



Notice of meeting of

Executive Members & Childrens Services Advisory Panel

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

Co-opted Statutory Members:

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

Co-opted Non-Statutory Members:

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

Date: Monday, 16 October 2006

Time: 6.00 pm

Venue: Guildhall

AGENDA

1. Declarations of Interest (Pages 1 - 2)

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

2. Minutes (Pages 3 - 6)

To approve and sign the minutes of the meeting held on 7 September 2006.

3. Public Participation

At this point in the meeting members of the public who have registered their wish to speak regarding an item on the agenda or an issue within the Panel's remit can do so. Anyone who wishes to register or requires further information is requested to contact the Democracy Officer on the contact details listed at the foot of this agenda. The deadline for registering is Friday 13 October 2006 at 10am.

Notice to Members - Calling In:

Members are reminded that, should they wish to call in any item on this agenda, notice must be given to Democracy Support Group by **10:00 am on Friday 13 October 2006.**

4. Independent Reviewing Service in York Report (Pages 7 - 20)

This report provides information on the key aspects of the Independent Review service and a progress report following the local implementation of the new regulations and guidance.

5. Education Early Years and Child Care Pathfinder (Pages 21-38)

This report informs members of the Pathfinder award of new flexible entitlement for 3 & 4 year olds, requests approval to extend posts within the service and seeks agreement on the membership of the Pathfinder Project Board and the creation of a Headteacher Reference Group.

6. Independent State Schools Partnership Board (ISSP): York Local Authority in Collaboration with Bootham School (Pages 39 - 44)

This report outlines a bid in process to the DfES for funding under the Independent State School Partnership arrangements (ISSP).

7. Early Years SEN Funding Arrangements (Pages 45 - 48)

This report asks members to consider the funding arrangements for children with Statements of special educational needs (SEN) and to make decisions about the range of provision available.

8. Restructure of Education Development Service (Pages 49 - 58)

The purpose of this report is to seek approval for a restructure which clarifies the role and responsibilities, of EDS within the context of new legislation and establishes a greater emphasis on multi-agency working.

9. Children and Young People's Plan (Consultation) (Pages 59-76)

This report seeks views from the Executive Member for Children's Services and Advisory Panel on the priorities for the Children and Young People's Plan 2007 - 2010.

10. Local Area Agreement (Pages 77 - 88)

This report invites comments on the Children and Young People's Block of the Local Area Agreement.

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

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

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

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

Agenda item I: Declarations of interest.

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

Councillor Runciman – Governor of Joseph Rowntree School and Trustee of the Theatre Royal.

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

Councillor Bradley – Governor of Poppleton Ousebank School

Councillor Cuthbertson – Governor of Headlands Primary School

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

Councillor King – Governor at Burton Green School

Councillor D'Agorne – Governor of Fishergate School & York College

Councillor Livesley – Governor of Bishopthorpe Infant School.

Councillor Fraser – Governor of Knavesmire Primary School & Member of Unison.

Councillor Scott – Governor of Clifton Green School

Co-opted statutory members

Mr J Bailey – Governor of Huntington School

Mr A Lawton - Governor of Canon Lee School

Dr D Sellick – Governor of Derwent Junior School

Co-opted non-statutory members

Ms F Barclay – ATL: Branch Secretary for City of York.

Mrs J Ellis – Governor of Burton Green Primary School

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

Ms B Reagan - Teacher at Joseph Rowntree School, SENCO and Secretary of the York Association of the National Union of Teachers.

Mr M Thomas - Secretary of the York Association of NASUWT.

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City of York Council

Minutes

MEETING	EXECUTIVE MEMBERS & CHILDRENS SERVICES ADVISORY PANEL
DATE	7 SEPTEMBER 2006
PRESENT	COUNCILLORS RUNCIMAN (EXECUTIVE MEMBER), JAMIESON-BALL (EXECUTIVE MEMBER), BRADLEY (CHAIR), ASPDEN, CUTHBERTSON, KIND AND KING STATUTORY CO-OPTED MEMBERS MR A LAWTON AND MR J BAILEY NON STATUTORY CO-OPTED MEMBERS MS F BARCLAY, MRS J ELLIS AND MS B REAGAN
APOLOGIES	COUNCILLOR D'AGORNE, MR MIKE GALLOWAY AND DR D SELICK

15. Declarations of Interest

Councillor Runciman – Governor of Joseph Rowntree School and Trustee of the Theatre Royal.

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

Councillor Bradley – Governor of Poppleton Ousebank School

Councillor Cuthbertson – Governor of Headlands Primary School

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

Councillor King – Governor of Burton Green School

Mr A Lawton - Governor of Canon Lee School

Mr J Bailey – Governor of Huntington School

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

Mrs J Ellis – Governor of Burton Green Primary School

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

The following interests were also declared:

Councillor Bradley declared a personal and prejudicial interest in agenda item 4 Local Authority (LA) School Governors (Primary) as he had been nominated as a primary school governor and he left the room for this item and took no part in the discussion or voting thereon. Councillor Cuthbertson took the Chair during consideration of this item.

Councillor Bradley also declared a personal non-prejudicial interest in Manor School as his son had started as a pupil at the school the previous day.

Councillor Cuthbertson declared a personal and prejudicial interest in agenda item 4 Local Authority (LA) School Governors (Secondary) as he had been nominated as a secondary school governor and he left the room for this item and took no part in the discussion or voting thereon.

16. Minutes

RESOLVED: That the minutes of the last meeting of the Panel, held on 20 July 2006 be approved and signed as a correct record subject to the addition of Cllr D'Agornes name in the list of apologies.

17. Public Participation

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

18. Local Authority School Governor Appointments

Members considered a report which provided information about the current position with regard to vacancies for Local Authority seats on governing bodies, listed current nominations for those vacancies and requested the appointment, or re-appointment of the listed nominees.

It was noted that all governing bodies were required to reconstitute by 31 August 2006 under the terms of the School Governance (Constitution) (England) Regulations 2003. Many governing bodies had agreed to adopt a new constitution and determined the size of the new governing body. It was noted that in some cases this would result in there being fewer Local Authority places and it was important that this was considered when new LA appointments were made. The current position of each governing body was detailed in Annex One of the report.

Officers confirmed that there was now a waiting list for school governor vacancies but that if any member was aware of an interest in a position they should refer them to the Governance Service. Members expressed their thanks to the Service and for ensuring that York had a well below average of Local Authority governor vacancies.

Advice of the Advisory Panel:

That the Executive Member be advised to appoint, or re-appoint Local Authority Governors to fill vacant seats as proposed in Annex One.

Decision of the Executive Member

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

REASON: To progress work in this area.

19. Service Plan Performance Monitoring - Period 1

Members considered a report which analysed performance by reference to the Service Plan, the budget and performance indicators (PIs) for all services funded through the Children's Services budget.

Officers updated Members and circulated a summary of the Children's Services portfolio which outlined the 2006/07 original estimates and latest approved budget together with details of Service Plan variations from the approved budget.

The report highlighted steady progress in the first period of the year against the service plans and identified some of the key achievements in the year to date:

- Within Access and inclusion, targets had been met for the preparation of statements of SEN and deadlines have been met for statements that required input from other agencies, such as the Health Service
- The Youth Service have implemented a number of important initiatives including the extension of the Positive Activities for Young People (PAYP), the establishment of Make Space Youth Centre at Fulford School.
- Considerable progress had been made against key actions for Children and Families. In particular, the work on integrating frontline services into local integrated children's centres
- Progress had been made in the transition to an Integrated Children's System within electronic records and in responding to new requirements of the Adoption and Children Act.

The report also highlighted areas where further work was needed. These included a likely delay in the publication of the draft Youth Offer and the delayed opening of the City Centre One-Stop Shop at Castlegate from September 2006 to January 2007. Of most concern was the increase in the number of looked after children in the first quarter of the year which had placed considerable pressure on local resources and budgets.

Advice of the Advisory Panel:

That the Executive Member be advised:

- (i) To note the performance of services within the Directorate funded through the Children's Services budgets.
- (ii) To agree to the transfer of £41k to the Leisure & Culture portfolio as set out in paragraph 4 of the report

Decision of the Executive Member:

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

- REASON: (i) In accordance with monitoring procedures.
(ii) In order to meet funding requirements.

20. Capital Programme Monitoring

Members considered a report which informed them of the likely out-turn position of the 2006/07 Education Capital Programme, based on information to the end of July 2006, and sought agreement for the revised programme.

Updates on, and variations to, the schemes in the programme were outlined in paragraphs 5 to 27 of the report and detailed in Annex A. These variations had produced a gross capital programme for 2006/07 of £12.879m, of which £11.792m was funded externally, resulting in a net cost to the City of £1.087m.

Members thanked Officers for their work in the production of the report.

Advice of the Advisory Panel:

That the Executive Member be advised:

- (i) To note the capital programme forecast out-turn for 2006/07, as shown in Annex A to the report.
- (ii) To approve the additions and amendments to the programme, as summarised in Annex A.
- (iii) To approve the scheme reprofiling and slippage, as summarised in Annex A.
- (iv) Agree the revised capital programme as shown in Annex A, subject to the approval of the Executive.

Decision of the Executive Member:

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

REASON: In accordance with budget monitoring procedures and to produce a balanced budget.

Executive Member for Youth and Social Inclusion

Executive Member for Children's Services

Chair of Advisory Panel

The meeting started at 6.00 pm and finished at 7.15 pm.



Meeting of Executive Members and Children's Services Advisory Panel

16 October 2006

Report of the Assistant Director, Children and Families

Independent Reviewing Service, Children & Families: Annual Report

Summary

1. The Adoption and Children Act 2002 introduced new regulations and guidance in respect of the Independent Reviewing service, including the requirement to provide an annual report to the lead member with executive responsibility for children's services and corporate parenting. The Guidance was implemented in York in February 2005.
2. The purpose of this report is to inform the Executive Member and Advisory Panel about key aspects of the service and to provide a progress report following the local implementation of the new regulations and guidance.

Background

3. The Independent Reviewing Service is well established locally and is recognised as providing a good quality reviewing service to children, families and professional colleagues. The core elements of the service are to review statutory plans for looked after children and to establish and review multi agency child protection plans on behalf of the City of York Child Safeguarding Board. The service is delivered by a team of Independent Reviewing Officers who chair all the child care reviews and child protection conferences in the City, and by a team of specialist Administrative Coordinators whose function is to ensure that the child care review and child protection systems run effectively and smoothly for all parties.
4. Whilst the Children Act guidance requires that the Executive Member is appraised annually about the statutory review arrangements for looked after children, the opportunity has been taken here to give an update about the wider service provided by the section.

Analysis

York's Independent Reviewing Service

5. City of York's reviewing section comprises three full time equivalent Independent Reviewing Officers (IROs) and seven full time equivalent Administrative Coordinators. All staff are employed by the local authority. The service is located within the Children and Families Quality Assurance section, the Service

Manager, Quality Assurance, reporting directly to the Assistant Director. This arrangement is fully consistent with national guidance for the location organisationally of the service. The arrangement achieves the necessary independence of IROs from the social work teams which formulate and implement children's plans and from resource and other service providers. It also maintains an integrated and collaborative approach to care and protection planning, essential features of a system that promotes the best outcomes for children.

6. Statutory child care reviews and child protection conferences take place within a much broader, multi agency care and protection planning context. In 2004, in anticipation of the new IRO Guidance, preparatory work was undertaken within the QA section to identify the key processes, systems, roles and responsibilities that combine to create an effective and quality assured planning and review system. Details of this are provided at Annex 1 for information.

Statutory reviews for looked after children

7. When a child becomes looked after, the social work team must produce a care plan in respect of the child. It is the responsibility of the IRO to review this plan, checking quality and progress and ensuring that all parties are consulted in the process. The IRO must take appropriate action if problems are identified in implementing the plan or if poor practice is identified. Reviews have a statutory basis and must take place within 28 days of the child first becoming looked after, three months from this date and thereafter not more than six monthly. Additional reviews can be held as appropriate. Disabled children who receive a series of short breaks (respite care) must also have care plans which must be reviewed regularly.
8. At the time of writing this report, 154 children were being looked after by City of York and 73 disabled children were receiving a series of short breaks. During the past three years, 458 children (inc disabled children) and young people have been looked after for varying periods of time. Consequently;
9. 585 statutory child care reviews have been chaired, recorded and administered annually by the section (average over the past three years). The performance target definition in relation to review timescales has recently changed and full year figures are not yet available. Performance under the previous definition was consistently high, reaching 95%.
10. A key function of the Independent Reviewing Officer is to ensure that each child has a care plan and that the plan meets the identified needs of the child. It is the responsibility of the Local Authority to decide *how* any recommendations from the review of the plan will be implemented but the IRO must check that the Local Authority has taken the necessary steps to ensure that actions and changes are implemented without undue delay. Where there are problems with implementing individual care plans, the IRO is expected to seek satisfactory resolution with social work colleagues and managers, these steps being documented in internal procedures. A new system has been introduced with the specific purpose of enabling IROs to highlight and progress priority concerns in relation to the

implementation of the care plan. Called the 'specific issue system', this system has been used sparingly to achieve maximum impact. Where an issue of concern has been identified by the IRO (for example where there has already been delay or where there is some doubt about the quality of child care practice) this is reported immediately to the worker and line managers with a clear request for action according to a specific timescale. At the time of producing this report, 15 'specific issues' have been highlighted by the IROs. Areas identified for action were as follows:

- Progressing key aspects of assessment / planning (4)
- Progressing Life Story Work (3)
- Clarifying educational provision (2)
- Clarifying social work arrangements (2)
- Progressing a health issue (1)
- Other (3)

Experience to date suggests that senior managers take 'specific issues' seriously but that it is easier to resolve matters relating to timescales rather than practice quality. This system continues to evolve and IROs are looking at ways in which they can become more consistent and proactive in ensuring that specific issues are resolved.

11. In addition to monitoring the progress of individual plans, improved general performance monitoring has been introduced. IROs and their manager meet with operational managers on a quarterly basis to discuss common areas of practice and to provide statistical data, eg in relation to care plan completion. Care plan completion rates have become a key performance target for Children and Families and progress is monitored up to the level of the Director's Departmental Management Team. Recently introduced Care Plan monitoring shows that 76.5% of all care plans reviewed during the first 6 months of 2006 were completed (includes some plans where signatures omitted).
12. The Children Act 2002 regulations gave IROs a new power. Where a child's human rights are considered to be in breach and as a last resort, IROs can refer a case outside of the Local Authority to the Children and Family Court Advisory and Support Service (CAFCASS) to bring legal proceedings in order to achieve a resolution. CAFCASS is independent of the Local Authority and looks after the interests of children involved in family proceedings. It works with children and their families, and then advises the courts on what it considers to be in the children's best interests. No case has yet been referred to CAFCASS from York or any other Local Authority. There is significant interest in this new power within the Department for Education and Skills (DfES) and regional feedback suggests that this option for IROs has in some cases prompted resolution within the local authority.
13. IROs must ensure that children are consulted and that children's views are understood and taken into account within the review process. They must check that the social worker has given the child the opportunity to present their views (prior to meeting). Child care reviews have traditionally been conducted on the basis of meetings: it has generally been considered expedient to gather together

the child, family and all those involved in providing services to discuss, progress, endorse or change the plan. Much research has been undertaken in this area, both locally and nationally, concluding that this model is not ideal for most children who sometimes find the process bureaucratic, overwhelming and boring. In York, work continues to improve the experience of children who contribute to their reviews through the creation of more 'user friendly' contribution papers, viewing the review as a process, actively planning this around the wishes and feelings of the child and helping and supporting children to take more control over their reviews, for example chairing a meeting. The IROs and the children's disability social work team continue to progress initiatives aimed at promoting and ensuring the meaningful participation of disabled children and children who have communication difficulties. This work has included the introduction of specific contribution documents for children, parents and carers, and a more 'fluid' approach to consulting children is being piloted along with colleagues from The Glen respite centre. In 2005/6 86.11% of all children and young people participated in their reviews (PAF Indicator C63). This figure is typical of local performance over the past three years and compares well with the national figure of 83.35% (2004/05 – latest available national figures).

Child Protection Planning and Reviewing

14. Multi agency practice relating to safeguarding and promoting the welfare of children is governed by legislation, statutory guidance and local procedures. Where it is suspected or known that children are suffering, or are at risk of suffering significant harm, specific actions must be undertaken to protect children, including a full investigation, assessment of the child's needs, agreeing strategy and the convening of an initial child protection conference. The purpose of the child protection conference is to enable those professionals involved with the child and family, and the family themselves, to assess all the relevant information, and to plan how best to safeguard and protect the welfare of the child. An initial child protection conference must be held within fifteen working days from the convening of a multi agency strategy meeting. The first review conference must take place within three months of the initial conference, and reviews must thereafter be held not more than 6 monthly for the duration of registration.
15. The Admin Coordinators liaise closely with social work teams to ensure that the right people are invited to the conference and that invitations and information are distributed appropriately. The Independent Reviewing Officer is responsible for meeting the child and family in advance of the meeting to explain the process and to optimise and manage parental contributions to the debate. They must ensure that those present (and absent) are able to contribute to the discussion and decision making and ensure that the conference takes the decisions required of it in an informed and systematic way. Where the conference takes a decision that a child's name should be placed on the Child Protection Register, the IRO must facilitate the production of a good quality, multi agency child protection plan. This plan and its implementation will then be reviewed at subsequent review child protection conferences. Full minutes of each conference are taken by Admin Coordinators who then arrange for these to be sent to all parties.

16. At the time of writing this report, 54 children's names were placed on York's Child Protection Register. During the past three years, 235 children and young people became subject to child protection registration, many of whom were subsequently de-registered. Consequently;
 - 170 child protection conferences have been chaired, minuted and administrated annually by the section (average over the past three years);
 - City of York performance in relation to holding child protection review conferences within timescale is consistently above the national average, with 2005/06 performance reported at 100% (APA 2005/06).

17. In service development terms, a number of key challenges face the section:
 - New guidance affecting the roles and responsibilities of IROs and how conferences are conducted is due to come into effect in October 2006. Work to understand the local implications of implementing the new Working Together Guidance will be coordinated by York's Children's Safeguarding Board and it is anticipated that the Reviewing Team will contribute to this. An update will be offered in the next annual report to Executive Member.
 - Children's participation in the child protection process continues to be a topic for debate. The new guidance suggests that children should be invited to attend their child protection conference, with a supporter or advocate, and subject to their age and understanding. It has not been the practice in York to invite children to attend conferences and this occurs very rarely. A member of the IRO team is currently looking at best practice and the experience of other local authorities with a view to developing consultation tools for this purpose. It is anticipated that this work will also inform the development of local policy in this area.

Complaints

18. York's Independent Reviewing Officers have historically played a key role in the formal investigation of Stage 2 children's complaints, the independence of IROS from operational managers and service providers affording a degree of independent scrutiny within the complaints process. The new Children Act Guidance has given IROs specific additional responsibilities in relation to complaints made by looked after children. IROs are now expected to become involved in serious complaints concerning a child's care plan and should work closely with the Complaints Manager and advocates to resolve problems.

Other improvement priorities for the service

19. Transitional planning: Independent Reviewing Officers remain involved with the same children from ages 0 -18 and are beginning to chair transitional planning meetings when cases move from the 0-10 social work teams to the 11+ social work teams. This is a new initiative aimed at improving consistency and ensuring that whilst planning takes account of resource availability, plans ultimately evolve in accordance with the best interests of the child.

20. Stability of placements: Placement stability is a key performance issue for the local authority. A new system has been recently introduced in Children and Families whereby all care plans advocating long term fostering for looked after children up to the age of 11 years are formally presented to an internal panel of senior managers for debate and approval. IROs would encourage the extension of this system to include children up to 14yrs to scrutinise plans and clarify the status of placements.
21. Outcome focused planning: The team continues to play a lead role in the development and implementation of the Integrated Children's System (ICS). IROs and the Senior Admin Coordinator are developing, testing and piloting new systems and protocols across the child protection and looked after services. It is anticipated that IROs will play a key role in leading the introduction of outcome focused planning, through direction in meetings and through offering ongoing support and training. IROs continue to monitor the completion of care plans, but aim to focus next on the completion of core assessments which continue to be a challenge for the authority.
22. To summarise, the new Adoption and Children Act 2002 guidance has provided a much clearer framework within which the service has been, and continues to be developed. Job plans and grades have been reviewed and amended across the section to reflect the additional powers and responsibilities of the service. A key and purposeful tension exists in relation to the role of the IRO. They must remain independent from operational colleagues yet must work cooperatively with colleagues to achieve the best outcomes for children. Achieving enhanced status and changing perceptions of the IRO role within Children and Families remains a challenge, but experience indicates that the Assistant Director and senior managers are lending active support to the team. More regular dialogue with managers enables the team to progress this agenda and to focus attention on improving key aspects of planning and reviewing activity.

Consultation

23. In compiling this report, the contents have been shared with all members of the Reviewing service and with members of the Children and Families Senior Management Team

Options

24. The Adoption and Children Act 2002 regulations and guidance included the requirement to provide an annual report to the lead member with executive responsibility for children's services and corporate parenting. This report fulfils that requirement. Rather than proposing options for action, the report provides information for comment.

Corporate Priorities

25. The improvement plans noted in this report contribute to the objectives of the Directorate Children's Plan and the Children and Families' Services Plan.

Implications

26. There are no financial, HR, IT, Property or Crime and Disorder implications of this report. The work of the team enables the authority to fulfil statutory duties and contributes to our equalities agenda through the positive engagement of hard to reach young people

Risk Management

27. No known risks.

Recommendations

28. The Executive Member is recommended to note the contents of this report and to receive further reports on this service on an annual basis.

Contact Details

Author:

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Chief Officer Responsible for the report:

Pete Dwyer
Assistant Director, Children & Families
Tel No. 554211

Report Approved Date 26 September 2006
Patrick Scott, Director of Learning, Culture and
Children's Services

Report Approved Date 26 September 2006

Specialist Implications Officer(s) - None

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

All

For further information please contact the author of the report

Background Papers:

- Report to the Personnel Committee, 15 November 2004: **Implementing National Reviewing Officer Guidance – Grading of Independent Reviewing Officers**
- Report to the Personnel Committee, 5 July 2005: **Generic Job Plans For Administrative Coordinators In Children's Services**
- **Independent Reviewing Officers Guidance:** Adoption & Children Act 2002, DfES
- **Working Together to Safeguard Children:** A guide to inter-agency working to safeguard and promote the welfare of Children. HM Government, 2006

Annex 1:

Developing Good Practice – A Quality Assurance Framework

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March 2004

Developing Good Practice - Children's Services

Introduction

Children's Management Team have commissioned a piece of work to identify key elements and local arrangements that promote good high quality local practice and service provision (quality assurance). Reasons for doing this include:

- ◆ Feedback from the SSI inspection of Children's Services. This recommended that the role of the Reviewing Officers be enhanced to give greater focus and authority in the raising of standards and expectations of casework, and that attention be paid to the production and sharing of care plans and case file audit. (Children's Services Inspection: City of York, June 2003, DoH, p42).
- ◆ The local piloting of the Integrated Children's System: This system will prompt changes to local practice across the key elements of assessment, planning and reviewing in respect of individual's cases, and the scrutiny elements of these.
- ◆ Draft Independent Reviewing Officer Guidance (DfES, 2003): This guidance seeks to place Independent Reviewing Officers on a statutory basis to monitor the local authority's review of looked after children's cases. (New regulations expected September 2004.)

This paper aims to describe some of the existing key / critical elements that underpin good quality local practice and service provision and is intended to assist the debate about standards, expectations, roles, responsibilities & accountabilities, to identify problem areas and to consider the potential roles of IROs and others in supporting key activities and processes.

Judy Kent

9.3.04

This following sections aim to identify the specific and unique contribution made by key groups and individuals in relation to key activities and processes.

A: Individual Case Management

What?	Who?	Unique contribution
Information gathering	Worker	Gather full information / make relevant and full enquiries.
	Line Manager	Check information complete; if gaps, identify follow up action, check completion.
	Reviewing Officer / Perf.Man section	Check key data collected for MI / planning (health, dental, PEP etc). If gaps, refer back to worker / manager.
Assessment	Worker	Complete / co-ordinate assessment and record details.
	Line Manager	Check quality of assessment. Sign off.
	Reviewing Officer	Assess currency and adequacy of assessment in CP / CAC planning context. Refer back to worker / manager if incomplete or out of date.
Listening to children	Operational team	Involving children in planning. Record children's views, including effect of children's views in planning process. Respond to any complaints made by children as per complaints procedures.
	Reviewing Officer	Ensure contribution to formal review of CP/LAC plans. Ensure children aware of rights to complain / IV / advocate etc. Independently investigate complaints at stage 2 where appropriate.
	Children's Rights	Provision of IV / Advocate where relevant.
	Complaints	Investigate complaints (inc. independent element at stage 2+)
Planning	Worker	Formulate plans on basis of identified needs. Identify smart objectives / outcomes. Implement plans. Alert manager to problems.
	Line Manager	Check quality of plans & sign off.
	Reviewing Officer	Facilitate production of CP and Care plans and involvement of all parties.
	Group Manager	Check & agree Schedule 2 reports & Care Plans.
	Adoption Panel	Check & agree plans for children & matches with carers.
Implementing plans / providing a service.	Worker	Fully implement plans. Coordinate service provision. Follow up if Report difficulties to line manager.
	Line Manager	Check the progress of plans, identify follow-up action as appropriate.

Reviewing	Worker	Ensure care & other relevant plans completed /up to date in advance of review.
	Reviewing Officer	Formal, periodic check on quality and progress of CP / LAC plans. Co-ordinate involvement of key parties in planning and decision making process. Assess adequacy / availability of information for review purposes, where necessary refer back to worker / manager & identify follow up action & timescales. Can authorise review postponement. Agree to CP and Care plan changes where appropriate.
	Line Manager	Family Support cases: Ensure an appropriate review of the plan takes place. Check care & other plans completed, signed off & available to all parties prior to review. Regular check on progress re implementation. Ensure follow up action as appropriate.
Decision-making	Worker	Where need for decision, discuss with manager. Ensure record made of decisions / agreements made in supervision.
	Line Manager	Ensure key decisions countersigned on file.
	Reviewing Officer	Where appropriate, change CP and care plans in review context.
	Adoption Panel / Agency D-M	Approve plans and matches.
Recording	Worker	Maintain relevant and completed case records. Ensure key information is accessible.
	Line Manager	Check quality of case records, if complete & countersign. Routine file self-audit.
	Group Manager	Quarterly check on file audits. Identify strengths / problems. Agree and check on follow up action. Quarterly report to CMT.
	CMT	Assess trends & agree / follow up on action.
Maintaining standards	Line Manager	Supervise team members in line with divisional policy. Check quality of practice in supervision, follow up on agreed actions.
	QA Section	Disseminate procedures. Undertake periodic practice audits in line with divisional priorities.
	CMT	Consider outcomes / recommendations form complaints investigations and follow up on progress / agreed actions.

B: Resources

What?	Who?	Unique contribution
Assessing potential resources	Worker	Undertake full assessment of suitability, prepare report.
Approving resources as fit for purpose	Panels	Approve carers / adopters.
	Group Manager Resources	Authorise continued use of CYC resources. Take action where problems identified. Report to ??? Authorise use of external / agency placements (res / foster / adoption).
	???	Maintain preferred provider list. <i>(Not sure about what level of QA preferred status infers.)</i>
Maintaining standards	Unit / Resource Manager	Ensure safe and high quality services are provided through regular staff supervision, taking action and follow up where concerns identified. Formal feedback to GM Resources.
	Service Manager Family Placement	Ensure safe and high quality services are provided through regular staff supervision, taking action and follow up where concerns identified. Formal feedback to GM Resources.
	Family Placement Workers	Check on quality of foster / adoptive provision through routine visits & dialogue with placing SWs. Take action where concerns identified, formal feedback to SM Family Placement.
	Reviewers of foster carers	Full annual check on quality of service offered by and to carers. <i>Report to SM / panel?</i>
Checking on quality of service provision	Service Manager	Assess how well resource meets child's needs. Follow up action.
	Reviewing Officer	Independent assessment of how well resource meets child's needs. Identify action and follow up regarding concerns.
Inspection / regulation	Service Manager	Undertake regular Reg 33 Visits. <i>Report to ???</i>
	Elected Members	Undertake regular Reg 33 Visits. <i>Report to ???</i>
	NCSC	Carry out formal inspection programme.
Authorise use of resources	Group Manager Resources	Approve use of residential placements.
	Service Manager, Family Placement	Approve use of foster / adoptive placements.
	Adoption Panel	Approve matches – child and placement.
Collate feedback on resource quality	Group Manager, Resources	Collate information about resource quality / concerns / complaints. Investigate & follow up with action.

C: Strategic Quality Development

What?	Who?	Unique contribution
Business / service planning	Central / departmental CYC Sections	Set Council plans & objectives. Provide frameworks & support.
	CMT	Set annual divisional plan and targets, implement & review.
	All managers	Establish annual service / team plan, implement & review.
	SM QA	Coordinate specific elements of divisional service plans, T&D; Customer feedback.
Performance	CMT	Set divisional performance priorities & targets, analyse performance, decide on remedial action, coordinate communication / information / training requirements (through Performance Management Group) Ensure Management Information returns are achieved.
	All Managers	Set service priorities & targets. Implement actions designed to enhance performance / meet targets. Verify key data in relation to own service area.
	Management Information Team	Coordinate collation of key data & production of reports. Provide specialist & technical support and advice.
	SM QA	Coordinate distribution of info / updating of handbook / training etc.
	Senior & Performance Management Co-ords.	Data collection & inputting. Generate reports.
Customer feedback	All Managers	Plan and undertake customer feedback (linked to service plan)
	SM QA / QPPO	Co-ordinate divisional activity / offer support / training
Customer Information	All sections	Produce information about services.
	SM QA	Coordinate production / distribution of information. (Paper & electronic)
	All Workers	Routinely provide relevant information to customers.
	Admin team	Coordinate distribution / dissemination of leaflets
Communication	All chairs of meetings	Ensure minutes / notes are taken and distributed to circulation list.
	CMT	Set schedule of management meetings. Attend & participate fully in meetings. Receive information. Cascade information to teams.
	All Managers	Attend & participate fully in meetings. Receive information. Cascade information to team members.
	All members of staff	Keep up to date & informed.

Procedures	SM QA	Co-ordinate production of procedures & maintenance of handbook.
	CMT	Approve procedures.
	Managers / Reviewing Officer	Write procedures.
	All staff	Be familiar with the contents of relevant procedures. Where gaps / changed needed, alert relevant colleagues.
Standards	SM QA	Co-ordinate programme of standards development. Facilitate development and production of service standards.
	Service / Unit Manager	Co-work with SMQA in developing service standards. Plan and take action to achieve standards.
Audit / checking	SM QA	Co-ordinate, plan, carry out & report on periodic audits.
	Service Manager	Routine audit of case files. Ensure compliance with all procedures / standards etc.
	Group Manager	Quarterly monitoring of file audit activity. Ensure compliance with all procedures / standards etc.
	CMT	Receive reports. Identify follow-up activity. Monitor progress.
HR strategy	CMT	Agree Strategy. Monitor implementation / compliance.
	SM QA	Develop strategy with HR section / others.
	All Managers	Ensure HR standards met in operational context.
Training & Development	CMT	Agree training plan / strategy
	SM QA	Produce training strategy and monitor implementation / progress.
	T&DO	Contribute to development of Training Strategy. Implement strategy. Coordinate T&D elements in division & link with departmental initiatives.
	All Managers	Undertake PDRs annually. Facilitate T&D of team members.
	All Staff Members	Are also responsible for own T&D.

Judy
9.3.04



Meeting of Executive Members and Children's
Services Advisory Panel

16 October 2006

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

Pathfinder for the New Flexible Entitlement for 3 & 4 Year Olds Nursery Education 2006 - 2008

Summary

1. This report:
 - informs members of the Pathfinder award of new flexible entitlement for 3 & 4 year olds increasing from 12.5 hours to 15 hours of nursery education provision for 2006/2007 and 2007/2008
 - requests approval to extend posts within the service
 - seeks agreement on the membership of the Pathfinder Project Board and the creation of a Headteacher Reference Group

Background

2. This report is a follow up to the report brought to EMAP on Nursery Education Funding for Three & Four Year Olds in March this year. The Action Plan for the Ten Year Strategy '*Choice for Parents, the best start for children: Making it happen*' sets out plans for implementing the government's commitment to increase the length and flexibility of the free entitlement for 3 and 4 year olds to early education and care. The entitlement will increase from 12.5 to 15 hours per week (over 38 weeks) by 2010.
3. The local authority has been granted the Pathfinder award to:
 - begin delivery of 15 hours of free and more flexible early learning and care for all 3 & 4 year olds from April 2007
 - deliver provision across the hours of 8 am to 6 pm
4. An allocation of £9,403 for the planning phase will contribute towards the project management costs of the project. This will be made available through the GSSG (General Sure Start Grant) in two equal payments in November 2006 and February 2007. A further £50k for the purpose of administration and other costs has been confirmed. This will be released on a quarterly basis through the GSSG and will be monitored in order to ensure that objectives are met and that learning about the activity is gathered.

5. The total allocation of £551,626k over 2006 - 08 for the provision phase will be finalised this December on the basis of the information provided during the planning phase of the project.
6. Pathfinders will be supported by the DfES and by each other. Collaborative working, sharing and learning between pathfinders and other LAs is invaluable to development. There is also an open website, electronic newsletter and numerous conferences and events that will be in place to support pathfinders.
7. Pathfinders will ultimately build on the success of high take up (approx 96% of three year olds and virtually all four year olds are now benefiting from at least some free provision). This is an opportunity to increase the length and flexibility of the entitlement in order to deliver more learning and development opportunities for young children and better meet the needs of families.

Operation

8. The aims and objectives of the Pathfinder Project are to:
 - Begin delivery of 15 hours of free and more flexible early learning and care for all three and four year olds from April 2007 in accordance with agreed plans
 - Deliver provision either across the hours of 8-4 or 8-6
 - Inform the development of the national roll out of the flexible free entitlement by acting as beacons of good practice for other local authorities
 - The Local Authority will be expected to participate in a national evaluation and where appropriate, facilitate access to selected settings as part of the evaluation process
9. It is proposed that the remit, purpose and membership of the existing NEF multi-agency group be widened to become a Pathfinder Project Board to facilitate the Pathfinder. This board would fit into the existing reporting structure (YorOK board chaired by Cllr Kind, EYESP chaired by Peggy Sleight, EYESP Places sub group chaired by multi-agency revolving chair, pathfinder project board chaired by Head of Early years and Extended Schools Service).
10. Membership includes representation from:
 - Special Educational Needs
 - Looked After Children
 - Nursery Education Funding Working Group
 - Early Years and Extended Schools Service
 - Pre School Learning Alliance
 - Vale of York Community Accounting Service
 - National Childminding Association
 - Travellers Education
 - Education Advisors
 - Catherine Leonard
 - Primary Headteachers
 - Parents

- Private Providers
- DfES

11. In addition it is proposed that a new reference group be established made up of five headteachers from Primary Schools with education nursery provision. This group would also include Human Resources, Early Years and Finance staff from the local authority. Initially this would be chaired by the Director of Learning, Culture and Children's Services. The remit of the group would be to work on finding a new formula for schools funding for early years.

Key Challenges

12. The challenge we now face is of strengthening further the relationship between the PVI and maintained sector. In particular we need to:
- ensure that provision in all sectors is of high quality - diversity of provision should not mean a diversity of quality. All settings will receive the level of support, resources and training that is needed to guarantee high standard across the city
 - strengthen relationships between the PVI and maintained sector. In particular to ensure that all sectors view themselves as equal parts of the same team, rather than as separate entities working in partnership

Key Milestones and Activities

13. The key milestones and activities are set out at Annex 1. As a next step each Pathfinder authority has been asked to submit a Project Plan which is to be used as a practical tool to help set, review and deliver against key milestones and engage stakeholders. The Pathfinder covers two main stages - planning and provision, with some interim evaluation before delivery starts.

Two Year Olds

14. The local authority has also been asked to submit an expression of interest on delivering free early years provision to disadvantaged two year olds, and the DfES has now confirmed City of York's participation in the project from January 2007. The DfES has yet to release detail on the available funding but has recognised that the two initiatives should run together given the synergies between them. Two year olds will be the subject of a separate report.

Consultation

15. Consultation is a major facet of the pathfinder bid. We propose to consult widely as part of the planning phase to explore options for flexibly ways of rolling out the new entitlement.

Options

16. If we are to participate in this pathfinder initiative we need to create new temporary part-time posts:
- management for the Pathfinder project (2 days per week)
 - administrative support and data collection / analysis (3 days per week)

- a development worker to assist schools and other settings to work in the new flexible way (3 days per week)

The manager post can be funded from 1 October 06 to 31 March 08, whilst funding will be available for the administrative and development work posts in 07/08. The case for any extension of the posts will be reviewed at the end of the pathfinder.

Analysis

17. Building on and utilising existing expertise and skills will add value to the aims of the Pathfinder. Key relationships with stakeholders and agencies will be further developed to maximise the effect of the pathfinder.

Corporate Priorities

18. The pathfinder will be rolled out through The Shared Foundation Partnership model which has been successful in working to develop relationships between schools and the PVI sector in order to offer choice, diversity and support in improving outcomes for children across the city as a whole. This strategy has also been used for the development of Extended Schools and Children's Centres.

Implications

Financial Implications

19. The funding for provision is provisionally £551,626k over two years. Funding is required for staffing, outreach, planning and co-ordination, marketing and communication. The DfES has provided £9k for the 06/07 planning phase together with £50k to facilitate administration and other costs associated with delivery in 2007/08.
20. The cost of the proposed structure is shown in the table below based on estimated gradings:

Cost of proposed structure:	Oct - Mar 07	07/08
	£	£
Pathfinder Manager 15 hrs - From 1.10.06	7,436	14,872
Pathfinder Development Worker 22.5 hrs - From 1.4.07	0	15,040
Pathfinder Administrator & Data Analyst 22.5 hrs from 1.4.07	0	11,098
Operational Expenses	1,967	8,990
Total	9,403	50,000

Funded by:

General Sure Start General - 3/4yr old pathfinder ring fence block	9,403	50,000
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22. The DfES is also considering giving local authorities a 20% uplift on nursery education funding to achieve flexibility on the extended entitlement and it will cover both the maintained and non-maintained sectors. This will be the

subject of a separate report to members once the final uplift figure has been determined by the DfES.

Human Resource Implications

23. In the event the proposal is supported, HR will undertake a benchmarking exercise for the new posts to support their establishment at an appropriate grade, pending job evaluation. The outcome of this will be noted in the Directorate decision log.

Equalities Implications

24. All families (an estimate of 3,600 3 & 4 year olds) are able to access flexible provision 52 weeks of the year. All providers (maintained and PVI) are able to provide this provision.

Legal Implications

25. The extension of the free entitlement must be seen in the context of the Childcare Bill. The Bill reinforces role and statute responsibility of the local authority in improving outcomes for children and as a market facilitator of the childcare and early learning sector.

Crime and disorder

26. Research has shown that investment in Early years enhances children's development and that disadvantaged children in particular can benefit significantly from good quality pre-school experience.

IT

27. A feasibility study of the current Nursery Education Funding IT system will be undertaken in order to assess capabilities in line with the changes to flexibility and sessions.

Property

28. Extended Schools capital funding will be aimed at enhancement to existing buildings which have the greatest impact first for the extended entitlement to 15 hours per week. Any capital work can also be about increasing sustainability and improving quality.

Other

29. Early Years has a statutory need to ensure that we are in a position to rise to the challenge of co-ordinating and integrating services, particularly in Children Centre areas.

Risk Management

30. Risk has been assessed at Low Risk (1-3). The Pathfinder will build on established expertise within the service and enhance relationships across the new Children's Service Directorate.

Recommendations

31. That the Advisory Panel advise the Executive Member:

To approve the creation of three additional posts.

Reason: To co-ordinate and manage the Pathfinder to ensure maximum efficiency.

To approve the membership of the Pathfinder Project Board.

Reason: To ensure that membership is reflective of the aims of the Pathfinder. It is vital all key stakeholders/agencies are involved.

To approve the creation of the Headteacher Reference Group.

Reason: To examine formula funding to ensure equity across all settings.

Contact Details

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Chief Officer Responsible for the report:

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

Report Approved



Date: 04/10/06

Specialist Implications Officer(s)

Financial Implications:
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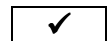
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Legal Implications:
Jo Brighton
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Wards Affected: All

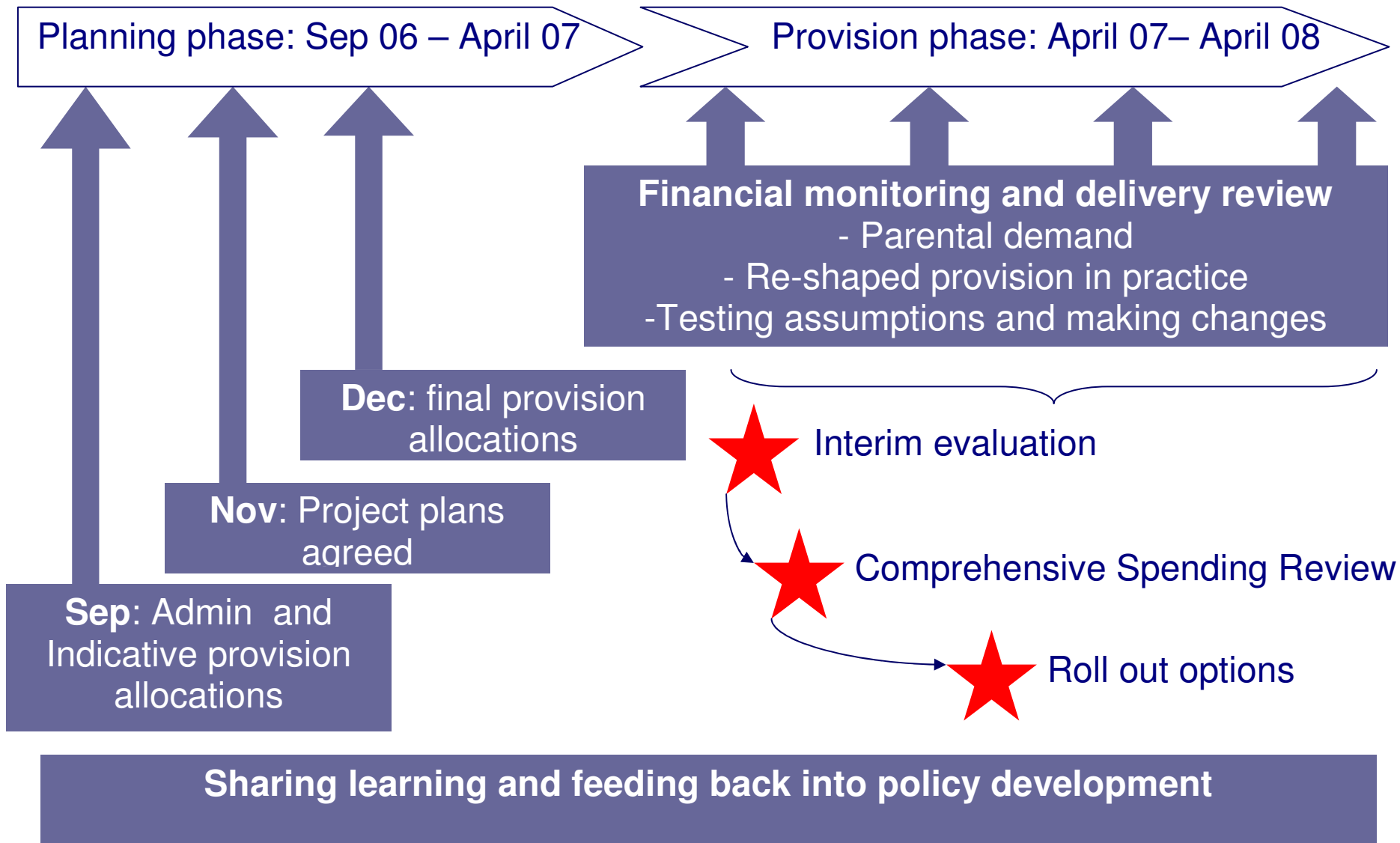


For further information please contact the author of the report

Annexes

1. Key Milestones and Targets for Pathfinder
2. Job descriptions

Key milestones and activities



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JOB DESCRIPTION	
DIRECTORATE: Learning, Culture and Children's Services	DEPARTMENT: Early Years and Extended Schools Service
JOB TITLE: Pathfinder Manager	POST NUMBER:
REPORTS TO: Senior Support Officer (Strategy)	Current Grade: to be established
1.	MAIN PURPOSE OF JOB To complete high level tasks in relation to a Nursery Education Pathfinder to increase choices for children and families. To liaise with Government Advisers, Headteachers and other stakeholders in order to formulate new policy and ways of working and to oversee a budget of approx £0.5m. To co-ordinate, develop and implement the Pathfinders to meet national and local objectives. To line manage the Policy and Planning Team whose key tasks will include supporting the implementation of the Pathfinders.
2.	KEY TASKS
i.	To manage the delivery of the Pathfinder through the creation of a Project Plan.
ii.	To identify, develop and support opportunities for flexible nursery education sessions in consultation with Government Advisers, Headteachers, Financial managers, Children's Trust and a whole range of providers, and manage the development of flexibility in an affordable and sustainable way.
iii.	To take the lead in formulating new strategy and policies on, Transformation Fund, Outreach working, Partnership working and Day Transitions, and provide detailed analysis, development, monitoring and evaluation on the new policies and ways of working.
iv.	To act as lead support officer to the Pathfinder Project Board to develop and manage complex issues such as equitable funding and uplifting of significant funding across the non-maintained and maintained sectors.
v.	To promote and market extended flexible entitlement to ensure that local parents, children, providers and the wider community are kept fully informed of any changes such as dual registration for children with special educational needs and understanding the rationale behind flexible

		entitlement.
	vi.	To represent the service and contribute to national and regional meetings involving Directors of Education and Government Ministers.
	vii.	To manage the Pathfinder budget and uplift funding to ensure there are clear audit trails to meet national and local auditing requirements.
	viii.	To establish effective and efficient management information systems that will monitor and evaluate the delivery of the Pathfinder and establish integral links with the Child Index System, Unique Reference Numbers whilst ensuring systems and processes facilitate flexibility.
	ix.	To develop and maintain relationships with key partners such as Sure Start, Children's Trust, Children's Centre Project Manager, Headteachers, Human Resources, Finance and senior managers of Private, Voluntary and Independent settings, Looked After Children and SEN and representatives of national organisations ie National Childminding Association.
	x.	To work in a collaborative way with other Pathfinder and non-Pathfinder authorities.
3.	SUPERVISION / MANAGEMENT OF PEOPLE	
	No. reporting - Direct: 6 Indirect: 20 (The Pathfinder is about management of change and new ways of working which will mean indirect management such as a headteacher reference group, section heads, National Childminding Association, National Day Nurseries Association and the Children's Trust.	
4.	CREATIVITY & INNOVATION	
	Proactive approach to delivering the Pathfinders to ensure the national and local aims and objectives are met. Creating new ways of working and ultimately exemplary policies for COYC and other local authorities.	
5.	CONTACTS & RELATIONSHIPS	
	Senior Support Officers, Head of EY and ESS, Section Heads and their teams. At a local and national level work with DfES Link Advisers, Children's Trust, Senior Managers and other Pathfinder authorities. To work closely with representatives and providers from the Private, Voluntary, Independent and Maintained Sectors. To be committed to multi – agency working and in partnership.	
6.	DECISIONS – discretion & consequences	
	<ul style="list-style-type: none"> ▪ Make recommendations to the Senior Support Officers, and the Head of EY and ESS re formulating new policies and ways of working. ▪ Fail in meeting Pathfinder objectives. The impact will be across the city and would mean less choice for families and children. 	

7.	<p>RESOURCES – financial & equipment (<i>Not budget, and not including desktop equipment.</i>)</p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Description</u></th> <th style="text-align: right;"><u>Value</u></th> </tr> </thead> <tbody> <tr> <td colspan="2"><u>Increased 20% uplift Funding for Local Authority to increase flexibility.</u></td> </tr> </tbody> </table>	<u>Description</u>	<u>Value</u>	<u>Increased 20% uplift Funding for Local Authority to increase flexibility.</u>	
<u>Description</u>	<u>Value</u>				
<u>Increased 20% uplift Funding for Local Authority to increase flexibility.</u>					
8.	<p>WORK ENVIRONMENT – work demands, physical demands, working conditions & work context</p> <p>Work demands Out of hours, occasional weekends. Under pressure for length of time to achieve tight deadlines.</p> <p>Physical demands - Some Long Distance Travelling</p> <p>Work conditions – Hot Desking</p> <p>Work context – As part of the Early Years and Extended Schools Service planning and corporate objectives</p>				
9.	<p>KNOWLEDGE & SKILLS</p> <p>Be educated to degree level or have significant experience in policy development at a senior level, and preferably hold a management qualification.</p> <p>To analyse research and recommend implementation strategy.</p> <p>A sound knowledge and understanding of Nursery Education Funding and Early Years Policy and legislation including local and national developments and initiatives.</p> <p>Knowledge of Financial Management System.</p> <p>Experience of multi-agency partnership working.</p> <p>At least two years experience of staff management.</p> <p>Experience of financial management and how to show clear audit trails.</p> <p>Experience of monitoring and evaluation of policy/projects.</p> <p>Ability to inspire, motivate and direct the work of others.</p> <p>Ability to work under pressure to prioritise competing demands and to deliver within tight timescales.</p> <p>Demonstrate the ability to recognise, understand and take account of different agency cultures in establishing partnerships.</p> <p>Proven ability to produce clear, achievable plans for meeting the needs of children and families, to ensure their effective implementation and to evaluate performance against agreed targets and desired outcomes.</p> <p>The ability to translate government and local initiatives into deliverable working practice in a range of situations including on school sites.</p> <p>The ability to work strategically towards achieving department and corporate objectives.</p>				

Excellent communication and oral presentation skills.
 Effective negotiating skills.
 Sound written and oral presentation skills.
 Basic Word Processing skills and a familiarity with database applications.

10 Jobs reporting up to this one: Policy and Planning Assistants and Project Officer (Shared Foundation)

Job Description agreed by:	Name:	Signature:	Date:
Job Holder			
Manager			
Job Analyst			

JOB DESCRIPTION	
DIRECTORATE: Learning, Culture and Children's Services	DEPARTMENT: Early Years and Extended Schools Service
JOB TITLE: Pathfinder Development Worker	POST NUMBER:
REPORTS TO (Job Title): Pathfinder Manager	Current Grade: To be established
1.	MAIN PURPOSE OF JOB To support providers across all sectors, maintained, voluntary Independent and Private in relation to the Nursery Education Pathfinder to increase choices for children and families. To represent the development team in liaison with the policy and planning team and other stakeholders in order to deliver the new extension of entitlement for Nursery Education. To develop new ways of working to support providers to facilitate the aims of the Pathfinder. To strengthen Shared Foundation Community Partnerships between all sectors. To report, monitor and co-ordinate activities to meet national and local objectives.
2.	KEY TASKS:
i.	To support the delivery of the Pathfinder through Shared Foundation Community Partnerships.
ii.	To encourage and support ideas/opportunities for increasing the flexibility of nursery education sessions involving all sectors. Collaborative working with other development workers, line manager, policy and planning team, and a whole range of providers. To advise on the development of flexibility in an affordable and sustainable way.
iii.	To contribute to formulating new ways of joint working through a multi-agency approach. To promote and develop best practice. To advise providers on Transformation Fund, Outreach working, Partnership working and Day Transitions, and provide updates on progress through regular monitoring and evaluation
iv.	To act as a consultant to the Pathfinder Project Board to support the management of issues that arise during the delivery phase. To provide an analysis of progress across all sectors. To act as an advisor to the Early Years and Extended Schools service.
v.	To promote and strengthen The Shared Foundation Community Partnership ethos in York. To encourage and advise providers on the extended flexible entitlement to ensure that local parents, children, providers and the wider community are kept fully informed of any changes such as dual registration for children with special educational needs and understanding the rationale behind flexible entitlement.
vi.	To represent the development team towards meeting national and regional targets and agendas. To offer support to Policy and Planning

	Manager.
vii.	To ensure that local action plans and strategic plans are updated and reported on.
viii.	To establish effective and efficient working arrangements with key stakeholders.
ix.	To creatively develop the role to involve managers of Private, Voluntary and Independent settings, Looked After Children and SEN and representatives of national organisations ie National Childminding Association.
x.	To work in a collaborative way across the Early Years and Extended Schools Service.
3.	SUPERVISION / MANAGEMENT OF PEOPLE Direct: Indirect:
4.	CREATIVITY & INNOVATION Proactive approach to supporting the delivery of the Pathfinders to ensure the national and local aims and objectives are met. Encouraging new of working and sharing best practice.
5.	CONTACTS & RELATIONSHIPS Development workers, Development Team Manager, Pathfinder Manager, Senior Support Officers, Head of EY and ESS, Section Heads and their teams. At a local level work with DfES Link Advisers and Children's Trust. To establish joint working arrangements with representatives and providers from the Private, Voluntary, Independent and Maintained Sectors. To be committed to multi – agency working and in partnership.
6.	DECISIONS – discretion & consequences <ul style="list-style-type: none"> ▪ Advise Support Officers and Senior Support Officers, and the Head of EY and ESS re sharing best practice, progress ▪ Providers would fail to learn from each other and fail and collaborative working will be jeopardised. Ultimately fail to meet Pathfinder aims.
7.	RESOURCES – financial & equipment <i>(Not budget, and not including desktop equipment.)</i> <u>Description</u> <u>Value</u> <u>Increased 20% uplift Funding for Local Authority to increase flexibility.</u>
8.	WORK ENVIRONMENT – work demands, physical demands, working conditions & work context Work demands Out of hours, occasional weekends. Under pressure for length of time to achieve tight deadlines. Physical demands - Some Long Distance Travelling Work conditions – Hot Desking Work context – As part of the Early Years and Extended Schools Service planning and corporate objectives.
9.	KNOWLEDGE & SKILLS A sound knowledge, understanding and experience of the Childcare sector. In

depth knowledge of the Foundation Stage of Learning and Birth to Three Matters.
 An understanding of Nursery Education Funding and Early Years Policy and legislation including local and national developments and initiatives.
 Experience of multi-agency partnership working.
 Experience of monitoring and evaluation of policy/projects.
 Ability to inspire, motivate and direct the work of others.
 Ability to work under pressure to prioritise competing demands and to deliver within tight timescales.
 Demonstrate the ability to recognise, understand and take account of different agency cultures in establishing partnerships.
 Proven ability to produce clear, achievable plans for meeting the needs of children and families, to ensure their effective implementation and to evaluate performance against agreed targets and desired outcomes.
 The ability to translate government and local initiatives into deliverable working practice in a range of situations including on school sites.
 Excellent communication and oral presentation skills.
 Effective negotiating skills.
 Sound written and oral presentation skills.
 Basic Word Processing skills and a familiarity with database applications.

10

Job Description agreed by:	Name:	Signature:	Date:
Job Holder			
Manager			
Job Analyst			

JOB DESCRIPTION

DIRECTORATE: Learning, Culture and Children's Services		DEPARTMENT: Early Years and Extended Schools Service	
JOB TITLE: Pathfinder Administrator/Data Collector		POST NUMBER:	
REPORTS TO: Pathfinder Manager		Current Grade: to be established	
1.	MAIN PURPOSE OF JOB		
	<p>To assist and complete a range of tasks in relation to a Nursery Education Pathfinder to increase choices for children and families.</p> <p>To work collaboratively with Policy and Planning Assistants, Pathfinder Manager, CIS, Development Team and other stakeholders in order to develop new policy and ways of working to meet Pathfinder aims.</p> <p>To develop reporting, monitoring and evaluation systems to facilitate the collection of data. To co-ordinate data and evidence in relation to the increased cost of flexibility.</p> <p>To support the Policy and Planning Team whose key tasks will include supporting the implementation of the Pathfinders.</p>		
2.	KEY TASKS:		
	i.	To support the development of a Pathfinder Project Plan, includes manipulation of data and statistical analysis	
	ii.	To identify ways of collecting data collaboratively with Policy and Planning Assistants and Development Workers. To develop/adapt current data collection methods to encompass the aims of the Pathfinder. To develop expertise to support further opportunities within the Policy and Planning team.	
	iii.	To assist in the management of Nursery Education Funding and to assist the servicing of the Early Years and Extended Schools Partnership and Children's Centre Project Board.	
	iv.	To provide support to the Policy and Planning Team regarding other new and established policies such as NNI, NEF, Hard to Reach Children, Transformation Fund, Outreach working, Partnership working and Day Transitions.	
	v.	To support and assist the Policy and Planning Team to ensure local parents, children, providers and the wider community are kept fully informed of any policy changes.	
	vi.	To complete progress/monitoring reports arising from local and national initiatives. To support the Pathfinder Project Board	
	vii.	To provide administrative and statistical support to the Policy and Planning Team and to provide E-Learning Credit data to other Council departments and to work closely with the Policy and Planning Manager in implementing local and national policy. To Maintain an Early Years and Childcare Policy/Research Library.	
	viii.	To assist the development of effective and efficient management information systems that will monitor and evaluate the delivery of the Pathfinder and establish integral links with the Child Index	

	System, Unique Reference Numbers whilst ensuring systems and processes facilitate flexibility.
ix.	To work collaboratively and maintain relationships with key partners such as Sure Start, Children's Trust, Children's Centre Project Manager, Headteachers, Human Resources, Finance and senior managers of Private, Voluntary and Independent settings, Looked After Children and SEN and representatives of national organisations ie National Childminding Association.
x.	To work in a collaborative way with other teams within the Early Years and Extended Schools Service
3.	SUPERVISION / MANAGEMENT OF PEOPLE No. reporting - Pathfinder Manager Direct: 0 Indirect: 0
4.	CREATIVITY & INNOVATION To suggest new ways of working to ensure the continuous efficient running of the nursery education funding scheme.
5.	CONTACTS & RELATIONSHIPS Parents, providers, Members of the Early Years and Extended Schools Partnership, Nursery Education Funding Working Group, Children's Centre Project Board, and LEA/DfES regional information sharing meetings on behalf of Early Years and Extended Schools Service Manager.
6.	DECISIONS – discretion & consequences <ul style="list-style-type: none"> ▪ Nursery Education Funding is a significant budget and the scheme, including its delivery, is regarded as 'High Risk' due to the amount of funding involved ie £2.2 million. Failure to deliver the scheme in the correct way would affect our statutory duties and impact on council reputation.
7.	RESOURCES – financial & equipment <i>(Not budget, and not including desktop equipment.)</i> <u>Description</u> <u>Value</u>
8.	WORK ENVIRONMENT – work demands, physical demands, working conditions & work context Work demands Out of hours, occasional weekends. Under pressure for length of time to achieve tight deadlines. Physical demands - Some Long Distance Travelling Work conditions – Hot Desking Work context – As part of the Early Years and Extended Schools Service planning and corporate objectives.
9.	KNOWLEDGE & SKILLS An understanding of the Nursery Education Funding Scheme and be aware of Early Years Policy and Implement relevant Local and National Policy Changes. An understanding of Extended Services. Experience of servicing strategic meetings. Experience of working with projects. Experience of working in an administrative financial role.

Experience of data input and retrieval, and knowledge of different IT systems, particularly Access and Excel.
 Experience of producing a variety of written and statistical reports.
 Good communication skills to deal with a number of Multi-Agency Partners.
 Have good organisational and administrative skills.
 Work well as part of a team.
 Be able to work under pressure and to fixed deadlines and prioritise own workload.

10

Jobs reporting up to this one: Policy and Planning Assistants and Project Officer (Shared Foundation)

Job Description agreed by:	Name:	Signature:	Date:
Job Holder			
Manager			
Job Analyst			



Meeting of Executive Members and Children's
Services Advisory Panel

16 October 2006

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

Independent/State School Partnership Bid

Summary

1. This report outlines a bid in process to the DfES for funding under the Independent State School Partnership arrangements (ISSP). This funding, of £100,000+, if won in the second stage of the bidding process, will support collaborative working amongst staff from both maintained and independent secondary phase schools, and provision of master classes for KS4 and KS3 pupils from across the City, spanning pure and applied science to the scientific aspects of art and design.

Background

2. The LA was approached by the Headteachers of Bootham School, the Mount and St Peter's to explore the possibility of joint working to allow the City to draw down funding from the DfES's Independent/State School Partnership Grant Scheme. This funding is intended to support long-term cooperation of independent and maintained schools to explore a range of relationships centred on core curricular activities which focus on raising academic standards. It was decided that a first stage bid should be submitted for funding to support master classes for pupils from across the City – meeting a need that would be difficult to finance from elsewhere – and building on smaller scale collaborative working through the 14 -19 Pathfinder initiative in 2003 - 2005. This first stage bid has been successful; the second stage of the bid will be submitted in early October.
3. The proposal made is as follows:
 - The programme will begin in Spring 2007. Within five areas of pure and applied science, task groups of three teachers, drawn from both maintained and independent schools, will work collaboratively for the equivalent of five days, consulting "experts" recruited from local academic, business and heritage organisations, to plan three master class workshops for able, gifted and talented pupils. Overall 15 workshops, with three sessions of student contact, would be planned. For the teachers involved this would be a professional development opportunity focussed on the pedagogy of teaching and learning in relation to more able pupils.

- In Term 2 (Summer 2007) KS4/5 students will be recruited for attendance at workshops. There will be 400 places, with schools allocated quotas according to cohort size.
 - In Term 3 (Autumn 2007) 15 workshops will be run by the planning group teachers plus support staff, as evening or twilight extended school activities.
 - In Term 4 (Spring 2008) teachers and experts will meet for two days, to evaluate programmes and rewrite for delivery to KS3 pupils. KS3 pupils will be recruited.
 - In Term 5 (Summer 2008) 15 workshops will be run for KS3 pupils, in line with the arrangements for KS4/5 described above.
 - The overall programme will be evaluated by the staff involved and plans made for ongoing collaborative working.
4. Task groups would plan the precise workshop content within the 5 areas. Suggestions for possible workshops are given below, along with intended partner organisations: in science and health – workshops in health and the third world, genetic engineering, neurological science, with Hull/York Medical School/ York Hospital; in science in the humanities – workshops in archaeology, meteorology, astronomy, the history of health, with York Museums Trust; in science in art – workshops in anatomy and life drawing, the chemistry of art, conservation, with York Museums Trust; in science in the creative industries – workshops in media, digital technology, music technology, with NYBEP and St John's University College; in science in society – the science of sport, the built environment, environmental planning, with NYBEP and York University.
5. The structure of the programme - a plan, deliver, review, deliver, evaluate sequence for the work of task groups over five terms - is intended to foster sustainable working partnerships – a criterion for acceptance of the Bid.

Consultation

6. The Headteachers of all the 11 secondary schools in the authority have been consulted on this proposal and asked to indicate their willingness to be involved. Initially some concern was expressed at a possible interpretation of this bid, that maintained schools will struggle to make provision for able, gifted and talented pupils without the support of the independent sector. During the subsequent consultation, it was stressed that it is a requirement of the Independent State School Partnership (ISSP) that it involve staff and pupils from both sectors in a genuinely shared enterprise. Support for the scheme is now widespread.

Analysis

7. Supporting the identification of, and provision for, able, gifted and talented pupils is a national and local priority. Considerable work is in process by the LA to support schools in developing effective provision. This has included:

published guidance; ongoing training; support for self evaluation and the development of relevant data sets; support for in-school projects and encouragement to schools to enrol older pupils in the National Academy for Gifted and Talented Youth (NAGTY) based at Warwick University; collaborative working with HE to support and target their widening participation schemes. Schools, particularly at secondary level, are looking to develop enrichment and extension provision and the LA has sought to complement their efforts by accessing funding, wherever possible, to run City wide events. To date these include three successful, centrally organised, gifted and talented summer schools for pupils in Years 6 and 7; cross City master-classes for Year 10 pupils, some funded through the 14-19 Pathfinder initiative; collaboration with York University on a variety of events.

8. A successful bid would access a level of funding to support an aspect of an LA priority which would be difficult to source from elsewhere. It would allow for: enhanced provision for up to 800 York students aged 12+; a further focus on science in a designated 'Science City' - through fostering students' understanding of the scope and application of science skills. It would provide opportunities which extend those identified as able and talented and allow for the abilities and talents of others to be recognised and fostered.
9. Through the intended structure of the master classes, the aim is to develop sustainable working partnerships between schools and a range of other organisations in the City – business, HE and heritage links – to the educational benefit of students and staff.
10. The scheme will promote social cohesion in the City. It will provide opportunities for students and their teachers, from both private and maintained sectors, to work together in challenging and engaging contexts; to get to know each other better and to break down mutual pre-conceptions.

Corporate Priorities

11. The aims and objectives in the Council Plan include a commitment “to strive for excellence and creativity in educational achievement and support the needs of the most gifted and talented children in York”. Corporate priorities to which this bid also relates include the increasing of skills and knowledge in young people to improve their future employability and a contribution to the priorities of Science City York, in their concern to promote awareness of the appliance of scientific skills. Funding derived from this external source will allow us to work towards the needs of this group of young people, freeing up resources that we might otherwise have been expected to find locally.

Implications

Financial

12. The amount we intend to bid for is currently £113,000. This amount is based on best estimates, with the intention that staff will be paid in accordance with an hourly or daily rate derived from their annual salary. Bid funding is intended to cover:

- Planning teams - £18,000 (5 teams of 3 teachers x 5 days @ £200 per day: 2 days external partner consultancy for each of 5 teams @ £300 per day)
- Delivery at KS4/5 - £22,500 (5 workshops x 26 students x 3 sessions: 2 staff x 3 sessions x 15 workshops)
- Review/redraft of schemes - £9,000 (2 days x 15 teachers @ £200 per day + 2 days x 5 external consultants @ £300 per day)
- Delivery at KS3 - £22,500 (15 workshops x 26 students x 3 sessions; 2 staff x 3 sessions x 15 workshops)
- Workshop delivery associated costs - £30,000 (Experts; transport; visits - £1,000 x 30)
- Final review, evaluation and future planning - £2,000
- Steering group activity - £5,000
- Coordination/administration costs - £4,000.

Having been successful in the first stage of the bidding process, the LA has been awarded £4,740 to draw up Part 2 of the bid, to be submitted by 6 October 2006. This development funding will cover the time of the LA adviser and Steering Group, which consists of four maintained school head teachers and two independent school head, plus the Lead Adviser – Secondary. If the bid is successful, all costs incurred under the initiative will be funded from the amount awarded, with no additional impact on the Directorate's revenue budget.

Human Resources (HR)

13. HR support these proposals. The proposed method of paying LA Teachers is in line with the requirements of the School Teachers' Pay and Conditions Document for paying Teachers who participate in out-of-school hours learning activities. The proposals also take into account HR advice that the actual hourly or daily rate of pay is derived from the Teachers' annual salary. Further information is required before being able to confirm the payment arrangements for those teachers currently working in Independent Schools, but it is envisaged that the same principle will apply. There are existing LA rates for any TAs or other Support Staff who may be involved.
14. Should final proposals require the creation of any new administration posts, HR will be required to undertake a benchmarking exercise.

Equalities

15. There are no implications at this stage.

Legal

16. There are no implications at this stage.

Crime and Disorder

17. There are no implications at this stage.

Information Technology (IT)

18. There are no implications at this stage.

Property

19. There are no implications at this stage.

Risk Management

20. There are no risks associated with the process of accessing funding at this stage.

Recommendations

21. The Executive Member is recommended to:
- Support the principle of collaborative working with the independent school sector
 - Approve the submission of a detailed proposal to the DfES for ISSP funding.

Contact Details

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Chief Officer Responsible for the report:

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

Report Approved

Date 2 October 2006

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

Report Approved

Date 2 October 2006

Specialist Implications Officer(s)

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

All

For further information please contact the author of the report

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**Agenda Item**

Meeting of Executive Members and Children's Services Advisory Panel

16 October 2006

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

Early Years Special Educational Needs Funding Arrangements**Summary**

1. This report asks members to consider the funding arrangements for children with Statements of special educational needs (SEN) and to make decisions about the range of provision available.

Background

2. Funding to support the inclusion of individual children with a Statement of special educational needs in the foundation stage is currently focused on the specialist provision that the Local Authority has developed at Hob Moor Oaks Special School and in the Enhanced Resources at St Paul's Nursery and Burton Green Nursery. This range of provision has worked well and has met the needs of very young children with diverse range of disabilities. However, in recent years there has been an increase in a number of children with special educational needs who attend early educational settings, such as playgroups, day nurseries, private and maintained nurseries. Extensive training has been provided and the quality of provision available has developed well, in line with a policy of inclusion.
3. Some parents of children with a Statement are now asking the Local Authority to formally name one of these settings on their child's Statement and fund the support which may be required. This makes every sense in terms of good inclusive practice but creates difficulties in terms of the current alignment of resources within specialised settings.
4. Specialist provision at St Paul's Nursery continues to be fully occupied but in the last two years there has been a significant shortfall in take up of places at Burton Green. The current delegated funding of £24,000 to Burton Green purchases places for up to 8 children at Early Years Action Plus or with a Statement.
5. This proposal is therefore about realigning resources in response to changing patterns of need and parental preference.

Consultation

6. Consultation has taken place with individual parents about the best way forward in meeting their child's special educational needs in a variety of settings. There has also been consultation with the headteacher and chair of governors at Burton Green Primary School. The consultation has involved staff from Early Years SEN Services and the Early Years and Extended Schools Service. There has been clear support for a change in the current configuration of funding arrangements.

Options

7. Option 1: Close Burton Green Enhanced Nursery Resource at the end of this financial year and use the savings made to create a budget which would be used to support children with Statements of SEN in a much more diverse range of Early Years settings.
8. Option 2: Maintain current configuration.

Analysis

9. Option 1 – enables the Authority to be responsive to parental wishes, backed up by legislation, to have their child with a Statement educated in the setting of their choice. It is in line with a policy of inclusion and would enable the Authority to be more flexible in its use of resources.
10. Option 2 – would allow the Authority to maintain its current configuration of specialist provision but this is no longer seen as an efficient use of resources because of poor take up in recent years. It would also require the Authority to implement a policy of not providing funding into Early Years settings which almost certainly would not be sustainable in the light of a challenge to the SEN and Disability Tribunal.

Corporate Priorities

11. Giving disabled children access to local nursery provision will enable them to integrate more fully with their peers and therefore contribute to 'improving the life chances of a disadvantaged group of children and families in the city'.

Implications

Financial

12. Funding for the early years unit at Burton Green School is delegated to the school from the Dedicated Schools Grant (DSG) funded Individual Schools Budget (ISB) via the Local Management of Schools (LMS) funding formula. In 2006/07 a total of £24,092 has been delegated to fund 8 part time places.
13. If the unit were to close then this funding will remain within the ISB in 2007/08 and be available to redistribute across all schools. The funding can only be

redirected to the council's central SEN budgets and held above the central expenditure limit set by the DfES if the Schools Forum approves the transfer. In this case the support from the school for the changes being proposed will be helpful and should enable the Schools Forum to agree to the transfer of resources. If the Schools Forum does not agree to the transfer then savings equivalent to the £24k will need to be found within other centrally held DSG funded budgets in 2007/08.

Human Resources (HR)

14. A non-teaching member of the support staff employed by Burton Green Nursery may be at risk of redundancy unless they can be redeployed to another post. In this event the school will have to ensure that the School's Redundancy Procedures are followed for all the staff that may be affected by this proposal. Part of this process includes formal consultation periods. As schools redundancy payments are funded centrally, the budget holder should also be notified of any potential redundancy. The teacher in charge of the nursery would have 3 years pay protection paid from the returned budget.

Equalities

15. There are no equality implications.

Legal

16. There are no legal implications.

Crime and Disorder

17. There are no crime and disorder implications.

Information Technology (IT)

18. There are no IT implications.

Property

19. There are no property implications.

Risk Management

20. If a decision is made not to realign budgets, there are some risks to the Authority's reputation in terms of not using the current resources efficiently and in taking unsustainable cases to the SEN Tribunal.

Recommendations

21. Members are asked to consider the above options.
22. Option 1 is recommended as it is in line with the more efficient use of resources and enables the Authority to respond positively to changing patterns of need and demand.

23. Subject to agreeing to option 1, the Executive Member is recommended to ask officers to seek approval from the Schools Forum for the transfer of £24k from the ISB to the Central SEN budget in 2007/08, as an exception to the DfES central expenditure limits.

Contact Details

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Chief Officer Responsible for Report:

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

Report Approved *tick* **Date** *Insert Date*

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

Report Approved *tick* **Date** *Insert Date*

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

Financial implications

HR Implications

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Wards Affected: *Clifton*

All *tick*

For further information please contact the author of the report



Meeting of Executive Members and Children's
Services Advisory Panel

16 October 2006

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

RESTRUCTURING OF THE EDUCATION DEVELOPMENT SERVICE (EDS)

Summary

1. The Education and Inspection Bill currently awaiting Parliamentary assent includes legislation which places a different emphasis on the relationship between the LA and schools. In addition to re-enacting existing legislation on Local Authority powers of intervention, it also introduces new powers of intervention. There is a requirement for LAs to take faster and more decisive action to turn round schools causing concern.
2. In carrying out their responsibilities and powers, LAs are expected to draw on the expertise of a range of providers. In support of this approach, a national programme involving School Improvement Partners (SIPs) was introduced in secondary schools from September 2006, and will be phased into York primary schools from January 2007.
3. This will have major implications for the funding and role of the Education Development Service (EDS). It does, however, provide a valuable opportunity to reconsider the role of link advisers, as the department moves to a locality approach to working.
4. In addition to financial pressures due to the way that the SIP programme is funded, there is also a further potential pressure arising from the need to make savings in the 2007/08 budget.
5. The purpose of this report is to seek approval for a restructure which clarifies the role and responsibilities, of EDS within the context of new legislation and establishes a greater emphasis on multi-agency working.

Background

6. Although the drivers for change are quite explicit about how LAs should meet their new responsibilities there is considerably less clarity about how existing responsibilities to every child and parent/carer will be discharged. Local Authorities will continue to have the statutory responsibility to promote high standards in schools (*The School Standards and Framework Act 1998*), but

will now be doing so in partnership with School Improvement Partners that are unlikely to have the kind of detailed knowledge of schools that is necessary for early identification and intervention where there is cause for concern. They are also unlikely to be familiar with local circumstances or to understand local communities. In order to maintain the quality of service provided by the EDS, the following principles have informed the restructuring proposals:

- The maintenance of sufficient capacity to meet statutory requirements,
 - Identification and retention of essential elements of the service which are crucial to an effective school improvement strategy. These include good relationships with schools, detailed knowledge about strengths and weaknesses of schools, the capacity to intervene where necessary, and high quality support,
 - The importance of continuing involvement of school leaders within the city-wide school improvement strategy and increasingly in locality working,
 - The need for a considered response to local and national changes which is coherent and enhances rather than undermines school support, challenge and intervention,
 - The priority to maintain morale and engagement of all team members through a period of change.
7. Before considering a new role for link advisers, it is necessary to establish exactly what the role of SIPs will be. There is an expectation from the DfES that although SIPs will work within the context of a national programme, the way they operate will be guided by the LA. Monitoring and challenge will be central to their work. They will be expected to make judgements and report on the following areas:
- Standards achieved and targets set
 - Priorities and targets within the school improvement plan
 - Quality of school self-evaluation
 - The school's capacity to improve
 - Headteacher performance management
 - The school performance management systems
 - Effectiveness of the Every Child Matters agenda
 - Actions that the school needs to take, and support needed in order to improve.

8. The SIPs will work under the direction of the Lead Advisers and will receive training and support from within EDS and the Management Information Service (MIS). Structures and mechanisms have been developed to support quality assurance and good communication between all those responsible for supporting schools. These arrangements are under scrutiny during the first term of the secondary programme.
9. It is intended to change the name of link adviser to locality adviser (schools) to reflect a shift in emphasis from discrete school improvement work to a broader locality role. They will continue to be the interface between schools and the LA in monitoring, supporting, challenging and intervening where appropriate. However, the work they undertake will have a different emphasis and shape. They will:
 - Be free to act as an accredited SIP outside the area where they have locality responsibilities,
 - Respond through targeted intervention and/or support programmes to recommendations from SIPs and to those schools classified as needing additional support,
 - Build on current good practice in the development of leadership and management to develop capacity within schools and across networks,
 - Develop and implement local and national strategies to meet key priorities and promote innovative practice,
 - Lead on, or contribute to priorities agreed within the Children and Young People's Plan,
 - Promote high quality professional development through the range of opportunities provided by the Training and Development Unit,
 - Support the commissioning of specialist services to enhance central resources and ensure appropriate targeted support is timely and effective,
 - Promote good quality governance through training programmes and leadership development projects.
10. In addition to the above, the locality adviser (schools) will take on the following responsibilities:
 - Lead and/or contribute to multi-agency working within a locality approach which addresses the five outcomes of 'Every Child Matters'
 - Contribute to a culture where all professionals work closely with communities in helping shape and develop local provision,
 - Use locality data precisely to identify strengths, weaknesses and needs,

- Contribute to the development and work of Children's Centres to ensure they become centres of excellence,
 - Promote the Locality Planning Boards with schools and encourage headteachers to broaden their remit to become community leaders,
 - Support children, young people and families in developing a powerful voice within their communities.
11. The small size of the team make it essential for locality advisers to maintain a cross-city brief. They will contribute to intervention teams and support training to meet the requirements of national strategies.
 12. In addition to the complement of Senior Advisers, the EDS is responsible for a team of curriculum consultants, largely funded from the Standards Fund, who carry responsibility for the implementation of the national strategies and curriculum development in schools. Line management responsibility for the team of consultants is through the advisory service. The reduction in the number of advisers will make it difficult to discharge this function and the appointment of a senior consultant is proposed in order to take responsibility for the day to day management of the KS2 (primary) consultancy team.

Consultation

13. Consultation with headteachers on the new structure, role and responsibilities will take place in the Spring term as part of the agreed consultation procedure.

Analysis

14. To ensure compliance with the Education and Inspections Bill (2006) and to meet the local commitment to improve multi-agency working within communities, it is timely to review the role, responsibilities and operational style of the EDS. Schools have been supportive of both the implementation of the Five Outcomes approach through Every Child Matters and the structural changes resulting in the establishment of the Learning, Culture and Children's Services.
15. The LA needs to ensure that they maintain a focus on discharging their statutory responsibilities through effective working practices whilst shifting hearts and minds and gaining commitment to different ways of working. A key service like EDS has regular contact with schools. Members of the team will be able to influence the attitude of headteachers towards a multi-agency approach to locality work. Whilst their core business will continue to be raising standards and improving the quality of education provided in all schools and settings, there is tremendous scope for improvement in how schools use their resources for the benefit of the local community and this needs to be addressed by locality advisers. The establishment of Local Planning Boards will ensure that there is a strategic overview of services for children and young people in the area, and a mechanism for schools to contribute effectively.

16. The financial pressures resulting from the implementation of the SIP programme is due to the gap between the Standards Fund allocated to support it and the full cost of employing and managing external SIPs. Information from Capita who are contracted by DfES to lead and manage the programme, and briefings from pilot authorities emphasise the heavy costs of employing external SIPs. Market forces are very competitive. The directive is to have a balance between internal and external SIPs for the primary programme and 25% internal and 75% external for the secondary programme. When challenged about the funding gap Capita indicate that local SIPs should be subsidised by the LA because they will be helping them to fulfil their statutory responsibilities. Pilot authorities also report on the extent of the additional work they have had to take on to brief, monitor, quality assure and train SIPs.

Corporate Priorities

17. The work of the EDS supports the corporate objective of:
- Improving opportunities for learning and raising educational achievement for everybody in York.

Implications

Financial

18. The expenditure budget of the Education Development Service in 2006/07 is £1,208k. The net cost to the council, after taking into account income from schools, amounts funded from Standards Fund grants and income generated from charges for specific services is £757k.
19. The introduction of the School Improvement Partners programme in City of York is predicted to cost £121k annually. The DfES has made available a new Standards Fund Grant (Grant 115 – School Improvement Partners) to assist Local Authorities in funding the programme. City of York is expected to receive approximately £64k per annum from this grant, based on a rate of £2,000 per Secondary school and £770 per Primary school. This leaves a shortfall in funding of approximately £57k.
20. The restructure of the Education Development Service as detailed will allow the SIP Programme to be delivered within existing budgets. The removal of one post will save approximately £62k. Of this saving, £57k will be redirected into funding the SIP programme.
21. In addition to the deletion of one Adviser post the restructure proposes replacing one of the Consultant posts with a Senior Consultant at an additional cost of £8k. This can be funded partly by using the remaining £5k saving from the Adviser post, with the remaining £3k being funded by a reduction in the external consultancy budget within the Education Development Service.

22. The table below summarises the current budget of the Education Development Service and illustrates the impact of the changes described above.

Table 1 - Summary of Education Development Service Expenditure and Funding

	Existing Structure	Revised Structure
	£000	£000
Education Development Service Expenditure	1,208	1,151
School Improvement Partners	0	121
Total Expenditure	1,208	1,272
Less: Standards Fund Grant Income	(247)	(311)
School Buyback Income	(146)	(146)
Other Income, Fees and Charges	(58)	(58)
Net Cost to City of York Council – Base Budget	757	757

Human Resources (HR)

23. There are major HR considerations to be taken into account when decisions are made on the scale and time frame for the restructuring of this service. Initial discussions have been held between the Assistant Director (School Improvement and Staff Development) and the lead HR officer. Team members have been briefed about possible implications for them. Further discussions are planned to identify key dates to brief team members and their relevant Associations. Included in the discussions will be the proposal to make one of the consultant posts a senior with responsibility for intervention programmes and locality projects. This is essential in order to meet the requirements of the national strategies. The aim is to gain agreement for the restructure in readiness for the new financial year.

Equalities

24. Not applicable.

Legal

25. Not applicable.

Crime and Disorder

26. Not applicable.

Information Technology (IT)

27. Not applicable.

Property

28. Not applicable.

Other

29. Not applicable.

Risk Management

30. Whilst recognising the need to comply with statutory regulations supporting the implementation of the SIP programme and the opportunities provided for an improved service through multi-agency locality working, there are some significant risks to be taken into consideration. One of the main concerns centres round the capacity of EDS to take on a wider range of responsibilities and remain focused on their core business with a reduced number of advisers.
- LAs have a statutory responsibility to monitor, support, intervene and challenge schools. In order to do this effectively, it is essential to have a viable service with personnel who have the necessary skills and expertise to operate effectively.
 - When a school is categorised by Ofsted or the LA for failing to provide a satisfactory quality of education, the DfES expect rapid improvement or closure. A well targeted intervention package can only be provided through a core team supported by external consultants and leading practitioners from within the city schools. Evidence from other LAs indicates that this proves to be a very expensive operation if there isn't sufficient capacity to provide leadership, expertise and timely intervention. We are one of the few LAs in the country who have never had a school in 'Special measures' and this is due to good partnership working between schools and EDS and a policy for preventative strategies rather than waiting for failure before providing support.
 - Currently, 100% of schools buy into the EDS and report high levels of satisfaction with the service they receive. If we are no longer able to provide a universal service which meets the school improvement needs of schools at the same time as SIPs are allocated to all schools, some could understandably decide not to buy back, reducing further available capacity. The main priority of the service has to be ensuring all schools continue to provide at least a satisfactory quality of education and are striving towards becoming a good or outstanding learning community. Managing the transition will be a delicate operation and will need full commitment of all partners to ensure it results in positive outcomes.
 - Capita, DfES, Ofsted and Government Office are making increasing demands on LAs. It is already proving very difficult to meet their expectations because of capacity issues. Further reductions in the size of the team is going to add to the difficulties.

Recommendations

31. The Executive Member is recommended to approve the proposal to restructure the EDS, including: the removal of one post to keep within the existing budget
- the addition of a senior consultant post within the structure.

Contact Details

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Chief Officer Responsible for the report:

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

**Report
Approved**



Date 4 October 2006

Specialist Implications Officer(s)

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Wards Affected: All



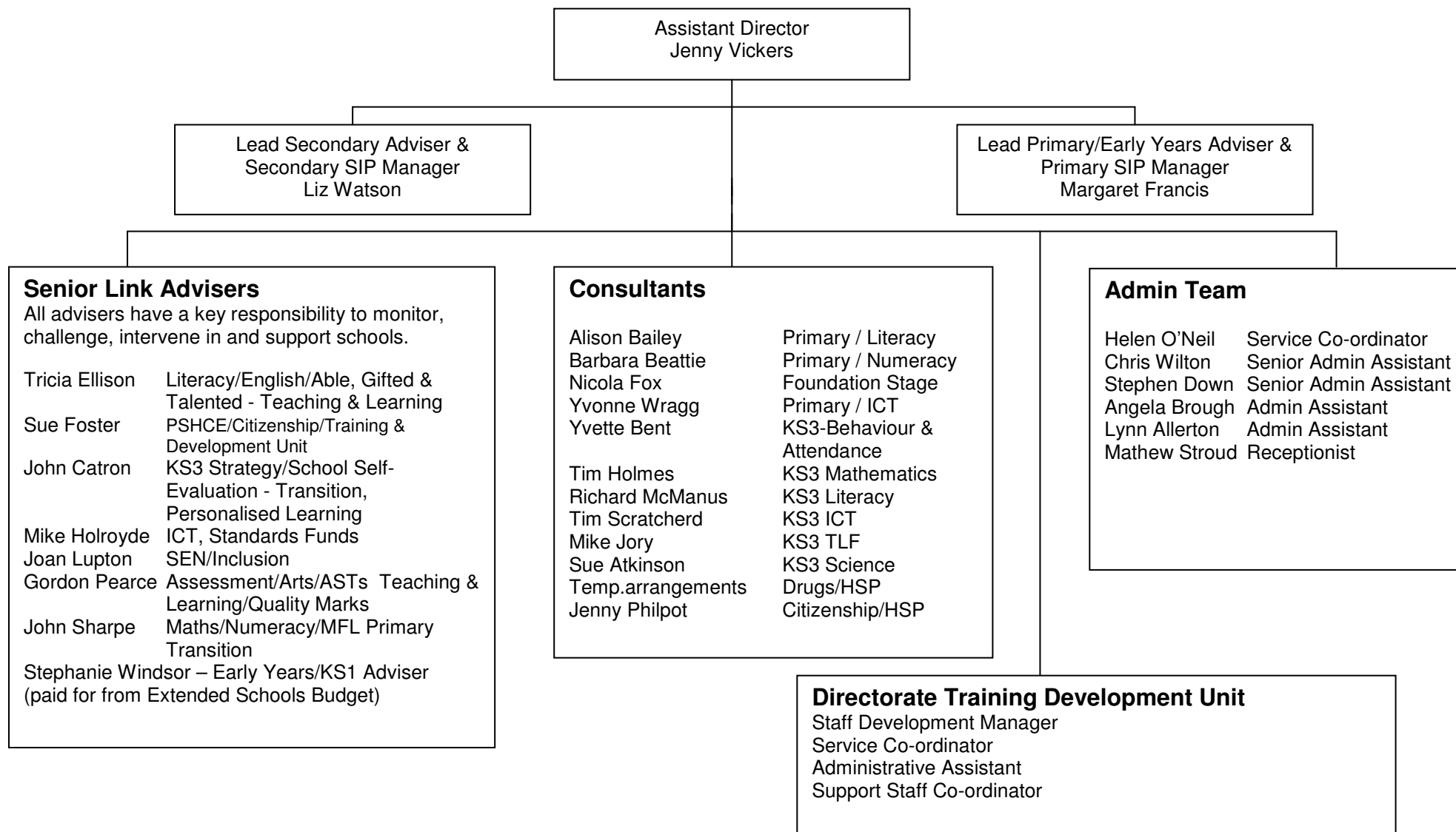
For further information please contact the author of the report

Background Papers:

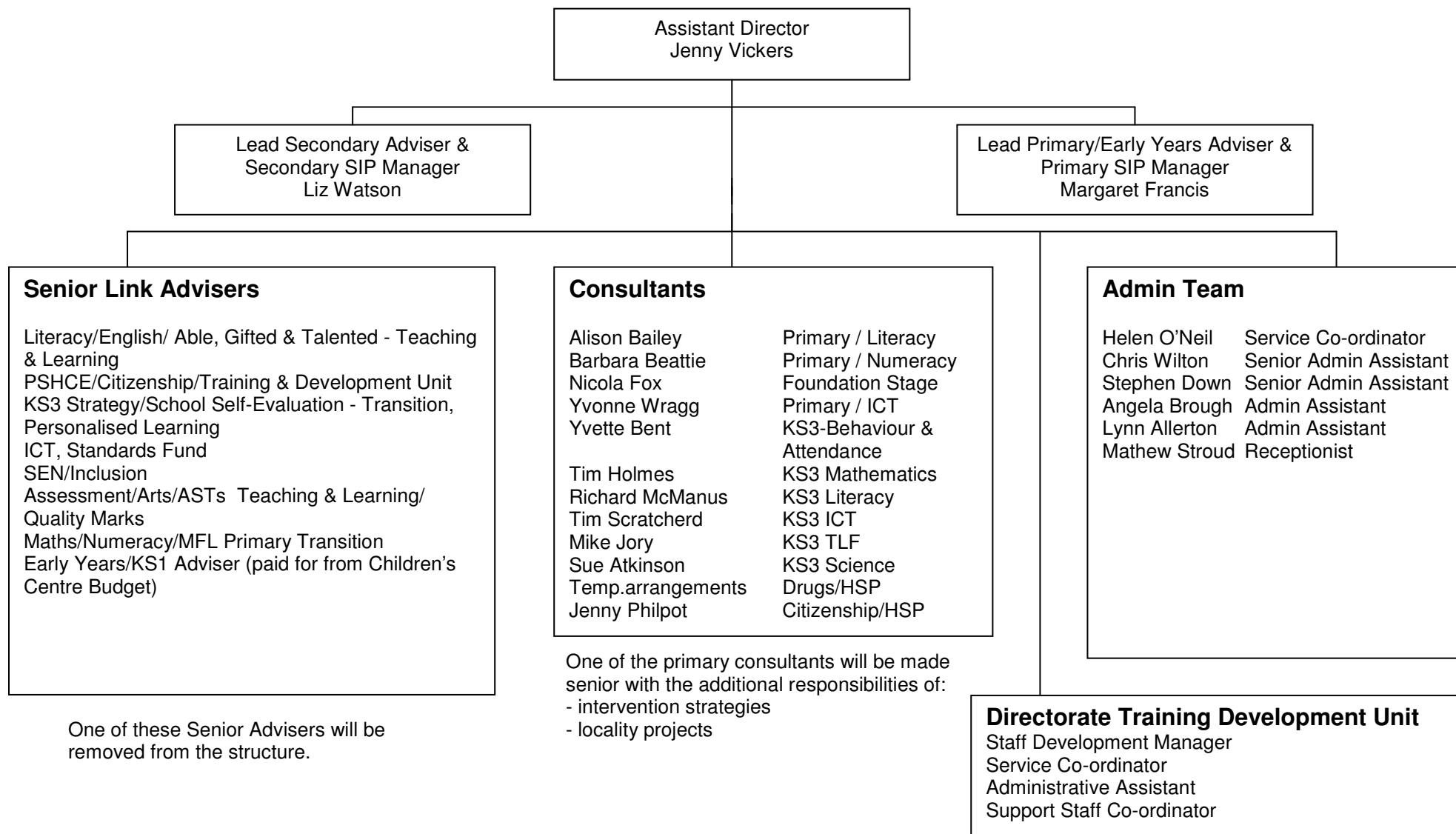
Annexes:

Annex 1: current and proposed structures

Current Structure



Future Structure





Meeting of Executive Members and Children's Services Advisory Panel**16 October 2006**

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

Children's and Young People's Plan 2007 – 2010: Consultation**Summary**

1. This report seeks views from the Executive Member for Children's Services and Advisory Panel on the priorities for the Children and Young People's Plan 2007 - 2010.

Background

2. The Children and Young People's Plan is a partnership plan, produced every two or three years, which covers all of the services that are provided for children and young people in the city.
3. Responsibility for the plan rests with the Children's Trust (YorOK) which produced the first Children and Young People's Plan for York in 2005. The plan was organised around the five outcomes for children identified as national priorities by the Department for Education and Skills (DfES), and established a clear direction of travel for the city. It has, for example, exerted an important influence on the policies adopted by the new directorate of Learning, Culture and Children's Services.
4. Although the current plan covers the period from 2005 – 2008, the pace of change over the last 2 years has been so rapid that it was felt there was a need to review the plan twelve months earlier than was originally anticipated. This decision had the additional advantage of allowing planning for Children's Services to conform to the same timetable as other plans for the city, including the Local Area Agreement (LAA), which links together all the plans for the area.
5. The plan itself will be produced in draft form shortly before Christmas, approved by the Children's Trust in the new year and recommended to partners for implementation from April 2007. The document attached at Annex A has been produced in order to gather views in advance of work on the first draft which will start in November.

Analysis

6. The Children and Young People's Plan for 2007 – 2010 will be a wide-ranging and comprehensive document, based on reliable statistical data and informed feedback from all interested partners. In the consultation document, a number of important issues have been identified about which further advice and guidance is being sought.
7. These issues have emerged as particularly important for one or more of a number of reasons:
 - They are what children and young people have been saying is important to them,
 - They are what the data we collect is saying about where there is room for improvement,
 - They are what has been identified as needing further attention in the Annual Performance Assessment.
8. The consultation document outlines the nine most important issues where fresh ideas and additional help might make a difference.

Corporate Priorities

9. The Children and Young People's Plan is a Partnership Plan which is produced by the YorOK (Children's Trust) Board. In the Council Plan, the authority identifies a number of corporate improvement statements, four of which are about 'improving our organisational effectiveness'. Of particular relevance to this report is Improvement Statement 12 which commits the council to 'improve the way the council and its partners work together to deliver better services for the people'.

Implications

10. This report invites members to comment on a consultation document. Any implications arising from the consultation will be identified in strategic and service plans.
 - **Finance** – no implications
 - **Human Resources (HR)** – no implications
 - **Equalities** – no implications
 - **Legal** – no implications
 - **Crime and Disorder** – no implications
 - **Information Technology (IT)** – no implications
 - **Property** – no implications

Risk Management

11. The Children Act 2004 requires Children's Services Authorities to prepare and publish a Children and Young People's Plan (CYPP). It repealed seven statutory planning requirements, including the School Organisation Plan (SOP), and removed requirements for a number of non-statutory plans. Failure to produce a plan that is compliant with the guidance issued by the DfES could prejudice the outcome of the Joint Area Review (JAR) undertaken by Ofsted.

Recommendations

12. The Executive Member is recommended to comment on the priorities in the attached consultation document.

Contact Details

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

Report Approved **Date** 26/9/06

Specialist Implications Officer(s) None

Wards Affected:

All

For further information please contact the author of the report

Annexes

Annex 1: Children and Young People's Plan – Consultation document

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Children and Young People's Plan: 2007 - 2010

Consultation Document



Children and Young People's Plan: 2007 - 2010 Consultation document

Background

The *Children and Young People's Plan* is a partnership plan, produced every two or three years, which covers all of the services that are provided for children and young people in the city. That means it is about the services, such as schools, that are provided for everybody, as well as the services that are targeted on particular groups of young people that may need special attention.

The first *Children and Young People's Plan* for the city was produced in 2005, and was organised around the five outcomes for children identified as national priorities by the Department for Education and Skills (DfES). These are:

- Being healthy,
- Staying safe,
- Enjoying and achieving,
- Making a positive contribution,
- Achieving economic well-being.

Although the outcomes were nationally determined, the activity in the plan was locally decided and the same approach is proposed this time. Running through everything in the plan are some important principles, all of which are about removing the barriers to progress that leave some young people struggling whilst their peers move on with increasing confidence. These principles are that:

- Inclusion is not a luxury, it is what the services provided for children and young people are all about,
- Work on equalities is about encouraging and developing talent that might otherwise be overlooked,
- Early intervention gives some children and young people a first chance,
- Nothing will last unless it is sustainable, both financially and environmentally.

Some of this is captured in the vision statement for the Children's Trust that remains unchanged from the first plan.

In York we recognise that our children are our future. We want to help children achieve their potential and enjoy life as active participating citizens free from poverty, ignorance, neglect, crime, harm, abuse and distress. This is part of the wider vision of the City Council and its partner agencies' commitment to creating a future for the people of York that ensures that everyone has the opportunity to lead a full, healthy and satisfying life. We share a long-term vision, led by the YorOK Board, to make York a place where:

- children and their families live in safe, secure communities, empowered to have the skills and knowledge to be protected from abuse, harassment, exploitation and neglect;
- families develop the confidence and capability to love, protect and care for their members;
- the needs of the most vulnerable and socially excluded children and families are met in a timely and effective way;
- families know how and where to get help when they need it;
- services share a common understanding and commitment to our preventative strategy so that children and families can get help promptly to deal with difficulties when they first arise;
- trusting, flexible and innovative partnerships develop between the statutory and independent sector and local communities;
- information, methods and responsibilities are shared, for example, for managing risk or assessing the impact of services;
- multi-disciplinary and cross organisational working enhances the range of skills, experience and expertise of individual workers, as well as valuing the contribution of different practitioner groups; and
- children, young people, their families and communities are involved in the development of preventative services.

A lot has happened since the first plan was agreed. The Partnership Board responsible for the Plan (called *YorOK* or the Children's Trust) has increased its membership to embrace a wider range of partners and a new directorate of Children's Services has been established by the City Council, with responsibility, amongst other things, for leading the production of the *Children and Young People's Plan* on behalf of the Board. The DfES has introduced a system of 'Annual Performance Assessment' (APA) to monitor the progress that is being made locally in improving the outcomes for children and young people and the Local Strategic Partnership ('Without Walls') is producing a Local Area Agreement (LAA) which has children and young people as one of the top four priorities. In order to cope with this explosion of activity, the new CYC directorate also produced its own Children's Services Plan.

All of this work will inform the Children and Young People's Plan for 2007 – 2010, which will be a wide-ranging and comprehensive document. The Board is keen that the plan does not simply gather dust on shelves but is used to make real improvements for children and young people. To achieve this, it needs to be based on reliable statistical data and informed feedback from all interested partners. However, the Board is not starting from a blank sheet of paper. A number of important issues have already been identified about which further advice and guidance is being sought.

These issues have emerged as particularly important for one or more of a number of reasons:

- They are what children and young people have been saying is important to them,
- They are what the data we collect is saying about where there is room for improvement,
- They are what has been identified as needing further attention in the Annual Performance Assessment.

This consultation document outlines the nine most important issues where fresh ideas and additional help might make a difference. All ideas are welcome, but particularly those that don't need more resources than are currently available! The intention is that the local authority and all its partners should be smarter about the way in which existing resources are used.

The consultation

The deadline for responses to the consultation is Friday 27th October. During September and October, there will be a number of events to gather views from as wide a range of people as possible. A form is also provided with the consultation document for written responses. A parallel consultation is taking place with children and young people, asking them to say how well their needs are met in York. Comments have been invited on postcards, through the "Schools Out" newspaper, and through specially arranged events. A DVD will also be published alongside the Plan in which children and young people will have the opportunity to speak for themselves about the issues that matter to them most.

Date	Activity
Wed 13 Sept	York Connexions LMC
Wed 13 Sept	YorOK Board discussion
Wed 13 Sept	Briefing for Chairs of School Governing Bodies
Fri 15 Sept	PCT – Start of consultation process
Fri 15 Sept	Acute Trust Consultation – Start of consultation process
Wed 20 Sept	Headteacher briefing
Sat 7 Oct	CVS Children and Young People's Conference
Mon 16 Oct	LCCS: Service and Group Managers Meeting
Mon 16 Oct	Children's Services EMAP
Tue 17 Oct	Governors' Viewpoint: special event
Wed 18 Oct	Joint Consultative Group (JCG)
Mon 23 Oct & Tues 24 Oct	Public consultation events

Please find the time, either to attend one of these meetings, or to write in to the Children's Trust using the consultation response form.



Meeting of Executive Members and Children's Services Advisory Panel**16 October 2006**

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

Local Area Agreement: Children and Young People's Block**Summary**

1. This report invites comments on the Children and Young People's Block of the Local Area Agreement.

Background

2. Local Area Agreements (LAAs) are a new way of striking a deal between central Government, local authorities and major local delivery partners in an area. Based on Sustainable Community Strategies, LAAs cover a three year period and set out priorities for local areas. They are structured around four themes:
 - Children and young people
 - Safer and stronger communities
 - Healthier communities and older people
 - Economic development and enterprise (introduced from Round 2 onwards)
3. Government Offices have been given a leading role in negotiating LAAs, in order to provide local partners with a single point of contact with central Government, and respond to local issues.
4. The Local Area Agreement establishes clear targets and outcomes for local authorities and their partners, and offers them the freedom to decide locally how best to achieve them. In principle, the LAA also simplifies funding streams, allowing greater discretion over the use of funding, and reduces the bureaucracy attached to multiple funding streams.
5. To date, there have been two rounds of LAAs. York is in the third, and final round and approval will be required by March 2007.
6. The Children and Young People's block of the York LAA, which is attached at Annex A, has been prepared by a reference group of the YorOK (Children's Trust) Board which has included representation from the City Council, Selby and York PCT, the CVS and Connexions.

Consultation & Options

Not relevant to this report.

Analysis

7. In preparing the Children and Young People's Block of the LAA, the YorOK board has sought to align the priorities of all the partners delivering services for children and young people in the city, and to ensure continuity with existing plans such as the *Children and Young People's Plan 2005 – 2008*, and the *Children's Services Plan 2006 – 2009*.

Corporate Priorities

8. The Local Area Agreement is produced on behalf of the Local Strategic Partnership which has delegated responsibility for the Children's and Young People's Block to the YorOK (Children's Trust) Board. In the Council Plan, the authority identifies a number of corporate improvement statements, four of which are about 'improving our organisational effectiveness'. Of particular relevance to this report is Improvement Statement 12 which commits the council to 'improve the way the council and its partners work together to deliver better services for the people'..

Implications

9. This report invites members to comment on the LAA. Any implications arising from the LAA will be identified in strategic and service plans.
 - **Finance** – no implications
 - **Human Resources (HR)** – no implications
 - **Equalities** – no implications
 - **Legal** – no implications
 - **Crime and Disorder** – no implications
 - **Information Technology (IT)** – no implications
 - **Property** – no implications

Risk Management

10. Without an approved LAA, the authority runs the risk that central government will lose confidence in its ability to work in partnership to deliver key local priorities.

Recommendations

11. The Executive Member is recommended to comment on the outcomes and indicators in the Children and Young People's Block of the LAA.

Contact Details

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Report Approved **Date** 26/9/06

Specialist Implications Officer(s) None

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

All

For further information please contact the author of the report

Annexes

Annex 1: Local Area Agreement – Children and Young People's Block

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ANNEX 1: CHILDREN & YOUNG PEOPLE BLOCK - OUTCOMES FRAMEWORK
(First Draft: 15 September 2006)

Outcomes	Indicators	Baseline 2005/6 unless otherwise stated	Targets 2007/8	Targets 2008/9	Targets 2009/10	Lead Partner
Being Healthy:						
CYP1 Encourage more children and young people to be more physically active.	CYP1.1 % of 5-16 year olds participating in an average of 2 hours high quality PE and school sport per week, within and beyond the curriculum, during one complete school year.	62%	85%	88%		CYC (Sport & Active Leisure)
	CYP1.2 % of school pupils walking to school.	52.9% (2005)	To be agreed following further advice from central government.			CYC (City Strategy)
	CYP1.3 % of school pupils cycling to school.	11.0% (2005)	To be agreed following further advice from central government.			CYC (City Strategy)
CYP2 Improve the eating habits and diet of young people.	CYP2.1 % of schools achieving the healthy schools standard.	23.5%	50%	100%		CYC (Education Development Service)
	CYP2.2 % of Y7 children reporting that they eat 5 portions of fruit and vegetables 'every day' or 'most days'.	39.4% (05)	41%	42%		CYC (Access & Inclusion/Healthy Schools)
	CYP2.3 % of primary school children eating school meals.	37%	34%	35%		CYC
CYP3 Reduce the level of teenage pregnancy.	CYP3.1 Number of conceptions recorded for females aged 15-18 years old per thousand resident in the area from 1998 recorded figures.	+13%	-25%	-30%		Teenage Pregnancy Partnership Board
	CYP3.2 % of teenage mothers in contact with the Connexions Partnership.	59.4% as at March 2006	85%	85%		Connexions
CYP4 Promote healthy lifestyles.	CYP4.1 % of children having their MMR vaccination by their 2nd birthday.	86% (04/05)	92%	94%	96%	PCT
	CYP4.2 Level of obesity in school children using new data from reception and year 6 height/weight recording.	Action now agreed through the PCT. Baseline and targets to be included once data available.				PCT
	CYP4.3 Breastfeeding initiation rates.	63.5% (04/05)	64.8%	66.0%	67.3%	PCT/Acute Hospital Trust

ANNEX 1: CHILDREN & YOUNG PEOPLE BLOCK - OUTCOMES FRAMEWORK**(First Draft: 15 September 2006)**

Outcomes	Indicators	Baseline 2005/6 unless otherwise stated	Targets 2007/8	Targets 2008/9	Targets 2009/10	Lead Partner
	CYP4.4 Number of schools where PSHCE drug and alcohol education, policies and practices are in line with the National Standards.	15	51	67	67	CYC (Educational Development Service)
	CYP4.5 Number of young people receiving planned treatment for substance misuse.	100	110	120	130	Young Person's Substance Misuse Joint Commissioning Group
	CYP4.6 % of referred young people accessing early intervention provision within five days.	Linda Baker			100%	CAMHS Executive
	CYP4.7 % of sexually active population aged 15-24 being screened for Chlamydia.	6.4% (year 3 2005/06 of programme)	10%	50%		PCT
	CYP4.8 Number of schools with dedicated counselling resource.	10	12			CYC Youth Service
Staying Safe:						
CYP5 Reduce accidents on the roads involving young people.	CYP5.1 % of pupils aged 9 - 13 who have received cycle training during the year.	53% Check they are willing to accept these targets	55.65%	58.43%	61.35%	CYC (City Strategy)
	CYP5.2 Number of child road accident casualties per 10K pop of 0-15 yr olds.	Average 14 (1994 – 98)	10 Check these targets are ok – low?	9	8	CYC (City Strategy)
	CYP5.3 % of all school pupils covered by an adopted school travel plan.	66% estimate	?	?	100%	CYC (City Strategy)
CYP6 Protect children more effectively.	CYP6.1 % of secondary school pupils who have experienced regular bullying (Yr 7 and 8 survey).	6.5%	6.4%	6.3%		CYC (Access & Inclusion)
	CYP6.2 % of street lights not working as planned.	0.78%	0.65%	0.60%		CYC (City Strategy)

ANNEX 1: CHILDREN & YOUNG PEOPLE BLOCK - OUTCOMES FRAMEWORK**(First Draft: 15 September 2006)**

Outcomes	Indicators	Baseline 2005/6 unless otherwise stated	Targets 2007/8	Targets 2008/9	Targets 2009/10	Lead Partner
	CYP6.3 Number of enquiries for information from the local child index to identify and support vulnerable children.	50	75	100		Preventative Strategy Steering Group
	CYP6.4 % of Core Assessments completed within 35 working days of their commencement.	19.57%	45%	55%		CYC (Children & Families)
	CYP6.5 % of Initial Assessments completed within 7 working days.	53.51%	70%	75%		CYC (Children & Families)
CYP7 Ensure more looked after children are in secure, stable placements.	CYP7.6 % of children under 16 who have been looked after for 2.5 years who have been in the same placement for at least 2 years or who have been placed for adoption.	73.90%	77%	78%		CYC (Children & Families)
	CYP7.7 Number of approved foster carers in the authority.	81	90	95	100	CYC (Children & Families)
Enjoying and Achieving:						
Outcomes	Indicators	Baseline 2005/6 unless otherwise stated	Targets 2007/8	Targets 2008/9	Targets 2009/10	Lead Partner
CYP8 Raise standards of achievement.	CYP8.1 % Level 4 in EN at the end of Key Stage 2.	81%	85%	85%		CYC (Educational Development Service - EDS)
	CYP8.2 % Level 4 in MA at the end of Key Stage 2.	78%	85%	85%		CYC (EDS)
	CYP8.3 % Level 4 in SC at the end of Key Stage 2.	88%	89%	89%		CYC (EDS)
	CYP8.4 KS3 to KS4 Value Added score (for pupils at the end of KS4).	989.6	991	993		CYC (EDS)
	CYP8.5 % care leavers achieving at least 5 GCSEs A*-C.	0%	13%	14%		CYC (EDS)
	CYP8.6 % looked after children missing 25 days school per year or more.	12.20%	12%	12%		CYC (Children *& Families)

ANNEX 1: CHILDREN & YOUNG PEOPLE BLOCK - OUTCOMES FRAMEWORK**(First Draft: 15 September 2006)**

Outcomes	Indicators	Baseline 2005/6 unless otherwise stated	Targets 2007/8	Targets 2008/9	Targets 2009/10	Lead Partner
	CYP8.7 % of pupils living in the 30% most deprived areas in the country (IDACI) gaining L4+ in English at KS2.	66% Re-calculate	67%	68%		CYC (EDS)
	CYP8.8 % of pupils living in the 30% most deprived areas in the country (IDACI) gaining L4+ in maths at KS2.	62%	63%	64%		CYC (EDS)
	CYP8.9 % of pupils living in the 30% most deprived areas in the country (IDACI) gaining L4+ in science at KS2.	76%	77%	78%		CYC (EDS)
	CYP8.10 % of pupils living in the 30% most deprived areas in the country (IDACI) gaining 5 A*-C, including maths and English, at GCSE.	27%	29%	31%		CYC (EDS)
CYP9 Provide high quality early years experience.	CYP9.1 % of VIP settings gaining "good" or "outstanding" in Ofsted reports for childcare and nursery education.	65%	75%	85%		Early Years Partnership
CYP10 Support parents in helping their children to enjoy and achieve.	CYP10.1 Number of families attending targeted Parenting Programmes.	42	120	120		Parenting & Education Support Group
	CYP10.2 Number of facilitators trained to deliver targeted Parenting Programmes.	20	55	55		Parenting & Education Support Group
CYP11 Improve enrichment opportunities for children and young people.	CYP11.1 Number of primary schools designated as meeting the core offer for Extended Schools.	8	54	54		CYC (Early Years and Extended Schools)
	CYP11.2 Number of secondary schools designated as meeting the core offer for Extended Schools.	4	10	10		CYC (Early Years and Extended Schools)
	CYP11.3 % area of authority's parks and open spaces with green flag award.	28.67%	44.6%	48.22%		CYC (Parks & Open Spaces)
	CYP11.4 Number of Arts events for young people.	212	269	270		CYC (Arts & Culture)

ANNEX 1: CHILDREN & YOUNG PEOPLE BLOCK - OUTCOMES FRAMEWORK**(First Draft: 15 September 2006)**

Outcomes	Indicators	Baseline 2005/6 unless otherwise stated	Targets 2007/8	Targets 2008/9	Targets 2009/10	Lead Partner
	CYP11.5 Number of attendances of young people taking part in the Schools Out programme.	40255 Check Mary Bailey – Big Lottery Funding – increase targets?	39000	40000		Early Years and Extended Schools
	CYP11.6 % of primary schools taking part in Environmental Education Programme.	20%	22%	24%		CYC (Parks & Open Spaces)
	CYP11.7 % of residents satisfaction with leisure activities for young people.	29%	32%	35%		CYC (Children's Services)
	CYP11.8 Number of pupils taking instrumental tuition with Arts & Culture Service in school.	2244	2600	2650		CYC (Arts & Culture)
	CYP11.9 Number of pupils in ensembles at performing arts centres.	368	440	500		CYC (Arts & Culture)
CYP12 Ensure that young people with LDD receive appropriate support and advice.	CYP12.1 % of 16-19 year olds who are NEET with LDD.	11.1%	10%	9%		CYC (Children's Services)/LSC/Connexions
	CYP12.2 % of statements of SEN issued by the authority in a financial year and prepared within 18 weeks (excluding exceptions).	90%	100%	100%		CYC (Access & Inclusion)
Making a Positive Contribution:						
Outcomes	Indicators	Baseline 2005/6 unless otherwise stated	Targets 2007/8	Targets 2008/9	Targets 2009/10	Lead Partner
CYP13 Improve life chances for young people.	CYP13.1 Number of pupils in out of school provision.	177	100	100		CYC (Access & Inclusion)
	CYP13.2 Number of days education per week provided for pupils in out of school provision.	2.4	5	5		CYC (Access & Inclusion)

ANNEX 1: CHILDREN & YOUNG PEOPLE BLOCK - OUTCOMES FRAMEWORK**(First Draft: 15 September 2006)**

Outcomes	Indicators	Baseline 2005/6 unless otherwise stated	Targets 2007/8	Targets 2008/9	Targets 2009/10	Lead Partner
	CYP13.3 Number of schools achieving CYC Inclusion Award.	3	17 (by Dec 2007)			CYC (Education Development Service)
CYP14 Increase active involvement of young people.	CYP14.1 Volunteering by children and young people.	PIs to be agreed and systems in place for collection				
	CYP14.2 Number of organisations awarded the Youth Charter.	1	4	6	8	Connexions/Youth Service
	CYP14.3 Number of voluntary sports clubs achieving Charter Mark.	21	32	34		CYC (Sport & Active Leisure)
CYP15 Reduce offending by young people.	CYP15.1 % of young offenders who receive a final warning, or are sentenced to a (YOT supervised) disposal, or are released from custody (into YOT or ISSP supervision) between 1 Oct – 31 Dec in the year specified.	37.6%	34.6%			CYC (Youth Offending Team)
	CYP15.2 Average number of offences committed per young offender, whilst subject to a bail or remand episode during the specified year.	3.0	2.8			CYC (Youth Offending Team)
	CYP15.3 % young people who receive a substance misuse assessment within five working days from screening (of those, identified through screening, as requiring an assessment).	Baseline 63.83% 90% target for 2006/07	90%	90%	90%	CYC (Youth Offending Team)
Achieving Economic Well-being:						
Outcomes	Indicators	Baseline 2005/6 unless otherwise stated	Targets 2007/8	Targets 2008/9	Targets 2009/10	Lead Partner
CYP16 Increase number of young people actively	CYP16.1 % young people age 16-18 who are NEET (not in education, employment or training).	3.8 %	3.9%	3.7%		Connexions

ANNEX 1: CHILDREN & YOUNG PEOPLE BLOCK - OUTCOMES FRAMEWORK**(First Draft: 15 September 2006)**

Outcomes	Indicators	Baseline 2005/6 unless otherwise stated	Targets 2007/8	Targets 2008/9	Targets 2009/10	Lead Partner
engaged in education and training.	CYP16.2 % young people (aged 19) with Level 2 qualifications.	Pursue with LSC				LSC
CYP17 Enhance skills of young people at 16 and at 18.	CYP17.1 % young people achieving vocational qualifications at age 16.	33.1%	45%	50%		14-19 Strategy (Lifelong Learning Strategy)
	CYP17.2 Number of students taking vocational subjects at KS4.	551	573	596		14-19 Strategy (Lifelong Learning Strategy)
	CYP17.3 Number of students starting vocational diplomas at levels 1, 2 or 3.			250		14-19 Strategy (Lifelong Learning Strategy)
CYP18 Reduce poverty levels and the impact of poverty on the lives of children and young people.	CYP18.1 % 3-year-olds receiving a good quality, free, early years education place in the voluntary, private or maintained sectors.	101.1%	100%	100%		Early Years Partnership
	CYP18.2 % pupils registered for free school meals in primary schools.	10.7%				CYC
	CYP18.3 % pupils registered for free school meals in secondary schools.	8.2%				CYC
	CYP18.4 % change in the average number of families which include dependent children or a pregnant woman, placed in temporary accommodation under the homelessness legislation compared with the average from the previous year.	0.16% (04/05) 0.31% (05/06)	-10.0%	-11.1%		CYC (Housing)

Funding Streams	Allocation		
	07/08	08/09	09/10

Agreed enabling measures

Key:

Blue text indicates LPSA outcomes, indicators and targets

Green text indicates mandatory outcomes, indicators and targets

ANNEX 1: CHILDREN & YOUNG PEOPLE BLOCK - OUTCOMES FRAMEWORK
(First Draft: 15 September 2006)

Red text indicates areas in need of further work