

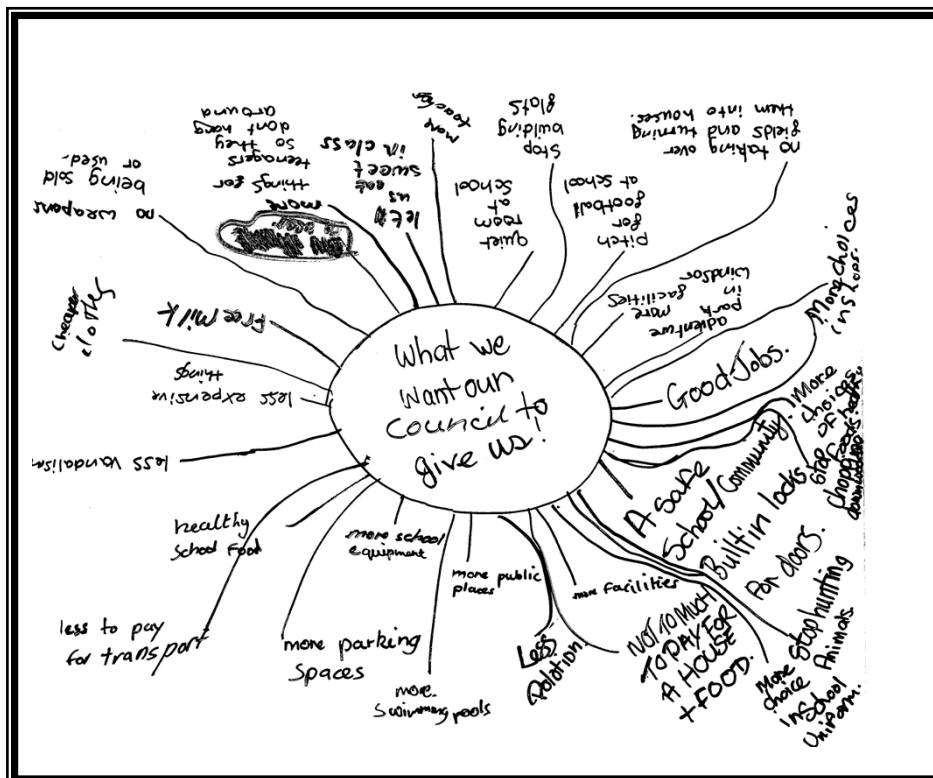
Royal Borough of Windsor & Maidenhead

Children & Young People's Strategic Partnership

Children and Young People's Plan 2006-08
Annual Review

'WILL THIS AFFECT OUR LIVES?'

(A young person's response to the original CYPP consultation)



Contents

Contents	2
Introduction	3
Engaging Children and Young People in the CYPP	7
AMBITION: Progress towards the Key Milestones in the CYPP* ...	9
Section 1:	10
Review of progress in 2006/07 against the CYPP Strategic Priorities	10
Use of Resources.....	23
CYPP Outcome Objectives 2006/07	29
Section 2:	49
Self-Assessment for the Annual Performance Assessment (APA) for 5 ECM Key Outcomes	49
Self Assessment for the APA: Summary of the Contribution of the Council's Services in Maintaining and Improving Outcomes for Children And Young People and The Council's Capacity To Improve Its Services For Children And Young People	59

Note:

*** Throughout this document key headings that contribute significantly to the grade descriptors within the self-assessment sections on the Council's Children's Services Overall and the Council's Capacity to Improve have been identified with an asterisk for ease of reference.**

Introduction

The development of a **Children and Young People Plan (CYPP)** was an important element of the reforms for integrated children's services as outlined in the Children Act 2004. The Royal Borough's CYPP (2006-2008) was approved by Council and published in April 2006. It was developed as a partnership document through the Children and Young People Strategic Partnership (CYPSP). It provides a single, strategic, overarching plan for all Children's Services for 0-19 year olds and outlines 14 strategic priorities and a number of clearly focused objectives where outcomes for children and young people need to be improved. The CYPSP is part of the Local Strategic Partnership and the strategic priorities and objectives in this plan are reflected in the Community Strategy.

The CYPP is a two-year plan and this review does not replace the original. This document shows progress towards the existing priorities identified within that plan, analyses the impact on outcomes for children and young people and sets out priorities and planned improvements for 2007/08. The review will feed into the revised Children and Young People Plan to be published in 2008.

We began our CYPP with a question asked by a young person and will continue to measure our progress and response to challenges in relation to this key question.

**Royal Borough of Windsor & Maidenhead
Children and Young People's Plan 2006-08
INTRODUCTION – 'WILL THIS AFFECT OUR LIVES?' (EXTRACT)**

That was one of the questions asked by a young person when we carried out the vision and values consultation leading to this – the first – Children and Young People's Plan (CYPP) for the Royal Borough.

We sincerely hope that over the next two years the answer will be an unequivocal "Yes" because this plan reflects the fact that we are ambitious for all our children and committed to improving their lives.

The aim of all the organisations involved in the Children and Young People's Strategic Partnership is to ensure that the services we deliver to children and their families continue to make a difference for the better.

This plan is the overarching strategy for us to follow until 2008 and while it doesn't set out everything we do, it has given us the opportunity to analyse our successes and think about the challenges ahead. The end result is an agreed direction of travel in which we all move forward with the same "map".

The CYPP has been developed through wide consultation, including interactive workshops for all partners and for children and young people themselves, to develop the vision and values statement for children's services. Over the last few months the partnership has also developed a number of strategic priorities to guide our work. The challenge will be to deliver these over the next two years.

The quality of services we provide for children and young people – and their experiences of those services – depend on the skills of our staff. That's why one of our key priorities is to ensure our workforces have the appropriate skills, values knowledge and leadership to drive forward the agenda for change.

The plan also recognises that to improve outcomes and make a real difference for all we must target resources effectively – continuing to provide for those children who are already able to access high quality services and identifying those who may be at risk of not achieving their potential.

The two years covered by this plan will be a time of radical change for the local authority and its partner agencies so it is intended to be a living, working document which will evolve and change as we develop our integrated services and move to a Children's Trust. Progress towards our priorities will be reviewed annually and the plan will continue to develop through talking to partners and to children and young people and their families about the impact of our services and how we can continue to make them better.

Developments since the publication of the CYPP*

The first year of the plan has been a period of significant change for the Royal Borough and its partners on the Children and Young People's Strategic Partnership (CYPSP). The

outcome of the Joint Area Review (JAR) was published, we have entered into a Local Area Agreement (LAA) and the services for children and young people within the local authority and the Primary Care Trust (PCT) have been subject to complete and on-going reorganisation. Throughout this period we have remained focussed on improving outcomes for children and young people locally and developing a common understanding of the needs and opportunities for all. We are confident that the capacity building undertaken as part of the structural reorganisation together with the emphasis on detailed needs analysis and planning for Children's Trust arrangements will ensure that outcomes for all children and young people locally will continue to improve.

Action Plan from the Joint Area Review (JAR)*

The JAR Report was published in October 2006, six months after the publication of the CYPP, and sets out a number of recommendations for the Local Authority and partners to address in terms of improving children's services locally. A specific JAR action plan was developed as a result. Progress towards the JAR action plan is monitored as part of a six monthly performance management cycle and reported to the Executive Board of the CYPSP, the Learning and Care Management Team and the Children and Young People Policy Forum. Progress towards the JAR action plan has been reviewed alongside the CYPP and the impact has been considered as part of this self-assessment.

Evidence of progress across almost all recommendations is high. However, the CYPSP have identified some barriers to change in the specialist Child and Adolescent Mental Health Service (CAMHS) as a continuing issue for all partners in 2007/08. Planning to take CAMHS forward is outlined in *Strategic Priority 3*. JAR actions that continue into 2007/08 are referenced within the review of the CYPP strategic priorities and outcome objectives.

Local Area Agreement (LAA) 2007

The Children and Young People targets within the LAA were developed from the needs assessment and strategic priorities identified within the CYPP. The lead officer of the CYP Block and most of the members of the CYP ambition group for the LAA are also members of the CYPSP Co-ordination and Implementation Group. The LAA targets are reflected in the review of the CYPP and are built into the outcome objective Outcome Improvement Plans (OIPS) for 2007/8. The Royal Borough is a pilot for the new LAA arrangements.

Needs Analysis and Prioritisation*

The priorities, agreed with Members, partners and children and young people, in the first Royal Borough's Children and Young People Plan (CYPP) stemmed principally from the self-assessment documents produced for the Annual Performance Assessment (2005) and Joint Area Review (2005), which were a composite of a number of plans, strategies, audits, needs assessments and consultations from the authority and partner organisations at that time. A key action for 2006/07 was to draw together all the sources of evidence used to develop the priorities for the CYPP into a single comprehensive Needs Assessment.

The Royal Borough commissioned Cordis Bright Consultancy in June 2006 to draw together all the various strands of needs assessments that the Council and partners had undertaken in order to build a single, comprehensive, up-to-date picture of the needs of children and young people in the local area.

We asked the following questions:

- What do we currently know about the needs of our children and young people
- Where are we doing well and where are the areas for improvement
- Are there gaps or omissions in our knowledge or is some of it out of date

In addition to the consideration of all the key performance indicators across the Every Child Matters (ECM) five outcomes, we commissioned specific information relating to trends and outcomes for the most vulnerable children and young people, specifically:

- Looked After Children
- Children with Learning Difficulties and Disabilities / Special Educational Needs
- Children from black and minority ethnic origin

The Needs Assessment has been used to identify gaps in service provision, develop interventions and target support across outcomes, thus enabling senior managers to monitor and review progress. A summary has been shared with partners on the CYPSP and Outcome Lead Officers have used the detailed information contained in the Needs Assessment to further analyse gaps and develop new objectives for this CYPP Review.

In addition to data relating to vulnerable groups we commissioned information on relative outcomes between wards and Super Output Areas, where available. This data, together with an early look at deprivation information (ACORN) relating to the impact on standards, will provide some of the new evidence base for the development of priorities in each of the two Area Children and Young People Teams in 2007/08.

The Needs Assessment has provided a secure platform for the development of the Joint Commissioning Strategy. There are currently some gaps in the ability to analyse health outcomes by different groups of children due to the way in which health data is collected. This is a priority for the work that will underpin our Children's Trust arrangements with the PCT and Berkshire Health Care Trust.

Key elements of the Joint Commissioning Strategy have been identified as: integrated provision for children with learning difficulties and disabilities and Looked After Children, access to therapies, comprehensive local CAMHS arrangements and the development of integrated universal and targeted services as part of the Area Children and Young People Teams (ACYPTs) supporting prevention and early intervention, through children's centres, extended schools and services.

As our access to school inspection data has increased we have been able to draw upon this rich resource – over one third of schools were inspected in the period May 2006 – April 2007 – to evidence the positive impact of the contribution of schools across the five outcomes and the importance of all outcomes to ensure improvements in standards of achievement for all. This information will continue to be used alongside the findings from the Needs Assessment as we develop the revised CYPP next year. Next steps for 2008 will include mapping of services across areas to investigate any links between outcomes and access, following up gaps in the dataset and producing locality based information for the ACYPTs to compare outcomes for all and the most vulnerable children and young people.

Performance Monitoring of the CYPP priorities*

Performance monitoring has been crucial in telling us how well we are doing over the last twelve months. The multi-agency CYPSP provided the forum for creating the Royal Borough's CYPP and has therefore been the body responsible for the monitoring of the delivery of the targets within the Plan. There are 5 Outcome Groups within the CYPSP, which are aligned with the ECM outcomes and co-ordinated by an Officer and a representative from a partner agency. The Outcome Group lead officers have drawn together Outcome Improvement Plans (OIPs) setting out the actions required to deliver the outcome objectives within the CYPP. The OIPs also show the links to the more detailed operational action plans, which underpin some of the actions. There is a scheduled programme of progress reports, which are regularly submitted to the Co-ordination and

Implementation Group of the CYPSP. Key issues are escalated to the CYPSP Executive Board and, if appropriate, the Learning and Care Directorate Management Team. Each Outcome Group also has a named sponsor who is a member of the CYPSP Executive Board. The arrangements for performance management allow the council to reassess and respond in a timely way to need, with regular monthly information about performance monitored through the Head of Strategy and Resources and reported to the Learning and Care Directorate Management Team.

The council uses benchmarking with family groups and statistical neighbours to compare and evaluate outcomes, where available using the needs assessment, the comparative cost performance review and the Audit Commission value for money profile. Innovative developments in the area of procurement within the council have already had a positive impact on value for money, for example the Home to School Transport Review.

We are still at an early stage of demonstrating impact against the preventative and early intervention activities, and are now further developing our planning and monitoring framework. We will be considering the use of an outcomes based model for the partnership in 2007/8.

Annual Review of the CYPP - Process

The CYPSP Outcome Groups have been the key mechanism for drawing together information for this formal review of progress against priorities in the CYPP, which also forms the self assessment for this year's Annual Performance Assessment (APA). The information was collated into this review document, which was subject to broad consultation with all relevant partners from 9th May – 25th May 2007. Responses received during this period have been taken into account when finalising the review. Consultation we have undertaken with children and young people is outlined in the next section.

In addition, an open forum event was held on 14th May 2007 for staff across the Council and key partners to have the opportunity to discuss the emerging priorities for each outcome within the CYPP. Some of the comments have been incorporated into this year's review and emerging priorities will be taken forward by the CYPSP and the Learning and Care Directorate Management Team and will be developed and approved by Elected Members, members of staff and partners as the revised CYPP evolves over the coming months.

This review has been subjected to an Equality Impact Assessment (EQIA) that includes faith and sexual orientation in addition to legal requirements for disability, gender and race. This review meets all current equality legislation requirements but the EQIA has identified a need for further research on the specific service needs of lesbian, gay, bisexual and transgendered (LGBT) young people and of children and young people from specific faith groups. This research will form part of the needs analysis for a new Children and Young People's Plan (CYPP) in 2008. All schools inspected this year are judged to promote equality of opportunity and tackle discrimination successfully so that all learners can achieve.

Engaging Children and Young People in the CYPP

“I liked the lesson because it opened my mind to the borough. I am proud to live in it because they help us a lot.”
(Year 7 pupil on the PSHE Consultation Lesson on the CYPP)

We have undertaken significant consultation with children and young people on our CYPP over the past 12 months. A child-friendly version of the CYPP strategic priorities was produced by Year 12 students from Windsor and young carers (Annex 1). We have included their revised headings for each strategic priority. This version was distributed to all primary, secondary and middle and upper schools supported by a **Personal, Social and Health Education (PSHE) lesson** (for Years 5-13) explaining the purpose of the CYPP, introducing the 14 strategic priorities, and consulting students on a) whether these were the right priorities and b) which of the priorities were the most important to them. Over 700 pupils participated in the PSHE lesson, of whom just over four hundred sent in their votes to be collated (the majority from Years 5 and 6). The results indicate that the top priorities for children and young people in the Borough are

1. Staying Safe [*Safeguarding*]
2. Training for Life [*Vocational Options*]
3. Mental Health [*CAMHS*]
4. Doing Well at School [*Achievement*]
5. Helping Early [*Early Intervention*]

The majority of students supported the 14 priorities as the right ones for the Borough, with children’s physical health being the most common alternative priority suggested. Further work needs to be done to research the level to which different groups of young people in the Borough currently feel safe or unsafe and what factors contribute to this.

“The children found the whole process fascinating and were totally involved in the task set. The topic generated lots of passionate discussion and debate within the groups before decisions were made and topics prioritised.”
(Head teacher’s feedback from PSHE Consultation Lesson on the CYPP)

The **Student Voice Event** provided an opportunity for Maidenhead Secondary School Councils to make specific recommendations for actions that would help realise three of the CYPP strategic priorities: Enjoyment, Participation and Information, Advice & Guidance. Students’ recommendations included:

Enjoying Learning [*Enjoyment*]

- variety: more practical, interactive, visual school lessons with more ICT
- trips: more schools trips and outdoor visits
- clubs: more clubs for informal learning opportunities, better advertised so we know where they are
- ICT: a young people’s website
- choices: more flexibility in choosing options/subjects
- student-led lessons
- students observing teachers to help them improve lessons (student learning consultants)
- more opportunities for independent learning

Capturing Enjoyment: Feedback from Raising Boys’ Achievement in English project.

“I am pleased with the work I have done over the last few weeks...Discussions used to scare me but they don’t any more.”

“I like using film instead of books. I find it more interesting and so I write better things about it.”

“My pupils are commenting on their interesting lessons and I have already seen notable improvement in written work when it is connected with a visual stimulus.”

“I really enjoyed this work... I am pleased with my advertising campaign and really like my radio advert.”

"I like the project because it was really fun to do."

Listening to Young People [*Participation*]

- ICT: a virtual suggestions box in the form of a dedicated email address for young people to send their suggestions and comments to, and/or text facilities
- questionnaires: more questionnaires and surveys through schools on decisions that make a difference to young people's lives
- more information about what's out there: if young people aren't aware of services or facilities they can't participate in them

Capturing Participation: Feedback from the Healthy Schools' Validator

"The school council led by the Prime Minister and Deputy Prime Minister take their responsibilities very seriously. They were keen to tell me about the recent survey asking pupils what they liked about school."

Making Good Choices [*Information, Advice & Guidance*]

- peer mentors: students who are a year or two older can help with decision-making as they understand the situation from the student's perspective
- adult mentors: individual advisor or allocated teacher to help with decisions
- wide range of people to talk to: need to have choices who to talk to in different circumstances
- Connexions Advisors should be more accessible
- Open days at Universities, colleges, NHS, Police etc to help with career choices
- Ex-students to return to schools to talk about their experiences at college, university and in the work place
- Opportunities to shadow professionals

These recommendations were presented to the Executive Board of the CYPSP and have led directly to specific changes in services. An online suggestion box for young people to comment on local services is being set up: this will be accessible to all children and young people via the schools' intranet and the Borough website. Connexions and the Youth Service are making changes to the way they publicise their services to make information more accessible to young people. Staff from the youth service will be going into schools more often to make sure staff and students are aware of the activities available locally, and designated youth service notice boards in every Middle and Secondary School will keep students informed of what's on. The menu of options offered to schools by Connexions has been changed and Connexions services are now available to young people in the places and at the times that they want to be seen, including some Saturdays. These actions have been incorporated into the CYPSP OIPs and have been fed back to the School Councils in writing.

"When something is wrong you got to solve it as soon as possible." (Student Councillor at Student Voice Event)

AMBITION: Progress towards the Key Milestones in the CYP*

TOWARDS 2008: THE FUTURE SHAPE OF CHILDREN'S SERVICES

By 2008:

- ✓ A Children's Trust model has been established and is operational. The Children's Trust Partnership Board measures success against a shared set of outcome measures. The model is underpinned by a Joint Commissioning Strategy for children and young people, linked to a comprehensive needs analysis with an annual cycle of performance management and evaluation through the Children and Young People Plan for jointly delivered services.
Reference: Needs Analysis and Prioritisation & Performance Monitoring & Strategic Priority 1
- ✓ The Children's Services Authority includes a Lead Member and Director who is accountable for all services for children and young people and who works in partnership through the Children's Trust model with the Chief Executives of key statutory agencies and representatives from the voluntary sector.
RBWM has a Lead Member for Children's Services. The Director of Learning and Care took up his post in September 2006. He holds the statutory responsibilities for the Director of Children's Services. The Director chairs the Children and Young People's Strategic Partnership, which is leading the development of Children's Trust arrangements. The Board includes all partners with the "Duty to Co-operate" and representatives from the voluntary sector.
- ✓ Children, young people and families are represented on decision-making forums and have influenced the development and implementation of Children's Services locally. They understand how to get their voice heard and have confidence that their views are taken into account.
Reference: Strategic Priority 11 & Making a Positive Contribution
- ✓ A network of extended services has been established across the Royal Borough. This includes extended schools and six Children's Centres based in geographical areas of need. All schools provide some extended services.
Reference: Enjoy and Achieve: Outcome Objective 1
- ✓ Universal and preventative services are delivered through integrated Area Children's Teams based close to the communities they serve with an understanding of the needs of the local population and flexibility through Area Partnership Boards.
The Royal Borough has appointed a Head of Children's and Young People Services and two Area Children and Young People Team Managers. The Area Children and Young People Teams will be fully operational from September 2007.
- ✓ The Local Children's Safeguarding Board is well established. Safeguarding and specialist services align with Area Children's Teams and offer a seamless service.
Reference: Strategic Priority 4
- ✓ Integrated processes including the use of the Common Assessment Framework (CAF) a lead professional for children and young people causing concern and the sharing of information across agencies are in place.
A local process for the common assessment process has been agreed amongst partners. A pilot of the process is taking place until August and the full go-live will be in September 07, to fit with the start of the Area Children's and Young People Teams becoming operational. Training in the CAF process, integrated working, information sharing and the Lead Professional has been provided to the multi-agencies working with children across the borough. The lead professional role is being piloted as part of the CAF pilot and also will become a formalised function across children's services in September 2007. A CAF Co-ordinator has been appointed and is due to start on June 4th.
- ✓ A comprehensive Workforce Strategy and Workforce Development Plan ensures that all professionals are gaining common skills and accessing an integrated training programme that promotes cultural change.
There is a dedicated Workforce team led by a service manager within the new Strategy and Resources Unit within Learning and Care. A Workforce Strategy has been collated by a multi-agency Steering Board and identifies an operational plan to integrate the commissioning and delivery of training across children services. A target of Autumn 07 has been identified for running an integrated training programme to professionals across the agencies. The Workforce Strategy also identifies the need to develop integrated recruitment practices as well as shared benefit and incentive schemes where appropriate.
- ✓ Outcomes for all children and young people continue to improve. The outcomes for vulnerable children and young people are moving closer to the average for the Royal Borough.
Reference: Impact of Strategic Priorities 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14.

Section 1:

Review of progress in 2006/07 against the CYPSP Strategic Priorities

Strategic Priority 1: Children's Trust*

Outcomes for all children and young people are improved by developing and implementing Children's Trust arrangements with a joint commissioning strategy for all partners. (*Children and Young People version =Working Together*)

The Executive Board of the CYPSP (chaired by the Director of Learning and Care) leads on the development of the Children's Trust arrangements. Restructuring in both the local authority and the PCT has had an impact on the progress made in 2006/07. Implementation is on track for April 2008 as indicated in **Key Milestone 1**.

The Executive Board of the CYPSP currently operates as a shadow Children's Trust Partnership Board. Members of the Board take strategic decisions on behalf of their organisations. The CYPSP Board will become the Children's Trust Partnership Board with responsibility for the Children's Trust arrangements based on the agreed priorities in the Joint Commissioning Strategy. The Local Authority has appointed a senior officer (Head of Children's Commissioning) who will continue to work with the CYPSP and liaise with the newly appointed Assistant Director for Localities and the manager responsible for Children's Commissioning in the PCT (appointment has been made May 2007).

The comprehensive Needs Assessment has been completed. Models for the Joint Commissioning Strategy have been researched and draft recommendations will be presented to the next CYPSP board meeting regarding the joint commissioning framework and strategy. Discussions are ongoing concerning key elements of Children's Trust arrangements, specifically in relation to a trust approach for Children and Young People with learning difficulties and disabilities, Looked After Children, access to therapies, CAMHS, the development of integrated services in Area Children and Young People Teams, and joint arrangements in Children's Centres and some extended schools. The authority has also applied to join the Children's Services Mapping Pilot, which will further support the planning for Children's Trust arrangements during 2007/08.

Strategic Priority 2: Early Intervention*

The needs of vulnerable groups of children and young people are met by identifying those needs early so that appropriate intervention, support and provision can be offered through a co-ordinated multi agency approach. (*Children and Young People Version =Helping Early*)

The Extended Services agenda is one of the primary vehicles for delivering early intervention. 100% schools are now actively engaged in the Extended Schools agenda, exceeding government targets. This has resulted in more multi-agency co-operation within schools and the increased provision of activities such as Digismart (an ICT after school club to improve literacy and numeracy for underachieving pupils) and Pyramid Clubs (which target children with low self esteem). Schools report positive impacts on children and families in the areas of attendance, behaviour and parental involvement, with more parenting support also being delivered.

Six Children's Centres are currently being developed across the authority in a range of community, health and school based sites. In line with expectations for Phase 2, these will all be open by March 2008. The first Children's Centre is due to open in July 2007 in South Ascot. Planned services focus on many aspects of prevention but will differ from area to area depending on identified need. Great care has been taken to maximise resources and to link up delivery options, such as close alignment with Extended School services and Early

Support to offer parents seamless access. There are a set of services that are negotiated centrally for delivery in each location to ensure consistency of core work, for example the provision of Speech and Language Drop in Groups. Health colleagues are very proactive in both the development of the specific Children's Centre at St Mark's Hospital and the generic input across all sites.

Co-operation between the Youth Offending Team (YOT) and the Children's Fund has led to the launch of the multi-agency Youth Inclusion Support Panel (YISP) to identify children and young people at risk of offending or anti-social behaviour and provide tailor-made interventions to address risk factors. Children's Fund activities delivered through the Youth Service increase the resilience of children at risk of social exclusion through access to positive activities and social opportunities, whilst the Family Support Service provides early intervention support for families who do not meet the threshold for statutory services. YOT have also developed partnership working with Safeguarding and Specialist Services to extend the remit of Family Group Conference provision for children at risk of offending in the local area via a pooled budget arrangement.

Significant developments have also taken place this year in the areas of Inclusion and Learning Difficulties and Disabilities (LDD), most notably the feasibility study for Key Workers for young children with complex needs and the piloting of Nurture Group provision for our youngest children with early signs of attachment disorders. Teacher observations indicate significant progress by all the children involved in the Nurture Groups, in emotional, social and language development as well as in the curriculum. Both are partnership projects with clear messages for the development of future provision: the two schools involved in the Nurture Group pilot are committed to self funding this provision in the coming year because they have seen the effectiveness of this approach. Smaller scale developments include developing Foundation Stage guidance for pupils with LDD, work on 'P' scales and training schools in the effective use of data to identify vulnerable pupils and mapping provision related to pupil needs, resources and outcomes. Guidance for schools in deploying delegated funds effectively through making good provision for pupils at 'school action' and 'school action plus' has been published. We continue to deliver multi-agency courses for the parents of pre-school children with a diagnosis of autism to improve their resilience.

The Integrated Working training programme began intensive roll out throughout the Borough during April and May 2007. The programme covers Common Assessment Framework (CAF), Lead Professional role and Information Sharing. These elements are bought together by a local process to be used by front line practitioners across the children's workforce. The training has been taken up by schools, (20 to date), early years settings, PCT staff (Health Visitors and School Nurses), YOT officers, members of the Heatherwood & Wexham Park Hospital Trust Midwifery Service, Pan Berkshire Traveller Education Service, Pan Berkshire Sensory Consortium Service, Connexions, Specialist Inclusion Service, Education Welfare Officers, Educational Psychology Service, Voluntary Sector providers and officers from community Safety. In total 125 service areas/settings have received training. The training programme forms the basis of a multi-agency toolkit, to be utilised by front line practitioners delivering universal and specialist services, supporting early identification and appropriate/targeted response to need. Awareness raising of ContactPoint has been included in this training in preparation for use of this additional national tool.

There is a dedicated Workforce team led by a service manager within the new Strategy and Resources Unit within Learning and Care. A Workforce Strategy has been collated by a multi-agency Steering Board and identifies an operational plan to integrate the commissioning and delivery of training across children services. A target of Autumn 07 has been identified for running an integrated training programme to professionals across the

agencies. The Workforce Strategy also identifies the need to develop integrated recruitment practices as well as shared benefit and incentive schemes where appropriate.

The Head of Children's Commissioning has undertaken a review of Council resources and grants that can be used to target local early intervention priorities. The budget plans for these cost centres in 2007/08 must identify how the CYPP priorities and ECM outcomes will be targeted. A further priority for 2007/08 will be considering the evaluation of the impact of the Children's Fund and the importance of mainstreaming early intervention and preventative services. Resource management monitoring arrangements have developed, with a senior officer having responsibility for the overview of both grant funding, LAA pooled budgets and individual commissioning packages for children and young people with the most complex needs.

Strategic Priority 3: Children & Adolescent Mental Health Service

All children and young people's emotional and mental health is supported through the implementation of a comprehensive CAMHS strategy and local area agreements. (*Children and Young People version =Mental Health*)

Progress has been made since the JAR recommendations. A Berkshire East CAMHS Commissioning Group has been established reporting to the Berkshire East Joint Strategic Commissioning Board (Directors from Local Authorities and Chief Executive of the PCT). A CAMHS strategy is in place, which outlines the strategic direction of CAMHS and the gaps and areas to be prioritised. The Service Level Agreement has been drawn up and signing this off has been identified as a key priority for both the PCT and local authority in 2007/08.

Public information regarding specialist CAMHS has been widely circulated and is available in different languages, raises awareness regarding specialist CAMHS to maximise access and appropriateness of referrals. An extra social work post has been created within the CAMHS service. There are plans to use structured validated tools to routinely capture the views of CAMHS service users to facilitate service development. Access to multi-agency CAMHS assessments for Looked After Children is an LAA target. The CAMHS Mapping Exercise (2006/07) shows that plans and protocols are in place for children and young people with learning difficulties and mental health needs, for 16 and 17 year olds who require mental health services and for 24 hour emergency cover. The protocols for 24hour cover are partially implemented, and during 2007/08 we will scope how all the planning and protocols can be fully implemented. Plans and protocols are at an early stage of development for partnership working between agencies for children and young people with complex, persistent and severe behavioural and mental health needs.

CAMHS tier 3 and 4 service requires remodelling. The envisioned model will consist of 3 components:

- Independent – where services would need to be provided locally based on Windsor & Maidenhead's local needs assessment.
- Interdependent – where more efficient services could be provided through shared e.g. 24hr cover and in particular 'out of hours' services across East Berkshire.
- Dependent – here sustainable services cannot be provided independently or interdependently e.g. Tier 4 services.

There continues to be good early intervention for mental health support offered by a range of professionals, particularly at non-specialist Tier 1/2 provision co-ordinated by the local authority. There is very good support for the emotional and mental health needs of children and young people as part of the PSHE curriculum involving teachers, educational psychologists, school nurses and youth counsellors.

The Social and Emotional Aspects of Learning (SEAL) programme is being successfully rolled out to schools: 82% of primary schools and 100% of middle schools have engaged with SEAL training and of these 53% are implementing the SEAL teaching materials. Schools implementing SEAL have evidence to show that children are practising the social, emotional and behaviour skills in everyday school life, which is having a positive impact on their well being.

Strategic Priority 4: Safeguarding

All children and young people are safe, with specific reference to children at risk of abuse and exploitation, children who go missing, children with learning and/or physical disability, looked after children, children at risk of offending, children who misuse substances, young carers and children who are affected by domestic violence. (*Children and Young People version =Staying Safe*)

A range of safeguarding information is targeted on a multi-media basis to inform children, young people, carers and the local community (e.g. recent Local Safeguarding Children's Board advertisement). Identification of child protection is a priority for local area agencies that has resulted in a significant increase of initial child protection conferences per 10,000 of the population under 18. All children subject to a child protection plan are allocated a qualified social worker, with PAF (Performance Assessment Framework) A2 (% child protection registrations that are re-registrations) reaching above average performance that has been sustained for a 3-year period. Although de-registration rates are lower than the family median, no children have been on the Child Protection Register for longer than 2 years (PAF C21) demonstrating a service approach that is robust and fully embedded in local area practice (performance sustained over the last 3 years). This is also the result of good multi-agency co-operation/partnership further demonstrated by PAF C20 (child protection case conference reviews on time), which has sustained above average performance over the last 4 years. School inspection evidence is outstanding or good in 21 of 23 schools inspected in 2006/07 showing that learners adopted safe practices.

Social care initial and core assessments are undertaken in a timely and inclusive way, under the terms of recommendations from the JAR 2005. Initial assessment APA outcomes (66.7%) are above that of family median (66.4%) and have exceeded APA target of 64%. Core assessment APA outcomes (76.1%) are also above the family median (72%) and have exceeded APA target of 75%. Well-focussed intervention leads to the majority of children's cases effectively managed with re-referral rates (18.6%) being lower than the family median (20.9%).

Outcomes for looked after children are reviewed regularly, with excellent performance being maintained in PAF C68 (% of LAC reviews on time) over a 3-year period, well above the family median. Regular quality assurance reports are presented to the Social Care senior management team by the Independent Reviewing Service. This robust system supports young people and placement stability with PAF A1 (% LAC with 3 placements or more during the year) achieving and sustaining excellent performance significantly above the family median. Above average performance has been achieved for PAF C23 (LAC for more than 6 months adopted in year) for a sustained 3 year period, with 100% of children adopted being adopted within 12 months of their best interest decision (significantly above the family median of 67.1%). Effective health care pathways for looked after children deliver excellent and sustainable performance in relation to PAF C19 (health assessments for looked after children) that significantly exceeds the family median. Good performance has been achieved in relation to looked after children with Personal Education Plans, which have supported good performance in relation to school attendance and low incidence of permanent exclusions. This positive practice will further be enhanced by the use of resources targeted

from LAA reward monies in 2007/8. The last CSCI fostering inspection rated the service as excellent.

In accordance with the JAR recommendations, the Local Safeguarding Children's Board (LSCB) has introduced systems for monitoring the overall effectiveness of the child protection system. The LSCB has extended the culture of safeguarding across partner agencies, including those from the voluntary sector. The clear remit of agencies' responsibilities to comply with a culture of safeguarding is fully embedded, with requirements enshrined in the new Pan-Berkshire Child Protection Procedures 2006, which are in accord with the up-dated Working Together national guidance. The LSCB sub-committee structure is in place, with the LSCB Business Manager and administrative support completed. The monitoring and evaluation sub-committee will evidence that practice across all partner agencies are enhanced as a result of planned audit/data collection.

All agency workers are identified and linked to the training plan delivered under the auspices of the LSCB training sub-committee based on a local area training needs analysis in accordance with national and local arrangements. All LSCB agencies recruitment processes comply with the requirements to detect and deter people who are unsuitable to work with children and are evident from the work of the Children's Strategic Partnership Board and the Local Safeguarding Child Board. In addition, the LADO (Local Area Designated Officer) for allegations against staff has been appointed, who will provide a consistent approach across the local area in conjunction with Senior Designated Officers.

Areas for development in 2007/08 include targeting children with learning difficulties and disabilities, young carers and children affected by domestic violence, developing the work of the anti-bullying steering group and informing future commissioning arrangements for services for disabled children.

Strategic Priority 5: Transition*

All children and young people's personal, educational, social, recreational, emotional, and physical needs are supported and managed effectively through transitions between formal and informal educational settings and from children's to adults' care services. (*Children and Young People version =Moving*)

Transitional processes are firmly embedded in local area practice. However, implications of the Green Paper "Care Matters" in terms of future statutory requirements for Looked After Children and Care Leavers will require us to consider this priority to be redefined for the next CYPP.

Transitions procedures between children's social care and adult social care are firmly embedded. All young people who move from children's social care into adult social care settings have an appropriate placement to meet their identified needs.

There is a Social Services transition policy and planning procedures document in place covering transition arrangements between children and adult services. We also link in with the local LSC multi agency transitional protocols in Berkshire and work closely with the Connexions service. There is improved identification of young people who will need services and also the meeting of needs of young people with complex needs, with support from the PCT. Service Managers responsible for the Children's Teams and adult Mental Health and Learning Disability Services meet on a three monthly basis to discuss any relevant issues, proactively plan for the future, ensure any potential difficulties are identified and agreements made on which Adult Team will take responsibility for the young person.

Transition arrangements for children with additional needs in pre-school settings moving into statutory age educational settings have been established via formalised review process. 100% of young people requiring a Pathway Plan, have one, and all appropriate young people are appointed a Personal Advisor.

There is evidence of successful transition for pupils with exceptional needs, "On interviewing the parent of a child with Downs syndrome – there is no doubt that the school has the emotional well-being of all children at the forefront of their aims. The parent felt that everything was done to help her child transfer from nursery." (*Healthy Schools' Validator*). Universal support for transition between school phases is good, 600 parents of Year 6 pupils have received information to support parenting at schools transition evenings.

Priorities for the coming year include transition protocols between education settings to include information regarding young people subject to a Common Assessment, plus transition arrangements for young carers and children privately fostered. Initial training and planning between social care and the Educational Psychology Service on developing Person Centred Planning reviews has taken place. A project on this will be rolled out during 2007/8. Plans to develop enhanced work experience opportunities for care leavers are being devised for 2007/8.

Strategic Priority 6: Achievement

The life chances for all children and young people are improved by helping them to achieve the highest possible standards in both formal and informal education. (*Children and Young People version =Doing well at school*)

The attainment of pupils educated within the Borough continues to be high in comparison to the national average and in line with statistical neighbours. A detailed account of performance in national tests in 2006 is contained within the 'Standards and Quality of Education in Royal Borough Schools – A Review of the Academic Year 2005-2006'. Twenty-three RBWM schools have been inspected in the last twelve months; in fifteen of these achievement was judged as good or outstanding. In the other eight it was found to be satisfactory. There is a regular programme of activities for gifted and talented children and young people.

The **Foundation Stage Profile** data at PSE (Personal and Social Education) and CLL (Communication, Language and Literature) for 2006 was significantly above the 2005 national figures. At the 'Standards' meeting it was noted that we have a wide range of settings and that there is an issue of quality of practice in some private and voluntary settings which impacts on the quality of CLL. We have established a programme to develop teaching and learning in CLL in all settings in line with the national programme. Participating settings have been identified according to need to ensure that children potentially at risk of underachieving are given the best start. This programme contributes to our actions for the Borough's Foundation Stage Outcomes Duty.

At **Key Stage 1**, attainment in RBWM schools remains high. It is above national levels and broadly in line with statistical neighbours. Two key areas for development identified in the Standards and Quality Report relate to the need to:

- continue to narrow the gap between the performance in different schools by providing additional support to schools performing at least 10 points below national figures in at least two subjects (4 schools);
- provide additional support to address the underperformance of pupils of Mirpuri Pakistani origin.

Local Authority officers have collaborated closely with the Headteachers and Chairs of Governors in all four schools to draw up support agreements involving consultants and Advanced Skills Teachers (ASTs) working alongside subject leaders and teachers. This is improving the quality of provision and helping to raise the standards of vulnerable pupils. One of the four schools has been paired with a successful school, similar in context and this is proving to be beneficial in sharing good practice. All schools with significant numbers of pupils of Mirpuri Pakistani origin have used additional grant funding to provide targeted support from the Ethnic Minority Achievement (EMA) Team.

The 'Standards' meeting concluded that whilst achievement remains high, overall results have reached a plateau at **Key Stage 2** with a slight drop in maths and a drop in girls' performance in science. Issues identified included writing (especially boys) and attainment in three schools, which is below the floor targets. An LAA reward target has been set to increase the percentage of boys achieving Level 4+ in writing at KS2. Focused work has taken place in two schools with large cohorts of pupils to analyse and address the areas of weakness in boys' writing. New and exciting approaches to the teaching of visual literacy are being promoted across all Primary Schools and these are making a very positive impact on boys' motivation in writing.

At **Key Stage 3** Standards in English, Maths and Science are significantly above national and in line with statistical neighbours at Level 5+. Performance at level 6+ rose in Maths and Science and fell in English. Value added data suggests that progress from KS2 was significantly better than progress nationally in all three of the core subjects. An LAA reward target has been set to increase the percentage of boys achieving Level 6+ in English. Consultant support has included the analysis of test data at question level to enable Heads of English to identify specific weaknesses, and training related to the challenge of higher order reading skills. Regular network meetings have enabled all schools to benefit from the knowledge and expertise of those that are the highest achieving and most successful.

Attainment at **Key Stage 4** was significantly above the national average and rose above the plateau of the previous three years. However, there is general recognition that further improvements can be made. Schools have set very challenging targets for 2008 and two areas have been selected for LAA targets:

- Raise levels of attainment at GCSE or equivalent 5+ A*-C including English & Mathematics, includes a mini target specifically for pupils of Pakistani origin (a reward target)
- Increase the proportion of pupils achieving at least 1 qualification at the end of Key Stage 4

Visits have been made to Secondary Schools in order to introduce the new Intervention materials available on the DfES Standards website. These are designed to support schools in raising achievement at GCSE including English and Mathematics. Before the meeting, each school was sent a document outlining value-added information from Key Stage 2 to 3 and Key Stage 2 and 3 to 4. At these meetings arrangements for tracking pupils and identifying and tackling underachievement were discussed and points for development of these systems identified. Schools are seeking to consolidate their past attainments and address areas where performance has not been strong. School Improvement Partners (SIPs) are requiring headteachers to account for the progress being made against targets.

Narrowing the attainment gap between underachieving groups and all Royal Borough pupils is a **Key Milestone**. Attainment of **pupils from vulnerable groups** continues to be monitored and targeted carefully. (*Reference Strategic Priority 9*).

Attendance figures in primary schools are above the national and regional averages but slightly lower than in 2004/5 (falling by 0.36%). Attendance figures in Secondary Schools are also above the national and regional averages and are 0.05% higher than the previous year. A fixed penalty system has been introduced for unauthorised absence. In 2006 there were no permanent **exclusions** in primary and 18 in secondary, falling from 33 in 2005. However, the figures for 2007 are likely to be higher and this remains a priority area together with the development of Behaviour Partnerships in all secondary schools. All Secondary Schools are putting in place further strategies to improve the monitoring of both attendance and exclusion data.

Strategic Priority 7: Enjoyment

All children and young people engage positively in learning because they are able to have fun, enjoy and benefit from more inclusive schools and services and other complementary informal settings. (*Children and Young People version =Enjoying Learning*)

The implementation of Extended Schools is delivering an increasing range and number of after school clubs and breakfast clubs and improving the quality of and access to study support. 25 (40%) schools have attended training to introduce the Integrated Quality Framework (IQF) devised by Quality in Study Support (QiSS) to support schools to develop study activities. A wide range of activities are on offer, including sports, arts/crafts, Digismart (ICT club to support literacy and numeracy), Pyramid Clubs (to raise self-esteem), drama/dance, family learning, day trips to places of interest, and residential visits.

The local authority can demonstrate very high levels of enjoyment recognised by OFSTED in our school inspections from April 06 – April 07. For the judgement, **how well learners enjoy their education** 96% of schools have been judged good or better in relation to pupils' enjoyment, with 46% considered outstanding.

The Royal Borough and its schools promote enjoyment, recognising that children learn better when happy. Evidence from all phases and areas of the Royal Borough:

"The Foundation Stage provides an excellent start to the children's education. Its key strength is the especially good promotion of the children's personal, social and emotional development that ensures they are happy and keen to learn." *Hilltop First School*

"Pupils love school. This is shown in the good levels of attendance and their obvious enthusiasm and desire to succeed in their work." *Cheapside CE Primary*

"Pupils' enjoyment of the school is obvious and they could hardly wait to tell the inspector about all the excellent activities they participate in." *Oldfield Primary*

"Students' personal development and well-being are outstanding. Their spiritual, moral, social and cultural development is excellent. Their confidence and self-awareness is developing well, encouraged by their success in academic work, extra-curricular activities and their involvement in the many opportunities provided by the school to take responsibility." *Charters School*

"A large number of parents say that their children are happy at Furze Platt Senior. As one parent put it, 'there is a problem when he is ill because he wants to go to school'." *Furze Platt Senior School*

Capturing Enjoyment: Mathematics Masterclasses

*All pupils' evaluations showed that they had enjoyed this 4 weekend programme:
I enjoyed it because...*

"I had tried things that I had not tried before"

"They were fun and challenging"

"I enjoyed all the fun things especially Pick's Theorem"

"...showing us that Maths can be fun as well as challenging"

"...you had to think"

Parents also highlighted their children's enjoyment of the programme:

"It was enjoyable, engaging and challenging. He looked forward to it"

"She explained the activities and theoretical subjects learned in Maths with enthusiasm and joy"

"He loves Maths and loves to be challenged"

"...confidence in himself and his Maths ability."

There is further evidence of enjoyment available from a range of projects including, Shakespeare, 'As YOU like it', visual literacy and Music opportunities.

Strategic Priority 8: Inclusion*

More children and young people with complex needs are educated and supported closer to home through the development of local provision including respite care. (*Children and Young People version =Disabled children*)

The JAR report recommended that the Local Authority reduce the number of children and young people with specific and complex needs receiving services located outside their own communities and mainstream schools. This priority has received a significant boost as a result of the funding obtained to re-build the authority's special school on a co-located site and planning on this exciting development is progressing with our partners, including health.

In the meantime, the decision to conduct a wide-ranging and collaborative review of additional and special provision in phases related to the 4 Code of Practice categories of need has begun with Communication and Interaction. A report has been produced and proposals are being developed currently that will include the role of Holyport Manor Special School and more integrated provision from teaching and therapy. Smaller scale pilot projects include a more integrated approach to outreach for exceptional needs provision, with strong representation from parents at all levels and informed by pupils' views. The evaluation will support planning for the future.

Strategic Priority 9: Targeting

Vulnerable and potentially underachieving children and young people achieve the highest possible standards through targeted support, based on improved use of data, and access to high quality provision. (*Children and Young People version =Falling Behind*)

A key milestone for the CYP is that **'Outcomes for all children and young people continue to improve. The outcomes for vulnerable children and young people are moving closer to the average for the Royal Borough.'**

Using the enhanced comprehensive Needs Assessment and targeting potentially underachieving children and young people, including through the LAA, we aim to narrow the attainment gap between underachieving groups and all Royal Borough children.

The number of Looked after Children (LAC) taking end of Key Stage tests tends to be very small. In both 2005 and 2006 the performance of these pupils has generally been in line with or slightly above expectations. 2006 outcomes indicate differences in attainment between primary and secondary pupils. Targeted support is provide through a virtual LAC team, including social care professionals and a senior Education Welfare Officer, a senior Educational Psychologist and the Senior Adviser. Due to the fluctuations from year to year work has focussed at individual pupil level.

The Foster Care Service regularly targets learning opportunities for foster carers, including the development of a library of educational resources, and project to develop literacy skills delivered in conjunction with library services. A mentoring scheme commissioned by

Connexions, delivered by a voluntary organisation, has been established to support care leavers and young people at risk of NEET. Collaboration with Aim Higher has resulted in a specific project aimed at encouraging young people to consider further and higher education. A multi-agency project has been developed to further establish work experience opportunities for vulnerable young people. Improved information sharing between the Leaving Care Team and Connexions will support outcome targeted service responses, monitoring outcomes and trend analysis.

Both the attainment and progress of pupils with Special Educational Needs is generally high at all Key Stages when compared to similar pupils nationally. Targeted support is provided by a number of specialist teams including the Education Psychology Service, Pre-school service, Specialist Autism Mainstream Service, the Cognition and Learning Team, the Behaviour Support Service and the Sensory Consortium Service for children with sensory impairment.

The Traveller Service provides targeted support for traveller children, with detailed reporting concerning outcomes. For pupils who attend the Pupil Referral Unit (PRU) achievement is satisfactory. Their attendance improves significantly when they are admitted to the PRU. The PRU has excellent links with support agencies and communicates very well with parents. Priorities for 2007/08 include improving links with mainstream schools, enhancing work and college placements for older pupils, enhanced use of data to set targets for improvement in English and Maths.

The attainment of pupils of Pakistani origin is below the borough average at all Key Stages, although there was a significant improvement by pupils of Mirpuri Pakistani origin in 2006. In addition to the support for pupils of Mirpuri Pakistani origin at Key Stage 1, targeted work is being carried out to raise the attainment at KS3 (focusing on increasing the proportion attaining level 5+ in all three of the core subjects) and KS4 (Increasing the proportion attaining 5+ A*-C including English & Mathematics.). There are also gaps between the performance of boys and girls in writing at Key Stage 2 and in English at Key Stage 3.

The Enjoy and Achieve Outcome Objective 2 provides a detailed analysis of the targeted support highlighted above and the priorities for 2007/08.

Strategic Priority 10: Parenting

Parents and carers are able to nurture children's social and emotional development and promote positive behaviour through access to parenting education and support. (*Children and Young People version =Helping Parents*)

The development of parenting services within the Royal Borough, led by the CYPSP, is an excellent example of strategic and operational partnership working. Over twenty local statutory and voluntary agencies are contributing to the strategic development of parenting services within the Borough through the Multi-Agency Parenting Steering Group. The views of parents and carers have been sought through regular consultation and these are reflected in the CYPSP Parenting Strategy 2006-2008. The Parenting Co-ordinator continues to be jointly funded by the local authority and the PCT, and this post has now been extended until February 2009. As a result of this partnership working, information on the support services available is more accessible to both professionals and parents, and targeted provision for families with increased levels of need has been expanded. The Head of Children's Commissioning acts as the single commissioner for parenting services.

The challenges for the coming year are to expand universal provision so that all parents are able to access information about key parenting issues throughout their child's development

and to sustain the enhanced targeted provision, ensuring that support reaches hard to reach groups where gaps have been identified. For example, the local authority is exploring partnership working with Barnardos to support parents of teenagers and links with Holyport Manor Special School for supporting parents of children with SEN.

Strategic Priority 11: Participation

Families have a say planning local services and in the decisions that affect their lives through the creation of a culture of participation. (*Children and Young People version =Listening to young people's views*)

The council and partners have high ambitions for embedding children and young people's participation in decision-making in every aspect of our work. Levels of participation are already good: we want them to be excellent. To achieve this, we have set out to win the hearts and minds of all staff making decisions that affect children and young people, to support them to go that extra mile to ensure that children and young people have a real opportunity to influence decisions. The completion of the Participation Strategy in November 2006 set out a clear road map for cultural change across the CYPSP to ensure that children and young people are routinely empowered to have their voices heard. The involvement of young people in the recruitment of senior managers in the restructured RBWM Learning and Care directorate sent a clear signal of this commitment at the highest level.

A rolling programme of multi-agency staff training, and the ongoing Participation Champions Network, is equipping staff with the skills and motivation to involve children and young people in decision-making at all levels. This includes staff from across the council (the Library service, Community Partnerships, Corporate Performance) not just children's services. This commitment has been formalised into a Participation Charter (written and designed by young people) that sets out the standards and ground rules for our participation work, against which young people will be able to hold us to account. Significant progress has been made in increasing participation within CYPSP services, but there is still work to be done to ensure that the voices of children and young people are heard at a strategic level to support decision-making in a systematic and sustainable way.

Strategic Priority 12: Information, Advice & Guidance

Vulnerable groups, in particular teenage parents, children who are looked after, children and young people with learning difficulties and/or disabilities and those at risk of offending, are able to make a smooth transition to adulthood through more informed choices and better opportunities to benefit from education, employment and training. (*Children and Young People version =Making good choices*)

A local prospectus of 14-19 provision is available and continually developing in the form of the Berkshire Opportunities database (BOPS). All 14-16 opportunities will be included from September 2007. There is a broad range of Information, Advice and Guidance (IAG) available in schools in partnership with Connexions, for example the Annual HE Conference attracted over 7000 Berkshire students.

Those young people who are Not in Education, Employment or Training (NEET) are clearly identified and tracked. The audited figure for NEET in November 2006 put RBWM at 4th lowest in the country and the "not known" figure is also exceptionally low at 1.1%, demonstrating that the vast majority of young people, including our most vulnerable groups, are identified and supported appropriately. Education, Employment and Training (EET) figures are high for those with learning difficulties and disabilities - 90% in January 2007 and 41.4% for teenage parents.

Nevertheless, we have set a challenging LAA target to reduce the percentage of 16-18 year olds not in education, employment or training to 3.3% by November 2010. Where it is felt we can further enhance support, additional projects and funding have been identified. Postcode data has identified some clustering in specific wards and Area Children and Young People Teams are probing barriers in these areas. In some cases this has already started (e.g. Princes Trust mentoring scheme for young people leaving care, and Mental Health Personal Adviser support via Connexions) and in other cases the support will be rolling out over the next six months (e.g. Morrisby psychometric assessments for teenage parents and an Offenders Learning and Skills Service post within the YOT). The federation of schools and a KS4 Engagement programme developed by the Alternative Curriculum Co-ordinator is targeting those at risk of disengaging.

There are good outcomes in key performance indicators, 80% of 17 year olds participate in education and work based learning; 80% of young people achieve Level 2 by 19 an increase of 4%; 62% of young people achieve Level 3 by 19; Partnership working to increase opportunities for young people leaving care is a priority for 2007/8.

Strategic Priority 13: Vocational Options

All children and young people are able to benefit from education, employment and training opportunities through increased and enhanced provision of a broad range of vocational options. (*Children and Young People version = Training for life*)

The introduction of specialised diplomas is a key action from the JAR and an LAA target. The 14-19 Partnership is currently establishing appropriate membership of groups to develop diploma lines, which will be delivered from September 2009.

In the meantime significant progress has been made since the JAR. There is good provision of alternative curriculum and vocational learning opportunities via the Increased Flexibility Programme (IFP), Young Apprenticeship (YA) and other programmes for 14-16 year olds. Three YA courses operate at Berkshire College of Agriculture and YA contracts were recently awarded to a partnership of two specialist schools. There is a 141% increase in the percentage of young people completing an apprenticeship. IFP type provision has also been expanded and Windsor Boys' School has gained vocational status as its second specialism. The same school has developed a skills centre and begins 3 vocational courses in September 2007. The provision will be enhanced by the pilot Key Stage 4 Engagement Project.

The 14-19 partnership has a coherent strategy and is planning towards the 2013 learner entitlement and Diploma lines in conjunction with neighbouring Unitary Authorities and identified travel to learn patterns.

Strategic Priority 14: Play & Recreation

All children and young people have access to a wider range of play and recreational opportunities at times and places to suit their needs. (*Fun and Free Time*)

The Local Authority has worked closely with partners (including Parish Councils) to establish an overarching Play Strategy for 0-19 year olds that will identify the vision and rationale for Play Provision within the Borough from 2007 to 2010. This was drawn up following an audit of current provision. The action plan, following widespread consultation and needs analysis, outlines the key priorities that will be achieved over the next three years, including developing a Children and Young People's Play Panel and a Play Charter.

The Youth Service has increased the range of recreational and play activities offered to children and young people alongside the social educational opportunities. This includes

partnership with the voluntary youth sector to provide circus skills and box hockey and there is a growing interest in skate-boarding in the Ascot area, as well as a greater increase in trying new and/or less common activities. The Council offers youth provision in 11 buildings, supports a range of voluntary sector youth provision, and provides detached, outreach, specialist and mobile provision for young people. The summer 13-19 programme partnership between leisure services and the Youth Service grows from strength to strength with increasing participation year on year. Last summer saw 26,000 attendances with excellent feedback from young people. The Council is therefore well placed to act on recent positive activities legislation in the context of delivering a full range of integrated youth support. The Flying High Playscheme runs in every school holiday (except Christmas) catering for approximately 40-60 disabled children aged 5-17 years. Free play, activities and trips are provided, with very positive feedback from children and families.

The Youth Opportunity Fund (YOF) and Youth Capital Fund have been very successful. The YOF has provided a platform for young people to become directly and actively engaged in accessing financial support for activities they wish to undertake. For most this is the beginning of a longer process as many are continuing to take an active role in the development and progression of the projects. Of the 32 applications received, 23 were from vulnerable groups, contributing to community cohesion in a wide range of ways. Over the next year, targeted youth support will be developed alongside the development of area teams and the roll out of the Common Assessment Framework (CAF).

Use of Resources

Council expenditure 2007/08 for services to children and young people:

	£'000
Individual Schools Budget inc Nursery Schools and Classes	77,990
Strategic Management	2,589
Specific Grants	1,964
Special Educational Needs	6,857
School Improvement	516
Access	2,717
Early Years	5,130
Support for Students	152
Safeguarding	8,672
Youth & Community Services	2,439
Youth Offending Team	740
	<u>109,766</u>

April 2006 saw the beginning of the allocation of a significantly larger proportion of the statementing funding directly to schools via the formula (1.9m). Such increased delegation is putting schools in a far stronger position to intervene effectively following early identification of need with targeted intervention and consequently improved outcomes for learners. Schools will also be able to be more proactive in addressing wider issues of educational and social inclusion. Review of the first year of operation shows that there are fewer requests for statements and fewer appeals to the Special Educational Needs Tribunal. The council has consulted with schools to identify the strengths and barriers with greater delegation. Discussion has also taken place at Schools Forum.

The expenditure shown above is supported by the following grants:

	£'000
Standards Fund - Centrally Retained includes support for extended schools; music services; professional development; central support for National Strategies, Early Bird project	967
Standards Fund - Devolved includes support for initiatives such as: improvement in teaching and learning; development of school leadership; specialist schools; school meals; ICT; ethnic minority achievement; national strategies fro both Primary and Secondary sectors	4,573
Youth Justice Board support for the preventative work carried out by the Youth Offending Team	68

Annex 1

DRAFT as at 28/05/07

Sure Start Grant	1,783
supports government strategy for childcare and in particular the development of extended schools	
C.A.M.H.S Grant	155
this is for the development of Children and Adolescent Mental Health Services (CAMHS)	
Carers Grant	72
this is a grant for the planning and provision of services to unpaid carers. (Grant covers both older people, adults under 65 and children, this figure represents the child element)	
Children's Fund Grant	159
to prevent social exclusion in 5-13 year olds	
Teenage Pregnancy Grant	86
to support the implementation of local teenage pregnancy strategies which from April 2006 will be integrated into Children and Young People's Plan	
Children Services Grant	367
to support the development and provision of services in line with the Adoption Support Services Regs 2005, to secure improved access to education for vulnerable children and support local authorities in developing placement choice for looked after children. To further develop children's trusts and the role of Local Safeguarding Children Boards and to introduce new processes to support improved information and assessment across agencies in children's services	
Connexions Grant from GOSE	1193
To support delivery of multi-agency service for young people aged 13-19, through Financial Memorandum.	
	9,423

N.B. This excludes DSG, LSC, School Standards Grant which tend to be universal formula driven grants

The following contributions are made within Partnership Arrangements; these are included in the above totals.

	£'000
Social Services payments to Not-for-profit Organisations	
Maidenhead Family Friends	23
Parents & Children Together	27
East Berkshire Women's Aid	5
Carer's Support services	53
Joint Arrangements - RBWM contribution towards total cost	
Emergency Duty Team (Out of hours)	27
Legal Services - Joint Legal Team	227
Adoption Advisory Service	57

Recoupment

Payments to other local authorities for placements of RBWM children in their schools	1,201
Payments from other local authorities for placements of their children in RBWM schools	1,223
Payments to independent sector schools.	3,596

Safeguarding Board

The Board has been set up with contributions from the following agencies:

RBWM Grant Funding	85
Police	2
Connexions -	3
Health -	28

The Young People Substance Misuse Partnership Grant contributes to Be Healthy outcomes - £74, 041 (2007/8)

Partnership with Health

The PCT Contributes through Partnership Development Funds to the following: Early Bird, Family Friends, Princess Royal Trust for Carers, CAB, Windsor Maidenhead Voluntary Action and Parenting Co-ordinator.

Local Area Agreement – Children and Young People Block

Detailed information concerning the funding arrangements for the LAA, including the aligning or pooling of budgets and the Reward Elements for Reward Targets are outlined below:

Reward Element-Target 1

Percentage of schools achieving the 2005 National Healthy School Standards by December 2010

Allocation of Performance Reward Grant

100% (£276,175. 30) for national healthy school standards

Reward Element - Target 2

The life chances for all children and young people are improved by helping them to achieve the highest possible standards:

- 1) Increasing the percentage of all pupils (excluding those of Pakistani origin) attaining 5+ A*-C at GCSE or DfES equivalent qualifications, including English and Mathematics (see note 1).
- 2) Increasing the percentage of pupils of Pakistani origin attaining 5+ A*-C at GCSE or DfES equivalent qualifications, including English and Mathematics (see note 1).

Allocation of Performance Reward Grant

£276,175.30

1) 92% (£254,081.27)

2) 8% (£22,094. 03)Notes

Performance reward grant has been allocated to this target taking into account the very small potential for double counting between the indicators.

Reward Element - Target 3**Narrowing the attainment gap between underachieving groups and all RBWM pupils**

1. The percentage of boys achieving Level 4 + in writing at Key Stage 2. (See condition below)
2. The percentage of boys achieving Level 6 in English at Key Stage 3 (See condition below)
3. The percentage of pupils of Pakistani origin achieving Level 5+ at the end of Key Stage 3 in all three subjects of English, Mathematics and Science (See condition below)

Allocation of Performance Reward Grant**£276,175.30****1a) 20% 55,235.06****1b) 20% 55,235.06****2a) 26.5% 73,186.45****2b) 26.5% 73,186.45****3) 7% 19,332.28****Condition of Grant**

1a) Performance reward grant will be withheld if on target measurement at academic year end summer 2009 the percentage of KS2 girls achieving level 4+ in writing is below 73%

1b) Performance reward grant will be withheld if on target measurement at academic year end summer 2010 the percentage of KS2 girls achieving level 4+ in writing is below 73%

2a) Performance reward grant will be withheld if on target measurement at academic year end summer 2009 the percentage of KS3 girls achieving level 6 in English is below 52%

2b) Performance reward grant will be withheld if on target measurement at academic year end summer 2010 the percentage of KS3 girls achieving level 6 in English is below 52%

3) Performance reward grant for this target will be withheld if on target measurement at the end of academic year summer 2010 the percentage of all pupils achieving level 5+ in English, Mathematics and Science is below 68%

DRAFT as at 28/05/07

Local Area Agreement Children and Young People Block Funding Stream Information**Pooled Funding for Children & Young People**

Block	Funding Stream	Allocation					
		2007/08		2008/09		2009/10	
		Capital	Revenue	Capital	Revenue	Capital	Revenue
CYP Block	Children's Services Grant (sum of 7 separate grants)		£367,466	Unknown	Unknown	Unknown	Unknown
	KS3 Behaviour Attendance (Standards Fund Grant)		£68,300	Unknown	Unknown	Unknown	Unknown
	KS3 Central Co-ordination (Standards Funds Grant) 50% match funded by LA		£119,770	Unknown	Unknown	Unknown	Unknown
	PAYP		£30,141	Unknown	Unknown	Unknown	Unknown
	Primary Strategy Central Co-ordination (Standards Fund Grant) 50% match funded by LA		£89,358	Unknown	Unknown	Unknown	Unknown
	School Travel Advisers (Standards Fund Grant)		£21,000	Unknown	Unknown	Unknown	Unknown
	Others:						
	School Development Grant – centrally retained (Standards Fund Grant)		£147,187	Unknown	Unknown	Unknown	Unknown

Note: These are unknown as we are awaiting final guidance

Aligned funding stream for Children and Young People

Funding Stream	Govt Dept source	Recipient of funding	Allocation			Reason for alignment
			2007/08	2008/09	2009/10	
Connexions	DfES	Connexions Berkshire	£1,187,447			Berkshire procurement in process, decision pending
Integrated Children's Services Capital Grant	DfES	LA	£33,000	Unknown	Unknown	Contribution to attainment targets in the outcomes framework
Teenage Pregnancy Grant	DfES	LA	£86,000	Unknown	Unknown	Supporting actions in the outcome framework for Be Healthy
Children's Fund	DfES	LA	£161,556	Unknown	Unknown	Contribution to preventative delivery for outcomes.
School Improvement Partners (Standards Fund Grant)	DfES	LA	£65,800	Unknown	Unknown	Contribution to attainment targets in the outcomes framework
Education Health Partnership Grant (Standards Fund Grant)	DfES	LA	£45,808	Unknown	Unknown	Supporting delivery of reward target in the outcome framework
Pump priming grant for three reward targets	DCLG	LA	£63,464	£63,464	£63,464	Supporting delivery of reward targets in the outcome framework over 3 years of the agreement

CYPP Outcome Objectives 2006/07

Review of Progress and Impact

Be Healthy

The Be Healthy Objectives were amended in April 2006 and increased from five to seven.

Be Healthy Outcome Objective 1: Children and young people have access to therapies	
<p>Progress</p> <p>Speech and Language Therapy Service (SALT)</p> <ul style="list-style-type: none"> Speech, Language and Communication Services will commence a new model of service delivery from June 16th 2007 in specific Children's Centres across the authority. The new model gives children and families the option to attend weekly 'drop-in' sessions at a local Children's Centre for assessment and advice.* Children are then seen as part of a rolling programme of interventions as needed. This new service is supported by funding from RBWM Children's Centre revenue budget and from the PCT* These interventions will include Hanen parent workshops, training for Early Years settings and direct interventions with children as needed Early work has started to explore provision of school and resource based Speech and Language Services, as part of the Communication and Interaction Inclusion Review. <p>Physiotherapy and Occupational Therapy (OT)</p> <ul style="list-style-type: none"> The Paediatric Physiotherapy Service has remodelled its current service provision due to increasing demand, staffing resource issues, high waiting times, and very high caseloads. All pre-school intervention is being delivered via group therapy following an individual assessment to minimise waiting times and promote local networking for children and their parents. Services provided within the Child Development Centre, nurseries, mainstream schools, and domiciliary following referral by GP, or paediatrician. 	<p>Impact</p> <p>Speech and language therapy service (SALT)</p> <ul style="list-style-type: none"> Pilot model in Slough has eliminated waiting list for assessment and reduced wait for intervention to 6 weeks maximum. We anticipate a similar impact on waits Stronger working relationships between SALT and the Early Years & Childcare Service <p>Physiotherapy and Occupational Therapy</p> <ul style="list-style-type: none"> The change in service model for Paediatric Physiotherapy has reduced the waiting times to access this service quite considerably. Current waiting times for Physiotherapy are 12-14 weeks (for assessment) and 8-12 weeks (for treatment) Current waiting times for O.T. are 20-28 weeks (for assessment) and 24 weeks (for treatment)
<p>Gap Analysis</p> <ul style="list-style-type: none"> Access to SALT services where children have complex, special needs Access to paediatric physiotherapy and OT therapies for children with special needs. Numbers of children and complexity of the needs and intervention have risen significantly leading to pressure within the on-site paediatric physiotherapy service in the special school & Charters School Resource Unit No Paediatric Occupational Therapy is provided as an on-site provision within Holyport Manor Special School and Charters School Resource Unit. Paediatric Occupational Therapy is limited. Consultation with parents and carers to improve therapy service 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> Assess parents' and families' experiences of the new SALT model using qualitative tool, one year post initiation Carry out sample audits of parents' experiences as they access 2 SALT drop in clinics from April 07. Gain and analyse feedback from the service users with regard to group management of physiotherapy services. Explore options for developing OT services in partnership between PCT and RBWM. Support integrated working between therapist and education staff in early years and school
<p>JAR Action Plan Recommendation</p> <ul style="list-style-type: none"> The PCT should review the provision of therapy services to ensure that they are sufficient to meet the assessed needs of children and young people within the borough. 	

<p>Be Healthy Outcome Objective 2: Children's social and emotional development is fostered</p>	
<p>Progress</p> <ul style="list-style-type: none"> • Child & Adolescent Mental Health Service strategy in place • Public information regarding specialist CAMHS widely circulated and available in different languages • CAMHS referral form outlining referral criteria developed and circulated to ensure capture of minimum mental health dataset and to facilitate triage • Consultation service offered to Tier 1 staff • 82% of Primary Schools and 100% of middle schools have engaged with Social, Emotional Aspects of Learning (SEAL) training and of these 53% are implementing the SEAL teaching materials.* • 40% of Primary Schools (17 schools) have received some form of training on the use of SEAL small group (wave 2) materials: 13% of all primary schools (6 schools) are currently running groups.* 	<p>Impact</p> <ul style="list-style-type: none"> • Schools implementing SEAL have evidence to show that children are practising the social, emotional and behaviour skills in everyday school life, which is having a positive impact on their well being. • Better triage and fewer delays in CAMHS assessment ensure that referrals are managed by the service most appropriate to the child's needs
<p>Gap Analysis</p> <ul style="list-style-type: none"> • CAMHS Service Level Agreement not yet signed off • Implementation of CAMHS strategy • Specialist parenting programmes for parents with teenagers [see Making a Positive Contribution Outcome Objective 1] • Staff skills in managing anger and dealing with difficult behaviour 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> • The priorities in the comprehensive CAMHS Strategy are addressed • Monitor and assess the effectiveness of the CAMHS new referral pathway • Improve access to Tier 3 Service provided by CAMHS • Increase in numbers of looked after children receiving a multi-disciplinary assessment from specialist CAMHS • Provide anger management training for staff and pilot group of young people.
<p>LAA Targets Children and Young People Block</p> <ul style="list-style-type: none"> • Increase the numbers of Looked After Children (LAC) receiving a multi-disciplinary assessment from specialist CAMHS. 	
<p>JAR Action Plan Recommendation</p> <ul style="list-style-type: none"> • CAMHS should ensure that systems are developed for communicating the outcome and progress of referrals. • The Council and its partners should develop a comprehensive CAMHS strategy that ensures a fully integrated, multi-professional specialist CAMHS team is in place, with robust assessment and referral processes. 	

'Pupils' personal development and well being...is outstanding.' School Inspection

Be Healthy Outcome Objective 3: Young people receive good sex education, have access to young people friendly sexual health services and teenage parents are well supported	
<p>Progress</p> <ul style="list-style-type: none"> The nationally acclaimed "delay" programme which supports young people to delay first sexual activity has been well supported in RBWM and workforce training has been delivered across the agencies to professionals and to an increasingly broad range of young people.* A wide range of advice and support is available to young people to inform them about the delay sex message and where to access appropriate sexual health services. The distribution of 6000 informative and attractive pocket sized information cards has facilitated this. In January 2006 a new Sexual Health Clinic was opened in Maidenhead to serve the needs of young people locally by opening every Saturday morning. A similar service is almost ready to open at a youth site in Windsor. An active School Nursing Team have been welcomed into an increasing number of schools to deliver age appropriate Sexual Relationships Education (SRE)/Personal, Social and Health Education (PSHE) sessions and signpost young people to relevant services.* Targeted work for vulnerable young people such as those with learning difficulties, children in care or leaving care is ensuring that appropriate resources are now provided. Examples include the personal health information booklets (Heath Faxes) for children in care and a training resources pack and programme for SRE delivery at Holyport Manor Special School. 	<p>Impact</p> <ul style="list-style-type: none"> Increased screening rate for Chlamydia for 15 to 24 year olds (2% of ONS target population for Jul-Sep 2006). The conception rate for RBWM is less than half the national average In 2005 there were 54 under 18 conceptions equating to a conception rate of 20.7 girls per 1000 aged less than 18. This indicates a reduction of 17.3% in under 18 conceptions since 1998.*
<p>Gap Analysis</p> <ul style="list-style-type: none"> The abortion rate for RBWM remains higher than average at 64.8% in 2005 Limited range of accessible young people sexual health services 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> Develop in partnership with the PCT a sexual health clinic in Windsor and evaluate the current Maidenhead location for fitness of purpose Recruit two secondary school teachers onto the Personal, Social & Health Continuing Professional Development Certificate Programme. Roll out delay training for staff working with young people and parents Young people in Maidenhead have taken parting a survey on sexual health provision in Maidenhead and this information will be used to inform service provision
<p>LAA Targets</p> <p>Children and Young People Block</p> <ul style="list-style-type: none"> Increase % schools achieving the new National Healthy School Standard (reward) Reduce the under 18 conception rate Reduce % 16-18 year olds not in education, employment or training <p>Healthier Communities and Older People Block</p> <ul style="list-style-type: none"> Reduce the incidence of chlamydia infections 	

<p>Be Healthy Outcome Objective 4: Young people receive good drug education and have access to appropriate guidance and support on drug and alcohol related issues</p>	
<p>Progress</p> <ul style="list-style-type: none"> All secondary schools engaged with training year 11 or year 12 pupils in Helping Young People through Peer Education (HYPE). Successful Peer Led Alcohol Awareness project run by HYPE with Year 10 students delivering to incoming Year 7 students. HYPE maintains close contact with schools and 50% of all referrals into treatment with HYPE come from education services. One-to-one and group early interventions regularly provided to prevent situations reaching a need for treatment. Trained Peer Tutors for drugs awareness gain 6 credits at level 2 with the Open College Network. Procedures for YOT clients with identified substance misuse needs reviewed, and new systems implemented to ensure that young people attend assessment and intervention appointments Alcohol booklet for young people launched 	<p>Impact</p> <ul style="list-style-type: none"> 80% of YOT clients who were identified as having a need received specialist assessment within 5 working days (Oct-Dec 06) All YOT clients referred for specialist assessment received treatment services within 10 days (Oct-Dec 06) 42 young people have accessed substance misuse treatment on a regular basis. Pupils in years 8 and 9 at the receiving end of the peer-led drug education tell us that they take more notice of lessons about risks associated with drug and alcohol use from peer educators than from their teachers or police. Trained Year 10 Peer Tutors for Alcohol Awareness reported the process had benefited them in many ways. All Year 7 pupils receiving Peer Led Alcohol session reported learning something new and enjoying themselves. Alcohol awareness raised in local papers and Time FM
<p>Gap Analysis</p> <ul style="list-style-type: none"> There is no specific location for young people to receive complimentary therapies for drug harm reduction. 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> Improve facilities to support multidisciplinary work Undertake a needs assessment related to Drug and Alcohol services across East Berkshire Provide smoking education and cessation programmes in secondary schools
<p>LAA Targets</p> <p>Children and Young People Block</p> <ul style="list-style-type: none"> Increase % schools achieving the new National Healthy School Standard (NHSS) (reward) <p>Healthier Communities and Older People</p> <ul style="list-style-type: none"> Reduce the number of alcohol related deaths <p>Safer and Stronger Communities</p> <ul style="list-style-type: none"> Reduce public perception of local drug dealing and drug use as a problem 	

<p>Be Healthy Outcome Objective 5: Parents and carers are supported to make healthy choices for their children during pregnancy and childhood</p>	
<p>Progress Health visiting service offers a universal programme to families with pre-school children, including:</p> <ul style="list-style-type: none"> • An antenatal contact. • Postnatal visits at 10 – 14 days and 6 – 8 weeks post delivery. • A health review of the child at around 9 months. • Contact at 2 years through Parents' Evaluation of Developmental Status (PEDS) questionnaire. • Contact at 3 years via letter / leaflet on child health / development. • Open access to Child Health Clinics. <p>The service also offers a comprehensive public health agenda, including smoking cessation, adult healthy living, eating and weaning advice and child development assessment and support.</p> <ul style="list-style-type: none"> • Health Activists recruited to support parents. • Specialist midwife for teenagers and substance misuse • Work is being undertaken in relation to the target within the Children and Young People block of the LAA 2007 to increase the number of schools with an approved school travel plan and to reduce the number of journeys made by car to primary and secondary schools.* • Teenage parents are offered additional support through a specialist midwife, health visitors and other key professionals as part of the programme offered at Recharge, Maidenhead – Babes and Beyond and in Windsor – Bumps and Babes 	<p>Impact</p> <ul style="list-style-type: none"> • Uptake of baby immunizations (at 2, 3, 4 months) remains good: Pediacel 95.2% MenC 95.4% for the most recent cohort, plus 79.2% for the preschool booster • Increase in uptake of MMR from 85.6% in Jan, Feb, Mar 04 to 88.3% in July, Sept, Oct 06 • All families offered the newborn hearing screening programme • Appropriate referrals made to other agencies, when need is identified • An agreed provision of parenting support and classes • Parents / carers given appropriate information on child development at identified ages • Enhanced service to vulnerable families through the specialist health visitors • Early identification of postnatal depression, through use of the Edinburgh Postnatal Depression Score (EPDS).
<p>Gap Analysis</p> <ul style="list-style-type: none"> • Survey undertaken to identify the health, childcare and lifelong learning needs of parents / carers in the children's centre areas 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> • Development of local and accessible services for families through children's centres • Referrals to Smoking cessation service. • Develop strategies to reduce childhood obesity by engaging with parents in identified communities, through health activists.
<p>LAA Target Children and Young People Block</p> <ul style="list-style-type: none"> • Percentage annual increase in the number of schools with an approved school travel plan (STP) required to achieve 100 percent STP coverage by March 2010. • Mode share in travel to school –share of journeys by car (including vans and taxis) 	

<p>Be Healthy Outcome Objective 6: Children and young people with learning difficulties and disabilities have access to services to promote their health and well being</p>	
<p>Progress</p> <ul style="list-style-type: none"> Improved access to therapies for children with Learning Difficulties and Disabilities (LDD) being delivered as part of JAR recommendations * Specialist LDD Health Visitor in post, working alongside the Child Development Centre (CDC) and other agencies More information provided to parents, using <i>Early Support</i> material Key Worker Feasibility Study underway in line with JAR recommendations and feedback from two parent conferences Informal 'buddy system' for parents 	<p>Impact</p> <ul style="list-style-type: none"> Positive feedback has been received about the CDC team's relationship with parents being friendly, helpful and professional Improved communication with parents
<p>Gap Analysis</p> <ul style="list-style-type: none"> Create a more responsive and consistent service for children and parents through the establishment of the specialist health visiting post Evaluation of the experiences of parents and children going through multi-agency group assessment at CDC required Parenting support for parents of children with LDD Audit of number of children in current health visiting caseloads required Improved practice among generic health visitors Review of the role of the CDC nursery nurse required to maximise the effectiveness of this resource An integrated strategic approach to all services for children and young people with LDD within the CYPSP 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> Specialist health visitor to offer enhanced parenting support (one-to-one and group) Monthly advice sessions will be offered to parents/carers at the Toy Library Provide Early Support material and Family pack to families in line with '<i>Together from the start</i>' document Prepare a resource pack and best practice guidelines for generic health visitors to improve service provision and support to families Improve accessibility of specialist health visiting advice Optimise the physical health and well-being of children with disabilities and their parents Develop the integrated strategy for children with learning difficulties and disabilities in the Royal Borough Develop specific actions for children and young people with LDD within the Joint Commissioning Strategy and Children's Trust arrangements
<p>JAR Action Plan Recommendations:</p> <ul style="list-style-type: none"> The Council and its partners should ensure that all assessed children with learning difficulties and disabilities (LDD) have multi-agency care plans and an identified key worker co-ordinating their care. The PCT should review the provision of therapy services to ensure that they are sufficient to meet the assessed needs of children and young people within the borough. 	

<p>Be Healthy Outcome Objective 7: Children and young people are educated, encouraged and enabled to lead healthy lifestyles*</p>	
<p>Progress</p> <ul style="list-style-type: none"> Schools supported to achieve the National Healthy Schools Status (NHSS) so that more children will make healthy eating choices, take regular physical activity and encourage their parents to do the same The majority (95%) of schools are now working towards NHSS including all middle and secondary schools. In June 2006 72% of all schools including independent schools took part in Food Awareness Week. A comprehensive programme of delay training encouraging young people to delay early sex is being delivered and monitored across all agencies working with young people. The local authority and schools in the meals contract are working in partnership with the School Meals provider to increase healthy eating at lunchtime. 	<p>Impact</p> <ul style="list-style-type: none"> In February 2007, 46% schools have achieved the new National Healthy School Status, including the borough's Special School for 2-19 year olds, one of four Middle Schools and two girls' Secondary Schools. Evidence gathered by schools with NHSS show that staff, young people and their parents are having a healthier diet and participating in more physical activity. From a low base uptake of schools meals is increasing
<p>Gap Analysis</p> <ul style="list-style-type: none"> Low proportion of secondary schools with NHSS Low uptake of school meals especially free school meals No integrated obesity strategy 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> Support secondary and middle schools to achieve NHSS Increase uptake of healthy school meals Develop joint obesity strategy Undertake the height and weight measurement for year 1 and year 6 pupils in all schools by September 2007
<p>LAA Targets</p> <p>Children and Young People Block</p> <ul style="list-style-type: none"> Increase % schools achieving the new National Healthy School Standard (NHSS) (Reward) % annual increase in the number of schools with an approved school travel plan/ Reduce share of journeys to school by car Reduction in the under 18 conception rate <p>Healthier Communities and Older People Block</p> <ul style="list-style-type: none"> Reduce the incidence of chlamydia infections To support carers and ensure their needs are recognised and supported leading to them experiencing an improvement in their quality of life 	

Service User Feedback

"The children were well aware of the need for a 'healthy lunchbox' and parents were happy to conform to this. It was felt that 80% of the lunch boxes contained healthy food. On speaking to one father, he admitted to me that one day he put a bar of chocolate into his son's lunch box as a treat only to find he had brought it back home and told his father it was not a healthy option." (Cheapside Church of England Primary School's NHSS Validation Report February 2007)

'The girls expressed an appreciation of the relevance and usefulness of many of the topics covered. For example the police and HYPE peer-led drug education, financial awareness and time management and interview skills. The teachers said that the quality of teaching PSHE had improved since those teaching it developed their own areas of expertise and delivered the curriculum in a rotating carousel. There is good use of external visitors within the PSHE programme including the school nurse, youth workers, sexual health specialists and Theatre in Education companies.' (Windsor Girls' School NHSS Validation report February 2007)

Stay Safe

<p>Stay Safe Outcome Objective 1: Ensure the safety of all children and young people, with specific reference to children who go missing, children with learning and/or physical disability, looked after children, children at risk of offending, children who misuse substances, young carers and children who are affected by domestic violence*</p>	
<p>Progress</p> <ul style="list-style-type: none"> • Multi-agency missing person's children and young person's protocol agreed and launched • Anti-bullying week promoted within schools • Local Safeguarding Children's Board (LSCB) budget agreed. • Multi-Agency Public Protection Arrangements (MAPPA) are robust • Private fostering procedures meet national guidance requirements. • Identification and referral is effective in supporting children in need. All agencies working to agreed protocols, and outcomes effectively monitored. • Complaints procedures and allegations against staff procedures clearly outlined in Pan Berkshire Child Protection Procedures 2006. Local Authority Designated Officer (LADO) and senior named officers for LSCB agencies appointed. • RBWM anti-bullying strategy developed • Berkshire Command Unit domestic violence coordinator appointed. • Drug, Alcohol Action Team Local Delivery Plan on track, with all actions completed. Quarter 3 report received very positive feedback from GOSE. • Young Carers Strategy governance and monitoring arrangements agreed. • Protocol between YOT and Specialist and Safeguarding Services developed. • Pathway developed for parenting support between Police, PCT, YOT, and Education Welfare for children at risk of criminal activity. 	<p>Impact</p> <ul style="list-style-type: none"> • Incidents of domestic violence continue at 2005/6 levels, maintaining a significant increase in identification of such incidents since 2003 • Low incidence of children missing from local area. No Looked After Children (LAC) reported missing • Increased identification of vulnerable children. 30% increase of activity in social care services. Repeat referrals 18.6 below family group median (20.9%) • Incidence of initial child protection case conferences per 10,000 of young persons population 24.5% • 66.7% Social Care Initial Assessments completed within 7 days following implementation of processes to meet JAR requirements. 76.1% of Core Assessments completed in 35 days • 19% Child Protection Register (CPR) registrations are re-registrations. 100% Child Protection Review Case Conferences held within statutory timescales. No child subject to a child protection plan has been registered on CPR for 2 years or more • 3.7% of LAC with 3 placements or more, ahead of family median (13.2%). • 25.8% LAC per 10,000 of children's population
<p>Gap Analysis</p> <ul style="list-style-type: none"> • Results from pupil anti-bullying survey to be used as the basis for target setting. • Young carer group activities in place, but insufficient to meet current demand. Identification and referral processes for young carers agreed, but not fully embedded across all local agencies. • Safeguarding Disabled Children Resources Working Party commissioned to review local provision. 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> • Target children with learning and/or physical disability, young carers, and children affected by domestic violence • Anti-bullying steering group to review results of anti-bullying survey, and update anti-bullying outcome improvement plan as necessary • Safeguarding Disabled Children Resources Working Party gap analysis to inform future commissioning arrangements for services for disabled children in RBWM
<p>LAA target 2007 Safer and Stronger Communities Block</p> <ul style="list-style-type: none"> • Reduce the proportion of adult and young offenders, and prolific and other priority offenders who re-offend 	

<p>Stay Safe Outcome Objective 2: Provide a range of targeted services in order to deliver a preventative strategy for vulnerable groups of children and young people based on a comprehensive needs analysis and commissioning strategy for the local area*</p>	
<p>Progress</p> <ul style="list-style-type: none"> • Foster care recruitment strategy in place and implemented • Private fostering strategy in place and implemented • Local area needs analysis for children and young people commissioned and delivered by Cordis Bright • Social Care joined pan-London consortium for sourcing out of borough looked after children placements • Early intervention project commissioned by Social Care, LEA, Early Years Service. Project focussed on inclusion support for children with additional needs in pre-school settings • Family Group Conferences well established in social care. YOT early intervention additional funding support will enable service to be extended within local area • Domestic Violence Strategy established targeted services to support children, adult victims, and adult perpetrators • East Berkshire Directors of Children's Services and Directors of Adult Services established a Joint Commissioning Board with partners in health. • Head of Children's Commissioning has met with the Assistant Director for Localities for the PCT to identify key areas for joint commissioning arrangements • A draft Commissioning Framework has been prepared for agreement by the CYPSP Board 	<p>Impact</p> <ul style="list-style-type: none"> • Foster care recruitment strategy increased local provision by 11% • Above average performance for children adopted during the year, with 100% of children adopted within 12 months of best interest decision (significantly above family median) • Private fostering strategy identified 3 children being privately fostered • CSCI Fostering inspection of RBWM concluded the service was excellent • Low incidence of placement breakdown, competitive rates for out of borough placements add value • Comprehensive needs analysis used to inform the review of progress and priorities for the CYPSP and the planning discussion with the PCT for the development of the joint commissioning strategy • Early intervention project provided intensive support for 35 children in early year settings • Family Group Conferences delivered to 63 children, an increase in activity based on last years out-turn of 28.5%. Evaluation has demonstrated positive views from family members involved • Parents of children with additional needs in pre-school settings value the opportunity for their child to be in local mainstream settings • Looked after children contribute to yearly foster carer reviews. Outcomes have developed training needs analysis for individual foster carers. • The number of first time entrants into the judicial system has been reduced by 37%
<p>Gap Analysis</p> <ul style="list-style-type: none"> • The development of a Joint Commissioning Strategy is a key milestone for implementation by 2008. The reorganisation of both Children's Services within the Local Authority and the PCT has delayed progress in 2006/7, Key appointments have been made to take this work forward into 2007/8. • Respite resources for disabled children • SEN residential school placements within 20 mile radius of the local area boundary 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> • Joint Commissioning Strategy to be developed, underpinning the Children's Trust arrangements • Increasing the ratio of children placed in family settings in comparison with residential settings remains a priority for the local area • Project to recruit respite foster carers requires further development

<p>Stay Safe Outcome Objective 3: Develop transition processes to ensure that transitions between settings, and from children's to adults' services, meet children, young people and young adults' developmental needs*</p>	
<p>Progress</p> <ul style="list-style-type: none"> • Transitions policy/procedure between children's social care and adult social care firmly embedded. Regular/planned meetings between senior managers provide management overview/resolution. • Transition arrangements for children with additional needs in pre-school settings moving into statutory age educational settings established via formalised review process. • Pathway planning for Looked After Children firmly embedded in service delivery. 	<p>Impact</p> <ul style="list-style-type: none"> • 100% of young people requiring a pathway plan, have one, and all appropriate young people are appointed a Personal Advisor. • All young people who move from children's social care into adult social care settings have an appropriate placement to meet their identified needs. • All children moving into mainstream school settings who have received a service from support project for children with additional needs have appropriate SEN/School Action Plus plans in place. • All representations made by young people/parents regarding transitional arrangements between children's to adult's social care reach satisfactory resolution. • Parents value the support afforded by inclusion support project for children with additional needs, and the formal transition process the project delivers with mainstream educational settings.
<p>Gap Analysis</p> <ul style="list-style-type: none"> • Transitional processes described are firmly embedded in local area practice. However, implications of the Green Paper "Care Matters" in terms of future statutory requirements for Looked After Children and Care Leavers may require this objective to be redefined for the next CYPP. 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> • Transition protocols between education settings to include information re: young people subject to CAF, young carers, and children privately fostered.

Enjoy and Achieve

Enjoy & Achieve Outcome Objective 1: Implement extended services to improve the outcomes for children and young people in targeted geographical areas*	
<p><u>Progress</u></p> <p><u>Extended Schools</u></p> <ul style="list-style-type: none"> • 100% of schools engaged in the agenda and in receipt of funding • Dedworth cluster and Ellington delivering full 'core' offer, either on site or through signposting • New clusters developed and on target to deliver full core offer by September 2007 • Comprehensive training programme for Headteachers, Governors, bursar and support staff. • Increased capacity in schools through the recruitment of Extended Schools Coordinators and development of business plans and models for sustainability • More schools engaged in Digismart, (an ICT after school club to improve literacy and numeracy), Pyramid Clubs (targeting children with low self esteem) and Nurture groups • More external agencies in schools e.g. police, CAB, community wardens, school nurses, youth service parenting services, bringing together common agendas on a local and national level <p><u>Children's Centres</u></p> <ul style="list-style-type: none"> • 6 Children's Centres being developed across the Authority in a range of sites – all to be open by March 08 • Analysis undertaken of current method of delivering health services, user satisfaction and parental expectation of community services • Negotiation of common set of health services delivered in Children's Centres underway • Close alignment with Extended schools services to offer parents seamless access to support • Core set of services delivered at each Children's Centre includes provision of Speech and Language drop in groups 	<p><u>Impact</u></p> <p><u>Extended Schools</u></p> <ul style="list-style-type: none"> • Schools report positive impact on children and families e.g. attendance, behaviour, confidence and enhanced parental involvement • More parenting support/programmes taken up • Increased provision and take up in wraparound care • "There is a clear emerging vision for the school which builds on its extended schools status to support the local community. The school works well with a range of partners to support pupils achievement and well-being" (Ofsted, March 2007). • "A wide variety of sports and other clubs are offered to pupils and the take up is huge" (Ofsted, February 2007). • "The curriculum is enhanced extremely well by a wide range of opportunities that include sports, music, visits and visitors to the school. These opportunities are often developed with the help of a local middle school " (Ofsted, March 2007) <p><u>Children's Centres</u></p> <ul style="list-style-type: none"> • Improved planning processes for health related services in community venues • A detailed planning tool to identify community need for all agencies
<p><u>Gap Analysis</u></p> <p><u>Extended Schools</u></p> <ul style="list-style-type: none"> • Work with new clusters to develop and maintain the range and quality of study support activities • Work with clusters/schools to ensure services are sustained and part of the long term plan for the area • Develop links with youth services and targeted youth support. • Develop swift and easy referral procedures to ensure vulnerable children are identified and catered for <p><u>Children's Centres</u></p> <ul style="list-style-type: none"> • Information documents on all preferred Children's Centre locations details gaps in relevant 70% Children's Centres Services 	<p><u>Priorities 2007/08</u></p> <p><u>Extended Schools</u></p> <ul style="list-style-type: none"> • Ensure Cox Green, Datchet, Eton/Eton Wick and Larchfield meet the core offer by 2007/08 • Explore funding opportunities with schools and with DfES on further funding arrangements • Develop links with youth and other services through new area team working • Meet revised core offer for swift and easy referral by December 2008 • Develop specific training/mentoring on core offer, sustainability, cluster management, integrated children's services, Common Assessment Framework (CAF), Swift and Easy Referral (SER) and child protection <p><u>Children's Centres</u></p> <ul style="list-style-type: none"> • Completion of all capital works by March 2008. • Agreed Service Delivery Plans for all Children's Centres
<p><u>LAA Targets</u></p> <p>Children and Young People Block</p> <ul style="list-style-type: none"> • Increase % of all pupils attaining 5+ A*-C at GCSE including English and Mathematics. (Reward) • Increase % of pupils of Pakistani origin attaining 5+A*-C at GCSE including English and Mathematics. (Reward) • Increase the proportion of pupils achieving at least one qualification at the end of Key Stage 4. • Narrow the attainment gap between underachieving groups and all RBWM pupils. (Reward) • Reduce % of 16-18 year olds not in education, employment or training • Increase % of schools achieving the new National Healthy School Standard (NHSS) (Reward) 	

Enjoy & Achieve Outcome Objective 2: Raise attainment for underachieving and potentially underachieving groups of pupils, in particular through early identification, effective tracking and improved use of data*	
<p>Progress</p> <ul style="list-style-type: none"> • Procedures to share data relating to LAC in place • Research and Statistics Officers provide information to all professionals who work with vulnerable groups*, highlighting expected outcomes to ensure appropriate levels of challenge. • Support provided for Headteachers and governors to ensure effective practice in tracking vulnerable pupils, including introduction of RAISEonline (Reporting & Analysis for Improvement through School Self Evaluation online) through which schools can view their results and set targets. • All SENCOs trained to use tracking data with follow up from Research and Statistics Officers on further analysis in individual schools. • Subject leaders in all schools trained in data analysis • Needs Assessment and work using ACORN (A Classification of Residential Neighbourhoods) deprivation measures commissioned to explore a broader range of factors that may or may not determine the degree of pupils' vulnerability • Schools with higher numbers of vulnerable pupils funded to run after school ICT Digismart Clubs. • Training for Early Years professionals in supporting speech and language development • School Improvement Partners (SIPS) and link advisers engage in detailed analysis of test outcomes with Headteachers in all schools. • Schools supported in understanding pupils' learning styles in line with the personalisation agenda. • Action research programmes in visual literacy 	<p>Impact</p> <ul style="list-style-type: none"> • The performance trend of LAC has been generally in line with expectations.** 2006 outcomes indicate differences in attainment between primary and secondary aged pupils: • KS1 (7 pupils) just below national in reading and writing and above in Maths • KS1 to KS2 mainly satisfactory progress (3 pupils) • KS3 in line with national (3 of 4 gained Level 5+) • KS4 outcomes (5 pupils), 1 gained 5 A*-C GCSE (including English and Maths), all 5 gained at least 1 A* - G. • The attainment and progress of pupils with SEN is generally high at all key stages when compared to similar pupils nationally • Detailed analysis of Foundation Stage profile and KS1 data determined allocation of Wave 3 funding providing appropriate interventions for vulnerable pupils. • Pupils have increased self-esteem and developed ICT, research and presentation skills through Digismart • Data analysis training has led to better differentiated planning for teaching and learning. • Sharpened understanding of the need for targeted support and intervention in schools. • Feedback from Visual Literacy Programmes indicate a positive impact on boys' motivation and attainment in English –in the project at Churchmead School 80% gained a Level 5 in the English test
<p>Gap Analysis</p> <ul style="list-style-type: none"> • Needs assessment of children and young people has highlighted the gaps between the performance of boys in writing at KS2 and in English at KS3, compared to girls • The performance of pupils of Pakistani origin is below the RBWM average at all Key Stages • The percentage of pupils gaining 5+ A* - C grades (including English and Maths) is good overall, however some pupils could attain at a higher level based on prior attainment • Opportunities to use enhanced data relating to relative deprivation in areas of the Royal Borough 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> • Increase the percentage of boys achieving L 4+ in writing at KS2 and Level 6+ in English at KS3 • Increase the percentage of pupils of Pakistani origin achieving L 5+ at the end of KS3 in English, Maths and Science • Increase the percentage of all pupils gaining 5 A* - C GCSEs (including English and maths) • Disseminate visual literacy strategies to all schools • Continue to enhance the analysis of data working with Headteacher, governors, subject leaders and other staff through the use of RAISEonline and school developed systems • Support schools to refine their approaches to pupil tracking in order to identify pupils early • Establish a common understanding of the needs of vulnerable groups and the impact on all 5 outcomes for children and young people in areas of relative deprivation within the Royal Borough
<p>LAA Target</p> <p>Children and Young People Block</p> <ul style="list-style-type: none"> • Narrow the attainment gap between underachieving groups and all RBWM pupils (Reward): <i>The percentage of boys achieving Level 4+ in writing at Key Stage 2; the percentage of boys achieving Level 6 in English at Key Stage 3; The percentage of pupils of Pakistani origin achieving Level 5% at the end of Key Stage 3 in all three subjects of English, Mathematics and Science</i> • Increase the proportion of pupils achieving at least one qualification at the end of KS4 • Increase % of all pupils gaining 5 A* - C GCSEs including English and Maths (Reward) 	
<p>JAR Action Plan Recommendation</p> <ul style="list-style-type: none"> • The education director should ensure that senior managers have available, and use, data on the progress and attainment of the most vulnerable and lowest attaining pupils and identify the interventions and support that are needed. Such interventions should be regularly monitored and reviewed. 	

* Looked After Children, Children with Learning Difficulties and Disabilities, Children with English as a second language and those from minority ethnic origin, traveller children. **Small cohorts have led to fluctuations from year to year. Cohorts are very small and therefore work has been focussed at individual pupil level.

<p>Enjoy & Achieve Outcome Objective 3: Ensure early identification and effective monitoring of vulnerable and potentially vulnerable pupils to ensure their social, emotional and behavioural needs are met*</p>	
<p>Progress</p> <ul style="list-style-type: none"> • Social, Emotional Aspects of Learning (SEAL) developments, including Wave 1 training for all Primary and Middle schools, the establishment of a support network for Middle Schools and Wave 2 small group training for Primary schools • Two Nurture groups (one for Maidenhead and one for Windsor and Ascot) have been set up. This project is managed through the Educational Psychology Service (EPS) who provide access to supervision for Nurture Group staff. • A multi-agency steering group has been established for the Nurture groups. • An Inclusion Conference in June 2006 provided teachers with an opportunity to learn about peer mediation. 	<p>Impact</p> <ul style="list-style-type: none"> • SEAL training evaluated very highly (80% or more at highest satisfaction level) • Schools report pupils enjoy working with the SEAL materials. Relationships have improved and there are reduced numbers of incidents of poor behaviour • Training on peer mediation has taken place in primary schools at their request following the Inclusion Conference. • The number of schools obtaining the new National Healthy Schools Standard has increased from 8 to 29 (April 06 – April 07) – 49% of all eligible schools. • OFSTED judged the extent to which learners adopt healthy lifestyles to be outstanding or good in 20 schools and satisfactory in 3. • Of the 23 schools inspected by OFSTED between May 06 – April 07 the overall judgement on the overall personal development and well-being of the learners was outstanding or good in 22 schools and satisfactory in 1. • The behaviour of learners was outstanding or good in 21 schools and satisfactory in 2. • Feedback from learners enjoyment of their education was 22 outstanding or good schools and 1 satisfactory. • Permanent exclusions reduced from 33 in 2005 to 18 in the same period for 2006. • There were no primary permanent exclusions in 2006.
<p>Gap Analysis</p> <ul style="list-style-type: none"> • Evidence to provide more detailed analysis of the outcomes of identified vulnerable groups compared to all pupils. 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> • Implement the Behaviour and Attendance consultants plan for 2007/8. • Embed SEAL practice with primary schools. • Trial use of SEAL in five secondary schools. • Development of behaviour Partnerships in all secondary schools
<p>LAA targets: Healthier Communities and Older People Block</p> <ul style="list-style-type: none"> • To support carers and ensure their needs are recognised and supported leading to them experiencing an improvement in their quality of life 	

Service User Feedback

'Pupils feel that peer mediation helps them to solve their own problems in personal relationships and this is having a positive effect. In particular, on lunchtime behaviour' School SEF.

'Pupils are mature and remarkably aware of how to live a healthy life and why exercise is important. Their behaviour is impeccable and attendance is excellent, showing how much they enjoy attending school' Oldfield School Inspection

As one parent commented, "I can think of no better start in life than that which Burchetts Green School offers; all children grow in confidence and ability whilst there." Burchetts Green School Inspector

<p>Enjoy & Achieve Outcome Objective 4: Implement the Inclusion Strategy to prevent disaffection and improve learning for all pupils*</p>	
<p>Progress</p> <ul style="list-style-type: none"> • Multi-agency Key Worker feasibility study for young children with complex needs (due to complete in July 07). • Guidance and support for schools' use of delegated funds for inclusion piloted or delivered, including: provision management and effective use of data training for SENCOs in Secondary Schools, provision for additional needs at School Action and school Action Plus, and development of an accountability reporting framework linking provision with pupil outcomes and financial and other resources. • SEAL training for all wave 1 Primary and Middle schools and establishment of a support network for middle schools • Small group training for SEAL wave 2 primary schools. • 2 Nurture Groups (one in each area) and 2 control groups set-up in RBWM schools • Training and support in P scales continues: 18 schools and the special school have sent P level data to Durham University for analysis • Wave 3 good practice training session for primary schools in Wave 3 • Foundation Stage (FS) guidance for pupils with LDDs developed and provided to schools • Revised reintegration process from PRU developed with secondary schools • Use of standards funds to develop more varied alternative curriculum for KS4 	<p>Impact</p> <ul style="list-style-type: none"> • Closer multi-agency collaboration on Key Working and parental involvement • Significant reduction in numbers of statements (53 in financial year 2006-7, as against 80 to 90 in recent years) but no increase in pupils achieving below age-expected norms in SATs • Schools report improved relationships and reduced numbers of incidents of poor behaviour as a direct result of SEAL. • SEAL training evaluated very highly (80% or more at highest satisfaction levels). • The progress made by learners with learning difficulties and disabilities was good or better in 16 of the 23 schools inspected. All schools were at least satisfactory. • Teacher observations indicate significant progress by all children involved in Nurture Groups • Increased numbers of pupils reintegrating from KS3 PRU into mainstream schools
<p>Gap Analysis</p> <ul style="list-style-type: none"> • Delegated funding for inclusion arrangements • Sustainable intensive early intervention for young pupils' behavioural and emotional needs 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> • Key Worker feasibility study evaluation, to focus on parent views, as well as considering service delivery issues • Review delegated funding arrangements and develop procedure for exceptional needs • Support the development of accountability and provision maps in all schools • Launch secondary SEAL curriculum framework for wave 1 and support evaluation in middle schools • Evaluate nurture groups in primary schools and trial secondary model
<p>LAA Targets Children and Young People Block</p> <ul style="list-style-type: none"> • Increase the percentage of schools achieving the new National Healthy School Standard (Reward) • Increase the proportion of pupils achieving at least one qualification at the end of Key Stage 4. • Narrow the attainment gap between underachieving groups and all RBWM pupils (Reward) • Reduce the percentage of 16-18 year olds not in education, employment or training 	

Enjoy & Achieve Outcome Objective 5: Develop local provision for more children and young people with complex needs*	
<p>Progress</p> <ul style="list-style-type: none"> • Review of provision in the Communication and Interaction (C&I) category of special need • Parents consulted on Speech and Language Therapy (SALT) services • Planning begun relating to outreach and specialist provision and the building of a new and co-located special school • Pilot project to develop more integrated approaches between services, schools and families for children in mainstream schools who achieve significantly below age-related norms • Supplementary Foundation Stage guidance for pupils with LDDs developed to support transition into school • Multi-agency Key Worker feasibility study for young children with complex needs (due to complete in July 07) 	<p>Impact</p> <ul style="list-style-type: none"> • Schools more aware of broader-based needs and more confident to meet needs • Successful bid to the DFES for funding to re-build Holyport Manor Special School • Increasing numbers of children and families involved in targeted Portage provision • Increasingly integrated support and close working with parents for young children with complex special educational needs • Sampling of pupils with exceptional needs reveals trends in reducing numbers of statements and increasing proportion of young children entering mainstream settings • Parents more involved in setting targets and in direct structured interventions, increasing their confidence and support for mainstream provision
<p>Gap Analysis</p> <ul style="list-style-type: none"> • 4 themes emerged from research on children who achieve significantly below age-related norms: communication, social inclusion, the curriculum and transition. 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> • Phase in C&I action plan • Review Behaviour, Emotional and Social Difficulties (BESD) inclusion category • Development of Holyport Manor Special School and outreach services • Strategic review of Inclusion services • Completion of Key Worker Feasibility Study and report. Further development of Early Support
<p>JAR Action Plan Recommendation</p> <ul style="list-style-type: none"> • (The Council and its partners should) ensure full implementation of their inclusive aims to reduce the number of children and young people with specific and complex needs who receive services located outside their own communities and mainstream schools, so that they can access high quality provision close to home. 	

Service User Feedback

“When we were asked to participate in the Keyworker feasibility study I was very happy to agree. My daughter has some complex special needs without a diagnosis and we were approaching a time of important transition for her education, so any additional support we could muster would be a big help. To make matters more complicated our health services are being accessed from a different Primary Care Trust to the standard for our Education Authority. Up to the point of the study I had been attempting to keywork for myself.

When our keyworker started with us we talked about the way we wanted our relationship to work. My biggest concern was that I would lose control; however that hasn't happened, I now feel that I have as much control and I have a much better understanding of the processes we are currently involved in.

One of the greatest advantages of having a keyworker for us is that we have someone who has a view of everything going on in our daughter's life without being as emotionally attached; this has on occasions helped us to see things slightly differently and sometimes approach problems from a different angle. When our keyworker first started I was struggling to make sense of a referral for an Occupational Therapist and getting passed from pillar to post, within a couple of weeks my keyworker got some answers that I was then able to use to resolve the issue and access the Occupational Therapy my daughter needs.

On a personal note I feel that for the first time I have someone to support me – my daughter has always had fantastic support – but this person is there to help me, help my daughter. I have always struggled with working with so many professionals for my daughter – sometimes as many as ten – with keeping the relevant people informed with the right information and who should be on which circulation list etc., and now I have someone in our keyworker who I can tell everything to and it's ok to do that; and then together we can talk about how it interlinks and who else should be in the loop. Just that change in itself lifts a big weight from my shoulders.”

Make a Positive Contribution**Make a Positive Contribution Outcome Objective 1:**

To provide accessible parenting education (both universal and targeted) to promote effective parenting, enhancing parents' and carers' capacity to nurture social and emotional development, to support their children through changes and challenges and promote prosocial behaviour*

Progress

- Targeted parenting provision for families with increased levels of need has been significantly expanded.
- Information about parenting support is now more readily available to parents and professionals through the Children's Information Service (CIS).
- Information has been targeted at parents and carers through local schools and through the quarterly Council newsletter.
- Health Activists recruited to support parents, jointly funded through Extended Schools, Children's Fund, Children's Centres and the PCT.
- Parent Advisory Service being developed for parents whose young people are at risk of becoming involved in anti-social behaviour, involving Thames Valley Police, the Youth Offending Team and the PCT.
- Multi-Agency facilitators providing universal parenting education through a variety of one-off and longer courses.
- Information to support parents at key transition periods disseminated.
- Combined training for agencies, including a Professionals Study Day in May 2006.

Impact

- Number of parents attending parenting courses is up by 22%.
- Number of children benefiting from Family Friends Family Support Worker Service has risen by 151% (from 116 in 2005/6 to 291 in 2006/7).
- 600 parents of Year 6 pupils have received information about parenting at school transition evenings.
- CSCI inspection in October 2006 judged services for foster carers to be excellent.
- 110 parents have attended 'Listening and Talking to Teenagers' sessions at schools.
- Parents participating in Webster-Stratton parenting courses reported significant improvements in their family situations as a result of the course. Whereas 80% of participants rated their current situation as 'not good' prior to their course, 93% rated their situation as 'good' after a course.
- The Youth Offending Team exceeded its target of ensuring that 10% of all interventions also have a parenting intervention, with 100% of those parents being satisfied with the service they received.
- Multi-family groups for families of school avoiders judged by Ofsted to be 'excellent' and resulted in the re-engagement of pupils in mainstream school.

Gap Analysis

- An audit of parenting provision against the 'Guidance to Local Authorities' (DfES) reveals that there are gaps relating to support for parents with learning difficulties and support for parents of teenagers.
- Universal Level 1 provision covering key parenting issues at all ages not yet easily accessible to all parents.
- Provision of parenting support for young people at risk of offending and/or antisocial behaviour is being expanded but not yet embedded

Priorities 2007/08

- Expand accessible universal Level 1 parenting provision through universal services, extended schools and children's centres.
- Develop provision for parents of teenagers in partnership with Barnardo's.
- Target parents of older children to support them with issues related to sex and relationships and drink and drugs.
- Develop role of Youth Inclusion Support Panel (YISP) to provide individual interventions for young people at risk of offending.

LAA Targets**Children and Young People Block**

- Reduce under 18 conception rate

Safer and Stronger Communities Block

- Reduce the number of first time entrants to the youth justice system
- Improve in degree to which people feel that parents take responsibility for the behaviour of their children

Service User Feedback:

"I feel much more in control and have the skills now to deal with things more confidently. My daughter's confidence has grown too." (Webster-Stratton parenting course evaluation)

"Watching the volunteer helped me to understand how to play and react to my child." (Parent)

<p>Make a Positive Contribution Outcome Objective 2: To build a culture of participation in which children, young people and families (including the most hard-to-reach and those with disabilities) have a say in planning local services, and in which children and young people's meaningful participation in decision-making is integral to service delivery*</p>	
<p>Progress</p> <ul style="list-style-type: none"> • CYPSP Participation Strategy completed and adopted. • School Councils' Conference and Student Voice Event provided opportunities for pupil representatives to raise strategic issues and influence strategic planning processes. • Trained Youth Assessors led the process of managing the Youth Opportunities Fund • School catering decisions made in conjunction with school councils. • School councillors being trained to observe and give constructive feedback on lessons • Mechanisms for consulting with Looked After Children embedded in practice. • Specific resources developed to increase participation in individual care planning for children under 10 years receiving social services through the Family Centre. • Older children with disabilities on the Flying High Playscheme supported to submit a successful bid to the Youth Opportunity Fund. • Principles of good participatory practice with disabled children and young people written and shared via the Participation Strategy. • Parents in Partnership Forum meets regularly to raise issues relating to children with disabilities. • 6 Multi-agency one-day workshops in participation delivered. • Promotion of a 'Listening to Young Children' ethos by the Early Years and Childcare Service. • Vulnerable young people participated in the Connexions procurement process 	<p>Impact</p> <ul style="list-style-type: none"> • The views of children and young people and their parents/carers increasingly informing quality assurance, evaluation and planning processes • Elections for the Member of Youth Parliament in March 2007 showed a 27% increase in voting turnout compared to 2006. • Evaluation of the Participation Champions Network provided detailed evidence of an increase in the quantity and quality of participation in teams that have active, trained Participation Champions. • Evaluations of the impact of participation training for staff have revealed concrete changes in practice on the ground. • 83% of childminders received a Good or Outstanding inspection grade for Making a Positive Contribution (compared to 64% England average) • Only one school inspected in the academic year 05/06 did not receive a Good or Outstanding grade for Making a Positive Contribution • Electronic voting at the Student Voice Event revealed that 66% of student councillors in Maidenhead secondary schools felt that students' contribution to forming policies was 'Established' or 'Leading'. 100% said that students were involved in interviewing prospective staff, with 67% indicating that this process was 'Established' or 'Leading' within their school. Nearly three quarters of student councillors agreed with the statement that 'Students run the student councils'.
<p>Gap Analysis</p> <ul style="list-style-type: none"> • A review of the involvement of children with statements of Special Educational Need in their Annual Reviews has identified inconsistent practice • The role of the Youth Forum as a sub-group of the CYPSP needs to be strengthened 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> • Expand the Participation Champions scheme in line with the Council restructure • Build the capacity of the Youth Forum to act as a representative body at a strategic level • Further support schools to involve pupils with statements in decision making • Enhance the participation of hard to reach groups of children and young people
<p>LAA Targets</p> <p>Children and Young People Block</p> <ul style="list-style-type: none"> • Increase the percentage of schools achieving the new National Healthy School Standard (Reward) <p>Safer and Stronger Communities Block</p> <ul style="list-style-type: none"> • Percentage of residents who feel they can influence decisions affecting their local area. 	

Service User Feedback

"Shortly after attending the course, a child I am working with (11yrs) told me that she felt unhappy that her school kept having meetings about her without involving her. A Family Support Meeting was then arranged and helped her come up with a list of things she wanted to say during the meeting." (Involving Children & Young People in Decision Making workshop evaluation form)

"The strength of students' voice at Newlands and Windsor Girls' schools is impressive. At Windsor Girls' School, pupils told us about the effectiveness of the school council and the positive way in which the House and rewards system are being developed. . . The pupils reported dramatic changes to the school meals based on many of their suggestions" (Windsor Girls' School NHSS Validation)

Achieve Economic Well Being

<p>Achieve Economic Well Being Outcome Objective 1: Increase the support of, and opportunities for vulnerable young people, in particular such as teenage parents, children who are looked after, young people with learning difficulties and/or disabilities and those at risk of offending so that they can access education, employment and training (EET) and make a smooth transition to adulthood*</p>	
<p><u>Progress</u></p> <ul style="list-style-type: none"> • Funding has been approved to deliver Morrisby sessions (psychometric assessments, which provide an overview of skills and abilities) to teenage mothers to raise motivation and self-esteem and support them back into employment, education and training. • The Princes Trust Mentoring Scheme for Care Leavers has matched 2 care leavers with mentors with a further 8 in preparation • A support pack has been written for employers, key workers and young people in a project to establish work experience opportunities for very vulnerable young people post-16 • A post funded jointly through YOT (Offenders Learning and Skills Service) and Connexions has been agreed to deliver group and individual interventions to improve self-esteem and motivation amongst young people involved with, or at risk of, offending. 	<p><u>Impact</u></p> <ul style="list-style-type: none"> • 41.4% of Teenage Mothers in Education, Employment and Training (EET) in January 07 compared to 21% in April 06. This represents an additional 6 young mothers improving their skills and/or becoming economically active during the period April 06 and Jan 07 • The low number of Care2Learn applications reflects low numbers of teenage parents, but the number of applications is increasing (4 in January 07 compared to 3 in April 06) • Connexions data on 19-year-old care leavers in EET shows a 17% improvement between June 06 and Jan 07. • Percentage of young people with Learning Difficulties and Disabilities (LDD) in EET rose from 85% in April 06 to 90% in January 07
<p><u>Gap Analysis</u></p> <ul style="list-style-type: none"> • Vacancies in both PCT and Connexions have adversely affected the efficacy of data sharing between organisations. Both are now back on track. • The Leaving Care March 07 report shows a cohort of 5 young people on their 19th birthday, of which 4 will be Not in Education, Training and Employment (NEET.) • Percentage of young offenders in EET has dropped slightly from 76.2% in June 06 76.2% to 68% in February 07. 	<p><u>Priorities 2007/08</u></p> <ul style="list-style-type: none"> • The identification of specific activities for vulnerable groups and the development of multi-agency approaches • Progress joint working between Leaving Care and Connexions services in order to improve numbers of care experienced young people in EET. • Recruitment to the YOT post supported by Connexions and Offenders Learning and Skills Service funding in order to increase numbers of young offenders in EET.
<p><u>LAA Targets</u></p> <ul style="list-style-type: none"> • Reduce the percentage of 16-18 year olds not in education, employment or training • Increase provision of a range of vocational options for 14-19 year olds by introducing specialised diplomas 	

Service User Feedback:

“Found Connexions very helpful getting me on e2e and now working with Job Centre Plus New Deal for Lone Parents which was at first not so good because the adviser is not there every day. Now I am choosing between three jobs I’ll only be better off by £45 per week but it’s good experience” (Teenage parent)

“Connexions was very helpful in writing my CV, getting me onto the e2e program and now I have just enrolled for college in September. I was on e2e two months after having my baby and now looking at childcare.” (Teenage parent)

Achieve Economic Well Being Outcome Objective 2: Increase and enhance the provision of a broad range of vocational options to ensure all young people benefit from education, employment and training*	
<p><u>Progress</u></p> <ul style="list-style-type: none"> All Schools now offer Vocational Courses at Key Stages 4 and 5 All three local Colleges continue to offer vocational provision to Schools for 14-16 year olds. Schools can decide where they purchase appropriate provision. The Windsor Boys' School gained second specialism as a Vocational Specialist School. Windsor Skills Centre will be developed from 2007 Berkshire College of Agriculture (BCA) has broadened its 14-16 vocational offer to include Motor Vehicle from September 2007 Application submitted to the 14-19 Gateway to offer 3 specialised diplomas from September 2008. 	<p><u>Impact</u></p> <ul style="list-style-type: none"> Increased range of vocational provision offered by schools and colleges since September 2006. Learner satisfaction surveys undertaken by College IFP* providers show high levels of satisfaction from staff and students. 4 cohorts are following 3 different courses on the Young Apprenticeship (YA) provision at Berkshire College of Agriculture. 94 RBWM students and additional numbers from Slough are planning to use the Windsor Skills Centre from September 2007.
<p><u>Gap Analysis</u></p> <ul style="list-style-type: none"> Need to establish whether greater range of provision is increasing the number of learners Gateway application has resulted in no imminent diploma pathways but will still need to continue development work on the three. Society Health and Development is the first Diploma line in RBWM from September 2009 	<p><u>Priorities 2007/08</u></p> <ul style="list-style-type: none"> Subject groups to be formed to develop the three agreed diploma lines with ICT the priority area as the pathway in 2010. To analyse numbers accessing the various opportunities against numbers as a whole. Youth Apprenticeship provision is also planned as partnership between Charters and Windsor Boys' School Re-submit for Diplomas in ICT and Construction and further develop strategic planning towards other diploma lines. Embed and develop new provision at the Skills Centre and new YA courses. Use NEET postcode data to probe barriers to engagement in specific areas. Monitor pilot KS4 Engagement programme offered by Alternative Curriculum Coordinator
<p><u>LAA Targets</u></p> <ul style="list-style-type: none"> Increase provision of a range of vocational options for 14-19 year olds by introducing specialised diplomas Reduce the percentage of 16-18 year olds not in education, employment or training Increase the proportion of pupils achieving at least one qualification at the end of Key Stage 4 	
<p><u>JAR Action Plan Recommendation</u></p> <ul style="list-style-type: none"> (The council and its partners should) Provide access to a broader range of vocational options for pupils aged 14 and above. 	

<p>Achieve Economic Well Being Outcome Objective 3: Improve access to impartial information, advice and guidance to all young people on the full range of options available to them at age 16 years*</p>	
<p>Progress</p> <ul style="list-style-type: none"> • The on-line Berkshire Opportunities Prospectus (BOPS) is now in use, providing information on post-16 opportunities. 14-16 opportunities will be added as they become available. • Leaving Care, YOT, Connexions and Education Business Partnership working together to develop the work experience programme for vulnerable young people post-16 • Information shared by Connexions and Leaving Care team on developments in support for care experienced young people, particularly in relation to accessing Higher Education. • Leaving Care team now sharing current information on their clients to ensure Connexions data is current • Information disseminated to all agencies regarding Alternative Curriculum provision for young people (including resources for outward bound and other provision likely to improve motivation and self-esteem). 	<p>Impact</p> <ul style="list-style-type: none"> • One school has achieved Investors in Careers standard and a further school has committed to work towards it (against a target of 4). • Engagement of schools and school staff in Careers Education Development support provided by Connexions remains constant at 34% • Number of hits on BOPS: 1st December - 31st December 2006 54,384 hits by 5,938 visitors (this is a pan-Berkshire figure).
<p>Gap Analysis</p> <ul style="list-style-type: none"> • Feedback from users suggests that BOPS is a valued service but that we must continue in making improvements to ensure maximum benefit. • BOPS will need to extend to cover 14-16 opportunities and provide a common application process 	<p>Priorities 2007/08</p> <ul style="list-style-type: none"> • To spread good practice from pilot schemes in Berkshire covering BOPS expansion. • Further encouragement for schools to access Careers Education Development support particularly to encourage impartial information, advice and guidance ahead of introduction of diploma lines. • Extend BOPS to cover 14-16 opportunities.
<p>LAA Targets</p> <ul style="list-style-type: none"> • Reduce the percentage of 16-18 year olds not in education, employment or training • Increase provision of a range of vocational options for 14-19 year olds by introducing specialised diplomas • Increase the proportion of pupils achieving at least one qualification at the end of Key Stage 4 	
<p>JAR Action Plan recommendation</p> <ul style="list-style-type: none"> • The Connexions services, schools and partners, should improve access to impartial information, advice and guidance to all pupils on the full range of options available to them at age 16. 	

Service User Feedback:

“It is very useful that it tells you what you should get at GCSE in order to do the course. Also I like the fact that it tells you what you can go on to do after the qualification” (Feedback on BOPS)

“The website is very useful but it seems to be a bit too complicated for most people of my age I know to understand. It needs a more informal style and it needs to clearly say on the front page exactly what the website is about because it took me a while to figure it out “ (Feedback on BOPS)

Section 2: **Self-Assessment for the Annual Performance Assessment (APA) for** **5 ECM Key Outcomes**

This section details wider **achievements** during 2006/07 and summarises these with reference to the key performance indicators and grade descriptors across the Every Child Matters (ECM) outcomes. This section underpins our self-assessment and therefore there may be some duplication with Section 1.

The **contribution of the council's children's services** to the delivery of all five outcomes was good in the JAR report and remains good with continued improvement.

BE HEALTHY

Very positive outcomes from schools demonstrate high promotion of healthy lifestyles for children and young people. 48% of schools have achieved National Healthy Schools Status. The extent to which learners in schools adopt healthy lifestyles is highlighted in OFSTED reports from May 06 – April 07. Of the 23 schools inspected outcomes are high, with 9 being outstanding, 11 good and 3 satisfactory. In addition, in 20 schools the partnership working of schools with others to promote learners' well-being is outstanding or good.

The Child Health Promotion programme is good and implemented effectively with a co-ordinated approach on promoting activities undertaken by early years settings and for school-aged children.

The School nursing team provide joint lessons on PSHE including nutrition, sex and relationships, drug, alcohol and tobacco education. In addition they provide open door clinics in school and their smoking cessation sessions were nominated in South Central awards for new ways of working.

The Royal Borough has the lowest rates of teenage conception under the age of 18, pooled over three years (2001-2003), compared to its statistical neighbours.

The Parenting Co-ordinator post is jointly funded by RBWM and the PCT, co-ordinating the delivery of universal and specialist parenting courses across the borough with a 22% increase.

Berkshire East PCT is compliant against Core standards C2 and C23 and was rated three stars PCT in 2006. A range of health services are being provided from various venues and there is joint working on the ground (e.g. staff working at recharge café with teenage parents and at the family centre for 0-10 year olds). As part of the five-year health equity audit action plan there is now a jointly funded post for travellers and a sexual health drop-in service operating in the Dedworth area. Work also continues with the minority ethnic community in the Ellington area of Maidenhead.

Maternity provision is currently provided through Heatherwood and Wexham Park Hospitals Trust and there are plans for commissioning early interventions around Children's Centres. There has been consultation with the local community with regards to the provision of the children's centre at St Marks Hospital. Good progress has been made and the Children's Centre is due to open in 2008. Engagement with young people to contribute to service provision is an area of development. Training has been undertaken across the partnership including health professionals to support participation champions across each organisation.

There is targeted support in communities being supported by the health visiting teams, such as the Cox Green/Woodlands Park area (where additional support for breastfeeding is being promoted through the emerging children's centre) and in Windsor (where an evaluation of a

combined healthy eating and physical activity programme is being monitored by the public health dietician).

Health visitors and school nurses services provide targeted support for vulnerable families. There is specialist Looked After Children team, and a Community Children's Nursing team for specialist care and all teams are supported by designated role for safeguarding children. The LAC health team have a designated doctor and designated nurse supporting the provision and the team are supported by an Art Therapist who is funded by CAMHS grant to specifically provide a Tier 3 CAMHS service for vulnerable and LAC children. There has been good progress in the development of Speech, language and communication services locally and a new model of service delivery will commence from June 2007. This will include option to attend weekly "drop in" sessions at the local Children centre for assessment and advice. The PCT is also an active partner in the development of services for the new HMS special school.

A CAMHS strategy has been developed. The CAMHS grant is used to support key areas such as the provision of a consultation service to work with non-specialist staff in Tier 1 and Tier 2 services. A local LAA target has been agreed specifically for Looked After Children.

During 2006/07 there was limited progress in developing formal joint commissioning arrangements across the partnership due to organisational change. The PCT has just published their 2007-11 Commissioning Strategy. The development of a joint commissioning strategy to underpin Children's Trust arrangements is a key priority for 2007/08. The East Berkshire Directors of Children's Services and Directors of Adult Services have established a strategic commissioning group together with the Chief Executive of the PCT. The Royal Borough has appointed a senior officer who has met with the Localities lead for the PCT to scope the range of jointly commissioned services. There are already a number of successful joint funded partnership arrangements between the local authority and health.

The PCT contributes financially to the Local Safeguarding Children Board, jointly funds the parenting co-ordinator post, works with the local authority to prioritise spending and activities through the CAMHS grant and jointly funds early intervention for families with the voluntary sector and the Early Bird project for families where a young child has a diagnosis of autistic spectrum disorder. Excellent partnership working has also led to the joint funding of Health Activists to support parents in improving healthy lifestyles and also the development of a parent advisory service for parents whose young people are at risk of becoming involved in anti-social behaviour.

The PCT has been fully involved in the development of the workforce strategy for the Royal Borough as a member of the workforce strategy development group. Health professionals have undertaken joint training in a number of areas including CAF and the promotion of lead professionals and key workers. The PCT has invested in an area structure that will facilitate working within localities with local authorities.

STAY SAFE

Children In Need, children subject to a child protection plan, Looked After Children, and their families/carers/staff understand the safeguarding measures and reporting processes in place and feel confident about reporting concerns/response received. This outcome is demonstrated by the outcomes in the CIN survey that addressed all 3 specific cohorts of children, young people and their carers. The data indicates that most children feel safe and that their concerns are listened to and responded to promptly. Children and young people's views contribute to improvements in services.

Outcomes from school inspections are good, the extent to which learners adopt safe practices being outstanding in 9, good in 12 and satisfactory in two. All schools demonstrate the adequacy and suitability of staff to ensure that learners are protected. The anti-bullying pupil survey (Autumn 2006) found that 78% of pupils were aware of their school's anti-bullying policy and 90% of pupils had never been bullied or had been bullied 'a little'.

A range of safeguarding information is targeted on a multi-media basis to inform children, young people, carers and the local community. Identification of child protection is a priority for local area agencies and this has resulted in a significant increase of initial child protection conferences per 10,000 of the population under 18. All children subject to a child protection plan are allocated a qualified social worker, with PAF A2 (% child protection registrations that are re-registrations) reaching above average performance that has been sustained for a 3-year period. Although de-registration rates are lower than the family median, no children have been on the Child Protection Register for longer than 2 years (PAF C21) demonstrating a service approach that is robust and fully embedded in local area practice (performance sustained over the last 3 years). This is also the result of good multi-agency co-operation, further demonstrated by PAF C20 (child protection case conference reviews on time), which has sustained above average performance over the last 4 years.

Referral/assessment processes are well embedded under the assessment framework with all local area agencies referring into social care using a Multi Agency Referral Form (MARF). Social care initial and core assessments are undertaken in a timely and inclusive way, under the terms of recommendations from the JAR 2005. Initial assessment APA outcomes (66.7%) are above that of family median (66.4%) and have exceeded APA target of 64%. Core assessment APA outcomes (76.1%) are also above the family median (72%) and have exceeded APA target of 75%. Well-focussed intervention leads to the majority of children's cases being closed appropriately with re-referral rates (18.6%) being lower than the family median (20.9%)

Local area agencies are aware of and use a wide range of preventive support services as detailed in the Parenting Outcome Improvement Plan.

Outcomes for looked after children are reviewed regularly, with excellent performance being maintained in PAF C68 (% of LAC reviews on time) over a 3-year period, well above the family median. Regular quality assurance reports are presented to the Social Care senior management team by the Independent Reviewing Service. This robust system supports young people and placement stability with PAF A1 (% LAC with 3 placements or more during the year) achieving and sustaining excellent performance significantly above the family median. Effective healthcare pathways for looked after children deliver excellent and sustainable performance in relation to PAF C19 (health assessments for looked after children) that significantly exceeds the family median. Good performance has been achieved in relation to looked after children with Personal Education Plans, which have supported good performance in relation to school attendance and low incidence of permanent

exclusions. This positive practice will further be enhanced by the use of resources targeted from LAA reward monies.

The Local Safeguarding Children's Board has extended the culture of safeguarding across partner agencies, including those from the voluntary sector. The clear remit of agencies' responsibilities to comply with a culture of safeguarding is embedded, with requirements enshrined in the new Pan-Berkshire Child Protection Procedures 2006, which are in accord with the updated Working Together national guidance. The LSCB sub-committee structure is in place, with the LSCB business manager and administrative support appointed. The monitoring and evaluation sub-committee will evidence that practices across all partner agencies are enhanced as a result of planned audit/data collection. There has been no serious case review in 2006/7, the committee structure is fully embedded to ensure that any reviews result in the development of partner agency learning and practice. The outcomes of serious case reviews within Berkshire as a whole will be routinely cascaded across all unitary authorities.

Agency workers are identified and linked to the training plan delivered under the auspices of the LSCB training sub-committee based on a local area training needs analysis in accordance with national and local arrangements. Safeguarding children training is being further developed by East Berkshire authorities agreeing to co-operate and plan in partnership the future delivery of core safeguarding training.

The LSCB Employment sub-committee is progressing the local area strategy to implement a vetting and barring scheme with partner agencies. In addition, the LADO (Local Area Designated Officer) for allegations against staff has been named who will provide a consistent approach across the local area in conjunction with Senior Designated Officers.

ENJOY AND ACHIEVE

Education services and schools support all children and young people within the Royal Borough to outperform national outcomes. Our ambition is to improve the life chances of our children and young people through higher attainment and narrowing the gap between all pupils and those who are vulnerable to underachievement. The majority of children and young people in the Royal Borough of Windsor and Maidenhead make good educational progress and achieve well in relation to their capability (*Refer to Strategic Priorities 6 & 9*).

The attainment and progress of pupils with special educational needs is generally high in all key stages when compared to similar pupils nationally: school inspection outcomes highlight that in 16 of the 23 schools inspected in the last 12 months progress for this group was outstanding or good, with all being at least satisfactory. The number of children looked after taking end of key stage tests is always small. In both 2005 and 2006 the performance of these pupils has been generally in line or slightly above expectations. Outcomes for pupils from black and minority ethnic origin are generally good with the exception of pupils of Pakistani origin. Robust analysis of the performance trends of these vulnerable groups compared to the average for all pupils has identified key areas for development and targeted activities aimed at narrowing the attainment gap. For SEN, there is evidence of targeted activities impacting on levels of attainment.

The overall effectiveness of the majority of schools is high, the achievement of learners in 15 of 23 schools being judged good or better. In addition 15 schools were also judged good or better for meeting the full range of learners needs. All were at least satisfactory in these categories.

The proportion of schools causing concern has declined over time. There are no schools that require special measures and two with a notice to improve.

Access for Royal Borough children to their preferred school is very good. For the September 2006 intake into Year 7 in borough secondary schools, 95.8% of Royal Borough children received a place at their highest ranked, preferred RBWM school. This was higher than the 91.75% achieved for September 2005. The figures for the transfer from middle schools to upper schools are similarly high, at 94% and 93.9% for 2005 and 2006 respectively.

Provision in early years and childcare is of good quality and this is reflected in the most recent data set from Ofsted. The latest data set from Ofsted (April 2005-December 2006) shows RBWM results in Enjoying and Achieving for both group providers and childminders to be above the national average on the quality gradings.

Provision of support and training is matched to need. Officers support all provision to offer high quality care and education for all children and there is a minimum of three visits per year to monitor and challenge practice. Observations are made to explore the impact of such support, guidance and of training attended. Records of visits with mutually agreed actions are shared with the setting and form part of the on-going cycle of improvement. The CPD programme is built upon the needs of the practitioners by offering common core training to meet Ofsted regulations, areas identified from Ofsted reports and feedback from officer visits. Additional support packages are implemented with more intense input and are often time limited, for example where concerns are raised or the provider receives an inadequate Ofsted judgement. Three providers have received inadequate judgements and have had such support packages. There is evidence that this works well, one provider improved to get a good judgement within six months.

There is wide and flexible choice for most parents who are seeking specific solutions to their work-life balance needs. The Children's Information Service is well placed to offer accurate information about the range of available provision and support families to access bespoke packages of care.

Areas of disadvantage are well served, with plans for the opening of 6 children's centres on target for 2008. Plans are progressing well at all of the Children's Centre sites and satisfy the progress requirements of the DfES's approved contractor, Together For Children. The first Centre is due to open in July 2007. A commitment to joint planning is in place with strong links between Extended School and Children's Centre services to support communities. 20% of all schools are delivering the full core offer for Extended Schools, above the national interim targets.

The Foundation Stage profile data at PSE (Personal and Social Education) and CLL (Communication, Language and Literature) for 2006 was significantly above 2005 national figures and the quality and standards inspected in the Foundation Stage was very good with 16 out of 17 schools being outstanding or good and 1 satisfactory.

Attendance across all key stages is above national average, average absence at 7.08% is above the average of statistical neighbours at 7.54%. Attendance and behaviour is judged as good or better in nearly all schools. Attendance judgements show 18 schools as outstanding or good, 4 satisfactory and 1 unsatisfactory. The attendance of secondary school pupils from vulnerable groups and minority ethnic groups, however, was slightly below the borough average in 2005/6 (by 2.5 days for pupils of Pakistani origin and by 5 days for pupils with an identified special educational need). The attendance of looked after children is above the national average, with absence in the Autumn Term 2006 at 3.6%.

The Borough has in place a Children Missing from Education Protocol and a nominated lead who takes referrals from schools and other agencies for children who leave without a known destination, and children who are found to be in the borough without education being in place. A multi agency professionals group tracks these young people with a view to getting them back into education as quickly as possible and a database is maintained.

Schools have been given instructions on how to create a Common Transfer File and upload the information of children who have left the area without giving a forwarding address on to S2S.

There is a procedure in place to track and monitor known cases of home elective education; the families are monitored by consultants employed by the borough. The database is updated at a joint meeting by Education Welfare and Learning and Achievement;

The behaviour of learners is outstanding or good in 21 schools and satisfactory in the other two. In 2006 there were no permanent exclusions in first, infant, or primary schools, and 18 in secondary / upper, a significant fall from 35 in 2005. This trend does not however show sustained improvement in 2007 and behaviour partnerships remain a priority for joint working with the secondary schools.

The differing needs of pupils are managed effectively. Learners enjoy their education and feel happy (of the 23 schools, 11 were considered outstanding, 11 good and 1 satisfactory). They therefore feel able to make a positive contribution. In 21 schools this was outstanding or good and satisfactory in the other two. (*Refer to Strategic Priority 7*).

In the PRU, individualised learning packages are developed to support learners and prepare them for reintegration. The targets set for each learner reflect their learning needs; challenging targets are based on baseline data. In 2006, 11 pupils sat 32 GCSEs and all but 1 achieved A-G in English and Maths. The success of working partnerships between the PRUs and schools mean more pupils remain in mainstream schools.

Support for parents and carers is co-ordinated effectively through the Multi-Agency Parenting Steering Group who have developed a Parenting Strategy on behalf of the CYPSP and undertaken a gap analysis across all partner agencies, including hard to reach groups. The Parents in Partnership Forum for parents who have children with SEN are increasingly involved at a range of levels in services for their children, for example the SALT review, SEN delegation of funding to mainstream schools and CAF developments. An innovative approach to working with parents who are seeking a statement of special educational needs allows them to personally represent their views to the SEN Advisory Group. The Parent Partnership service is effective, evaluation shows that 96% said that the service had met their needs for information and advice and 99% reported they would use it again.

Good use is made of detailed data to monitor the progress made by children and young people with learning difficulties and disabilities, who achieve highly. Revised guidance has been issued to support School Action and School Action Plus. The authority delegated funding for the first 15 hours of Statementing support in 2006/07, in line with the Inclusion Strategy and the impact of this is currently subject to further consultation and review. Statements are of a high quality, annual reviews are thorough and support progress. The recommended timescales for the assessment of children with special educational needs are met for the significant majority. Last financial year, 100 per cent of proposed statements were produced within 18 weeks where there were no exceptions to the timetable; 83% of proposed statements were produced within 18 weeks where the timetable had been suspended. The strategic approach to inclusion is embedding confidence in local provision through planning, delegated funds, guidance, support and training.

The Council has used a range of methods for developing a strategic approach to improving the recreational, leisure and cultural facilities available to children and young people in the Borough. The audit of needs for the emerging Play Strategy identified an increase in play facilities over the last ten years. All new play provision involves consultation with children and young people and the local community. Children and young people have had a key role in developing the Get Active programme, which is targeted at 8-12 year olds at risk of social exclusion. Vulnerable young people are targeted for youth work support via a Special Project Officer, providing a range of activities chosen by young people and usually leading to recorded or accredited outcomes. Young people from the traveller community, for example, are involved in a heritage project.

MAKING A POSITIVE CONTRIBUTION

The views and opinions of children and young people have helped to shape and discernibly make a difference to services. Young people, including those from vulnerable groups, contribute widely and effectively to decision-making. Consultation is routine, frequent and inclusive, and engages traditionally hard-to-reach, vulnerable and other groups of children and young people. Children and young people with learning difficulties and/or disabilities are consulted on procedures and provision and their views taken into account. Children communicate their views via a range of communication tools, including written, signs, symbols, photographs and objects. Training has been delivered to staff in involving disabled children and young people in decision-making and an action plan to further build on this is being taken forward by the Disabled Children's Steering Group. Parents/carers of children with learning difficulties and/or disabilities influence service developments via the Parents in Partnership Forum. There is an effective Corporate Parenting Forum. The Early Years and Childcare Service actively promotes an ethos of Listening to Young Children, which is reflected in high numbers of outstanding inspection grades for childminders and early years settings. Mechanisms for consulting with looked after children are fully embedded in practice.

There is close and successful targeting of mentoring and other support from a wide range of services for individuals and groups of children who are not developing socially and emotionally. 82% of primary schools and 100% of middle schools have engaged with Social and Emotional Aspects of Learning (SEAL) training. Schools implementing SEAL have evidence to show that children are practising the social, emotional and behaviour skills in everyday school life which is having a positive impact on their well being. 91% of schools inspected in 2006/7 (up to March 2007) have received a Good or Outstanding grade for Making a Positive Contribution. The proportion of early years providers and schools judged as good or outstanding for MPC is well above national average.

Highly valued, focused parenting support is available for those who need it and is offered both universally and targeted. The youth offending team is sufficiently resourced with good strategic management. The Youth Inclusion Support Panel (YISP) targets young people at risk of offending behaviour. Rates of youth offending are not increasing. The number of young people going to custody is very low and there is positive rehabilitation into the community for those leaving custody. Youth accreditation programmes are widely used and there is a comprehensive range of activities all children and young people can access, with specific social opportunities provided for young carers. Youth activity programmes are concentrated in trouble spots at times when they will be most effective. There is a reduction in anti-social behaviour and support is targeted at children and young people considered vulnerable to anti-social behaviour through a neighbourhood approach and the YISP. The anti-bullying pupil survey (Autumn 2006) found that 78% of pupils were aware of their school's anti-bullying policy and 90% of pupils had never been bullied or had been bullied 'a little'.

ACHIEVING ECONOMIC WELL BEING

There has been good progress with the JAR recommendations for this outcome, which are on track. (See also *Strategic Priorities 12 and 13*). Areas highlighted as good within the JAR report have sustained impact and continue to develop.

There is very good access to adult, community and family learning within the Borough, excellent practice continues in the Ellington area. Links between this and childcare provision and other support networks are good and anecdotal evidence suggests in particular that the provision is supporting parents to obtain employment within their local communities. The Royal Borough take up of childcare entitlement or working tax credit is equal to the national average at 14%. The "Grow Your Own" is beginning to offer an additional route to employment opportunities for young people within the area, particularly focusing on lone parents and those without level 2 qualifications. Good progress is being made on the development of Children's Centres, there are excellent links with health and a local agreement with Jobcentre Plus.

The excellent high stay on rates and low NEET figures in the area put RBWM in a strong position to ensure that all young people have an offer of continued learning via school, college or training provision as part of the "September guarantee". The NEET rate of 4.2% is the lowest in Berkshire and well below the national average of 7.7%. The 'not known' position is one of the best nationally and significantly below statistical neighbours at 1.1%. The numbers of young people in learning (84.1%) or in education (79.2%) are above all statistical neighbours. In particular EET rates for our most vulnerable young people, including those with learning difficulties and disabilities, teenage mothers and care leavers are generally high, with specific pieces of work being developed to improve these further. The numbers of young people with learning difficulties and disabilities in EET is significantly above the national target of 70% and in the top quartile of statistical neighbours at 86.8%, teenage mothers in EET are the highest of all statistical neighbours at 50%, increasing significantly from the previous year. The EET figures for Young Offenders have plateaued and specifically in the area of leaving care joint planning with Connexions and the leaving care team, including mentoring, collaboration with Aim Higher, work experience and the improvement of information sharing has been developed. There are no care leavers in Bed and Breakfast accommodation and the statutory and voluntary sectors work closely together to maximize holistic support for vulnerable young people and their families.

School inspection outcomes show that 19 schools of the 23 inspected this year received a good or better judgement relating to learners developing workplace and other skills that will contribute to their future economic well-being. Over the past three years there has been a 7% improvement in attainment at Level 2 by age 19 and a 6% improvement at Level 3.

A local prospectus of 14-19 provision is available and continually developing in the form of the Berkshire Opportunities database (BOPS). The 14-19 Strategic Partnership are engaged in the development and planning for diploma lines to be delivered from September 2009. In the meantime there is good provision of alternative curriculum and vocational learning opportunities via the Increased Flexibility, Young Apprenticeship and other programmes for 14-16 year olds. This provision will be enhanced by the pilot Key Stage 4 Engagement Project and the development of the Windsor Skills Centre. The Education Business Partnership works with all schools to provide work experience opportunities and Connexions provides impartial IAG at key transition points. Discussions with East Berkshire College and local schools are progressing, for example the arrangements with Desborough School (Language college status) to deliver evening language sessions on site and English as a Second Language programmes at Altwood School.

The Connexions Service provides effective support for young people. The 6 pan-Berkshire local authorities collaborated and have chosen Berkshire Connexions as the preferred supplier following an open tender process. The Connexions Transition planning healthcheck confirms that robust transition plans are in place with local delivery plans for the Royal Borough. The Government Office is confident that we have the capacity to continue to deliver high quality services. The healthcheck also confirms that the Royal Borough has a good understanding of the Integrated Youth Service Support and that we are on track with Positive Activities engaging with a wide range of partners in the voluntary sector.

Self Assessment for the APA:
Summary of the Contribution of the Council's Services in
Maintaining and Improving Outcomes for Children and Young
People and The Council's Capacity To Improve its Services for
Children And Young People

Summary to follow – this will be included in the final version of the Review and as part of the report submitted to Cabinet on 28th June.

List of Abbreviations in the Review

ACORN	A Classification of Residential Neighbourhood
APA	Annual Performance Assessment
AST	Advanced Skills Teachers
BESD	Behaviour, Emotional and Social Difficulties
BOPS	Berkshire Opportunities database
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CDC	Child Development Centre
CIN	Children in Need
CIS	Children's Information Service
CLL	Communication, Language and Literature
CPR	Child Protection Register
CSCI	Commission for Social Care Inspections
CYPP	Children and Young People Plan
CYPSP	Children and Young People's Strategic Partnership
DfES	Department for Education and Skills
E2E	Entry to Employment
ECM	Every Child Matters
EDPS	Edinburgh Postnatal Depression Score
EET	Education, Employment or Training
EMA	Ethnic Minority Achievement
EPS	Educational Psychology Service
EQIA	Equality Impact Assessment
FS	Foundation Stage
GOSE	Government Office for the South East
HYPE	Helping Young People through Peer Education
IAG	Information, Advice and Guidance
IFP	Increase Flexibility Programme
IQF	Integrated Quality Framework
JAR	Joint Area Review
KS	Key Stage
LAA	Local Area Agreement
LAC	Looked After Children
LADO	Local Area Designated Officer
LDD	Learning Difficulties and Disabilities
LEA	Local Education Authority
LSCB	Local Safeguarding Children's Board
MAPPA	Multi-agency Public Protection Arrangements
NEET	Not in Education, Employment or Training
NHSS	National Healthy Schools Status
OIPs	Outcome Improvement Plans
ONS	Office of National Statistics
OT	Occupational Therapy
PAF	Performance Assessment Framework
PCT	Primary Care Trust
PEDS	Parents' Evaluation of Development Status
PRU	Pupil Referral Unit
PSE	Personal and Social Education
PSHE	Personal, Social Health Education

QiSS	Quality in Study Support
RAISEonline	Reporting and Analysing for Improvement through School Self Evaluation online
RBWM	Royal Borough of Windsor and Maidenhead
SALT	Speech and Language Therapy
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs
SENCOs	Special Educational Needs Co-ordinators
SER	Swift and Easy Referral
SIPS	School Improvement Partners
SLA	Service Level Agreement
SRE	Sexual Relationships Education
YA	Youth Apprenticeship
YISP	Youth Inclusion Support Panel
YOF	Youth Opportunities Fund
YOT	Youth Offending Team