training | Support English and maths departments in improving the percentage of leavers gaining 5 A* - C GCSE qualifications (including English and maths) through the work of curriculum consultants | • Ensure a strand of the core business of EDS secondary team members is to promote standards and improve quality of provision for students at KS4<br>• Work with school to eradicate within school variance between departments<br>• Improve value-added between KS3 and KS4 | • Summer 06/08 | • John Catron |
| | Contribute towards the comprehensive dataset on 14 – 19 education being developed by the Lifelong Learning Partnership, and use it to monitor progress in key areas of activity | • Work with the Learning Partnership data task group to ensure that key performance indicators are linked to York's priorities<br>• Ensure that the CYLLP meetings cycle includes appropriate time for formal review and evaluation of impact | • On-going<br><br><br><br>• plan in place for September '06 | • Liz Watson |
| | Prepare for the introduction of Functional Skills in literacy, numeracy and ICT | • Support schools in preparing to introduce Functional Skills in Literacy, Numeracy and ICT | • Partnership working group in place by summer '06 | • John Catron |
| Outcome 5 Priority 3<br><br>To improve the quality of information, | Ensure that the work already undertaken to improve information sharing with post 16 providers is used more effectively to target resources and improve advice given to young people | • Work with Connexions to ensure that support for post-16 transition is effective and that information is open and transparent | • On-going | • Liz Watson |

| advice and guidance (IAG) for children and young people in schools, colleges and education otherwise | Ensure that the information, advice and guidance provided in partnership with Connexions in targeted schools meets the quality standards and that its impact is monitored and evaluated | • Work with Guidance Service staff to identify targeted schools and track progress towards meeting standards | • Ongoing | • Jenny Philpott/Sue Foster |
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| | Develop a web-based 14 – 19 prospectus for York | • Work with providers to establish an understanding of the impact this will have on city-wide provision<br>• Ensure that the website is established to meet DfES deadline<br>• Work with Connexions to ensure appropriate training and support is available | • Summer term '06<br><br>• January '07<br><br>• On-going | • Liz Watson |
| | Support primary and secondary schools to develop in learners an understanding of the workplace and the skills that will contribute to their future economic well-being | • Work with NYBEP to ensure support is available for all schools | • On-going | • Liz Watson |
| Outcome 5 Priority 4<br><br>To improve the prospect of achieving economic well-being for the most vulnerable children and young people | Ensure that challenging targets for section 96 qualifications are set for young people outside mainstream schools, and that their progress is tracked | • Advisory and SIP support for the PRU to set appropriate targets and provide relevant provision to meet their learning needs | • Summer 06/08 | • Murray Rose/Chris Nicholson |
| | Improve the identification, intervention and support for looked after children, minority ethnic groups, Traveller pupils and other pupils at risk of under achievement | • EDS to use performance data on LAC, Traveller pupils and those pupils with EAL when undertaking their autumn link visits to review performance and set targets | • Summer 06/08 | • Richard Wyborn |

# 2006/07 Performance Monitoring for Learning, Culture & Children's Services ~ Standards & Quality — Target Setting

| Code | Description of PI | Service Manager | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | | 05/06 1st Monitor (4 mths) | 05/06 2nd Monitor (7 mths) | 05/06 3rd Quarter/Term | 05/06 3rd Mon Target (Whole Year) | | 06/07 1st Monitor (4 mths) | 06/07 2nd Monitor (7 mths) | 06/07 3rd Quarter/Term | 06/07 3rd Mon Target (Whole Year) | 07/08 Target | 08/09 Target | 04/05 Unitary Average | PI appears as a Key PI in the CS Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TD1 | Number of schools buying into the LCCS Training & Development Service (in the buy-back) | Sue Foster | | | | | | actual | | | | | actual | | | | 100% | | | | |
| | | | | | | | | profile | New for 9/2006 | | | | profile | | | | | | | | |
| TD2 | Number of schools accessing CPD activities | Sue Foster | | | | | | actual | | | | | actual | | | | 100% | | | | |
| | | | | | | | | profile | New for 9/2006 | | | | profile | | | | | | | | |
| TD3 | Number of staff accessing CPD activities | Sue Foster | | | | | | actual | | | | | actual | | | | 20% | | | | |
| | | | | | | | | profile | New for 9/2006 | | | | profile | | | | | | | | |
| 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 | | | | | actual | | | | 5 | | | | |
| | | | | | | | | profile | New for 9/2006 | | | | profile | | | | | | | | |
| TD5 | % of positive evaluations received in top 2 categories - 'very good' and 'excellent' (post training evaluation forms) | Sue Foster | | | | | | actual | | | | | actual | | | | 85% | | | | |
| | | | | | | | | profile | New for 9/2006 | | | | profile | | | | | | | | |
| EDS5 | Maintain a LEA Value Added Score of at least 100.3 for KS3 | Jenny Vickers | | | 100.2 | 100.7 | 100.2 | actual | | | | 100.3 | actual | | | | 100.4 | 100.4 | 100.4 | | |
| | | | | | 100.3 | 100.3 | 100.3 | profile | | | | 100.3 | profile | | | | | | | | |
| EDS6 | % of pupils achieving A* or A in GCSE (full) | Jenny Vickers | 13.9% | 16.7% | 16.9% | 18.8% | 17.5% | actual | | 20.1% | | 20.1% | actual | | | | 20.0% | 21.0% | 22.0% | | |
| | | | | | | | 19.5% | profile | | | | 18.8% | profile | | | | | | | | |
| EDS7 | To maintain satisfactory or higher rate of approval from schools on the LEA support for G & T pupils (AC School survey Q2.4.10) | Tricia Ellison | | | 3.13 | 2.7 | 2.38 | actual | | 2.21 | | 2.21 | actual | | | | 2.2 | 2.1 | 2.0 | | |
| | | | | | | 3.0 | 3.0 | profile | | | | 3.0 | profile | | | | | | | | |
| EDS8 | Number of pupils participating in extension and/or enrichment programmes | Tricia Ellison | | | | 114 | 300 | actual | | 405 | | 405 | actual | | | | 450 | 475 | 500 | | |
| | | | | | | | 202 | profile | | | | 100 | profile | | | | | | | | |
| EDS9 | No. of primary schools with the healthy School Standard (per academic year) | Jenny Philpott | | | | 4 | 8 | actual | | 13 | | 13 | actual | | | | 29 | 42 | 55 | | |
| | | | | | | | 5 | profile | | | | 12 | profile | | | | | | | | |
| EDS10 | No. of secondary schools (inc PRU) with the healthy School Standard (per academic year) | Jenny Philpott | | | | 1 | 2 | actual | | 2 | | 2 | actual | | | | 6 | 9 | 14 | | |
| | | | | | | | 1 | profile | | | | 2 | profile | | | | | | | | |
| EDS11 | No. of schools who are involved in the secondary school question times (per academic year) | Jenny Philpott | | | | 7 | 10 | actual | | 6 | | 6 | actual | | | | 6 | 7 | 8 | | |
| | | | | | | | 4 | profile | | | | 8 | profile | | | | | | | | |
| EDS13 | No. of primary schools involved in the school council conference (per academic year) | Jenny Philpott | | | | New | 22 | actual | | 29 | | 29 | actual | | | | 35 | 38 | 40 | | O 4 |
| | | | | | | | 20 | profile | | | | 20 | profile | | | | | | | | |
| EDS20 | No. of secondary schools with an active/effective school council | Jenny Philpott | | | | 1 | 3 | actual | | | | | actual | | | | 11 | 11 | 11 | | O 4 |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| EDS14 | No. of schools 'Causing Concern' LEA assessment | Jenny Vickers | | | | | 7 | actual | | | | | actual | | | | 5 | 4 | 4 | | |
| | | | | | | | | profile | | | | 6 | profile | | | | | | | | |
| EDS15 | No. of schools 'In Serious Weakness' Ofsted assessment | Jenny Vickers | | | | | 0 | actual | | | | | actual | | | | 0 | 0 | 0 | | |
| | | | | | | | | profile | | | | 0 | profile | | | | | | | | |
| EDS16 | APS at Foundation Stage profile | Jenny Vickers | | | | 6.8 | 7.0 | actual | | | | 7.1 | actual | | | | 7.1 | 7.2 | 7.2 | | O 3 |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| EDS17 | APS at KS1 | Jenny Vickers | | | 16.0 | 15.9 | 15.6 | actual | | | | 15.6 | actual | | | | 15.8 | 16.0 | 16.2 | | O 3 |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| EDS18 | Value Added score KS1 to KS2 | Jenny Vickers | | | | 99.5 | 99.9 | actual | | | | 100.2 | actual | | | | 100.3 | 100.3 | 100.4 | | O 3 |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| EDS19 | Value Added score KS2 to KS4 | Jenny Vickers | | | | | 987.9 | actual | | | | 995.5 | actual | | | | 1000.0 | 1000.0 | 1000.0 | | O 3 |
| | | | | | | | | profile | | | | | profile | | | | | | | | |

| Code | Description of PI | Service Manager | Historical Trend 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | 1st Monitor (4 mths) | 2nd Monitor (7 mths) | 3rd Quarter/Term | 3rd Mon Target (Whole Year) | 06/07 | 1st Monitor (4 mths) | 2nd Monitor (7 mths) | 3rd Quarter/Term | 3rd Mon Target (Whole Year) | 07/08 Target | 08/09 Target | 04/05 Unitary Average | PI appears as a Key PI in the CS Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| EDS21 | % of End of KS4 pupils taking a vocational subject | Jenny Vickers | | | | 13.3% | 22.1% | actual | | | | 33.1% | actual | | | | 38.0% | 45.0% | 50.0% | | O 5 |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| EDS22 | % of Year 7 & 8 pupils eating 5 fruit & veg a day (most or every | Jenny Philpott | | | | | | actual | | | | 39.4% | actual | | | | 40.0% | 41.0% | 42.0% | | O 1 |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| 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 | 52.6% | 54.2% | 56.4% | 58.9% | 56.6% | actual | | 60.3% | | 60.6% | actual | | | | 65.0% | 66.0% | 66.0% | 50.2% | O 3 |
| | | | | | 62.0% | 63.0% | 64% | profile | | | | 64% | 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 | 89.5% | 89.3% | 89.6% | 90.2% | 90.50% | actual | | 91.1% | | 91.1% | actual | | | | 95.1% | 95.2% | 95.2% | 86.9% | O 3 |
| | | | | | 91% | 93.0% | 95% (PSA 96%) | profile | | | | 95% | profile | | | | | | | | |
| BVPI 40 | Percentage of 11-year-old pupils in schools maintained by the local authority achieving Level 4 or above in the Key Stage 2 Mathematics test | Jenny Vickers | 73.9% | 75.0% | 75.9% | 73.7% | 79.0% | actual | | 78.0% | | 78.0% | actual | | | | 85% | 85% | 85% | 73.1% | O 3 |
| | | | | | 80% | 83.0% | 87.0% | profile | | | | 87.0% | profile | | | | | | | | |
| BVPI - 41 | Percentage of 11-year-old pupils in schools maintained by the local authority achieving Level 4 or above in the Key Stage 2 English test | Jenny Vickers | 78.0% | 79.0% | 78.3% | 75.3% | 80.0% | actual | | 81.0% | | 81.0% | actual | | | | 86% | 85% | 85% | 76.4% | O 3 |
| | | | | | 84% | 85% | 88% | profile | | | | 88.0% | profile | | | | | | | | |
| BVPI 181a | Percentage of 14 year pupils in schools maintained by the local education authority achieving level 5 or above in the Key Stage 3 test in English | Jenny Vickers | 69% | 71% | 71% | 76% | 75% | actual | | 79% | | 79.0% | actual | | | | 82% | 83% | 83% | 69.49% | O 3 |
| | | | | | 77% | 79% | 80% | profile | | | | 80% | profile | | | | | | | | |
| BVPI 181b | Percentage of 14 year pupils in schools maintained by the local education authority achieving level 5 or above in the Key Stage 3 test in Maths | Jenny Vickers | 69% | 71% | 73% | 77% | 77% | actual | | 80% | | 80% | actual | | | | 83% | 84% | 84% | 72.25% | O 3 |
| | | | | | 77% | 79% | 79% | profile | | | | 81% | profile | | | | | | | | |
| BVPI 181c | Percentage of 14 year pupils in schools maintained by the local education authority achieving level 5 or above in the Key Stage 3 test in Science | Jenny Vickers | 66% | 74% | 73% | 74% | 73% | actual | | 76% | | 76% | actual | | | | 82% | 83% | 83% | 65.16% | O 3 |
| | | | | | 78% | 80% | 79% (PSA 81%) | profile | | | | 81% | profile | | | | | | | | |
| BVPI 181d | Percentage of 14 year pupils in schools maintained by the local education authority achieving level 5 or above in the Key Stage 3 test in ICT | Jenny Vickers | | 71.9% | 59.9% | 56.2% | 69% | actual | | 79% | | 79% | actual | | | | 80% | 81% | 81% | 64.40% | O 3 |
| | | | | | 70% | 75% | | profile | | | | 79% | profile | | | | | | | | |
| BVPI 194a | Percentage of 11-year-old pupils in schools maintained by the local authority achieving Level 5 or above in the Key Stage 2 English test | Jenny Vickers | 32% | 33% | 34% | 25.1% | 33% | actual | | 28% | | 28% | actual | | | | 42% | 42% | 42% | 25.0% | O 3 |
| | | | | | 35% | 40% | | profile | | | | 41% | profile | | | | | | | | |
| BVPI 194b | Percentage of 11-year-old pupils in schools maintained by the local authority achieving Level 5 or above in the Key Stage 2 Maths test | Jenny Vickers | 26% | 29% | 30% | 30.8% | 35% | actual | | 35% | | 35% | actual | | | | 40% | 40% | 40% | 30.0% | O 3 |
| | | | | | 33% | 38% | | profile | | | | 39% | profile | | | | | | | | |

Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan

| | |
|---|---|
| 🟥 | 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 |

# Section 6: Financial resources

# Section 7: Human resources

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

```
                    Assistant Director
                    Jenny Vickers
```

```
    Lead Secondary Adviser              Lead Adviser for Primary and
    Liz Watson                          Early Years
                                        Margaret Francis
```

**Senior Link Advisers**

| | |
|---|---|
| Tricia Ellison | Literacy/English/ Able, Gifted & Talented - Teaching & Learning |
| Sue Foster | PSHCE/Citizenship/CPD |
| John Catron | KS3 Strategy/School Self-Evaluation - Transition, Teaching & Learning |
| Mike Holroyde | ICT |
| Joan Lupton | SEN/Inclusion |
| Gordon Pearce | Assessment/Arts/ASTs  Teaching & Learning |
| John Sharpe | Maths/Numeracy/MFL Primary Transition |
| Stephanie Windsor – Early Years/KS1 Adviser (temporary) | |

**Consultants**

| | |
|---|---|
| Alison Bailey | Primary / Literacy |
| Angela Feldon | Primary / Numeracy |
| Nicola Fox | Foundation Stage |
| Yvonne Wragg | Primary / ICT |
| Yvette Bent | KS3-Behaviour & Attendance |
| Tim Holmes | KS3 Mathematics |
| Richard McManus | KS3 Literacy |
| Tim Scratcherd | KS3 ICT |
| Mike Jory | KS3 TLF |
| Sue Atkinson | KS3 Science |
| Clare Barrowman | Drugs/HSP |
| Jenny Philpot | Citizenship/HSP |

**Admin Team**

| | |
|---|---|
| Helen O'Neil | Service Co-ordinator |
| Chris Wilton | Senior Admin Assistant |
| Stephen Down | Senior Admin Assistant |
| Angela Brough | Admin Assistant |
| Lynn Allerton | Admin Assistant |
| Mathew Stroud | Receptionist |

**CPD Unit**

| | |
|---|---|
| Kay Ledger | Staff Development Manager |
| Vicky Bryant | Service Co-ordinator |
| Helen Upton | Administrative Assistant |
| Elaine White | Support Staff Co-ordinator |

# 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 NoVs by 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 on school specific issues
- regular mini-team meetings to report on Key Stage and subject specific activity
- 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'
- reports to AD/Director/Executive Member through 1:1s
- discussions with Regional Strategy Managers
- reports to other groups/partnerships
- development and implementation of locality based working which will focus on data for that particular area

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 neighbourhood developments, such as the phased programme for Integrated Children's Centres, improve access to learning opportunities and services for all client groups, particularly the most disadvantaged and vulnerable. | March 2006 - September 2008 |
| Where under performance has been identified, targeted intervention will be provided to ensure equality of access based on management information, consultation and effective involvement of stakeholders. | September 2006 |
| Support will be targeted at those schools which are failing to provide sufficient value added for identified groups of learners at particular key stages | September 2006 |
| **Safer City action/s** | |
| Work with the Connexions Service to ensure appropriately targeted support for learners in danger of opting out of education and training, particularly Key Stage 4 and beyond. | |
| Ensure there are robust procedures in place for ensuring that all adults who work with children have been cleared through appropriate child protection procedures. | |
| Extend the annual Bullying Survey to primary schools and take appropriate action on the outcomes. | |
| 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. | |
| Promote positive actions to improve engagement with learning and leisure activit within communities through the Youth Offer and Extended Schools Initiative. | |
| **Operational Risk – red risk action/s** | |
| Refine targeted intervention to minimise the number of schools at risk of being put into an Ofsted category. | August 2006 |
| 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. | April 2006 |
| 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 effectivel manages change and guides development. | As needed |
| Plan quality programme for the recruitment, induction and quality assurance of SIPs to ensure they are bringing appropriate expertise which enhances the current school improvement strategy. | April 2006 |
| Ensure that the reorganisation of EDS improves the team's capacity to drive the school improvement agenda forward. | September 2006 |
| Implement rigorous quality assurance programmes across all providers of 14-19 education and training to ensure 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. | October 2006 |
| 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 2006 – March 2007 |

| Gershon – Efficiency improvement | |
|---|---|
| Restructure in EDS will take into account the loss of funding due to the introduction of the SIP programme and the reduction in Standards Fund. | March 2007 |
| Re-training of team members as SIPs will bring some increased funding. | January 2007 |
| Expertise of the team will be enhanced – non-cashable efficiency saving. | March 2007 |
| Smarter targeting of available expertise to schools in greatest need (intervention in inverse proportion to success) – non-cashable. | March 2007 |
| Increase in income from fees and charges arising from the SLAs for 2006/07. | March 2006 |
| **Competitiveness statement** | |
| To ensure efficiency and that appropriate expertise is directed at identified priorities, the following actions are taken:<br><br>• Regular value for money checks take place when reviewing the impact of the team's work.<br>• Appropriate external consultants are commissioned to address specific improvement needs in schools.<br>• All team members engage in professional development informed by a robust performance management system.<br>• Benchmarking against statistical neighbours and national averages is a routine procedure to assess value for money and impact of services in key areas – finance, end of Key Stage performance in those schools identified as causing concern by the local authority or Ofsted. The quality of teaching and learning and leadership and management is tested against Ofsted criteria through detailed analysis of Ofsted reports and EDS termly monitoring visits.<br>• Market testing exercises including parents' survey, anti-bullying survey and the annual Audit Commission survey to schools on all key services within the directorate. The agreed consultation procedures are well embedded and provide a range of evidence on the quality and impact of services provided.<br>• Within a short time frame we respond to outcomes from consultations and evaluation of feedback through the various systems which we have in place.<br>• Ensure that York services are maintained amongst the top LAs nationally despite low settlement | |

# Service Plan for 2006/07

**Service Plan for:** School Governance Service

**Directorate:** Learning, Culture and 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

**Service Description.**

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,
- An annual conference 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 newly established Viewpoint.
- 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 past year have contributed to the efficiency and quality of the service. Strategies to support the work of the team have been successful and there is a marked improvement in morale and cohesion. Additional communication on strategic issues is required to give staff a fuller picture of the work of the service, together with the opportunity to contribute to further planning and development.

The weekly, term-time-only, managed hours contracts of employment have provided the clerks with greater flexibility and are generally felt to be successful, although it may be that full-year contracts would better meet the needs of the service.

The appointment of an emergency clerk has eased the workload pressure on clerks, as has the provision additional office-based administrative support. It is a priority that this provision be maintained.

The new procedures for the administration of governor training and the way in which course information is disseminated and communicated to governors has been a cause for some concern since the start of the 2005/2006 academic year. These concerns need to be addressed, together with raising levels of general attendance at governor training.

The non-LA clerks support group has not been established, although initial responses to the proposal were encouraging. Capacity issues have been the hindering factor, and ways of addressing these need to be explored and acted upon.

The number of schools buying into the clerking service is increasing slowly. The schools already buying into the service are making greater demands in terms of clerking for committee meetings, partnership groups, joint working parties and so on. The service is therefore a major growth area despite not meeting performance indicator targets for the number of schools buying into the service.

LA governor vacancies remain consistently low and the service has been able to offer several applicants for appointment to community vacancies. However, the process for appointing LA governors needs to be more rigorous and transparent; as does the process for the removal of LA governors. This may have the consequence that governor vacancies are not filled as quickly and that PIs will need to be reconsidered.

The Audit Commission's survey demonstrated the lowering of the profile of governance over the last 18 months and the need to be more responsive to governors' and governing bodies' development needs and quality assurance

There has been a marked improvement in the attendance at Chairs' briefing sessions by both Chairs of Governors, clerks to governing bodies and other individuals.

# Section 3: Drivers for Change

| Driver | How might this affect our service? | Source |
|---|---|---|
| **Breadth of knowledge needed -** | | |
| **ECM - Staying Safe – CRB** | The safer appointments initiative needs to extend to the appointment of governors.  This will be addressed for LA governors, but governing bodies should be made aware of the need to ensure that new appointees are **at least** checked against List 99.  The governance service, with HR, needs to explore and act upon ways to support governing bodies to achieve this**.** | |
| **ECM – Identify strategies for improving the effectiveness of Governing bodies** | A mechanism, through GB self-review and/or an internally generated "health check", needs to be established to help identify areas in which each governing body could operate effectively.  A process of initiating support for such GBs will need to be put in place.  Increasing demands on governing bodies are prompting the service to be more proactive in the help that they provide for individual governors and governing bodies. | |
| **Headteachers' work/life balance** | The current trend is for GB meetings to be held during the evening.  However, as more GBs address the issue of headteacher work/life balance it may be that  this pattern will change to include day-time meetings.  The impact on the service will be that clerks will need to change their work patterns.  There may be further impacts on governor attendance and recruitment.  Chairs of governors may need to be encouraged to be more rigorous in their approach to managing the length of meetings.  There needs to be agreement on headteachers' attendance at committee meetings and there needs to be clarification on the preparation of papers for meetings and who will do the follow up actions. | |
| **Education Act 2005 – Foundation or Trust Status** | The Education Act has implications for Governance – there will be significant changes to roles and remits and powers of governing bodies.   The Service personnel will need to be well-informed of the implications of this in order to support and advise governing bodies in preparations for any changes. | |
| **Customer satisfaction survey** | It is some years since a survey was carried out.  The increased | |

|  | stability in the service which has been achieved over the past year now provides a platform for the service to drive forward.  A customer satisfaction survey of governors and clerks will provide a baseline to inform and drive forward a new agenda for governor support in the city.  An opportunity for customers to express their wishes for areas of development. |  |
| --- | --- | --- |
| **Governing the School of the Future** | The implications within this need to be addressed by the Service. |  |

# Section 4: Priorities/Initiatives/Actions for 2006/07

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| Staying Safe – CRB | To ensure that correct checking procedures are being used by schools for CRB and list 99 checking of governors | • For LA governors – paper to EMAP<br><br>• Ensure that schools are aware of the correct procedures<br><br>• To monitor schools' compliance with procedures. | April 2006<br><br>April 2006<br><br>On-going | Service Manager<br>Service Manager<br><br>Admin team |
| Identify strategies for improving the effectiveness of governing bodies | Establish what constitutes an effective governing body | • To identify a range of behaviours and procedures which would be seen in an effective governing body | April 2006 | Service Manager |
| | To measure the effectiveness of each governing body | • Promote self evaluation model<br><br>• Carry out GB "health check" using measurable criteria to establish GB activity<br>• Offer support for, and training on, the self-evaluation process | Sept 2006<br><br>July 2006<br><br>On-going | Service Manager<br>Admin<br><br>Service Manager |
| | To identify areas where support could be offered to help the effectiveness of governing bodies on specific issues/procedures | • Use results of assessments to identify areas for further training, guidance or advice | On-going | Service Manager |
| | To be pro-active in providing advice and support to individual governors and governing bodies | • To identify ways in which we can help governing bodies to work "smarter"<br>• Ensure the new governor packs are updated regularly and include a welcome to governance meeting each term | End of Autumn term | Team<br><br>Service Manager |
| | Establish a support group for non-LA clerks | • Improve their knowledge and understanding of key issues | May 2006 | Service Manager |

| | | | | |
|---|---|---|---|---|
| Customer satisfaction survey | Ensure customer satisfaction survey is sent to all governors and non LA clerks to identify areas for support | • Bi-annually develop a survey as a whole team in conjunction with the previous year's Audit Commission results | April 2006 | Team |
| | | • Identify necessary action through service planning and taking a team approach | May 2006 | Team |
| | | • Provide the results of the survey to governing bodies and develop an action plan to be sent out with the results | July 2006 | Admin/Manager |
| | | • Review and monitor action plans through team meetings. | Termly monitoring meeting | Team |
| To become familiar with "Governing Schools for the Future" | Appropriate people briefing the team | • Ensure everyone has a copy<br>• Invite appropriate person to brief the team | May 2006 | Manager |
| | Identifying implications for governing bodies and draw attention to specific areas of importance for Chairs | • Regularly review the document – agenda item at team meetings<br>• Split document into sections and initially brainstorm as a team | Through team meetings | Manager/Team |
| Headteachers' and Governors' Work/Life Balance | Raise awareness of the need for a work/life balance for headteachers and governors | • Link into LA work on headteachers' work/life balance | On-going | Service Manager |
| | | • Provide training and strategies to assist governors to meet their statutory duties | April 2006 | Service Manager |
| | | • Workshops for Chairs and clerks on managing meetings | From September 2006 | Service Manager |
| | Adapt team working and service delivery to meet changing demands | • Plan individual clerk's work programmes to meet both school and personal needs | On-going | Service Manager |
| | | • Monitor Governing Body discussions to be proactive in allocating clerking resources | On-going | Team |
| | | • Establish more administrative support for clerks and identify a job description | April 2006 | Service Manager/Team |

| | Promote the clerking service | • Letters to Chairs and headteachers | Summer term | Service Manager |
| | | • Work into the work/life balance agenda | Summer term | Service Manager |
| | | • Target schools with known clerk vacancies | On-going | Service Manager |
| | | • Clarify procedures for relief clerking arrangements | April 2006 | Team |
| White Paper | Training, awareness and support | • Offer training/information to LA clerks | By April 2006 | Service Manager |
| | | • Offer training/information to governing bodies and non LA clerks | By April 2006 | Service Manager |
| | | • Support governing bodies through changes | On-going | Service Manager |
| | | • Consolidate links with the CPD unit | On-going | Service Manager |

# 2006/07 Performance Monitoring for Learning, Culture & Childen's Services ~ Standards & Quality

**Target Setting**

| Code | Description of PI | Service Manager | Historical Trend 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | 05/06 | 1st Monitor (4 mths) | 2nd Monitor (7 mths) | 3rd Quarter/Term | 3rd Mon Target (Whole Year) | 06/07 | 1st Monitor (4 mths) | 2nd Monitor (7 mths) | 3rd Quarter/Term | 3rd Mon Target (Whole Year) | 07/08 Target | 08/09 Target | 04/05 Unitary Average | PI appears as a Key PI in the CS Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GOV1 | % of LEA Governor vacancies in a year not filled | Sue Pagliaro | | 10% | 7.25% | 1% | 2% | actual | 1% | 2% | 4% | | actual | | | | 2% | 2% | 2% | | |
| | | | | | 10% | 7% | 7% | profile | 2% | 2% | 2% | 2% | profile | 2% | 2% | 2% | | | | | |
| GOV2 | % of LEA Governor vacancies filled within 6 months of the post becoming vacant | Sue Pagliaro | | | 30% | 76% | 89% | actual | | | | | actual | | | | 91% | 92% | 93% | | |
| | | | | | 100% | 40% | 76% | profile | | | | 90% | profile | | | | | | | | |
| GOV3 | % of new Governors attending training | Sue Pagliaro | | 55% | 42% | 51% | 51% | actual | | | | | actual | | | | 55% | 60% | 65% | | |
| | | | | | 65% | 70% | 55% | profile | | | | 53% | profile | | | | | | | | |
| GOV4 | Service satisfaction survey (% attaining Satisfactory, Good or Very Good response from AC Schools survey 2.2.5) | Sue Pagliaro | | | 92% | 89% | 96% | actual | | 96% | | 96% | actual | | | | 96% | 96% | 96% | | |
| | | | | | 90% | 90% | 89% | profile | | | | 96% | profile | | | | | | | | |
| GOV5 | % of buy back by schools for the clerking service | Sue Pagliaro | | | 43% | 52% | 54% | actual | | | | | actual | | | | 55% | 56% | 57% | | |
| | | | | | 40% | 60% | 55% | profile | | | | 55% | profile | | | | | | | | |
| GOV6 | Governance Services Customer Satisfaction Survey: % of | Sue Pagliaro | | | | | | actual | | | | | actual | | | | | | | | |
| | | | | | | | | profile | | | | | profile | Baseline to be established by 2006/7 Governance | | | | | | | |
| GOV7 | Clerking Services Customer Satisfaction Survey: % of | Sue Pagliaro | | | | | | actual | | | | | actual | | | | | | | | |
| | | | | | | | | profile | | | | | profile | Baseline to be established by 2006/7 Governance | | | | | | | |

Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan

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

# Section 6: Financial resources

# Section 7: Human resources

```
                        ┌─────────────────────┐
                        │  Assistant Director  │
                        └─────────────────────┘
                                   │
                        ┌─────────────────────┐
                        │   Head of Service    │
                        └─────────────────────┘
                                   │
        ┌──────────────────────────┼──────────────────────────┐
┌─────────────────────┐  ┌─────────────────────┐  ┌─────────────────────┐
│ 1 x FTE Admin support│  │3.5 x FTE Clerking (TTO)│ │                     │
└─────────────────────┘  └─────────────────────┘  └─────────────────────┘
        │
┌─────────────────────┐  ┌─────────────────────┐  ┌─────────────────────┐
│0.5 Admin support     │  │                     │  │                     │
│(temporary)           │  │                     │  │                     │
└─────────────────────┘  └─────────────────────┘  └─────────────────────┘
```
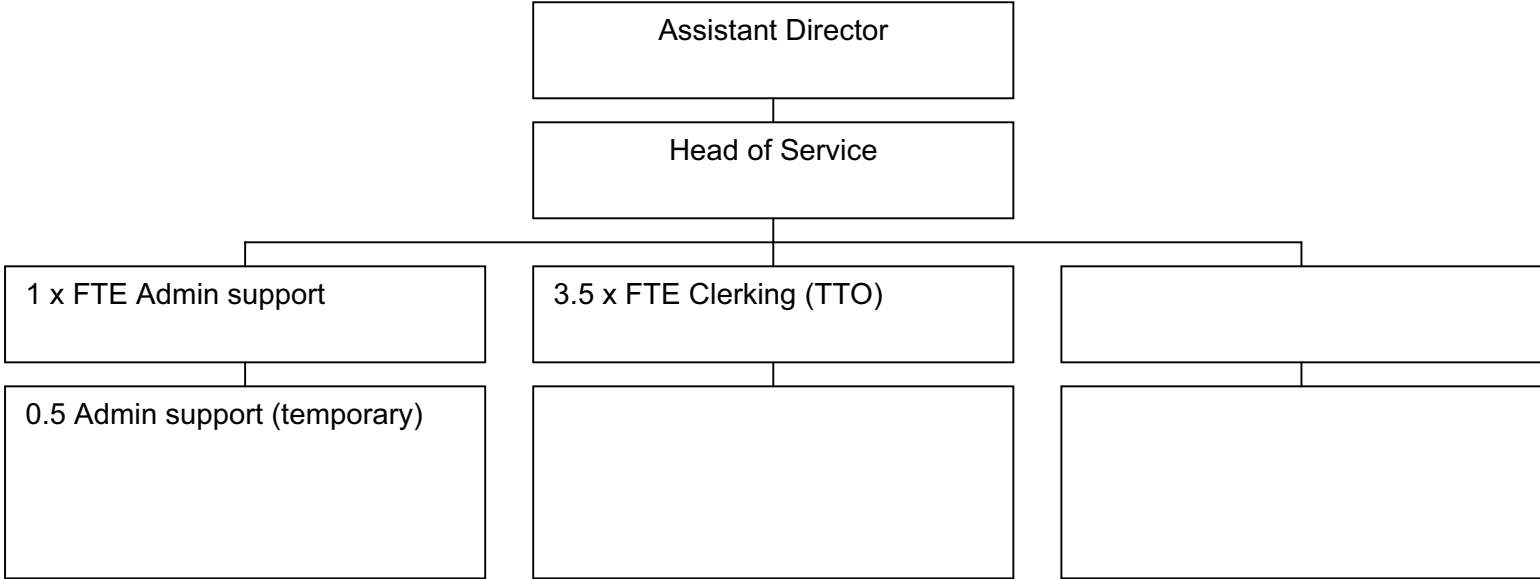
## Section 8: Monitoring and reporting arrangements

- Termly service review meetings inform the monitoring report and will be planned according to the monitoring timetable.
- PIs to be set by the whole team in consultation with Margi Charlson
- A 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** | |
| - Include equality statement on new application form<br>- monitor Ethnicity/disability<br>- ensure more equitable support for LA and school-based clerks<br>- include equality issues in recruitment training for governors<br>- ensure part-time and family-friendly employment opportunities continue to be offered within the service. | April 2006 |
| | |
| **Safer City action/s** | |
| - Introduce a more stringent security checking system for new governors<br>- raise governor awareness of safer recruitment processes<br>- reinforce the governors' responsibility for ensuring a safe environment in schools<br>- continue to provide robust health and safety training for governors | April 2006<br>July 2006 |
| | |
| **Operational Risk – red risk action/s** | |
| - 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.<br>- 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 impace<br>- 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** | |
| - Increase in charges to schools in line with inflation<br>- Development and clarification of office procedures gives greater confidence in the system and less time consuming working practices<br>- Lower grade admin support releases clerks from routine tasks, which enables them to work more efficiently and target their skills at an appropriate level. | April 2006 |
| | |
| **Competitiveness statement** | |
| - A customer satisfaction survey will confirm the value of the service, and highlight areas for improvement. | |

|  |  |
| --- | --- |
| <ul><li>Promoting the clerking service amongst schools which currently employ their own clerk may establish new customers and give some indication of future growth.</li><li>The employment of some skilled and trained staff on casual contracts will ensure continuity of service delivery.</li><li>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.</li><li>There is a value for money analysis at the end of each financial year to ensure that the service remains competitive against external providers.</li><li>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 advice.</li></ul> |  |

# Service Plan for 2006/07

| | |
|---|---|
| **Service Plan for:** | **CPD (Training and Development) Service** |
| **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

**Service Description.**

The motivation and self-esteem of all staff working with and for children, under the auspices of the Learning, Culture and Children's Service 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 assessment framework of core skills, knowledge and understanding, to facilitate 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 development of a Children's Service 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 LA Officers, school staff 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, adoptive parents, residential care for children.

In the transition period the service will develop from a school based service based at the Eccles Building to 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

Over the previous two years the CPD Service has worked hard to maximise the benefits of collaborative work with other services and external partners in order to facilitate their contribution to and their understanding of the school improvement strategy. The CPD service, as part of EDS has been proactive in establishing a culture of collaborative working, particularly across the department, to ensure that the expertise and resources available to support schools are used in a coherent, targeted way. The success of this was commented on in the Ofsted focus groups. All aspects of staff development have become the focus for the work of the CPD team and this has included a closer look at the needs of schools and the way we can facilitate this. National, regional and local programmes and initiatives are incorporated into a comprehensive package of CPD opportunities that are available to staff in schools throughout the year. A systematic review and evaluation process has meant we have been able to hone activities to meet specific needs.

**Analysis of the work of the service**

**Priority:** To support schools and the EDS in all aspects of CPD

**Initiative:** Extend the impact of the team in order to facilitate a smooth flow of information between EDS and schools and to further develop the role of the CPD team

- Team development involved the appointment of 2 new posts Service Co-ordinator and Support Staff Co-ordinator. These posts have provided significant additional expertise which has led to increased efficiency across all areas.
- Managing the CPD Programme – this has had a positive impact on schools with clear structures in place and systems for booking places on courses and evaluating impact.
- Support for NQTs and the Graduate Teacher Programme has been very successful with no NQT failing to meet the National Induction Standards. A partnership with an external provider EM Direct, has meant that the GT Programme has increased and been fully supported.
- Support staff have had opportunities to engage with CPD as part of the Remodelling agenda and the CPD team have offered a wide range of courses and activities to meet their emerging needs e.g. the HLTA programme, which has involved over 40 TAs, the on-line audit which has been made available to all support staff in schools and a range of other projects and initiatives both local and regional that have been set up over the last year. Feedback and evaluations suggest we have been very successful in these areas.
- Workforce Remodelling has been a key factor in developing specific programmes/activities to meet the emergent needs of schools. PPA time has been a particular challenge in many schools and working with all departments and external partners we have been able to support schools in identifying providers and looking at a range of models. This is an area of continuing need as schools are seeking to sustain the initiative over the next months and years.
  **Next Steps:**
- The model used in EDS is to be developed and enhanced as a service across the new Learning, Culture and Children's Services to provide a structured approach to training and development of the Children's Workforce. It will involve close collaboration across all departments and with a wider range of external agencies and partners through the remit of the YorOK Board.

Proposed Remit of the Training and Development Unit will be:

- To provide a high quality comprehensive and universal professional development service which motivates and values staff working with and on behalf of children across the City of York.
- To facilitate the recruitment of a well-qualified, talented and creative workforce.
- To support all training and development needs in order to meet national, local and personal targets, including the integration of the School Improvement Partners (SIPs).
- To ensure all training and development activities are based on the Common Core of Skills and Knowledge for the Children's Workforce, the 'Common Assessment Framework' and the Every Child Matters agenda.
- To facilitate career pathways which will meet the diverse and varying needs of children, young people and their families.

*In order to fulfil this remit, the Unit will:*

- deliver a high quality, continuous, systematic and focused strategy for professional development at all levels within a clearly defined performance management structure.
- offer/broker/commission a wide range of accredited and non-accredited programmes in collaboration with partners.
- utilise and enhance expertise from within and outside York through its links with the YorOK Board.
- help to build dynamic teams of individuals who know how well they are doing and what they need to do to improve performance, thus ensuring a highly effective and high achieving

The Training and Development Unit will support all 5 outcomes of Every Child Matters as identified in the Children's Service Plan 2006-9.

# Section 3: Drivers for Change

| Driver | How might this affect our service? | Source |
|---|---|---|
| Integrated children's centres | 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.<br><br>Contribute to neighbourhood case studies and seek to meet the training needs of adults and young people involved with the Children's Centres. | Every Child Matters – Change for Children |
| Local departmental changes | 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.<br><br>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. | Every Child Matters – Change for Children Children's Workforce Strategy |
| SIP development | Significant changes to schools and EDS as a result of the SIP programme.  This will raise issues for the Service in supporting quality assurance, providing appropriate training and ensuring all involved have current knowledge and a co-ordinated approach. | NRwS |
| Expectations of the children's workforce – national expectations | Ensure we are compliant with all statutory requirements and quality assurance systems are meeting national standards.  Assessing needs and providing services through commissioning, brokering etc. and recruiting local experts.<br><br>We will ensure that we are not simply replicating what has always been done, but meeting emerging needs in a changing environment. We will be proactive in looking for new ways of working to meet rapidly changing needs. | Children's Workforce Strategy |

| | | |
|---|---|---|
| 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. | 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.<br><br>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. | NRwS |
| Quality assurance | We will develop systems and structures for quality assurance and implement this over a two-year period.<br><br>There may be a need to appoint to a quality assurance post or allocate this as a significant part of someone's remit. | Best Value CPD – DfES document 2001 |
| Career advice | We will begin 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 creation 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 Unit. | LCCS and nationally the TDA |
| Web based information | We intend to undertake preliminary work in order to further develop the existing web base and increasingly link with external agencies. | LCCS Expectations of schools |

# Section 4: Priorities/Initiatives/Actions for 2006/07

**Overarching Priority:**

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| **Service Specific Priority**<br><br>To establish a "training and development unit" to serve the CPD needs of all staff working with and on behalf of children in Learning, Culture and Children's Services in York | • Team Development | • Define roles and responsibilities<br>• Extend team | September 2006 | SF |
| | • Developing CPD Programme | • School programme<br>• Workforce programme | Ongoing | KL |
| | • Children's Workforce development | • Strategy Group<br>• Training Group | Ongoing | SF and JK |
| | • Partnership developments | • Existing<br>• New | Ongoing | SF/KL/JK |
| **Outcome 1**<br>**Priority 4**<br><br>To improve the overall health And well-being of the most vulnerable young people | • Improve access for vulnerable children and young people to trained professionals by establishing a city centre one-stop shop | • Quality assurance of trained professionals | | |
| **Outcome 1**<br>**Priority 2**<br><br>To improve the emotional well-being and resilience of all children and young people | • Give priority to mental health training for staff, offering services to all children | • Workforce Training Group – target training | ongoing | SF/KL/JK |
| **Outcome 1**<br>**Priority 3**<br><br>To improve the sexual health of all children and young people | • Support the provision of a training programme to deliver high quality SRE in schools | • Ensure that the programme is delivered effectively | ongoing | SF/KL/JP |

| Outcome 1 Priority 1 | • Promote excellence in school sport and PE through the implementation of a national programme of CPD, and through support for schools to achieve national PE and school sport chartermark standards | • Work with the Sports & Active Leisure Team to identify appropriate providers and to market the programme to schools and the wider workforce | ongoing | SF/KL/JG |
|---|---|---|---|---|
| To improve the physical health and well-being of all children and young people | • Improve the quality and consistency of programmes to cover all aspects of drug misuse and provide support for children and young people at risk | • Quality assurance | ongoing | SF |
| | • Develop programmes to promote healthy eating and reduce childhood obesity | • Work with PSHCE team to identify need and promote appropriate activities. | ongoing | SF |
| | • Continue to develop Family Learning Programmes which address healthy lifestyles, healthy eating and emotional well-being | • Work with Family Learning in promoting appropriate courses. | ongoing | SF/KL/ |
| Outcome 3 Priority 1 | • Help headteachers and governors to embrace partnership working, and become community leaders | • Provide opportunities for partnership working as part of the Headteacher CPD programme | ongoing | SF/KL/MF/LW |
| To develop excellence in leadership and management for Headteachers and senior leadership teams | • Continue to deliver a range of national and local programmes to support headteachers and governors in addressing standards and leadership development within their school | • NPQH<br>• Other NCSL programmes<br>• NQT and GTP development<br>• Recruitment and retention<br>• HLTA and support staff development | ongoing | SF/KL/MF/LW |

| | | | | |
|---|---|---|---|---|
| | • Spot the next generation of school leaders and provide opportunities for them to realise their potential | • Develop local programmes<br>• NCSL programmes<br>• TDA marketed opportunities | ongoing | SF/KL/MF/LW |
| **Outcome 3**<br>**Priority 3**<br><br>To work with schools and other settings to make learning enjoyable, purposeful, relevant and challenging for every child and young person | • Extend the work of ICT consultants in training staff in using new technologies to support all aspects of learning and teaching across the curriculum | • Working with the ICT team to deliver effective training to EDS team | ongoing | SF/KL/MF/LW |
| | • Work with schools to ensure that they are able to implement the revised KS3 curriculum in 2008 | • Work with the KS3 and secondary strategy team | ongoing | SF/KL/JC |
| **Outcome 3**<br>**Priority 4**<br><br>To maintain and develop systems for ensuring that the provision for all children and young people is of the highest quality | • Ensure that the current School Improvement Strategy is able to successfully accommodate changes outlined in the New Relationship with Schools (DfES 2005) and the School Improvement Partner initiative. | • Work with EDS to recruit, support, monitor and quality assure SIPs working in City of York schools | ongoing | SF/KL/MF/LW |
| | • Launch and implement high quality self-evaluation toolkits linked to the Ofsted Framework and the Steps to Quality Framework | • Promote further developments in this area with the EDS team. | ongoing | SF/KL/MF/LW |
| | • Enhance CPD opportunities for all personnel working with   children, young people and their families through the extended remit of the CPD unit | •  To set up the new Training and development Unit | By September 2006 | SF/KL/JK |

| | | | | |
|---|---|---|---|---|
| **Outcome 3**<br>**Priority 6**<br><br>Support the needs of the most able, gifted and talented children through implementing the current York able gifted and talented strategy | • Support schools in making effective provision for A G & T pupils | • Work with EDS to identify need and promote activities. | ongoing | SF/KL/TE |
| **Outcome 3**<br>**Priority 8**<br><br>Provide support for schools working to extend provision beyond the normal school day | • Embed the Strategy for Extended Schools to incorporate information, training and support from all key services through implementation of action plans | • Work with the Extended Schools Remodelling Adviser to identify training needs and manage the training programme. | ongoing | SF/KL/HM |
| **Outcome 4**<br>**Priority 2**<br><br>To encourage children and young people to become active responsible citizens and to consult with them about the future of the city | • Support schools' capacity to deliver effective Citizenship programmes | • Work with PSHCE team to develop and deliver programmes. | | |
| | • Provide effective support for all children and young people at key transition points in their education and training from 0 – 19, to ensure good quality progression and continuity of achievement | • Provide support for staff development to ensure pupils' achievement throughout their education. | ongoing | SF/KL/JP/CB |
| **Outcome 4**<br>**Priority 5**<br><br>To support children and young people at key transition points in their lives | • Implement a Workforce Development Programme for childcare staff to enable them to meet national standards, through the CPD unit | • Mobilise the members of the Workforce Training Group to identify specific needs and develop appropriate programmes. | ongoing | SF/KL/MF/LW |

| Outcome 5 Priority 2 To improve post 16 retention, attainment and progression in education, employment or training | • Develop clear progression routes for adult learners from first steps to recognised qualifications that will help to improve their life chances and therefore the economic well-being of families | • Work through the YorOk Board and Strategy and Training Group. Framework. | ongoing | SF/KL/LW |
|---|---|---|---|---|

# 2006/07 Performance Monitoring for Learning, Culture & Childen's Services ~ Standards & Quality — Target Setting

| Code | Description of PI | Service Manager | Historical Trend | | | | | 05/06 | | | | | 06/07 | | | | | 07/08 Target | 08/09 Target | 04/05 Unitary Average | PI appears as a Key PI in the CS Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 01/02 | 02/03 | 03/04 | 04/05 | | 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) | | | | |
| TD1 | Number of schools buying into the LCCS Training & Development Service (in the buy-back) | Sue Foster | | | | | actual | | | | | actual | | | | 100% | | | | |
| | | | | | | | profile | New for 9/2006 | | | | profile | | | | | | | | |
| TD2 | Number of schools accessing CPD activities | Sue Foster | | | | | actual | | | | | actual | | | | 100% | | | | |
| | | | | | | | profile | New for 9/2006 | | | | profile | | | | | | | | |
| TD3 | Number of staff accessing CPD activities | Sue Foster | | | | | actual | | | | | actual | | | | 20% | | | | |
| | | | | | | | profile | New for 9/2006 | | | | profile | | | | | | | | |
| 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 | | | | | actual | | | | 5 | | | | |
| | | | | | | | profile | New for 9/2006 | | | | profile | | | | | | | | |
| TD5 | % of positive evaluations received in top 2 categories - 'very good' and 'excellent' (post training evaluation forms) | Sue Foster | | | | | actual | | | | | actual | | | | 85% | | | | |
| | | | | | | | profile | New for 9/2006 | | | | profile | | | | | | | | |

Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan

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

# Section 6: Financial resources

# Section 7: Human resources

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                    ┌─────────────────────────┐
                    │   Assistant Director     │
                    │     Jenny Vickers        │
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │    Head of Service       │
                    │      Sue Foster          │
                    └─────────────────────────┘
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| | PD Manager<br>Kay Ledger | |
|---|---|---|
| Support Staff Co-ordinator<br>Elaine White (.5) | Service Co-ordinator<br>Vicky Bryant | Course Administrator<br>Helen Upton (.5)<br><br>Admin Assistant |

Subject to changes to meet the new structure.

# Section 8: Monitoring and reporting arrangements

Reporting:

YorOK
Training and Development sub-group
EMAP
Strategy Team

Monitoring:

Surveys/evaluations/questionnaires/meet with CPD co-ordinators/liaise with service providers/represented on management boards of some providers


Take up of courses/evaluations/regularly review progress against targets/evaluation summaries/liaise with venues to ensure quality/monitor cancellations/statistics on number of schools 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.

Summer term arrange for KL and SF to go into a number of schools and talk to the Head and CPD leader and find out about what mechanisms there are in school to monitor the impact of CPD activities – how measure it.  Links to SEF.

# 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. | Feb 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.<br><br>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** | |
| We have scoped what is in existence, discussed with key people the strengths and weaknesses of what is being offered and  what could be gained by a joint approach. We will develop systems that will ensure that expertise is brought into the unit to provide a high quality service to all staff in Children's Services and in schools<br><br>• Cashable efficiency savings:  Re-organise existing posts<br><br>•  Increase income from raising course fees for schools<br><br>• Increase minimum numbers attending courses | September 2006 |

| |  |
|---|---|
| • Agree best value deals with range of venues<br>• Negotiate best charges with training providers<br>• Non-cashable efficiency savings:  Larger team more focused and therefore more efficient<br>• Improvement in quality of service leading to better value for money | |

| |
|---|
| **Competitiveness statement**<br><br>• Agree best value deals with range of venues<br>• Negotiate best charges with training providers |

# Service Plan for 2006/07

| | |
|---|---|
| **Service Plan for:** | **Access** |
| **Directorate:** | **Learning, Culture and Children's Services** |
| **Service Arm:** | **Access and Inclusion** |
| **Service Plan Holder:** | **Murray Rose** |
| **Director:** | **Patrick Scott** |
| *Signed off:* | |
| **Executive Member:** | **Cllr Runciman** |
| *Signed off:* | |

# Section 1: The service

**Service Description.**

**Corporate Strategy: Improvement statements**
- Reduce the actual and perceived impact of violent, aggressive and nuisance behaviour on people in York
- 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 job prospects

**Additional Council Plan Aims and Objectives**
- To ensure that the care and education of young people are indivisible so that they can take advantage of the opportunities available to them to become effective learners
- To ensure that all vulnerable children and adults are supported and protected from abuse and neglect
- To encourage all children and young people to become active and responsible citizens and out schools at the heart of the communities they serve
- To consult with young people about the future of the city and about provision by the council on behalf of young people
- To ensure that the council supports children, young people and families through a range of easily accessible services that emphasise the prevention of problems
- To improve how the council plans and manages performance

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 Corporate Equalities Group. Support for the teenage pregnancy strategy is included in the service arm.

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 for 2006/07.

# Section 2: Service Review

**Service Description.**

Support for teenage pregnancy has been delivered through chairing the partnership board and through making staff time available from the behaviour support service. 9 out of 11 secondary schools now operate a school based sexual health clinic and a PHSE accredited programme has been delivered to 12 staff in the city. The impact of the increased teenage pregnancy funding from 2004 has not yet translated into reductions in teenage pregnancy rates although rates are still below national average.

All schools are included in the EWO child protection training programme. Staff teams are trained every 3 years and designated co-ordinators every 2 years.

Attendance levels in primary and secondary schools are at their best ever and have shown improvement over a sustained period. Termly returns from schools and improved pupil tracking tools now mean that the service can intervene more promptly than previously. The Autumn term absence returns show that secondary school absence rates fell from 7.13% to 6.84% and primary school rates fell from 4.68% to 4.53%.

Exclusions from schools increased for the second year in succession as a result of the strategy to reduce the use of managed moves and put all hard to place pupils through a city-wide protocol and placement panel. The panel has successfully returned pupils to school and has reduced the number of managed moves, although the rate of decrease in the size of the education otherwise register needs to be accelerated. Fixed term exclusions from secondary schools have risen for 4 years in succession although the number of pupils receiving 3 or more exclusions (our local indicator of vulnerability) has decreased significantly. Most pupils who are excluded are still only excluded once or twice for 1 day or for 2 days. The Team Teach training has been delivered or booked in 29 schools now and has received excellent feedback. The 4 new staff who joined the behaviour support service in September 2005 – representing 30% of the teaching team – required the management of the service to increase their support to staff induction and training.

The education otherwise register is very well maintained and fortnightly meetings across 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 co-ordinated admissions process continues to be well-managed and 92% of parents were successful in gaining places at their first choice school, a slight reduction from last year. Only 1% of parents had their child allocated to a school they had not expressed a preference for.

The new transport responsibility in the Access team has delivered the predicted efficiency savings of approximately £100,000. A new IT system will require further staff training and new contracting arrangements may require some time to bed in but the service is confident that it can maintain the improved efficiency levels within the function.

There are more new arrivals of children for whom English is a second language than in previous years. The EAL service is developing packages for schools to use and is increasing its welfare and induction function.

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.

# Section 3: Drivers for Change

| Driver | How might this affect our service? | Source |
|---|---|---|
| 2nd phase of national Teenage pregnancy strategy | Move towards more targeted work and to work with younger age groups | National guidance |
| Local safeguarding Board | Review of subgroups from previous ACPC arrangements – particularly the review of training for child protection | National guidance |
| Respect agenda | Increased focus on positive activities for young people | National guidance |
| 14-19 implementation plan | The need to make full time provision for all young people out of mainstream settings | Local policy |
| Youth matters | The green paper sets out the likely entitlement for all young people and the need to consult with them about service design and delivery | National guidance |
| Targeted youth support | The green paper sets out the arrangements for integrating services working with young people with additional needs | Local pilot |
| Education White paper | This sets out the expectation that secondary schools will have funding devolved to them to manage the provision for all children out of school from September 2007 | National strategy |
| Education and inspection Bill | This will bring about changes in admission arrangements, behaviour policies and exclusion law | National policy |

# Section 4: Priorities/Initiatives/Actions for 2006/07

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| To improve the emotional well being and resilience of all young people | To mainstream the successful Children's Fund projects | • Allocate staff time from behaviour support service to manage aspects of programme | April 06 | HBS |
| To improve the sexual health of all children and young people | Incorporate the teenage pregnancy strategy into the children's trust | • Establish a commissioning post within the children's trust unit | April 06 | AD |
| | Establish a teenage pregnancy project for Travellers | • Produce business case<br>• Apply to TPB and Youth Service | April 06<br>July 06 | TESS<br>TESS |
| To improve the health and well being of the most vulnerable young people in the city | Develop a health promotion and education campaign with the Traveller community | • Consult with young people<br>• Produce business case<br>• Apply to Youth Service | April 06<br>July 06<br>July 06 | TESS<br>TESS<br>TESS |
| To ensure that the safeguarding of children and young people in York is of the highest standard | Respond the to guidance 'Working Together' | • Update CP training records<br>• Allocate staff time to LSCB<br>• Complete internal audit against IRSC best practice<br>• Train additional team member to level 3 | May 06<br>April 06<br>June 06<br><br>October 06 | PEWO<br>AD<br>AD<br><br>PEWO |
| To protect children and young people in York from bullying and discrimination | Work with schools to ensure that appropriate strategies and policies are in place to tackle bullying | • Conduct bullying survey to seek pupil views<br>• Conduct anti-bullying promotional campaign | October 06<br><br>November 06 | HOA<br><br>HOA |
| | Extend the anti-bullying strategy to primary schools | • Pilot bullying questionnaire in 1 primary cluster | December 06 | HOA |
| | Combat racial harassment | • Audit school responses<br>• Implement training programme | | |

| To build strong support systems for families | Implement a parenting education strategy | • Pool fund co-ordinator post<br>• Allocate staff time to the parenting education programmes | April 06<br>April 06 | AD<br>PEWO |
|---|---|---|---|---|
| Work with schools to make learning enjoyable, challenging and relevant for all learners | Improve the quality of learning for pupils across the ability range | • Target improvement strategies for EAL learners<br>• Target improvement strategies for Traveller pupils | September 06<br><br>September 06 | EMSS<br><br>TESS |
| To maintain and develop action to improve attendance at school | Ensure that there is a rigorous behaviour and attendance policy | • Support school self review of behaviour and attendance policies<br>• Publish behaviour offer<br>• Publish attendance offer | June 06<br><br>August 06<br>August 06 | HBS<br><br>AD<br>AD |
| | Through better multi-agency approach at school level, develop working strategies which have a positive impact on attendance | • Identify needs of disaffected pupils<br>• Track truants through termly monitoring<br>• Bring forward action plans for each truant | Ongoing<br>Ongoing<br>ongoing | PEWO<br>PEWO<br>PEWO |
| | Support schools to improve attendance | • Monitor and intervene to ensure schools hit set targets | May 06,<br>February 07 | PEWO |
| | Maintain a Truancy Watch | • Allocate staff time<br>• Implement action plan through tasking meetings | April 06<br>September 06 | PEWO<br>PEWO |
| | Use sanctions to support attendance | • Agree protocol and staff allocation with Legal Services | April 06 | PEWO |
| To reduce the number of young people involved in crime and anti social behaviour | Use the YorOK system to ensure speedier referral of vulnerable children | • Extend fortnightly tasking meetings to cover additional vulnerable groups<br>• Engage in Joint Action Group meetings<br>• Action plan to reduce Traveller exclusions | Ongoing<br><br>September 06<br>July 06 | AD<br><br>AD<br>TESS |
| To make high quality provision for all young people who are educated otherwise | Work with schools to reduce the number of pupils educated otherwise | • Implement hard to place pupils protocol<br>• Report progress to EMAP<br>• Review second year of arrangements | Ongoing<br>October 06<br>March 07 | HOA<br>HOA<br>HOA |

| | Implement an improvement strategy for all providers of education otherwise | • Agree twice yearly monitoring programme<br>• Report on 1st round of visits<br>• Consult with service users | July 06<br>March 07<br>November 00 | AD<br>AD<br>AD |
|---|---|---|---|---|
| | Review provision to ensure that all pupils educated otherwise receive 5 days provision each week | • Review offer at Danesgate and The Bridge<br>• Introduce revised curriculum arrangements | July 06<br>September 06 | HBS<br>HBS |
| To support children and young people at key transition points in their lives | Provide effective support for children and young people at key transition points | • Mainstream the transition programme for vulnerable children | June 06 | CT/EPS |
| To develop vocational learning as an entitlement for all young people aged 14-19 | Establish a vocational skills centre at Danesgate | • Consult with young people<br>• Agree specification<br>• Appoint project lead<br>• Complete consultation<br>• Publish curriculum statement | April 06<br>Junel 06<br>April 06<br>June 06<br>January 07 | HBS<br>AD<br>HBS<br>HBS<br>HBS |
| To improve post 16 retention, attainment, and progression in EET | Monitor the progress of vulnerable young people and develop projects to meet their needs | • Report to fortnightly tasking meetings | ongoing | AD |
| To improve the quality of IAG for young people in schools, colleges and education otherwise | Develop an integrated youth support service | • Complete pilot projects with DfES<br>• Publish pathfinder report<br>• Establish working group to respond to report – including young people's group<br>• Produce local framework | Ongoing<br>October 06<br>November 06<br><br>February 07 | AD<br>NRT/AD<br>AD<br><br>AD |
| To improve the prospects of achieving economic well-being for the most vulnerable children and young people | Make better use of performance data to identify and intervene to ensure vulnerable young people reach their potential | • Publish EAL offer<br>• Publish Traveller offer<br>• Implement LPSA2 action plan | August 06<br>August 06<br>ongoing | EMSS<br>TESS<br>AD/Connex |

# 2006/07 Performance Monitoring for Learning, Culture & Children's Services ~ Access & Inclusion Services     Target Setting

| Code | Description of PI | Service Manager | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | | 05/06 1st Monitor (4 mths) | 2nd Monitor (7 mths) | 3rd Quarter/Term | 3rd Mon Target (Whole Year) | | 06/07 1st Monitor (4 mths) | 2nd Monitor (7 mths) | 3rd Quarter/Term | 3rd Mon Target (Whole Year) | 07/08 Target | 08/09 Target | 04/05 Unitary Average | PI appears as a Key PI in the CS Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 | | | -7% | 23% | 12% | actual | | | | | actual | | | | -20% | -25% | -30% | -14.3% | O 1 |
| | | | | | New | -5% | -10% | profile | | | | -15% | profile | | | | | | | | |
| LPSA 11.1 | % of 16-18 year olds not in Education, employment or Training | Murray Rose | | | | | 4.5% | actual | | | | 3.8% | actual | | | | 4.4% | 3.9% | 3.7% | | O 5 |
| | | | | | | | | profile | | | | 4.5% | profile | | | | | | | | |
| PU 14 | % of 16-18 year olds whose outcome are not known | Murray Rose | | | | 17.0% | 3.9% | actual | | | | 1.8% | actual | | | | 3.5% | 3.5% | 3.5% | | O 5 |
| | | | | | | | | profile | | | | 3.5% | profile | | | | | | | | |
| PU1 | No. of pupils permanently excluded in the primary sector | Mark Ellis | 2 | 2 | 0 | 1 | 2 | actual | 1 | 1 | 1 | | actual | | | | 5 | 5 | 5 | | |
| | | | | | 2 | 1 | 2 | profile | 1 | 1 | 1 | 2 | profile | 1 | 3 | 5 | | | | | |
| PU2 | No. of pupils permanently excluded in the secondary sector | Mark Ellis | 12 | 10 | 17 | 12 | 22 | actual | 19 | 27 | 38 | | actual | | | | 30 | 25 | 25 | | |
| | | | | | 10 | 18 | 20 | profile | 3 | 5 | 12 | 20 | profile | 7 | 15 | 23 | | | | | |
| PU3 | No. of pupils permanently excluded in the special school sector | Mark Ellis | 0 | 0 | 0 | 0 | 0 | actual | 0 | 0 | 0 | | actual | | | | 0 | 0 | 0 | | |
| | | | | | 0 | 0 | 0 | profile | 0 | 0 | 0 | 0 | profile | 0 | 0 | 0 | | | | | |
| PU4 | No. of fixed term exclusions in the primary sector | Mark Ellis | 134 | 135 | 238 | 171 | 143 | actual | 100 | 123 | 168 | | actual | | | | 180 | 180 | 180 | | O 4 |
| | | | | | 120 | 240 | 240 | profile | 51 | 89 | 115 | 150 | profile | 45 | 90 | 135 | | | | | |
| PU5 | No. of fixed term exclusions in the secondary sector | Mark Ellis | 612 | 600 | 916 | 843 | 976 | actual | 368 | 596 | 782 | | actual | | | | 800 | 750 | 700 | | O 4 |
| | | | | | 550 | 800 | 800 | profile | 250 | 440 | 564 | 850 | profile | 200 | 400 | 600 | | | | | |
| PU6 | No. of fixed term exclusions in the special school sector | Mark Ellis | 43 | 45 | 29 | 8 | 12 | actual | 9 | 9 | 17 | | actual | | | | 15 | 15 | 15 | | |
| | | | | | 40 | 60 | 60 | profile | 5 | 7 | 10 | 15 | profile | 3 | 6 | 9 | | | | | |
| PU12 | The proportion of secondary school pupils who have experienced regular bullying (Yr 7 & 8 May survey) | Mark Ellis | | | 7.5% | 6.8% | 6.8% | actual | | 6.5% | | 6.5% | actual | | | | 6.5% | 6.5% | 6.5 | | O 2, O4 |
| | | | | | N/A | 8% | 8% | profile | | | | 6.8% | profile | | | | | | | | |
| ES9 | Percentage of parents satisfied with secondary education in York (based on recorded appeals received for Secondary school placing) | Mark Ellis | 90% | 95% | 99% | 99% | 99% | actual | | | | | actual | | | | 99.0% | 99.0% | 99.0% | | SP 1 |
| | | | | | 93% | 98% | 98% | profile | | | | 99% | profile | | | | | | | | |
| EP 15 | Percentage of parents satisfied with primary education in York (based on recorded appeals received for Primary school placing) | Mark Ellis | 98% | 99% | 99% | 99% | 99% | actual | | | | | actual | | | | 99.0% | 99.0% | 99.0% | | SP 1 |
| | | | | | 99% | 99% | 99% | profile | | | | 99% | profile | | | | | | | | |
| PU8 | No. of racial incidents recorded in a year - Information only | Mark Ellis/ Catherine Leonard | | 30 | 16 | 45 | 39 | actual | 7 | 20 | 27 | | actual | To be maintained and monitored for information only | | | | | | | O 2 |
| | | | | | 30 | 30 | 30 | profile | | | | | profile | | | | | | | | |
| PU9 | No. of complaints received in relation to primary education. | Mark Ellis | 20 | 20 | 46 | 30 | 24 | actual | 14 | 23 | 25 | | actual | To be maintained and monitored for information only | | | | | | | |
| | | | | | 20 | 30 | 30 | profile | 5 | 10 | 23 | 30 | profile | | | | | | | | |
| PU10 | No. of complaints received in relation to secondary education | Mark Ellis | 30 | 50 | 42 | 33 | 35 | actual | 8 | 23 | 25 | | actual | To be maintained and monitored for information only | | | | | | | |
| | | | | | 40 | 40 | 40 | profile | 9 | 15 | 30 | 40 | profile | | | | | | | | |
| PU11 | No. of complaints received in relation to special school education | Mark Ellis | 1 | 1 | 0 | 0 | 1 | actual | 0 | 0 | 0 | | actual | To be maintained and monitored for information only | | | | | | | |
| | | | | | 1 | 4 | 2 | profile | 1 | 1 | 2 | 2 | profile | | | | | | | | |
| PU13 | No. of complaints received from parents and schools about the provision of home to school transport | Mark Ellis | | | | | | | Target to be set once baseline established in 05/06 | | | | | actual | To be maintained and monitored for information only | | | | | | | |
| | | | | | | | | | | | | | profile | | | | | | | | |

# 2006/07 Performance Monitoring for Learning, Culture & Children's Services ~ Access & Inclusion Services     Target Setting

| Code | Description of PI | Service Manager | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | | 05/06 1st Monitor (4 mths) | 2nd Monitor (7 mths) | 3rd Quarter/Term | 3rd Mon Target (Whole Year) | | 06/07 1st Monitor (4 mths) | 2nd Monitor (7 mths) | 3rd Quarter/Term | 3rd Mon Target (Whole Year) | 07/08 Target | 08/09 Target | 04/05 Unitary Average | PI appears in the Education Plan or LL&L Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ET2 | % of attendance of Traveller Pupils in York Primary schools (academic year reporting) | Sylvia Hutton | 83% | 74% | 62% | 85% | 82% | actual | | 82% | | 82% | actual | | | | 87.0% | 90.0% | 92.0% | | |
| | | | | | 85% | 88% | 90% | profile | | | | 85% | profile | | | | | | | | |
| ET3 | % of attendance of Traveller Pupils in York Secondary schools (academic year reporting) | Sylvia Hutton | 44% | 53% | 63% | 68% | 83% | actual | | 73% | | 73% | actual | | | | 76% | 80.0% | 82.0% | | |
| | | | | | 55% | 72% | 73% | profile | | | | 70% | profile | | | | | | | | |
| ET4 | % of attendance of Traveller Pupils in York Special schools (academic year reporting) | Sylvia Hutton | 74% | 71% | 59% | 62% | 62% | actual | | 94% | | 94% | actual | | | | 96% | 97.0% | 98.0% | | |
| | | | | | New | 65% | 70% | profile | | | | 90% | profile | | | | | | | | |
| ET6 | The effectiveness of your council's support for combating discrimination and racism (AC Q 2.6) | Catherine Leonard | | | | 2.42 | 2.32 | actual | | | | 2.47 | actual | | | | 2.50 | 2.50 | 2.50 | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| ET7 | The effectiveness of your council's support for meeting the needs of pupils from minority ethnic groups, refugee families and Traveller communities (AC Q 3.11) | Catherine Leonard | | | | 2.29 | 2.04 | actual | | | | 1.97 | actual | | | | 2.50 | 2.50 | 2.50 | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| BVPI - 45 | Percentage of half days missed due to the total absence in secondary schools maintained by the local education authority. | Mark Smith | 8.3% | 7.9% | 7.95% | 7.82% | 7.89% | actual | | 7.13% | | 7.13% | actual | | | | 7.05% | 7.00% | 6.95% | 8.39% | O 3 |
| | | | | | 7.8% | 7.8% | 7.6% | profile | | | | 7.57% | profile | | | | | | | | |
| BVPI - 46 | Percentage of half days missed due to the total absence in primary schools maintained by the local education authority | Mark Smith | 4.4% | 4.9% | 5.11% | 5.29% | 4.78% | actual | | 4.68% | | 4.68% | actual | | | | 4.59% | 4.49% | 4.40% | 5.58% | O 3 |
| | | | | | 4.8% | 4.8% | 4.7% | profile | | | | 5.12% | profile | | | | | | | | |
| SOC4 | Percentage of half days missed due to unauthorised absences in primary schools - electronic termly collection from Jan 2007 | Mark Smith | | 0.4% | 0.4% | 0.45% | 0.32% | actual | | 0.30% | | 0.30% | actual | To be maintained and monitored for information only | | | | | | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| SOC5 | Percentage of half days missed due to unauthorised absence in secondary schools - electronic termly collection from Jan 2006 | Mark Smith | | 1.1% | 1.0% | 1.14% | 1.05% | actual | | 1.04% | | 1.04% | actual | To be maintained and monitored for information only | | | | | | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| SOC6 | Percentage of half days missed due to unauthorised absence in special schools - electronic termly collection from Jan 2007 | Mark Smith | | | | | | actual | | | | | actual | To be maintained and monitored for information only | | | | | | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| SOC7 | Number of referrals to EWO service. | Mark Smith | | | | | | actual | 153 | 200 | 259 | | actual | To be maintained and monitored for information only | | | | | | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| SOC8 | Number of prosecutions for non attendances in an academic year. | Mark Smith | | | | | | actual | | 18 | | 18 | actual | To be maintained and monitored for information only | | | | | | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| AE1 | Number of pupils in 'Out of School' provision | Chris Nicholson | 100 | 150 | 175 | 203 | 216 | actual | 216 | 120 | 150 | | actual | 200 | 110 | 130 | 130 | 100 | 100 | | O 4 |
| | | | | | | | | profile | | | | 150 | profile | | | | | | | | |
| AE2 | Number of days provided in 'Out of School' provision | Chris Nicholson | 3 | 2.5 | 2.5 | 2 | 2 | actual | 2 | 2 | 2.5 | | actual | 3 | 3 | 3.5 | 3.5 | 5 | 5 | | O 4 |
| | | | | | | | | profile | | | | 2.5 | profile | | | | | | | | |

| To establish systems based on the needs of the customer | Establish three locality planning boards | • Establish staff consultation group<br>• Publish draft strategy for staff deployment<br>• Implement revised arrangements | June 06<br>September 06<br>March 07 | AD<br>AD<br>AD |
|---|---|---|---|---|
| To create firm foundations for service delivery | Review policies on home to school transport | • Complete training programme for new system<br>• Agree new contracts<br>• Review eligibility criteria for children with SEN<br>• Publish transport offer | May 06<br><br>June 06<br>December 06<br><br>August 06 | HOA<br><br>HOA<br>HOA/HSEN<br><br>HOA |

# 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

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                          ┌─────────────────────────┐
                          │   Assistant Director     │
                          └─────────────────────────┘
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| Head of Ethnic Minority Support<br>5 fte staff | Head of Access<br>8.3 fte staff | Head of Behaviour Support<br>20 fte staff | Principal Education Welfare Officer<br>8.2 fte staff | Head of Social Inclusion<br>1 staff | Head of Traveller Education<br>4.5 staff |
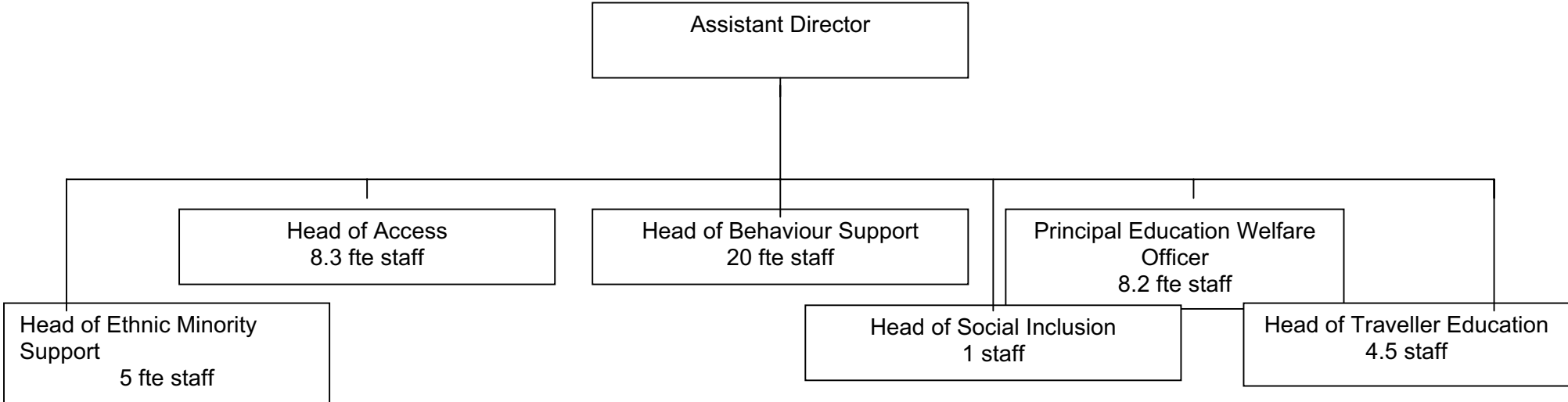
## Section 8: Monitoring and reporting arrangements

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

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 <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. 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

This section will require you to complete a standard proforma (2 pages max.), demonstrating your compliance with corporate policies on:

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

| Actions/Evidence | Deadline |
|---|---|
| **Equalities action/s** | |
| • The EAL service will increase staffing in order to ensure that new arrivals to York are given improved support to access education. | June 2006 |
| • Revised EAL arrangements will ensure coherent entitlement to service provision for each national Curriculum year group | August 2006 |
| • Young people with social and emotional needs will be given speedier access to full time education after they have been excluded from school | September 2007 |
| • Young people with special educational needs and/or disabilities will be given support to become independent users of public transport | March 2007 |
| • Increased monitoring and intervention will take place to reduce the impact of racial harassment | ongoing |
| **Safer City action/s** | |
| • 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 | September 2007 |
| • Truancy patrols will be maintained with the police | Ongoing |
| • Service teams will co-ordinate activity with the police through joint action groups | September 2006 |
| **Operational Risk – red risk action/s** | |
| 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.  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. | When do you expect to complete the action or improvement? |
| **Gershon – Efficiency improvement** | |
| • 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. | September 2006 |
| • 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 | September 2007 |
| • Improved transport management systems will reduce transport costs | September 2008 |

| Competitiveness statement | |
|---|---|
| Please provide a statement to demonstrate that your service is competitive. This might be examples of one or more of the following: Education otherwise costs in York average £5,000 per pupil per year.  DfES publish national figures of £12,500 per year<br><br>• Tendering or procurement exercise for all or part of your service provision.<br>• Delivering services in partnership.<br>• 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).<br>• Benchmarking: comparative performance and costs with other authorities or like-for-like organisations | |

# Service Plan for 2006/07

| | |
|---|---|
| **Service Plan for:** | **SEN Services** |
| **Directorate:** | **Learning, Culture and Children's Services** |
| **Service Arm:** | **Access and Inclusion** |
| **Service Plan Holder:** | **David Waite** |
| **Director:** | **Patrick Scott** |
| *Signed off:* | |
| **Executive Member:** | **Cllr Runciman** |
| *Signed off:* | |

# Section 1: The service

**Service Description.**

Corporate Strategy: Improvement statement
- Improve the life chances of the most disadvantaged and disaffected children, young people and families in the city.

The Service contributes directly to the following corporate aims:
Corporate Aim 2: Improve opportunities for learning and raise educational achievement for everybody in York.
Corporate Aim 5: Work with others to improve the health, well being and independence of York residents.
Corporate Aim 6: Ensure that all Council services are accessible and inclusive, and build strong proud local communities.
Corporate Aim 8: Transform City of York Council into an excellent customer-focused 'can do' authority.
The purpose of the Service is to ensure the best possible quality of education and outcomes for all children and young people with special educational needs within the context of a fully inclusive educational system.

The work of the Service also supports the five Every Child Matters outcomes, within the context of the government's SEN Strategy 'Removing Barriers to Achievement' , The Children Bill ('Every Child Matters'), and the National Service Framework for Children.

The Special Educational Needs Service comprises the Educational Psychology Service, the Inclusion Support Service, the SEN Co-ordination Service, and the Parent  Partnership Service. The principal customers of the Service are children and young people. The Service regards their best interests as its paramount objective, both in working directly with children and their families, and in its general advisory and support work with schools, Children's Services and other agencies.

The Service aims, therefore, to promote the well-being, personal development and education of children with special educational needs through the provision of high quality assessment, advice, intervention and designated special provision to meet identified needs. The Service provides direct support and intervention for approximately 580 children with statements of SEN, and approximately 1100 children with SEN but without statements.

The Educational Psychology Service promotes the education and personal development of children through the application of psychological assessment, advice and intervention. The Inclusion Support Service provides specialist advice and teaching for children with special educational needs. These children may have learning difficulties, physical difficulties, sensory impairments 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, and for the Parent Partnership Service. It also provides administrative support and co-ordination for the other SEN services.

# Section 2: Service Review

**Service Review.**

In the academic year to August 2005, the service provided advice to the Local Authority for 39 children undergoing Statutory Assessment. 100% of reports were provided within the specified time limit of 6 weeks. There has been a significant reduction in the number of Statutory Assessments requiring completion. There has also been a 25% reduction in the number of Statements held over the last 4 years and the current figure stands at 1.5% of the 0 – 19 population. Delegation and devolvement of SEN funding for schools has been the major factor in reducing dependency on Statements as a means of resourcing teaching arrangements for children with SEN in mainstream schools. We are now seeing the impact of successful strategic policy development and implementation.

The Education Psychology service continues to manage complex individual case work, but many schools are now using their EP service time allocation to support strategic developments, group interventions or project based activity. Feedback from schools continues to be positive. The Annual Audit Commission Survey of schools scores all SEN services very positively.

Analysis of outcomes for low attaining pupils across the City using Fischer Family Trust methodologies indicates that the academic year 2004/5 was the best so far with particularly strong gains being made for children in Key Stages 3 and 4. This is a welcome development and is linked to the delegation of SEN funding to schools to allow for earlier intervention.

ISS is increasing its work with special schools within the city, including training staff in Moving and Handling pupils with a physical disability or medical needs and supporting pupils with a sensory impairment. The Inclusion teacher for Autism works closely with the AST for Autism in Hob Moor Oaks and liaises with the ASC specific classes within both schools. This partnership work will develop as the two special schools begin to increase their outreach work so that support for children will be seamless across services, with the needs of the child placed firmly at the centre of service design. The service is contributing to the development of an integrated service for children with disabilities.

Key strategic developments have also included the development and delivery of monitoring and evaluation procedures for children with SEN, linked to the delegation of SEN funding through the schools forum. This is now entering its third and final phase. Revised SEN criteria for Statutory Assessment and School Action Plus have been published. The development of interventions around emotional literacy, including psychological resilience, and peer mediation and peer support programmes at both primary and secondary schools have become core functions of the service. The development and implementation of the Early Support Programme has been very effective and the service will work to secure funding to continue the activity beyond the duration of the grant.

The Service delivers extensive accredited training programmes for service providers covering the 0-19 age range. Programmes have supported training for Teaching Assistants working with children with speech and language difficulties.

3

# Section 3: Drivers for Change

| Driver | How might this affect our service? | Source |
|---|---|---|
| Every Child Matters / Change for Children | Significant potential impact on multi-agency working and organisational structures. Realignment of service delivery in support of the 5 Outcomes | National |
| Workforce reform and training routes for educational Psychologists | Three year training will require changes in employment arrangements and possible regional consortiums to commission training using top sliced funding from the previous national scheme | National |
| Restructure of SEN budgets | Realignment of service delivery to take account of reduction in EP and ISS base budget but off set by other funding sources. | Local |
| Amalgamation of Early Years SEN Services | Pre-school teaching and Portage now single service and there is a need to review the organisation of other early years SEN provision. | Local |
| SPRU report on integrated services for children with disabilities | Reorganisation of SEN services, alongside health and social care services | Local |
| 2nd phase of SEN review | Redefining boundaries between special schools and local authority support services | Local |

# Section 4: Priorities/Initiatives/Actions for 2006/07

## SEN

<u>**Outcome 1:**</u> **Being Healthy in York**

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| 1: To improve the physical health and well being of all children and young people (Outcome 1.1) | To introduce new DfES policy on medicines into schools and EY settings | • To liaise with CYC Health & Safety Officer and colleagues from EY and Health to assist in writing local policy based on the DfES policy.<br>• To be familiar with document and assist in its dissemination and implementation | Summer 2006 | Teamleader for PD & MN Team |
| | To encourage pupils with SEN to participate in physical activities | • To work with colleagues from Leisure and the Disability Sports Coach.<br>• To encourage pupils to enjoy physical activities within school alongside their peers.<br>• To plan activities on an individual or group basis within schools or within private gyms and sports clubs if this is more appropriate.<br>• To explore opportunities for accessing sport on a regional and national basis as appropriate.<br>• To investigate outdoor centres that are fully accessible and advise schools regarding day and residential visits. | Ongoing | PD & MN and Sensory Teams |
| 2: To improve the emotional well-being and resilience of all children and young people (Outcome 1.2) | Implement the 'Psychological Resilience' project as commissioned by CAMHS Executive as part of the Preventative strategy | • Publish Circle Time curriculum materials<br>• Disseminate to schools<br>• Evaluate outcomes of pilot phase<br>• Disseminate findings though publication and conference presentation | Summer 2006<br>Autumn 2006<br>January 2007<br>Easter 2007 | Specialist Senior Educational Psychologist (JL) |

| Priority | Initiative | Action | Deadline | Responsibility |
|----------|-----------|--------|----------|----------------|
| 2: To improve the emotional well-being and resilience of all children and young people (Outcome 1.2) | Implement the SEAL initiative | • Organise conference for schools<br>• Support first phase of project schools and extend to others in second phase<br>• Evaluate outcomes<br>• Tie in with the Resilience activity | Summer 2006-03-09<br>All year<br>January 2007<br>All year | Specialist Senior Educational Psychologist and seconded SENCO  (JL) |
| | Develop and extend the use of PASS materials | • Encourage SEAL project schools to adopt PASS as part of evaluation<br>• Collaborate with colleagues from University and Limetrees to develop research methodology<br>• Use as part of broader school improvement initiatives<br>• Tie into arrangements for SEN Monitoring and Evaluation | Summer 2006<br><br>All year<br><br>All Year<br><br>Ongoing | Principal Educational Psychologist |
| | Mainstream the CAMHS School Based Project | • Re-align deployment of time from psychology service to work on CAMHS<br>• Organise CAMHS Stakeholder day<br>• Provide training to establish Peer Listening schemes in two more secondary schools<br>• Continue support for schools to establish Peer Mediation schemes<br>• Extend development of Therapeutic lunchtime and after school clubs<br>• Support schools in establishing Transition Groups<br>• Provide training and support to Chill Out Groups | From Easter 2006<br>Summer 2006<br>Easter 2007<br><br>On going<br><br>Easter 2007<br><br>Ongoing<br><br>Ongoing | Principal EPsych<br><br>Principal EPsych<br>Psychology team<br>Psychology team<br>Psychology Team<br>Psychology Team<br>Specialist Senior Educational Psychologist |
| 3: To improve the sexual health of all children and young people (Outcome 1.3) | Provide access to impartial, confidential advice for all children and young people | • Undertake liaison work between the York Rathbone Choices Centre, the School Medical Officer and the Local Authority to facilitate appropriate advice, guidance and provision of | May 2006 | Ed. Off. (SEN), Centre Training Manager and School Med. Off. |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| | through the schools-based Sexual Health Service | services to all 20 pupils in attendance at the centre at any given time. | | |
| 4: To improve the health and well being of the most vulnerable young people in the City.' (Outcome 1.4) | Continue to provide enhanced access to specialist psychology service for Looked After Children | • Sustain joint commissioning<br>• Prioritise service to young people in external placements<br>• Improve outcomes for LAC<br>• Target 95 % of LAC to have current Personal Education plan | Easter 06 – 09 Ongoing Sustained with annual analysis From Easter 2006 | Educational Psychologist with special responsibility for Looked After Children  (PB) |
| | Provide targeted Portage service to vulnerable families | • Widen service to children born low weight and pre-term<br>• Extend access for very young LAC | Easter 2006 – 2007<br>Easter 2006 - 2007 | Specialist Senior Educational Psychologist (JL) |

**Outcome 2: Staying Safe in York**

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| 1: To ensure that the safeguarding of children and young people in York is of the highest standard. (Outcome 2.1) | Provide professional psychology service in response to major or critical incident. | • Support for children, parents and staff in dealing with reactions to critical incidents<br>• Consultation to help staff plan appropriate responses | On demand<br><br>On demand | Principal Educational Psychologist and Team |
| | Delivery of Team Teach programmes | • Provide training for schools to de-escalate conflict and ensure safe management of children | On going programme of training and sustained CPD | Educational psychologist in collaboration with Behaviour Support teachers (PB) |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| 2: To protect children and young people in York from bullying and discrimination. (Outcome 2.2) | Anti bullying initiatives | • Training programmes at school level to support policy implementation<br>• Solution focused consultation for staff and young people.<br>• Work with schools to establish Peer Mediation and Peer Listening Schemes | On request<br><br>On request as part of SLA Delivered throughout the year as part of Service Level Agreements with schools (SLA) | Psychology Team |
|  | To prevent children and young people with SEN from being bullied or discriminated against. | • To raise awareness and understanding within their class, peer group and school community by providing information/ social skills training. | Ongoing | ISS Teams |
| 4: To ensure looked after children in York have safe and secure placements (Outcome 2.4) | 8. Develop the planning and placement strategy for disabled children to ensure that services are home and community based, where possible. | • This is achieved through regular follow up meetings/discussions between Joint Agency Panel meetings/SENAP meetings for children for whom initial configurations of educational and related support is not effective. This may be in terms of probable 'out of city' residential placements or entry into the primary or secondary provisions for children with emotional, social and behavioural needs. | As and when required between 6 weekly (Joint Panel)/weekly (SENAP) meetings | EO-SEN, Head of Social Inclusion, the Bridge Centre, the York PSC and the Teacher in Charge of the Westfield Support Centre |

**Outcome 3: Enjoying and Achieving in York**

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| 1: To develop excellence in leadership and management for headteachers and senior leadership teams (Outcome 3.1) | Work with senior leaders in schools to incorporate the principles of *Every Child Matters* in the self evaluation form (SEF) and the School Improvement Plan. | Delivery of key validation activities for the implementation of the Self Review Framework (SRF) Inclusion Award scheme within CYC schools incorporating:<br>• Initial review of evidence file presented by the school illustrating the inclusion award areas they judge themselves against with supporting information/data.<br>• Half-day visit to observe classroom/school environment practices, focus groups/meetings with school staff, parents, pupils, support staff and the Senior Leadership Team based upon areas covered in the evidence file submitted.<br>• Initial recommendations to SENMAN and any follow up meetings.<br>• Confirmation of award. | Three schools per term | EO-SEN working with Inclusion Dev. Workers and Ed. Psych. |
| 2: To support schools in developing a broad, relevant and flexible curriculum in order to enhance achievement and raise standards (Outcome 3.2) | To ensure that pupils with SEN learn and achieve through accessing the national strategies | • Provide advice and support which encourages high quality Wave 1 & 2 provision.<br>• Continue to develop appropriate provision at Wave3 then implement in schools and monitor pupil progress | Ongoing | ISS Teams<br><br>L&C Team |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| 3. To work with schools and other settings to make learning, enjoyable, purposeful, relevant and challenging for every child and young person (Outcome 3.3) | Make use of the Children's Society research on effective schools for children with SEN. | • Build upon the findings and recommendations drawn from this research by encouraging key agencies to support schools in developing projects around the 7 areas of development identified. | Review consultation report at termly pupil & parent's views sub group meetings<br><br>Feedback to the main Inclusion Strategy Group every term | EO-SEN and sub group members |
| | To assist schools in developing personalised learning strategies | • The Area Teachers to work with primary schools in developing suitable personalised learning strategies and programmes for pupils who have fallen behind age related expectations in English and Maths.<br><br>• | March 2007 | L&C Team |
| | As part of the personalised learning strategy, work with schools to improve the quality of learning across the ability range. | • Development of study skills materials for KS 4<br>• Delivery of training for schools re Learning Styles | Autumn 2006 Summer 2006 and on request from schools | Educational psychologist (MM) |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| 5: To build strong support systems for families, making training available for parents & help them engage more fully in the education of their children once they attend school (Outcome 3.5) | Implementation of the Early Support Programme and delivery of Portage to families of children with disabilities | • Sustain Key Worker arrangements<br>• Develop further the use of family held records<br>• Sustain targeted delivery of high quality Portage service<br>• Complete review of Early Years SEN services | Easter 2007<br>Ongoing<br>Ongoing<br><br>Autumn 2006 | Early Years specialist educational psychologist (SG) |
| 6: To support the needs of the most able, gifted and talented children through implementing the current York, able, gifted & talented strategy (Outcome 3.6) | Support schools in making effective provision for the social and emotional needs of able pupils | • Write and publish guidelines about meeting the social and emotional needs of able pupils<br>• Present at conference | July 2006<br><br>Autumn 2006 | Psychology assistant in collaboration with EDS adviser (PN & TE) |
| 7: To make provision for pupils with SEN which enables them to attain and achieve to their full potential, and to engage meaningfully with the | Build on examples of good practice to review and further develop the LA Inclusion Strategy to ensure all pupils' needs are identified and met across all settings. | 1. Commence a complete review of the current Enhanced Resource Centre arrangements combined with the current 'in-reach/out-reach' inclusion arrangements evolving between the mainstream and special school community.<br>2. Implement agreed recommendations to these arrangements to further promote the process of inclusive educative practice for all pupils in York. | To conclude by December 2006<br><br><br>From January 2007 onwards | HoSENS, EO-SEN, PEP, ISS, TiC ERCs, Spec. School Heads HOSENs with support of SENMAN |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| wider community (Outcome 3.7) | To assist schools in the strategic management of SEN provision in order to support pupils with SEN | • Work with staff within all schools within the city.<br>• To provide advice and support in matters relating to SEN | Ongoing | ISS Teams |
| | To ensure pupils with SEN are identified early and supported in their learning | • To provide advice and support for parents and early year settings so that pupils benefit from early learning opportunities.<br>• To contribute to the Early years SENCO training programme.<br>• To provide advice and support to parents and schools as soon as pupils are identified as having a special educational need. | Ongoing | Sensory Teams<br><br>ISS Teams |
| | Review and develop further the LA Inclusion Strategy | • Provide access to extensive range of training & development opportunities targeted on identified need in schools<br>• Review the role of Enhanced Resource Centres | Ongoing<br><br>Summer 2006 – Spring 2007 | Educational psychology and ISS teams<br>Head of SEN services with support from PEP & head of ISS |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| 7: To make provision for pupils with SEN which enables them to attain and achieve to their full potential, and to engage meaningfully with the wider community. (Outcome 3.7) | Monitor the impact of the special schools' outreach work with mainstream schools, and identify and disseminate best practice. | • Begin the process of reviewing of the 'in-reach/out-reach' policy and procedure and compare amendments to existing examples of good practice to ensure continuity of approach.<br>• Evaluate any risks to the effective expansion/development of this initiative and consult with relevant parties, where appropriate. | Commence review by April 2006<br><br>Conclude review and consult with relevant parties by September 2006 | EO-SEN working with Incl. Dev. Worker and EDS<br><br>EO-SEN and Incl. Dev. Worker to consult with relevant parties and implement recommendations for approval by SENMAN/EDS |
| 10: To raise attainment amongst target groups (Outcome 3.10) | To improve the educational outcomes of young people in care | • Work with children's homes, foster carers and the Educational Psychology Service to support the education of Looked After Children.<br>• Provide support and direct teaching to the young people who are out of school.<br>• Provide training to carers as appropriate. | March 2007 | LAC Teacher from L&C Team |
| | To improve the targeted educational provision available to young people known to the local YOT in order to improve their educational outcomes | • Work with local YOT team to agree a protocol so that the educational needs of young offenders can be assessed.<br>• Support YOT team in arranging appropriate educational provision if there is none already in place. | Summer 2006 – then ongoing | L&C Team |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| | Track, intervene and ensure optimum achievement of the most vulnerable groups, including those with SEN through a partnership between schools, personnel from Learning, Culture and Children's Services and the PCT. | • Make best use of the merged central database system between SEN Services, MIS, Access & Inclusion and Education Psychology e.g. analysis of information drawn from the Reintegration Panel for Hard to Place Pupils, which is forwarded to SENAP to help inform decisions about parental preference requests.<br><br>• Home Tuition review meetings to monitor the number and background of pupils accessing temporary home tuition support. | Every 6 weeks (term time)<br><br><br><br><br><br>Every 6 weeks (term time) | EO-SEN working in conjunction with the Reintegration Panel, EPS and SENAP<br><br>EO-SEN, Head of Social Inclusion, EO-Access, SEN Finance Coord. |

**Outcome 4: Making a positive contribution in York**

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| 2: To encourage children and young people to become active and responsible citizens, and to consult with them about the future of the city (Outcome 4.2) | Establish and maintain systems which support the active involvement of children and young people with learning difficulties/disabilities in all of the above activities. | • To coordinate the implementation of the findings and recommendations outlined by the recent Pupil Consultation Exercise covering the 7 areas for development identified; this to be done through the Pupil & Parent's Views Sub Group.<br><br>• To re-run this exercise again on a 2-yearly cycle. | To review the effective implementation of the 7 areas identified by September 2006<br><br>By April 2007. | EO-SEN and the Parents & Pupil's View Sub Group<br><br><br>EO-SEN and the Parents & Pupil's View Sub Group |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| 5. To support children and young people at key transition points in their lives (Outcome 4.5) | Mainstream the successful transition projects. | • Expansion of the York Independent Living/Travel Skills (Y.I.L.T.S.) initiative to support more young disabled people aged 14 + to move across from accessing 1:1 taxis through to the use of public transportation on an independent basis. | From April 2006 to March 2008 | EO-SEN overseeing the work of the YILTS Coord. |
| | | • Support the transfer of the YILTS Coordinator's knowledge base and approach to this travel training across to all Secondary School SENCOs so that the YILTS approach because part of the transitions approach for all appropriately identified pupils who access Home to School SEN transport from age 14 +. | From April 2006 to March 2008 | EO-SEN/Incl. Dev. Workers overseeing the work of the YILTS Coord. training up SENCOs. |
| | | • Re-establishment of the York Choices Rathbone Centre staff and students from their old location (Beckfield Lane Site) to their new site (Holgate Family Centre) and the conclusion of funding negotiations and agreement on the final contract between the Authority and the Rathbone organisation for the period 2006 to 2009. | By May 2006 onwards | Lead by the EO-SEN as supported by the AD (I & A), Training. Man. for Rathbone, Property Services, Legal Services and Ed. Finance. |

**Outcome 5: Achieving Economic Well-being**

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| 2: To improve post 16 retention, attainment and progression in education, employment and training (Outcome 5.2) | To encourage pupils with SEN to continue with post 16 education, employment and training | • To arrange visits to appropriate providers of Post 16 education.<br>• To accompany pupils and parents if necessary.<br>• To ensure suitable access arrangements for post 16 education by liaising and advising staff. | Ongoing | ISS Teams |
| 4. To improve the prospect of achieving economic well-being for the most vulnerable children and young people (Outcome 5.4) | 7. Work with partners to improve the range of post 16 options for young people with SEN. | • Ongoing involvement with Strategic Transitions Group which is made up from multi-agency involvement. This group has drawn up a work plan and timeline for implementation of a variety of activities, surveys and initiatives focusing upon the development for effective transitions of young disabled people e.g. initiatives with Housing, Benefits Agency, Further Education providers and the employer community.<br>• Strategic Transitions Group reports back on updating the various aspects for the implementation of the work plan and making decisions about the direction of various initiatives. | Every 6 weeks | EO-SEN participates and is involved in the development of 'PCP/reviews' initiative, authority-wide disability equality training and the production of parent/carer guides on Local Authority/York Connexions services and support. |

| Code | Description of PI | Service Manager | Historical Trend | | | | | 05/06 | | | | 06/07 | | | | 3rd Mon Target (Whole Year) | 07/08 Target | 08/09 Target | 04/05 Unitary Average | PI appears as a Key PI in the CS Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | | 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 | | | | | |
| 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 | David Waite | 87.7% | 94.0% | 78.7% | 100% | 100% | actual | 90.9% | 93.8% | 87% | | actual | | | | 100.00% | 100.00% | 100.00% | 92.1% | 0 3 |
| | | | | | 95.5% | 96.0% | 100% | profile | 100% | 100% | 100% | 100% | profile | 100.00% | 100.00% | 100.00% | | | | | |
| 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 | David Waite | 64.5% | 79.0% | 53.3% | 86.6% | 80% | actual | 83.3% | 88.2% | 76.9% | | actual | | | | 82.00% | 83.00% | 84.00% | 80.2% | 0 3 |
| | | | | | 82.0% | 83.0% | 84% | profile | 81% | 81% | 81% | 81% | profile | 82.00% | 82.00% | 82.00% | | | | | |
| EN6 | Percentage of 0-19 year olds attending special schools (based on numbers from the national census), to record inclusion rates in schools. | David Waite | 0.75% | 0.68% | 0.61% | 0.55% | 0.50% | actual | 0.50% | 0.49% | 0.49% | | actual | | | | 0.48% | 0.47% | 0.46% | | 0 3 |
| | | | | | 0.64% | 0.58% | 0.56% | profile | 0.49% | 0.49% | 0.49% | 0.49% | profile | 0.49% | 0.48% | 0.48% | | | | | |
| SEN2 | % of all 0-19 year olds schools with statements | David Waite | 2.0% | 2.0% | 1.87% | 1.81% | 1.59% | actual | 1.52% | 1.47% | 1.34% | | actual | | | | 1.35% | 1.30% | 1.25% | | |
| | | | | | 1.98% | 1.85% | 1.80% | profile | 1.55% | 1.55% | 1.55% | 1.55% | profile | 1.35% | 1.35% | 1.35% | | | | | |
| SEN3 | Number of children in out of city placements funded by LEA | David Waite | 32 | 30 | 23 | 23 | 25 | actual | 25 | 25 | 24 | | actual | | | | 25 | 24 | 23 | | |
| | | | | | 29 | 26 | 25 | profile | 25 | 25 | 25 | 25 | profile | 26 | 26 | 25 | | | | | |

Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan
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

**Section 6: Financial resources**

# Section 7: Human resources

## Educational Services - Special Needs

**Assistant Director**

**Head of Special Educational Needs Services**

**Parent Partnership Officers 1.5 fte**

**SBAT Traded Service**
**4.0 fte LS Teachers**

**Head of Inclusion Support Service**

**Principal Educational Psychologist**

**Education Officer (SEN)**

**Information Systems & Finance Coordinator**

**Hearing Impairment Team**
**Team Leader**
**3.6fte Teachers of the Deaf**
**0.62 fte TA (HI)**

**Learning & Curriculum Team**
**Team Leader**

**5.25 fte Learning and Curriculum Teachers**

**Educational Psychologists**
**4.5 fte**

**SEN Co-ordination Team**
**Office Manager**

**Visual Impairment Service**
**Team Leader**
**VI Teacher**
**0.8 fte Braille Technician**

**ASD & Speech & Language Team**
**Team Leader**
**0.5 fte Speech and Language Teacher**

**Portage and Pre-school Service**
**Senior Educational Psychologist**

**Senior Portage Worker**
2 pre-school teachers

**Portage Workers**
**3.2 fte**
**Portage Admin**
**0.8fte**

**Statementing Officer**

**SEN Admin Assistants**
**3 fte**

**Physical & Medical Team**
**Team Leader**
**PD Teacher/SADW**
**0.2 fte PD Teacher**
**2.0 fte Hospital and Home Tutors**

*All posts are 1.0 fte where not otherwise specified*

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## Section 8: Monitoring and reporting arrangements

1. it is intended to develop a three year planning cycle for SEN Services. An away day for the SEN Management Team (Head of SEN Services, Senior Adviser (SEN), Principal EP, Head of Inclusion Support Service, Education Officer SEN) has been arranged for 12 May 2005 to consider and agree a three year action plan to implement SEN Services' priorities and initiatives. Decisions will also be made about the monitoring and recording of progress. This is likely to be via the monthly SEN Management (SENMAN) meetings with an agreed long-term work programme linked to a clear recording and reporting system.

2. 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. The report will provide the following:
   - A brief summary of progress against each of the priorities in the service plan;
   - A Performance Indicator summary for SEN Services;
   - A financial statement similar to the current quarterly reports.

4. Customer feedback will continue to be sought by a variety of in-house and external means including the Audit Commission Survey of Local Schools, individual service surveys (e.g. Portage, Parent Partnership), termly planning meetings with schools (EPS and ISS), consultative groups (e.g. Inclusion Strategy Group and subgroups, SEN Criteria working party, Special School Headteachers Group, Headteachers and Chairs of Governors briefings, SENCO Forums, Schools Forum, JCG etc.), course evaluations, data on appeals, complaints and use of mediation, Annual Review reports, and meetings with individual parents and organised parent groups (e.g. AIM). In 2006 – 2007 we also intend to commission research on the impact of dual placements to inform further local developments in this area of work.

# Annex: Corporate compliance statement

This section will require you to complete a standard proforma (2 pages max.), demonstrating your compliance with corporate policies on:
- Risk management
- Gershon savings and competition
- Equalities
- Community safety (section 17)

| Actions/Evidence | Deadline |
|---|---|
| **Equalities action/s** | |
| • Implement phase 2 of the strategy to improve access to schools<br>• Monitor and report on progress for pupils with SEN – 2$^{nd}$ phase<br>• Record pupil level data | March 2007<br>Marchl 2007<br>ongoing |
| **Safer City action/s** | |
| Raise the educational attainment of children who are looked after | March 2007 |
| **Operational Risk – red risk action/s** | |
| None identified | |
| **Gershon – Efficiency improvement** | |
| YILTS programme will lead to reduced costs for SEN transport<br><br>Mainstreaming emotional well being problem will reduce school failure | March 2007 |
| **Competitiveness statement** | |
| All services within the SEN development plan score in the top 10 for local authorities in the annual survey conducted by the Audit Commission.  Scores are improving in key strategic areas.<br><br>Pupil level data shows that young people with SEN are performing better than ever before as a result of delegated funding and monitoring arrangements<br><br>Services were part of the bid which achieved Beacon Council status | |

# Service Plan for 2006/07

| | |
|---|---|
| **Service Plan for:** | **Youth Service** |
| **Directorate:** | **Learning, Culture and Children's Services** |
| **Service Arm:** | **Access and Inclusion** |
| **Service Plan Holder:** | **Paul Herring** |

| | |
|---|---|
| **Director:** | **Patrick Scott** |
| *Signed off:* | |
| **Executive Member:** | |
| *Signed off:* | |

# Section 1: The service

**Service Description.**

**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; 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 providing a diverse 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.

Young people aged 13-19 years are the main users of the service, with a significant number of young adults up to the age of 25 receiving 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.

Following reorganisation in April 2005, the service is well placed to meet the challenges of *Youth Matters*, which is 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 2006/07 will contribute to the reform of young people's services and include:
- High quality advice and information to young people through the provision of a one-stop information shop.
- A pathfinder targeted youth support service, to be piloted in York West and focussed on the most vulnerable and hard to reach young people.
- Establishing, with partners, an integrated young people's support service to be delivered through area teams and piloted in York West and York South.
- Contributing to the proposed 'Youth Offer' so that young people have clearly defined opportunities to participate in constructive activities, volunteering and personal development.
- Ensure the active involvement of young people at every level and activity.

**York Youth Service aspires to be: *The Best of Partners*.**

# Section 2: Service Review

| Review of Action Plan 2005/06 | | |
| --- | --- | --- |
| **Priority** | **Initiatives** | **Progress on Actions** |
| Build a strong principled led culture as the foundation for the new service. | • Develop Principles of Practice Framework.<br><br>• Foster self performance management.<br><br>• Young people's entitlement.<br><br>• Efficient and effective service. | Framework developed and operating. Review pending.<br><br>Team action plans developed with personal contributions set.<br><br>Entitlement statement reaffirmed and information updated.<br><br>Team meetings, supervision and PIG established. Annual conference supports change. |
| Improve the quality of youth work practice across the Service. | • Implementation of the Curriculum.<br><br>• Establish and implement new QA framework.<br><br>• Address equality and diversity issues.<br><br>• Improve the quality of buildings.<br><br>• Deliver appropriate activities and services.<br><br>• Improve IT and MIS. | Curriculum monitored through MIS reports. More required.<br><br>QA framework established but observation visits not applied. Good practice shared through meetings and conference.<br><br>Equal opps training in place – further development required.<br><br>Buildings improved and city centre building identified.<br><br>Street based delivery enhanced (URBIE2 and detached). MIS will measure effective interventions.<br><br>New IT hardware installed at 4 centres and YES base. Agreed use of Connexions database for key staff. Youthbase unable to work on Council system – new programme being explored. |
| Increase opportunities for young people's active involvement. | • Implement new planning process at unit level.<br><br>• Ensure young people have a voice & opportunity to influence decisions.<br><br>• Improve young people's progress and success. | Not yet achieved due to staff vacancy.<br><br>Variable outcomes achieved – new voice and influence coordinator will develop 2006/07.<br><br>Developing area with more opportunities for accreditation. BVPI not met. |

| Priority | Initiatives | Progress on Actions |
|---|---|---|
| Contribute to the development of inter-agency working. | • Contribute to the ConneXions Partnership. | Multi-agency city centre base identified. NEET figures reduced. 2 areas/centres to be pilots for IYSS. Key involvement in strategies dealing with mental health, teenage pregnancy, youth offending, drug and alcohol abuse, homelessness and other youth issues. |
| | • Develop partnerships with schools and colleges. | Key developments in some schools. Overall more can be achieved. |
| | • Establish an innovative partnership with voluntary and community sector provision. | Voluntary youth work sector set up with 'Voluntary Youth Champions Group' linked to VOX. Services commissioned where appropriate. |
| | • Promote volunteering. | York MV supported but more can be developed. New volunteer protocol established. |
| | • Contribute to the development of Children's Trust. | The service has actively engaged with developments at strategic level and in the plans for workforce development and training. |

# Section 3: Drivers for Change

| Driver | How might this affect our service? | Source |
|---|---|---|
| Youth Matters | • Development of integrated youth support service (IYSS)<br>• Co-located teams where appropriate.<br>• Targeted support to most vulnerable and hard to reach (TYS).<br>• Youth work commissioned by Children's Trust.<br>• Contributing to the Youth Offer.<br>• Ensure young people are fully involved in proposals that affect them. | DfES |
| Change for Children - Every Child Matters - 5 Outcomes | • 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.<br>• Engage in strategies to ensure young people are safe – YorOk database and CAF; lead professional; anti-bullying strategy; crime and anti social behaviour.<br>• Help young people to enjoy and achieve – Extended Schools; increase accredited programmes; expand PAYP to each area; reduce NEET; 14-19 Education Otherwise strategy.<br>• Support young people to make a positive contribution – Youth Offer; Voice and Influence initiatives; IYSS; TYS; citizenship and volunteering opportunities; mobile resources to tackle anti-social behaviour; speedier referrals to Network 2.<br>• Assist young people to achieve economic well-being – training programmes for 14-19 year olds; Young York Award; post 16 retention; early identification and intervention of those likely to drop out; one-stop shop; IYSS and TYS; U-project.<br>• Support to frontline services – budget and new funding streams; joint training; improve MIS; impact assessments; voluntary sector contribution; APA and JAR; links with schools and colleges. | Children's Services Plan |

# Section 4: Priorities/Initiatives/Actions for 2006/07

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| **Being Healthy** Contribute initiatives that help to improve the health of young people | Improve the physical health and well-being of young people. (Children's Services Plan Outcome 1/1) | • Working with partners we will ensure all young people have access to 2hrs of sporting activity and 2 hrs of other constructive activity each week.<br>• Each youth service area will provide a programme offering a wide range of experiences and safe places to meet in.<br>• Up to date information will be available in all youth provision to outline opportunities across the city. | Ongoing from 1/4/06 | Officers Team Leaders |
| | Improve the emotional well-being and resilience of young people. (1/2) | • Continue to provide high quality support, information and counselling through YES/one-stop shop and maintain appropriate referral routes.<br>• Ensure access to mental health training for staff. | Ongoing<br><br><br>November 2006 | ISC Team Leader<br><br>Training Co-ord |
| | Improve the sexual health of young people. (1/3) | • Contribute to Teenage Pregnancy Strategy by offering impartial confidential service through the YES/one-stop shop and area-based provision.<br>• Provide health worker in each of the 5 areas.<br>• Ensure access to sexual health training for staff. | Ongoing<br><br><br>May 2006<br>July 2006 | ISC Team Ldr Teen Pregnancy Co-ord<br>Youth Officer<br>Training Co-ord |
| | Improve the health and well being of the most vulnerable young people. (1/4) | • City centre one-stop shop established to improve access to services.<br>• Access or referral to a wide range of health services through integrated approach across areas.<br>• Continue to assist and deliver support to individuals through nurture groups and chill out clubs at local level.<br>• Ensure access to substance misuse training for staff. | October 2006<br><br>Ongoing<br><br>Ongoing<br><br><br>Ongoing | IYSS Project Board<br><br>Team Leaders<br><br>Team Leaders<br><br><br>Substance Misuse manager |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| **Staying Safe** Engage in strategies to ensure young people are safe | Ensure safeguarding of young people is of the highest standard. (2/1) | • Make more use of the YorOK database and ensure staff are trained in its use. <br>• Introduce Common Assessment Framework as appropriate. (Linked to TYS pathfinder) <br>• Pilot the Lead professional proposal through the TYS pathfinder. <br>• Pilot the 'Sliding Care Model' through TYS pathfinder. | Ongoing <br><br><br>September 2006 <br><br><br>September 2006 | Children's Trust Unit <br><br>Officers <br><br><br>Officers |
| | Protect young people from bullying and discrimination. (2/2) | • In conjunction with young people all provision will design and adopt anti-bullying and anti-discriminatory policies building on the Respect Charter. | September 2006 | Team Leaders |
| | Minimise the impact of crime and anti-social behaviour on young people. (2/3) | • Engage in inter-agency collaboration to reduce the adverse effects of drugs and alcohol misuse. <br>• Seek further funding to extend mobile provision and crime reduction projects (e.g. Urbie, Network2 and Momentum on 2 wheels). <br>• Work with Safer York to develop strategies to engage with young people at risk of offending. | Ongoing | Officers and Team Leaders |
| **Enjoying and Achieving** | Develop a broad, relevant and flexible curriculum in order to enhance achievement and raise standards (3/2) and Contribute to making learning enjoyable, purposeful, relevant and challenging for every young person. (3/3) | • Increase the range of opportunities for young people's contribution and learning to be accredited. <br>• Extend the PAYP programme to cover 5 areas. <br>• Contribute to the 14-19 learning strategy. <br>• Contribute, where appropriate to the Extended Schools developments. <br>• Ensure a wide programme of opportunities for young people to enjoy and achieve is embedded in all area action plans. <br>• Extend the reach of Duke of Edinburgh's Award. | September 2006 <br><br><br>July 2006 <br>Ongoing <br>Ongoing <br><br><br>September 2006 <br><br><br>September 2006 | Curric. & accred. co-ordinator <br><br>Youth Officer <br>Head of Service <br>Team Leaders <br><br>Team Leaders and coordinators <br><br>D of E Coord |

| | Raise attainment amongst target groups. (3/10) | • Work with Connexions to reduce those young people described as NEET.<br>• Develop strategies and specific programmes to meet the needs of identified young people for whom alternative education is required. | Ongoing from previous years. April 2006 and ongoing | Youth Officer and key staff<br>Youth Officer |
|---|---|---|---|---|
| **Making a Positive Contribution** | Contribute to the Youth Offer. (4/1) | • Establish an integrated youth support service through collaboration with key partners.<br>• Contribute to the pathfinder TYS initiative in the York West area.<br>• Develop provision in order to contribute to specific elements of the Youth Offer | April 2008<br><br>September 2006<br><br>Ongoing | Head of Service<br><br>Head of Service<br><br>Team Leaders |
| | Encourage young people to become active and responsible citizens and to consult with them. (4/2) | • Contribute to the implementation of the Hear by Right standards.<br>• Ensure that opportunities are provided across the service for young people to have a voice and influence decision making at all levels.<br>• Access additional funding to develop initiatives to create volunteering opportunities. | Ongoing<br><br>Ongoing<br><br><br><br>Ongoing | Officers<br><br>Voice and Influence Coord.<br><br><br>Officers |
| | Reduce the number of young people involved in crime and anti-social behaviour. (4/3) | • Increase the URBIE mobile resource and outreach provision, on the basis of need, to tackle anti-social behaviour and support young people to access activities and services.<br>• Ensure speedier referrals to Network 2, YISP and the Island.<br>• Maintain and extend the Momentum on 2 Wheels and skate park projects.<br>• Extend the PAYP project to 5 areas | May 2006<br><br><br><br>Ongoing<br><br>September 2006<br><br>July 2006 | Youth Officer<br><br><br><br>Officers<br><br>Officers<br><br>Youth Officer |
| **Achieving Economic well-being** | Develop vocational learning as an entitlement for all 14-19 year olds. (5/1) | • Contribute to the provision of training programmes for 14-19 year olds.<br>• Support the establishment of Young York Award and provide opportunities for personal challenge and enrichment. | Ongoing<br><br>TBA | Officers<br><br>Curric. & accred. Co-ordinator |

| | | | | |
|---|---|---|---|---|
| | Improve post 16 retention, attainment and progression in education, employment and training. (5/2) | • Contribute to early identification and intervention to address the needs of young people at risk of dropping out of education, employment and training.<br>• Ensure the U-project is maintained to support year 11 leavers, without a clear pathway, to engage in appropriate post 16 choices. | Ongoing<br><br><br><br><br>September 2006 | Intensive Pas<br><br><br><br><br>U-project Coord. |
| | Improve the quality of Information, Advice and Guidance. (5/3) | • Promote the city centre one-stop shop as a reliable source of high quality, independent and confidential information, advice and support.<br>• Through the development of an integrated youth support service, contribute to meeting the needs of young people in the 5 areas.<br>• Contribute to the pathfinder TYS in the West Area and support further developments as they arise. | October 2006<br><br><br><br>April 2008<br><br><br>September 2006 and ongoing | Information, support and counselling Coordinator Head of service<br><br>Officers and team leaders. |
| | Improve the prospect of achieving economic well-being for the most vulnerable young people. (5/4) | • Where possible, respond to requests from partners to contribute to supporting vulnerable young people, including teenage parents, looked after children, young travellers, young offenders and young people with SEN.<br>• Ensure the most vulnerable young people have access to services, activities and programmes that support their personal development, growth and life skills. | Ongoing<br><br><br><br><br>Ongoing | Key staff<br><br><br><br><br>Key staff |
| **Support to Frontline services** | Provide effective support for staff in making changes to the way in which young people's services are delivered. (6/2) | • Support the development of more integrated approaches to workforce and training issues led by the Children's Trust.<br>• Engage and consult staff at every level in the arrangements for integrated youth support service and TYS.<br>• Endeavour to meet staff development needs within the available resources. | Ongoing<br><br><br>As required<br><br><br>Ongoing | Head of Service Training coord.<br><br>Head of Service<br><br>Training Coord. |

| | | | |
|---|---|---|---|
| | Ensure the use of resources is driven by policy and, wherever possible, funding is channelled from crisis management to early intervention. (6/3) | • Use funding streams creatively to support the wider priorities arising from Every Child Matters and Youth Matters.<br>• Work with partners to maximise the potential benefits to be gained from use of pooled budgets.<br>• Seek new external funding to support the development of services and opportunities. | Ongoing | Officers and Team Leaders |
| | Improve systems for gathering, using and communicating information. (6/4) | • Support and contribute to the development of coordinated and integrated management information for children and young people.<br>• Ensure an effective Youth Zone MIS provides a robust collection of data and supports staff in meeting their needs for assessing and developing services.<br>• Where appropriate, extend the use of YorOk index and CCIS. | TBA<br><br>April 2006<br><br><br><br>Immediate | Officers<br><br>MIS Coord<br><br><br><br>Team Leaders |
| | Create a firm foundation for the delivery of services. (6/6) | • Embed the whole service within the 5 areas and ensure integration at every level.<br>• Develop further links with schools and colleges to ensure an integrated and collaborative approach to working with the most vulnerable and least motivated young people.<br>• Maintain and enhance the contribution and development by the voluntary and community sector.<br>• Support staff to understand the significance and use of new tools and protocols, e.g. impact assessments, APA, JAR and CAF. | April 2006 and ongoing to 2008 | Officers and Team Leaders |

# 2006/07 Performance Monitoring for Learning, Culture & Children's Services ~ Access & Inclusion Services     Target Setting

| Code | Description of PI | Service Manager | Historical Trend 02/03 | 03/04 | 04/05 | 05/06 | 1st Monitor (4 mths) | 2nd Monitor (7 mths) | 3rd Quarter/Term | 3rd Mon Target (Whole Year) | 06/07 | 1st Monitor (4 mths) | 2nd Monitor (7 mths) | 3rd Quarter/Term | 3rd Mon Target (Whole Year) | 07/08 Target | 08/09 Target | 04/05 Unitary Average | PI appears as a Key PI in the CS Plan | Rationale behind the targets set especialy if no year on year improvement shown or targets have not been set for all 3 years |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 the young person) | Paul Herring | | | | actual | 25% | 32% | 38% | | actual | | | | 60% | 60% | 60% | 60% | | BVPI target is set by government for the full year. There is no negotiation around this figure. Note this is 60% of the figures contained within Y7 |
| | | | | | | profile | 20% | 35% | 45% | 60% | profile | 20% | 35% | 45% | | | | | | |
| BVPI - 221b | Percentage of young people aged 13-19 gaining an accredited outcome (a specific award or recognition for the young person). | Paul Herring | | | | actual | | | | | actual | | | | 30% | 30% | 30% | 30% | | BVPI target is set by government for the full year. There is no negotiation around this figure |
| | | | | | | 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 | | | | actual | 1711 | 2456 | 2971 | | actual | | | | 4284 | 4284 | 4284 | | | Based on 25% of youth population (13-19 years) in line with BVPI 221a and b. ONS 2004 mid year estimate of 17,137 for 13-19 years. |
| | | | | | | profile | 1393 | 2438 | 3135 | 4179 | profile | 1413 | 2485 | 3213 | | | | | | |
| Y7 | Number of young people participating in youth work for the youth services. | Paul Herring | | | | actual | 852 | 1448 | 1865 | | actual | | | | 2570 | 2570 | 2570 | | | !5% of youth population (13-19 years) from ONS Mid year estimate 2004 of 17,137  Benchmark set for BVPI 221a and 221b |
| | | | | | | profile | 836 | 1463 | 1881 | 2507 | profile | 848 | 1491 | 1928 | | | | | | |

Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan

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

# Section 6: Financial resources

# Section 7: Human resources

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                              ┌─────────────────┐
                              │ Head of Service │
                              └────────┬────────┘
                ┌──────────────────────┴──────────────┐
        ┌───────────────┐                    ┌───────────────┐
        │ Youth Officer │                    │  Admin Team   │
        └───────────────┘                    └───────────────┘
```

| Connexions PAs Co-ordinator | Training Co-ordinator | Curriculum & Accreditation Co-ordinator | Voice & Influence Co-ordinator |
|---|---|---|---|

| Connexions PAs | | Duke of Edinburgh Awards | U Project | Volunteers and young people |
|---|---|---|---|---|

| Network 2 Co-ordinator | Information & Support Co-ordinator | Area TL West | Area TL North West & City | Area TL North | Area TL South & East |
|---|---|---|---|---|---|

| PAYP | Mentoring | URBIE | YES | Counselling | Health | Area Team | Area Team | Area Team | Area Team |
|---|---|---|---|---|---|---|---|---|---|

| 1 Stop Shop development |
|---|

Subject to amendment after April 2006

# 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

This section will require you to complete a standard proforma (2 pages max.), demonstrating your compliance with corporate policies on:
- Risk management
- Gershon savings and competition
- Equalities
- Community safety (section 17)

| Actions/Evidence | Deadline |
|---|---|
| **Equalities action/s** | |
| • The youth service will ensure that provision is accessible to all young people. | April 2006 |
| • The service will, through its equalities team, provide additional support to young people from different ethnic groups and those with special needs. | Ongoing |
| • 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** | |
| • The Positive Activities for Young People programme will be extended to all 5 areas in the city. | July 2006 |
| • 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** | |
| • None identified | |
| **Gershon – Efficiency improvement** | |
| • 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** | |
| • Ofsted judged the service to be satisfactory value for money.<br>• The annual National Youth Agency Audit places the service in the top quartile in most measures, benchmarked against all local authority youth services.<br>• 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 2006/07

**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 Carole 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 2005/6 it is anticipated that in excess of 180 Section 47 investigations will be conducted and at Jan 2006 49 children's names were on the register. The three family centres at Clifton, Holgate and Heworth together directly support approximately one hundred families in need or experiencing difficulties. Additionally the family centres 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 82 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 2006 145 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 the remaining 14% in residential care. A further 8 places are available in another specialist home to provide residential respite care for children with profound disabilities and in total approximately 100 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 training and development service. The identified role of all local authorities in leading the 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 2004/5 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. This progress has been made in the context of the service arm moving from Community Services to help form the new Directorate of Learning, Culture and Children's Services. 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. 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

- Preparation for the relocation of 2 family centres in local integrated children's centres has progressed smoothly through active role with key partnerships locally and citywide. Holgate and Clifton centres will be relocated during 2006 and staff groups are committed to and supportive of the development and the opportunities it creates.
- The movement to Electronic Social Care records and our pilot work on the Integrated Children's System has been challenging but further progress has been made and the authority is well ahead of most in responding to this national requirement.
- Research from the University of York on developing recommendations for the further integration of children's disability services is now complete. In cooperation with the Trust the division is keen to embrace the next phase of implementation.
- National Independent Reviewing Officer Guidance has been implemented in full with new job-plans and processes established. Training of all staff completed and practice benefiting as a result. A designated paediatrician for looked after children for health needs\ assessments has been recruited who started in September 2005 and is already making a positive contribution. This also enables agreements about health needs reviews being undertaken by health visitors and school nurses to be progressed
- The profile of our Equality strategy work has been enhanced with Equality Impact assessments being completed for the whole division.
- As a result of an ACPC audit, activity thresholds for Referral & Assessment team involvement have been re-confirmed and assessment statistics on work undertaken by the team are most encouraging.
- A partner group has been established to review arrangements for the undertaking of Young Carers Assessments.
- Improved availability of service information: Children & Families' Web content reviewed and enhanced (BVPI 157 standards)
- The service has developed a high quality Service "Training & Development strategy" and progress as part of that is being made in establishing better training records & explicit core training requirements.
- New support service developments with local Housing Association increasing support to care leavers and the young homeless.
- The internal AD led HR Review Group continues to promote flexible working opportunities, e.g. home working & job swaps; PDP / Supervision completion rates continue to be high and we have piloted a team based stress management tool in 2 teams.
- Health and Safety strategy has been reviewed and re-prioritised.

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

- York is the top performing authority in the country for the % of children adopted from care – those adoptions are also proving successful and are completed within national timescale targets.
- York increased performance during the year in key areas including the completion of health assessments and personal education plans for looked after children.
- We increased annual placement stability; and reduced offending by looked after children.
- York reduced its care population by over 10% during the course of the year and reduced by 50% the numbers of children living in outside of the city fostering and residential placements
- Key child protection indicators on reviewing and allocation of work were also enhanced

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 seek improvements in our completion rates for initial and core assessments. Our new ICS system whilst electronically based is criticised for being unnecessarily time consuming and bureaucratic. Now out of the pilot phase we need to shorten and 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. The staff survey reported concern from staff in this area and we will respond by implementing a "reducing bureaucracy" initiative.

2. We have a major recruitment and retention difficulty in our Referral and Assessment Service – the place where experience is most vital. We need to understand better why and implement actions to address.

3. We have in common with other LA children's social care sections significant budget pressures. Some of these are historic but action nonetheless is required. We need to reshape our services for support of disabled children to provide more cost effective, flexible and closer to home provision. We need to continue to increase local placements whilst at the same time reducing further the in care population; we need to ensure legal costs are more effectively contained; we need to reduce current use of agency staff. We need to manage the risks involved in the planned closure of one of our residential units to ensure this does not either adversely impact on the lives of young people, lose the skills evident in the workforce or result in the increased use of external placements. Part reinvestment options under development need to robustly ensure they provide suitable local placement choice and maintain the drive of reducing the care population.

4. Whilst the building blocks for improving the educational outcomes of our looked after children are in place 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. Educational support and the level of that provision is also crucial to the achievement of overall stability in our placements and work to enhance the overall range and intensity of educational input must be a priority.

5. The results of this year's staff survey are of value. Based on a relatively small sample (30%) and showing performance usually ahead of the rest of the authority, the findings still represent a need for us to ensure that our performance as a people based and dependent service is enhanced. Reviews of feedback routes and communication strategies need to be prioritised as part of this process. Whilst staff feedback is important the views of our customers should also be heard. After the somewhat limited value of national PSS survey of young people in 2005 more local opportunities will need to be created to target consultation activity during the next year.

6. Our performance against key priorities and national indicators needs to be maintained. If we continue our success in reducing the overall looked after children then inevitably those in care for longer periods will increasingly be the young people with most challenging needs. Achieving or even maintaining current good outcomes with this group will be a significant step forward.

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 will see enhanced responsibilities falling to the division to ensure improved post adoption planning and support services for all involved in the adoption process. | DfES |
| **Green paper on LAC** | A Green Paper on looked after children is anticipated in Spring 2006. Key themes likely to be around education of looked after children; placement stability etc. | 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. | |
| **New "Working Together" Guidance** | The transition from ACPCs to Safeguarding Boards by April 2006 is locally well in hand. Details of the expectation of the new Board were provided in the early release of Chapter 3 of the new Working Together document. The full "Working Together" final version which describes expectations of interagency child protection working will be published by April 2006 and could carry significant implementation issues. | DfES |
| **Electronic Social Care Records** | The expectation of the use of electronic social care records by Jan 2006 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. Local staff survey highlighted staff concern about increasing bureaucracy and paperwork in role deflecting from direct practice and reducing job satisfaction. | DfES |
| **Integrated Services Agenda:**<br>  ✓ **Children Centres Development**<br>  ✓ **Integrated Youth Support** | 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 required to have 8 | DfES |

| | |
|---|---|
| ✓ **Integrating Disabled Childrens Services** | 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 and the planned city based one stop shop and the quest for more integrated services for disabled children positively impact on this service arm. | |
| **Placement Strategy and Budgetary Constraints** | A combination of changing patterns in the looked after children population; success of our local placement strategy and budget pressures within the authority and section bring with them challenges and opportunities to further reshape resource provision to achieve required economies. Closure of a residential unit with some reinvestment into professional fostering and support services planned for July 2006. | 2006/7 Budget Round |
| **National Fostering Allowances** | National consultation underway January – April 2006 with the intention of delivery on the power within the 2004 Children Act to set a national fostering allowance rate. This is likely to be confirmed from July 2006 and will carry with it inevitable implications on the local authority to review and amend its payment structure accordingly. | DfES |
| **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 2006/07

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|

| Achieving Better Services and Outcomes for our Customers | Enhancing integrated local service delivery with other key partners | • Relocate Holgate Family Centre into new Integrated Children's Centre at Hob Moor | April 2006 | GM 0-10 |
| --- | --- | --- | --- | --- |
| | | • Relocate Clifton Family Centre into new Integrated Children's Centre at Clifton Green | Sept 2006 | GM 0-10 |
| | | • Develop Action Plan And part implement the relocation of Heworth Family Centre into a Tang Hall Children's Centre | April 2006 – March 2007 | GM 0-10 |
| | | • Support development of new arrangements to integrate assessment practice for disabled children and young people | Ongoing | GM R,H and D |
| | | • Engage 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 | Sept 2006 | GM 11plus |
| | | • Ensure Reinvestment of Resources from Home Closure enhances service provision | July 2006 | GM 11plus |
| | | Effectiveness of all of the above developments above to be judged **on the additional services** jointly developed and their positive impact | | |
| | | • Commit managerial energy to the development of locality planning arrangements and ensuing service developments | October - December 2006 | AD |
| | | • Support and contribute positively to the development of more integrated assessment processes across partners eg Common Assessment/ICS. | December 2006 | GM 0-10 |

| | | | |
|---|---|---|---|
| | **Improve Specific Outcomes for Customers** | • Increase the % of initial and core assessments completed within national timescales | By Oct 2006 | Children's Management Team |
| | | • Increase the % of young people in care achieving educational success | By Oct 2006 | |
| | | • Increase the % of young people in care living in local foster care | By Oct 2006 | |
| | | • Reduce the number of young people needing to be looked after by the local authority | March 2007 | |
| | | • Enhance Adolescent support arrangements to reduce the % that are readmitted to care | March 2007 | |
| | | • Reduce to less than 2.5% the level of unallocated work in the section | By Oct 2006 | |
| | | • Improve placement stability | By March 2007 | |
| | | • Improve transition processes and outcomes | By Oct 2006 | |
| | | • Implement the recommendations of the scrutiny committee report into leaving care | Ongoing | |
| | | • Increase % of completed care plans in place | October 2006 | |
| | | • Reduce the % of re-registrations of children on the child protection register that occur within 12 months of registration | October 2006 | |
| | **Develop the planning and placement strategy for disabled children to ensure that where possible services are home and community based** | • Establish a home based sitting service through Sharing Care | June 2006 | GM R,H and D |
| | | • Create greater flexibility in the care provided through the Glen Respite Care Centre | Sept 06 | GM R,H and D |
| | | • Increase numbers of carers on Direct payments | June 2006 | GM R,H and D |
| | | • Commission services more effectively to support this initiative | Ongoing | GM R,H and D |

| | | | | |
|---|---|---|---|---|
| | **Implement Adoption and Children Act requirements** | • Establish and implement a full training programme for staff and panel members<br>• Identify and address any casework issues raised during transitional period<br>• Review the impact of the new legislation upon casework including policy and procedures<br>• Develop whole system approach to the full requirements of comprehensive adoption support | Ongoing but all completed by March 2007 | GM R,H and D/ SM F and A |
| | **Specific Actions in the light of Practice Experience** | • Contribute to Service Development which enhances provision for drug misusing parents<br>• Review protocols with Housing on evictions of families and impact on children and young people<br>• Work within Directorate to enhance "Educational" Provision to NEET LAC<br>• Engage in Partnership Activity to Respond Earlier to Identified Domestic Abuse | March 2007<br><br>October 2006<br><br><br>October 2006<br><br><br>October 2006 | Children's Management Team |
| **Further improving the experience of staff working for the section** | **Reducing Bureaucracy for practitioners** | • Analysis of paperwork demands on practitioners<br>• Simplification or eradication of identified demands where possible<br>• Re-launch ICS documents in shorter formats<br>• Develop single data entry functionality within ICS<br>• Enhance ICS/DMS Functionality to maximise full system contribution to this initiative | June 2006<br><br>Sept 2006<br><br>June 2006<br><br>October 2006<br><br>March 2007 | AD led/ GM 0-10 |
| | **Reduce staff turnover and recruitment problems in R and A team** | • Complete review of team role<br>• Implement review recommendations on staffing; recruitment; skill mix; role and key processes<br>• Apply learning from review across the service | By April 06<br><br>By Oct 06<br><br>From Oct 06 | GM 0-10 |

| | | | | |
|---|---|---|---|---|
| | **Respond to Staff Survey and Consultation undertaken** | • Ensure quality PDP / Supervision completion | Ongoing | SM QA led |
| | | • Implement High Quality Service "Training & Development strategy | Ongoing | |
| | | • Review communication strategy and implement agreed improvements | September 06 | |
| | | • Develop a "feedback culture" within the organisation | Ongoing | |
| | | • Explore more Flexible Working Opportunities | Ongoing | |
| | **Manage Change effectively** | • Demonstrate effective leadership in the movement to more integrated provision | Ongoing | Children's Management Team |
| | | • Manage home closure and staff implications in a transparent and professional way | July 06 | |
| | | • Review and enhance group management arrangements in Health and Disability service | July 06 | |
| | | • Ensure support services enhanced through transition to new Directorate | July 06 | |
| **Ensuring we have organisationally effective business processes in place** | **Process Improvements** | • Develop further the Children's Rights Service as an internally managed service | From April 06 | SM QA |
| | | • Improved availability of service information | Oct 2006 | SM QA |
| | | • Implement Review recommendations for the undertaking of Young Carers Assessments | Oct 2006 | SM R and A |
| | | • Prioritise the identification and support of Private Foster carers | June 2006 | GM H and D |
| | | • Lead a successful transition from an ACPC to a Local Safeguarding Children's Board | April 2006 | AD |
| | | • Review and Enhance Corporate Parenting Arrangements | October 2006 | SM QA/ GM H and D |

| | | | | |
|---|---|---|---|---|
| | **Enhance Customer Consultation Opportunities** | • Establish named participation workers from the leaving care group | June 2006 | GM 11 plus |
| | | • Provide an effective Family Group Conference service within the service arm | June 2006 | GM 11 plus |
| | | • Achieve 3 specific consultation exercises with key customer groups in next 12 months - one specific consultation being with looked after children and young people to establish how satisfied they are with the health advice that is available to them | March 2007 | Led by SM QA |
| **Ensuring that we deliver excellent value for money** | **Deliver a Balanced Budget** | • Reduce key budget pressures in eg R and A team; the Glen and legal fees whilst maintaining service effectiveness | Ongoing | GM 0-10 |
| | | • Achieve closure of a residential unit without displacing costs elsewhere | July 2006 | Children's Management Team |
| | | • Reduce overall unit costs for care | July 2006 | |
| | **Deliver enhanced budget management processes** | • Implement foster and adoptive payment arrangements through RAISE | By March 2007 | AD |
| | | • Implement any nationally established minimum fostering rate | Dependent on Nat. Guidance | GM R, H and D |
| | | • Implement all agreed recommendations arising from 2005 Internal Audit reports (2) | Ongoing | CMT |

# 2006/07 Performance Monitoring for Learning, Culture & Childen's Services ~ Childrens Services        Target Setting

| Code | Description of PI | Group Manager | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | A/P | 05/06 1st Monitor (3 mths) | 05/06 2nd Monitor (6 mths) | 05/06 3rd Quarter/Term | 05/06 Target | A/P | 06/07 1st Monitor (3 mths) | 06/07 2nd Monitor (6 mths) | 06/07 3rd Quarter/Term | 06/07 Target | 07/08 Target | 08/09 Target | 04/05 CSCI CD Unitary Average | PI appears as a Key PI in the CS Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PAF A1 BVPI49 | % LAC having 3 or more moves of placement | Howard Lovelady | 10.64% | 10.45% | 12.67% | 7.55% | 18.24% | Actual | 7.10% | 1.35% | 7.59% | | Actual | | | | 10.00% | 10.00% | 10.00% | 13.40% | O 2 |
| | | | | | 10.00% | 10.00% | 10.00% | Profile | 2.50% | 5.00% | 10.00% | 10.00% | Profile | 10.00% | 10.00% | 10.00% | | | | | |
| PAF A2 BVPI50 | % of LAC: 1+ A*-G at GCSE or eqiv | Ruth Love | 50.00% | 57.14% | 31.58% | 64.29% | 56.52% | Actual | | 25.00% | 44.44% | | Actual | | | | 65.00% | 72.00% | 73.00% | 54.30% | O 2 |
| | | | | | 65.00% | 65.00% | 65.00% | Profile | | | | 60.00% | Profile | | 65.00% | | | | | | |
| PAF A3 | % of children on the Child Protection Register (CPR) who have been re-registered | John Roughton | 3.57% | 19.15% | 5.19% | 13.27% | 16.87% | Actual | 8.70% | 7.32% | 11.76% | | Actual | | | | 10.00% | 10.00% | 10.00% | 13.20% | O 2 |
| | | | | | | | | Profile | 11% | 11% | 11% | 11% | Profile | 10.00% | 10.00% | 10.00% | | | | | |
| PAF A4 BVPI161 | % of Care leavers in educ, training or employment | Ruth Love | | | | | 0.97 | Actual | | 66.67% | | | Actual | | | | 0.8 | 0.8 | 0.8 | 0.7 | O 5 |
| | | | | | | | | Profile | | | | 80.00% | Profile | | 0.8 | | | | | | |
| PAF B8 | Adjusted-Cost of services for LAC | Howard Lovelady | | £476.68 | £493.60 | £575.97 | £608.69 | Actual | | | | | Actual | | | | £560.00 | £570.00 | £580.00 | £663.93 | SP 2 |
| | | | | | | | | Profile | | | | £515.00 | Profile | | | | | | | | |
| PAF C18 | % of LAC with Offending behaviour | Ruth Love | | | | 5.47% | 4.44% | Actual | | 1.31% | | | Actual | | | | 3.90% | 3.80% | 3.70% | 3.80% | O 2 |
| | | | | | | 5.00% | 5.00% | Profile | | 4.00% | | 4.00% | Profile | | 3.90% | | | | | | |
| PAF C19 | % of Health needs assessments undertaken for CLA for more than 1 year | Howard Lovelady | 77.60% | 61.40% | 70.30% | 79.82% | 73.20% | Actual | | 80.84% | | | Actual | | | | 82.00% | 83.00% | 84.00% | 82.40% | O 1 |
| | | | | | | 90.00% | 80.00% | Profile | | 80.00% | | 80.00% | Profile | | 82.00% | | | | | | |
| PAF C20 BVPI162 | % of reviews of children on CPR undertaken on time | John Roughton | 100.00% | 100.00% | 100.00% | 100.00% | 94.87% | Actual | 94.70% | 100.00% | 100.00% | | Actual | | | | 100.00% | 100.00% | 100.00% | 96.00% | O 2 |
| | | | | | 100.00% | 100.00% | 100.00% | Profile | 100.00% | 100.00% | 100.00% | 100.00% | Profile | 100.00% | 100.00% | 100.00% | | | | | |
| PAF C23 BVPI163 | % of Adoptions undertaken on from the looked after population | Howard Lovelady | 14.29% | 8.11% | 7.58% | 15.20% | 17.80% | Actual | 1.60% | 2.40% | 5.74% | | Actual | | | | 10.00% | 10.00% | 10.00% | 8.50% | O 2 |
| | | | | | 10.00% | 10.00% | 10.00% | Profile | 2.50% | 5.00% | 7.50% | 10.00% | Profile | 2.00% | 3.00% | 6.00% | | | | | |
| PAF C24 | % LAC missing 25+ days school | Ruth Love | 11.30% | 17.70% | 21.79% | 18.82% | 15.38% | Actual | | 12.20% | | | Actual | | | | 12% | 12% | 12% | 11.50% | O 2 |
| | | | | | 12.00% | 12.00% | 12.00% | Profile | | 12.00% | | 12.00% | Profile | | 12.00% | | | | | | |
| PAF CF/C64 1705 | % of completion rates (within 35days) - Core Assessments | John Roughton | | 50.0% | 27.3% | 40.2% | 16.7% | Actual | | TBA | | | Actual | | | | 35.00% | 45.00% | 55.00% | 68.5% | |
| | | | | | | | | Profile | | 25.00% | | 25.00% | Profile | | 35.00% | | | | | | |
| PAF D35 | % of Long Term Placement stability | Howard Lovelady | 20.59% | 45.15% | 50.00% | 32.50% | 43.59% | Actual | 37.50% | 30.95% | 32.50% | | Actual | | | | 47.00% | 52.00% | 57.00% | 64.80% | O 2 |
| | | | | | 45.00% | 50.00% | 50.00% | Profile | 50.00% | 50.00% | 50.00% | 50.00% | Profile | 47.00% | 47.00% | 47.00% | | | | | |
| PAF E44 | Expenditure on Children in Need as a % of all expenditure in Childrens's Services | Peter Dwyer | 33.00% | 37.00% | 37.24% | 43.74% | 45.70% | Actual | | | | | Actual | | | | 38% | 38.5% | 39% | 38.4% | SP 2 |
| | | | | | | | | Profile | | | | 37% | Profile | | | | | | | | |
| APA DIS 1403 | % of care leavers with 5+ GCSEs A*- C | Ruth Love | | | 5.0% | 14.2% | 8.7% | Actual | | | | | Actual | | | | 12.00% | 13.00% | 14.00% | 9.0% | O 2 |
| | | | | | | | | Profile | | | | 10% | Profile | | 12.00% | | | | | | |
| DIS 1704 | % of completion rates (within 7 days) - Initial Assessments | John Roughton | | 55.1% | 70.4% | 65.8% | 52.4% | Actual | | TBA | | | Actual | | | | 65.00% | 70.00% | 75.00% | 64.8% | |
| | | | | | | | | Profile | | 62.00% | | 62.00% | Profile | | 65.00% | | | | | | |
| APA SM13 DIS 3123 | % of Residential childcare staff who have achieved L3 in NVQ in caring for children | Judy Kent | | 42.8% | 51.0% | 54.5% | 64.0% | Actual | | | | | Actual | | | | 70.0% | 75.0% | 80.0% | 44.2% | SP 5 |
| | | | | | | | | Profile | | | | 80% | Profile | | 70.0% | | | | | | |
| APA SM14 DIS 3124 | % of social workers & residential managers who need to achieve the child care PQ award | Judy Kent | | 17.2% | 17.5% | 20.0% | 23.3% | Actual | | | | | Actual | | | | 24.0% | 25.0% | 26.0% | 40.0% | SP 5 |
| | | | | | | | | Profile | | | | 27.5% | Profile | | 24.0% | | | | | | |
| DIS 3331 | Numbers of carers of disabled children in receipt of Direct payments | Howard Lovelady | | | 0 | 0 | 4 | Actual | N/A | N/A | | | Actual | | | | 7 | 8 | 9 | 8.7 | |
| | | | | | | | | Profile | | | | | Profile | | | | | | | | |
| SP 1413 | % of LAC with access to computers in foster or residential care (aged 5-16) | Howard Lovelady | | 75.0% | 87.0% | 63.5% | ? | Actual | | | | | Actual | | | | 80.0% | 90.0% | 100.0% | | SP 4 |
| | | | | | | | | Profile | | | | | Profile | | 80.0% | | | | | | |
| CF1 | Allocated & unallocated work levels %age of cases unallocated | Pete Dwyer | | | | | | Actual | <3% | <3% | <3% | | Actual | | | | <2.5% | <2.25% | <2.0% | | |
| | | | | | | | | Profile | <3% | <3% | <3% | <3% | Profile | <2.5% | <2.5% | <2.5% | | | | | |
| CF2 | Supervision Undertaken | Judy Kent | | | 77.40% | 81.80% | 83.00% | Actual | | 89.0% | | | Actual | | | | 90.0% | 95.0% | 100.0% | | |
| | | | | | | | | Profile | | 100.0% | | 100.0% | Profile | | 90.0% | | | | | | |
| CF3 | Staff satisfaction survey results (state key 2-3) (Carried out every 18 mths) | Judy Kent | | | 73.00 | n/g | 74.00 | Actual | | | | | Actual | Not collected this year | | | | 76% | | | |
| | | | | | | | | Profile | | | | | Profile | | | | | | | | |
| CF4 | % of completed and signed care plan for LAC | Judy Kent | | | | | | Actual | | | | | Actual | | | | 70% | 85% | 90% | | SP 2 |
| | | | | | | | | Profile | | | | | Profile | 70% | 70% | 70% | | | | | |

Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan 05/06

- (Red) PI is lower than the lower quartile mark when comparing to available Quartile information for that year
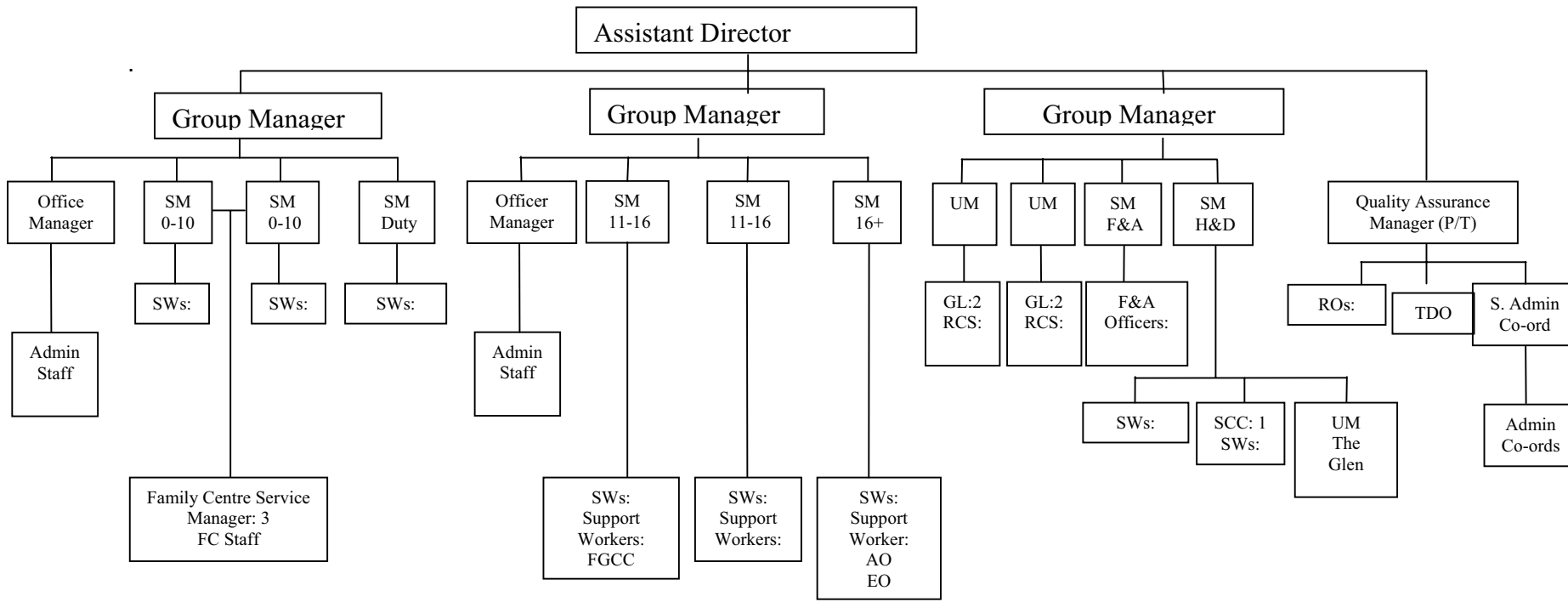- (Blue) PI is higher than the upper quartile mark when comparing to available Quartile information for that year
- (Green) Actual is better than the profile by the tolerance factor
- (Orange) Actual is worse than the profile by the tolerance factor

# Section 6: Financial resources

# Section 7: CHILDREN and FAMILY SERVICES HR Resources

```
                              Assistant Director

       Group Manager            Group Manager            Group Manager

Office   SM    SM    SM    Officer  SM    SM    SM    UM  UM  SM    SM      Quality Assurance
Manager  0-10  0-10  Duty  Manager  11-16 11-16 16+              F&A   H&D    Manager (P/T)

         SWs:  SWs:  SWs:                              GL:2  GL:2  F&A           ROs:   TDO   S. Admin
                                                      RCS:  RCS:  Officers:                   Co-ord

Admin                    Admin
Staff                    Staff                                         SWs:   SCC: 1  UM      Admin
                                                                               SWs:   The     Co-ords
                                                                                      Glen

     Family Centre Service       SWs:     SWs:     SWs:
       Manager: 3                 Support  Support  Support
         FC Staff                 Workers: Workers: Worker:
                                  FGCC               AO
                                                     EO
```

**Code:**
SM: Service Manager F&A: Fostering and Adoption
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
FGCC : Family Group Conf Coord

# 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 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 2006.

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 QPR and ICS will maximise improvements in access to performance information. Autumn 2006 will see a further major planning event for all managers within the service where reviews of 2005/6 progress across all sections will be a key activity as part of planning for 2007/8.

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 Directorate Plan and the overarching strategic plan for Children and Young Peoples Services for the city.

# Annex: Corporate compliance statement

This section will require you to complete a standard proforma (2 pages max.), demonstrating your compliance with corporate policies on:

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

| 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 | March 2007 |
| Improve Management and Planning Information on a Partnership Basis to help in strong debate on take up of services by minority communities | March 2007 |
| Ensure all user groups have appropriate access to interpretation services for for key interventions by the service | March 2007 |
| **Safer City action/s** | |
| Maintain the improvements in reducing the offending rates of Looked After Children | Oct 2006 |
| Complete review of practice with the police in responding effectively to young people missing from care | Oct 2006 |
| 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 closure of a childrens home carries with it significant achievability risks which could result in significant budgetary pressure – the risk is reduced by targeted reinvestment and a whole service approach to reducing the looked after population | July 2006 |
| 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 | From April 2006 |
| The transition to electronic records system and implementation of a raft of new documentation and processes has impacted adversely on performance in some a – plans need to be progressed to remedy this situation if negative impact on key PIs/inspection results are to be avoided. | July 2006 |
| **Gershon – Efficiency improvement** | |
| The reshaping of our resource provision and movement to greater reliance on fostering placements is projected to reduce unit costs for children in care in York from current £608 per week to £560 per week | March 2007 |
| 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 | March 2007 |
| **Competitiveness statement** | |
| Children's services and social care within it are subject to annual integrated inspection arrangements. In the 2005/6 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 2006/07

**Service Plan for:** Arts and Culture

**Directorate:** Learning Culture and Children's Services

**Service Arm:** Lifelong Learning and Culture

**Service Plan Holder:** Gill Cooper

**Director:** Patrick Scott

*Signed off:*

**Executive Members:** Cllr Carol Runciman, Cllr Keith Orrell

*Signed off:*

# Section 1: The service

**Service Description.**

The purpose of the Arts and Culture Service is to serve local communities, creating opportunities for all York residents to learn, enjoy, participate in and appreciate all forms of the arts. We also provide the events organisation and support for the Lifelong Learning and Culture section of the directorate. We are focussed on five primary goals:
- Increasing public participation in the arts and cultural activities
- Ensuring that every child has access to a high-quality arts education
- Strengthening local communities through active participation in the arts.
- Working through partnerships to make York more eventful and
- Supporting artists and arts organisations to develop

To achieve our goals we are building on and developing partnerships at local, regional, and national level with government agencies, educators, arts organisations, regional funding bodies, entrepreneurs, local community groups and individual artists. We continue to work towards improve access, both physical and social, to the arts.

We continue to provide the facilitation for the cultural element of the Local Community Plan and this year will be heavily involved in the development of a new Cultural Strategy for the city, helping to shape the cultural elements of the Local Development Framework. The Arts and Culture Service supports the corporate objectives through:
- Working within Lifelong Learning and Culture to provide arts and creative opportunities for children, adults, professional artists, arts organisations and communities, through projects, events, festivals, funding and development advice
- Working within schools and early years settings to provide curriculum support to school staff, training opportunities across the arts, programmes of cross arts/ cross school projects with professional arts organisations, performance and exhibition opportunities, Instrumental / vocal tuition in schools and tuition in all the performing arts at two Performing Arts Centres.
- Working with partners such as Creative York to promote the Arts and Creative Industries in order to maintain and develop tourism, new media and a strong economic and creative environment.
- Working in partnership to develop the events programme, community arts work, the cultural and creative industries and the physical environment for arts activities across the city
- Working with City Strategy and Economic Development to create safer more eventful public spaces and develop an accessible public arts policy for this historic city.

Arts and Culture work with a wide variety of customers from children and local communities through to artists, entrepreneurs and regional agencies. The service is based at Mill House.

# Section 2: Service Review

**Service Description.**

Since its restructure in 2004/5 Arts and Culture have had three interlinked teams working to deliver its service plans objectives; Arts Education, Arts Action York and Cultural Events Team.  As well has having distinct areas of responsibility cross team and cross directorate working have ensured an effective contribution to the performance of the directorate.

**Arts Education** has seen the numbers of pupils taught in vocal/ instrumental lessons rise consistently and our LEA percentage of pupils taught remains above the national average (York 11% National 8% DFES).  The Wider Opportunities pilot was a success with schools rating the provision very good or excellent.  However there is still a marked reluctance for school funds to be used in this manner, something which direct devolvement of these funds to schools seems not to alleviate, and this will remain an concern in the next year as more DFES Standards Funds are distributed this way.  We will be working closely with schools and LEA Finance to support the effective use of these funds.  If successful we will continue to more than meet our commitments under the DFES/DCMS Music Manifesto.

Provision at Performing Arts Centres is more of a mixed story with numbers not growing as fast as predicted and the take up of ensemble provision through the extended schools programme only just hitting their target.  Adult education provision remains strong, helped this year, through the partnership with St. John's University College and SAA-UK to provide Bollywood Dance Classes (following the very successful Bollywood Fever Community show during Dance Week).  We are just completing a review of PAC provision and will be undertaking some pilot testing of the recommendations next term.

Consultant support in over 50 schools last year was rated as good or very good (98%) and satisfactory in the remaining 2%. In addition their contribution to Every Child Matters agenda through projects, festivals, events and community arts work should be acknowledged.  This year has also seen the team work closely with EDS ICT consultants to develop film and digital media as an additional art form accessible to school pupils.

**Arts Action York**, our community arts team funded in partnership with ACE:Y, continues to go from strength to strength.  The whole team have out performed targets for community participation.  Since their inception they have undertaken over 60 projects directly linked to the corporate and directorate objectives.  Training programmes and support networks for artists have been established and a key element in a lot of the work they undertake is the building of a community's capacity to take the work forward and develop their own provision without AAY's continued input.  Space 109 has grown out of this approach as has many single business artists.  They have also been working closely to support the Festivals element of our work especially York Live and Sightsonic.

Research work jointly with North Yorkshire Council on Voluntary Arts in the sub region is due to report in May.  Community Arts research funded by the York Adult Learners Forum will report in June and from both of these pieces of work will come recommendations that we will take forward in a further application for funding to ACE:Y to be submitted within 2006/07. They continue to lever in over £60,000 of additional funding to support arts activities in the city.  Through AAY's work on the community element of the regional Illuminate programme they received national recognition through their award for BIG Draw, one of only 5 national winners.  The sheer scale and range of

**Service Description (continued).**

their work has been putting some strain on the administrative support for Arts and Culture and although additional resources through the reorganisation of the business support unit in Lifelong learning and Culture are currently being considered this is still something that will need to be addressed in the coming year.

**The Cultural Events Team** has led the city's development of York@Large's City of Festivals initiative, and our own festival provision of York Live, Dance Week and Sightsonic have all received positive evaluations.  A rise in the number of residents who find the city more vibrant and cosmopolitan reflects the Cultural Events team's achievements.  The team, with a large number of partners, helped to organise the celebrations of the 400th anniversary of the thwarting of the Gunpowder plot.  EDU analysis of the economic benefit of GF400 and Renaissance: Illuminating York estimated that there was £1.27M boost to the local economy.

The team have also been supported in the last 12 months by a substantial injection of funds from the regional "Illuminate" urban cultural programme.  This funding ceases in October 2006 but the demand created by both this and 'City of Festivals'  is such that we are already under considerable budget pressure in this area of our work.  A joint bid with North Yorkshire to Yorkshire Forward for additional festival support has been delayed because of Yorkshire Forward's revised internal criteria and timetable, and the need to review the proposed business model in the light of these.  We have started to work more closely with other council funders of events and festivals; York Area Tourism Partnership, Science City York and the City Centre Partnership, to develop a more strategic approach to the council's spend in this area of activity.  This, coupled with the development of the AAY bid to ACE:Y, will require a review of our current resources and structure.

Our income target for events has not been obtained this year due to a variety of factors: Ascot, while successful for the city as a whole, reduced our section's earning ability in relation to the Knavesmire, changes to licensing laws and charges have made events organisers more risk adverse and the siting of the Big Wheel at the NRM, rather than on CYC land, have all contributed to lower income earned.  However, our Events Officer is currently reviewing business development proposals to reverse this trend.  The popular appeal of the Ice Rink, the Streets Alive activity in the city centre and the success of the VE day celebrations are already resulting in new activity in the coming year.

Across the whole service we have been closely with other directorates in the council and external partners.  We have also been involved in the Renaissance: Illuminating York programme bringing new public art and lighting to the city.  The most memorable of these being the "Heart of Yorkshire" by Patrice Warrener, which lit up the west face of the Minster.  But the artworks on the façade of York City Arts Gallery, and the public response to Dancing in the Streets also deserve honourable mentions.  This work continues with a programme of public art featuring in the current York Lighting proposals being submitted to Yorkshire Forward.  Sightsonic, our work with the Hospital, Gateway to the Quarter and SureStart will see a continuation of Public Art work in the city.

Joint working through NYCOG (North Yorkshire Cultural Officer Group) has undertaken research in the area of Festival and Events, Voluntary Arts and Creative Industries. All of these are now very close to reporting their findings and the recommendations of this research will have to be considered carefully in relation to our future development.  In addition the success of the urban cultural programme 'Illuminate' across the five key cities in the region will, alongside the regional Major Events Strategy, start to shape a regional agenda in this area.

# Section 3: Drivers for Change

| Driver | How might this affect our service? | Source |
|---|---|---|
| **Sub Regional Investment Strategy for Culture** | Investment in 5 Key Cities cultural agenda may require a more regional operation to this part of the service.<br>There would be staffing and resource implications of possible bids to Yorkshire Forward on Events and Festivals and Creative Industries Network | **Yorkshire Forward/ NYCOG** |
| **Devolvement of Standards Fund money for music to schools** | Possible reduction in level of instrumental provision in schools due to loss of economy of scale and because the budgets would not be ring fenced<br>Wider Opportunities teaching model becoming the more common method of instrumental provision in Primary schools with knock on effects to teaching staff in the service. | **DFES** |
| **Loss of External funding support** | Both Urban Cultural Programme and Arts Council funding for our activities will drop out this year.  While a further bid is being developed with ACE:Y the UCP money ceases.  Both factors will require a review of the allocation of staffing and resources | **ACE:Y**<br>**UCP** |
| **Council Budget pressure** | Continued squeezing of financial resources will need to be reflected in the reprioritisation of the services activities | **Council Budget** |
| **Safer and Stronger communities/ CPA priorities** | The agenda of increasing community participation needs to be re emphasised in our work and in the evaluation of that work.  The activities of the whole team in increasing participation and how that is measured will need to be a key element of our team planning | **LAA and CPA** |
| **Preparing a Cultural Strategy for York** | Concern over capacity issues of the service to contribute effectively, review and reprioritise its own work. | **LL&C plan** |

# Section 4: Priorities/Initiatives/Actions for 2006/07

**Please note abbreviations Arts Action York = AAY**
**Arts Education Team = AET**
**Cultural Events Team = CET**
**Management Team = MT and consists of Gill Cooper, Alison Goffin, Peter Boardman, Emily Harvey and Lyn Fox**

| Outcome1 | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| **Making York More Eventful** | | | | |
| Facilitate, plan and support a citywide programme of festivals and events that makes the city and its local neighbourhoods more vibrant. | Promote York @City of Festivals as an established and highly visible brand with events organisers and Tourism Bureau and Yorkshire Tourist Board.  Brand our events within this to raise awareness. | • Develop robust Festivals evaluation process with First Stop York<br>• Plan calendar for the provision of a regular programme of events, concerts & performances throughout the city<br>• York @ Large to discuss future priority areas for Festivals. Follow-up work with First Stop York etc.<br>• Produce a review priority of Festival and future funding for York @Large<br>• Produce, in partnership, a marketing strategy for the city's cultural offer | May 2006<br><br>Annual rolling<br><br><br>By June 2006<br><br>June 2006<br><br>September 2006 | Peter Boardman<br><br>CET<br><br><br>Peter Boardman<br><br>Peter Boardman<br><br>Management Team |

| | | Develop a festivals office function to work with regional agencies, council colleagues and with events promoters and organisers to develop world-class events in the city. | As a festival office function | Annual rolling | CET |
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| | | | • Develop the www.yorkfestivals.com website in line with Y @ L priorities and best practice in safety and event management | | |
| | | | • Co-ordinate Events Network meetings | Ongoing | CET |
| | | | • Work with potential events promoters to bring new activities to York | Ongoing | Liz Topi |
| | | | At city level | | |
| | | | • Complete and distribute the venues audit as part of infrastructure support | Ongoing | CET |
| | | | • Support work on a Major Events Strategy for the city | September 2006 | Gill Cooper |
| | | | • Administer the Urban Cultural programme in York | Ongoing | Gill Cooper |
| | | | • Work with City Centre Partnership and FSY on joint working arrangements | Ongoing | CET |
| | | | • Identify and work with local partners to develop existing offer and new high profile events | Ongoing | Peter Boardman |
| | | | At regional and Sub-regional level | | |
| | | | • Work with The Matrix members to develop digital art work across the region | September 2006 | Peter Boardman |
| | | | • Work through ACE and NY Culture's festivals' initiatives and Urban Cultural Programme to develop links across the sub-region and region | Ongoing | Gill Cooper |
| | | | • Work on progressing the 5 Key Cities cultural agenda | Ongoing | Gill Cooper |
| | | | • Actively contribute to the NYCOG partnership Arts and Festivals sub groups | Ongoing | Gill Cooper/ Peter Boardman |

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| | Involve all Lifelong learning and culture teams to build community participation in the festival and events programme to increase residents' inclusion in activities and satisfaction with the cultural offer. | • Publicise work of Arts Action York and opportunities for people to become actively involved | Ongoing | Emily Harvey |
| | | • Develop ongoing community participation in festivals programme | Annual rolling | All |
| | | • To integrate the PAC and Arts Education performance activity into the city wide festival programme | Termly meetings | Alison Goffin |
| | | • To increase community participation in festivals and events by linking ongoing community projects with festivals programme. *(E.g. dance week)* | Annual rolling | AAY/ CET |
| | | • Develop community projects to complement festivals programme. | Annual Rolling | AAY |
| | Establish a Festival of the Rivers to fulfil the ambition to make more use of the rivers and open spaces in the city | • Organise, run and evaluate the Festival of the Rivers | June/July 2006 | Liz Topi and CET |
| | Act as an advocate within the council to improve the infrastructure to support festivals and events within the city | • Through York @ Large, to lead on or contribute to debates and initiatives *(E.g. Local Development Framework and Guildhall upgrade)* | Ongoing | MT |
| | | • Respond on behalf of the Arts team within LLL&C to relevant planning applications | Ongoing | MT |
| | | • Establish regular Arts Education Outreach Network meetings | From May 2006 | Alison Goffin/Emily Harvey |

| Develop and support a diverse programme of cultural activities accessible to all, targeted at those communities with low participation rates. | Increase the opportunity for residents and communities to lead, plan and enjoy cultural events and activities through focussed work in targeted communities | • To work with YUMI and others as appropriate to develop community generated projects | Ongoing | AAY/ CET |
|---|---|---|---|---|
| | | • To work with partners to improve access by black and ethnic communities to cultural provision and provide a more diverse arts programme. (E.g Army welfare project, CDP festival) | Ongoing | MT/Vanessa Langford |
| | | • Develop a programme of arts activity for all young people in line with the priorities of the Youth Arts Strategy and the Arts Action Plan and PAC forward plan | Review by September 2006 | Sharon Brown/ Dave Fleming |
| | | • Work with professional arts organisations on a programme of provision for the residents of residential care homes and learning Disabled Groups | Operational by September 2006 | Emily Harvey |
| | | • Work with schools and teachers on establishing inclusive provision in arts activity | Ongoing | Consultant Team |
| | | • Work with Theatre Royal to identify potential PET partners to benefit from focussed inclusivity work | Ongoing | Colin Jackson |
| | | • Develop range of PAC courses which further promote inclusivity | Review Summer 2006 | Sharon Brown |
| | Use partners to access the hard to reach communities and work with these communities to increase their involvement in the cultural life of the city | • Work with partners to engage more targeted groups. (E.g. Arclight, Carers, childrens homes) | Annual rolling | MT |
| | | • improve access to existing arts provision and provide a more diverse arts programme. (E.g. digital film and media projects, Lytnet) | Annual rolling | AAY |

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| | Promote a more culturally diverse programme through our Lifelong Learning and Culture activities | • Work with partners to improve access by black and minoriity ethnic communities to existing arts provision and provide a more diverse arts programme. | Ongoing through SLA agreements | MT |
| | | • Work with key partners to expand programmes that promote cultural diversity through presentation of work by ethnic groups | Ongoing | CET |
| | | • develop community arts project in collaboration with cultural diversity project. *(E.g. Voices refugee project, Nepalese dance project)* | Ongoing | Vanessa Langford |
| | Produce a strategy to increase the reach of information about the cultural opportunities. Refreshing the offer of Yortime, employing council publications and developing www.yorkfestivals.co.uk | • Improve and regularly review and update the www.yorkfestivals website. | Ongoing | CET |
| | | • Review with a view to consolidate all existing databases and integrate all web data to be centrally managed. | Review by October 2006 | MT |
| | | • Complete and implement internal marketing strategy in consultation with new promotions and publicity assistant | May 2006 | Lyn Fox |
| Increase the opportunities available for Young people to take part in a range of events. | Implement the York Play strategy which promotes play as a basic right for children and young people | • To undertake a programme of arts activity resulting from a review of the Youth Arts Strategy targeted at children and young people. | From September 2006 | Dave Fleming |
| | | • Work with Rosemary Flanagan and Anne Spetch to map current provision enabling targeted work | From June 2006 | AET |
| | Work with schools and partners to provide inclusive play activities within the extended schools programme in every area of the city | • Develop model of provision and support and work with colleagues in LEA to secure resources to implement it | Ongoing | AET |
| | | • Support staff to develop higher quality creative activities in out of school clubs. *(E.g. GRAB scheme and extended schools training courses)* | Ongoing | Vanessa Langford |
| | | • Identify and develop links with partners in film making to work with out of schools clubs | Summer 2006 | Alison Goffin |

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| | Establish a calendar of events, celebrating and challenging young people identified as able gifted and talented in a range of cultural activities | • To develop and promote excellence through citywide ensembles at Performing Arts Centre's.<br>• Provide a programme of celebratory school events to share best practice, including Dance, Drama Music and Early Years Arts Festival.<br>• Undertake consultation with secondary schools on current G&T provision in order to identify gaps<br>• Challenge Specialist Schools to improve provision<br>• Launch Boys Dance programme and develop into PAC<br>• Develop links with St. John's to enable showcase events for schools<br>• Implement a Bandstrands and PAC ensembles joint strategy offering alternate routes of progression for musicians<br>• Jointly organise, run and evaluate schools' Film Festival.<br>• Trial programme of visual arts activities at PACs<br>• Establish DJ workshops at PACs | Review by September 2006<br>Annual Rolling<br><br>Meetings with T Ellison<br>Ongoing<br><br>July 2006<br><br>July 2006<br>October 2006<br><br>July 2006<br><br>Summer 2006 | Sharon Brown<br><br>Alison Goffin<br><br>AET<br><br>Consultants<br>Michelle Silby/<br>Sharon Brown<br>Tim Brooks<br><br>Tim Brooks/<br>Sharon Brown<br><br>Alison Goffin<br><br>Sharon Brown |
| | Promote opportunities for intergenerational events and activities | • Dance Production during Dance Week 07<br>• Community Opera<br>• Input into Festivals programme i.e. Lifelong Learning Festival<br>• Choirs Festival – schools and York community choirs<br>• Develop scope of new and existing projects to bring groups of older / younger people together. *(E.g. film + media, Carers)* | June 2007<br>July 2007<br>Annual rolling<br><br>February 2007<br><br>By September 2006 | Michelle Silby<br>Tim Brooks<br>All<br><br>Tim Brooks<br><br>AAY |

| Outcome 2 | | | | |
|---|---|---|---|---|
| **Engaging in Learning** | **Initiative** | **Action** | **Deadline** | **Responsibility** |
| Increase the opportunities for formal lifelong learning and culture in a range of cultural settings | Develop clear service arm performance indicators which set a base line for engagement in formal learning (base period August 2004 – July 2005) | • Develop framework/audit of existing provision (tap into existing assessments used by schools)<br>• Set clear baseline performance targets/indicators | By January 2007<br><br>Annual Rolling programme | Alison Goffin<br><br>MT |
| | Extend the use of learning tasters at events and festivals | • Work with event and festival promoters to include sessions in their programmes<br>• Incorporate learning opportunities into the programmes for York Live, Dance Week and SightSonic<br>• Work with Adult Education (Claire Douglas) to develop a strategy increase participation in performing arts through taster sessions. | Ongoing<br><br><br>Ongoing<br><br><br>June 2006 | CET/ AET<br><br>CET/AET<br><br><br>Alison Goffin /Michelle Silby |
| | Explore the potential to develop full cost programmes | • Undertake detailed budget exercise for specific courses, with a view to implementing in September | By September 2006 | A Goffin |
| Provide opportunities for people to take their first step back into learning | Run taster sessions as part of a number of city wide education and cultural events | • Work with event and festival promoters to include sessions in their programmes | Ongoing | CET |
| | Ensure that progression routes are available and explicit at informal learning events and activities | • Provide relevant information and advice re learning pathways at all festivals, workshops and public participation events | Review October 2006 | MT |

| | Work with community groups and organisations to develop programmes that target groups and individuals that currently do not participate | • Run projects/events with community groups and organisations as part of the programmes for York Live, Dance Week and SightSonic<br>• Evaluate existing learning opportunities and develop contacts to facilitate pathways for progression. (E.g. work with Future Prospects on digital media projects) | Ongoing<br><br><br>Review June 2006 | CET/AET<br><br><br>Emily Harvey |
|---|---|---|---|---|
| Contribute to the development of a citywide learning culture | Develop partnership working with professional cultural organisations to improve the range of learning opportunities in the cultural sector | • Facilitate partnerships with Professional Artists/ Arts organisation via<br>  • Arts Service projects<br>  • Arts Education Outreach Network Meetings<br>• Artists in Schools database<br>• Working with 'Higher York' and FE/HE providers<br>• Partnership work with Theatre Royal<br>• Work with regional arts organisations (E.g. Yorkshire dance)<br>• Develop partnerships with York Choirs (E.g. York University, Ebor Singers)<br>• Maintain overview of provision and needs for training for community artists. (E.g. AEON, community arts research project)<br>• Develop partnership with St Johns Film & TV department to allow them to engage with schools and teachers | Annual Rolling | MT<br><br><br>Colin Jackson AET<br>Colin Jackson Michelle Silby<br><br>Tim Brooks<br><br><br>Emily Harvey / Alison Goffin<br><br>Alison Goffin |

| Provide support to schools and contribute to the extended schools programme | Develop a portfolio of one off and long term programmes to be used as enrichment activities for schools | • To promote and support a creative learning agenda through a role out of the Wider Opportunities programme to develop creative teaching | Ongoing | Alison Goffin |
| --- | --- | --- | --- | --- |
| | | • Roll out a programme of new Wider Opportunities initiatives to cover a wider range of instruments taught. | Sept 2006 | Alison Goffin |
| | | • Undertake training of all teachers to deliver Wider Opportunities | Sept 2006 | Alison Goffin |
| | | • Increase Wider Opportunities provision | Sept 2006 | Sharon Brown |
| | | • Develop new instrumental initiatives for whole class music through percussion | Jan 2007 | Alison Goffin |
| | | • Undertake budgeting exercise to calculate real costs to schools | Summer 2006 | Alison Goffin |
| | | • Research implementation of Arts Award programme, to be run with external partners | Summer 2006 | AET |
| | Enhance out of hours sports support by extending the sports partnership network to all schools in the city | • Advice to Active Leisure<br>• Develop working partnership with Partnership Development Managers | | Michelle Silby Consultant Team |
| | Develop an extended schools providers training programme | • Plan a CPD training programme in collaboration with EDS and Sue Foster | Starting July 2006 | Alison Goffin |
| | | • Plan a CPD training programme in collaboration with Active Leisure | | Michelle Silby |
| | | • Support staff, artists and volunteers to deliver more varied and higher quality creative arts activities. *(E.g. GRAB scheme and extended schools training programme)* | | Vanessa Langford |

| Outcome 3 | | | | |
|---|---|---|---|---|
| **Being healthy** | **Initiative** | **Action** | **Deadline** | **Responsibility** |
| Promote and increase the range of and access to High quality opportunities to encourage a culture of inclusive participation and healthy lifestyles | Review our direct provision of services to ensure it only fills market gaps | • Disseminate York NHS Trust Arts Strategy<br><br>• Promote participation in creative arts projects as an effective vehicle to achieve better health and well-being<br>• Review findings of Mental Health and Arts Study and draw up implementation plan for recommendations<br>• Develop projects to help combat isolation and degeneration in older people. *(E.g. world music concerts in residential homes, Walmgate memories song writing and drama workshops)* | July 2005<br><br>Annually rolling<br><br><br>September 2006<br><br><br><br>June 2006 | Gill Cooper/ Emily Harvey<br>Emily Harvey<br><br><br>Emily Harvey<br><br><br>Emily Harvey |
| | Resource PE, school sport and a range of healthy schools activity through a cross service team of consultants | • Promote consultants work with Healthy School initiatives<br>• Input to head teachers briefing, or raise awareness through briefing sheet<br>• Promote Arts as a vehicle for physical and mental well-being<br>• Target consultant school support towards PRU's or exclusion facilities | Ongoing | Alison Goffin<br><br><br><br>AET<br><br>Alison Goffin |
| | Work with the NHS and community partnerships to promote participation in creative arts projects as an effective vehicle to help achieve better health and well being | • Active participation in the NHS Trusts Arts and Environment group<br>• Partnership advice and support to oversee an agreed programme of public art work in the hospital. *(E.g. Cancer Care Centre)*<br>• Active participation in the small projects group at York District Hospital<br>• Secure funds to support arts/bioscience youth project *(E.g. Pulse)* | Annual rolling<br><br>As required<br><br><br><br>As required<br><br>June 2006 | Gill Cooper/ Emily Harvey<br>Emily Harvey<br><br><br><br>AAY<br><br>Emily Harvey |

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| | Resource officer time to support the progress and work of the two city school sports partnerships and promote the dance element of the two Performing Arts Colleges. | • Ensure the work of specialist schools is linked with relevant city wide strategies such as the Community Plan, the Arts and Creative Industries Plan and the strategy for Active Sport and Leisure | Annual rolling | Alison Goffin |
| | | • Through the work of the Dance Consultant support the Royal Ballet Partnership schools | By July 2005 | Michelle Silby |
| | | • Develop a programme of work with the performing arts colleges supporting their dance provision | September 2005 onwards | Michelle Silby |
| | | • Evaluate the dance provision at Performing Arts Centres | September 2005 | Sharon Brown/ Michelle Silby |
| | | • Work with Sports and Active Leisure to improve the quality of Dance teaching in all phases in schools. | Annual rolling | Michelle Silby |
| | | • Encourage participation in Dance Week and Dance Festival by Performing Arts Colleges, to showcase standards | June 2006 / November 2006 | AET |
| Build the capacity of the city's voluntary sector to enhance facility and activity provision | Identify opportunities to lever in external funding for development programmes and utilise existing resources in a way that enhances the provision through the voluntary sector | • Support voluntary groups in applying for external funds. (E.g. Baseline, Art and About, Age Concern, YUMI) | As required | MT |
| | | • Produce action plan from the recommendations of the NYCOG Voluntary Arts research | August 2006 | Gill Cooper |
| | Support voluntary networks with guidance on legislative procedure. E.g. child protection | • Manage small grants programme and ensure good practise by grant recipieints. | Annual Rolling | Emily Harvey |
| | Expand the type and level of support for a wide range of voluntary organisation networks | • Offer project management and development advice. (E.g. finding a voice, Art and About, Gravity Control, Bright Sparks) | As required | MT |

| Ensure that our own Leisure Facilities are accessible and fit for purpose | Redevelop the council's sport and active leisure sites in line with the priorities identified in the Active York investment strategy | • Consultant input to new performing art builds in schools | As required | AET |
|---|---|---|---|---|
| | Promote, through the extended schools programme the use of schools as local recreational facilities | • Trial new Performing Arts Centre activities at strategic location across the city<br>• Trial after hours clustered instrumental tuition | Summer 2006<br><br>September 2006 | Sharon Brown<br><br>Alison Goffin |
| | Promote libraries and parks as sites for community relaxation and psychological wellbeing | • Explore the possibilty of Tai Chi classes | January 2007 | Michelle Silby |
| Provide sources of information to promote participation in active and healthy lifestyles | Resource a cross service directory of active leisure provision through web based technology and other media | • Input in Active Leisure's new dance and sports directory<br>• Input into Yortime | Ongoing<br><br>Ongoing | Michelle Silby<br><br>MT |
| | Utilise libraries and Children's centres as hub sites for healthy living information | • Circulate Arts Education information (PAC, Bollywood etc) to all libraries | Ongoing | Publicity and Promotions assistant |

| Outcome 4 | | | | |
|---|---|---|---|---|
| **Making a Positive Contribution to Local Communities** | **Initiative** | **Action** | **Deadline** | **Responsibility** |
| Work with communities to help them develop and direct their own opportunities for lifelong learning and culture. | Connecting and organising voluntary groups to help develop their own opportunities and support existing activities in their own community. | • To work with the Millennium Volunteers to establish a volunteer events support team.<br>• Support care / community staff in developing arts skills and confidence to deliver more creative projects with their groups. *(GRAB scheme, development with grant funded groups, Space 109)*<br>• Advice to artists and voluntary groups | Ongoing<br><br>Annual rolling<br><br><br><br><br><br>Annual Rolling | Kirsty Halliday<br><br>Emily Harvey<br><br><br><br><br><br>All |
| | Facilitate and support the formation and development of strong community groups able to manage their own opportunities | • Developing artists support networks. *(E.g. Loose Connections, film and digital media artists forum, ROTA, Open Studios)*<br>• Support work at 109 Walmgate | May 2005<br><br><br><br>Ongoing | Vanessa Langford/ CET<br><br>Gill Cooper/ Dave Fleming |
| | Design more programmes that bring disparate communities together | • Co-ordinate projects with a geographical focus involving diverse interest groups. *(E.g. Clifton and Hob Moor children's centres, Hull Road Park consultation, basement media project)*<br>• Co-ordinate themed projects engaging varied groups within the city and beyond. *(E.g. Lytnet Media Camp, Army Welfare)*<br>• Develop creative community consultation techniques and projects. *(E.g. Children's Centres)* | Ongoing | AAY |

| | Encourage schools to develop broader provision encapsulating their cluster groups and communities | • Work with Theatre Royal and J Catron on PET transition project<br>• Work with MEG students to develop composition project with Canon Lee and feeder primaries<br>• Support All Saints 'Creative Arts Day' for transition<br>• Develop performances by feeder primaries in their secondary schools.<br>• Encourage Wider Opportunities instrumental groups to work closely with secondary schools on music projects/concerts | May 2006<br><br>June 2006<br><br>May 2006<br>September 2006<br><br>Summer 2006 | AET<br><br>Tim Brooks<br><br>AET<br>Tim Brooks<br><br>Alison Goffin |
|---|---|---|---|---|
| Undertake the improvements in Service provision suggested by the CPA action plan and the council's Equality Plan | Continually undertake cultural diversity training for all staff | • Plan as part of Service Training programme | June 2006 | Alison Goffin |
| | Ensure that resources and book stocks available within Lifelong learning and culture are culturally diverse | • Review resource boxes for school use | Annual rolling | AET |
| | Update and monitor the breadth and balance of activity programming at cultural facilities and services that we support and provide | • Review and evaluate programme | Quarterly | MT |
| | Implement the Equalities Impact assessments | • Review progress and integrate into work plan | May 2006 | MT |
| | Use the existing diversity networks to inform and influence our work | • Liaise with YUMI, Centre for Global Education and others<br>• Active participation on Cultural diversity steering group | Ongoing | CET<br>Vanessa Langford |

| Improve access to cultural activities, facilities and information. | Address access issues in our cultural facilities through community consultation and subsequent development briefs | • Work with planning to develop inclusive development briefs | Ongoing | Gill Cooper |
|---|---|---|---|---|
| | Champion equality standards at existing and new third party cultural venues. Ensuring legislation is met through build specifications and service provision | • Review provision through SLA client meetings | Ongoing | MT |
| | Ensure partner organisations understand their responsibilities in improving access. | • Offer advice to partner organisations on effective inclusion in formal education<br>• Offer advice and support as part of small grants programme – terms and conditions of grants | As required<br><br>As required | AET<br><br>Emily Harvey |

| Outcome 5 | | | | |
|---|---|---|---|---|
| **Taking a Pride and Pleasure in the Environment** | **Initiative** | **Action** | **Deadline** | **Responsibility** |
| | Commence the regeneration and improvement of Hull Road Park | • Collaborate with Parks Dept on planning and funding bid.<br>• Develop community consultation projects to inform Park improvements. | Summer 2006<br><br>By December 2006 | Emily Harvey<br><br>Emily Harvey |
| | Produce an over arching city wide Parks and open spaces strategy | • Work with Parks and Open Spaces to review and produce the strategy ensuring a voice for the arts | | MT |
| Encourage residents to enjoy using and taking pride in the city's parks, open spaces, allotments and rivers, improving their quality, accessibility and the range of activities available in them. (LL&L 5.2) | Improve existing and develop new facilities to encourage people to visit their local open spaces. | • Work with partners (voluntary / statutory) to develop community recycling programmes<br>• Evaluate the 2005 programme and produce revised programme roll out for city's parks and open spaces | Annual rolling<br><br>June 2006 | Emily Harvey<br><br> Liz Topi |
| | *Undertake* cross departmental initiatives *to improve participation rates* | • Work with Parks and Open Spaces staff to develop their Summer Programme of events<br>• Distribute information across LL&C re our artists databases | April 2006<br><br>June 2006 | Vanessa Langford<br>MT |
| | Run a summer music programme at Rowntree Park and evaluate this pilot to secure a fuller events programme for open spaces in the city | • Develop a database of music providers to be included in this programme.<br>• Work with Parks and Open Spaces staff to develop their Summer Programme of events | May 2006<br><br>April 2006 | Tim Brooks<br><br>Liz Topi |

| | | | | |
|---|---|---|---|---|
| | Produce a protocol for events and activities in the parks and open spaces which informs and encourages people to use their local open space | • Make more frequent use of the major open spaces in the city for animation and events.<br>• Review events protocol with parks and open spaces team after 12 months<br>• To work with visiting groups of young artists to provide a range of performances in schools and public spaces. | Annual rolling<br><br>January 2007<br><br>Annual rolling | MT<br><br>Gill Cooper/ Liz Topi<br>Alison Goffin/ Sharon Brown |
| Provide Education and learning opportunities for schools and the wider community to increase their involvement and awareness of the environment. | Run Key stage 1 and 2 activities for schools | • Identify performance opportunities for schools through one-off workshops or Festivals<br>• Target a 'Live Arts' Week at environmental awareness<br>• Work with Parks and Open Spaces to identify opportunities for joint/collaborative working within the curriculum | Ongoing<br><br>June 2006<br><br>By September 2006 | AET<br><br>Alison Goffin<br><br>AET |
| | Offer activities as part of *holiday activity schemes* Including working with partners such as the Yorkshire Wildlife trust | • Develop creative consultation techniques to support development of exterior and grounds of new children's centres. *(E.g. holiday and out of school activities)* | Ongoing | Vanessa Langford |
| Improve the appearance and vitality of the urban public spaces | Encourage ownership of public spaces through creative consultation and active participation in Public Arts projects | • Work with York Songlines steering group to develop a public consultation programme<br>• Maintain active involvement in Gateway. *(E.g. via Film and media projects, curating material)*<br>• Manage consultations and public arts projects for Children's centres. *(E.g. Clifton and Hob Moor)*<br>Manage consultations and public arts projects for Parks and open spaces. *(E.g. Hull Road Park, Tang Hall Community Centre)* | March 2006<br><br>Ongoing<br><br>October 2006<br><br>October annually | Gill Cooper<br><br>All<br><br>Dave Fleming<br><br>Emily Harvey |
| | Develop ideas for, and a programme of, contemporary public art in the city through the Renaissance Group | • Liaise with Renaissance to programme a Sightsonic community public art work<br>• Actively participate in the Renaissance project steering group<br>• Actively advocate the work of the renaissance project to all funding partners and the community | October 2006<br><br>November 2006 onwards | Peter Boardman<br><br>Gill Cooper<br><br>Gill Cooper |

| | | | | |
|---|---|---|---|---|
| | Work with the council's Planning section on development briefs to encourage the appropriate consideration for public art and design in the city's major new developments | • Work to promote York Songlines concept<br>• To work in partnership to review and revise the Public Arts Strategy and secure additional funding from section 106 funds.<br>• Through York @ Large, to lead on or contribute to debates and initiatives (e.g. Local Development Framework) | March 2006<br>Ongoing<br><br><br>Ongoing | Gill Cooper<br>MT<br><br><br>MT |
| | Utilise the mobile street sports unit to promote neighbourhood based urban sport and play opportunities | • Work with Sports and active Leisure to develop dance opportunities with 'Dance Bus'<br>• Create a training workshop programme to promote healthy activities | Ongoing<br><br>September 2006 | M Silby<br><br>M Silby |
| Raise awareness of York's role and impact on the wider environment (LL&L 5.5) | Engage targeted community groups in discovery and exploration of their history and local environment | • Work on new initiatives with the Inspiring Learning for All team<br>• Continue to support the cultural diversity project Extend previous Viking festival project.<br>• Develop and support older peoples history projects. *(E.g. Walmgate memories; song-writing, Age concern film and photography)*<br>• Support cultural diversity 'roots' projects. *(E.g. Finding a voice story telling and Voices refugee drama)* | From July 2005<br>Ongoing<br><br>Ongoing<br><br><br>Ongoing | MT<br>MT/ Vanessa Langford<br>Emily Harvey<br><br>Vanessa Langford |
| | Work in partnership with the ARC Community Archaeologist to develop community involvement in their local environmental heritage. | • Include in the revitalised arts education and Outreach Network<br>• Develop performance/workshop opportunities for primary schools through Viking Festival | Ongoing<br><br>Annual February | Emily Harvey/ Alison Goffin<br>Alison Goffin |
| | Increase involvement in existing community environmental projects through integrating arts in the delivery. | • Work with Parks and Open Spaces staff to explore opportunities for a programme of collaboration | Annual rolling | AAY |

| Outcome 6 | | | | |
|---|---|---|---|---|
| **Economic Well-being** | **Initiative** | **Action** | **Deadline** | **Responsibility** |
| Develop the cultural offer in the city for visitors in partnership with *First Stop York* and others (LL&L 6.1) | Work with partners to support the revitalisation of St Mary's abbey precinct and Yorkshire Museum to improve visitor numbers, becoming a regional visitor attraction | • Undertake advocacy to build a clearer understanding of the contribution of culture by encouraging both tourism and inward investment<br>• Develop the national and international promotion of the City of Festivals brand through York @ Large<br>• Continue planning and advocacy work for the Cultural Quarter | Annual rolling<br><br><br>Annual rolling<br><br><br>Ongoing | MT<br><br><br>CET<br><br><br>Gill Cooper |
| | Work with cultural partners to improve visitor facilities | • Continue work on First Stop York Product development Group<br>• Promote the Open Studios Trail | Ongoing<br><br>Annual | Peter Boardman<br><br>Peter Boardman |
| | Develop a year round Festivals offer linked with Gateway York | • Support, through York @ Large, First Stop York and others, work to achieve this<br>• Promote the use of Gateway to the Quarter | March 2007<br><br>Ongoing | Peter Boardman<br><br>All |
| Support the creative industries as a key economic driver for the city. (LL&L 6.2) | Respond to and take forward the recommendations of the BOP creative industries research | • To seek through the sub regional investment process pathways and schemes that will help retain arts graduates in the York area<br>• To disseminate the findings of the Creative industries research when it reports in October 2006 | June 2006<br><br><br>October 2005 | Gill Cooper<br><br><br>Gill Cooper |
| | Ensure that large scale development within the city include provision for work-live spaces | • Regularly review planning development briefs and submit comments/ additions | Annual rolling | MT |

| | Develop Creative York programme to support new start-ups in the creative industries | • Support and develop community enterprise through network opportunities<br>• Collaborate with SME's on community projects. *(E.g. Bright White, Stone Soup, Immersive Media)*<br>• Provide mentoring and support for freelance artists at various stages of professional development.<br>• Offer management support to new community arts enterprises. *(E.g. Bright Sparks, Art and About)* | 6 Creative York meetings a year<br>Annual rolling | Gill Cooper<br><br>AAY<br><br>MT<br><br><br>AAY |
|---|---|---|---|---|
| | Support the Visual Arts Enterprise Scheme for recent arts graduates and the development of Arts Courses at York St. John's | • Work with FE / HE staff to develop meaningful student placements<br>• Monitor the impact of FE and HE provision in the city by Community Arts Ed students. | April 2006<br><br>Annual rolling | MT<br><br>Alison Goffin<br>Emily Harvey |
| | Work with colleagues in the Economic Development Unit to secure the commitment of Yorkshire Forward to the 10 Year York:Light programme. | • Disseminate information through website and publicity<br>• Link through Illuminate 5 Cities Festival Light Night programme<br>• Identify potential education projects for schools' involvement in Light Night festival | November 2006<br><br>October 2006<br><br>Ongoing | Gill Cooper<br><br>MT<br><br>Alison Goffin |

| Outcome 7 | | | | |
|---|---|---|---|---|
| **Staying Safe** | **Initiative** | **Action** | **Deadline** | **Responsibility** |
| Develop activities to help ensure communities are safe | Increase the number of activities and variety of the Young people's activity programme | • Develop links with YOT to work towards a pilot for creative activities with young people.<br>• Lay foundations for effective partnership working with Youth Services, PAYP and Network 2.<br>• Developing community links and positive pathways for ex offenders. (E.g. YACRO)<br>• Investigate opportunities for consultant work in PRU's | September 2006<br><br><br><br><br><br>August 2006 | Dave Fleming<br><br><br><br><br><br>Alison Goffin |
| | Increase the number of young people participating in targeted sports and *active leisure* programmes | • Dance Consultant and Active Leisure team to work together to identify gaps in provision | July 2006 | Michelle Silby |
| Reduce the fear of crime | Develop targeted intergenerational work *to promote improved social contact* | • Run a pilot Intergenerational arts project making positive connections and increasing understanding between older people and youth groups. *(E.g. digital stories)* | November 2006 | Emily Harvey |
| To put secure Child protection procedures in place in respect of our services and those we work with. | Distribute a referral route map to all schools and people who work with children in the voluntary, independent and private sector | • Disseminate information and provide appropriate training to all staff to ensure they understand the referral process | Ongoing | MT |
| | Provide Training courses for all those who work in schools and VIPs on child protection and children in need (another repeat?) | • Work with Active Leisure to provide training for all artists and coaches held on database<br>• Identify existing funded training opportunities<br>• Source funding schemes, or work through Kay Ledger's team | New programme developed September 2006 | AET |

| Outcome 8 | | | | |
|---|---|---|---|---|
| **Infrastructure Planning** | **Initiative** | **Action** | **Deadline** | **Responsibility** |
| Lead the city in creating strategic plans for the provision of cultural facilities | Support York@Large to develop a cultural facilities map and identify priorities for development | • Support York@Large to develop a Cultural facilities map through venues audit and distribution and collation of information<br>• Contribute to the debate on the priorities for new development<br>• To provide cultural input to new developments within the city. | LDF and Y@L timetable<br><br>July 2005<br><br>Annual ongoing | Peter Boardman<br><br>MT<br><br>MT |
| | Develop the Sport and Active Leisure Strategy to identify and pursue the Key city wide priorities | • Ensure the strategy feeds into any planning for Dance activity | Ongoing | Michelle Silby |
| Deliver investment in the key priorities | Contribute to making York a city of Festivals of European Stature by | • Putting essential events infrastructure in our public spaces<br>• Delivering "York Songlines" to create and excellent events environment in the city centre | By October 2006<br>March 2006 | Gill Cooper/ CDC<br>Gill Cooper |
| | Take forward the cultural quarter concept by | • Delivering the refurbishment of Yorkshire Museums and Gardens<br>• Ensuring the inclusion of iconic cultural facilities in the York Central master plan<br>• Supporting the Theatre Royal to develop their "*De Grey Rooms complex expansion*" | Support work | Gill Cooper |
| | Achieve major investment in the city's main heritage attractions not only to put them in good order but restore them to cutting edge of innovation in interpretation and customer experience | • Work with Partners to develop the Cultural Quarter concept to increase investment in the locale. | Ongoing | Gill Cooper |

| | Develop state of the art learning facilities for the city by | • Creating at least 3 local community based facilities for people to engage in learning<br>• Secure a new / refurbished Central Library<br>• Relocating the city archive to purpose built premises through partnership | Ongoing | Gill Cooper as part of SAM |
|---|---|---|---|---|

| Outcome 9 | | | | |
|---|---|---|---|---|
| **Support needed to achieve the outcomes** | **Initiative** | **Action** | **Deadline** | **Responsibility** |
| Attract additional resources for LL&L through a successful programme of bidding for external funding | Work jointly with other LL&L services or council departments to develop bids or funding initiatives. | • Review funding priorities at Service Arm Managers Meetings<br>• Review funding bids with Simon Town | 6 monthly<br><br>6 monthly | Charlie Croft<br><br>Gill Cooper |
| | Identify and secure additional funding for an arts and events programme | • Work with central education services on a formula for schools to buy back instrumental tuition at KS2 through devolved funding | By September 2006 | Alison Goffin |
| Invest in Council land and buildings | Construct an new Kent Street Leisure centre | • Work with developers to secure performance and community arts provision from the Barbican redevelopment | Ongoing | Gill Cooper |
| To make ICT services more widely available and provide access to services on line | Develop on line booking for arts and cultural services both council and non council provided | • Promote existing on-line opportunities via NCEM, Theatre Royal and DigYorkshire<br>• Link into VIC redevelopment work | Ongoing<br><br>As required | CET<br><br>Gill Cooper |
| | Improve the Lifelong learning and *Culture web* presence on the council website | • Work with the publicity and promotions officer to review and revise our current web based information and customer contact | July 2006 | MT |
| To ensure continuous improvement in our services | Develop a protocol and systems for joint collection of information to allow the service arm to measure performance in a meaningful way at service arm level | • Work with SAM team to monitor and review progress on service arm goals<br>• Audit available A& C Staff time<br>• Assess priorities based on Audit and feed into Performance Management Cycle | Ongoing<br><br>May 2006<br>June 2006 | Gill Cooper<br><br>MT<br>MT |

| | Further development of self assessment process will be made drawing on the new models within the cultural sector | • Review Curriculum Support model<br>• Review impact and efficiency of provision by individual teams | May 2006<br>Annual review | Alison Goffin<br>MT |
|---|---|---|---|---|
| | The service arm will implement systems to drive forward process improvement | • Undertake a review of teacher/pupil ratios to ensure best use of teacher time | May 2006 | Alison Goffin |
| Create a Learning Organisation (LL&L 9.6) | Establish Staff teams to implement process improvement | • Research and review a best practice definition of a Learning Organisation<br>• Audit Current practice against best practise model<br>• Amend organisational practice as required<br>• Review the organisation of instrumental tuition provision to faciilitate the effective transition to the national workload agreement.<br>• Review and impliment Internal INSET plan via training needs analysis<br>• Make best use of existing expertise through a programme of personal development plans linked to service plans<br>• Keep aware of wider context, developments regionally and nationally to attendance at conferences<br>• Benchmark to set / raise standards for service through service planning process<br>• Implement training for all AS teachers in Wider Opportunities delivery | May 2006<br><br>June 2006<br>Ongoing<br>September 2005<br><br><br>June annually<br><br>Annual rolling<br><br><br>Ongoing<br><br><br><br>January annually<br><br><br>January 2007 | MT<br><br>MT<br>MT<br>Alison Goffin<br><br><br>Alison Goffin<br><br>MT<br><br><br>MT<br><br><br><br>MT<br><br><br>Alison Goffin |
| | Review and implement internal INSET plan via training needs analysis | • Collate training needs and review previous needs<br>• Draw up training needs analysis<br>• Identify formal and informal training opportunities | Annual rolling<br>Annual rolling<br>Annual rolling | A Goffin<br>A Goffin<br>A Goffin |

| Code | Description of PI | Service Manager | Historical Trend | | | | | | 05/06 | | | | | 06/07 | | | | | 07/08 | 08/09 | 04/05 | PI appears as a Key PI in the LLL & CS Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | | 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 | |
| PA1 | No. pupils taking instrumental with A&C service in school (DfES return in Feb) | Gill Cooper | | 2200 | 2560 | 2446 | 2501 | actual | 2378 | 2484 | 2334 | | actual | | | | 2550 | 2600 | 2650 | | |
| | | | | | 2500 | 2600 | 2500 | profile | 2306 | 2306 | 2306 | 2500 | profile | 2380 | 2400 | 2300 | | | | | |
| PA2a | No. of pupils in ensembles at PAC (DfES return at the end of spring term) | Gill Cooper | | 550 | 550 | 531 | 478 | actual | 442 | | 392 | | actual | | | | 410 | 440 | 500 | | |
| | | | | | 700 | 650 | 550 | profile | 420 | | 379 | 410 | profile | 410 | | 410 | | | | | |
| PA2b | No. of pupils in Arts service supported ensembles | Gill Cooper | | | | | | actual | 136 | | 174 | | actual | | | | 200 | 230 | 250 | | |
| | | | | | | | | profile | 120 | | 175 | 200 | profile | 120 | | 175 | | | | | |
| PA3 | % of all schools having a 'Live Arts Week' workshop | Gill Cooper | | | 92% | 80% | 75% | actual | | | | | actual | | | | 85% | 85% | 85% | | |
| | | | | | 70% | 80% | 85% | profile | | | | 85% | profile | | | | | | | | |
| LA1 | No. of Community Arts initiatives supported by the Arts & Culture Service. | Gill Cooper | | 51 | 105 | 157 | 232 | actual | 195 | 221 | 237 | | actual | | | | 230 | 230 | 230 | | |
| | | | | | 61 | 75 | 110 | profile | 49 | 111 | 208 | 248 | profile | 180 | 220 | 225 | | | | | |
| LA2a | No. of events in the City supported by the Arts & Culture Service | Gill Cooper | | 67 | 101 | 144 | 233 | actual | 106 | 113 | 147 | | actual | | | | 256 | 269 | 270 | | |
| | | | | | 70 | 120 | 120 | profile | 59 | 116 | 188 | 244 | profile | 110 | 120 | 150 | | | | | |
| LA2b | No. of those events that are new (LA2a) | Gill Cooper | | n/a | n/a | 42 | 49 | actual | 47 | 50 | 75 | | actual | | | | 50 | 50 | 50 | | |
| | | | | | n/a | 40 | 40 | profile | 47 | 48 | 49 | 51 | profile | 45 | 46 | 47 | | | | | |
| LA3b | No of performances and attendances at Theatre Royal (Quarterly collection) | Gill Cooper | | a) 331 b) 123054 | 627 (160513) | 449 (136616) | 452 (137368) | actual | 150 (32822) | 221 (49706) | 360 (98705) | | actual | | | | 520 (143000) | 520 (145800) | 520 (148000) | | |
| | | | | | 450 (135000) | 480 (140000) | 450 (140000) | profile | 151 (28040) | 241 (42060) | 372 (85500) | 504 (140200) | profile | 150 (36,000) | 240 (50,500) | 375 (100,100) | | | | | |
| LY11 | Number of visits to www.yorkfestivals.com | Gill Cooper | | | | | | actual | 3301 | 6716 | 12860 | | actual | | | | 7568 | 7700 | 7800 | | |
| | | | | | | | | profile | 1720 | 3440 | 5160 | 6880 | profile | 2523 | 4410 | 5670 | | | | | |
| LY12 | Percentage of respondents (Talkabout Survey) who see York as 'cosmopolitan, vibrant. | Gill Cooper | | | | | | actual | | | | 42.5% | actual | | | | 47.5% | 49.5% | 51.5% | | |
| | | | | | | | | profile | Target to be set once baseline established in 05/06 | | | | profile | | | | | | | | |
| LY13 | Number of new festivals/event activities | Gill Cooper | | | | | | actual | | | | | actual | | | | 2 | 2 | 2 | | |
| | | | | | | | | profile | Target to be set once baseline established | | | | profile | | | | | | | | |
| VJ8B | Ensuring that tourism through First Stop York continues to make a major contribution to the York economy: total visitor spend across the tourism industry per annum. (Actuals and targets relate to 2 year prior than the year it is shown in) | Gill Cooper | | | | | £283.6m | actual | | | | | actual | | | | £270m | | | | |
| | | | | | | | | profile | | | | £270m | profile | | | | | | | | |
| VJ8C | Ensuring that tourism through First Stop York continues to make a major contribution to the York economy: maintain a minimum number of annual jobs at (Actuals and targets relate to 2 year prior than the year it is shown in) | Gill Cooper | | | | | 8681 | actual | | | | | actual | | | | 9000 | | | | |
| | | | | | | | | profile | | | | 9000 | profile | | | | | | | | |

Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan

PI is lower than the lower quartile mark when comparing to available Quartile information for that year — Actual is better than the profile by the tolerance factor

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

# Section 6: Financial resources

# Section 7: Human resources

**Assistant Director Lifelong Learning and Culture**
Charlie Croft

**Head of Arts and Culture**
Gill Cooper

**Arts Education Manager**
Alison Goffin

**Cultural Events Manager**
Peter Boardman

**Arts Action Manager**
Emily Harvey

**Senior Admin. Assistant**
Lyn Fox

**Head of PAC Centres**
Sharon Brown

**Arts Consultants**
Tim Brooks
Colin Jackson
Michelle Silby

**Arts and Festivals Officer**
Kirsty Halliday

**Events Officer**
Liz Topi

**Arts Action Officers**
Dave Fleming
Vanessa Langford

**Deputy Head of PAC and PAC Tutors**
(22 part time)

**Instrumental Curriculum Co-ordinators and Peripatetic Music Team**
FTE 21

**Events Assistant**
Audra Cree/
Vacant
(jobshare)

**Finance and Clerical Assistant**
Dianne Ashurst /
Jackie Vernon (job share)

**Admininistrative Assistant**
Dominic Berry

# Section 8: Monitoring and reporting arrangements

Monitoring of the action plan will take place through MT meeting, in section team meetings and in individual performance management. Regular review of actions plans is already built into the self-assessment cycle.

The service employs a range of evaluation and review procedures for its activities including customer evaluation, artist evaluation, external reports, parent comment forms, parent feedback and ongoing project evaluation built into the projects.

| Meeting | Timing | Description | Staff |
|---------|--------|-------------|-------|
| Management team | Fortnightly | Monitoring of main service functions<br>Forward planning and main decision making forum<br>Prioritisation of work and resources<br>Budget monitoring and project planning | Gill Cooper<br>Lyn Fox<br>Peter Boardman<br>Alison Goffin<br>Emily Harvey<br>Plus other staff as appropriate |
| Section team meetings | Varies but usually fortnightly | Main tool to monitor plans and actions at section level.  This feeds into the self assessment cycle and planning cycle | AAY<br>AET<br>CET |
| Admin team meeting | Monthly | Monitoring and development of systems to support service delivery. | Admin team plus senior managers as appropriate |
| One to one meetings | Fortnightly | Review of actions identified in plans plus day to day overview of projects or operational issues | Head of service with Senior managers |
| Personal Development Reviews | Annual with six monthly review | Individual will line manager or peer reviewer to develop individual contributions to the achievement of the Service aims | All Staff |
| Project specific meetings | Varies | Project planning and implementation meetings.  Review of project.  Includes external partnerships | Appropriate staff and partners |
| Service Managers Meetings | Monthly | Lifelong Learning and Culture issues discussed and prioritised | Service Managers in Lifelong Learning and Culture |
| One to one meetings | Fortnightly | Strategic priorities discussed and agreed. Review of progress and operational issues. Strategic overview. | Charlie Croft and Gill Cooper |

# Annex: Corporate compliance statement

This section will require you to complete a standard proforma (2 pages max.), demonstrating your compliance with corporate policies on:
- Risk management
- Gershon savings and competition
- Community safety (section 17)

| Actions/Evidence | Deadline |
|---|---|
| **Equalities action/s** | |
| • Improve access to existing arts provision and provide a more diverse arts programme. Work with partners to improve access by black and ethnic communities to cultural provision and provide a more diverse arts programme.<br>• Continually undertake cultural diversity training for all staff<br><br>• Ensure that resources available within Arts and culture are culturally diverse<br>• Update and monitor the breadth and balance of activity programming at cultural facilities and services that we support and provide<br>• Work with our SLA clients to ensure DDA compliance<br><br>• Use the existing diversity networks to inform and influence our work at the planning stage<br>• Undertake Equalities training especially in areas off weakness e.g. gender imbalance in instrumental provision | Review of data collected May 2006<br><br>Induction Plus June training<br>By September 2006<br>Ongoing review<br><br>Rolling client meetings<br><br><br><br>September 2006 |
| **Safer City action/s** | |
| See Section 7 above for targeted work with timetables on Safer York. In addition work on the public realm infrastructure and Lighting proposals for the city will support the creation of a safer city. | |
| | |

| | |
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| **Operational Risk – red risk action/s** | |
| No red risk areas identified in risk assessment. | |
| **Gershon – Efficiency improvement** | |
| Work of the CET and AAY team are levering in additional resources and economic benefits for the city | 2005/6 £60,000 for AAY EDU estimate of GF400 bringing in £1.27M |
| Improved allocation of Teaching resources taken as budget saving across 2005 -2007 | £12K |
| | |
| **Competitiveness statement** | |
| • DFES Music Survey 2005 put the music service provision in the top quartile for value for money<br>• Tendering process for Banners cut costs by nearly 50% | |

# Service Plan for 2006/07

| | |
|---|---|
| **Service Plan for:** | **Sport and Active Leisure** |
| **Directorate:** | **Learning, Culture and Children's services** |
| **Service Arm:** | **Lifelong learning and Culture** |
| **Service Plan Holder:** | **Jo Gilliland** |
| **Director:** | **Patrick Scott** |
| *Signed off:* | |
| **Executive Member:** | **Cll Keith Orrell** |
| *Signed off:* | |

# Section 1: The service

**Service Description.**

The overall aim of the service is to use sport and active leisure to make a valuable contribution to the way people live their lives. To use it as a tool in particular, to increase physical activity rates and in turn, encourage participation in healthy lifestyles.

It is also recognised that the delivery of the service will have a contributory impact on lifelong learning and educational performance, creating safer and stronger communities and promoting economic regeneration.

As such the Service focuses its resources and planning on achieving 2 high level KPI's
- Increasing the % of adults (16yrs+) participating in at least 30 mins moderate intensity sport on 3 or more days each week
- Increasing the % of school aged children (5-16yrs) participating in at least 2hrs high quality PE and School sport each week both within and beyond the curriculum

These measures are linked into national CPA and PSA targets, and Government health, sports and education strategies. At a local level they are integral to both the council Plan, the Lifelong learning and culture plan, and Children's services plan. They are also locked into the Local strategic partnership through the Healthy city board and York @ Large.

In order to achieve progress with these KPI's, service delivery falls into 7 broad areas:
- Establishing and managing quality facilities and developing a shared understanding of future needs;
- Increasing participation and promoting health and wellbeing particularly to those who are less active;
- Providing co-ordinated information support about active leisure pursuits;
- Creating a sports development framework inclusive of pupil based schooling and lifelong learning, and providing pathways through foundation to excellence dependent on aspiration and ability;
- Developing good working partnerships;
- Consulting with citizens customers and communities; and
- Continuously improving standards.

and the staffing of the service is structured into 4 themed teams to ensure this delivery happens:
- Strategy and planning
- Facilities management
- Physical activity and community sport
- PE and School Sport

These teams are supported at the top by a senior management team and across the service by officers with expertise in administration, marketing and communication, IT and performance management. Whilst focusing on distinct areas of service delivery, the 4 teams are by no means mutually exclusive, and work in collaboration on a range of projects.

The core service is based at Back Swinegate but has a significant outreach function within schools and the wider community. The facilities team are also situated in sites around the city including Edmund Wilson Swimming pool, Yearsley swimming pool and Oakland's sports centre.

# Section 2: Service Review

**Service Description.**

The service has undergone extensive change during the last two years. In 05 the facility and development teams came together under Lifelong learning and culture and in Jan 06, the two teams restructured to form a holistic Sport and Active Leisure team. Additionally, we are now able to provide a full PE and school sport service (which has been skeleton in the last 2 yrs due to staffing changes) and have been fortunate to access external grants which have enabled staffing appointments with regards to health and wellbeing projects.

All of these changes have had a significant impact on the way the service functions and in response to the changes we have set up 4 thematic teams to deliver the service plan from April 06 onwards :
- Strategy and planning
- Facilities management
- Physical activity and community sport
- PE and School Sport

At the same time, extensive budget savings which were made from the Service have impacted on our ability to continue to provide the same level and quality of activity in certain areas. 4 staff members were either lost or reassigned to different teams and 1 other has been retained only by increasing income generation targets and utilising operational budget. We are currently managing to retain the level of service, however any further budget pressures will significantly effect service capacity.

These issues withstanding, the service has still made significant progress in the last year. Some of the hi lights are :
- Working with the Active York partnership, we successfully delivered 4 sports zone conferences, developed action groups and have written the first phase of the zonal development plans. The citywide plans have been informed by our analysis of pitch and facility audits and our section 106 planning requests are now significantly more consistent as a result of these strategies.
- The Street Sport York unit was successfully launched .The vehicle and staff have made an significant impact on ward based activity schemes and the project has been formally commended by Sport England as an example of innovative and best practice use of Active England funding.
- The Oakland's sports project is nearing completion after £1.8million investment. September will see the official launch of the new pitch, climbing wall, Dance studio, fitness suite and community area.
- The city again entered a full range of squads in the North Yorkshire Youth Games in May and Over 4000 youngsters have taken part in our schools rugby and athletics development programmes over the last year.
- The growth of our healthy lifestyles work has included the step-o-meter challenge (over 1000 CYC employees took part), Cardiac swim sessions in partnership with the PCT, Walking for health programmes and traveller swim sessions at our pools
- The start of the 2nd school sports partnership in the city ensuring that all schools are now included, bringing with it an additional £190k funding pa for York schools.
- The national CPD programme for PE have started to be rolled out , training primary and secondary teachers as well as school support staff. With 100% satisfaction and impact ratings from these courses we have been commended by DfES. This has been made possible by the appointment of a PE and School Sport consultant within the team

- We have been successful in agreeing LPSA 2 targets with OPDM, DfES and DCMS. Physical activity coordinators have been appointed and are ready to begin work in the coming year to increase physical activity rates for adults across the city.
- We have also secured funding (approx £32k pa) for 1 FT and 5 PT community sports coaches in York for the next 3 years. This includes a disability sports coach who will work with both schools and adult groups.

# Section 3: Drivers for Change

| Driver | How might this affect our service? | Source |
|---|---|---|
| Inclusion of culture block in CPA framework | Whilst the service views the inclusion of Sport and active leisure in the CPA framework as a positive way forward, it has shifted some of the delivery focus and resources (financial and staffing) towards the compliance with statutory PI's. There are 11 new facility based measures | CPA |
| LPSA 2 targets | 2 targets have been set in relation to the health and wellbeing outcome. This will focus the team on delivery against these targets and has prioritised budget resources and staffing structures. | LPSA2 |
| Local Area Agreements | Sport and Active Leisure has a significant role to play in many areas of the emerging LAA's. In particular those in relation to health and stronger communities. | LSP |
| PESSCL | The national PE school sport and club links strategy continues to guide the way in which we support schools and fund activities which improve the quality of PE and school sports programmes in York. It is the major funding channel for both DfES and DCMS, without which we would not be able to continue the work of the schools team | DfES / DCMS |
| Active York strategy | The Active York "Making a difference- a blueprint for change" is the single most influential local strategy guiding the work of the team. Whilst on one hand our work drives the development of the strategy, on the other it sets the parameters for our work programmes eg our investment in facilities is now driven by the Active York auditing and analysis, our planning consultation is linked to the zonal process and our sports and physical activity development is linked into the zone plans<br><br>Our involvement in this process is also tied into the National single system for sport which incorporates our links to the county sports partnership and the community sports networks | Active York ➤ York @ Large ➤ Without walls<br><br><br><br><br><br><br>Sport England ➤ Yorkshire Sports Board |
| Pools strategy | An element of the above "active York" plan, the strategy for retention, refurbishment and replacement of our pool stock over the next few years will have a significant impact on the business planning of the service and the level of provision for both sport and health activity. This will have the biggest impact on our achievement of KPI's | Active York<br><br>Capital budget |

# Section 4: Priorities/Initiatives/Actions for 2006/07

SMT – Senior management team
Community – Physical activity and community development team
PESS – PE and school sport team
IT –Information manager (LL&C admin team)

Strategy – Strategy and planning team
Facilities – Facilities management team
Marketing – marketing Officer
All – All teams

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| LL&CP Outcome 1: Making York More Eventful | | | | |
| **Facilitate, Plan and support a citywide programme of festivals and events that makes the city and its local neighbourhoods more vibrant (LL&CP 1;1)** | To provide partnership support to community sport and active leisure events | • Rationalise support and capacity for existing and new events against service targets <br> • Work with partners to define support for existing community events eg. Race for life, swimathon, age concern charity walk | 2006/07 <br><br> 2006/07 | Community |
| | To attract and provide partnership support to regional / national / international sport and active leisure events held in York | • Identify potential for community engagement in high profile sporting events which are hosted within the city or are deemed by sport England as "mega events" <br> • Be part of Yorkshires strategic support and community engagement plans for the 2012 Olympic games <br> • Develop York's action plan for community engagement with 2012 Olympics <br> • Provide support to high profile sports events that the professional sports clubs attract to the city <br> • Continue to support associated young peoples activities linked to York 9's rugby festival <br> • Support existing, and identify new competitive events, to be hosted by council run facilities eg national canoe polo gala | 2006/07 <br><br><br> 2006/07 <br><br><br> Mar 2007 <br><br> 2006/07 <br><br> Jun 06 <br><br> 2006/07 | All <br><br><br> SMT <br><br><br> All <br><br> All <br><br> PESS <br><br> Community & Facilities |
| | To ensure, sport and active leisure events are integral to the City's festival and events programme | • Support sport and active leisure events as part of the festivals programme (in particular festival of the river) <br> • Work with the festival officers to ensure coordination and promotion of Sport and Active leisure events | 2006/07 (July 2006) <br><br> 2006/07 | Community <br><br><br> Community |

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| **Develop and support a diverse programme of cultural activities accessible to all, targeted at those communities with low participation rates.** (LL&CP 1;2) | Increase the opportunity for residents and communities to lead, plan and enjoy sport and active leisure events and activities through focused work with targeted groups and communities | • Attract and support events to York which target under participating groups and communities eg girls schools football festival, regional boccia event and wheelchair athletics events<br><br>• Support for Inclusive Fitness Initiative in York<br>• Ensure our facilities are fit for purpose to attract and host such events<br><br>• Use high profile sports events as a catalyst for community engagement eg world cup 06<br><br>• Continue "Swim York" gala as a celebration of achievement for those young people attending the learn to swim programmes | 2006/07<br><br><br><br><br>2006/07<br><br><br><br>2006/07<br><br><br>Feb 06 | All<br><br><br><br><br>Community & Facilities<br><br><br>All<br><br><br>Facilities |
| **Increase the opportunities available for young people to take part in a range of events** (LL&CP 1;3) | Work with schools and partners to provide inclusive play and school sports events and competition within the extended schools programme | • Sustain the schools athletics / cross country and rugby development programme of events<br>• Support wide range of competitive school sports opportunities and taster events through York and district schools athletic association (YDSAA), National governing bodies (NGB's) and School sports partnerships (SSP's)<br>• Work with schools and voluntary sports clubs to develop York squads for North Yorkshire Youth Games (NYYG)<br>• Provide Officer lead for organization of NYYG<br>• Where appropriate provide access to council leisure facilities for school competitive events and encourage voluntary sports facilities to host schools sports activities<br>• Develop Street Sport York as an activity that can be accessed by the extended schools programme | 2006/07<br><br>2006/07<br><br><br><br><br><br>May 06<br><br><br>May 06<br>2006/07<br><br><br><br><br>2006/07 | PESS<br><br>PESS<br><br><br><br><br><br>Community & PESS<br><br>Facilities & PESS<br><br><br><br>CLO |

| | Establish a calendar of events celebrating and challenging young people identified as able, gifted and talented in Sport and active leisure | • Work with Oaklands Specialist Sports College and the Education Development Service to support citywide Able, Gifted &Talented (AG&T) programmes<br>• Run school holiday A,G&T sports camp<br>• Support NGB's with Long term athlete development (LTAD) programmes and events<br>• Support representative level school sport through Service level agreement with YDSAA<br>• Develop a citywide calendar for school sports events | 2006/07<br><br><br>July 06<br>2006/07<br><br>April 06<br><br>2006/07 | PESS |
| | Promote opportunities for intergenerational events and activities | • Respond to research undertaken into 50+ activities to review and develop new activities for this age group if identified<br>• Support clubs to create and develop masters sections to extend opportunities for participation<br>• Support events which encourage parental involvement with PE and School sport (PESS) | Sept 06<br><br><br>2006/07<br><br>2006/07 | Community & Facilities & marketing<br><br><br>PESS |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| LLL&LP Outcome 2: Engaging in Learning<br>Children's Service Plan Outcome 3 : Enjoying and achieving in York | | | | |
| **Increase the opportunities for formal lifelong learning and leisure in a range of cultural settings (LLL&LP 2;1)** | Extend the use of learning tasters at events and festivals | • Make Street Sport York available to provide young peoples activities at a range of events<br>• Engage Physical activity coordinators in cross service event planning<br>• Provide free / discounted taster sessions where they can be linked to event themes | 2006/07 | Community<br><br><br><br>Facilities |

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| | Expand and enhance the sport and active leisure training opportunities (SALTO) programme<br><br>Link performance of these programmes to service arm PI for engagement in formal learning | • Increase coordination between the Sport and Active Leisure Training Opportunities (SALTO) and external course providers<br>• Increase the no. of both accredited and informal courses run<br>• Increase the breadth and balance of courses offered through the programme<br>• Include In service training for teachers programme in SALTO to link to needs of SSP's<br>• Utilise CYC facilities to host SALTO courses, reducing costs and increasing best value<br>• Develop a wider distribution capacity<br>• Develop an online learning package for voluntary sector sports coaches and investigate link to York St Johns University | 2006/07<br><br>Mar 07<br><br><br><br>Sept 06<br><br>2006/07<br><br>2006/07<br><br>Mar 07 | PESS & Community<br><br><br><br><br><br>PESS<br><br>Facilities<br><br>Marketing<br><br>PESS & Community |
| | Support the recruitment, training and deployment of sports coaches through the Yorksport coaches association | • Implement active recruitment strategy for York Sport Coaches Association (YSCA)<br>• Utilise YSCA as umbrella scheme for coaches in the community and coaches in schools programmes<br>• Develop benefits package and networking opportunities for members of YSCA<br>• Provide links for YSCA members, to North Yorkshire Sports (NYS) partnership services and coaches Conference<br>• Develop placement opportunities for YSCA members at council leisure facilities and ensure that centre based coaching staff are members of, and have access to CPD through YSCA<br>• Support Phase 1 York based community sports coaches<br>• Secure funding for 2 more community sports coaches through NYS scheme | Sept 06<br><br>Sept 06<br><br><br>2006/07<br><br>2006/07<br><br><br><br>2006/07<br><br><br><br><br>April 06<br><br>Mar 07 | PESS & Community<br><br><br><br><br><br><br><br><br><br>Facilities<br><br><br><br><br>Community |

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| | Formalise support for students wishing to gain vocational experiences in Sport and Active Leisure | • Develop graduate internship programme with St Johns University as pilot for NYS<br><br>• Develop apprenticeship opportunities at CYC facilities for NVQ students | Sept 06<br><br>June 06 | SMT<br><br>Facilities |
| **Support residents into work by improving skills for life**<br>**(LL&CP 2;2)** | Create appropriate sport and active leisure training packages for paid and volunteer support staff, and parents and carers, that take account of skills for life needs. Develop and support "back to work" programmes. | • Extend principles of Oaklands football project to other areas of the City of York (working with Youngsters at risk of offending to gain leadership qualifications . Support Network 2 to lead programme<br><br>• Continue support for walk leaders, physical activity peer mentors and chair based exercise leaders courses<br><br>• Support parents and childcare staff through Sport / play training (linked to families learning together work)<br><br>• Explore ways of cross departmental working to use sport as a tool for skills for life eg "lads n dads" numeracy and literacy programmes through football, citizenship skills through leadership schemes and sport education<br><br>• Repeat trainee lifeguard courses which extends people skills to return to work<br><br>• Extend the running sport training courses especially "club for all" modules .<br><br>• Offer advice and support for careers in sport and leisure eg Oakland's careers fair, offer work placement experiences at CYC leisure facilities<br><br>• Support "Step into Sport", Junior sports leaders and community sports leaders volunteer programmes for young people aged 14 – 19<br><br>• Offer opportunities for adults other than teachers, parents and school support staff to access funded training in a variety of PESS contexts | Sept 06<br><br><br><br><br>2006/07<br><br><br>2006/07<br><br><br><br>Feb 07<br><br><br><br><br><br>2006/07<br><br>2006/07<br><br><br>2006/07<br><br><br>2006/07<br><br><br><br>2006/07 | Community<br><br><br><br><br>Community<br><br><br>Community<br><br><br><br>PESS & Community<br><br><br><br><br>Facilities<br><br>Community<br><br><br>All<br><br><br>PESS<br><br><br><br>PESS |

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| **Provide opportunities for people to take their first step back into learning (LL&CP 2;3)** | Extend the service's links to the sport and exercise science learning programmes at York St John | • Support marketing and recruitment of Certificate in sports development to York sports community. Provide support for course programme and lecturing | 2006/07 | Community |
| **Contribute to the development of a citywide learning culture (LL&CP 2;4)** | Support independent learners by enhancing the access and profile of sport and active leisure teaching, learning and coaching resources | • Expand resources in library loan scheme<br>• Investigate links with library service and council run leisure facilities to promote coaching and sports resources<br>• Develop loan scheme system for equipment stores<br>• Promote both services to wider community<br>• Develop zonal coaches resource centres at each hub site | 2006/07<br>Dec 06<br><br><br>Dec 06<br><br>2006/07<br>Mar 07 | PESS<br>SMT<br><br><br>Community<br><br>PESS &<br>Community |
| | Embed learning opportunities into council run facility programming | • Continue to offer and promote "Swim York" programmes for adults and children at CYC pools<br>• Develop healthy lifestyles learning programmes at CYC sites<br>• Continue to offer diverse short holiday courses for young people at CYC leisure facilities eg canoeing , sub aqua<br>• Extend learning opportunities for new activities at Oaklands site eg climbing courses, dance lessons | 2006/07<br><br><br><br><br><br><br><br>Sept 06 | Facilities |
| | Develop partnership working with professional cultural organisations to improve the range of learning opportunities in the cultural sector | • Develop learning centres at York City Knights RLFC and York City FC<br>• Develop healthy lifestyles links to private fitness providers eg Next Generation<br>• Develop education links to Health reporting in York Evening press<br>• Work with Selby & York PCT disseminate health info through Service staff | Mar 06<br><br>2006/07<br><br>2006/07<br><br>July 06 | PESS & SMT<br><br>Community<br><br>Marketing &<br>SMT<br>Community |

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| **Provide Support to schools and contribute to the extended schools agenda.<br>(LLL&LP 2;5)**<br><br>**And**<br><br>**To Develop excellence in leadership and management for head teachers and senior leadership teams<br>(CSP 3;1)**<br><br>**And**<br><br>**To support schools in developing a broad, relevant and flexible curriculum in order to enhance achievement and raise standards<br>(CSP 3;2)**<br><br>**And**<br><br>**To maintain and implement new** | Encourage schools to embed high quality PESS into their school improvement plans | • Provide advocacy role for senior management teams and Governors<br>• Liaise with Education Development Services (EDS) schools advisors to ensure PE is high profile<br>• Ensure PESS links are made to educational strategy and policy<br>• Support schools and the 2 school sports partnerships to achieve national PESS chartermark<br>• Develop Associate teachers scheme to support advocacy role | 2006 / 07<br><br><br><br><br><br><br><br>Sept 06 | PESS |
| | Use creative physical education and school sport programmes to contribute to the physical, academic, social, emotional, moral and spiritual development of young people | • Provide officer support for schools to develop and enhance creative planning and delivery of their curriculum PE Programme<br>• Utilise initiatives identified in national PE School Sport and Club links (PESSCL) strategy to complement creative agenda of primary and key stage 3 strategies<br>• Support Oaklands Specialist sports college to develop best practice in PE and cascade to citywide schools eg Network learning and curriculum support groups | 2006 / 2007 | PESS |
| | Develop and promote schools participation in CYC School swimming programme | • Produce a citywide resource that enables a uniform approach to school swimming delivery combining National Curriculum and Amateur Swimming Association frameworks<br>• Coordinate schools use of pools to ensure equity of provision and time<br>• Coordinate the Top Up swimming funding and programme to enable more Key stage 2 children to swim 25m | Sept 06<br><br><br><br>2006/07<br><br>Aug 06 | PESS & Facilities |

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| **systems to ensure that the provision for all children and young people is of the highest quality (CSP 3;4)**<br><br>**And**<br><br>**To provide support for schools working to extend provision beyond the normal school day (CSP 3;8)** | Provide a CPD training programme for education providers (including extended schools providers) placing the emphasis on innovation, creative expression and progression of skill development | • Strategic Lead for local delivery agency and Implement National CPD for PE programme<br>• Bid to DfES for primary, secondary and support staff courses funding<br>• Coordinate tutor training and competence evaluation linked to CPD programmes<br>• Coordination of PE INSET programme linked to EDS programme and SALTO<br>• Identify opportunities for whole school CPD programme training<br>• Provide coordinated support programme for governors, Adults other than teachers (AOTTS), Midday supervisory assistants (MSA's), school support staff. | 2006/07<br><br>April 06<br><br>2006/07<br><br>2006/07<br><br>2006/07<br><br>2006/07 | PESS |
| | Develop a portfolio of one off and long term programmes to be used as enrichment activities for schools PPA time | • Support schools to resolve quality issues around performance, preparation and assessment (PPA) time<br>• Promote and encourage schools to buy into " Coaches into schools" scheme<br>• Produce curriculum coaches support packs and guidance briefings for schools / head teachers<br>• Coordinate quality assured training for coaches to apply to be on coaches into schools scheme.<br>• Ensure robust accreditation process via application, interview, self and school evaluation | 2006/07<br><br>Sept 06<br><br>Sept 06<br><br>2006/07<br><br>2006/07 | PESS |
| | Provide officer lead for a coordinated menu of out of hours and holiday sports programmes linked to a new PE and school sports framework | • Pilot Out of Hours learning (OHL), competition and Continuing professional development (CPD) Framework with SSP's and YDSAA and pilot<br>• Provide sport and active leisure support for PAYP, Schools out programme, SSP holiday activity | Sept 06<br><br>2006/07 | PESS |

| | Support and develop work (inc the progress of the city's 2 SSP's) to provide new and enhanced opportunities, for participation in community sport | • Support appointment of new Partnership Development Manager to Oaklands SSP and revise 2$^{nd}$ phase plans for all schools | Sept 06 | PESS |
| --- | --- | --- | --- | --- |
| | | • Establish Joint School Sports Coordinator (SSCO) partnership group | Sept 06 | |
| | | • Formulate citywide school and club link priority plan | Nov 06 | PESS & Community |
| | | • Link to North Yorkshire PESS plan | 2006/07 | |
| | | • Support work of existing Oaklands New Opportunities Fund OSHL , and preparation of Yorvik application and activities arising from it | 2006/07 | |
| | | • Contribute to delivery of Oaklands school and community sports development plans | 2006/07 | PESS & Community |

| LL&LP Outcome 3: Being healthy<br>Children's Services plan Outcome 1 : Being healthy in York | | | | |
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| **Promote and increase the range of, and access to, high quality opportunities that encourage a culture of inclusive participation in physical activity and healthy lifestyles (LL&CP 3;1)** | Review our direct provision of services to ensure it only fills market gaps | • Test participation at school holiday "free swim" programmes for York children<br>• Provide public access "Pay and play" facilities<br>• Provide accessible fitness service which is comparative in quality to private gyms<br>• Develop activities at only Climbing wall in York<br>• Provide Public access to Dance studio at Oakland's<br>• Offer bespoke GP referral and targeted health sessions at CYC leisure facilities<br>• Offer sessions for targeted groups eg 50+ population | Aug 06<br><br>2006/07<br><br><br>Sept 06<br>Sept 06<br><br>2006/07 | Facilities<br><br><br><br><br><br>Facilities & Community |
| | Resource activities that raise residents awareness about increasing activity which benefits their physical and mental health | • Formalise correct and consistent messages about participation in Physical activity<br>• Design and implement a coordinated and sustained Physical activity consciousness campaign to increase activity rates. Linked to LPSA 2  target and Physical Activity forum objectives<br>• Develop specific facilities marketing strategy<br>• Develop targeted marketing / promotion to increase awareness of under 5's activity at CYC sites | Nov 06<br><br>Nov 06<br><br><br><br>2006/07 | SMT& Community & Marketing<br><br><br><br>Facilities & marketing |
| **Priority** | **Initiative** | **Action** | **Deadline** | **Responsibility** |

| | Embed physical activity into **targeted settings and environments** to establish informal and formal activity opportunities within residents daily lives | • Prepare needs analysis of key environments and settings from Citywide physical activity forum<br>• Develop work placed activity programmes and incentive schemes (eg corporate tournaments, stepometer challenge) and Promote citywide to corporate HR and management boards<br>• Develop programmes with wider CYC service areas eg travel planners, Parks and open spaces<br>• Utilise LPSA 2 funding to deploy zonal physical activity coordinators do develop participation activities for adults<br>• Utilise CYC facility programmes and marketing to encourage "bring a friend" ethos<br>• Develop city "fitness challenge" encouraging physical activity at a number of these targeted settings | May 06<br><br>2006/07<br><br><br><br><br>2006/07<br><br>2006- 2008<br><br><br>2006/07<br><br>Mar 07 | Community<br><br><br><br><br><br><br><br><br><br><br><br>Facility and Marketing Community |
|---|---|---|---|---|
| | Embed physical activity into **targeted communities** to establish informal and formal activity opportunities within residents daily lives | • Prepare needs analysis of key communities from Citywide physical activity forum<br>• Progression of existing targeted participation programmes based on this analysis:<br>   o Walking for Health Initiative,<br>   o Chair-based Exercise Initiative<br>   o Postural Stability Classes<br>   o GP Referral scheme<br>   o Age Concern Swimming sessions<br>   o Travellers Trust Swimming Initiative<br>   o Cardiac Swim sessions<br>   o Targeted group sessions embedded into facility programmes (eg free swim for carers, dolphin swim and club 11+)<br>• Development of new programmes based upon needs analysis<br>• Embed these programmes into the work programmes of zonal physical activity coordinators<br>• Utilise LPSA 2 and partnership funding to deploy Disability sports coach to develop participation activities for disabled people | May 06<br><br>2006/07<br><br><br><br><br><br><br><br><br><br><br><br><br><br>2006/07<br><br>2006 - 08<br><br><br>2006 - 08 | Community |

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| | | • Develop Everyday swim partnership to address obesity management issues for targeted groups | Sept 06 | SMT & Facilities |
| | | • Take on student internship to work on targeted programmes | Sept 06 | Community |
| | | • Extend these programmes at CYC leisure facilities | 2006/07 | Facilities |
| **To improve the physical health and wellbeing of all children and Young people (Children's Services plan 1;1)** | Support schools to achieve activity levels as defined in the PSA target  (2hrs high quality PESS per week both within and outside the curriculum) | • Develop and promote citywide schools physical activity policy<br>• Support SSP's in delivery of targeted activities which promote participation<br>• Support and encourage initiatives like "Golden Mile" clubs in schools<br>• Promote "positive playgrounds" initiative<br>• Utilise Street Sport York Coaches to enhance delivery | 2006/07 | PESS<br><br><br><br><br>community |
| | Support Schools to increase participation rates in PESS for targeted groups of pupils | • Identify pilot schools for local PESS investigation<br>• Audit levels of participation and identify target groups<br>• Work with inclusion support teams to provide termly taster activities within both SEN and mainstream schools<br>• Fund and coordinate officer secondment to support special schools and SEN pupils in main stream education<br>• Utilise Disability sports coach to develop OSHL activities for SEN pupils | Sept 06<br>Sept 06<br><br>2006/07<br><br><br>2006/07<br><br><br>2006/07 | PESS<br><br><br><br><br><br><br><br>PESS & Community |
| | Support schools to achieve the healthy schools standard | • Work with EDS to develop Service contribution to Healthy Schools Standard<br>• Lead on support to schools for physical activity theme but also contribute to themes of Personal, Social and Health Education, citizenship, emotional health and well-being and healthy eating | 2006/07 | PESS |

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| | Utilise Street Sport York to promote neighbourhood based sports activities for Young people | • Continue to joint manage scheme with Play team<br>• Expand the variety of community based programmes utilising areas of urban open space<br>• Review target wards to include more young people<br>• Evaluate impact of programmes against participation, inclusion and community safety outcomes<br>• Develop additional income generating sessions to support core funding for project<br>• Increase promotion of the sessions by including the programme on the web site<br>• Encourage Community volunteers to get involved in delivery of sessions<br>• To develop developmental pathways routes for young people attending sessions | 2006/07<br><br><br>Aug 06 | Community |
| **Build partner networks to ensure provision is coordinated (LL&CP 3;2)** | Support the Active York partnership to lead on the **Citywide** sport and active leisure strategy. Deploy a senior officer to maintain and coordinate this work | • Continue to support Active York Meetings and formalise links to "without walls" and emerging Local Area Agreement (LAA)<br>• Identify and prepare chapters in Active York "Making a difference" strategy<br>• Embed zone plans into Active York strategic documentation<br>• Formalise Active York as Pilot Community Sports network<br>• Work with Sport England to ensure Active York benefits from Community Sports Network status | 2006/07<br><br>Dec 06<br><br>July 06<br><br>May 06<br><br>2006/07 | SMT & Strategy |

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| | Strengthen the organisation of the **zonal** partnerships as part of the Active York strategic plans. Deploy a senior officer to oversee this work | • Provide guidance and strategic advice to all 4 zones<br>• Award project grant of £1k for administration of each zone<br>• Ensure structure of zone groups are robust eg chair, vice chair, publicity officer and are utilising council administration funds appropriately<br>• Establish formal links between zones and Active York<br>• Develop support packs for zones to ensure sustainability of management groups and resulting plans | 2006/07<br><br>April 06<br><br>2006/07<br><br><br><br>Jun 06<br><br><br>Jun 06 | Strategy & Community |
| | Resource the coordination of the citywide physical activity forum and implement a time focussed action plan in conjunction with the PCT and other providers of physical activity | • Analysis of citywide physical activity forum event<br>• Convene steering group and reference groups<br>• Write action plan<br>• Be lead partner in multi agency steering groups for specific resulting projects<br>• Steering Group to provide coordinated response and action to Healthy Lifestyles plan / Obesity Strategy, Health Needs Assessment, Transport Planning strategy.<br>• Ensure group is linked to Local Strategic Plan health group and physical activity is incorporated in LAA<br>• Source funding for staff to support resulting projects | April 06<br>May 06<br>Nov 06<br>2006/07<br><br>2006/07<br><br><br><br>2006/07<br><br><br>2006/07 | SMT & Community<br><br>SMT<br><br>SMT<br><br><br><br>SMT<br><br><br>SMT |
| | Deploy Physical activity coordinators in the 4 sports zones to promote and deliver physical activity programmes in line with the above plans | • Manage LPSA 2 monitoring process<br>• Manage funding for staffing and operational resourcing<br>• Implement zone and physical activity plans in conjunction with identified partners to realise LPSA 2 target | 2006- 08 | SMT<br><br>Community |
| | Provide strategic lead to 2 school sports partnerships | • Guide Oakland's and Yorvik SSP steering groups<br>• Lead on SSP Top up swim programme<br>• Link to NYS PESS group | 2006/07<br>Aug 06 | PESS |

| | Play key role in county sports partnership | • Provide 3 year Funding commitment to CSP<br>• Continued attendance at NYS steering group meetings and influence on county agenda<br>• Lead role at NYS sports development forum<br>• Develop joint County sports partnership (CSP) projects and funding bids<br>• Formalise links between CSP and Active York | April 06<br>2006/07<br><br>2006/07<br>2006/07<br><br><br>June 06 | SMT<br><br><br>Community<br>SMT &<br>Community<br>SMT |
|---|---|---|---|---|
| | Implement the Citywide Aquatic strategy | • Continue to develop strategy and implement action plan with partners<br>• Develop Everyday swim partnership with ASA and NYS<br>• Develop Top up swim project with SSP's and DfES<br>• Develop quality assured School swim programme<br>• Further develop CYC Learn to swim programmes and link to above<br>• Provide Officer involvement for NY aquatic forum | 2006/07<br><br>Sept 06<br><br>Aug 06<br><br>Sept 06<br><br>2006/07<br><br>2006/07 | Strategy & Facility & Community<br><br>PESS<br><br>PESS & Facility<br><br>Facility<br><br>SMT & Facility |
| | Create stronger links between all facility and activity providers to ensure that users needs are met, development programmes are coordinated and that "pathways" within the sporting continuum are available | • Extend Next generation tennis programme and develop schools physical activity projects<br>• Support HE/FE centres to host developmental academies eg York college host basketball and FA academy<br>• Complete Huntington stadium (Community athletics refurbishment programme) CARP project and develop associated athletics plans<br>• Link learn to swim programmes through CYC pools and local club development programmes<br>• Encourage facilities to engage with Active York zonal plans and Physical activity forum | 2006/07<br><br>2006/07<br><br><br>Jun 06<br><br><br>2006/07<br><br>2006/07 | PESS<br><br>Community<br><br><br>SMT<br><br><br>Facility<br><br>Community |

| Build the capacity of the city's voluntary sector to enhance facility and activity provision (LL&CP 3;3) | Help the community to benefit from the city development process | • Comment on planning applications to ensure that developers are made aware of the need for community sport and recreation space.<br>• Ensure that the council request and receive developer contributions to sport and recreation space.<br>• Restructure administration and management of 106 contributions<br>• Continue to use developer contributions in line with the sport & Active Leisure strategy and following the priorities of the zone development plans. | 2006/07<br><br><br><br><br>Sept 06<br><br><br>2006/07 | Strategy |
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| | Utilise Service resources in a way that enhances the provision through the voluntary sector | • Award and monitor Service Level agreements and project grants with Voluntary groups to deliver on identified service outcomes<br>• Develop community equipment loan schemes to support capacity of voluntary sports groups<br>• Fund Volunteer training courses via coaches assoc to support capacity of low turnover clubs<br>• Support aquatic based clubs by offering free NPLQ training to maintain standards and help reduce costs to clubs<br>• Fund and coordinate Information support structures and develop "economies of scale" ethos | 2006/07<br><br><br>Sept 06<br><br>2006/07<br><br>2006/07<br><br><br>2006/07 | SMT<br><br><br>Community<br><br><br>Facility<br><br>Community and marketing |

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| | Provide sustainable and current information and support to voluntary sports organisations and networks including guidance on legislative procedures | • Sustain Club Development programme – Ensuring the sports clubs in York are accessible to all members of the community by supporting them with information about club accreditation schemes, funding opportunities, Discretionary Rate Relief, and CASC status. | 2006/07 | Community |
| | | • Research the effectiveness of York Sport Update with clubs | April 06 | Community & Marketing |
| | | • Promote York sport update to all clubs as "their voice" and encourage external input to editorial | May 06 | |
| | | • Promote Resource loan schemes, YSCA networks and SALTO, to clubs as way of knowledge sharing | 2006/07 | |
| | | • Work with voluntary sports clubs to ensure roll out of NGB whole sport plans is delivered locally | 2006/07 | |
| | | • Keep information for clubs on the website up to date | 2006/07 | Marketing |
| | Resource volunteer development networks across all services | • Prepare Partnership for older peoples projects bid to fund, train and deploy physical activity mentors | 2006/07 | Community |
| | | • Maintain lead role in training and management of Walk for health leaders | | |
| | | • Support local community organisations and charities with project and programme management eg. age concern swim sessions | | |
| | | • Further develop York Sport Coaches Association network | | |
| | | • Further support York sports clubs network | | |

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| **Ensure that our own leisure facilities are accessible and fit for purpose (LL&CP 3;4)**<br><br><br>**And** | Identify means of encouraging optimum use of council leisure facilities through provision of good management practice | • Lead NY Facility forum and utilise bench marking and mystery visitors to quantify service delivery standards<br>• Continue customer focus by offering customer comments system in all CYC leisure facilities<br>• Implement non user surveys to enhance understanding of people needs<br>• Consult with user focus forums<br>• Continual review programme of activities by evaluating user figures | 2006/07 | Facilities |
| **To provide support for schools working to extend provision beyond the normal school day (CSP 3;8)** | Work with schools to encourage community access to sports facilities on school sites | • Utilise Oakland's Public Access agreement as template for other school sites<br>• Support Sports zones to develop school based facility priorities through 106 funding<br>• Advise on best practice for extended schools use for sport and active leisure activity<br>• Continue to support All saints school in the development of community sports provision<br>• Lead on raising the profile of community access of All Saints school sports facilities | 2006/07<br><br><br><br><br>2006/07 | Strategy & Community<br><br><br><br><br>Facility |
| **Provide sources of information to promote participation in active and healthy lifestyles (LL&CP 3;5)** | Coordinate and extend the information available about sport and active leisure opportunities through web based technology and other media | • Support voluntary sports clubs and school sports partnerships to develop either their own or linked web based information<br>• Provide Coordinated links to these sites through Yortime website<br>• Improve the council sport and active leisure web pages ensuring links between facility information, Yortime pages and other relevant sites<br>• Ensure Sport England Active places website holds correct information on York based facilities and activity<br>• Ensure facility based information points are current and include information about citywide opportunities<br>• Address issues around equity of access to council information systems where applicable | 2006/07<br><br><br><br><br><br>2006/07<br><br><br>2006/07<br><br><br>2006/07 | Marketing<br><br><br><br><br><br>Strategy<br><br><br>Marketing<br><br><br>Marketing |

| | Utilize sports zone management groups to cascade information to specific geographic and targeted groups | • Encourage diverse membership to zone management groups<br>• Support implementation of zone development plans<br>• Encourage zone hub sites to coordinate information distribution to all partners<br>• Utilise Physical Activity coordinators as two way conduit for local physical activity information<br>• Consult zone management groups on citywide sports development plan and resulting initiatives | 2006/07<br><br>2006/07<br><br><br>2006/07<br><br><br>2006/07<br><br><br>2006/07 | Community<br><br><br><br><br>Community & Marketing<br><br><br><br>Community |

| Priority | Initiative | Action | Deadline | Responsibility |
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| **LL&CP Outcome 4: Making a Positive Contribution** | | | | |
| **Work with communities to help them develop and increasingly direct their own opportunities for lifelong learning and Culture (LL&CP 4;1)** | Connecting and organising voluntary groups to help develop their own opportunities and support existing activities in their own community | • Empower Active York strategy and zone groups, and physical activity forum to prioritise and direct development of Sport and active leisure opportunities<br>• Empower Oaklands partnership group to make decisions about development of centre programming<br>• Develop new, and support existing sport specific development forums eg hockey, basketball, tennis<br>• Through York Sport club network, support voluntary sector sports clubs to engage their local communities<br>• Work towards partnership agreements using in kind deals to overcome financial barriers | 2006/07<br><br><br><br>2006/07<br><br><br>2006/07<br><br><br><br>2006/07<br><br><br><br>2006/07 | Strategy & Community<br><br><br><br>Facility<br><br><br>Community<br><br><br><br>Community<br><br><br><br>Community & facility |
| **Undertake the improvements in service provision suggested by the CPA action plan and the Councils equity plan** | Update and monitor the breadth and balance of activity programming at council leisure facilities and within Community sport and leisure schemes | • Identify gaps in diversity of service provision<br>• Consult with cultural diversity project and community groups to identify appropriate programming and activity<br>• Increase school support for differentiated PE programmes | 2006/07 | Community & Facility<br><br><br><br>PESS |

| (LL&CP 4;2) | Implement other actions identified in the service Equalities Impact Assessment | • Achieve wider and more inclusive distribution of leisure facilities leaflets<br>• Set up equality monitoring via new IT system | 2006/07 | Marketing<br><br>IT |
|---|---|---|---|---|
| **Improve access to Cultural activities, facilities and information (LL&CP 4;3)** | Address access issues in our sports facilities through community consultation and subsequent development briefs | • Continue to support PACT in their auditing of facilities<br>• Draw up development plan from PACT's findings and implement as necessary | Sept 06<br><br>Jan 07 | Facility |
| | Ensure partner organisations understand their responsibilities in improving access | • Introduce PACT to Canons and other private sector operators to advocate the auditing process<br>• Ensure Voluntary Clubs meet minimum operating standard in relation to disabled sports opportunities by encouraging attendance at sports coach UK modules<br>• Advise of equity and access issues in relation to use of school facilities through the extended schools agenda | Mar 07<br><br>2006/07<br><br><br><br>2006/07 | Facility<br><br>Community<br><br><br><br>Community and strategy |

| Priority | Initiative | Action | Deadline | Responsibility |
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| LL&CP Outcome 5: Taking Pride and Pleasure in the Environment | | | | |

| Encourage residents to enjoy using and taking pride in the city's parks, open spaces, allotments and rivers, improving their quality, accessibility and the range of activities available in them (LL&CP 5;2) | Promote programmes, which present the city's environment as health promoting and use open spaces to encourage sport and active leisure. | • Develop Sport and active leisure activities as part of festival of the rivers<br>• Consolidate existing and extend the walking for health programme to new locations<br>• Where appropriate contribute to the promotion of parks and open spaces for both sporting activities such as skateboarding, rollerblading, basketball and other active leisure pursuits such as walking, gardening, and cycling.<br>• Work with councils transport planners to encourage active travel policies and incorporate plans into physical activity action plan<br>• Work with Oaklands Specialist sports college to develop their outdoor adventure programme<br>• Ensure cycle racks at centres and publicise walking routes from these sites<br>• Use centres as meeting points for city walking groups. Train centre staff as walk leaders<br>• Link ancillary facilities at CYC leisure centres to walking programme<br>• Support the Y&NY cycle tourism strategy | July 06<br><br>2006/07<br><br>2006/07<br><br><br><br><br>Sept 06<br><br><br>2006/07<br><br>2006/07<br><br><br>Mar 07<br><br><br>2006/07 | Community<br><br><br><br><br><br><br><br><br><br><br><br>PESS<br><br>Facility<br><br><br><br><br>SMT |

| Priority | Initiative | Action | Deadline | Responsibility |
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| LL&CP Outcome 7: Staying Safe | | | | |
| **Develop activities that help to ensure communities are safe** | Increase the number of open access areas for informal sports activity | • Identify needs within zonal and citywide development plans for informal recreation space<br>• Address needs through new development and / or community use agreements at existing sites | 2006/07 | Strategy |

| (LL&CP 7;1) | Work with partner agencies to increase the number of young people participating in targeted sports programmes | • Ensure Sport and Active Leisure is embedded in LAA (stronger communities)<br>• Develop activity plans with partners such as Youth offending team, PAYP, Connexions, Network 2 and schools access and inclusion teams<br>• Develop citywide make space strategy in conjunction with the Youth Service<br>• Ensure Street Sport York steering team includes community safety partners and info is disseminated to ward committees | May 06<br><br>2006/07<br><br><br><br>2006/07 | Community |
| | Work with partners to increase the number of volunteers working on targeted sports programmes (within home office guidelines) | • Implement Step into Sport community programmes<br>• Work with sports clubs to recruit, retain, and reward quality assured volunteers<br>• Utilise York Cares volunteers for Street Sport and other sport based activities | 2006/07<br><br>2006/07 | PESS<br><br>Community |
| **Make improvements to the environment that will make open spaces and leisure facilities more secure (LL&CP 7;2)** | Upgrade council leisure Facilities to make the working environment safer for staff | • Continue to work with PSO's and encourage them to keep visiting centres during problematic times<br>• Ensure reception areas are covered by CCTV | 2006/07 | Facility |
| | Upgrade council leisure Facilities to make the environment safer for users | • Work with partners to establish minimum standard of security for each council run facility<br>• Develop safety of facilities using CCTV, appropriate fencing, and lighting<br>• Facilitate the upgrade of outdoor pitches and sports grounds (both public and on school sites). Improve playing surfaces, access and lighting | 2006/07<br><br>2006/07<br><br>2006/07 | Facility<br><br><br><br>Strategy |
| **Reduce fear of crime (LL&CP 7;3)** | Provide regular conflict training for frontline staff | • Continue to deliver training for facility staff<br>• Continue working under "safer York" scheme | 2006/07 | Facility |

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| **To put secure Child Protection procedures in place in respect of our services and those we work with (LL&CP 7;4)** | Encourage and support voluntary sports clubs to gain national clubmark standards and work within minimum operating standards | • Provide accredited Child Protection Awareness Training and advice for developing appropriate policy<br>• Provide opportunities for SLA and project grant funding *only* for clubs actively working towards clubmark accreditation | 2006/07<br><br>2006/07 | Community |
| | Ensure all coaches on the Yorksport coaches database and working on CYC programmes are CRB cleared and hold appropriate qualifications | • Revise checking procedures and recruitment to council run programmes<br>• Ensure facility managers keep training matrix up to date for all staff and review quarterly<br>• Ensure process is consistent with schools based coaches programmes | 2006/07 | PESS<br><br>Facility<br><br>PESS |
| | Ensure robust child protection policies are adhered to at all council leisure facilities | • Keep policy documentation updated<br>• Keep all coaching, crèche, play scheme and centre staff up to date on child protection training and are aware of internal referral procedures | 2006/07 | Facility |

| Priority | Initiative | Action | Deadline | Responsibility |
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| LL&CP Outcome 8: Infrastructure Planning | | | | |

| Lead the city in creating strategic plans for the provision of cultural facilities (LL&CP 8;1) | Establish citywide sport and Active leisure facility investment strategy based upon comprehensive assessment of current provision and future need. Provide advice based upon Active York Strategy | <ul><li>Continued updating of facilities and pitch audits</li><li>Link city audit to Sport England Active places power programme</li><li>Embed analysis of supply and demand of sport facilities and pitches into zone and citywide plans</li><li>Work with all providers to improve access to and quality of pitches and facilities based upon above analysis</li><li>Link Sport and Active Leisure strategy to open spaces strategy, Facility investment plans and planning process.</li><li>Advise clubs and developers over the design, use and location of sports facilities based on these strategies</li><li>Provide Sport and Active Leisure guidance for York Central, Heslington East and other strategic planning developments</li><li>Provide "watching brief" for developments involved in public enquiries</li><li>Advise planners on inclusion of sport and community amenities in other city developments</li><li>Provide strategic advice for swimming facilities "partnerships". Work with York University to provide city facility with community access and that responds to the aquatics development plan</li></ul> | 2006/07 | Strategy and SMT |
| --- | --- | --- | --- | --- |
| Deliver investment in the key priorities (LL&CP 8;2) | Secure investment in the key priorities identified in the city's sport and active leisure plan | <ul><li>Use citywide plans to prioritise funding applications and justify investments to funders</li><li>Deliver targeted facility development through granting 106 funding for zonal priorities</li><li>Extend the use of grant finder database for CYC and community projects</li><li>Actively pursue funding for city projects with Active York support</li></ul> | 2006/07 | Strategy and SMT |

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| | Secure planning permission for a community sports stadium | • Advise on design requirements<br>• Negotiate with planners and land holders to find suitable site and infrastructure<br>• Support community consultation on site and design<br>• Provide advice and support for professional sports clubs | 2006/07 | Strategy and SMT |
| **Improve the quality and access to local cultural facilities (LL&CP8 ;3)** | Develop and implement facility focused projects identified in the sport and active leisure strategy zone plans | • Support zones to continually update zone plans and prioritise facility needs<br>• Target local funding at these priorities eg 106, ward committee funds<br>• Help raise the profile of small community facility needs and the use of existing facilities<br>• Provide officer support for zone delivery of prioritised projects eg Dunnington access programme | 2006/07 | Strategy & Community |
| | Support investment in and development of Community accessible sport and active leisure facilities on school based sites | • Advise schools on general access principles and implications of extended use of sites eg community use agreements, bookings policies, initiating school community links and how to attract users<br>• Manor School – work with education planning to plan sports facilities on new school site<br>• Continue to support development and activity programmes at Burnholme Community college<br>• Complete analysis and review at end of Yr 2 for All Saints School. Encourage and advise for future years of operation and guide towards financial self sustainability<br>• Work with education planning to support appropriate community development at Rufforth, Knavesmire, and Fulford and Huntington schools. Provide support for future plans. | 2006/07<br><br><br><br><br><br><br><br>Mar 07<br><br><br><br><br>2006/07 | Strategy & Community<br><br><br><br><br><br><br><br>Facility and community<br><br><br><br>Strategy and community |

| Priority | Initiative | Action | Deadline | Responsibility |
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| LL&CP Outcome 9: The Support Needed to Achieve the Outcomes | | | | |
| **To attract additional resources for lifelong learning and culture through a successful programme of bidding for external funding (LL&CP 9,1)** | Identify opportunities to increase funding for the sport and active leisure programmes including those in conjunction with other LL&C services and council departments | • Work with funding bodies to ensure available funding is directed towards specific priorities identified in the Active York strategy and zone development plans<br>• Draw down government funding for PESSCL strategy implementation<br>• Identify and bid for funding to support facility based programmes eg ASA everyday swim pilot<br>• Develop marketing and sponsorship strategies to generate funding for individual projects | 2006/07 | Strategy and SMT<br><br><br>PESS<br><br>SMT<br><br>SMT & Marketing |
| **Invest in Council land and buildings (LL&CP 9;2)** | Provide substantial investment in the council's swimming pools, Oaklands and athletics facility. Guide redevelopment of Kent street site | Pools<br>• Complete DDA works at Edmund Wilson and Yearsley pools<br>• Resolve structural issues for gym at Edmund Wilson Pool<br>• Carry out feasibility study for preferred new pool at Oakland's<br>• Carry out planning and feasibility process for joint pool provision at York University site<br><br>Oaklands<br>• Complete £1.8million refurbishment of sports facilities<br>• Continue to develop phase 4 plan for site<br><br>Huntington stadium<br>• Complete Refurbishment of Huntington Stadium utilising CARP funding<br><br>Kent street site<br>• Act as client for Absolute Leisure during tenancy agreement of auditorium<br>• Continue management of pool building site until handover to Barbican Venture | Sept 06<br><br>May 06<br><br>Sept 06<br><br>Sept 06<br><br><br>Sept 06<br><br>Dec 06<br><br><br>June 06<br><br><br>2006/07<br><br><br>2006/07 | Facility & Strategy & SMT |

| To make ICT services more widely available and provide access to services on line (LL&CP 9;3) | Improve the Lifelong learning and culture web presence on the council website | • Make identified improvements to the Sport and Active Leisure web pages<br>• Continuously review content and accuracy of page information | Aug 06<br><br>2006/07 | Marketing officer |
|---|---|---|---|---|
| | Utilise ICT to develop booking system connecting a range of leisure sites and other services | • Consolidate phase 1 of central booking system for all CYC leisure facilities in the city.<br>• Upgrade to Version 8.5<br>• Phase2 - to have online bookings and payments for all CYC facilities and events.<br>• Develop robust evaluation of system and utilise reporting systems for performance recording, financial and programme management purposes<br>• Evaluate call flows from new phone system to review usefulness of automated messages<br>• Continue to offer booking service to internal / external customers eg schools out<br>• Continue to play lead role in the North East user forum to develop Torex retail system<br>• Represent North East at national annual development forum<br>• Work with "Access to services" team to understand implications of One stop shop<br>• Draw up development plan to conform to above | Sept 06<br><br>Sept 06<br>Mar 07<br><br>July 06<br><br><br>Sept 06<br><br><br>2006/07<br><br>2006/07<br><br>2006/07<br><br>2006/07<br><br>2006/07 | Facility and IT |
| | Turn Yorkcard into a smartcard | • Contribute to discussions re options for one resident card which will offer benefit and use at all LL&C sites | Jan 07 | SMT & IT |

| To ensure continuous improvement in our services (LL&CP 9;4) | Development of performance management framework for sport and active leisure in line with departmental protocol and systems | • Redefine holistic service PI's against outcomes<br>• Coordinate and commission appropriate user and impact surveys to define baseline.<br>• Better use existing and ongoing assessment information eg EIA, asset man plans, customer surveys<br>• Identify individual PI's for team members<br>• Identify resources to allow increased levels of monitoring<br>• Ensure framework is developed in line with CPA / TAES / other strategy requirements as well as service needs<br>• Set reporting procedures to link to EMAP process | April 06<br>2006/07<br><br>2006/07<br><br><br>April 06<br>April 06<br><br>2006/07<br><br><br><br>2006/07 | SMT<br>SMT & Marketing<br>SMT<br><br><br>SMT<br>SMT<br><br>SMT<br><br><br><br>SMT |
| | Implementation of Quest benchmarking for facility management and sport and active leisure development in line with industry models | • Identify resources to run QUEST benchmarking<br>• Agree action plan to implement QUEST. Prioritise sites and work up methodology<br>• Complete self assessment process<br>• Draw up improvement plans for each facility and development teams and work towards standards | May 06<br>Jun 06<br><br>Sept 06<br>Sept 06 | SMT<br>SMT<br><br>All<br>All |
| To create a learning organisation (LL&CP 9;4) | Build staffing capacity to deliver a quality sport and active leisure service and support service arms neighbourhood working approach | • Capacity forecast and Identify skills required to deliver service programmes<br>• Consolidate new service structures and roles<br>• Support neighbourhood pride unit with support and delivery of sports elements of action plans | 2006/07 | SMT |
| | Establish staff development needs and challenge learning practice | • Formalise communication and PDR processes<br>• Prioritise staff training plans which meet service objectives and individual needs<br>• Identify dedicated training budget<br>• Monitor performance against service plan and outcome based achievements | 2006/07 | SMT |

| | Provide structured and progressive opportunities for staff CPD | • Implement 12 week ISRM induction plan at sites<br>• Link to revised holistic service induction programme<br>• Develop training opportunities which link facility, community and schools teams<br>• Continue trainee duty manager roles as learning opportunities for other staff<br>• Offer training opportunities to multi skill staff<br>• Identify new and creative formal and informal learning opportunities for staff both internally and in conjunction with external partners<br>• Work with ISRM Yorkshire to develop free CPD programme. York to host 1 event per year<br>• Utilise TLMS user group and TLC group as training opportunities | 2006/07 | SMT |
| | Develop programme to promote team integration, and shared vision across facility and development functions of service. Also to develop cross service working with other teams | • Re programme team meeting structures and open communication channels to all staff<br>• Ensure communication of vision, work themes and celebration of successes extends across service functions and to other service arms and external partners<br>• Integration of policies and procedures | May 06<br><br>2006/07 | SMT |

| Priority | Initiative | Action | Deadline | Responsibility |
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| Service Review Priority : Resource management | | | | |
| **Improve financial and resource management systems** | Prioritise budgets against service outcome areas | • Work with finance to redevelop budgets around new outcome focussed plans<br>• Realign budget management to delegated officers<br>• Redefine realistic financial targets for facilities in relation to new service climate<br>• Maximise external funding to reinvest in developmental work<br>• Link budget monitoring to quarterly performance management (service impact) | 2006/07<br><br>April 06<br><br>April 06<br><br>2006/07 | SMT |

| | Ensure sustainability of service equipment and resources | • Identify required resourcing for vans and operational equipment<br>• Investigate funding streams from joint usage of resources<br>• Investigate funding streams from sharing of staff expertise | 2006/07 | SMT |
|---|---|---|---|---|
| | Develop integrated business management planning for facilities and development functions of service | • Create detailed financial business plan for all council leisure sites and forecast future years<br>• Review audit / cash management procedures in line with new booking system | 2006/07 | SMT |

# Section 5: Measures

Sport and active leisure currently report on the following indicators *. Some of the indicators previously reported, have been removed due to their increasing inappropriateness to measure the impact of the service or because the measure is obsolete.

New impact measures have also been suggested in line with the regional plan for sport in Yorkshire, the re-evaluation of the CPA culture block framework, and the need to measure the progress of the Active York strategy. These are shown in *italics*. We are still waiting to determine the statutory requirements to report on these measures and will investigate the methods of research needed to gain a baseline figure during 2006/2007 if required.

Some of these measures will be reported on a three year cycle and are collected on our behalf by sport England / Mori as part of a national "Active People" survey. The baseline for this survey will be available in Nov 2006 and progress monitored in Nov 08. In addition, so that we have an indicative figure in the intervening years we will also provide an annual estimate gained from our own surveys. It must be noted that whist indicative, we will not be able to directly compare the annual and three yearly figures due to the different validity and methodology of the research.

# 2006/07 Performance Monitoring for Learning, Culture & Children's Services ~ Lifelong Learning & Leisure          Target Setting

| Code | Description of PI | Service Manager | Historical Trend | | | | | | 05/06 | | | | | 06/07 | | | | 07/08 | 08/09 | 04/05 | PI appears as a Key PI in the LLL & CS Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | | 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 | |
| LY8a | Percentage of residents who have used on a frequent basis any sports/leisure facilities, events or courses in the last 6 months | Jo Gilliland | | | | | 57% | actual | | | 45% | 45% | actual | | | | 46% | 47% | 48% | | |
| | | | | | | | | profile | | | | 58% | profile | | | | | | | | |
| LY8b | Percentage of residents who have used on a frequent basis any sports/leisure facilities, events or courses in the last year | Jo Gilliland | | | | | 66% | actual | | | 54% | 54% | actual | | | | 55% | 56% | 57% | | |
| | | | | | | | | profile | | | | 67% | profile | | | | | | | | |
| LS1 | Swimming pools and sports centres: Number of swims and other visits (per 1,000 population | Jo Gilliland | | | 5743 | 5463 | 3216 | actual | 1395 | 2409 | 2913 | | actual | | | | 4100 | 4300 | no target | | |
| | | | | | 5365 | 4798 | 4182 | profile | 1322 | 2313 | 2974 | 3800 | profile | 1366 | 2391 | 3074 | | | | | |
| LS5a | Number of sports education coaches courses held | Jo Gilliland | | | 43 | 39 | 40 | actual | 11 | 24 | 39 | 60 | actual | | | | 65 | 67 | 70 | | |
| | | | | | 30 | 40 | 50 | profile | 16 | 29 | 37 | 60 | profile | | | | | | | | |
| LS5b | Number of people gaining qualifications through these courses (LS5a) | Jo Gilliland | | | | 274 | 380 | actual | 110 | 240 | 350 | 360 | actual | | | | 360 | 365 | 370 | | |
| | | | | | | 250 | 270 | profile | 91 | 133 | 176 | 385 | profile | | | | | | | | |
| LS8 | % of adults participating in at least 30 mins moderate intensity physical activity (inc. sport) on 5 or more days each week (TalkAbout Survey) | Jo Gilliland | | | | | 24% | actual | | | | | actual | | | | | | | | |
| | | | | | | | 35% | profile | | | | 27% | profile | | | | | | | | |
| LPSA 12.1 | % of adult residents participating in at least 30 minutes moderate intensity sport and active recreation (including recreational walking) on 3 or more days a week | Jo Gilliland | | | | | | actual | | | | | actual | | | | | +3% from 2006 survey | | | |
| | | | | | | | | profile | | | | | profile | Baseline to be established by 2005/06 Active People Survey (York data available 11/06) | | | | | | | |
| LPSA 12.2 | % of 5 – 16 year olds participating in an average of 2hrs high quality PE and school sport per week within and beyond the curriculum during one complete school year. | Jo Gilliland | | | | | | actual | | | | 62% | actual | | | | 75% | 85% | 88% | 69% | O 1 |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| LS20 | No. of voluntary sports clubs achieving Charter Mark | Jo Gilliland | | | | | | actual | | | | 21 | actual | | | | 30 | 32 | 34 | | |
| | | | | | | | | profile | Target to be set once baseline established in 05/06 | | | | profile | | | | | | | | |
| LS31 | % visits to council run leisure facilities from NS-SEC classes 6&7 compared with % catchment population in same group | Jo Gilliland | | | | | | actual | | | | | actual | New CPA measure, target to be set once baseline established by benchmark user survey | | | | | | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| LS32 | % visits to council run leisure facilities from 11-19 years compared with % catchment population in same age group | Jo Gilliland | | | | | | actual | | | | | actual | New CPA measure, target to be set once baseline established by benchmark user survey | | | | | | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |

# 2006/07 Performance Monitoring for Learning, Culture & Children's Services ~ Lifelong Learning & Leisure

**Target Setting**

| Code | Description of PI | Service Manager | Historical Trend | | | | | 05/06 | | | | | 06/07 | | | | 07/08 | 08/09 | 04/05 | PI appears as a Key PI in the LLL & CS Plan |
| | | | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | | 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 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LS33 | % visits to council run leisure facilities from BME groups compared with % catchment population in same ethnic group | Jo Gilliland | | | | | | actual | | | | | | actual | | | | New CPA measure, target to be set once baseline established by benchmark user survey | | | |
| | | | | | | | | profile | | | | | | profile | | | | | | | |
| LS34 | % visits to council run leisure facilities from 60+ years compared with % catchment population in same group | Jo Gilliland | | | | | | actual | | | | | | actual | | | | New CPA measure, target to be set once baseline established by benchmark user survey | | | |
| | | | | | | | | profile | | | | | | profile | | | | | | | |
| LS35 | % visits to council run leisure facilities made by disabled people <60 years compared with % catchment population in same group | Jo Gilliland | | | | | | actual | | | | | | actual | | | | New CPA measure, target to be set once baseline established by benchmark user survey | | | |
| | | | | | | | | profile | | | | | | profile | | | | | | | |
| LS36 | Subsidy per visit (£) | Jo Gilliland | | | | | | actual | | | | | | actual | | | | New CPA measure, target to be set once baseline established by benchmark user survey | | | |
| | | | | | | | | profile | | | | | | profile | | | | | | | |
| LS37 | Annual visit per sq m | Jo Gilliland | | | | | | actual | | | | | | actual | | | | New CPA measure, target to be set once baseline established by benchmark user survey | | | |
| | | | | | | | | profile | | | | | | profile | | | | | | | |
| LS38 | Number of facilities which are benchmark quality assured | Jo Gilliland | | | | | | actual | | | | | | actual | | | | New AY measure, target to be set once baseline established by benchmark user survey | | | |
| | | | | | | | | profile | | | | | | profile | | | | | | | |
| LS39 | % of population in urban areas that are within 20 minute walk of a range of different sports facility types of which two are quality assured | Jo Gilliland | | | | | | actual | | | | | | actual | | | | New CPA measure, target to be set once baseline established by benchmark user survey | | | |
| | | | | | | | | profile | | | | | | profile | | | | | | | |
| LS40 | % of population in rural areas that are within 20 minute drive of a range of different sports facility types of which two are quality assured | Jo Gilliland | | | | | | actual | | | | | | actual | | | | New CPA measure, target to be set once baseline established by benchmark user survey | | | |
| | | | | | | | | profile | | | | | | profile | | | | | | | |

Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan

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

# Section 6: Financial resources

# Section 7: Human resources

```
                    ┌─────────────────────────────┐
                    │   Assistant Director         │
                    │   Lifelong Learning and Culture │
                    └─────────────────────────────┘
                         ┌──────────────────────────┐
                         │ Head of Sport and Active Leisure │
                         └──────────────────────────┘
```

| Operations Manager | Senior Sport and Active Leisure Officer (strategy and Planning) | PE and School Sport Consultant |

| Senior Sport and Active Leisure Officer ( Physical activity and community Development) | Marketing Officer (line managed by Marketing and comm.) | Site Managers x 3<br>Assistant Site Managers x 3<br>Duty Managers x 5<br>Site Operational staff<br>Facilities team admin staff |

| Community Leisure Officer | Community Leisure Officer | Extended Schools Sports Officer |

| LPSA funded fixed term to 2008<br><br>FT Physical Activity Coordinator x 1<br>PT Physical Activity Coordinator x 2 | Partnership funded fixed term to 2008<br><br>Disability Community Sports Coach | *Team supported by Business support for administration, performance management* |

# Section 8: Monitoring and reporting arrangements

The restructure of the service in January 06 follows the amalgamation of the two service functions (facilities and sports development) in 2005. Work began last year on redefining the needs for an integrated performance management framework. Priority for this year is the continued development of this framework

This will include : clarification of roles and responsibility, Line management functions, service planning and evaluation, PI monitoring in relation to CPA and APA requirements, systems for Performance development reviews, team meetings and communication. This service plan is integral to this framework and will form the basis of individual work programmes and project development groups.

The service will follow the departmental system for formal monitoring of this service plan. A formal progress report on all actions and performance targets set out in this plan will be submitted to EMAP three times per year (as well as being tabled at the relevant meeting of Strategy Team in advance of the three reporting points each year.)

The format of the report will include
- A brief narrative summary of progress against each of the priority in the service plan
- An updated  PI summary for the service targets
- A financial statement flagging up revenue and capital expenditure against service budgets

During the year, topic based reports will be submitted to both LL &H and Education EMAP as well as regular briefings with the executive member for each of these portfolios

The service has committed to undertaking accreditation through QUEST and TAES. This is characterised by continuous Self assessment and when ready an external verification. We are however, only just embarking on this process and as such timescales for this monitoring are yet to be set.

Additionally, whilst impact against the service outcomes will be reported through KPI's, and the process detailed above, we will also be monitoring our direct impact through user surveys at our facilities, customer forums, residents opinion surveys and questionnaires such as Talkabout. We will attempt also to define the impact of the service on outcomes which we are not directly tasked to effect eg educational attainment, and community safety.

# Annex: Corporate compliance statement

This section will require you to complete a standard proforma (2 pages max.), demonstrating your compliance with corporate policies on:

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

| Actions/Evidence | Deadline |
| --- | --- |
| **Equalities action/s** | |
| • Work wit PACT to produce equality action plans for all centres | Jan 07 |
| • Completion of DDA project at Yearsley Swimming pool | June 06 |
| • DDA work to Edmund Wilson swimming pool or planning for new pool | End 2006 |
| • Employ fixed term disability sports coach | April 06 – Mar 08 |
| **Safer City actions** | |
| • Develop activity plans for young people in conjunction with community partners eg connexions, YOT, PAYP, Network 2 | ongoing |
| • Provide accredited child protection awareness training and advice for developing appropriate policies in community sports clubs | ongoing |
| • Support clubs to gain national clubmark awards and work to minimum operating standards | ongoing |
| **Operational Risk – red risk action/s** | |
| • Closure of facilities due to maintenance or H&S – reduces service delivery and Impacts on business plan | |
| • Reduction in Government funding currently supporting 5 staff posts and operational budgets – service areas will cease to run | |
| **Gershon – Efficiency improvement** | |
| • Refurbishment / replacement of Edmund Wilson Swimming pool in next 2 yrs reduce running cost for facility | |
| • Reduce financial support for All Saints school (help it to become self sustaining through increased activity and income generation) | Mar 07 |
| • Increased service delivery through project grant funding and SLA's with community groups | ongoing |
| • Utilise CYC resources as partnership funding to draw down external grants | ongoing |
| **Competitiveness statement** | |
| • Tendering for facility refurbishment (Barbican, EWSP, YSP, Huntington stadium, Oakland's) | |
| • Undertaking QUEST benchmarking process for facilities and development teams | Sept 06 |
| • Building capacity through partnership working eg Active York | ongoing |

# Service Plan for 2006/07

| | |
|---|---|
| **Service Plan for:** | **Early Years and Extended Schools Service** |
| **Directorate:** | **Learning, Culture and Children's Services** |
| **Service Arm:** | **Lifelong Learning and Leisure** |
| **Service Plan Holder:** | **Heather Marsland** |
| **Director:** | **Patrick Scott** |
| *Signed off:* | |
| **Executive Member:** | **Carol Runciman** |
| *Signed off:* | |

# Section 1: The service

**Service Description – Early Years and Extended Schools**
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

Our Service Plan this year has been built around the DfES Outcomes Framework, as featured in the Every Child Matters Green Paper. The 5 Outcomes are:

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

We have tried to match our Service Priorities to these Outcomes in Section 2.
The main customers for our 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 recognising the excellent provision we are striving to offer within York. In 2004, we received a 1 in the local authority Ofsted inspection and were rated a popular service by schools, thus demonstrating our commitment to delivering a high quality service to all partners, stakeholders and service users.
The work of the team Is based around the following main areas:

**Consultation** - the service regularly consults with its service users and client group including children and young people in order to inform better practice.

**Partnerships** - the service works in close partnership with agencies such as Health, Community Services, the Children's Trust and Sure Start. We have worked in partnership with the DfES and other authorities and with bodies such as Oxford university. We are the lead agency for the management of the former EYDCP now in York renamed the Early Years and Extended Schools Partnership. Extended Services in York are being built on the shared community partnerships we have developed around every school.

**Communication**  - the service aims to maintain existing and develop new and innovative internal and external communication structures.

**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 provides outreach work and specified development workers to enable all aspects of the work to be truly inclusive.

**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.

**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.

**Monitoring** - the service regularly monitors and evaluates its work in order that all work undertaken is rigorously scrutinised.  We have also commissioned outside evaluations (links to Single Education Plan and Lifelong learning and leisure plans)

**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.

**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.

# Section 2: Service Review

**Service Description.**

City of York has 53 primary schools, out of which only 19 have education nurseries. The remaining education, childcare and play places are provided by the private, voluntary and independent sector. City of York's Shared Community Partnership policy is the vehicle for extending school services. The former EYDCP, now a consultative body – the Early Years and Extended Schools Partnership (EYESP) retains its places sub-group, which is the forum which ensures new provision is sustainable. The Ofsted profile – Education (S122) and Care (Children Act) show that old or listed buildings in which many of the PVI sector work, affect Ofsted results, particularly where settings have little or no outdoor provision. Many settings are being encouraged to move on to school sites where this is appropriate, and this is an effective way of alleviating this concern.

The Ofsted Local Early Years Profile for 2003 – 2005 showed that out of a total of 151 local authorities, York ranked:-
2nd for Multiple Day Care S122 inspections
3rd for Childminding inspections
11th for Out of School Day Care Children's Act inspections
38th for Full Day Care S122 inspections
45th for Sessional Day Care Children's Act inspections
51st for Multiple Day Care Children's Act Inspections
58th for Independent School S122 inspections
61st for Creche Day Care Children's Act inspections
89th for Full Day Care Children's Act inspections

Based on the Ofsted Education Standards, under section 122 Inspection, the majority of settings are judged to be generally good. There are no settings judged to be unacceptable with only 3% having a significant weakness. The strengths of the settings are their partnerships with parents and the quality of teaching, where the largest majority are judged as being generally good. The weakness in many settings is in mathematical development in knowledge and understanding of the world, particularly information technology. Development workers will support the training for practitioners in this area using the Sure Start ICT resource box. Training is being developed which will support work already being offered to practitioners to further their knowledge on how to observe children in childcare and education settings. This is also supported by the York Quality Assurance scheme where practitioners are signed up to 'Steps to Quality'.

Under the Children Act Ofsted Inspections, there are no settings that are unsatisfactory and there is an even 50/50 split of good or satisfactory judgements. The strengths of settings showing working in partnership with parents to be good, with the management of children's behaviour as another area where groups are working well. The weaknesses in the settings show child protection having some unsatisfactory judgements. These relate to three settings. Steps have already been put in place to improve development worker support in this important area and the expectation is that all development workers will be trained to level 3 in child protection.

In comparison with other local authorities, between April 2004 and March 2005, there are no settings considered to be unacceptable in their delivery of the Foundation Stage curriculum. This is slightly better than the national average of 0.8%. There were also fewer settings in York who had significant weaknesses (3%) as opposed to the national average (7.3%). This is also an improvement in the figures from last year where there were 3.8% having significant weaknesses in York, however, the national figure has

Increased slightly from 7.2%. York also scored well on the number of settings judged to be generally good; the national average in England is 58.2% and the average for York is 73.5%. this has meant a rise in the number of settings judged to be very good in York, from 15.4% in the previous year to 23.2% in year ending March 2005. This is still less than the national average of 34% but shows the impact of the support and guidance development workers have provided. The appointment of the Early Years Advisor this year will allow very close working arrangements between the Early Years and Extended Schools Service and the Education Development Service. A working group has been established, including staff from SEN services, to ensure continuity and co-ordination of quality practice across all sectors.

The two main priorities for this year are:

To ensure there are no settings with significant weaknesses.
To address this, development workers visit settings regularly and frequently to support staff on a one to one basis. Good relationships are already in place based on mutual trust and respect to support the planning of activities based on children's current ability and understanding. They advise practitioners to use resources and environment effectively to support children's learning. This strategy is proving successful as the data suggests.

To raise the number of settings rated as good
The authority has previously identified that leadership and management in the settings is the most appropriate aspect through which to raise quality in a learning culture. The 'Key Elements of Effective Practice' initiative, and a training programme for Leadership and Management will focus on settings linked to the Children's Centres to begin with, providing flagship settings for other settings to aspire to. It has been suggested that one Quality Assurance Scheme should be used for all childcare providers on some Children's Centre sites, and to link the scheme to the roles of others who may work with young children, for example family centre workers and health visitors. This would provide a strong framework for all practitioners to follow continuous professional development based on reflective practice.

Multi-agency training, in partnership with others and an improved Training Directory and outreach work will further develop this agenda. The service regularly updates its performance monitoring, and has in the past met or exceeded all 15 local performance indicators and 29 Government targets. This year's updated performance indicators centre around the transformation of the service from an Early Years Service to an Early Years and Extended Schools Service.

a. We are working to ensure that any future planning is co-ordinated with other department initiatives and that we base future activities on firm statistical evidence as well as anecdotal evidence. Databases to collect such information are being developed with reference to databases held by other departments.

b. We continue to ensure that management of the service includes 100% induction and appraisals.

c. We base future work on consultative exercises with schools, settings and service users.

d. We ensure that our targets for quality places for care, education and play for every child in the city whose family wants one are met through strict planning based on statistical evidence and in partnership with planners.

e. We use the Transformation Fund to train the existing workforce in the PVI sector and to enable this sector to pay higher wages to those staff with graduate or post graduate training in teaching or child development.

# Section 3: Drivers for Change

| Driver | How might this affect our service? | Source |
|---|---|---|
| 10 Year Childcare Strategy | Sustaining target number of places for children in care / education / play | 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 Community Partnerships | DfES |
| Childcare Bill | Developing information and guidance services | DfES |
| | | |

Please stick to the following instructions in completing this section:
1. Use Arial font size 11 in completing the boxes.
2. Please use this section to summarise the key national policy changes and local priorities and initiatives that might impact on the work of the service (no more than 1 side of A4)
3. You may wish to include reference to national legislation and policy documents, corporate initiatives (such as the Local Area Agreement, or policies on competition, on equalities and the local community plan) and directorate plans (arising out of the prioritiesin the strategic plan towards which you may have made a major contribution).

# Section 4: Priorities/Initiatives/Actions for 2006/07

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| **Consultation** Priority 8 | Consultation with local communities | • Through Extended Schools audit, raise awareness of the need for each Extended School to assess community needs. <br>• Through the Extended Schools action plan, consult with all schools to show a pathway to address gaps in provision <br>• Consult widely on Integrated Children's Centre's Quality Scheme <br>• Actively consult with users and partners to ensure service development, making best use of resources, taking into consideration and supporting sustainability, and having an effective feedback process for children and young people to show that their views count. | • May 06 <br><br><br><br><br>• Nov 06 <br><br>• Nov 06 | • Policy & Planning, CIS, Deputies, ESRC's, Heather, Rosy, ESRA <br><br>• All section heads |
| Priority 8 | Maintain Early Years, Extended Schools and Community Partnership forum | • Hold meetings four times per year | • March 07 | • PLP |
| **Partnerships** Priority 8 | Further develop links with existing and new partner organisations | • Continue to build on existing relationships and continue to identify new partners to achieve outcomes | • Ongoing | • All section heads |
| Priority 8 | Extended Services <br><br>Develop 8 Integrated Children's Centres as models of excellent provision and examples of effective working practice | • Deliver training to all schools and their partners to ensure the multimedia information packs are used effectively <br>• Provide advice and support to schools to achieve all of the 5 core elements for Extended Services <br>• Provide advice and support to Children's Centres in the development <br>• Ensure that the childcare element is supported and promoted effectively, particularly NNI places <br>• Develop a Steps to Quality programme for ICC's <br>• Provide support to schools developing projects for Extended Services via Lottery funding <br>• A DfES and NRT training day has been developed and will be delivered to all schools and Shared Community Partnerships monthly from April 2006 – April 2007. | • March 07 <br><br><br>• March 08 <br><br><br>• March 08 <br><br>• March 08 <br><br>• March 08 <br>• March 08 <br>• April 07 | • ESRC's <br><br><br>• ESRC's <br><br><br>• Heather and deputies <br>• Deputies <br><br>• Sarah B <br>• Sarah C <br>• ERSC's |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| Priority 8 | Support SC Partnerships in their development towards becoming Extended Schools | • Link in with Vision Group<br>• Support Partnerships in their development and contributing towards Extended Services<br>• Devolve funds to Partnerships | • Ongoing<br>• Ongoing<br><br>• Ongoing | • Heather and deputies<br>• Sarah C<br>• Sarah C |
| **Communication** Priority 5 and 8 | Communicate news, information and good practice to providers, families and communities and other stakeholders | • Develop marketing plan<br>• Undertake SWOT (strengths, weaknesses, opportunities and threats) analysis<br>• Dissemination of<br>  • international<br>  • national and<br>  • local information<br>• Support for external events with publicity and sponsorship<br>• Increased press coverage<br>• Renewal of guidance leaflets.<br>• Play times and Shared Foundation newsletter<br>• Advertise training and local information in Training directory<br>• Start to produce training directory yearly instead of termly from September 2006<br>• Sharing Best Practice and new legislation | • ?<br><br><br><br><br><br><br><br><br><br>• March 07<br>• Quarterly<br><br>• Sept 07<br>• Annually<br><br>• March 07 | • Carolyn C<br>• S Carnot<br><br>• CIS<br><br><br><br><br>• Policy & Planning Manager<br>• Sarah C<br>• Mary Bailey<br>• Andy Shield<br>• Heather<br>• Deputies & section heads |
| Priority 4 | Promote the Steps to Quality Framework and raise quality assurance awareness with providers, parents and carers | • Regular updates via newsletters, mailings, information sessions<br>• Continue to develop and distribute publicity material<br>• Work with SC Community Partnerships<br>• Attendance, displays and networking at outreach events and meetings | • Ongoing | • Sarah B |
| Priority 10 | Maintain universal Nursery Education Places for 3 & 4 year olds | • Administer NEF grant<br>• Assess implications of policy change and implement effectively<br>• Respond to the DfES consultation on the Maintained Sector | • Ongoing<br>• May 07<br><br>• March 07 | • Policy team<br>• Policy & Planning Manager |

| Priority | Initiative | Action | Deadline | Responsibility |
|----------|-----------|--------|----------|----------------|
| Priority 4 and 8 | Promote activities provided by the Play Team and their partners | • Provide information about the activities to children and young people<br>• Consult on the appropriateness of current information and develop future information in line with the results of the consultation<br>• Provide information and access to training for providers to enable them to provide safe, accessible and inclusive environments for play and leisure activities | • Ongoing | • Mary Bailey |
| Priority 5 and 11 | Develop and promote the Children's Information Service | • Use and develop the Marketing Plan<br>• Maintain or improve customer satisfaction ratings from enquiry feedback forms<br>• Develop the Children's Information Scheme<br>• Develop and maintain the Parents Library<br>• Maintain and develop the CTU website and service directory<br>• Develop a childcare brokerage service for those having difficulty finding suitable childcare<br>• Develop CIS towards the information hub model as stated in the Regional Project Toolkit<br>• Develop and use the outreach strategy<br>• Renew CIS National Quality Award | • Ongoing | • CIS team |
| **Support**<br>Priority 4 and 7 | All settings to have access to an area SENCO and area QTS on at least 1:20 ratio | • Support SC Partnerships to identify the SENCO and QTS reps<br>• Attend Partnership meetings<br>• Review training in order to provide most up to date information<br>• Devolve funding<br>• Monitor delivery of FS Curriculum and incorporation of SEN issues | • Annually<br><br>• ½ termly<br>• Annually<br><br>• Ongoing<br>• Quarterly | • Dev Workers team<br>• " and Rosy<br>• Dev Workers team<br>• Dev Workers<br>• Dev Workers |
| Priority 4, 3 and 2 | Settings achieving satisfactory or better in Ofsted inspections. | • Analyse the Ofsted data profile and Foundation Stage Profile to identify and address areas for action<br>• Link training and development to ensure best use of resources<br>• Work with individual settings. Discuss and check progress of Ofsted action plans<br>• Identify strongest settings providing education to further outcomes | • Ongoing | • Development Workers<br>• Training team<br><br>• Dev Workers<br><br>• Dev Workers |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| Priority 4 and 2 | Steps to Quality | • Provide workshops and other support for practitioners, including regular mentor visits<br>• Recruit providers to take part in Steps to Quality<br>• Ongoing standardisation and appraisal for mentors and assessors | • Ongoing | • Sarah Beynon |
| Priority 8 and 4 | Ensure provision of range of quality play and leisure opportunities | • Play and Children's rights included in relevant policy and practices<br>• Support Organisations to develop play policies and implement Taking Play Forward<br>• Support groups to develop high quality Outside Play provision<br>• Create opportunities for open, accessible free-play and adventure play<br>• Provision, development, training and support for toy/equipment libraries<br>• Support practitioners to deliver open, accessible provision for all through training, QA and development work | • Ongoing | • Mary Bailey |
| Priority 2 | Work with the library service to promote Book Start | • Deliver Treasure boxes to settings<br>• Hold promotional events to increase participation in the Book Start programme | • Ongoing<br>• Annually | • CIS, Carolyn C and Dev Workers |
| **Additional support for ethnic minority groups, those with special needs & those difficult to reach families**<br>Priority 7, 10, 11 and 2 | Set up provision in areas of disadvantage and for hard to reach families | • Support Neighbourhood Nurseries to fully integrate with Children's Centre services<br>• Extend the NN Forum to include all childcare providers on ICC sites<br>• Ensure that all childcare on ICC sites for children aged 0 – 11 is longterm viable and sustainable, giving parents choice wherever possible<br>• Carry out termly monitoring visits<br>• Ensure that all providers are aware of the support necessary for looked after children, children with special needs, ethnic minority groups and families who are hard to reach.<br>• Raise the profile of Steps to Quality within NN's<br>• Deliver and develop the Big Wide Talk scheme into all 8 Children's Centres | • 2008<br>• 2008<br>• 2008<br>• Termly<br>• 2008<br>• March 08<br>• March 08 | • Deputies<br>• P& P<br>• Ann S<br>• Development Workers<br><br>• Sarah B<br>• Gillian B |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| Priority 5 and 10 | Increased enquiries and involvement from target groups | • Outreach<br>• Ad hoc events calendar<br>• Partner opportunities via schools<br>• Develop links with NNIs for drop ins<br>• Maintain texting service for CIS enquirers<br>• Links to Cultural Diversity Project | • Ongoing | • P & P<br>• CIS<br>• Play Team<br>• ESRC |
| Priority 10 | Cultural Diversity Project | • Increase number of Black & Minority Ethnic children and young people accessing services<br>• Resource kits for Out of School clubs and leisure providers | • Ongoing | • Mary Bailey |
| Priority 10 and 7 | Remove barriers to achievement | • Ensure all settings are inclusive to all users | • March 07 | • Debbie and Maxine |
| **Workforce Development**<br>Priority 4 | Implement a Childcare Workforce Development programme | • Produce recruitment and retention policy to achieve DfES targets<br>• Undertake workforce audit to produce wage analyses and quantities of qualified staff | • 2010 | • Training, CIS, P&P |
| Priority 4 | Implement the National Children's Workforce Strategy | • Become involved in the York Strategy Group<br>• Promote Steps to Quality as a programme to develop the workforce, and ensure that it links and supports the training programmes | • 2010<br>• 2007 | • Sarah Beynon |
| Priority 4 | Provide training opportunities for all practitioners to enable them to meet national standards. | • Provide high quality subsidised training<br>• Short course programmes<br>• Careers advice<br>• Develop Work – Life Balance Programme | • Ongoing | • Training and Dev Workers teams |
| Priority 5 and 4 | Develop specifically targeted campaigns to recruit into childcare sector | • Work with Daycare Trust Consultant & others for Men into Childcare Pilot project<br>• Work in schools to reach leavers<br>• Attend events and produce publicity materials.<br>• Develop and run a pro-active publicity campaign. | • Ongoing | • Carolyn C, Dev Workers |
| Priority 5 and 4 | Develop Work – Life Balance strategy | • Develop awareness campaign<br>• Discuss with 5 employers specific objectives to achieve child care opportunities and work – life balance for staff | • April 07 | • Carolyn C |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| **Sustainability** Priority 11 and 4 | Business support for service and providers of care, education, play and leisure to ensure sustainability and further development of new and existing initiatives. | • Liaise with outside partners & regional business support teams. <br> • Revise awarding process for Service Level Agreements to comply with standard financial regulation requirements. <br> • Administer start up, sustainability and support grants. <br> • Explore potential additional funding streams. <br> • Develop a set of criteria for allocation of sustainability funding <br> • Advise on sustainability of settings. <br> • Support childminders and other potential providers through registration <br> • Bursaries for vocational qualifications where available <br> • Maintain '50K Fund' <br> • Provide marketing service and support for VIP sector, including training sessions <br> • Give training to inform managers about the KEEP document, promoting professional development of childcare providers <br> • Develop and use the CIS recruitment and retention strategy | • Ongoing <br><br> • Oct 06 <br><br><br> • Ongoing <br><br> • March 07 <br> • April 06 <br><br> • Ongoing <br> • Ongoing <br><br> • Ongoing <br><br> • Ongoing <br> • Ongoing <br><br> • March 07 <br><br><br><br> • March 07 | • Sabbir <br><br> • Sabbir <br><br><br> • Sabbir <br> • Ann S <br> • Sabbir, Ann, Deputies <br><br> • SLA, NCMA <br> • Training, Business Support <br><br><br> • Mary B <br> • CIS <br><br> • Ann S <br><br><br><br> • CIS |
| Priority 11 | Creation and sustainability of education, childcare and wraparound places | • Create sustainable childcare place to fill gaps identified through audit & consultation and by CIS <br> • Identify Section 106 Planning gain <br> • Allocate and develop Appeals Process for Out Of School childcare grant <br> • Promote the Steps programme as a tool to help ensure sustainability <br> • Provide advice and support to current and potential providers | • March 07 <br><br> • April 06 <br> • March 07 <br><br> • Ongoing <br><br> • Ongoing | • CIS <br><br> • P & P <br> • P & P <br><br> • Sarah B <br><br> • Section heads |
| Priority 11 | Increase participation of children and young people in play and leisure activities | • Provide a range of play and leisure opportunities through the Play Team and their partners – eg School's Out, Street Sport York etc. | • Ongoing | • Play team |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| **Monitoring**<br>Priority 8 | Monitor provision to ensure needs of families and communities are identified and met | • Complete Audit of SC partnerships and monitor their development<br>• Prepare 2007 Audit of SC partnerships and identify priority theme for Extended Services<br>• Audit spaces and places where children play | • Nov 06 | • CIS<br><br>• Sarah C<br>• Deputies<br>• Mary B |
| Priority 10 | Monitor effective use of resources | • Monitor all budgets and grants<br>• Monitor Service Level Agreements<br>• Complete DfES reports<br>• Monitor uptake and quality of training<br>• Develop Management information Reporting Systems<br>• Monitor  Section 106 Planning gain & report back to contributors | • Ongoing | • Sabbir<br>• Section Heads<br>• Andy S<br>• CIS<br><br>• Deputies |
| **Evaluation**<br>Priority 4 | Evaluate effective use of resources | • Share findings with internal and external partners and link into Children's Trust Information Hub in line with the Neighbourhood Pride Unit | • Ongoing | • Section Heads |
| Priority 4 | To constantly evaluate the service | • Commission external evaluations – eg Oxford University, Cultural Diversity Project, Equalities Impact Assessment<br>• Undertake internal evaluations | • Ongoing | • Heather |
| **Service Development**<br>Priority 1 | Implement the new service structure | • Two Deputy posts work closely together to set up strategic and operational sections in conjunction with the Head of Early Years and Extended Schools<br>• Team members to become familiar with new roles and responsibilities<br>• Recruiting to posts left vacant<br>• Further develop the services, particularly CIS, to link with other information gathering personnel within the directorate<br>• Implement revised performance management structure<br>• Inductions, appraisals, training days, away days, informal and formal briefings/meetings | • June 06<br><br><br><br>• June 06<br><br>• June 06<br>• March 07<br><br><br>• June 06<br><br>• Ongoing | • Heather & Deputies<br><br><br>• Section Heads<br>• "<br>• Heather<br>• Niall<br><br>• Heather<br>• Section Heads<br>• " |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| Priority 1, 4, 2 and 3 | Keep abreast and influence development of local and national issues, initiatives, information and good working practices | • Attendance, contribution and networking at regional & national events /conferences <br> • Support settings in their recording and planning for evidence of Birth to Three Matters, and encourage settings to reflect on the well-being and involvement of young children | • Ongoing <br><br> • March 07 | • Heather, Deputies, Section Heads, Dev Workers |
| Priority 5 and 4 | Instigate a central computerised store of information | • Assess effectiveness of current database and explore alternatives in consultation with MIS <br> • Develop databases to include greater detail for SCP and Extended Schools information, visits / action plans and Ofsted information. <br> • Provide vacancy matching service to providers <br> • Create database of activities and providers <br> • Ensure smooth transition to live system for NEF information <br> • Working in partnership with CTV and LSB in development of service directory website | • April 07 | • P & P <br> • Niall <br> • Dev Workers <br><br><br> • Carolyn C <br> • CIS <br> • CIS <br><br> • CIS |
| Priority 4 | Continue to develop and implement the Steps to Quality framework. | • Maintain effective membership of regional quality assurance co-ordinators group and support the quality agenda within the Yorkshire and Humber region <br> • Maintain regional group mailing list and attend meetings <br> • Provide external validation support to regional QA schemes <br> • Support national and regional initiatives on behalf of the group | • Ongoing | • Sarah B |

# 2006/07 Performance Monitoring for Learning, Culture & Children's Services ~ Lifelong Learning & Leisure — Target Setting

| Code | Description of PI | Service Manager | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | Row | 05/06 1st Monitor (4 mths) | 05/06 2nd Monitor (7 mths) | 05/06 3rd Quarter/Term | 05/06 3rd Mon Target (Whole Year) | 06/07 1st Monitor (4 mths) | 06/07 2nd Monitor (7 mths) | 06/07 3rd Quarter/Term | 06/07 3rd Mon Target (Whole Year) | 07/08 Target | 08/09 Target | 04/05 Unitary Average | PI appears as a Key PI in the LLL & CS Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BVPI - 222a | BV 222a Quality of Early Years & Childcare Leadership – Percentage 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. | Heather Marsland | | | | | | actual | | | | | actual | | | | 60% | 70% | 80% | | |
| | | | | | | | | profile | | | | 50% | profile | | | | | | | | |
| BVPI - 222b | Percentage 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. | Heather Marsland | | | | | | actual | | | | | actual | | | | 65% | 75% | 80% | | |
| | | | | | | | | profile | | | | 66.6% | profile | | | | | | | | |
| EY8 | Percentage of 3-year-olds receiving a good quality, free, early years education place in the voluntary, private or maintained sectors.) | Heather Marsland | 96.4% | 93.7% | 92.1% | 100.6% | 104.8% | actual | 96.5% | | 99.6% | | actual | | | | 100.0% | 100.0% | 100.0% | | |
| | | | | | 95.8% (94.5%) | 96.1% | 96.8% | profile | 103.1% | | 103.1% | 103.1% | profile | 100.0% | | 100.0% | | | | | |
| EU 4 | Proportion of 3 year olds with a pre-school nursery place in the maintained sector (Autumn Term) | Heather Marsland | 38.9% | 34.0% | 31.05% | 37.5% | 35.8% | actual | 28.3% | | 30.5% | | actual | | | | 31.5% | 31.5% | 31.5% | | |
| | | | | | 34.0% | 31.6% | 32.9% | profile | 35.7% | | 35.7% | 35.7% | profile | 31.5% | | 31.5% | | | | | |
| EY10 | Number after school places and holiday places provided (registered under Ofsted and as reported in the Childrens Services Plan) | Heather Marsland | | | 2223 | 2115 | 2331 | | | | | 2545 | | | | | 2500 | 2500 | 2500 | | O 4 |
| | | | | | | | | | | | | | | 2500 | 2500 | 2500 | | | | | |
| EY11 | Number of extended schools (Inc. Primary, Secondary and Special) (figure in brackets is number of schools designated as meeting core offer) | Heather Marsland | | | | | | actual | | | | | actual | | | | 67 (12) | 67 (67) | 67 (67) | | O 3, O 5 |
| | | | | | | | | profile | | | | 18 | profile | | | | | | | | |
| EY1 | % of enquiriers to the Children's Information Service rating the service as 'Excellent' or 'Very Good' | Heather Marsland | | | | | | actual | | | | | actual | | | | 94% | 94% | 94% | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| EY5 | Numbers of settings quality assured | Heather Marsland | | | 10 | 16 | 32 | actual | 33 | 40 | 42 | | actual | | | | 75 | 90 | 120 | | |
| | | | | | 16 | 16 | 32 | profile | 39 | 46 | 53 | 60 | profile | 65 | 70 | 75 | | | | | |
| EY7 | % of staff appraised during the year | Heather Marsland | | | 100% | 100% | 100% | actual | 73% | 100% | 100% | | actual | | | | 100% | 100% | 100% | | |
| | | | | | 100% | 100% | 100% | profile | 100% | 100% | 100% | 100% | profile | 75% | 100% | 100% | | | | | |
| EY9 | To ensure early years settings, inspected by Ofsted, are making satisfactory progress in delivering EL Goals | Heather Marsland | | | | | 100% | actual | | | | | actual | | | | 94% | 94% | 94% | | |
| | | | | | | | 94% | profile | | | | 94% | profile | | | | | | | | |
| CYP1 | No. of community groups working in partnership with CYC to deliver Young people's holiday prog. | Heather Marsland | | 21 | 23 | 34 | 43 | actual | | 52 | | | actual | | | | 53 | 58 | 63 | | O 3 |
| | | | | | 25 | 25 | 39 | profile | | 36 | | 48 | profile | | 40 | | | | | | |
| CYP2 | Number of young people taking part in the holiday activities programme | Heather Marsland | | 14366 | 15701 | 24558 | 41084 | actual | | 29009 | | | actual | | | | 38000 | 39000 | 40000 | | O 3 |
| | | | | | 18000 | 16170 | 20800 | profile | | 27750 | | 37000 | profile | | 2800 | | | | | | |
| CYP4 | Number of holiday activities | Heather Marsland | | | 103 | 216 | 552 | actual | | | | | actual | | | | 586 | 604 | 622 | | O 3 |
| | | | | | | 106 | 569 | profile | | | | 569 | profile | | | | | | | | |

Legend:
- Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan
- 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

# Section 6: Financial resources

# Section 7: Human resources

**Director of Learning, Culture and Children's Services**

**Assistant Director of Lifelong Learning and Leisure**

**Head of Early Years and Extended Schools Service**

## Operational Deputy — Full Time

- **Play Team Manager** — Full Time
  - APEL Co-ordinator — Full Time
  - Community Leisure Officer — Full Time
  - Play Development Worker — Part Time (1 Day)
  - Cultural Diversity Worker — Half Time

- **Operational Team Manager** — Full Time
  - 2 x Development Workers
  - 2 x SEN Development Workers
  - Extended Schools Administrator — Full Time

- **Quality Team Manager** — Full Time
  - Steps to Quality Co-ordinator — Part Time (3 Days)
  - Steps to Quality Co-ordinator — Part Time (3 Days)

- **Training Team Manager** — Full Time
  - 2 x Training Assistants — Full Time

## Strategic Deputy — Part Time

- **Policy & Planning Team Manager** — Full Time
  - 5 x Planning Assistants (3 Full Time Posts, Job Shared)
  - Project Officer — Part Time

- **Business Support Team Manager** — Full Time
  - Finance Assistant — Full Time
  - Pathways Officer — Full Time

- **CIS Team Manager** — Full Time
  - Information Officer — Full Time
  - Marketing & Outreach Officer — Full Time
  - Recruitment Co-ordinator — Part Time
  - Data and Web Co-ordinator — Part Time

- **Service Support Officer** — Full Time
  - Big Wide Talk Development Worker — Full Time
  - Extended Schools Consultant — Part Time (1 Day)
  - 4 x Service Level Agreement Partners

# Section 8: Monitoring and reporting arrangements

1.      The Service Plan will be used to monitor progress in the following ways:
   - Each section head will hold fortnightly meetings with their own section
   - The Head of Service will hold fortnightly meetings with the section heads
   - The Head of Service will attend fortnightly 1:1 meetings with the Assistant Director
   - Weekly team briefing sessions will take place
   - 4 away days per year will take place with the entire team
   - 4 away days per year will take place with the EYESP
   - Informal briefings between the Head of Service and the Director will take place regularly
   - Informal briefings between any members of the team / the section heads / the deputies will take place

2.      A formal progress report on all actions and performance targets set out in this plan will be submitted to EMAP in May, September and February. This report will be tabled at the relevant meeting of DMT in advance on the 3 reporting points each year.

3.      In addition the service will collate:
   - Action plans from every school and its Shared Community Partnership
   - CIS audit of provision
   - Policy and Planning impact and implications
   - Quarterly reports for DfES
   - DfES audit of provision
   - Questionnaires to every provider
   - Consultations with families, children and groups
   - Training evaluation forms
   - Monitoring of PI's.

# Annex: Corporate compliance statement

This section will require you to complete a standard proforma (2 pages max.), demonstrating your compliance with corporate policies on:

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

| Actions/Evidence | Deadline |
|---|---|
| **Equalities action/s** | |
| • To work with SEN service to ensure data base of settings is developed inclusively<br>• To ensure each Shared Community Partnership continues to have a supported Area Senco and that each setting has a senco.<br>• The service has made strong links with the Traveller's Education Service in order to improve access by this group of stakeholders .  Marketing and recruitment to target all ethnic groups within the City of York Council<br>• Play team and development workers to ensure services open to all users and discrimination  eliminated.  Training to enable settings to be aware of this agenda and work to eliminate discrimination.<br>• All staff to be supported equally.  Recruitment and retention of staff to actively support a wide representation of gender, ethnicity and educational needs. | Ongoing |
| **Safer City action/s** | |
| •  Street sport  and play activities are the main aspects of our plan which will support Safer City priorities.  The extended schools agenda of using schools outside the normal school day and for 52 weeks of the year by providing rich and varied activities for communities will enhance this agenda. | Ongoing |
| **Operational Risk – red risk action/s** | |
| • Staff vacancies must be filled as otherwise the work load becomes unsustainable.  DFES continue to add to targets and outcomes expected of Early Years Services and the extended schools agenda is one of the largest initiatives in recent years as it involves making relationships sustainable across the whole city.  Early Years continues to be the second largest growth industry in the country.<br>• The Early Years and Extended Schools structure to be revisited to meet these challenges. | Ongoing<br><br><br><br>May 2006 |

| **Gershon – Efficiency improvement** | |
|---|---|
| • Savings are made each year<br>• We are able to charge for consultation which is asked for by other authorities | Ongoing |
| **Competitiveness statement** | |
| • To undertake a review of the Service level agreements<br>• To continue to work in partnership with the PVI sector and maintained and other agencies<br>• To continue to benchmark our service with other authorities | July 2006<br>Ongoing<br>Ongoing |

# Service Plan for 2006/07

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

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

**Service Arm:** Culture and Lifelong Learning

**Service Plan Holder:** Charlie Croft

**Director:** Patrick Scott

*Signed off:*

**Executive Member:**

*Signed off:*

# Section 1: The service

**Service Description.**

Please provide a description of the service that you provide and the working environment within which it operates. This should include:
The City of York Council Adult and Community Education Service (CYC-ACES) is a LEA direct provider of learning opportunities primarily for adults age 19 and over. It is located within the City of York Council's Education and Leisure directorate within the Lifelong Learning arm.

ACL and FE programmes directly funded by the LSC. The former includes discrete funding for Family Learning. FE funding has been maintained at previous 2005/06 levels but funding for ACL will reduce by £60k for the academic year 2006/07.

Key partners 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
- Surestart partnership with Family Learning
- The Library Service in developing the concept of library learning 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
- '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 and key skills in literacy, numeracy and ICT
- 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 Childrens' Trust. This adds a complexity to the service in needing to meet targets that are set externally.

The service continues to operate in a very uncertain 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. 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.

# Section 2: Service Review

**Service Description.**

A major development in 2005/06 was the LSC's decision to end the FE franchising arrangement with York College and directly fund the service's FE programme. This, combined with the long-term absence through illness of the information manager, caused the service to contract with Tribal Technology to provide a managed service. The Tribal consultants are helping to ensure that management information systems are put on a firm footing during the first year of direct funding for FE.

The service undertook a review of its management structure in response to changing priorities and members approved a reorganisation of management roles in November 2005. Priorities included:

- Consolidating and growing Family Learning and Skills for Life provision. The restructure included the creation of a number of new posts and some existing temporary posts being made permanent. Family Learning and Skills for Life is the fastest growing area for the service.
- Eliminating dual roles to bring a clearer focus to curriculum management and operations management. The restructure created a new post of operations manager to ensure that centre and curriculum operations are fully standardised and made to work more efficiently. Centre administrators were upgraded to centre co-ordinators and the 0.2 curriculum support tutor roles were enhanced to 0.4 curriculum manager and curriculum co-ordinator roles.
- Consolidating ICT provision and embedding e-learning. The restructure created a full-time manager with responsibility for ICT (including e-learning developments across the service), supported by a 0.4 curriculum co-ordinator.

The service management team, now consisting of the head of service, strategic manager quality and staff development, operations manager, curriculum manager (ICT) and curriculum manager Family Learning/Skills for Life, continues to meet at least once a month to agree the strategic direction of the service and undertake forward planning and service development.

Further work with the library service has included proceeding to the next stage of submitting a capital bid to the LSC to fund a new library-learning centre at Acomb. It was also agreed that "Learning Connections" will transfer to the LEA and be jointly managed by adult education and libraries from April 2006. This will further extend the range and mode of delivery of IT and other first step provision offered by the service and locate more programmes in existing library learning centres.

There was an ALI quality monitoring inspection visit in July 2005 following which it was reported that 'the quality of provision has improved following implementation of the post-inspection development plan' (see full service SAR quality assurance report).

Information related to performance is attached as Annex 1

# Section 3: Drivers for Change

| Driver | How might this affect our service? | Source |
|---|---|---|
| LSC National funding priorities | Focus on Skills for Life and priority learners means that funding available for adult learning is shrinking, and the service is having to be more targeted.  This means that the service has to recruit more learners to hit increasingly difficult targets. | LSC Policy documents |
| Changes in funding for FE programmes | This effects many of the shorter programmes that the service has traditionally run, such as first aid and basic food hygiene. This will mean that these courses are unlikely to run. | Managing the balance and mixed of provision |
| Reduction in funding for Skills for Life programmes | This will result in a loss of funding of some £20K each year to basic skills. Whilst this will not be a net loss to the service it means that the service will have to recruit more learners onto programmes to make up the funding. Costs will therefore rise. | AS above |
| Reduction in ACL funding | The reduction of some £60k of funding is going to have an effect on the ability of the service to offer the range and number of programmes that it currently does. Some effort is going to be made to make up the funding in learner fee income but this is going to be challenging. | Indicative funding allocation. |
| Expectations of increases in fee income to all learners | 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 course content does not support the key objectives of the LSC and the national skills strategy. | Planning for success |

# Section 2: Priorities/Initiatives/Actions for 2006/07

| Outcome1 | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| **Making York More Eventful** | | | | |
| Facilitate, plan and support a citywide programme of festivals and events that makes the city and its local neighbourhoods more vibrant. | Promote York @City of Festivals established and highly visible bran events organisers and the T Board. Brand our own events with to raise awareness. | • Ensure that Learning Festival is branded as part of this initiative | April 2006 | AG |

| Outcome 2 | | | | |
|---|---|---|---|---|
| **Engaging in Learning** | **Initiative** | **Action** | **Deadline** | **Responsibility** |
| Increase the opportunities for formal lifelong learning and leisure in a range of cultural settings | Develop clear service arm performance indicators which set a base line for engagement in formal learning (base period August 2004 – July 2005) | • Contribute to the development of baseline by providing timely data as requested | April 2006 | LK |
| | Extend the use of learning tasters at events and festivals | • Review the current events and activities particularly Family Learning week<br>• Continue contributing to and leading on the Learning Festival in partnership with Learning City | May 2006 | LB/LS |
| | Implement the concept of Library learning centres offering community based learning facilities | • Work closely with the Library Service to develop the use of libraries as adult education venues<br>• Support and lead capital bids for resources as become available | Sept 2006 | Management team |
| | Run learn direct programmes across the libraries network | • Make a bid for the new contract, following the learndirect tendering process | April 2006 | AG with FW Libraries |
| | Explore the potential to develop full cost programmes | • Look at programmes that have the potential to generate large amounts of fee income and ensure that these are available across the city<br>• Develop the full cost languages programme currently with CCP and explore how that might be spread to other companies and employers<br>• Explore the potential of just after work programmes in the central library<br>• Develop a programme of full cost weekend master classes for student progression | April – June 2006<br><br>June 2006<br><br><br>July 2006<br><br>Sept 2006 | Curriculum Managers and Operations manager<br><br><br>AG<br><br>All |

| | | | | |
|---|---|---|---|---|
| Support residents into work by improving Skills for Life | Develop a whole service arm approach to Skills for life | • Run training to other services within the service arm on Skills for Life awareness<br>• Train frontline library staff on skills for life awareness training | Dec 2006<br><br>Sept 2006 | LB/AG<br><br>LB/LC |
| | Deliver the LPSA2 priority of improving literacy, numeracy and employability skills in York | • Identify and recruit staff to the programme<br>• Explore how the services current activities can support the aims and targets of the project<br>• Develop a model of referral that is clear and simple<br>• Identify appropriate resources to ensure that the project targets can be delivered. | April 2006<br><br><br>May 2006<br><br>May 2006 | AG/LB<br><br><br>Steering Group<br><br>Steering Group |
| | Implement the Vital Link initiative (enhancing the reading experience for adult learners through libraries. | • Support the implementation of the vital link by being an active partner in the initiative with the library service | | Management team |
| Provide opportunities for people to take their first step back into learning | Run taster sessions as part of a number of city wide education and cultural events | • Continue to support the learning festival | | All |
| | Ensure that progression routes are available and explicit at informal learning events and activities | • Work with other providers and the learning and heritage network to develop progression routes for suitable programmes | March 2007 | AG with FW |
| | Work with community groups and organisations to develop programmes that target groups and individuals that currently do not participate | • Develop a series of programmes specifically targeted at improving employability skills and learn to learn skills<br>• Continue to work with Surestart to develop targeted programmes<br>• Ensure that Family Learning is a key element within the development of children's centres. | July 2006<br><br><br>Ongoing<br><br>Review July 2006 | MC<br><br><br>LB<br><br>LB/AG |

| | | | | |
|---|---|---|---|---|
| Contribute to the development of a citywide learning culture | Place learning at the core of libraries, archives and museums through implementing 'Inspiring learning for all' – the national vision for learning and access | • Contribute to the development of Inspiring Learning for All as appropriate | | AG |
| | Implement the relevant recommendations from the Heritage and Learning in York report | • Implement any actions relevant from the report that are complementary to service priorities | Review July 2006 | AG |
| Increase accessibility to learning through the use of technology | Share development of the learning platform | • Work closely with Libraries to see how they will make use of the learning platform. <br> • Work with Future Prospects to see how students on the IT in the Community courses can make use of the resources on the web site. <br> • See action in outcome 9 | July 2006 <br><br> July 2006 | RL <br><br> RL |
| | Identify and work with excluded groups to bridge the digital divide | • Work closely with Future Prospects and IT in the Community to identify groups who need support and then put on programmes to support them | Oct 2006 | RL/AG |
| | Ensure that services have industry standard equipment/resources to deliver learning | • Ensure that resources from funding via infrastructure funding are used across all areas of the service | Review October 2006 | RL |
| | Ensuring people have the appropriate e skills/IT skills to access eLearning | • Explore how eLearning resources can be used more effectively in Family Learning <br> • Promote the use of the ICT flexible learning centres to all students in the service | Jan 2006 | RL/LB/LC |

| Outcome 3 | | | | |
|---|---|---|---|---|
| **Being healthy** | **Initiative** | **Action** | **Deadline** | **Responsibility** |
| Promote and increase the range of and access to High quality opportunities to encourage a culture of inclusive participation and healthy lifestyles | Ensure cross service Health and Well being programmes are embedded in the strategic plan for Active York | • As initiative | Sept 2006 | SD/MB |
| Provide sources of information to promote participation in active and healthy lifestyles | Ensure that all information on programmes that are health related are promoted effectively | • Continue to promote healthy and active lifestyle message through Health and Well Being Programmes | March 2007 | SD/MB |

| Outcome 4 | | | | |
|---|---|---|---|---|
| **Making a Positive Contribution to Local Communities** | **Initiative** | **Action** | **Deadline** | **Responsibility** |
| Work with communities to help them develop and direct their own opportunities for lifelong learning and culture. | Facilitate and support the formation and development of strong community groups able to manage their own opportunities | • Review the current curriculum offer to see if there are opportunities to develop programmes to support this area of work. | Sept 2006 | SD/AG |
| | Address language and DDA requirements be ensuring service information is provided in accessible formats. | • Make sure that information in brochures and other material used is available in a variety of formats<br>• Ensure the DDA considerations are taken into account when developing the learning platform<br>• Review enrolments and induction procedures to ensure that they are not discriminating against particular groups | Sept 2006<br><br>Oct 2006<br><br>June 2006 | AG/AW/MC<br><br>RL<br><br>AG/SD |

| Outcome 5 | | | | |
|---|---|---|---|---|
| **Taking a Pride and Pleasure in the Environment** | **Initiative** | **Action** | **Deadline** | **Responsibility** |
| | Offer courses for adults on how to make the most of your allotment garden | • Work closely with the allotments team to develop programmes that encourage the development of knowledge and skills for first time allotment holders and tenants. | May 2006 | SD/MB |

| Outcome 8 | | | | |
|---|---|---|---|---|
| **Infrastructure Planning** | **Initiative** | **Action** | **Deadline** | **Responsibility** |
| Improve the quality of and access to local cultural facilities | Support the development of Children's centres to ensure high quality learning facilities for adults | ▪ Work with Children's Centres to ensure that appropriate spaces are provided to facilitate high<br>▪ quality adult learning | Ongoing | LB |
| | Develop a network of community learning centres including schools, libraries and heritage attractions | • Work with the library service to take advantage of any capital bidding opportunities | | AG |

| Outcome 9 | | | | |
|---|---|---|---|---|
| **Support needed to achieve the outcomes** | **Initiative** | **Action** | **Deadline** | **Responsibility** |
| Attract additional resources for LL&L through a successful programme of bidding for external funding | Work jointly with other LL&L services or council departments to develop bids or funding initiatives. | • Secure funding for the flexible learning centres to ensure the mix of learning styles can be offered<br><br>• Actively seek opportunities for other funding sources including developing a full cost model | April 2006<br><br>July 2006 | AG<br><br>AG |
| Develop appropriate terms and conditions for staff within the service | Embed annualised hours contracts within Skills for Life and Family Learning. | • Identify staff with weekly teaching hours above 8 and consult with them on the introduction of new contracts<br><br>• Implement new contracts with staff as above | July 2006<br><br>Sept 2006 | AG/LB<br><br>AG/LB |
| | Look at the potential to develop annualised hours contracts across other areas within the service | • Identify staff in other curriculum areas who teach more than 8 hours per week and consult with them on the introduction of new contracts | July 2006 | AG/CMs |
| | Review the contracts and terms of conditions for the staff transferring to the council from learning connections | • As Initiative | Sept 2006 | AG |
| To make ICT services more widely available and provide access to services on line | Develop an on line booking system for all part time adult education programmes across the city | • Establish the current position with the development of an on-line booking system<br><br>• Review following above and establish the costs | July 2006<br><br>July 2006 | AG<br><br>AG |

| | Develop a learning platform | • Continue the work on developing Moodle as the Learning Platform for the service in line with the action plan | Ongoing review in Oct 2006 | RL |
| | | • Establish the overall strategy for the further development of the platform and how this is going to be taken forward once the funding is finished | July 2006 | AG/RL/All |
| | | • Explore the potential of other services and partners using the platform – implement the actions that arise from this. | Jan 2007 | RL/AG |
| | | • Explore income generation potential | Feb 2007 | RL/AG |
| | Improve the Lifelong learning and *Culture web* presence on the council website | • Establish the responsibility for this area within the job description of the Service Administrator | June 2006 | AG |
| | | • Continue to work with the web team to ensure that information on adult education | June 2006 | AG |
| To ensure continuous improvement in our services | To ensure that quality improvement is a continuous and effective process, in line with the common inspection framework | • Develop an effective OTL procedure for the flexible learning centres | Sept 2006 | MC/RL |
| | | • Continue to monitor OTL across the service to ensure that adequate observations are taking place | Sept 2006 | MC |
| | | • Develop an effective QA procedure for all contracted or partnership provision | Sept 2006 | MC |
| | | • Implement RARPA across all non accredited programmes | June 2006 | MC |
| | | • Continue to develop high quality venues to support adult learning by Reviewing the current building that the service uses | July 2006 | SD |
| | To ensure that data and management information is used to inform planning and service development | • Develop a MIS strategy and action plan to ensure effective and efficient use of data | July 2006 | LK |
| | | • Develop a cycle of data information to use in the planning of programmes | July 2006 | MC/LK |
| | | • To identify trends in data that could be used to inform planning | July 2006 | MC/LK |

# 2006/07 Performance Monitoring for Learning, Culture & Children's Services ~ Lifelong Learning & Leisure — Target Setting

| Code | Description of PI | Service Manager | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | | 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) | 07/08 Target | 08/09 Target | 04/05 Unitary Average | PI appears as a Key PI in the LLL & CS Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LPSA 10.1 | No. of adults gaining basic skills as part of the Skills for Life Strategy | Alistair Gourlay | | | | | | actual | | | | 215 | actual | | | | 290 | 350 | 372 | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| L1 | Total Number of enrolments on adult Education Provision (non-accredited) Academic year reporting | Alistair Gourlay | 5684 | 5009 | 5669 | 4954 | 5613 | actual | | | 6043 | 6043 | actual | | | | 5000 | 5500 | 5500 | | |
| | | | | | | 5700 | 5800 | profile | | | | 5600 | profile | | | | | | | | |
| L3 | Percentage retention on adult education courses (accredited) Academic year reporting | Alistair Gourlay | | 77% | 77% | 78% | 78% | actual | | | 84% | 84% | actual | | | | 79% | 84% | 85% | | |
| | | | | | | 79% | 80% | profile | | | | 79% | profile | | | | | | | | |
| L5 | Percentage retention on adult education courses (non-accredited) Academic year reporting | Alistair Gourlay | | 80% | 80% | 87% | 92% | actual | | | 94% | 94% | actual | | | | 94% | 94% | 94% | | |
| | | | | | | 81% | 90% | profile | | | | 92% | profile | | | | | | | | |
| L6 | Percentage of Learners aged over 60 Academic year reporting | Alistair Gourlay | 21.2% | 22.0% | 21.3% | 21.3% | 22.3% | actual | | | 24% | 24% | actual | | | | 24% | 25% | 25% | | |
| | | | | | 22.5% | 23% | 23% | profile | | | | 23% | profile | | | | | | | | |
| L8 | Total Number of enrolments on adult Education Provision (accredited) Academic year reporting | Alistair Gourlay | 2187 | 2646 | 2517 | 2330 | 2051 | actual | | | 2153 | 2153 | actual | | | | 1600 | 1400 | 1400 | | |
| | | | | | | 2500 | 2500 | profile | | | | 1950 | profile | | | | | | | | |
| L10 | Number of learners achieving a qualification outcome contributing to the national target for Skills for Life Academic year reporting | Alistair Gourlay | | | | | 60 | actual | | 200 | | 200 | actual | | | | 250 | 270 | 280 | | |
| | | | | | | | | profile | | | | 183 | profile | | | | | | | | |
| L11 | Numbers of learners recruited to programmes which aim to improve literacy and numeracy skills (enrolments) Academic year reporting | Alistair Gourlay | | | | | | actual | | | | | actual | | | | 359 | 400 | 410 | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| L14 | Number of learners recruited to Non Accredited Family Learning courses Academic year reporting | Alistair Gourlay | | | | | | actual | | | | | actual | | | | 1200 | 1100 | 1200 | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| L16 | Success rate on accredited programmes Academic year reporting | Alistair Gourlay | | | | | | actual | | | | | actual | | | | 69.26% | 72.00% | 73.00% | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| L20 | Percentage achievement rate on accredited programmes. Academic year reporting | Alistair Gourlay | | | | | | actual | | | | | actual | | | | 86.00% | 87.00% | 88.00% | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| L21 | Percentage of tutors observed each year through the services OTL process. Academic year reporting | Alistair Gourlay | | | | | | actual | | | | | actual | | | | 25.0% | 33.0% | 40.0% | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |

Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan

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

# 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.

Annex 2

# CYC ACES
# CENTRAL TEAM MILL HOUSE

**Head of Adult and Community Education**
Alistair Gourlay

**Strategic Manager Family Learning and Skills for Life**
Lorna Batten

**Service Administrator**
Katie Pask

**Strategic Manager Quality Assurance & Staff Development**
Mike Cooper

**Family Learning Coordinator**
Leanne Stevenson

**Childcare Manager**
Jill Lund

**Information and Resources Manager**
Louise Kelsey

**Family Learning Administrators**
Sue Ward *(part time)* 0.4

*Family Learning Administrator*
*Melissa Bryan(Part Time)0.6*

**Childcare Coordinator**
Claire Myers

**Information Assistant**
Part time 0.4
Vacant

# CYC ACES

## Operations Management Structure

Annex 2

**Head of Service**
Alistair Gourlay
tel: 554294
email: alistair.gourlay@york.gov.uk

**Curriculum Manager Planning and Operations**

Shirley Duff

**Huntington Adult Education Centre**
Huntington School
**Centre Coordinator**
**Sarah Duff**
**Administrative Assistant**
**Diane Brown**
**Frances Kendrew**

**Haxby & New Earswick Adult Ed. Centre**
Joseph Rowntree School
**Centre Coordinator**
**Joanne Edwards**
**Administrative Assistant**
**Margaret Crome**

**Clifton Adult Education Centre**
**Centre Coordinator**
**Julie Fletcher**
**Administrative Assistant**
**Pam Gill**

**Burnholme Adult Education Centre**
Burnholme Community College
**Centre Coordinator**
**Sandra Barratt**
**Administrative Assistant**
**Sue Lord**

**Fulford Adult Education Centre**
Fulford School
**Centre Coordinator**
**Bev Alexander**
**Administrative Assistant**
**Tracey Brookes**

**All Saints' Adult Education Centre**
All Saints' RC School
**Centre Coordinator**
**Angela Study**
**Administrative Assistant**
**Grace Marshall**

**Oaklands Adult Education Centre**
Oaklands School
**Centre Coordinator**
**Helen Travis**
**Administrative Assistant**
**Hazel Burton**

# CYC ACES

# Curriculum Management Structure

Annex 2

**Head of Service**
Alistair Gourlay

**Strategic Manager**
**Family Learning & Skills**
**for Life**
Lorna Batten

**Curriculum Manager**
**Planning and Operations**
Shirley Duff

**Curriculum Manager**
**ICT & Elearning**
Ray Lyall

**Outreach**
**tutors**
Fiona Himsworth
Samantha Agnew
Penny Casson
Jane Hodgson
Kay Taylor

**Curriculum Coordinator**
Lynn Coop

**Family Foundations**
**Coordinator**
Carol Thompson

Curriculum Managers
Claire Douglas Visual and
Performing Arts
Sue Maitland- Languages
Mary Bucher - Health and
Well Being

**Curriculum Coordinator**
**ICT**
Angie Padfield

**Elearning Support Tutor**
Angela Whitehall

**P/t Tutors**
Family Learning &
Skills for Life

**P/t Tutors**

**P/t Tutors**

# Section 8: Monitoring and reporting arrangements
**Section 5: 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. For longer programmes that are over 20 weeks an early impressions 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<br>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<br><br>QA Manager |
| Admin team meeting | 6 weekly | Monitoring and development of systems to support service delivery. | QA manager<br>Planning and Operations manager |
| Strategic Meeting | One per term | Review major actions within plans and check progress against action plans. | All senior manager.<br>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<br>December | Meeting to discuss and update actions in the plan and formally sign off actions | HoS and QA manager with each curriculum 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 |
| | |
| **Safer City action/s** | |
| Continue to develop a range of classes for older learners during the day | Sept 2006 |
| Expand the use of library buildings for adult and community education as safe places for communities to learn. | Sept 2006 |
| | |
| **Operational Risk – red risk action/s** | |
| Fee income target is not achieved and therefore there is not sufficient funding to support the infrastructure of the service. | Nov 2006 |
| The contract for Learndirect is not secured and therefore insufficient funding is available for flexible learning centres, which will lead to staff redundancies. | May 2006 |
| | |
| **Gershon – Efficiency improvement** | |
| The service is planning to increase the level of fee income that it collects to replace lost grant to the service. In is planned that this will be an increase on 05/06 of 20k. This will go someway toward covering the shortfall in funding for the service as a result of grant reductions. | March 2007 |
| | |
| **Competitiveness statement** | |
| The service operates within a Learning City Framework with each organisation delivering programmes that match its strengths. We work with a number of partner organisations including schools and libraries to maximise the use of their premises.<br><br>The service tenders each year for the learning for life brochure for printing. In house design of the brochure is provided free of charge to the service by York College.<br><br>The services provides funding to Future Prospects to provide an enrolment service, that can handle both telephone, and face to face service which we would not be capable of providing.<br><br>Whilst we have made no specific benchmarking with other local authorities (the benchmarking services are too expensive to take advantage of), the last time a national benchmarking exercise was carried out our cost per learning hour were average. | |

**Annex 1**

## CYC-ACES statistical overview 2004-2005

**Table 1: Number of courses delivered, compared with 2003/04**

| Funding Stream | 2004/05 | 2003/04 |
|---|---|---|
| FE | 221 | 215 |
| ACL | 504 | 470 |
| **TOTAL** | **725** | **685** |

**Table 2: Learner enrolments, compared with 2003/04**

| Funding Stream | 2004/05 | 2003/04 |
|---|---|---|
| FE | 2153 | 2051 |
| ACL | 6043 | 5613 |
| **TOTAL** | **8196** | **7664** |

**Table 3: CYC-ACES curriculum areas - courses delivered compared with 2003/04**

| CYC Area | No. of courses | | No. of enrolments | | Total taught hours | |
|---|---|---|---|---|---|---|
| | 2004/05 | 2003/04 | 2004/05 | 2003/04 | 2004/05 | 2003/04 |
| Visual & Perf Arts | 216 | 220 | 2782 | 2634 | 4127 | 4657 |
| ICT | 104 | 105 | 939 | 998 | 3256 | 3581 |
| FL/SfL | 149 | 105 | 1288 | 858 | 4749 | 3206 |
| Academic Studies | 23 | 26 | 295 | 362 | 948 | 1322 |
| Health/Wellbeing | 151 | 147 | 1872 | 1806 | 2542 | 2628 |
| MFL | 82 | 82 | 1020 | 1006 | 2929 | 3052 |
| | **725** | **685** | **8196** | **7664** | **18551** | **18446** |

**Table 4: Retention by CYC-ACES curriculum area, compared with 2003/04**

| CYC Area | %Retention (FE) | | %Retention (ACL) | |
|---|---|---|---|---|
| | 2004/05 | 2003/04 | 2004/05 | 2003/04 |
| Visual & Perf Arts | 73% | 84% | 96% | 93% |
| ICT | 86% | 87% | 96% | 97% |
| FL/SfL | 89% | 66% | 80% | 83% |
| Academic Studies | 67% | 62% | 96% | 85% |
| Health/Wellbeing | 85% | 89% | 94% | 93% |
| MFL | 78% | 76% | 96% | 91% |

**Table 5: Achievement by CYC-ACES curriculum area - 2003/04 compared with 2002/03**

| CYC Area | Achievement rate (Achievers/Comp) | | Success rate (Achievers/Starters) | |
|---|---|---|---|---|
| | 2004/05 | 2003/04 | 2004/05 | 2003/04 |
| Visual & Perf Arts | 83% | 86% | 61% | 67% |
| ICT | 72% | 84% | 62% | 73% |
| FL/SfL | 93% | 82% | 82% | 67% |
| Academic Studies | 77% | 73% | 52% | 53% |
| Health/Wellbeing | 90% | 86% | 76% | 75% |
| MFL | 92% | 88% | 72% | 71% |

**Table 6: Observation of teaching and learning grades, 2004/05**

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | No Grade (New Tutor) | Total |
|---|---|---|---|---|---|---|---|---|---|
| Visual & Performing Arts & Design | 0 | 4 | 2 | 1 | 0 | 0 | 0 | 1 | 8 |
| ICT & Business | 2 | 3 | 5 | 0 | 0 | 0 | 0 | 3 | 13 |
| Family Learning / Skills for Life | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 6 | 7 |
| Modern Foreign Languages | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 7 | 11 |
| Academic Studies | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 4 |
| Health, Well-being & Leisure | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 5 | 8 |
| Total | 3 | 10 | 11 | 2 | 2 | 0 | 0 | 23 | 51 |

## 4. The self-assessment process

A template of self-assessment questions and sources of evidence is provided for managers who are responsible for writing self-assessment reports.  The template is based on the five key questions of the Common Inspection Framework.  Evidence that can be used for self-assessment is collected throughout the year from sources such as observation reports, learner satisfaction questionnaires and the learner and tutor summative assessments of individual learner progress that go to curriculum managers.
Added to this is the data on participation, retention and achievement provided by the service's information manager.

Curriculum managers use all the data available to draft their area of learning reports.  Other tutors in the area of learning team who undertake observations, internal moderation and mentoring roles may also contribute to the first draft.  A series of validation meetings are held and then the final area of learning reports are submitted and development plans are updated.  The area of learning reports inform the content of the leadership and management reports, including contributory sections on quality assurance and equality of opportunity.

In theory, at the same time that this process is taking place, the three-year development plan and one-year service action plans are being reviewed.  Until now however, most of this has happened after the self-assessment report has been written.  The aim in future is for each of these processes to feed into the other.

## 5. Self-Assessment grades

| | |
|---|---|
| Leadership & Management<br><br>Contributory grades:<br>• Equal Opportunities<br>• Quality Assurance | 3<br><br><br>3<br>3 |
| Visual and Performing Arts & Design | 3 |
| ICT & Business | 3 |
| Family Learning & Skills for Life | 2 |
| Academic Studies | 3 |
| Health and<br><br>Well-Being | 3 |
| Modern Foreign Languages | 2 |

# Service Plan for 2006/07

| | |
|---|---|
| **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.

- 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

# Service Plan 2006-07

## Section 2: Service Review

The former Education and Leisure Finance has worked to develop and secure the financial management systems operating across the department. The former department had 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 new directorate.

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 has restructured to respond to the needs expressed by schools. Service development has included: school bursar programme, training routes for Accounting Technicians and developing the school business manager programme. More schools are buying into the increased level of services offered.

Significant new financial management challenges have been addressed. In 2005/06 these have included the implementation of a new school funding formula, accounting for PFI, a new national funding regime for schools, the Financial Management Standard in Schools (FMSiS), changes in the way early years, SureStart, children's centres and adult education are being funded, the integration of children's social services and the monitoring of a large and complex capital programme. Key spending pressures for 2006/07 are likely to be out of city placements, home to school transport, centrally retained LA services funded from government grants which have now been frozen, the consequences of the ceasing of the Safeguarding Children 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/ |
| Creation of the new directorate | Integration of budgets and all financial systems plus support for other services as they come together | Local priority |

## Section 4: Priorities/Initiatives/Actions for 2006-07

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| **Support Needed to Deliver the Outcomes** | | | | |
| **Priority 1:** **To develop high quality leadership in the directorate at all levels, capable of managing the change to Children's Services** | Continuing integration of budgets and other financial management arrangements for the new directorate | Review departmental support budgets and recharges | Aug 06 | RH |
| | | Departmental budget monitoring review – integrate former community services and chief execs areas | Sep 06 | KF |
| | | Review departmental ordering processes – purchase orders etc. | Mar 07 | tbc |
| | | Review FMS cost centre structure – re new directorate and DSG changes | Aug 06 | RH |
| **Priority 2:** **To provide effective support for staff in making changes to the way in which children's services are delivered** | Review the Financial Training offered to schools | Focus training on procedures as well as IT skills, i.e. CFR and Financial Regulations. | Mar 2007 | LB |
| | | Consider how we can best support schools in accessing external funding | Mar 2007 | LB |
| | Implement new team structure | Complete recruitment to all posts | Sep 06 | RH |
| **Priority 3:** **To ensure that the use of resources is driven by** | FMSiS: Raise awareness and equip school staff and governors to meet the Standard. | Create and deliver initial training course for staff and governors | March 2007 | LB |
| | | On-going training of staff and governors | March 2007 | LB |

| policy and that, wherever possible, funding is channelled from crisis management to early intervention | | Regular update information to be disseminated to LA personnel | March 2007 | LB |
|---|---|---|---|---|
| | Raise awareness of Centre for Procurement Performance with schools | Training for Finance teams | Sept 2007 | LB |
| | | Contribute to regional meetings | March 2006 | LB |
| | | Share best practice with schools | Sept 2007 | LB |
| | 3 Year budgets for schools | Liaise with EDS colleagues to investigate how the finance plan can be more closely aligned to the SIP | Mar 2007 | LB |
| | | Review SLA with implementation of three year budgets | Dec 2007 | LB |
| | Delivery of 2006/07 savings and growth items | Regular monitoring of progress | On-going | KF |
| | Consider opportunities for redirection of DSG resources to early intervention | Review S52 statement in light of new funding regime, DSG etc. | Sep 06 | MB |
| | Medium Term Financial Planning | Continue to develop the departmental medium term budget | On-going | RH |
| | DfES Consultation on funding regime from 2008/09 onwards | Consider the consultation proposals including supporting the schools forum | Jul 06 | RH |
| | LMS Scheme review in light of DfES consultation | Consider the consultation proposals including supporting the schools forum | Jul 06 | LK |
| **Priority 5:** **To establish systems for transacting business that are focused on the needs of the customer and capable of responding to the needs of communities** | Electronic communication with schools | Identify appropriate areas for e-communication | Sept 2006 | LB |
| | | Develop systems to facilitate consultation with schools and MIS | March 2007 | LB |
| | | Implement e-Comm systems | Sept 2007 | LB |
| | | Collaborate with NCSL to set up a York Bursars' area on their Talk2Learn network. | Dec 2007 | LB |
| | | Work with CPD Manager to consider best way forward. | Dec 2007 | LB |
| | Review processes for funding transfers to schools | BAFS and remit system FMS codes School notification etc | Mar 07 | LK |

| | | Review school loans scheme in light of DSG and prudential borrowing | | |
|---|---|---|---|---|
| **Priority 6:** <br> **To establish systems for transacting business that are focused on the needs of the customer and capable of responding to the needs of communities** | Equip school personnel with knowledge and skills to manage finances of extended schools' activities. | Provide schools with financial guidance to structure processes to ensure financial propriety. | Sept 2006 | LB |
| | | Provide training to school staff and governors | Dec 2007 | LB |
| **Provide support to other corporate and departmental initiatives** | | | | |
| | CPA use of resources | Provide financial support and advice | On-going | RH |
| | Westside review | | | RH |
| | LPSA2 | | | Tbc |
| | Integrated Children's Centres | | | Tbc |
| | Youth Service agenda for change | | | KF |
| | Oaklands Sports Centre Partnership | | | RH |
| | Whole of Government Accounting | | | RH |
| | Foster payment rates – national consultation outcome | | | KF |
| | ISIS Replacement | | | KF |
| | Funding of school improvement partners | | | MB |
| | Home to School Transport – new IT system ED act 2006 issues | | | KF |
| | Replacement FMS | | | RH/LB |
| | HR/CPDMerger | | | Tbc |
| | Library Service Restructure | | | Tbc |
| | Learning Connections transfer of company to CYC | | | Tbc |
| | School Meals | | | RH |

| | School Grounds Maintenance Contract | | | RH |
|---|---|---|---|---|
| | School cleaning and caretaking contract | | | RH |
| | PFI Scheme internal billing | | | RH |

| Code | Description of PI | Service Manager | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | | 05/06 1st Monitor (4 mths) | 2nd Monitor (7 mths) | 3rd Quarter/Term | 3rd Mon Target (Whole Year) | | 06/07 1st Monitor (4 mths) | 2nd Monitor (7 mths) | 3rd Quarter/Term | 3rd Mon Target (Whole Year) | 07/08 Target | 08/09 Target | 04/05 Unitary Average | PI appears as a Key PI in the CS Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F7 | Primary School Revenue Reserves as a % of Primary School ISB Budget Share | Richard Hartle | | | 12.6% | 10.3% | 11.3% | actual | | | | | actual | | | | 5% - 8% | 5% -8% | 5% -8% | | SP 2 |
| | | | | | | | 5% - 10% | profile | | | | 5% - 9% | profile | | | | | | | | |
| F8 | Secondary School Revenue Reserves as a % of Secondary School ISB Budget Share | Richard Hartle | | | 2.3% | 2.6% | 3.5% | actual | | | | | actual | | | | 2% - 5% | 2% - 5% | 2% - 5% | | SP 2 |
| | | | | | | | 2% - 5% | profile | | | | 2% - 5% | profile | | | | | | | | |
| 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 | actual | | | | | actual | | | | 55% | 60% | 65% | | |
| | | | | | | | | profile | | | | 50% | profile | | | | | | | | |
| 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% | actual | 71% | 70% | 70% | | actual | | | | 70% | 75% | 80% | | SP 2 |
| | | | | | | | | profile | 65% | 65% | 65% | 65% | profile | 70% | 70% | 70% | | | | | |

Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan

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

## 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

**Learning, Culture and Children's Services Finance - Staffing Structure (from April 2006)**

```
                          Assistant Director Resource Management
                                          |
                                    Head of Finance
```

| Responsible For: Financial (and other) Support & Advice - to all schools that buy in through the Traded Service | Responsible For: ISB & other Devolved Funding LEA monitoring of financial performance All other 'non traded' school services | Responsible For: School Improvement & Staff Development Capital Programe Standards Fund | Responsible For: Access & Inclusion Children & Families Revenue Budget Coordination | Responsible For: Lifelong Learning & Culture Resource Management |
|---|---|---|---|---|
| School Financial Support Manager PO6-12 | School Funding & Monitoring Officer PO6-9 | Principal Accountant PO12-15 | Principal Accountant PO12-15 | Accountant PO6-12 |
| School Finance/Business Officers x 5 fte PO1-4 | Accounting Technician Scale 5 - PO4 | Accounting Technician Scale 5 - PO4 | Accounting Technican x 2 fte Scale 5 - PO4 | Accounting Technician Scale 5 - PO4 |
| School Peripatetic Bursars x 4 fte Scale 5 - SO1 | Finance Clerk Scale 2 - 4 | Trainee Technician Scale 3 - 5 | Senior clerk 0.5fte Scale 5 | Trainee Technician Scale 3 - 5 |

# 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<br>Forward planning and main decision making forum<br>Prioritisation of work and resources<br>Budget monitoring and project planning | Richard Hartle<br>Mike Barugh<br>Katherine Finnie<br>Linda Brook<br>Libby King<br>AN Other |
| Education and Leisure Finance Team meeting | Monthly | 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. | Schools Traded team<br>School Funding team<br>LL&L/RM team<br>A&I/C&F team<br>SI&SD/CP/SF team |
| 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)<br>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

This section will require you to complete a standard proforma (2 pages max.), demonstrating your compliance with corporate policies on:
- Risk management
- Gershon savings and competition
- Equalities
- Community safety (section 17)

| Actions/Evidence | Deadline |
|---|---|
| **Equalities action/s** | |
| 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:<br>• improve access by particular stakeholders.<br>• reduce or eliminate discrimination<br>• support staff equalities<br><br>Please check any relevant departmental or service Equalities Impact Assessments (EIA) | 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** | |
| 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.<br><br>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.<br><br>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). | 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** | |
| 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.<br><br>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. | When do you expect to complete the action or improvement? |
| Reviewing new directorate's budget monitoring procedures | Sep 06 |
| The service continues to operate with limited capacity.  Service delivery depends upon the good will and professionalism of key staff. | |

| 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.<br><br>A completed example of both has been provided to help you.  Where applicable, financial amounts should also be provided. | When do you expect to achieve the efficiency improvements by? |
| The restructure of the finance service from April 2006 is expected to generate a cashable efficiency saving of £5k in 2006/07 | Apr 06 |
| | |

| Competitiveness statement | |
|---|---|
| Please provide a statement to demonstrate that your service is competitive. This might be examples of one or more of the following:<br><br><ul><li>Tendering or procurement exercise for all or part of your service provision.</li><li>Delivering services in partnership.</li><li>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).</li><li>Benchmarking: comparative performance and costs with other authorities or like-for-like organisations</li></ul>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<br><ul><li>- Market testing exercises such as the annual Audit Commission (AC) survey to schools to ensure VFM and effectiveness.</li><li>- National benchmarking of service through AC schools survey</li><li>- Evaluation of training programmes through CPD feedback system ensures effectiveness of service</li></ul>      - Carry out and respond to user feedback through surveys<br>    - | |

# Service Plan for 2006/07

**Service Plan for:**   **Planning and Resources**

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

**Service Arm:**   **Resources Management**

**Service Plan Holder:**   **M E Tansley**

**Director:**   **Patrick Scott**

*Signed off:*

**Executive Member:**

*Signed off:*

# Section 1: The service

**Service Description.**

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 Education and Leisure 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 and with external bodies as well as managing and co-ordinating the democratic process.

Contract Monitoring

    Offer a monitoring service to schools for catering, cleaning, caretaking and grounds maintenance and the monitoring of the operational element of the PFI contract.

Planning and Development

    Continuing development and implementation of the Education Asset Management Plan and schools capital programme, using formulaic allocations and bidding for other funds where opportunities arise.

Policy

    Planning school places, admissions policy, production of the School Place Planning element of the Single Education Plan, support to the Local Admissions Forum and management of the School Organisation Committee.

# Section 2: Service Review

**Service Description.**

Please provide an analysis of the work of your service paying particular attention to performance against PIs, APA judgements, contribution towards the outcomes, progress since previous year (no more than 2 sides of A4). Services making a contribution to the Children's Services Plan should summarise here the draft submission that they will make to the APA to be completed in May 2006.

Outcome 1: Being Healthy
- School meal menus meet or exceed the Nutritional Standards with reduced fat, sugar and salt content
- Travel plans supported at ** schools

Outcome 6:  School Place Planning
- Updated conclusions and recommendations accepted by SOC and LAF
- Action plans on 25%
- Section 106 funds under improved control
- Contributed to the successful launch of the Extended Schools Initiative, including the handbook, DVD and guide to schools.
- Working with a range of colleagues and funding streams to develop the identified ICCs.
- Feasibility study on Tang Hall Primary undertaken
- Adnission limits
- Partnership arrangement in place for school cleaning and caretaking contract.
- 2 of the new PFI schools operational with HMCC due to open after Easter.
- Further round of departmental accommodation moves accomplished.

Outcome 8:
- AMP data and criteria updated.
- New AMP handbook published and distributed.
- Access audits completed, recorded and used to inform access improvement works.
- All 3 TCF bids successful, bringing over £22m of new funding into the City
- 2 construction partnerships in place
- AMP data submitted to DfES successfully validated

Outcome 9:
- milk subsidy returns now submitted by email
- limited low-budget CAD package used to generate school floor plans where changes have been made to the building layout.

# Section 3: Drivers for Change

| Driver | How might this affect our service? | Source |
|---|---|---|
| Restructured directorate | Changing ways/places of working to respond to directorate changes and requirements, including working with external partners, multiple funding streams, cross-boundary co-operation etc. | 'Every Child Matters' structural and operational requirements |
| Children's Service | Additional responsibilities for Children's Service buildings | |
| Integrated Children's Centres | Requirement to work with colleagues across the Directorate to deliver a further 5 CCs within time and budget | |
| Extended Schools | May bring many more conversion and change of use projects forward<br>Will change the way school capacity and viability are measured and judged | DfES requirement for all schools to offer at least core extended services by 2010 |
| Other Govt policy | Work required to ensure readiness to deliver BSF and the Primary strategy<br>Manage school organisation implications of the White Paper<br>Gershon – I don't know how this will work, but get the feeling that it could be cuts in wrapping paper | DfES criteria<br><br>Education Act 2006<br>Gershon efficiency savings |
| Capital programme | Capacity to deliver programme within time and budget approvals, working with the restructured Property Service<br>Different ways of working as more of the programme is delivered via construction partnerships and then a move to a framework partnership. | Local approvals<br><br>'Rethingking Construction' and DfES regs |

# Section 4: Priorities/Initiatives/Actions for 2006/07

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| **Outcome 1:**<br>**Being healthy in York** | | | | |
| Priority 1:<br>To improve the physical health and well being of all children and young people | Improve the quality of school meals by establishing a School Initiatives Fund, increasing the amount of money spent on food and training kitchen staff<br><br>Work with schools and other colleagues to support activities that promote healthy lifestyles | • Targeted School Meals Grant, in conjunction with Kitchen Improvement funding earmarked by the LA, used to promote healthy eating.<br>• Ensure that the views of schools are reflected in the negotiation of school meals price and contract arrangements<br>• Work with contractor to ensure menus reflect new guidelines on Nutritional Standards in school meals, including nutritional breakdowns and 3-week menu cycle.<br>• Continue work on healthy eating promotion in co-operation with the Healthy Schools Co-ordinator.<br>• Work with colleagues in highways and schools to contribute towards school travel plans that reduce car dependence and encourage walking and cycling. | Ongoing<br><br>March 2007<br><br>September 2006<br><br>Ongoing<br><br>Ongoing | BK<br><br>BK<br><br>BK<br><br>BK<br><br>AE/MO'C |
| **Outcome 3:**<br>**Enjoying and achieving in York** | | | | |
| Priority 8:<br>To provide support for schools working to extend provision beyond the normal school day | Support the next phase of the Extended Schools Strategy<br><br>Support the development of | • With the other Extended Schools Remodelling Consultants, deliver the remodelling training to all York schools and their partners<br>• Ensure the capital programme scoring criteria adequately reflects the needs of school buildings to respond to becoming extended schools | March 2007<br><br>July 2006 | MET<br><br>AE/MO'C/MET |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| | Integrated Children's Centres | and/or Integrated Children's Centres | | |
| **Outcome 5:**<br>**Achieving Economic Well-being** | | | | |
| Priority 1:<br>To delevop vocational learning as an entitlement for all 14-19 year olds | Establish the 14-16 vocational skills centre at Danesgate to provide supported training opportunities for up to 150 vulnerable young people before they move on to education, employment and training opportunities | • Continue to work with the Skills Centre steering group to successfully translate the training outcomes required into a new facility that can deliver those opportunities.<br>• Work with colleagues to respond to identified need for facilities to provide vocational training in other locations | March 2009<br><br><br><br>Ongoing | CMcC/MO'C/MET<br><br><br><br>P&D team |
| **The support that is needed to deliver the outcomes** | | | | |
| Priority 5:<br>To establish systems for transacting business that are focused on the needs of customers and capable of responding to the needs of communities | Improve the way in which the CYC website provides information about children's services. | • Contribute to the delivery of the CYC Customer Contact Centre<br>• Support the consolidation of a complaints procedure across the new Directorate<br>• Contribute to the presentation of LCCS on CYC, LCCS and YorOK websites<br>• Develop a LCCS communication group based on intranet use | Ongoing<br><br>September 2006<br><br>March 2007<br><br>September 2006 | AL/PR<br><br>AL/PR<br><br>AL/PR<br><br>AL/PR |
| Priority 6:<br>To create a firm foundation for the delivery of effective services | Establish 8 Children's Centres to serve the areas of greatest disadvantage in the City.<br><br>Make the best possible use of school buildings | • Work with colleagues to develop buildings that deliver the required facilities within the available budget at each of the remaining CCs.<br><br>• In the role of ESRC, encourage and support schools to offer extended services and achieve | December 2009<br><br><br><br>March 2007 | P&D<br><br><br><br>MET |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| | to serve the needs of communities | at least the core offer by 2010 | | |
| | | • Develop a bidding process that allows students to make a direct contribution to change in their schools by access to the capital programme. | April 2006 | MO'C |
| | | • Formalise and document the priority of accessibility by producing an access statement for every capital project. | Ongoing | CMcC |
| | | • Provide recycling facilities within capital projects where that is appropriate. | Ongoing | P&D |
| | | • Create a process that ensures all building changes are reflected in the database. | September 2006 | JW/P&D |
| | Help schools make the necessary modifications to their buildings and working practices to provide extended services. | • Review the AMP criteria to ensure the need for extended schools is reflected | April 2006 | P&D/MET |
| | Complete the review of secondary education in the west side of the City and begin implementing proposals. | • Implement the decision of the School Organisation Committee and the Manor Governing Body with regard to the future of secondary education in the west of the City. | September 2007 | MET |
| | | • Work with colleagues in the schools, Council and Diocese to provide buildings fit for the new schools | September 2009 | MET/P&D |
| | Support re-organisation of primary education where necessary, including moves to merge and federate schools where there are clear benefits. | • Continue to support existing federations, seeking funding to enable a further move to amalgamation where appropriate. | ongoing | MET |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| | Review and agree criteria for prioritising capital programme | • review criteria to ensure that it reflects the 5 outcomes and supports extended schools, agree with JCG and take to EMAP for approval | September 2006 | P&D |
| | Develop appropriate spaces for adult learning. | work with Adult and Community Education and Library Services to implement decisions on capital expenditure. | Ongoing | P&D |
| | Work with secondary schools to support capital investment in vocational programmes of learning. | Work with 14-19 and other secondary advisors to develop a City-wide strategy for vocational training and use capital investment to provide suitable facilities in appropriate locations | Ongoing | P&D |
| | Deliver the existing capital programme and seek new sources of capital funding. | • Conduct a bidding round with schools, score and prioritise the bids to form a capital programme for the three years 2007-08 to 2009-10. | July 2006 | P&D |
| | | • Prepare for BSF by ranking all secondary schools in priority order for redevelopment and/or refurbishment having regard to condition, suitability, sufficiency, deprivation and standards and having the criteria for that ranking approved | March 2007 | MET/Team |
| | | • Prepare for Every Child Matters: Primary Capital Strategy, by ranking all primary schools in priority order for redevelopment and/or refurbishment having regard to condition, suitability, sufficiency, deprivation and standards and having the criteria for that ranking approved | March 2007 | MET/Team |
| | | • Research and apply for all funding | Ongoing | MET/Team |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| | | opportunities offered<br>• Work towards the establishment of a framework partnership in preparation for the Primary Capital Strategy and BSF | March 2009 | MET/Property Services |
| | Undertake the annual review of School Places during each Spring term and use the information arising from it to make recommendations concerning the supply of places in areas and individual schools | • Continue to work on improvements to projection based reviews of local supply and demand to enable long-term (10-15 year) forecasts, required for BSF and the Primary programme, to be soundly based.<br>• Implement the new statutory process at local level following the implementation date of the Education and Inspections Bill 2006.<br>• Expand AMP data and quality controls to improve range and accuracy of information available for reviews.<br>• Work with colleagues to ensure LCCS interests represented in the rollout of corporate AMP software.<br>• Contribute to development of a GIS Information Hub for mapping within the City.<br>• Publish annual updates of conclusions and recommendations relating to school place planning along with the underlying data. | Ongoing<br><br><br><br>September 2006<br><br><br><br>March 2007 | JW<br><br><br><br>JW<br><br><br><br>JW |
| | Develop the role of the School Organisation Committee in order for it to be more secure in challenging the recommendations arising from the annual review. | • Formalise and document the changing roles and relationships between School Organisation Committee (SOC) and Local Admissions Forum (LAF) in the light of the 2006 Education Act.<br>• Report to SOC and LAF at each update | October 2006<br><br><br><br>Termly | JW/MET<br><br><br><br>JW/MET |
| | Establish feasibility of potential school | • Prepare an analysis of demand compared with capacity at every pupil census, highlighting | September 2005 and January | JW |

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| | reorganisations involving capital expenditure to ensure that prompt decisions are reached on the basis of robust information. | schools where significant numbers of surplus places are forecast.<br>• Report on surplus places to Strategy Team following each analysis.<br>• Prepare action plans to reduce capacity in schools with a surplus exceeding 25%<br>• Improve handling of issues surrounding Section 106 planning gain in co-operation with colleagues across the Council | 2006<br><br>September 2005 and January 2006<br>June 2005<br><br>November 2005 | <br><br>JW<br><br><br>JW/MET<br><br>JW |
| | Look for ways to increase the forward projection of school rolls by accessing other data sets, for instance GP and Early Years records | • Improve communication with other population data users, agree protocols for exchange of data and use data in accordance with those principles<br>• Work with colleagues to develop a GIS Information Hub | November 2005<br><br><br>November 2005 | JW/MET<br><br><br><br>JW/MET |

# 2006/07 Performance Monitoring for Learning, Culture & Children's Services ~ Planning & Resources    Target Setting
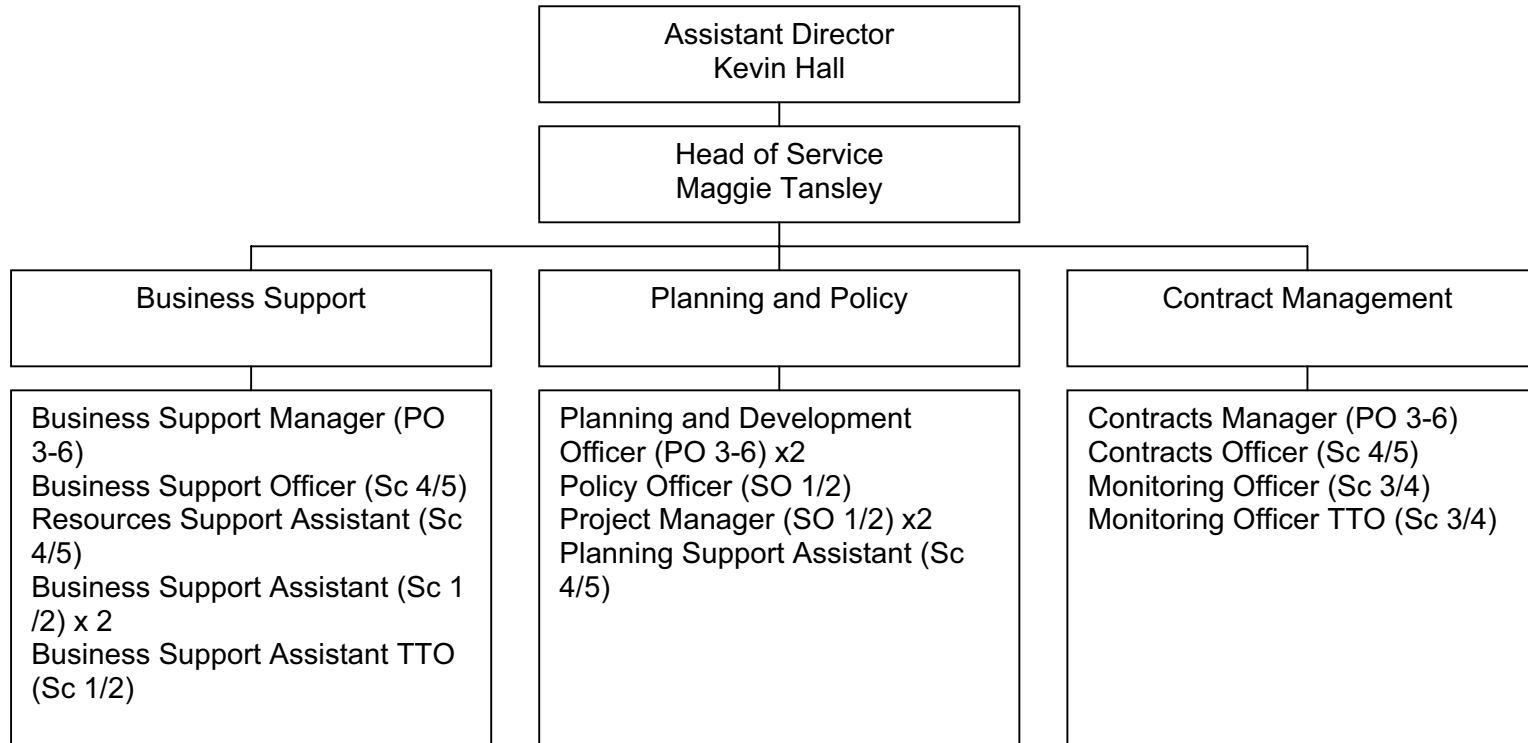
| Code | Description of PI | Service Manager | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | | 05/06 1st Monitor (4 mths) | 2nd Monitor (7 mths) | 3rd Quarter/Term | 3rd Mon Target (Whole Year) | | 06/07 1st Monitor (4 mths) | 2nd Monitor (7 mths) | 3rd Quarter/Term | 3rd Mon Target (Whole Year) | 07/08 Target | 08/09 Target | 04/05 Unitary Average | PI appears as a Key PI in the CS Plan |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| P8 | Percentage of primary schools with 25% or more of their places unfilled | Maggie Tansley | 10.2% | 10.5% | 20.4% | 22.2% | 14.8% | actual | | | | | actual | | | | 14% | 13% | 12% | 13.85% | SP 1 |
| | | | | | 14% | 18% | 18% | profile | | | | 16% | profile | | | | | | | | |
| P9 | Percentage of secondary schools with 25% or more of their places unfilled | Maggie Tansley | 0% | 0% | 9% | 18.2% | 9.1% | actual | | | | 9.1% | actual | | | | 9.1% | 9.1% | 9.1% | 9.70% | SP 1 |
| | | | | | 0% | 9.1% | 18.2% | profile | | | | 9.1% | profile | | | | | | | | |
| P10 | % of primary schools oversubscribed (@ PLASC) | Maggie Tansley | | | 28% | 15% | 15% | actual | | | | 20% | actual | | | | 20% | 18% | 16% | | SP 1 |
| | | | | | | | | profile | | | | | profile | | | | | | | | |
| P11 | % of secondary schools oversubscribed (@ PLASC) | Maggie Tansley | | | 27% | 55% | 18% | | | | | 27% | actual | | | | 27% | 18% | 18% | | SP 1 |
| | | | | | | | | | | | | | profile | | | | | | | | |
| P12 | % of schools with an A rating recording the unsuitability to teach the curriculum (bi-annual survey) | Maggie Tansley | | | | | | | | | | 31.0% | actual | | | | | 25.0% | | | SP 1 |
| | | | | | | | | | | | | | profile | | | | | | | | |
| P6 | The percentage of primary school classes with more than 30 pupils in Years 3 to 6 | Maggie Tansley | 27% | 22.5% | 20.9% | 22.7% | 25.5% | actual | | | | 50% | actual | Information only, to maintained and monitored on a yearly basis | | | | | | | |
| | | | | | 23% | 21% | 20% | profile | | | | 20% | profile | | | | | | | | |
| P1 | Percentage of primary classes with more than 30 children for reception to Year 2 inc | Maggie Tansley | 0% | 0% | 2.7% | 2.8% | 2.5% | actual | | | | 5.1% | actual | | | | 0% | 0% | 0% | | |
| | | | | | 0% | 0% | 0% | profile | | | | 0% | profile | | | | | | | | |
| P2 | Number of recorded defaults raised during school meals monitoring | Maggie Tansley | | 2 | 3 | 8 | 2 | actual | 0 | 0 | 0 | | actual | | | | 5 | 4 | 4 | | |
| | | | | | 1 | 4 | 10 | profile | 1 | 1 | 2 | 3 | profile | 1 | 3 | 1 | | | | | |
| P3 | % of pupils taking a school meal in primary schools | Maggie Tansley | | 34.3% | 37% | 38.1% | 35.6% | actual | 34% | 30% | 33% | | actual | | | | 33% | 34% | 35% | | |
| | | | | | 35% | 35% | 38% | profile | 33% | 32% | 31% | 35% | profile | 31% | 32% | 33% | | | | | |
| P4 | Numbers of schools (in contract) not getting 95% pass rate for school cleaning | Maggie Tansley | 15 | 9 | 21 | 16 | 24 | actual | 11 | 13 | 21 | | actual | | | | 22 | 20 | 20 | | |
| | | | | | 6 | 12 | 14 | profile | 8 | 15 | 19 | 24 | profile | 8 | 14 | 22 | | | | | |
| P5 | Nos. of schools with a D rating recorded for any condition element | Maggie Tansley | | | 8 | 4 | 14 | actual | 3 | 3 | 0 | 3 | actual | | | | 3 | 3 | 2 | | SP 3 |
| | | | | | 8 | 6 | 4 | profile | 11 | 7 | 4 | 4 | profile | 3 | 3 | 3 | | | | | |
| P7 | Total Education capital spend per year | Maggie Tansley | | | | £8.562m | £11.206m | actual | £3.6m | £4.966m | £6.241m | | actual | | | | £10m | £10m | £10m | | |
| | | | | | | | £10.800m | profile | £4m | £7m | £9m | £11.537m | profile | | | | | | | | |

Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan

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

# Section 6: Financial resources

# Section 7: Human resources

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

```
                    ┌─────────────────────────┐
                    │   Assistant Director    │
                    │      Kevin Hall         │
                    └─────────────────────────┘
                               │
                    ┌─────────────────────────┐
                    │    Head of Service      │
                    │    Maggie Tansley       │
                    └─────────────────────────┘
```

| Business Support | Planning and Policy | Contract Management |
|---|---|---|
| Business Support Manager (PO 3-6)<br>Business Support Officer (Sc 4/5)<br>Resources Support Assistant (Sc 4/5)<br>Business Support Assistant (Sc 1 /2) x 2<br>Business Support Assistant TTO (Sc 1/2) | Planning and Development Officer (PO 3-6) x2<br>Policy Officer (SO 1/2)<br>Project Manager (SO 1/2) x2<br>Planning Support Assistant (Sc 4/5) | Contracts Manager (PO 3-6)<br>Contracts Officer (Sc 4/5)<br>Monitoring Officer (Sc 3/4)<br>Monitoring Officer TTO (Sc 3/4) |

# 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.

- Weekly Managers Meetings and monthly Team Meetings, outcomes noted
- Regular Service Planning and Review days for whole team
- Regular progress meetings on every project
- Monthly capital programme review
- Regular progress meetings on every project
- Monthly capital programme review Regular progress meetings on every project
- Monthly capital programme review
- Quarterly reporting on the capital programme to EMAP
- Regular reports to each meeting of SOC and LAF
- Audit Commission annual survey of schools
- Monthly PFI contract monitoring meetingsl
- Termly monitoring of other contracts
- Annual contract client satisfaction surveys

# Annex: Corporate compliance statement

This section will require you to complete a standard proforma (2 pages max.), demonstrating your compliance with corporate policies on:

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

| Actions/Evidence | Deadline |
|---|---|
| **Equalities action/s** | |
| 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:<br><br>   • improve access by particular stakeholders.<br>   • reduce or eliminate discrimination<br>   • support staff equalities<br><br>Please check any relevant departmental or service Equalities Impact Assessments (EIA) | When do you expect to complete the action or improvement? |
| • Introducing pupil choice in the capital programme<br>• Access Statement for every project | July 2006<br>September 2006 |
| | |
| **Safer City action/s** | |
| 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.<br><br>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.<br><br>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). | When do you expect to complete the action or improvement? |
| • | |
| | |
| **Operational Risk – red risk action/s** | |
| 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.<br><br>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. | When do you expect to complete the action or improvement? |
| | |
| | |
| **Gershon – Efficiency improvement** | |
| Please list (in bullet point or table format) any efficiency improvements your | When do you |

| | |
|---|---|
| service intends to make over the next 1-3 years.  These can be 'cashable' and/or 'non-cashable' efficiency improvements.<br><br>A completed example of both has been provided to help you.  Where applicable, financial amounts should also be provided. | expect to achieve the efficiency improvements by? |
| • Negotiate fee rates for the capital programme to achieve better value | March 2007 |
| | |
| **Competitiveness statement** | |
| Please provide a statement to demonstrate that your service is competitive.  This might be examples of one or more of the following:<br><br>    • Tendering or procurement exercise for all or part of your service provision.<br>    • Delivering services in partnership.<br>    • 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).<br>    • Benchmarking: comparative performance and costs with other authorities or like-for-like organisations | |

# Service Plan for 2006/07

**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:*

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# Section 1: The service

**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
- 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.

# Section 2: Service Review

**Achievements in 2005/06 include:**

- Further round of accreditation of ICT providers successfully completed
- Further content for the Broadband network purchased on behalf of schools
- Revised Directorate ICT strategy completed
- 7 IT Development bids for important new systems in the Directorate agreed as part of corporate development plans
- Successfully supported St Barnabas school through ICT procurement for new PFI build
- Supported the ICT requirements of the PFI builds
- Provided in-house support and advice to Education planning team regarding a number of school builds requiring ICT provision.
- Provided schools and internal partners e.g. (Surestart and Family Centre) with ICT advice and support.
- Provided ad hoc technical support for various directorate systems (EBS, Secure Data Transfer, Email) as responsibility for troubleshooting these CYC systems is complicated within schools and therefore not supported by corporate IT&T.
- Project Managed infrastructure changes at St Paul's Nursery, Tang Hall, Knavesmire and Portage Service

# Section 3: Drivers for Change

| Driver | How might this affect our service? | Source |
|---|---|---|
| Integrated Children's Services | ▪ 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 |
| Stronger emphasis on IT strategy from Central Government | ▪ Directorate's IT Strategy becomes of increasing importance<br>▪ 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 | ▪ Increasing demand from schools for advice and project management of ICT infrastructure issues.<br>▪ Increasing demand for new builds to be specified for new technologies and for the service to engage with contractors and other key departments | Building Schools of the Future (DfES)<br><br>E-strategy - Harnessing Technology – Transforming Learning and Children's Services (DfES) |
| 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 cabling and electrical suppliers and support providers for Interactive Whiteboard facilities. | Becta accreditation of managed services, new standards for quality and safety |

# Section 4: Priorities/Initiatives/Actions for 2006/07

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| Supporting Schools Integrated Children's Centres and other clients<br><br>(Priorities 1, 2 and 3 in Resources section of Children's Services Plan) | Effective Broadband Service | • Develop new services on the Broadband network if standards funds are available<br>• Encourage education based projects over the National Education Network, e.g. Videoconferencing and content sharing<br>• Monitor and ensure that the Broadband level of service remains high<br>• Meet with stakeholders (contractors and end-users) on a monthly basis to review and develop services through Review Meetings and Broadband Operations Meetings<br>• Ensure training for use of cachepilot takes place<br>• Bring other CYC users onto the Broadband network (Youth Service/ Integrated Children's' Centres)<br>• Investigate the security implications and practical implications of CYC admin traffic over the Broadband Network.<br>    ○ Pilot Spam filter for school email<br>    ○ Pilot fobless Nfuse admin connection for school admin machines<br>    ○ Pilot new filtering systems<br>• Manage the broadband budget | By November 06<br><br><br><br><br>Monthly<br><br><br><br>By March 06<br><br><br>By April 06<br>By May 06 | LC/LF/ Contractor and Corporate IT |

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| | Accreditation and benchmarking of ICT Providers | • Scheduled benchmarking of accredited ICT Providers | 1st March 06 1st June 06 1st September 06 1st December 06 | |
| | | • Investigate the possibility of accrediting other support services such as Audio Visual and Interactive Whiteboard support providers | By December 06 | |
| | | • Investigate pre-tendered cabling and electrical contractors | | |
| | ICT Advice to customers | • Provide schools and CYC staff and departments with ICT advice on a reactive and proactive basis (face to face, telephone support and electronically) | As required | |
| | | • Peripatetic ICT Advice to schools through a series of scheduled visits (including advice on range of issues including data security and protocols, ICT infrastructure, recycling of electronic equipment, etc | Weekly | |
| | | • Team meetings with EDS colleagues to plan ICT developments such as learning platforms, which have both pedagogical and technical implications. | Monthly | |
| | Supporting new builds – ICT requirements | • Commissioned work from Education Planning (e.g. Rufforth, New Earswick etc) | As per project plans | |
| | | • Non-commissioned work arising from schools and other customers asking for the Service to take a Project Management approach in delivering an ICT component (tendering and assessment, commissioning of cabling work etc) | | |

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| | Ad-hoc technical support of ICT systems deployed at schools and Adult Education Centres (As this is not supported by Corporate IT) | • EBS<br>• Secure Date System<br>• CYC Email<br>• Technical fault resolution and mediation where responsibility for fault is unclear | | LF |
|---|---|---|---|---|
| E-Government<br><br>(Priority 2 in Resources section of Children's Services Plan) | Improving electronic Communications | • Supporting the Directorate's Business Manager in developing pages for schools on the corporate website.<br>• Encourage the uptake of the ICS system by the Directorate, in all communication formats | | AL, LC, LF, JK |
| | ODPM Priorities pertaining to Learning, Culture and Children's Services | • Ensure that Service Manager's delivering these ODPM targeted services are provided with sufficient IT support and project management up to commissioning phase. | | |

| Business Efficiency for the Directorate<br><br>(Priority 4 in Resources section of Children's Services Plan) | Maintain and develop the Directorate's ICT strategy in line with changes in legislature and new requirements | • Ensure that adequate arrangements are in place to support the teams and ICT systems from Children Services both in Directorate buildings and in extended schools.<br>• Incorporate changes to the IT bids budget and additions to the Directorate SLA as a result of the need to support a larger number of devices and systems<br>• Investigate the lack of central support for peripheral Council sites such as schools and children's centres and encourage the deployment of appropriate resources to these sites to meet this shortfall and a rethink of council strategy to include schools as key council buildings<br>• Attend the IMS corporate meetings (integrating Data Protection, FOI, and other legislative requirements) | | |
|---|---|---|---|---|
| | Project Management (PM) and Quality Assurance of Projects | • ICT Procurements in new schools and new procurements of IT in existing schools<br>• Project Management of existing IT bid projects and any new IT bids<br>• Quality Assurance of a number of existing projects through representation on project board (CPD, Youth Service, Transport etc) | | |

| | Directorate IT Representation duties | • Arrange for the reorganisation of the network structure to enable greater partnership working between the departments in the directorate<br>• Inform users of important corporate developments, outages etc<br>• Authorise new users, new ICT requisitions, changes to profiles etc and act as the link point between the end user and Corporate IT Support services<br>• Attend monthly corporate meetings and represent the interests of the Directorate | Daily<br><br><br>Monthly | |
| Staff Development and Service Development | Staff Appraisals including identification of training and development opportunities<br><br>Maintain standards for Health and Safety | Send LF on First Aid at Work course<br>Attend the BETT 2006 show<br><br><br>Ensure that team and others involved in specific projects are aware of Health and Safety responsibilities | | |

| Code | Description of PI | Service Manager | Historical Trend | | | | | 05/06 | | | | | 06/07 | | | | | 07/08 | 08/09 | 03/04 | PI appears as a Key PI in the CS Plan |
| | | | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | | 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 | |
| IT1 | Number of successful IT Development bids by the dept. | Laura Conkar | | | | | | actual | | | | | actual | | | | 6 | 3 | 3 | | |
| | | | | | | | | profile | | | | 2 | profile | | | | | | | | |
| IT2 | % of schools connected to broadband | Laura Conkar | 1.33% | 17% | 52% | 50% | 100% | actual | | | | | actual | | | | 100% | | | | |
| | | | | | 38% | 52% | 100% | profile | | | | 100% | profile | | | | | | | | |
| IT3 | Quality of ICT newsletter based on annual survey - AC Local Q3 | Laura Conkar | | | | 2.56 | 2.63 | actual | | 2.57 | | | actual | | | | 3 | 3 | 3 | | |
| | | | | | | 3 | 3 | profile | | | | 3 | profile | | | | | | | | |
| IT4 | Quality of ICT services based on annual survey - AC 6.14 | Laura Conkar | | | | 3.02 | 2.46 | actual | | 2.71 | | | actual | | | | 3 | 3 | 3 | | SP 4 |
| | | | | | | 3 | 3 | profile | | | | 3 | profile | | | | | | | | |

Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan

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

**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.

| Assistant Director – Resource Management |
| --- |
| ICT Client Services Manager |
| IT Officer |
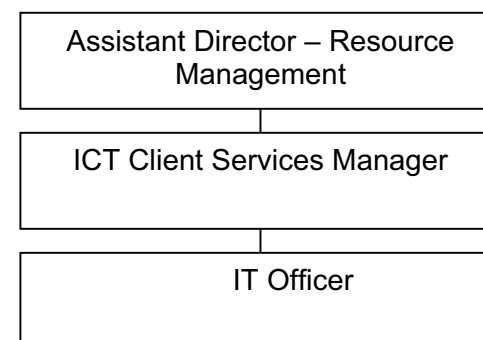
# Section 8: Monitoring and reporting arrangements

- 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

## Annex: Corporate compliance statement

| Actions/Evidence | Deadline |
|---|---|
| **Equalities action/s** | |
| Regular interactions with stakeholders through monthly meetings such as the Broadband Operations Meeting, which provides the opportunity for schools to feedback directly to the LEA on ICT and Broadband issues. | |
| Increase frequency of peripatetic ICT service visits to schools in order to increase clients' access to our service | March 06 |
| **Safer City action/s** | |
| Ensure that all current accredited ICT providers meet health and safety guidelines | Completed in initial accreditation |
| Ensure that schools receive regular reminders of relevant ICT issues such as data security, and physical security of ICT equipment venues for provision of ICT teaching | To be included as a regular feature in the ICT newsletter schools |
| **Operational Risk – red risk action/s** | |
| The service has no red risks   (see page 15) | |
| **Gershon – Efficiency improvement** | |
| ICT Client Services is a strategic service and is not traded. | |
| Non-cashable savings – by introducing further accreditation to services such as cabling and audio visual services we will be helping schools to make savings. | December 06 |
| By regularly receiving benchmarking information about managed services as part of the accreditation process we make savings on time it would otherwise take to compile and compare statistics about these companies | |
| **Competitiveness statement** | |
| ICT Client Services introduced the concept of locally accredited ICT Managed Services using the national Becta Accreditation framework as a starting point. Other Local Authorities have asked City of York to share this best practice with them so that they can roll out similar accreditations.<br>ICT Client Services is made up of only two team members. Given these limited resources it still manages a large range of clients and activities | |

# Operational Risk Audit and Risk Management Division
## 2006/7

Service Plan area:        ICT Client Services

Service Plan Area:        Laura Conkar

| Description of Risk | Likelihood | | Community | Finance | Corporate Objectives | Organisation Reputation | | Ranking | Officer Responsible |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Impact | | | | | |
| Broadband matched funding will be withdrawn due to departmental savings | 2 | | 3 | 4 | 3 | 3 | | 15 | Kevin Hall/Laura Conkar |
| Funding for IT bids diverted to E-government projects | 3 | | 3 | 4 | 2 | 3 | | 15 | Service Managers linked to IT bids |
| Demand for support services from colleagues within the Directorate exceeds the capacity of ICT Client services given that the service also supports schools. | 2 | | 1 | 1 | 1 | 1 | | 6 | Laura Conkar |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

**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

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# City of York Council

# Service Plan for 2006/07

| | |
|---|---|
| **Service Plan for:** | **Human Resources** |
| **Directorate:** | **Learning, Culture and Children's Services** |
| **Service Arm:** | **Resource Management** |
| **Service Plan Holder:** | **Sue Ralph** |

| | |
|---|---|
| **Director:** | **Patrick Scott** |
| *Signed off:* | |
| **Executive Member:** | |
| *Signed off:* | |

# Section 1: The service

The HR Service's purpose is to support, advise and guide managers and Headteachers 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 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 mangers. 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 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.

In addition the Service also works closely with the Workforce Reform Project Manager to implement the National Agreement on Raising Standards and Tackling Workload which includes specific HR related work.

**Our Customers:**

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

**All 69 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

A fully staffed HR Team has been established in 2005/6 providing essential support to all service managers, headteachers and governing bodies.

The Audit Commission's Survey of Schools 2005 recorded a continuing improvement in schools' perceptions of LA support in the quality of professional HR advice to schools. Although the rating for administrative support for HR processes was less satisfactory the increasing progress in this area can be evidenced against the structured Improvement Project targets.

The workforce reform programme has been implemented successfully. An audit of all schools in the city is currently being conducted. Over the last twelve months, high quality HR support has been provided for a wide range of new initiatives, notably;
- the introduction of including a unified scheme for pay, grading and terms and conditions of classroom support staff (circa 800 staff, less than 15 appeals)
- the introduction of Teaching and Learning responsibilities - the new framework for reward and remuneration for teaching staff
- advice and training for schools to prepare for the implementation of PPA time.

The HR team have further supported Schools and Services dealing with a range of challenging issues:
- Service cuts in the 2006/7 LA budget leading to staffing reductions
- Falling rolls leading to redundancies in schools
- School reorganisation such as Federations, Closures or Merger
- Implementation of new staffing and management structures across the Directorate
- Introduction of Job Evaluation across the directorate

Recruitment and Selection practices in schools have been reviewed in light of Bichard report recommendations. Procedures established to strengthen safe systems and integrate DfES Safeguarding Children recommendations have been agreed with the Teaching unions. Comprehensive guidance specifically for recruitment of Headteachers has been developed in collaboration with EDS colleagues.

There has been a marked improvement to Long-term Sickness statistics. This has been achieved by a combination of intervention and support from HR Advisors and the introduction of dedicated support within the HR team to focus on this PI.

HR have provided comprehensive guidance to schools for inclusion in the CYC Guide for Extended Schools and Integrated Children's Centres. Although this provides a sound basis for schools to move forward from, there is further scope for a more proactive HR approach to supporting the development of extended schools.

Other areas for improvement and development are
- a continued focus on the PI relating to completion of contractual documentation within a required timeframe- this challenging target will need to be tacked in the context of further demands on administrative resources following the additional responsibility for Children's services.
- specific action in addressing recruitment and retention issues in the directorate
- the need to work closely with the new EDS Training and Development Unit to support the provision of a management development programme for the directorate.

# Section 3: Drivers for Change

| Driver | How might this affect our service? | Source |
|---|---|---|
| Integrated Children's Services | We will need to support change management processes to achieve new roles, remits and working practices, and engage in collaborative working across Children's Services city-wide. | Childrens Act/Children's Workforce Strategy |
| Job Evaluation | Undertake the role of communicator from Corporate centre to Services and mediate between Corporate Centre and Schools to ensure process of evaluation is understood on fully engaged in by all parties. | Corporate HR Strategy |
| School reorganisation | 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 | Children's Centres West side (Secondary) Federations and amalgamations (Primary) PFI – Hob Moor |
| Workforce Reforms Implementation Strategy | Further commitment from HR to support schools in the maintenance of contractual reforms and the development of mechanisms and cultural change to support Work-life balance in schools | STP&C document |

# Section 4: Priorities/Initiatives/Actions for 2006/07

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| **To improve recruitment and selection practices, to ensure safe systems are in place that lead to high quality staff appointments**<br><br>**(Supports priority 2)** | To embed safe recruitment practices in schools and the directorate in the light of the Bichard Report's recommendations | • Prepare and deliver briefings and training to Heads, Governors, school administrators and Service Managers on new procedures<br>• Review procedures in line with forthcoming Age Discrimination legislation<br>• Review and revise HR internal processes around CRB clearances in line with emerging DfES revised guidance | SpringTerm and ongoing<br><br>October 2006<br><br>May 2006 | SR, LT, RJ<br><br><br>JS<br><br>SR/MB |
| | To raise awareness of the support available to schools for Headship recruitment and selection | • Revise guidance for Headship R&S in collaboration with EDS<br>• Embed use of new material and documentation developed to support Governors in making Headship appointments<br>• Evaluate effectiveness of new material on outcomes of Headship recruitment 06/07 | May 2006<br><br>Spring/Summer term 2006<br><br>January 2007 | LT/SF<br><br>MB/LT/JR<br><br><br>JS |
| **To develop a recruitment and retention strategy for LCCS to address emerging areas of concern**<br><br>**(Supports priority 2)** | Review and revise data collection and analysis regarding recruitment and retention | • Establish current position and review data collection methods<br>• Implement a revised system for managing recruitment and retention data<br>• Analyse and model data on recruitment and retention to identify current problems and future trends | Summer term 2006<br>December2006<br><br>April 2007 | LT/RJ/JB<br><br>LT/RJ/JB<br><br>LT/JB |
| | Develop a framework for developing initiatives to address current and forecast difficulties | • Model potential strategies for improving recruitment and retention in the short and long term.<br>• Liaise with CPD unit to develop approach to promoting LCCS as a desirable place to work | December 2006<br><br><br>December 2006 | TBC in partnership with EDS and CPD |
| **To implement job evaluation in** | To ensure that roles of schools' support staff | • Establish agreed framework of role descriptors for schools administrative and financel staff | May 2006 | MB/RJ |

| | | | | |
|---|---|---|---|---|
| **schools and services in line with the Corporate programme of implementation** | are included in the job evaluation process. | • Enable schools to produce appropriate documentation to support the JE process <br> • Ensure communication with school staff is maintained at an appropriate level | May 2006 <br><br> Ongoing | MB/RJ <br><br> MB/JS |
| **To support schools in the LA undergoing reorganisation, merger or closure** <br><br> **(Supports priorities 2 and 6)** | To provide targeted HR advice to schools and LA Officers involved in this area; currently this is likely to include: <br> • West Side Review (Oaklands & Lowfield secondary schools) <br> • Federation of Our Lady's and English Martyr <br> • Federation of Derwent Infant and Junior schools | • Ensure necessary policies and procedures are reviewed and updated in line with employment law, HR best practice and changes in local circumstances <br> • Provide named HR Advisor support to schools involved in this area <br> • Maintain open channels of communication with unions, professional associations and wider staff groups | May 2006 <br><br><br><br> September 2006 <br><br> Ongoing | MB <br><br><br><br> JS <br><br> MB/JS |
| **To support the directorate and its managers in the management of changes necessary to implement the Every Child Matters requirements and Children's Services Plan** <br> **(Supports priority 2)** | To provide targeted HR advice to Senior Managers within the Directorate regarding any reorganisation necessary to implement ECM requirements | • Ensure up to date knowledge and understanding of all proposals that may impact on the staffing arrangements of the directorate <br> • Assess the HR implications for particular staff and provide advice, guidance and support in implementation of changes <br> • Develop policy on attendance management, stress management and work-life balance drawing on Corporate policy where available | Ongoing and in accordance with timescale set by Corporate to comp with statutory requirements. January 2007 | SR/JS and other members of the HR team as identified <br><br><br><br> JS |
| | To ensure the support | • Liaise with Service Managers and CPD unit to | Ongoing and in | JS and other |

| | | | | |
|---|---|---|---|---|
| | and development needs of staff involved in the changes are met | • facilitate training needs analysis<br>• Implement appropriate open communication channels for all staff affected by this change to ensure emerging issues and areas for support are identified early and met appropriately | accordance with the timescale set by C to comply with sta requirements | members of the HR team as identified |
| **To provide HR Support to schools and services in developing Extended School provision**<br><br>**(Supports priority 2)** | To provide focused HR support for schools/services with specific issues around extended school provision | • Support Early Years and Extended Schools service with proactive advice on HR implications within partnership arrangements<br>• Provide support to schools engaged in developing extended schools initiatives to ensure that all HR matters are dealt with appropriately | Ongoing | SR/JS and other members of the HR team as identified |
| | To clarify arrangements for provision of HR advice to partners working with CYC in delivering extended schools agenda | • Develop proposals for HR service charges to extended schools partners.<br>• Develop proposals for a flexible arrangement for provision of HR advice to extended schools partners | December 2006<br><br>December 2006 | SR/JS<br><br>SR/JS |
| **To support the implementation of the "National Agreement: Raising Standards and Tackling Workload" and Workforce Remodelling**<br><br>**(Supports priority 2)** | To provide specific HR input into the Workforce Reform action plan to ensure contractual changes and remodelling are embedded in schools | • Provide HR support around provision of and use of "other professionals" in schools<br>• Provide targeted HR support to schools that are engaging in workforce remodelling | April 2007 | JS and other members of the HR team as identified |
| | Support schools to develop their Work-life Balance strategies | • Be proactive in communicating HR advice re employment practices which support work-life balance strategies. | Ongoing | SR/JS |

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|---|---|---|---|---|
| **To further develop the roles of the HR Team to meet customer need. (Support priorities 1 and 2)** | Review HR AdminTeam | • Review the distribution of responsibilities of the HR Admin Team to accommodate new responsibilities for Children's service and Youth Offending teams | May 2006 | JR |
| | Consolidate the changes to the roles of the three HR Advisors in the HR Advisory Team | • Ensure any subsequent development needs are met to allow post holders to function in the most effective way to meet customer needs.<br>• Review the job content for each HR Officer to allocate a number of schools and Directorate Services between them, to build greater flexibility and breadth of knowledge into the team | Ongoing<br><br><br><br>September 2006 | SR/JS<br><br><br><br>JS |
| | To develop collaborative working with CPD unit within EDS | • Investigate opportunities for integration of HR and EDS activities in respect of CPD identification and prioritisation of T&D in the Directorate | December 2006 | SR/JS/SF |
| **To further improve and redesign HR Admin systems to better meet the changing needs of Schools and the Directorate Services** | To continue to review and where necessary redesign HR admin procedures to increase accuracy and reduce time taken to complete HR work for schools | • Progress the agreed Improvement timetable<br>• Increase collaboration with payroll in work necessary to change processes<br>• Prepare further guidance documents for schools to allow effective working between HR, schools and payroll | Ongoing<br>Spring term 2006<br>Ongoing | HR Admin Team and SR/JS |

| Code | Description of PI | Service Manager | Historical Trend | | | | | 05/06 | | | | | 06/07 | | | | | 07/08 | 08/09 | 04/05 | PI appears as a Key PI in the CS Plan |
| | | | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | | 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 | | | | | | actual | | | | | actual | | | | 100% | 100% | 100% | | |
| | | | | | | | | profile | | | | 100% | profile | | | | | | | | |
| HR3 | Audit Commission 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 | actual | | 2.5 | | 2.5 | actual | | | | 2 | 2 | 2 | | |
| | | | | | | | | profile | | | | 2 | profile | | | | | | | | |
| HR4 | Employment Tribunal cases successfully defended or settled for "nuisance value" only | Jo Sheen | | | | | | actual | | | | | actual | | | | 100% | 100% | 100% | | |
| | | | | | | | | profile | | | | 100% | profile | | | | | | | | |
| HR7 | Audit Commission Schools Survey response to question re: Local Q5 – The quality of professional HR personnel advice and casework | Jo Sheen | | | | 2.47 | 1.9 | actual | | 1.46 | | 1.46 | actual | | | | 2.0 | 2.0 | 2.0 | SP 5 |
| | | | | | | | | profile | | | | 2 | profile | | | | | | | | |
| ST1 | Nos. of Appraisals (PDRs) completed as a percentage of all eligible directorate staff | Patrick Scott/ Jo Sheen | | 40% | 95% | No return | 94% | actual | | 78% | 77% | | actual | | | | 95% | 100% | 100% | | |
| | | | | | 90% | 95% | 100% | profile | | 100% | | 100% | profile | | 80% | | | | | | |
| SK1 | Days lost through sickness for all the LCCS (inc schools) | Patrick Scott/ Jo Sheen | | | | | 10.96 | actual | 3.10 | 4.68 | 6.51 | | actual | | | | | | | | |
| | | | | | | | | profile | | | | | profile | | | | | | | | |

| | |
|---|---|
| (yellow) | Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan |
| (red) | PI is lower than the lower quartile mark when comparing to available Quartile information for that year |
| (cyan) | PI is higher than the upper quartile mark when comparing to available Quartile information for that year |
| (green) | Actual is better than the profile by the tolerance factor |
| (orange) | Actual is worse than the profile by the tolerance factor |

# Section 6: Financial resources

# Section 7: Human resources

Substantive arrangements

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                              ┌─────────────────────────────┐
                              │     Assistant Director      │
                              │        Kevin Hall           │
                              └──────────────┬──────────────┘
                              ┌──────────────┴──────────────┐
                              │  Head of Service (PO 15-17) │
                              │         Jo Sheen            │
                              └──────────────┬──────────────┘
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| HR Advisors x 3 (PO3-6) Mark Bennett, Jo Rowley, Lisa Thompson | Admin Team Leader (Sc 6) Jo Reynolds (30 hpw) | Teacher Supply Agency Manager Sc 6 0.6 Karen Bull |

| | Senior HR Administrator (Sc 4)- Jennifer Burns<br><br>HR Administrator (Sc 2/3) x 4 Louise Moy, Barbara Reed, Janet Tomes, Julie Butterfield (30 hrs)<br><br>HR Admin Assistant (Sc1/2) Janice Pringle, Kate ? (20hrs) | Teacher Supply Agency Assistant x 2 p-t and home-based<br><br>Kathryn Hick – 19 hpw ? – 16 hpw |

Maternity Cover arrangements
Until approx August 2006

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                              ┌─────────────────────────────┐
                              │  Acting HR Manager (PO11)   │
                              │        Sue Ralph            │
                              └──────────────┬──────────────┘
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| Lead HR Advisor (PO9) Mark Bennett | As above | As above |

| HR Advisors x 2 (PO3-6) Jo Rowley, Lisa Thompson<br><br>Assistant HR Advisor (SO1/2) Rebecca Jarvis | As above | As above |
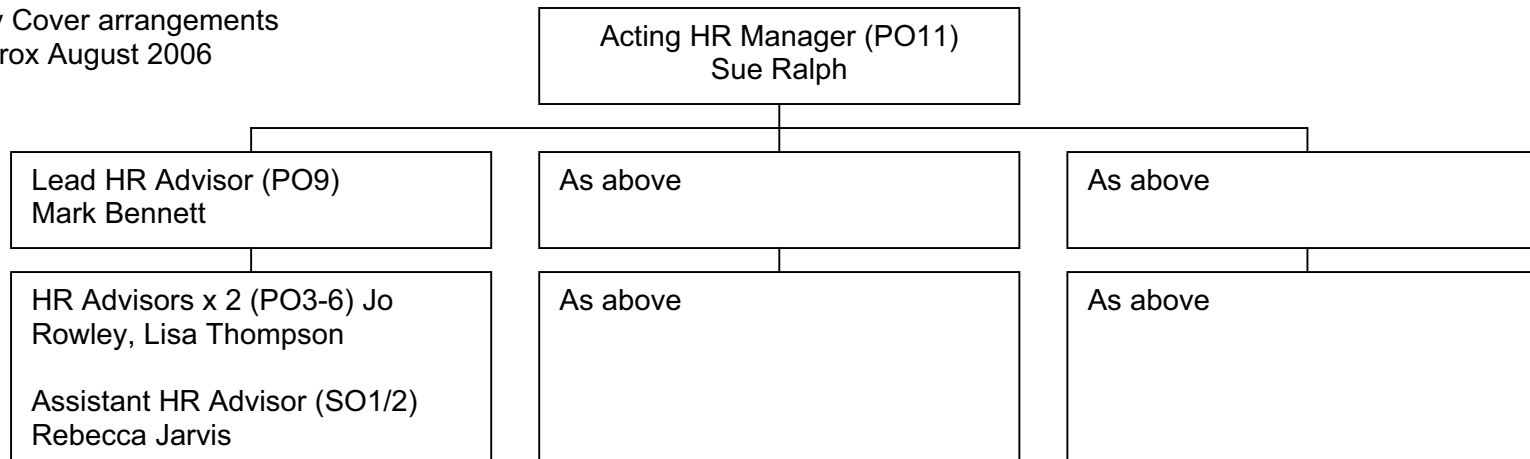
# Section 8: Monitoring and reporting arrangements

| Type of Monitoring | Monitoring Arrangements |
|---|---|
| **For Individual Staff** | • 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.<br><br>• 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** | • 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.<br><br>• 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** | • 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** | • Half Yearly report on progress against the Service Plan to be provided to EMAP in line with Directorate proposals for this level of reporting<br><br>• 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 job evaluation exercise for Directorates services and for support staff in schools to address historical issues relating to pay inequality. | April 07 |
| Facilitate introduction of flexible working practices linked to improved work life balance improving access to work by those with caring and child caring responsibilities. | April 07 |
| 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** | |
| No red risk areas identified. | N/a |
| **Gershon – Efficiency improvement** | |
| Supporting improvements in productivity due to reductions in sickness absence in accordance with Corporate HR Strategy. | 2008/2009 |
| **Competitiveness statement** | |
| The HR service has the lowest resources per employee of all authorities in the region.<br><br>The LCCS HR function has absorbed support for Children's Service staff with no additional HR Advisor resources and with limited HR Administrative resources.<br><br>The Supply Agency within the LCCS HR function is self funding. The supply placement charges are below those charged by neighbouring authorities<br><br>The Service charges to schools are below those charged in neighbouring authorities and the satisfaction rate from schools with the quality of the service is increasing. | |

# Service Plan for 2006/07

**Service Plan for:**    **Management Information Service**

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

**Service Arm:**    **Resource Management**

**Service Plan Holder:**    **Richard Wyborn**

**Director:**    **Patrick Scott**

*.Signed off:*

**Executive Member:**    **Cllr. Carol Runcimann**

*Signed off:*

# Section 1: The service

**MIS Mission Statement**

"To provide a range of quality information along with the skills and tools to effectively use that information in a way which will have a direct 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 with an even greater need for high quality, joined up information to enable effective evaluation and planning. The move to an integrated children's service as part of the Every Child Matters agenda continues this trend but will also have a more fundamental impact on the MIS team with an expansion in both size and remit.

From April 2006, the MIS team will take on the information functions relating to children currently managed by Community Services. This will include, for example, children in care, those on the child protection register and other children in need. The service will also expand 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 . The service will also play 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 our work with partner organisations.

In order to achieve this, the MIS team will be split into 3 areas: Performance Management (incorporating Children's Social Services), School Performance and Management Information. The team will also expand from 6 to 10 posts, led by the Head of MIS. Critically, the MIS team will also move from Standards and Quality to the Resource Management service arm to reflect the extended remit and additional support 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.

**Service Objectives (2006/07)**

The key priority for MIS in 2006/07 will be to adapt to and shape the fundamental changes which are currently taking place both locally and nationally. As outlined above, these include:

- The move to an integrated children's service
- 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 2007
- The need for greater intelligence based service delivery

# Section 1: The Service (cont)

The service is already undergoing a significant realignment to meet the new agenda for change. As a result, the work of the MIS team will continue to focus around the 6 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. Supporting other departments in developing information systems and intelligence led approaches to strategic decision making
3. More focused support for schools and in particular, on improving the way schools and school staff use information
4. Transforming performance management through the continued development and application of a new IT system
5. Maintaining the quality of data provision to support children's social services through the period of management and database transition
6. Supporting the move to integrated children's centres and locality based service delivery through the provision and use of high quality joined up data

## Customer Focus

The change in remit for the MIS team will, of course, mean a change in our Customer base. The service is already building 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' will include:

- schools (headteachers, senior leaders, teachers)
- EDS (Advisers, consultants and SIPs)
- social workers and social services practitioners
- service and group managers
- departmental data contacts
- Directorate and Corporate Management Team
- Council Members
- York parents and residents
- Partner organisations (strategy and data contacts, practitioners)
- DfES and DoH

## 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's Services Plan (2006-2009) 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. Some other actions, whilst not directly linked to the five main outcomes, will underpin many of the initiatives which make up the Children's Services Plan or are specific to service and corporate requirements.

# Section 2: Service Review

The actions and priorities addressed over the past year have contributed to significant improvements in the quality of service offered by the MIS team. Last year's plan outlined the need to start the process of realigning the service and plan for future change with particular emphasis on widening the range of data held and support provided.

**Successes in 2005/06**

Last year, the MIS team worked extensively with a number of services to improve information systems. In particular, the integration of the SEN and pupil databases has led to a more streamlined and less bureaucratic system for collecting SEN data from schools along with better quality information to enable improved service planning and evaluation.

The MIS team also worked with the Access team to introduce the new admissions system which offers improved handling of admissions, the ability to send electronic admissions data to other Local Authorities, improved functionality and the potential for online admissions applications.

Both these projects have improved the use of data and service delivery to the customer and are blueprints for how MIS can work with other services to improve intelligence based delivery in the future.

Similarly, two significant projects undertaken last year - the city wide survey of parents and the provision of PANDA training to schools - also highlighted both service improvement and the direction of future work. The survey of parents and carers addressed the need for improved feedback from customers as part of school self evaluation process and was a departure from the type of analysis usually undertaken by MIS for schools. With a response rate of 33% and excellent feedback from schools, the survey has been a great success with a second survey planned for 2007. Access to this type of data is critical for both schools and the department and is fundamental to both Ofsted school inspection and JAR. The project also shows how the service can add value through expertise and economies of scale.

The PANDA training programme delivered to schools in the autumn term was the largest and most comprehensive training package yet delivered by MIS with 41 out of 50 primary attending the sessions. Feedback on the training was excellent and as a result, similar style programmes are planned for next year incorporating Raise online, Fischer Family Trust data and a 'back to basics' programme.

Other significant developments this year included the production of an online data calendar which has simplified and improved the collection of information from schools, the production of information schedules which bring together a range of multi agency data in one 'data hub' and the establishment of head teacher primary and secondary data groups to steer the work of the service.

# Section 2: Service Review (cont)

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**Areas for improvement**

It is also recognised that there are a number of areas where resources will need to be redeployed in order to achieve further improvement and meet service priorities.  This is reflected in the 2006/07 Action Plan and includes the following:

- Improvements in multi agency data gathering and use of data
- Improved use of Geographical Information Systems
- Improvement in the quality of 14-19 data
- Improvement in staff induction and development procedures

**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 three categories.  For the two main questions – the quality of information management and support for schools using performance data – the service ranked first and third in the England respectively.  The support to schools for data collections also improved on last years excellent performance with a score of 1.46 (LA's own question).  The 2006/07 action plan outlines how MIS will continue to work closely with schools and further improve the quality of support it provides.   The plan will also incorporate an additional AC survey question relating to the quality of data on Looked After Children.  Improvement in this area will be a priority for the service.

# 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. | 2005 Ofsted framework and SEF requirements |
| DfES 14-19 White Paper "Higher standards, Better Schools for All – More Choice for Parents and Pupils" | 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 |

# Section 4: Priorities/Initiatives/Actions for 2006/07

| Priority | Initiative | Action | Deadline | Responsibility |
|---|---|---|---|---|
| **O6P4** | Integrate existing Education and Leisure and Children and Families Services information functions | • Review and align current Children's Services performance Management Framework with existing Education and Leisure system | April 2006 | MC |
| | | • Put in place programme to build up knowledge of children's social services processes, systems, protocols, culture and key issues within current MIS team | July 2006 | RW/MC |
| | | • Ensure effective induction for staff transferring to MIS | July 2006 | RW/MC |
| | | • Archive Children's Social services data currently held in ISIS system into new database | Dec 2006 | MC/RK |
| | | • Migrate existing referrals on ISIS system to RAISE system and test data, reporting and analysis functions | Dec 2006 | MC/RK |
| | | • Develop links between Raise and Pupil database to enable improved access and sharing of information | Mar 2007 | MC/CP/RK |
| | | • Develop and undertake RAISE refresher training programme for social workers and senior managers | July 2006 | MC/RK |

| | Support service/group managers in understanding, analysing and using data effectively at a strategic level whilst ensuring that major information systems meet current core information requirements and future demands. | • Assess the data needs and capabilities of services within the department and agree a project support plan to work with individual services (areas covered to include data collection, quality of data, access to data, use and understanding of data, data systems) | July 2006 | RW/MC/CP/YW |
|---|---|---|---|---|
| | | • Work with individual services to improve key areas outlined in data assessment | Ongoing | All |
| | | • Hold half day event to demonstrate services offered and information held by MIS including the pupil database, key datasets and associated systems | July 2006 | RW/MC/CP/YW |
| | | • Improve updating of pupil database to ensure that it meets user requirements under the new ECM framework | Ongoing | CP/RW |
| | | • Work with ESWs to improve access to and use of pupil level tracking data | Oct 2007 | CP/BD |
| | | • Review the case for re-bidding for funding to procure the Pupil Support Services module to link to the pupil database and re-bid/plan for PSS if case exists | Aug 2006 | RW/CP/ME/CW |
| | | • Develop school profile system to bring together a range of data from across the department on individual schools | Sep 2006 | RW/AT |
| | | • Continue to develop use of AVCO secure data transfer system across the department | Ongoing | AT |

| | Undertake and support an analysis of local needs to inform strategic planning, APA and JAR, ensuring that Performance Management systems are 'fit for purpose' and meet departmental, corporate and national requirements<br><br>(is this about needs of services or needs of children) | • Pilot 'mock data inspections' of services/initiatives in line with the JAR framework of inspections | Spring 2007 – Autumn 2007 | MC |
| --- | --- | --- | --- | --- |
| | | • Gain and implement 'best practice' use of data for JAR through visits to other LAs and conferences | Ongoing | MC/RW |
| | | • Set up Quality Assurance system for Performance Indicators to ensure robust and accurate collection processes | May 2006 | MC |
| | | • Review use of QPR with a view to phased implementation and replacement of existing excel based PI system | Nov 2006 | MC/RK |
| | | • Support Libraries in use of PI data and the creation of an effective PM framework to ensure readiness for CPA. | Aug 2006 | MC |

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|---|---|---|---|---|
| | Extend collection of data from schools | • Plan, undertake and support secondary schools in the production of the new May and September school census. | April 2006 – October 2006 | CP |
| | | • Plan, undertake and support primary schools in the production of the new termly school census. | Sep 2006 – Oct 2007 | CP |
| | | • Investigate new technologies to enable the central pupil database to be updated from school MI systems on a more regular | Sep 2006 | CP/RW/AT |
| | | • Respond to DfES proposals on workforce level data collection and work with directorate and corporate colleagues on strategic implementation in January 2008. | Ongoing | CP |
| | | • Start the process of planning and piloting the collection of pupil level 3 and 4 year old nursery data in 2008. | Sep 2006 | CP/NM |
| | | • Start the process of planning and piloting the collection of pupil level data for PRUs and 'Education otherwise' pupils | Sep 2006 | CP |
| | | • Undertake review of support for PIVATS data collection with the potential to takeover support | July 2006 | YW |
| | Build on work undertaken in the Education Development Service by providing information to other services in formats which support and inform strategic planning and service delivery | • Explore front end delivery systems for accessing LS data for use by all departments | Ongoing | RW/CP/AT |

| | | | | |
|---|---|---|---|---|
| | Create a one stop shop for management of information about children and young people | • Establish information sharing group and set up city wide information hub to access a range of multi agency data | Dec 2006 | RW/MC |
| | | • Establish an information profile of the city based on a range of key indicators | Dec 2006 | RW/MC |
| | | • Develop use of GIS as a tool for the geographical analysis of neighbourhood data | Dec 2006 | RW/JW |
| | Repeat the parents' & Carers' Survey and improve systems for surveying customers | • Undertake further review of 2005 parents survey | April 2006 | YW |
| | | • Seek sponsorship for parent's survey | August 2006 | YW |
| | | • Create project plan for next survey in 2007 | September 2006 | YW |
| | | • Investigate alternative methods for engaging parents, particularly in socio-economically deprived areas. | December 2006 | YW |
| **O3P3** | Initiative 5: Build on a baseline audit to improve quality of provision and performance of pupils in the Foundation Stage and Key Stage 1 | • Establish a baseline through an audit of provision in the Foundation Stage | End Summer term 2006 | YW |
| **O3P3** | Initiative 6: Support schools in moderating baseline information as children enter school and the Foundation Stage Profile as they enter KS1 | • Trial and disseminate good practice in tracking pupil progress through FS and into KS1 | End Summer term 2006/End autumn term 2006 | YW |
| **O3P4** | Initiative 5: Develop a more strategic use of | • Extend on-track (pupil tracking) programme to secondary schools | Summer 2007 | YW |

| | data to continue to support the identification of priorities for development in schools and settings, and extend its use into locality working | • Undertake review of support and provision of data in order to provide a differentiated package to schools, SIPS and link advisers. | June 2006 | RW/YW |
| --- | --- | --- | --- | --- |
| | | • Pilot the use of common datasets through the integrated children's centres | Dec 2006 | RW |
| | | • Further refine the use of data to ensure that pupils who achieve below age expected norms make maximum progress by continuing to develop and refine datasets for SEN/inclusion including PIVATS to inform strategic planning and targeted intervention | Ongoing | YW |
| | | • Undertake analysis of Raise online and provide schools/EDS with guidance for use | September 2006 | YW/AT |
| | | • Revise and deliver training programme for schools incorporating current local and national initiatives (eg Raise online) as well as 'back to basics' courses on using data. | Ongoing | YW/RW |
| | | • Undertake project to input Y6 (primary and secondary) and Y9 Question Level data into Raise online for secondary schools | September 2006 | AT |
| | | • Complete hand-over of 'school performance' portfolio to new School Performance Officer. | April 2006 | YW/MC |
| | | • Pilot interactive tool for evaluating the performance of pupils at KS2 with extension to KS3 and KS4 if successful. | May 2006/October 2006 | AT/RW |
| | | • Develop system to allow improved categorisation | | |

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|---|---|---|---|---|
| | | of schools. | September 2006 | RW/YW/AT |
| **O3P6** | Initiative 1: Support schools in making effective provision for A, G & T pupils through high quality support for school co-ordinators | • Agree and carry out analysis of high attaining pupils for conference in October and produce regular annual suite of reports for schools | October 2006 | RW/YW |
| **O3P9** | Support schools in their responsibility to take measures to improve school attendance through training, disseminating best practice and casework | • Develop analysis of secondary school attendance data and particularly its relationship to pupil performance using the new statutory termly collection of attendance data from schools | November 2006 | YW/CP |
| **O5P2** | Initiative 2: Contribute towards the comprehensive dataset on 14-19 education being developed by the Lifelong Learning Partnership, and use it to monitor progress in key areas of activity | • Influence the work the of the CYLLP data group to ensure the provision of high quality attainment data to monitor progress of all students including G+T, Travellers, BME, LAC, SEN, EOTAS<br><br>• Support schools in the use of post-16 value added and distance travelled measures<br><br>• Improve data (and use of data) on vocational examinations (including performance, courses offered, courses completed etc.) | Ongoing<br><br><br><br>June 2006<br><br><br>October 2006 | RW/YW<br><br><br><br>RW/YW<br><br><br>RW/YW |
| **O5P2** | Initiative 2: Monitor the progress of groups of young people most at risk of dropping out of education, employment or training (including those with SEN), and develop specific projects to address their particular needs | • Agree a set of vulnerable groups to track, monitor and report on progress | July 2006 | RW/YW |

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|---|---|---|---|---|
| **Information management in schools** | Improve school MI systems to ensure they are fit for purpose and meet future DfES requirements | • Create project plan for the migration of Integris schools to the new Integris G2 online MIS package (including Assessment Manager). | RW/CP/YW | Sep 2006 |
| **Improve staff satisfaction** | Strengthen the link between 'the individual' and 'the team' to ensure common goals, priorities and needs | • Revise existing induction programme to produce clear, streamlined and structured system which places appraisal, needs-analysis and service planning at its core | June 2006 | RW/MC |
| | | • Develop more consistent appraisal system with particular emphasis on tracking and following up on PDRs | June 2006 | RW/MC |

# Section 5: Measures

Note:  1) MIS1-MIS5 are based on a 5 point scale where 1= Very good, 2=Good, 3=Satisfactory, 4=Poor, 5=Very poor
2) MIS1-MIS5 comparative performance: Figure in brackets represents the quartile.  For example Q1 indicates the PI is in Quartile 1 (the top quartile)

Investigate use of new technologies (eg group call) to automatically update central pupil database from school MI systems on a regular basis

| Code | Description of PI | Service Manager | Historical Trend | | | | | | 05/06 | | | | | 06/07 | | | | | 07/08 | 08/09 | 04/05 | PI appears as a Key PI in the CS Plan |
| | | | 00/01 | 01/02 | 02/03 | 03/04 | 04/05 | | 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 1.5) | Richard Wyborn | 3.78 | | 2.93 | 2.17 | 1.68 | Actual | | 1.44 | | 1.44 | Actual | | | | 1.60 | 1.60 | 1.60 | | SP 6 |
| | | | | | | | 2.00 | Profile | | | | 1.75 | Profile | | | | | | | | |
| MIS3 | Support to schools for using pupil performance data to secure school improvement (Audit Commission School Survey Q 2.1.6) | Richard Wyborn | 2.30 | | 2.57 | 2.02 | 1.39 | Actual | | 1.58 | | 1.58 | Actual | | | | 1.75 | 1.60 | 1.60 | | |
| | | | | | | | 2.00 | Profile | | | | 1.75 | Profile | | | | | | | | |
| MIS4 | The MIS team's support for pupil data collection exercises (Audit Commission School Survey LEA Q4) | Richard Wyborn | | | | 1.75 | 1.49 | Actual | | 1.46 | | 1.75 | Actual | | | | 1.60 | 1.60 | 1.60 | | |
| | | | | | | | 2.00 | Profile | | | | 1.75 | Profile | | | | | | | | |
| MIS6 | % of schools meeting deadlines for MIS data collection exercises included in the department's Data Calendar | Richard Wyborn | | | | | | Actual | | | | 85% | Actual | | | | 82% | 84% | 86% | | |
| | | | | | | | | Profile | | | | 80% | Profile | | | | | | | | |
| MIS 8 | The quality of the information you receive from your council about looked-after children in your school (Audit Commission School Survey Question 3.24) | Richard Wyborn | | | | | | Actual | | 2.50 | | 2.50 | Actual | | | | 2.30 | 2.10 | 1.90 | | |
| | | | | | | | | Profile | | | | | Profile | | | | | | | | |

Any PI No. that is shown in yellow indicates that this PI is shown within the Council Plan

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
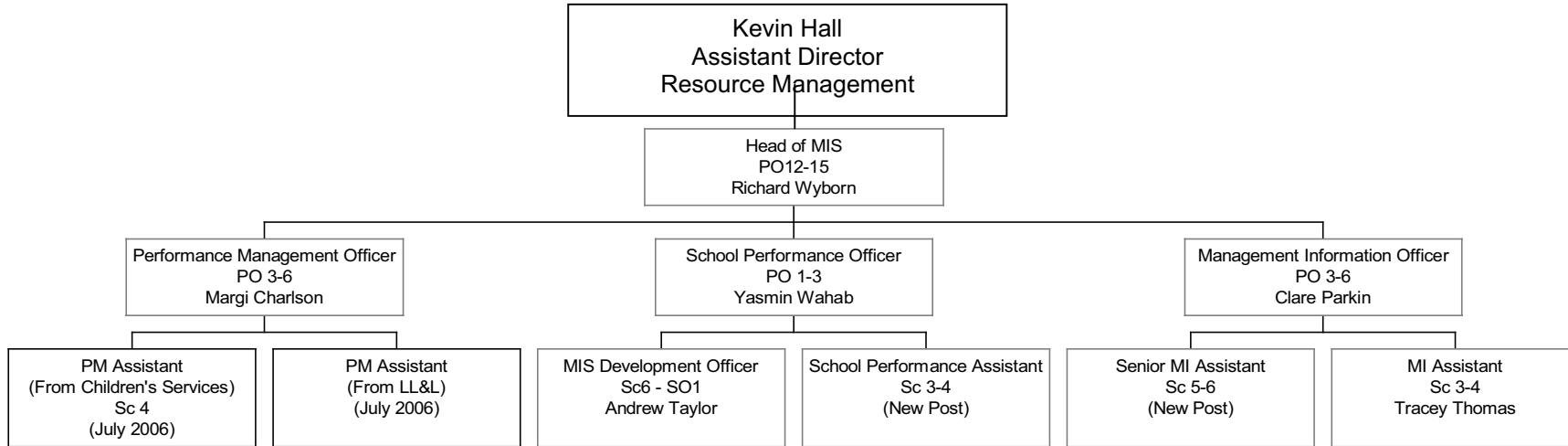
Actual is better than the profile by the tolerance factor
Actual is worse than the profile by the tolerance factor

# 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

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┌─────────────────────────────┐
│         Kevin Hall          │
│      Assistant Director     │
│     Resource Management     │
└─────────────────────────────┘
          ┌──────────────────┐
          │    Head of MIS   │
          │     PO12-15      │
          │  Richard Wyborn  │
          └──────────────────┘
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| Performance Management Officer PO 3-6 Margi Charlson | School Performance Officer PO 1-3 Yasmin Wahab | Management Information Officer PO 3-6 Clare Parkin |

| PM Assistant (From Children's Services) Sc 4 (July 2006) | PM Assistant (From LL&L) (July 2006) | MIS Development Officer Sc6 - SO1 Andrew Taylor | School Performance Assistant Sc 3-4 (New Post) | Senior MI Assistant Sc 5-6 (New Post) | MI Assistant Sc 3-4 Tracey Thomas |

### 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)

### 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)

# 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<br>2 x full day sessions<br><br>Sessions include:<br><br>Formal team review of progress made against service plan initiatives (Using Project Work Plan sheets)<br><br>Identification of future priorities and re-prioritisation of actions<br><br>Identification of barriers to successful completion of actions and analysis of external drivers<br><br>Team issues & team building | All MIS staff |
| Strategy Meeting | Twice Monthly | Once a month - review of progress against service plan actions | Head of MIS, Performance Management Officer, Management Information Officer, School Performance Officer |
| Team Meeting | Twice Monthly | Feedback on key events/meetings<br><br>General service plan issues in line with items discussed in ELSM and EDS Meetings | 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 | Annual with 6 | Links personal review and development with service plan objectives | Head of MIS + 3 |

| | | | |
|---|---|---|---|
| Development Review | month review | | 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 | |

## 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

A formal progress report on all actions and performance targets set out in this plan will be submitted to EMAP in line with corporate standards. The report will include:
- A brief summary of progress against each of the priorities in the service plan (identifying significant work that has been completed, but also signalling up delays).
- An updated PI summary (see section 3)
- An updated financial statement (see section 4)

# 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 stakehol 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. | November 2006 |
| | |
| **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 2006 |
| Ensure the reorganisation of MIS improves the team's capacity to meet the ECM agenda and continues to drive the school improvement agenda forward | March 2007 |
| 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 | Ongoing |
| Plan for move to part traded service to schools in 2007/08 | March 2007 |
| **Competitiveness statement** | |
| - Market testing exercises such as the annual Audit Commission (AC) survey to schools to ensure VFM and effectiveness.<br>- National benchmarking of service through AC schools survey<br>- Evaluation of training programmes through CPD feedback system ensures effectiveness of service<br>- Carry out and respond to user feedback through surveys<br>- Use Primary and Secondary data groups as 'sounding boards' for focusing future work | |