



# Richmond upon Thames Children and Young People's Plan 2006-2009

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# 1. Foreword to the Children and Young People's Plan



The publication of Every Child Matters in September 2003 and the subsequent Children Act launched unprecedented debate and a groundbreaking programme of reform for children's services.

The London Borough of Richmond upon Thames is working in partnership to realise a vision for excellence through putting children and their families first. We have used a long tradition of partnership working as a platform for further improvement.

Commitment at the highest level from elected members, schools, the voluntary sector and all agencies has already delivered significant change. These improved outcomes are recognised in our first annual performance assessment of children's services. Examples of more effective front-line service delivery include: the programmes for looked after children; the Ham positive activities project; the development of extended schools' networks; Healthy Schools; the school nursing service and the multi-agency adolescent resource team. A newly established integrated service for children with disabilities and learning difficulties has the full commitment of all partners. A multi-agency project board is driving the transformation of children's services in Richmond upon Thames until May 2006 when the Executive Trust Group will provide the inter-agency governance.

This is the first stage on a journey to a fully integrated service by May 2006. The new Directorate for Education and Children's Services will be established under the leadership of a Cabinet member who will be a powerful champion for children.

We are ambitious for all the children and young people in our borough. The success of this three year plan will depend on the involvement of them and their families. We will seize the opportunity to respond to their views and ideas and support young people in reaching their full potential.

We are enormously grateful to everyone who took part in the consultation process that formed the basis of this strategic plan and a vision for excellence.



Funded by:



## 2. Introduction to the Children and Young People's Plan

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The Local Strategic Partnership in the London Borough of Richmond upon Thames has a shared ambition for a safer, cleaner, greener borough with excellent services. An agreed set of national and local priorities focuses on improving key indicators to combat crime, safeguard children, reduce exclusions, improve attendance, raise standards of achievement, meet the aspiration for gifted and talented students, and place a particular emphasis on the corporate parenting role. Children and their families are at the heart of this agenda.

A multi-agency project board is driving the full integration of children's services into a new Education and Children's Services Directorate from May 2006. The new directorate will continue to embrace sport, culture, and the arts, as our experience with projects such as Competitive Edge and Dramatic Edge proves that this structure is of great benefit to children. Council services, plus a wide range of agencies and the voluntary sector, are making a significant contribution to improving the life chances of all children and young people.

The services for children and their families in Richmond upon Thames are good. The strong multi-agency partnership aspires to deliver the elected member's vision of excellence. This is fuelled by the high expectations of our residents and other customers. The views of parents, carers, children and young people are shaping the agenda through a range of strategies including the citizens' panel, user and carer surveys, the youth parliament, school councils and representation on partnership committees and task groups. As the integrated children's service focuses on more flexible and efficient delivery, performance indicators and customer satisfaction will measure the impact of this. The Council's 'Customer First' policy supports these ambitions.

The partnership strategy for service delivery draws together a range of national policies. The children's centres plans have been dovetailed with the extended schools

strategy to develop proposals for cohesive service delivery in priority areas. The five extended school networks lie within the designated children's centres neighbourhoods. The extended schools strategy is being expanded across the local authority through community networks. The neighbourhood teams are strengthened by a vibrant voluntary sector contribution.

The borough's schools are crucial partners in transforming the vision into reality. They play a significant role in ensuring that Every Child Matters in Richmond upon Thames. Networks of schools are expanding the range of services for children, their families and the community, working in partnership with other agencies, business and the independent and voluntary sector.

The current proposals for children's centres will promote greater flexibility in the range of services provided within neighbourhoods, responding to local demand. We are committed to mobilising our services and developing a children's workforce to serve local communities. This will be complemented by the transformation of the profile of the school workforce. Community officers, specialist instructors, mentors, youth workers, school-based officers, higher level teaching assistants, bursars and administrators, family support workers, school nurses and other health professionals will form a team with teachers to meet the aims and aspirations for children and young people. These teams will be crucial to creating stronger, vibrant communities across Richmond upon Thames.

To meet the demands of this agenda, the partnership is reviewing the portfolio of assets to create accommodation for the twenty-first century that is fit for purpose. We are meeting the challenge through maximising capital and revenue funding streams from the Council, the Primary Care Trust, the Department for Education and Skills, the Learning Skills Council, the Big Lottery Fund, Heritage Lottery Fund and the voluntary sector. The local authority is well placed to maximise the current benefits from business partnerships, sponsorship, local charities and independent schools to improve services for our children.

The partnership is creating the appropriate infrastructure to support an integrated children's service. Leadership from the elected members is underpinned by robust arrangements for inter-agency governance through the local strategic partnership.

The Council's Chief Executive chairs this partnership and the Executive Group of the Children and Young People's Strategic Partnership (CYPSP) to bring coherence and consistency to the leadership and management of the agenda.

Key priorities are translated into action through the Children and Young People's Plan. This provides a framework for monitoring progress and evaluating the impact against national targets and local performance indicators. The annual cycle of planning and review is set within the requirements of the annual performance assessment of children's services. It is strengthened by the Council's robust performance management system. Quarterly performance information and progress towards the implementation of Every Child Matters is scrutinised by the Children's Services Select Committee. This consists of members from the Education and Culture Overview and Scrutiny Committee, the Health Overview and Scrutiny Committee and the Social Services and Housing Overview and Scrutiny Committee.

The following 17 key priorities for improving outcomes for children and young people are drawn from a rigorous needs analysis and self review.

- 1 Development of an integrated service for children with disabilities and learning difficulties**
- 2 Development of preventative services to ensure multi-agency interventions and support to vulnerable children**
- 3 Raising the educational attainment of looked after children**
- 4 Raising attainment at key stage 3 and key stage 4 to improve poor value-added**
- 5 Tackling underachievement for specific groups**
- 6 Improving attendance, reducing exclusions**
- 7 Increasing the number of high quality early years and school places**

- 8 Raising attainment in the early years and primary education, including high quality modern foreign language provision at key stages 1 and 2**
- 9 Increasing the involvement of parents, carers, children and young people**
- 10 Prevention of offending and re-offending**
- 11 Continuing the development of 14-19 programmes in partnership with schools and colleges**
- 12 Promoting healthy lifestyles**
- 13 Effective transition for young people into adulthood**
- 14 Development of a commissioning strategy**
- 15 Development of children's workforce strategy**
- 16 Development of a common, shared information system**
- 17 Development of the Local Safeguarding Children Board**

The priorities have been divided as follows. The first 12 have been developed into detailed action plans for 2006/07 to achieve better outcomes for children, young people and their families. The strategy for effective transition is clearly located within the Adult Social Services Directorate. The remaining four priorities set out the improvements in the infrastructure to underpin our drive for excellence.

The final section of the plan outlines the arrangements for: governance and accountability, service management and the use of resources and the involvement of children, young people, families, carers and the voluntary sector.

The Richmond upon Thames Partnership believes this vision for an integrated service will realise our shared aspiration to improve children's services from good to excellent.

# 3. Borough profile

## General overview

The London Borough of Richmond upon Thames is the only London borough spanning both sides of the river Thames with a river frontage of over 21 miles. The borough has a number of towns and villages, including Richmond and Twickenham, with more than a third of the borough being open space.

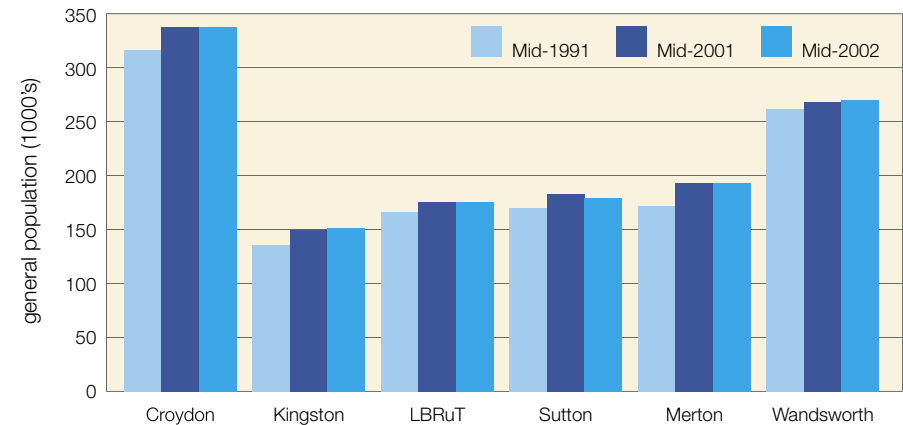
Tourism is an important aspect of the local economy as it generates in excess of £200 million per annum due to high profile local attractions such as Hampton Court Palace, the English national rugby stadium at Twickenham and the Royal Botanic Gardens at Kew. Local residents and families benefit greatly from these attractions in terms of leisure, social and educational pursuits. The borough also enjoys good public transport links into central London, which is nine miles away, and to the rest of the south east of England.

## 3.1 Demography

The borough has an estimated population of 179,300, according to the mid-year estimates for 2003 produced by the Office for National Statistics. These estimates have been adjusted to consider the 2001 census results. Richmond upon Thames has had a consistently lower birth rate than the national average. This has led to a smaller proportion of children in the borough and a higher proportion of people over 65. However, recently the rate has been increasing and in 1998 the birth rate was 13.6 per 1,000 people, compared to a national birth rate of 12.2 per 1,000. The death rate is 852 per 100,000, which is below the national average.

Between mid-1991 and mid-2001 the population in south west London increased by 6.4%, which is very similar to the change for London as a whole. However there was considerable variation across the boroughs of south west London (see graphs 1 and 2 opposite), with the Richmond upon Thames population increase being the second lowest at 4.7%.

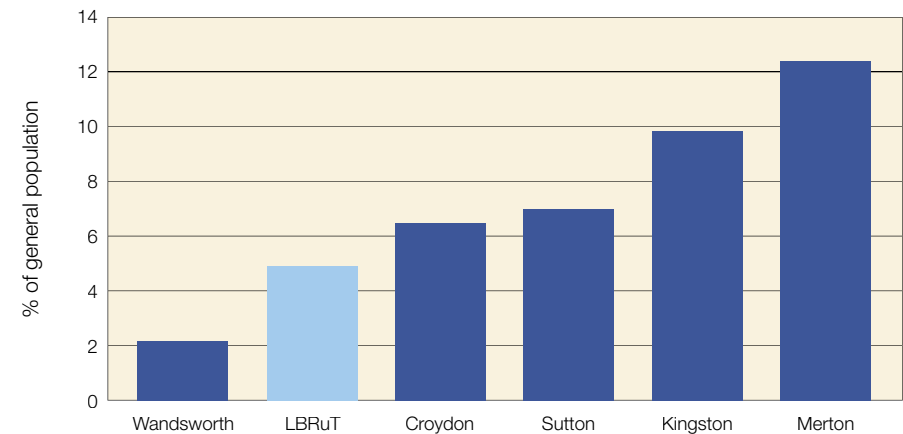
**Population estimates**



**Graph 1**

Source: ONS censuses and mid-year population estimates  
Please note: mid-year estimates are subject to revision by the ONS

**Percentage increase in general population (1991 vs 2001)**

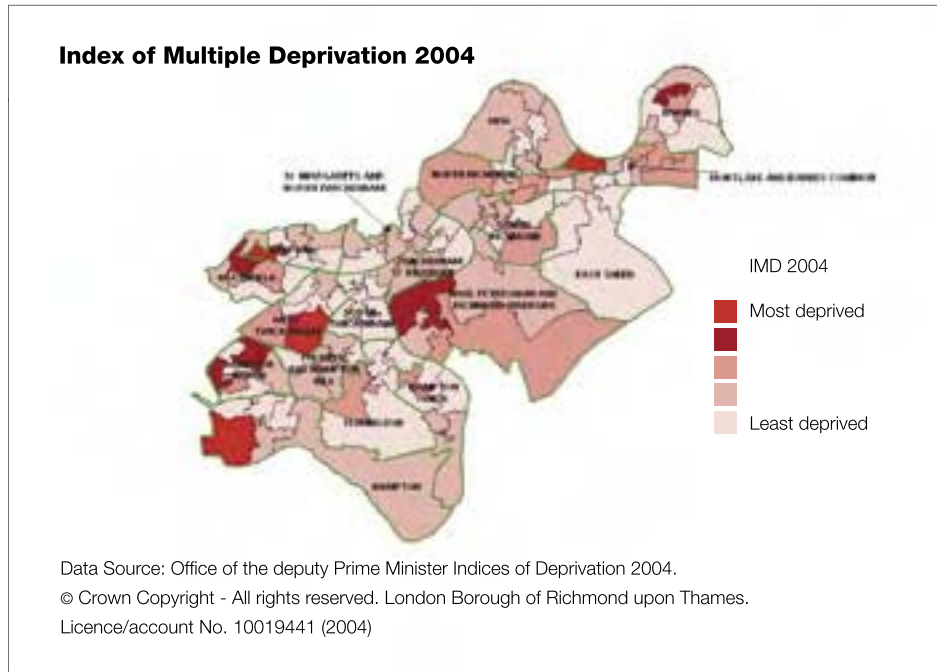


**Graph 2**

Source: ONS censuses and mid-year population estimates

### Indices of multiple deprivation

The map below shows an IMD super output area and identifies those wards where deprivation is greatest within the borough's boundaries. The map shows that the wards of Ham, Petersham & Richmond Riverside, Heathfield, Barnes and Hampton North feature significantly.



**Map 1**

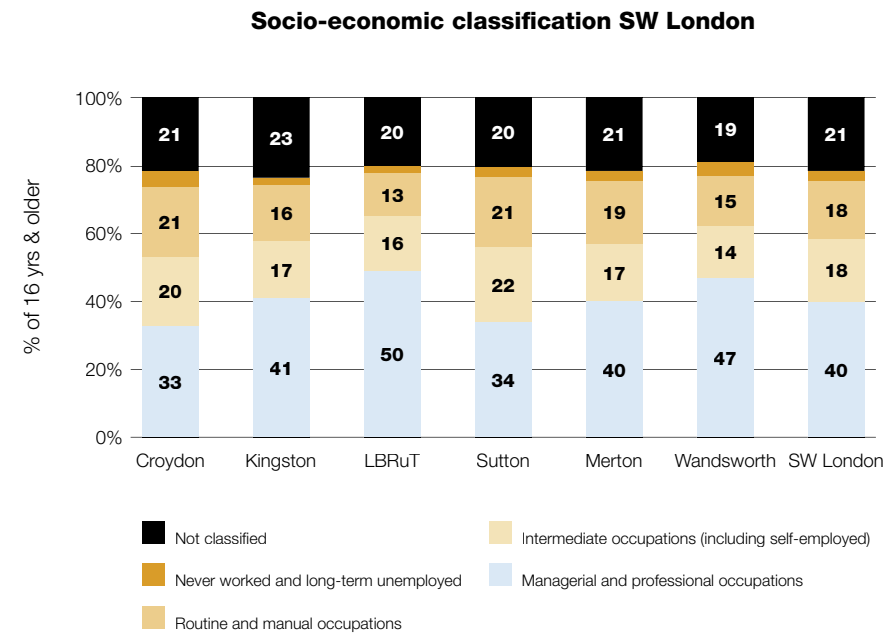
Source: IMD 2004 ODPM

### 3.2 Education and social factors

At the time of the 2001 population census, there were approximately 76,100 homes in the borough, which represents an increase of approximately 3,000 from the 1991 population census figure. The median house price in Richmond upon Thames is £250,000 to £300,000<sup>1</sup> which, of course, has implications for families wishing to remain

in the borough, but unable to afford to do so. Graph 3 shows general socio-economic classifications from the 2001 population census. It shows a comparison across south west London of those people aged 16 years and older. Fifty percent of people in Richmond upon Thames are in a managerial or a professional occupation, which is almost twice that of the England and Wales average.

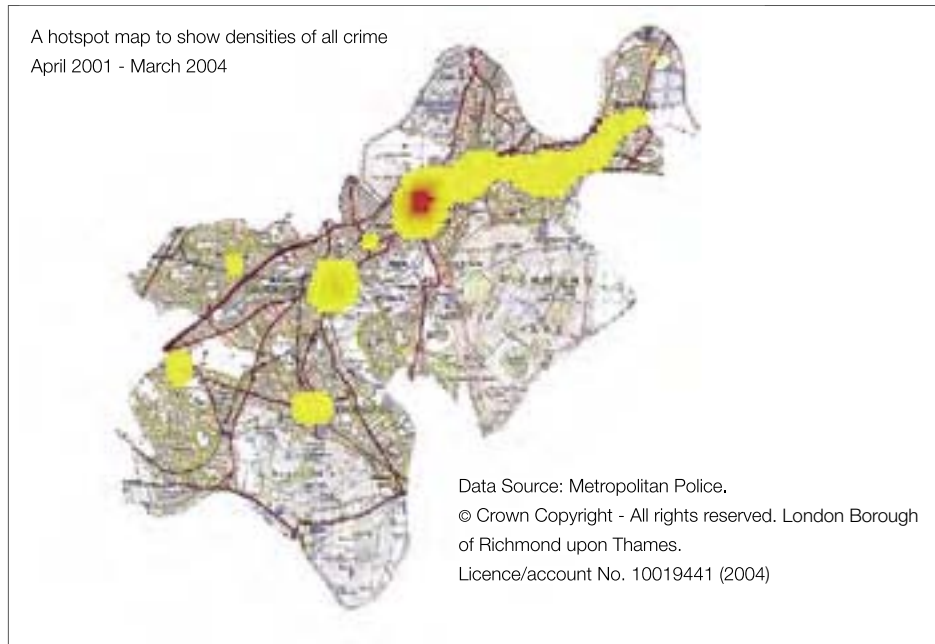
<sup>1</sup>London Project Report - July 2004, Prime Minister's Strategy Unit, pp 29 to 31



**Graph 3**

Source: ONS Population Census 2001

### 3.3 Crime and anti-social behaviour

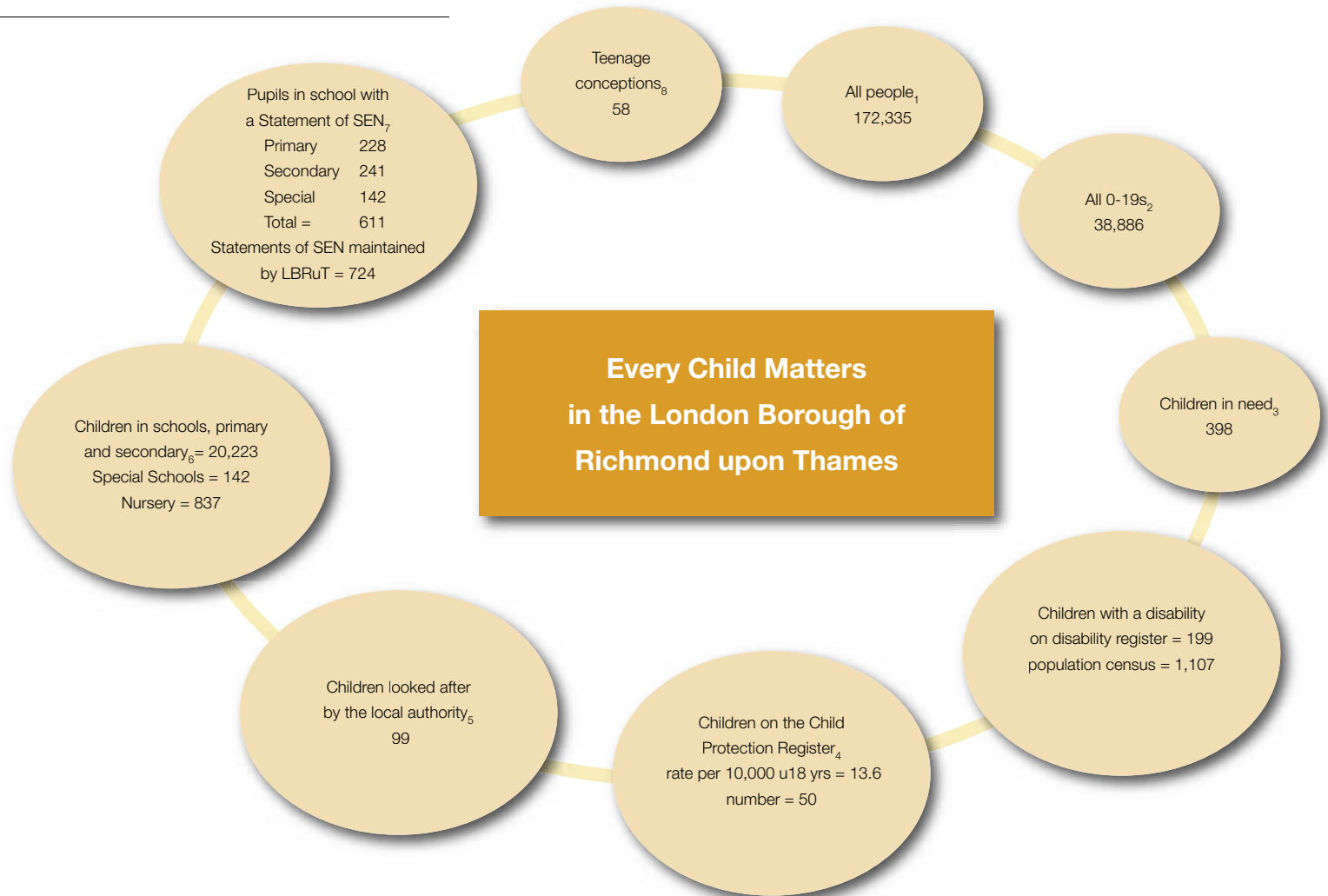


**Map 2** Source: Metropolitan Police Force

The London Borough of Richmond upon Thames Crime Disorder and Substance Misuse Audit (2004) was produced by the borough's Community Safety Partnership. It was the third such audit of its kind, produced as a requirement of the Crime and Disorder Act 1998. The audit showed that crime within the borough was well below that of the England and Wales average, and that for violent offences against the person, Richmond upon Thames was the only south west London borough to experience a reduction in this type of offence<sup>2</sup>. The map above shows crime hotspots in the borough for all crime. The wards of Teddington, Twickenham Riverside, South and North Richmond wards through to Mortlake and Barnes feature significantly. This correlates in part with the hotspots for youth crime shown on Map 3.

<sup>2</sup>London Borough of Richmond upon Thames Crime Disorder and Substance Misuse Audit (2004), pp 1 and 32

# 4. Every Child Matters in Richmond upon Thames

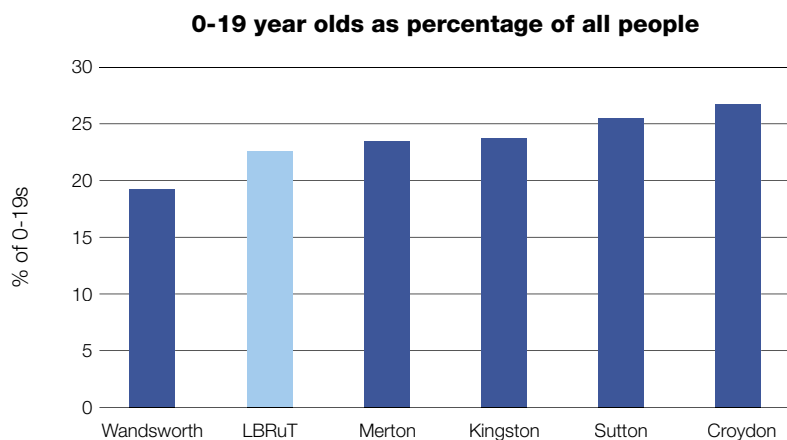


1 & 2. ONS Population Census 2001  
 3. DfES CiN Census 2005  
 4. CPR3 at 31 March 2005  
 5. SSSA903 at 31 March 2005  
 6 & 7. Annual Schools' Census  
 8. ONS & TPU, 2005

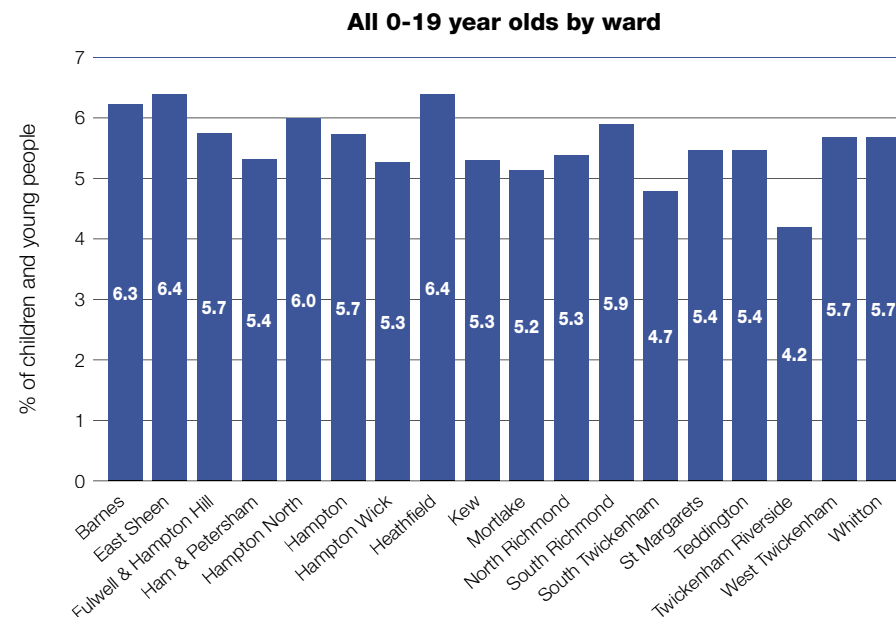
#### 4.1 Profile of children and young people in Richmond upon Thames

At the time of the last population census in 2001, there were approximately 38,900 children and young people aged 0 to 19 years old in the borough. This constituted about 23% of the general population in the borough. Compared with other south west London boroughs, this is slightly lower than the average (24%). Children and young people as a proportion of the general population in south west London are shown in graph 4. There is approximately 6% difference between the borough with the lowest proportion of 0 to 19 years (Wandsworth) and the borough with the highest proportion (Croydon).

Graph 5 shows children and young people aged 0 to 19 years by ward. Barnes, East Sheen and Heathfield have the highest proportions of 0 to 19 years in the borough according to the last census.



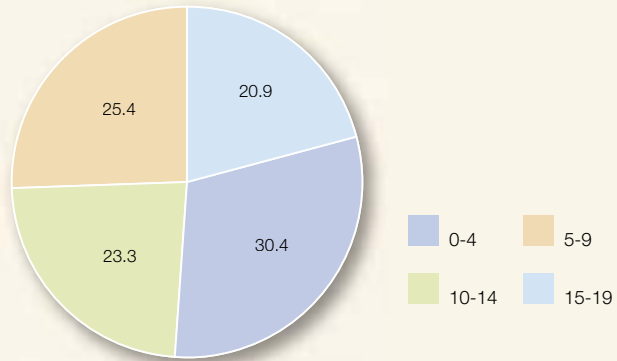
**Graph 4** Source: ONS Population Census 2001



**Graph 5**  
Source: ONS Population Census 2001

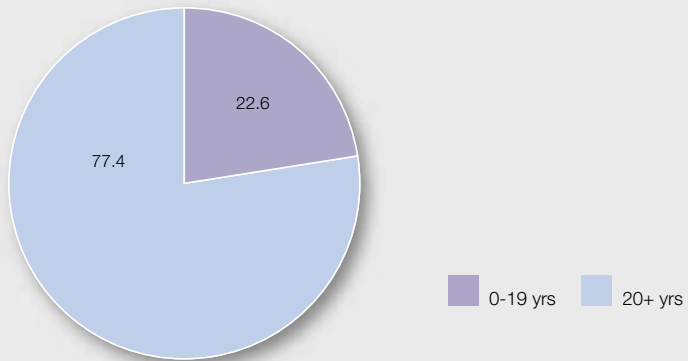
## Age and ethnicity

### 0-19 year olds Richmond upon Thames



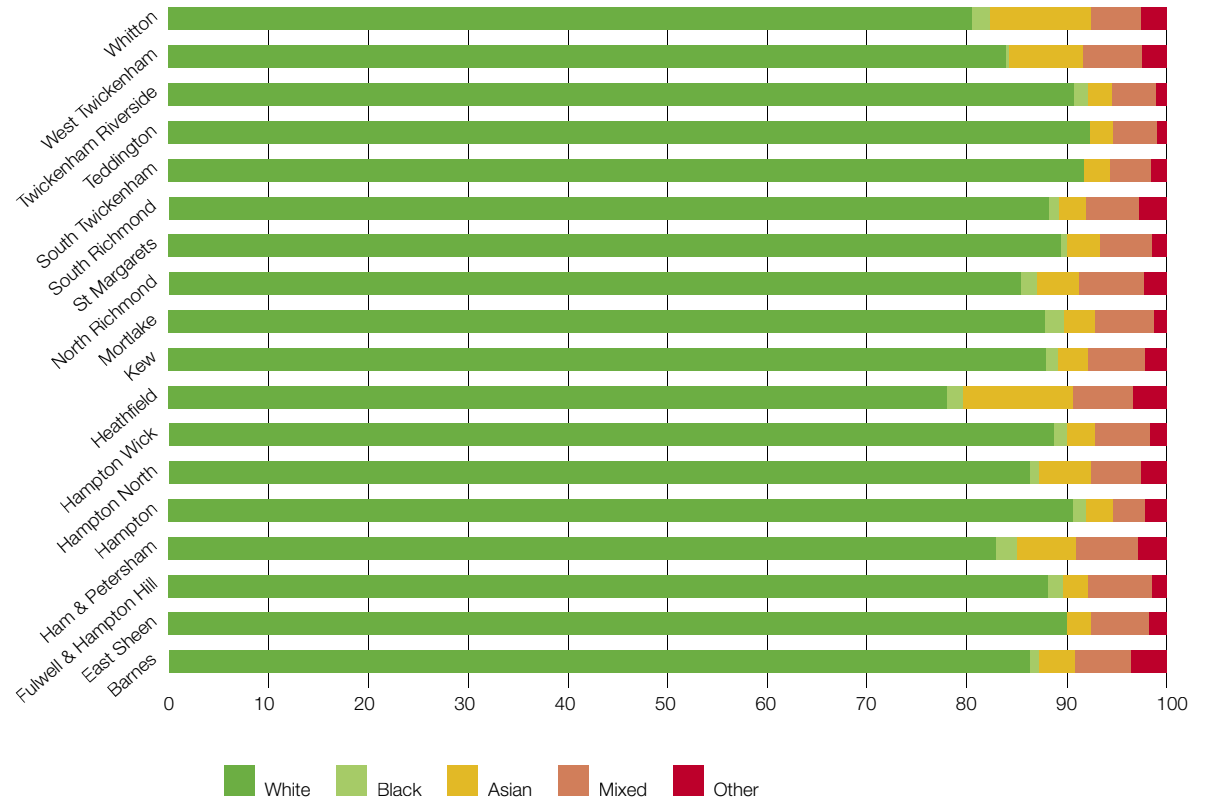
**Graph 6** Source: ONS Population Census 2001

### 2001 Population census London Borough of Richmond upon Thames



**Graph 7** Source: ONS Population Census 2001

### Ethnicity by ward 0-19s

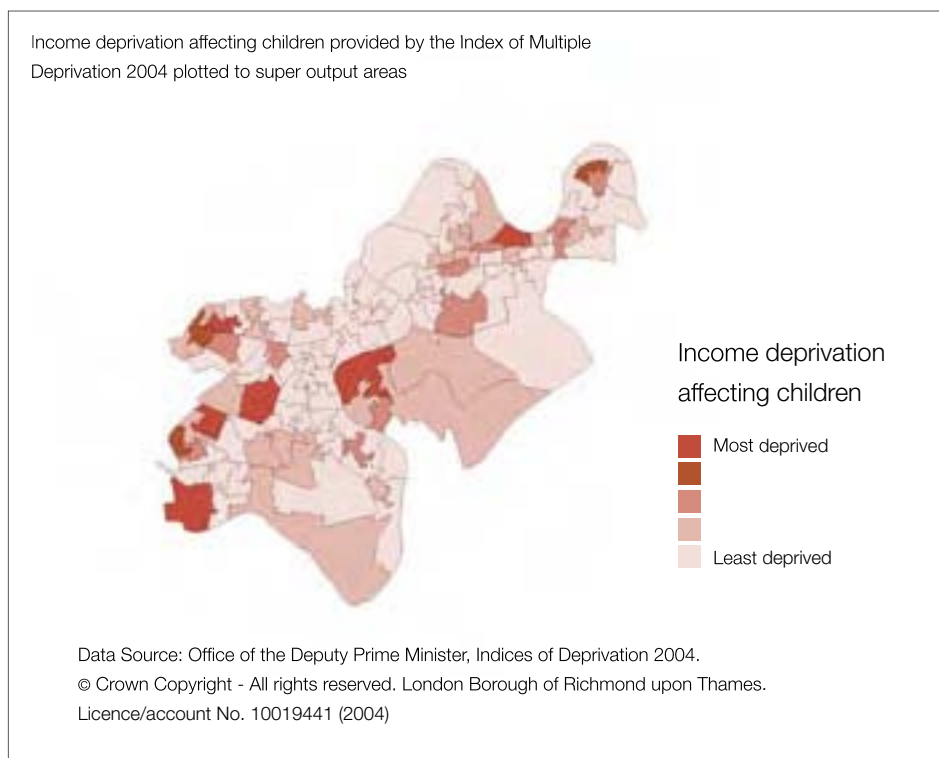


### Graph 8

Source: ONS Population Census 2001

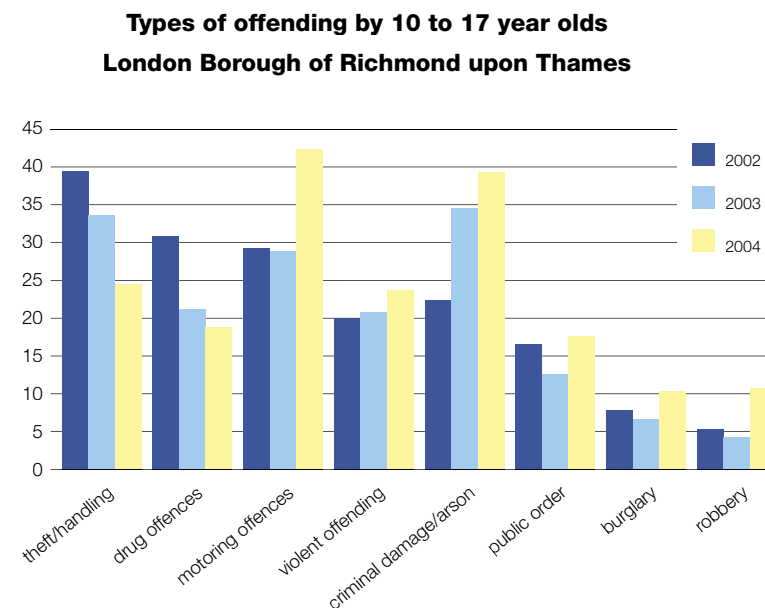
The graph above shows 0 to 19 year olds in the borough by ward and ethnicity at the time of the ONS Census 2001. Amongst the 0 to 19 year olds the wards of Whitton, West Twickenham, North Richmond, Heathfield, and Ham and Petersham have significant proportions of ethnic minorities, notably those of mixed and Asian ethnicity.

The Indices of Multiple Deprivation 2004 indicate that the wards of Ham, Petersham and Richmond Riverside, Heathfield, Hampton, West Twickenham, and Mortlake and Barnes, all have pockets of relative deprivation. Map 3 below shows those wards where there are aspects of income deprivation affecting children and this largely correlates with the IMD map shown previously in the borough profile on map 1. Using both the ONS population census for 2001 and these areas of relative deprivation, we have worked to identify which areas in the borough would benefit from services provided via the children's centres strategy.



**Map 3**  
Source: IMD 2004

## 4.2 Crime and anti-social behaviour



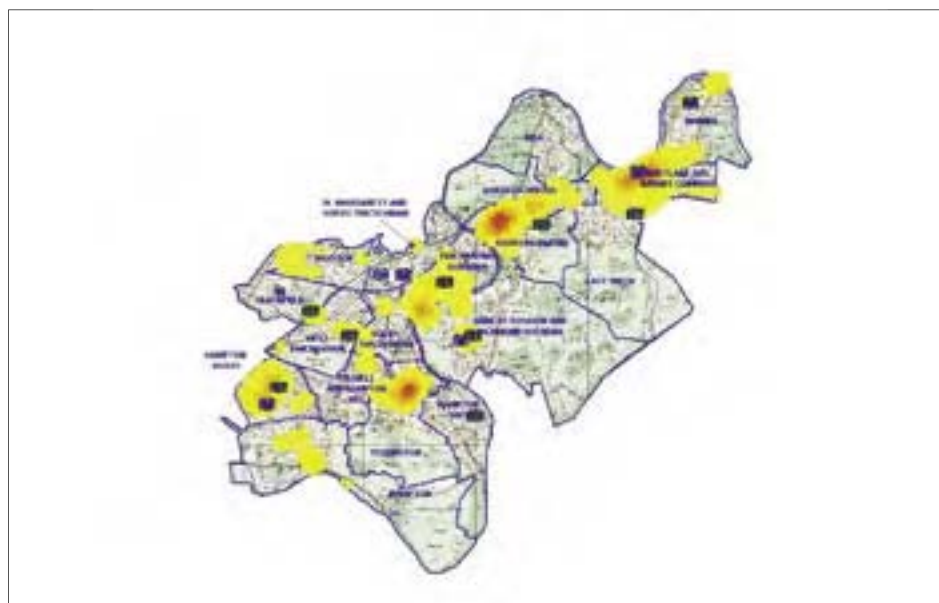
**Graph 9**  
Source: Metropolitan Police

The Youth Crime Prevention and Reduction Group is a multi-agency sub-group of the Community Safety Partnership tasked with overseeing the coordination of services to prevent offending behaviour in the borough. The group has identified key target areas in the borough for tackling offending and anti-social behaviour, with a remit to work strategically to coordinate various initiatives such as the Youth Offending Team's Prevent and Deter, substance misuse strategies and the Safer Schools initiative.

In response to anti-social behaviour amongst young people in Ham, Petersham and Richmond Riverside, it was decided to deliver a project in line with the key objectives of the government's white paper 'Youth matters: things to do and places to go for young people'. As a result of intensive and targeted activity for young people throughout

the summer and Christmas holidays in 2005, the normal trend of increased offending behaviour during these months by young people has declined. Both libraries and the police reported a reduction in anti-social behaviour and of offending in the area throughout the life of the programmes<sup>3</sup>. These are being developed further.

The greatest concentration of youth suspects according to the youth crime in the London Borough of Richmond upon Thames' mapping (January to May 2005) is located in Richmond town centre and then in Teddington High Street. This does not relate to the areas where the highest density of 0 to 17 year olds live. However, there is a partial correlation to the location of schools and youth clubs (see map 4 below showing offending by 0 to 17 year olds overlaid with schools and youth clubs in the borough). This is most prominent in Ham, Hampton North, and Mortlake and Barnes Common.



#### Map 4

Source: Youth crime in the London Borough of Richmond upon Thames report - January to May 2005

<sup>3</sup>Things to do, places to go: Ham summer programmes, 2005

The wards of Mortlake and Barnes, South Richmond, Ham, Petersham and Richmond Riverside, Fulwell and Hampton Hill, and Hampton North all have significant concentrations of offending by young people. Since 2002, there has been an annual reduction in the numbers of young people receiving a substantive outcome for offences of theft and drugs misuse. However, there has been an escalation of the offences of burglary and robbery, but these still make up less than 10% of all offending (see also priority 10 'Prevention of offending and reoffending' and the key priorities review). Due to the success of the diversionary activities provided in Ham throughout the school holiday periods, the Children and Young People's Strategic Partnership has agreed to commission a further rollout of programmes across the borough, targeting key areas or trouble spots, whilst linking in with the extended schools' clusters in the five targeted areas identified.

## Community Safety Strategy 2005-2008 Anti-Social Behaviour Targets

Overall crime reduction target to reduce reports of crime which are measured by the British Crime Survey (BCS) by 17.5% in 3 years. The following relate to anti-social behaviour (ASB).

### Local public service agreement targets:

Anti-social behaviour	2005-08 Percentage reduction	Baseline 2003-04	Target 31/03/2007
To reduce the number of incidents of graffiti recorded by the graffiti hotline	15	1,308	1,112
To reduce incidents of fly-tipping across the borough	15	669	569
To reduce the number of incidents of disturbances in public places	15	3,503	2,978
To reduce the number of incidents of disturbance on licensed premises	15	190	162
To reduce the number of incidents of drunkenness	15	782	665
To reduce the percentage of residents who would not report if they were victims of ASB		Baseline 04/05 survey 69.7%	Target 2008 60%
To reduce the number of deliberate fires lit in the borough	10% reduction by 2010	58	49
All wards to have Safer Neighbourhood Teams	To have introduced 15 teams to remaining wards	3	18

**Table 1**

Source: Metropolitan Police Authority, 2006

The above table shows the local public service agreement (LPSA) targets held within the community safety strategy for Richmond upon Thames. The Community Safety Partnership will be monitoring progress towards the vision for a safer and cleaner borough by tracking and reporting on the above targets.

## 4.3 Children's centres and extended schools



**Map 6**

Source: LBRuT, Directorate for Education and Children's Services

The 10 year childcare strategy 'Choice for parents: the best start for children', published in December 2004 aims to ensure that every child has the best start in life. All families with children aged up to 14 and who need it, should have an affordable, flexible, high quality childcare place between 8am and 6pm, all year round. This will be realised locally

through the development of children's centres and the extended schools programme. Funding for children's centres for 2006-2008 is part of a wider allocation to support the delivery of the government's ten year strategy. Local allocation details in respect of children's centres are as follows:

Number of new children's centres to be created by March 2008	9
<b>Capital funding <sup>1</sup></b>	<b>£</b>
Indicative capital funding for period 2006-07	1,074,686
Indicative capital funding for period 2007-08	985,832
<b>Revenue funding <sup>2</sup></b>	<b>£</b>
Revenue funding for period 2006-07	742,584
Revenue funding for period 2007-08	1,035,584

**Table 2**

<sup>1</sup>Additional capital of £204,623 is also available in 2006/07 and 2007/08 to supplement the children's centre capital in table 2 above to ensure children's centres and primary schools are developed as important community resources.

<sup>2</sup>An additional allocation of £293,000 of revenue funding is included in the general Sure Start grant for 2007/2008 to support the rollout of children's centres.

#### Reach of Richmond upon Thames children's core and flexible centres:

Name	Wards	Reach
Centre 1 (core)	Heathfield/Whitton	1,060
Centre 2 (core)	Ham, Petersham and Richmond Riverside	450
Centre 3 (flexible)	Barnes	656
Centre 4 (flexible)	Mortlake and Barnes	831
Centre 5 (flexible)	Kew and North Richmond	1,038
Centre 6 (flexible)	South Richmond (plus part of North Richmond)	915
Centre 7 (flexible)	West Twickenham	700
Centre 8 (flexible)	Hampton North and Hampton	906
Centre 9 (flexible)	Fulwell and Hampton Hill	753
	<b>Total</b>	<b>7,309</b>

**Table 3**

#### Targets in relation to children's centres reach:

- Total number of under 5s to reach by 2008 7,089
- Total number of under 5s to reach by 2010 11,846

Map 6 on page 12 shows where our extended schools and children's centres will be located. Local authorities must plan children's centre provision to ensure that all the most disadvantaged families have access to the service. Services for children's centres are planned for areas where the levels of need are greatest, and where there is a higher density of 0 to 5 year olds (see graphs 5 and 8).

A children's centre will serve a community with an average of 800 children under five years of age. Early excellence centres will become children's centres and Windham Early Excellence Centre forms part of the Kew and North Richmond children's centre. The nine centres designated by March 2008 will reach 7,309 children aged under five, exceeding our DfES target of 7,089 children. By March 2010 a further three centres will be designated, bringing our reach to 11,846 children aged under 5; this represents the entire borough population.

There will be two core children's centres offering services to the 30% most disadvantaged and these are placed in the areas of Heathfield and Whitton, and Ham and Petersham. Seven other children's centres, based on flexible models, will be developed in the other areas detailed above. The three remaining centres to be designated by March 2010 will also follow the flexible model.

The core sites will provide daycare and early education for children aged 3 to 5 years. The quality assured childminding network will provide daycare for children aged 0 to 2. Private space will be available for consultation with health and social care professionals as well as information and signposting to other services in the community. There will be links to sites with extended school activities available and full daycare available 48 weeks a year for children aged 2 to 5. Flexible centres will offer the same services across a range of sites within the desired locality.

## Extended schools

An extended school is one that provides a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community.<sup>4</sup> Under the Education Act 2002, governing bodies are helped to provide services for the wider community. This often enhances provision from within the school and links with other community based services to enable universal and targeted services to work together from a community base, accessible to children and families. Core services on offer to families at or through their school are:

- **Childcare** provided on site or via local providers from 8am to 6pm all year round.
- **A varied menu of activities**, for example homework clubs, study support or sport.
- **Parenting support** including information sessions at key transitional points (nursery to primary to secondary).
- **Swift and easy referral** to a wide range of specialist support.
- **Community access** providing wider access to ICT, sports and arts.

Priority has been given to establishing neighbourhood clusters of schools for the coordination and development of extended services. In 2005/06 the extended schools strategy piloted the establishment of extended school coordinators being appointed in five of the children's centre areas, centres 1, 2, 3, 4 and 8 in table 3.

A single strategy manager leads the children's centre and extended school services development, with the expansion of extended school clusters proposed in 2006/07 to be coterminous with the children's centres covering the whole borough.

Standards Fund and Surestart Grant for extended schools have been combined with study support grant to support the development of the local extended schools strategy. Table 4 illustrates the grant allocations proposed to support school coordinators and neighbourhood working.

<sup>4</sup>DfES, Extended Schools: Access to opportunities and services for all. A prospectus, 2005.

2006/07

Extended schools clusters	£ 000s
<b>Priority communities piloted in 2005/06</b>	
Castlenau	24
Mortlake and Barnes	33
Hampton	85
Whitton/Heathfield	85
Ham	95
<b>Support for roll out of school coordination and other cluster or areas</b>	
Sheen	10
Richmond	12
Kew	10
St Margarets	10
Twickenham	10
Teddington	12
<b>Totals</b>	<b>386</b>

**Table 4**

Government targets for extended schools are as follows:

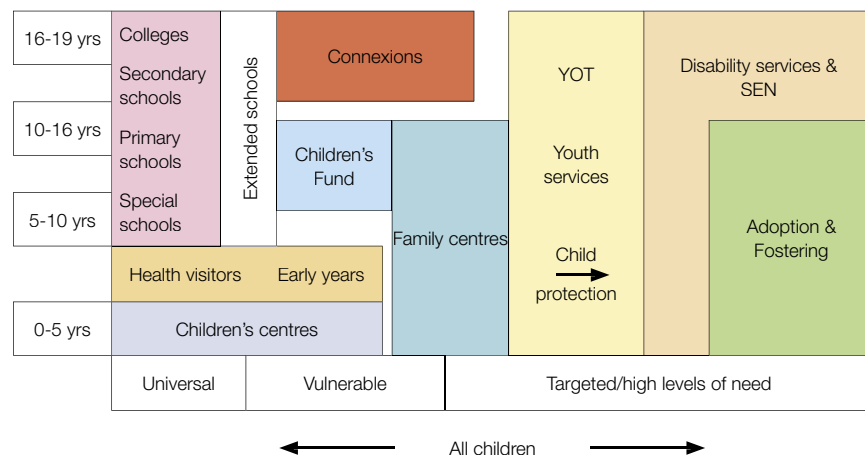
By 2008

- Wraparound childcare in at least half of all primary schools
- One third of all secondary schools open 8am to 6pm.

By 2010

- Wraparound affordable childcare available for all parents of primary aged children
- All secondary schools open 8am to 6pm all year round.

The diagram below is a conceptual illustration of services to children, young people and their families in the borough along an axis of age (y axis) and needs (x axis). It is meant only as a general guide to services provided and not as an accurate indication of levels, or all types of provision to children, young people, and their families in the local area.



#### 4.4 Children and health

Richmond and Twickenham Primary Care Trust (RTPCT) was formed on 1 April 2002 as a result of the government's plan to decentralise the NHS. This is detailed in the document 'Shifting the Balance of Power in the NHS'. The Primary Care Trust is working closely with its partners to develop health services to children and their families in line with the National Service Framework (NSF) for children, young people and maternity services.

The PCT is responsible for making sure health services are in place and developed to meet the needs of the local population. Some of these services are provided directly by the PCT such as community nursing, therapies, specialist services and facilities at Teddington Memorial Hospital. Primary care contractors such as GPs, pharmacists,

dentists and opticians also provide health services directly to the community. Further services are commissioned, such as outpatient appointments, operations and treatment from local hospitals and mental health trusts.

The PCT boundary is the same as the borough's, but the PCT also serves residents from the neighbouring boroughs of Hounslow and Wandsworth. Richmond and Twickenham Primary Care Trust is based at Thames House in Teddington, directly employing approximately 440 staff. Teddington Memorial Hospital provides the following services:

- Teddington walk-in centre
- physiotherapy services
- consultant-led outpatient clinics
- inpatient care for people who require general medical, post operative, rehabilitation, palliative, respite or long term care
- x-ray services
- Teddington Diabetic Centre.

Community based services are provided in homes, schools and local health centres. They include:

- home nursing
- health visiting
- school nursing
- family planning
- physiotherapy
- occupational therapy
- podiatry (chiropody)
- audiology.

Other services delivered to the community by the PCT include:

- six clinics, Teddington Memorial Hospital and Richmond Rehabilitation Centre
- Thirty one GP practices and 97 GPs
- community pharmacists
- practice and district nursing
- dentists
- optometrists.

0-19 year olds Self-reported health in Richmond upon Thames		
	Number	%
Good health	35,280	92.5
Fairly good health	2,548	6.7
Not good health	333	0.9

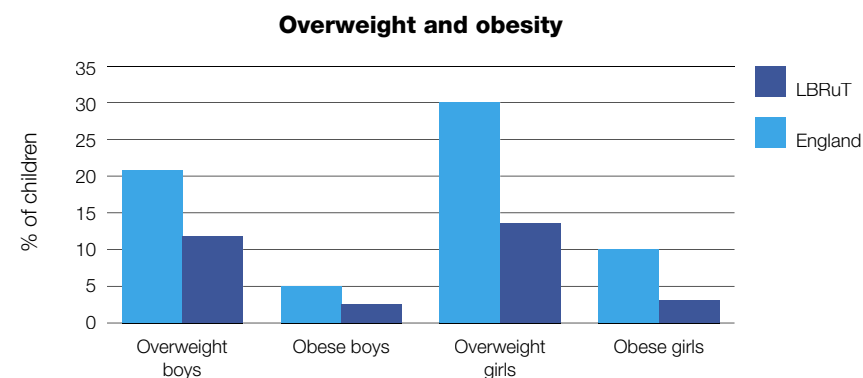
**Table 5**

Source: ONS Population Census 2001

Health can be described in terms of the absence of illness, the ability to manage everyday activities and sense of general wellbeing<sup>5</sup>. Table 5 shows self-reported health at the time of the ONS population census 2001 amongst 0 to 19 year olds in the general population by number and proportion. It shows that self-reported (or parental or carer reported) health in Richmond upon Thames was largely deemed to be good, but with a significant minority reporting fairly good health (2,548). Overall, Richmond upon Thames had the lowest rate of people who felt their health was not good (60 per 1,000) compared with the highest rate of 89 per 1,000 in Wandsworth. These latter rates for both the boroughs of Kingston upon Thames and Richmond upon Thames of not good, are the lowest of all the London boroughs.

<sup>5</sup>Health and the 2001 Census, south west London, NHS

## Weight and health

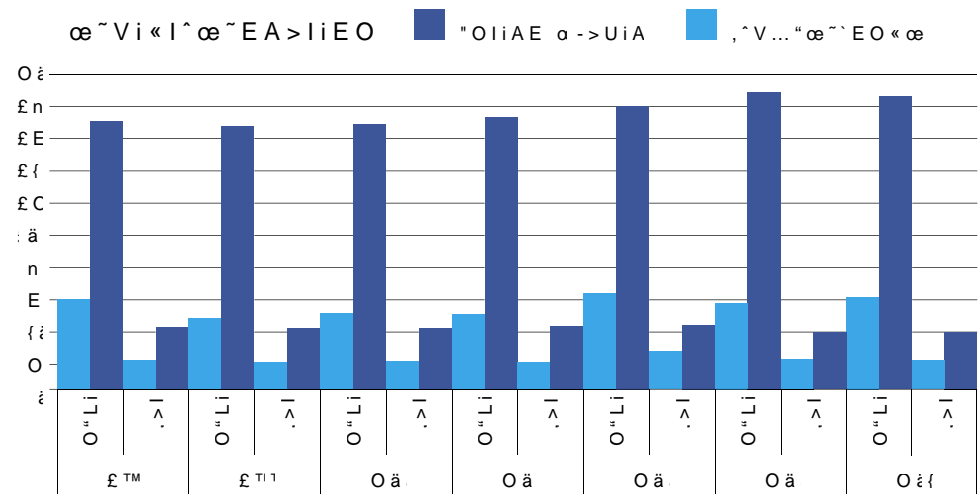


**Graph 10**

Source: RTPCT

Obesity is one of the biggest public health issues facing England. The government has responded to this issue by developing a PSA target to halt the year-on-year rise in obesity among children aged under 11 by 2010 in the context of a broader strategy to tackle obesity in the population as a whole. Despite comparing favourably with the England average, there is still a degree of concern with regard to the proportion of boys and girls identified as overweight by the graph above.

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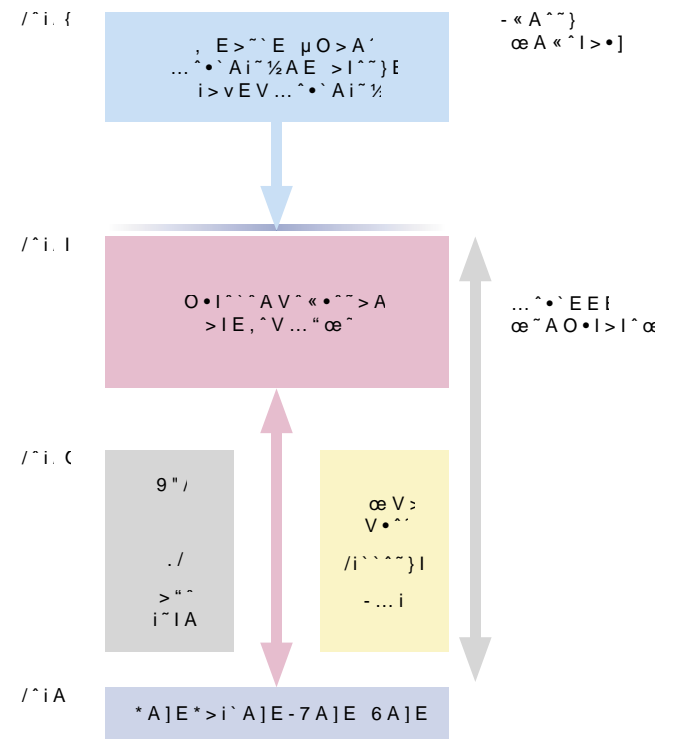


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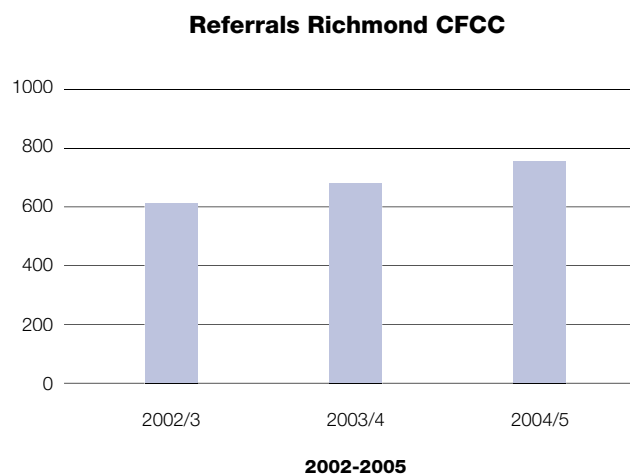
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**Graph 12**

Source: St. George's Mental Health Trust

The information above shows referrals to CFCC over a three year period and shows a gradual increase of 23% in children and young people being referred for mental health or behavioural issues.

#### 4.6 Education and children's services

A multi-agency project board was established in 2005 to drive the integration of children's services. The new Education and Children's Services Directorate was launched formally in May 2006. As well as children and families' social care and education, the Directorate provides a range of targeted and universal services. Cultural services within the Directorate will incorporate the library and information service, sport and fitness services and the borough's arts service. Within the local authority's educational provision there are:

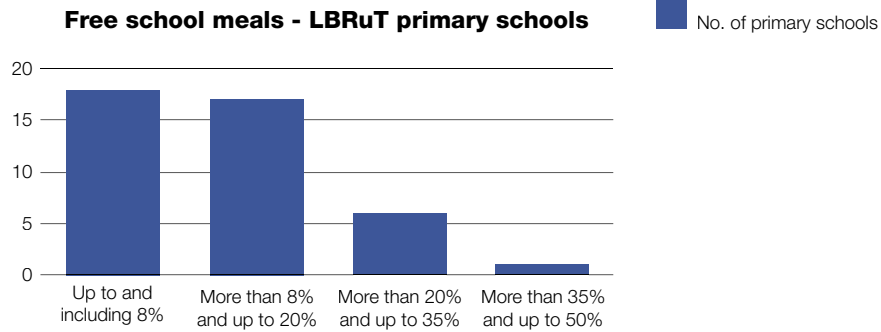
- 41 primary schools
- 8 secondary schools
- 2 special schools and 10 special units

- 1 Early Years Centre of Excellence
- 16 nursery units within primary schools
- 1 Pupil Referral Service.

The Early Years Service also provides support and funding via the Early Years Development and Childcare Partnership not only to the early years providers from both within the local council and across the private and voluntary sector.

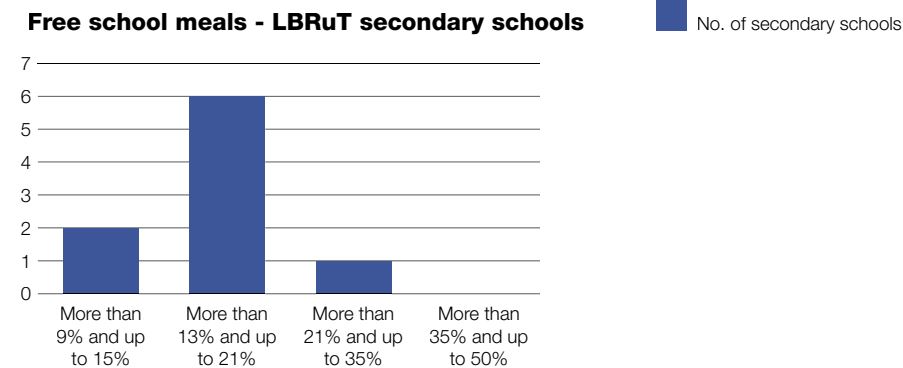
The Council has strong links with the independent sector, the Learning and Skills Council, Connexions Service, Richmond upon Thames College and Richmond Adult Community College, working in partnership across the borough to strengthen active learning for young people.

## Free school meals



**Graph 13**

Source: Annual Pupil Census 2005

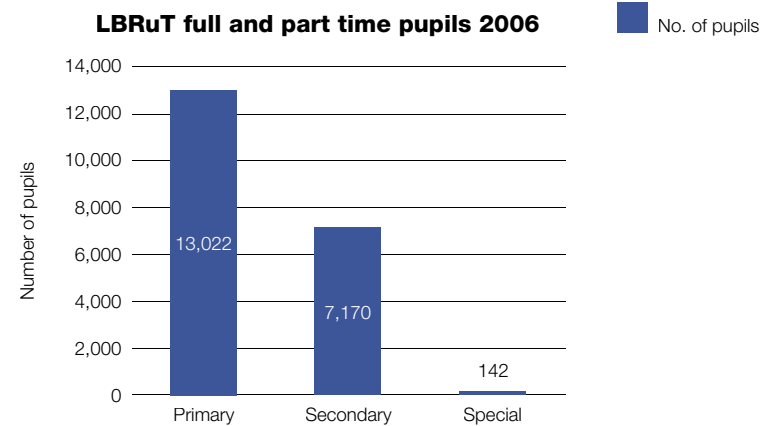


**Graph 14**

Source: Annual Pupil Census 2005

Free school meals are offered to children of families who are in receipt of Income Support or Income Based Job Seeker's Allowance; Child Tax Credit (as long as they are not also receiving Working Tax Credit and their income is below £14,155 and various other benefits, including financial support, in accordance with the Immigration and Asylum

Act 1999. Graphs 13 and 14 show the number of schools with the commensurate proportions of children eligible for school meals on the school roll. In England, the proportion of 11 year olds who fail to reach level 4 at key stage 2 in both English and maths has continued to come down. Despite this success, 40 per cent eligible for free school meals did not reach this level in 2004, twice the rate for other children<sup>6</sup>. In Richmond upon Thames, free school meal eligibility is relatively low in primary schools compared to the rest of London and nationally, with 10% of Richmond borough pupils eligible compared with 17% nationally. In secondary schools it is higher, with 17% of pupils eligible compared with 14% nationally.

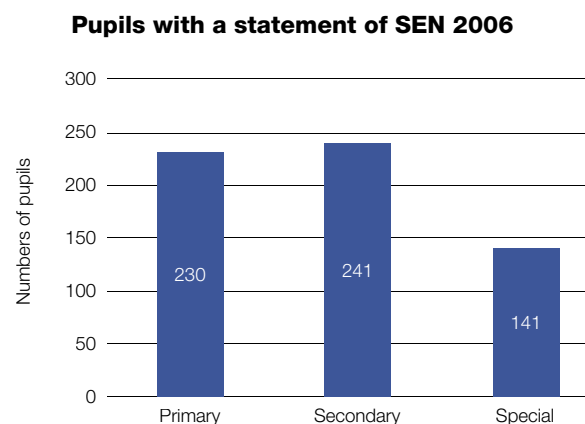


**Graph 15**

Source: Annual Schools Census 2006

Graphs 15 and 16 show the numbers of full and part-time pupils across primary, secondary and special schools; and pupils with a statement of special educational needs (SEN). There are 20,334 pupils in total in Richmond upon Thames schools (including special schools). Of this total, 64% are primary age, 35% are secondary age and 1% attend special schools. Three percent of all pupils have a statement of SEN and this is on a par with the national average, which was 3% in 2005. Amongst primary aged

<sup>6</sup>Monitoring poverty and social exclusion 2005, Joseph Rowntree Foundation



**Graph 16**

Source: Annual Schools Census 2006

children in Richmond upon Thames, almost 1.8% currently have a statement of SEN, whilst in secondary it is currently 3.4%. This is higher than the national and outer London averages for secondary pupils with a statement of SEN, which is 2.3% for both<sup>7</sup>. The data above relating to children with SEN statements in Richmond upon Thames includes primary and secondary pupils in 10 special units attached to mainstream schools.

## 4.7 Vulnerable children and young people

### Children and young people in need

Social services play a central role in trying to improve outcomes for the most vulnerable children and young people in the borough. Services aim to engender change by closing the gap between the outcomes for those children in need and the majority of children and young people in the borough. The Children Act 1989 functions of social services remain unchanged since the inception of the Children Act 2004, but how services are delivered in partnership at local level is set to change as services work in partnership via both the extended schools and children's centres strategies.

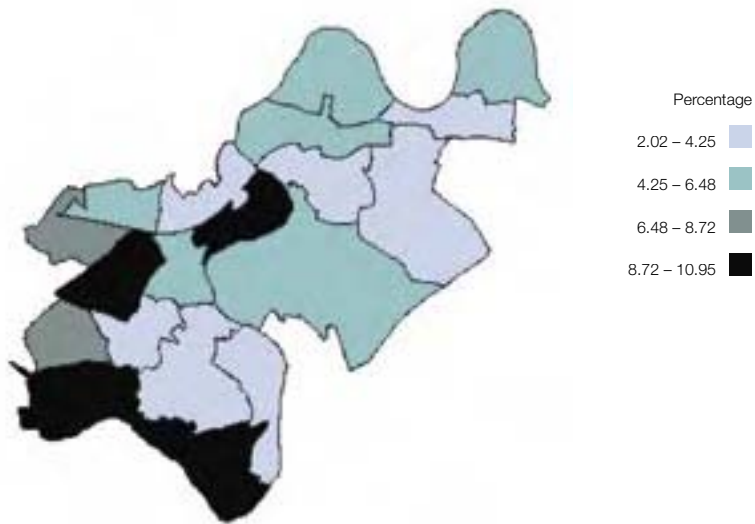
<sup>7</sup>Pupils with statements of SEN as a percentage of all pupils, England, January 1994 to 2005, DfES

Social Care Services for children and families provide support to vulnerable children and families and also families who are in need of help with everyday living. Referrals for services can come directly from the public or through various routes such as health visitors, school nurses, the police and schools. Children's Social Care currently sits within the Directorate for Education and Children's Services.

Services are provided to:

- Children and young people who are in danger of physical or emotional harm;
- Children and young people who have been separated from their family;
- Families who are finding it difficult to cope with everyday life;
- Children and young people with physical disabilities, and their families or carers;
- Children and young people with learning disabilities, and their families and carers;
- Children and young people looked after by the local authority;
- Foster carers;
- Adopters;
- Children and young people leaving care;
- Young carers and their families; and
- Young offenders and their families or carers.

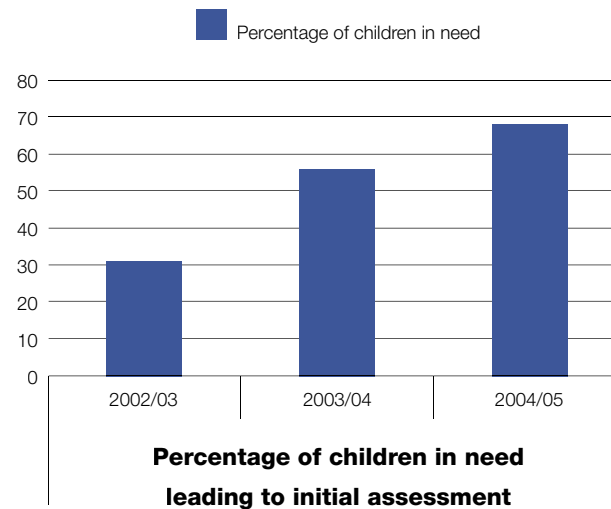
Social care for children currently has seven teams with two family support centres based at Mortlake and Twickenham.



**Map 6**

Source: DfES CiN Census 2005

Map 6 above shows each ward area in relation to the density of children in receipt of social services at the time of the last Children in Need (CiN) Census in February 2005. The proportions are very small, and comparison with other CiN Censuses shows that the level of need can vary across the wards, with the notable exceptions of Heathfield, West Twickenham and Hampton (the darkest areas on the map above, alongside Twickenham Riverside).

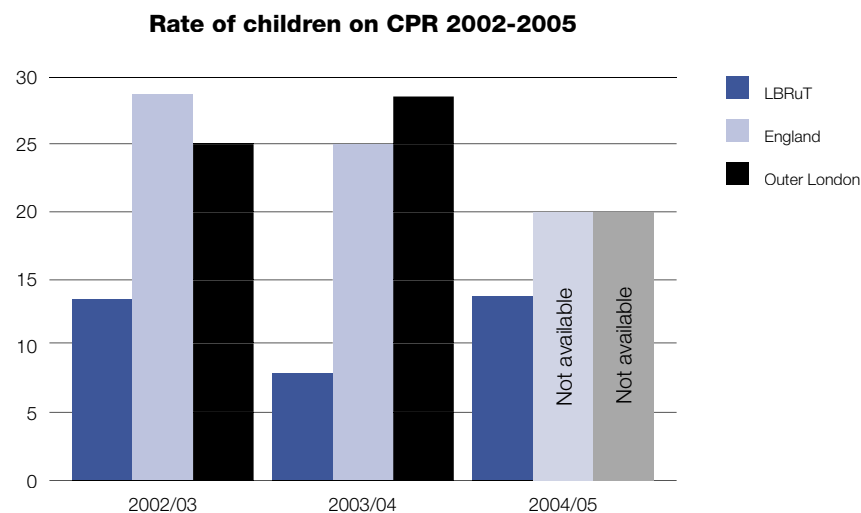


**Graph 17**

Source: LBRuT Annual Performance Assessment dataset 2004/05

Children in need are identified in the borough from various sources and referred onto social services for assessment of need. Graph 17 shows the proportion of children identified as being in need that have gone on to receive an initial assessment. This has increased by 37.3% over three years.

## Children on the child protection register

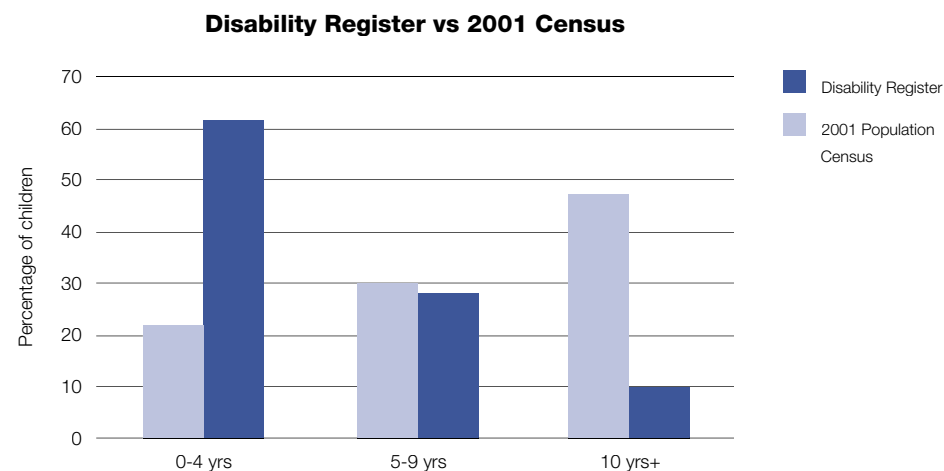


**Graph 18**

Source: DfES CPR3 2005

Graph 18 shows the rate of children registered on the Child Protection Register (CPR) from 31 March 2003 to 2005 per 10,000 children aged under 18 years. The graph shows Richmond upon Thames, England and outer London rates during these years. Data for the England and outer London rate for 2004/05 is not available at the time of writing. The rate of children registered in Richmond upon Thames (13.6) is lower than that of the England and the outer London average (28.4 and 25 respectively at 31 March 2004). This rate has increased by 5.6 from the previous year. Analysis of re-referrals regarding child protection issues is well within acceptable limits. Therefore, the vast majority of children registered are not children who had previously been referred but not registered, but greater numbers of children identified as in need.

## Children with a disability



**Graph 19**

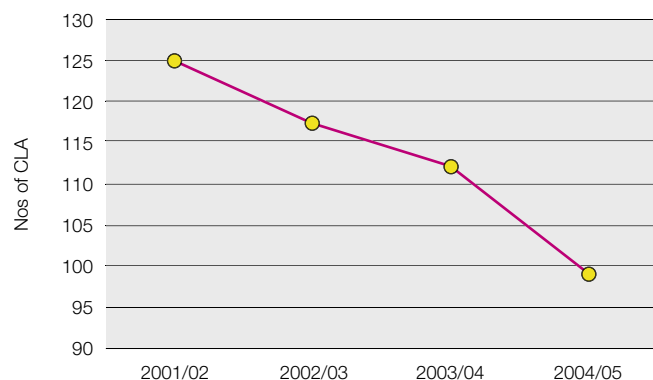
Sources: ONS Population Census 2001 and Disability Register (2006)

Graph 19 shows children with a limiting long term illness or disability in the London Borough of Richmond upon Thames at the time of the last population census in 2001 and those children aged 0 to 16 registered as disabled on the disability register held by the Council as a requirement of the Children Act 1989 [Sch.2.Para.2 (1)]. Age group as a proportion of the number of children is shown from each source. According to the 2001 population census, the highest proportions of children fall within the 10 to 14 age group, although there are also significant numbers amongst the 5 to 9 age group. However, the disability register held by the local authority shows that the highest proportion of children falls within the 0 to 4 years range. This proportion of children will include those who have a learning disability. The disability register for children is also a voluntary register and therefore, is prone to under reporting.

## Children looked after (CLA)

The graphs below and opposite show those children who were looked after by Richmond upon Thames Council from 31 March 2002 to 31 March 2005.

**Total children looked after at 31 March 2002 to 2005**

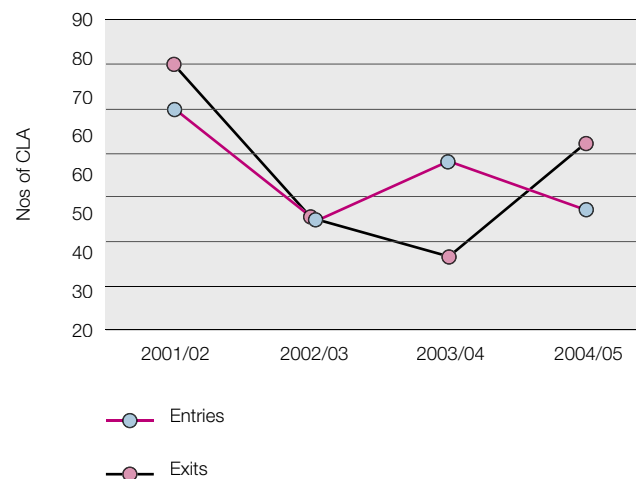


**Graph 20**

Sources: SSDA903, 2002 to 2005

<sup>8</sup>NB Graph 20. The y axis begins at 90

**CLA entries and exits from care 2001 to 2005**



**Graph 21**

Sources: SSDA903, 2002 to 2005

On 31 March 2005 there were approximately 300 children in receipt of social care services, of whom 99 were children looked after. Graphs 20 and 21 show both the total number of children looked after and those coming into and leaving care (for any reason) on 31 March from 2002 to 2005.

Graph 20 demonstrates how the total numbers of children in care has dropped<sup>8</sup> from a peak of 125 on 31 March 2002 to 99 children on 31 March 2005. This is comparable with the numbers of entries and exits to care at graph 21, which shows that the numbers of children leaving care for any reason (exits) has risen and the numbers of children entering care has dropped. There have been concerted efforts in the past year or so to ensure that older young people are supported to live at home or independently, and that children with disabilities are provided with short break care in order to prevent unnecessary periods of being looked after.

5. Review of progress against  
key priorities April 2005 to  
April 2006

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## Be healthy

Physically healthy  
Mentally and emotionally healthy  
Sexually healthy  
Healthy lifestyles  
Choose not to take illegal drugs

*All indicators as at 31 December 2005:*

- YOT achieved 100% of acute and 100% of non acute mental health assessments within timeframes. Top performance and improved from last year. **(100% and 87.8% respectively)**
- 88% of all young offenders assessed for substance misuse within timescales. **(78.6%)**
- 96% of young people accessing YOT service received substance misuse interventions within timescales. **(88.6%)**
- PAF C19: Children looked after receiving their health assessments and dental checks on time = 90.3% (top band performance and improved from last year). **(88.1%)**
- PAF E67: Percentage of disabled children receiving social services during census week 2005 = 8.0%. This is top band performance. **(8.0%)**
- Rate of teenage conception has reduced from 26.4 in 2002 to 22.4 in 2003. Target rate is 13.8 by 2010.
- Healthy Schools: 73% of primary schools and 50% of secondary and special schools achieved level 3. **(66%, 40%)**

## Stay safe

Safe from maltreatment, neglect, violence and sexual exploitation  
Safe from accidental injury and death  
Safe from bullying and discrimination  
Safe from crime and anti-social behaviour in and out of school  
Have security, stability and are cared for

*All indicators as at 31 December 2005:*

- PAF A1: Children with three or more looked after placements in a 12 month period = 11.5%. Top band performance and improved from last year. **(12.3%)**
- PAF A3: The proportion of children re-registered to the Child Protection Register = 8.3%. **(9.1%)**
- PAF B7: Percentage of children looked after are placed in foster care or placed for adoption = 76.3%. **(71.4%)**
- PAF C20: 100% of child protection reviews held on time is top band performance. **(100%)**
- PAF C21: 0% of children deregistered had been on the Child Protection Register for two or more years. This is top band performance. **(8.9%)**
- PAF C64: 73% social work core assessments completed within timescale (35 working days) at end of third quarter 2005/06. **(71%)**
- PAF C23: Percentage of children looked after for six months who were adopted during the year = 9.8 %. This is top band performance. **(4.8%)**
- PAF C68: Children looked after's statutory reviews held on time = 93.3%. This is top band performance.
- PAF D35: Percentage of children looked after for four years in same foster placement for two years = 53.3%. **(41.4%)**
- PAF E45: Percentage of children in need receiving social services of black or minority ethnicity compared to the local population = 1.83%. This is top band performance. **(1.83%)**.

## Enjoy and achieve

Ready for school  
Attend and enjoy school  
Achieve stretching national educational standards at primary school  
Achieve personal and social development and enjoy recreation  
Achieve stretching national educational standards at secondary school

*All indicators as at 31 December 2005:*

- 971 new childcare places have been created since 2004 (target 777 by 2006).
- Inspections of childminders rated 99.7% as satisfactory or better and 75% as good.
- 84% take-up of nursery places for three year olds. **(78%)**
- KS1 standards well above national averages, ranking second in aggregation of reading, writing, mathematics and science.
- KS2 standards improved on all measures to become highest ranked local authority, on combined scores at both level 4+ and level 5.
- Standards at key stage 3 and 4 are broadly in line with national standards.
- VIP, vocational programme for 14 year 11 pupils. 85% gained more than one qualification, 71% gained three or more GCSEs, 50% progressed on to college and 35% into employment.
- PAF A2: Percentage of young people leaving care aged 16 or over with at least 1 GCSE at grades A\* - G or GNVQ = 46.7%. **(42.1%)**
- 80% students receiving at least two hours of PE and sport within and beyond the curriculum.
- Permanent exclusions reduced from 32 to 22 and fixed term exclusions 1,026 to 915 from across all sectors (PLSA target of 33).
- Boys' permanent exclusions reduced by 17% and ethnic minority fixed term exclusions reduced by 3% in secondary schools.
- PAF C24 % of CLA who missed 25 days or more schooling = 14.5%. This indicator has improved. **(21.9%)**

## Make a positive contribution

Engage in decision making and support the community and environment  
Engage in law-abiding and positive behaviour in and out of school  
Develop positive relationships and choose not to bully or discriminate  
Develop self-confidence and successfully deal with significant life changes and challenges  
Develop enterprising behaviour

*All indicators as at 31 December 2005:*

- 100% of young people received a post court report after receiving a custodial sentence.
- 15.7% of parents of young offenders received an intervention. **(12.5%)**
- PAF C18 (Offending of children looked after) outturn is currently 1.0, which is top band performance and an improvement on last year's performance. **(3.2%)**
- PAF C63: 92.1% of CLA communicated their views at the time of their statutory review. **(95.2%)**
- Positive activities for young people currently targets 65 young people with holiday activities and a weekly activities workshop. Weekly workshops now attract up to 40 young people at risk.
- 100% of both victim and parental satisfaction with YOT interventions given. **(100% & 78.6% respectively)**
- 86.2% of young people on a final warning receive a supportive intervention. **(84.3%)**
- 78.6% of young people appropriately received restorative interventions. **(80.5%)**
- 100% of pre-sentencing reports produced within national standards timescales. **(98.5%)**

## Achieve economic wellbeing

Engage in further education, employment or training on leaving school  
Ready for employment  
Live in decent homes and sustainable communities  
Access to transport and material goods  
Live in households free from low income

*All indicators as at 31 December 2005:*

- PAF A4: Percentage of care leavers in education, training or employment = 87.5. This is top band performance and amongst highest in English local authorities. **(83.3%)**
- The Way to Work apprenticeship achievement rate is 68%, 84 young people placed into new jobs with apprenticeship training in 2004/05.
- 28 young people have currently accessed level one Education to Employment (E2E) programmes in Richmond involving the completion of 17 week basic skills course with access to work experience – 63% **(34%)** on to positive outcomes.
- Not in education training or employment = 3.8%. **(4.9%)**
- Unknown to Connexions currently 4.9%. **(5.8%)**
- 16 to 19 year olds with LDD 80.5% into ETE/309 known to Connexions. **(71.5%)**
- BME participation: Slight drop in white and mixed race participation in Connexions service provision from 78%. **(80%)**
- 16 young offenders: 81.7% of young people known to Connexions in education, training or employment.
- 10 to 19 year olds young offenders in education, training or employment = 85%. **(81%)**

## Be healthy

Physically healthy  
Mentally and emotionally healthy  
Sexually healthy  
Healthy lifestyles  
Choose not to take illegal drugs

### *Required performance improvement 2006/2007*

- Increase proportion of disabled children receiving social care services such as short break care, overnight stays and befriending service (Target for PAF E45=11.3% by 2007). Development of integrated service will improve coordination of diagnosis, assessment and care planning for these children.
- Improve and build upon targeted interventions regarding sexual health for young people most at risk (teenage conception rate). Development of closer monitoring of numbers of young people reached via interventions. Target is 19.6 for 2004 (54 conceptions) and 13.8 (38 conceptions) by 2010.
- Build on good performance regarding timely health assessments and dental checks for children looked after by continuing to alert named nurse for children looked after via reports from database as to children due their assessments and checks or who have not yet received these. (Target for PAF C19= 93% by 2007)

## Stay safe

Safe from maltreatment, neglect, violence and sexual exploitation  
Safe from accidental injury and death  
Safe from bullying and discrimination  
Safe from crime and anti-social behaviour in and out of school  
Have security, stability and are cared for

### *Required performance improvement 2006/2007*

- To date the Youth Offending Team has had 91.1% of young offenders in satisfactory accommodation, although this is below the 100% target. This is an increasing issue for the YOT and we are now working with the Housing Department to look at allocated private landlord properties to this group, alongside awaiting a three bed sheltered accommodation scheme for vulnerable young people.
- Continue to develop the specialist Fostering Scheme to ensure that difficult to place children have access to stable placements (PAF D35: Long term stability of care)
- Work to build in borough foster placements for children looked after. New recruitment drive for foster carers underway. Target to increase in borough foster carers by between eight and ten carers by 2007.

## Enjoy and achieve

Ready for school  
Attend and enjoy school  
Achieve stretching national educational standards at primary school  
Achieve personal and social development and enjoy recreation  
Achieve stretching national educational standards at secondary school

### *Required performance improvement 2006/2007*

- The targeted implementation of strategies for raising attainment improved results in the primary sector, but there is uneven improvement at key stages 3 and 4 in secondary schools.
- Value added data from key stage to key stage 4 shows underperformance in 87.5% schools. The wide and unsatisfactory variation in value added performance is being addressed through a rigorous intervention and support programme and through specific programmes targeting underachieving groups of pupils and variation in gender.
- Although overall attendance improved for the fourth consecutive year by 0.1% to 93.7% there is still room for improvement.
- The majority of exclusions are within the secondary sector where fixed term exclusions are still too high. There are significant variations in the number of exclusions as a percentage of schools' rolls, from 4.2% in one school to 19.5% in another school.
- Raise attainment amongst children looked after by targeting study support interventions at those children at risk of non-engagement and assisting foster carers to provide learning opportunities and monitoring and by addressing absences.

## Make a positive contribution

Engage in decision-making and support the community and environment  
Engage in law-abiding and positive behaviour in and out of school  
Develop positive relationships and choose not to bully or discriminate  
Develop self-confidence and successfully deal with significant life changes and challenges  
Develop enterprising behaviour

### *Required performance improvement 2006/2007*

- Increase numbers of supportive interventions given to young people who are subject to a final warning.
- YOT to increase numbers of, and encourage participation in, restorative justice interventions.
- Develop positive activities for young people and target anti-social behaviour diversionary interventions at worst affected areas.

## Achieve economic wellbeing

Engage in further education, employment or training on leaving school  
Ready for employment  
Live in decent homes and sustainable communities  
Access to transport and material goods  
Live in households free from low income

### *Required performance improvement 2006/2007*

- Work with 16 to 19 year old mothers and schools, colleges and Way to Work to improve current performance of 4.5% currently in EET and 22 known to Connexions **(11.8%)**
- Promote better participation of young people of BME in Connexions.

The Children and Young People's Plan is an important aspect of the changes affecting children's services introduced by the Children Act 2004, the government's 10 year strategy for childcare and the Children's National Service Framework. It both underpins and guides the work we are doing in order to improve outcomes for all children and young people in the borough.

Actions against the key priorities outlined in the following section of this plan highlight not only the self-review aspect of the Annual Performance Assessment of 2004/05, but also the review of progress at section 5 of this plan, which shows progress against performance for key indicators and outcomes as at 31 December 2005.

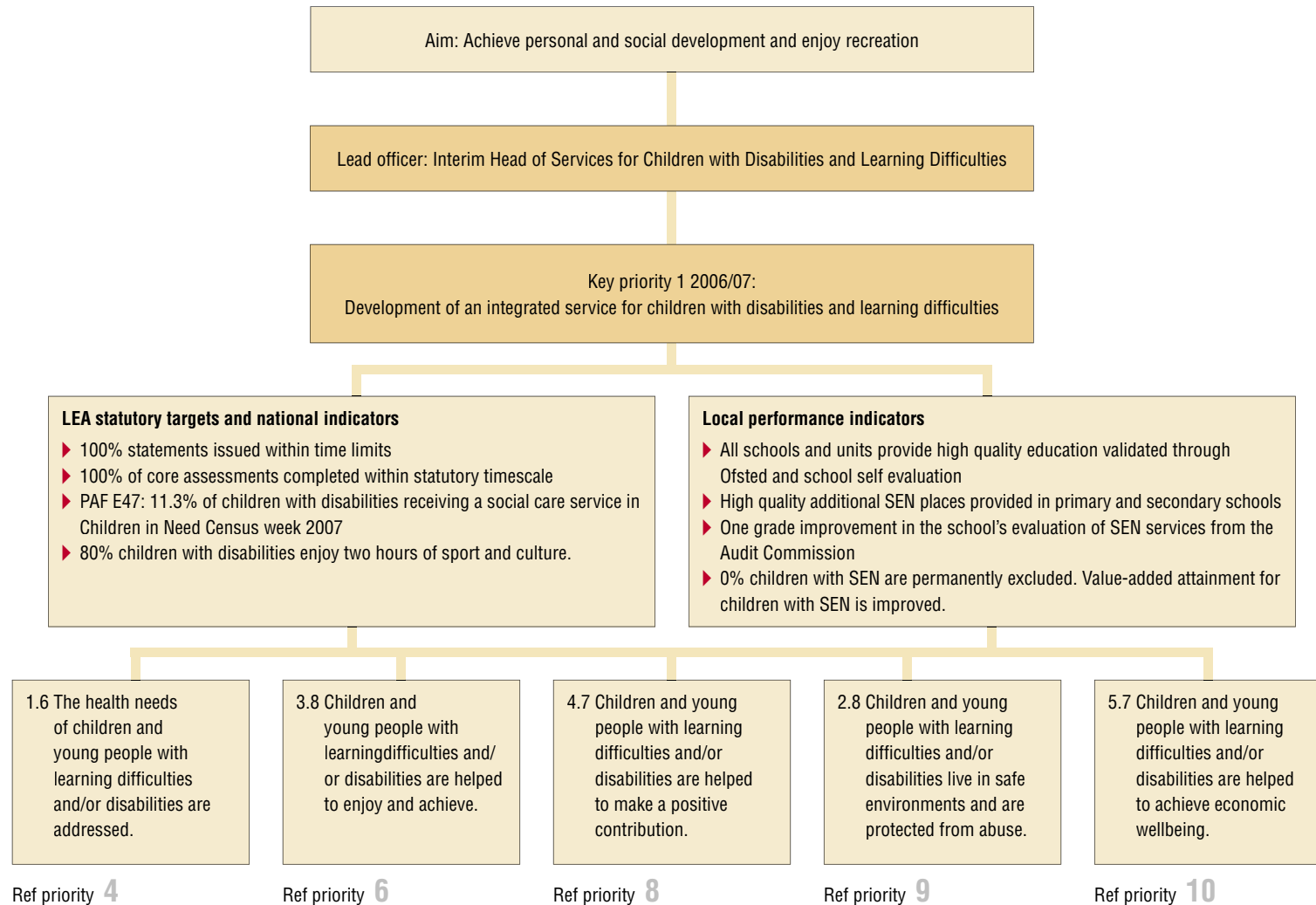
Alongside the borough and the children and young people's profiles in sections 3 and 4, priorities and resulting actions have been based upon an analysis of demography, performance against national and local indicators, an analysis of needs, and the views of children, young people and families in Richmond upon Thames.

Section 9 of the plan outlines the work which has been done throughout the year to involve children and their carers and families in the process of determining how best to serve their needs. Alongside the development of Local Public Service Agreements and the Local Area Agreements, these consultations have assisted in shaping our shared vision, as well as our direction upon how best to deliver services to improve outcomes.

The content of the plan is also attributable to the involvement and participation of the Children and Young People's Strategic Partnership, the Richmond Council of Voluntary Services and the Project Board overseeing the integration of children's services locally to ensure shared ownership of its purpose.

# 6. Our priorities for 2006/07

## Every Child Matters – Be healthy, enjoy and achieve



**Key priority 1 - Development of an integrated service for children with disabilities and learning difficulties**

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
Improve the quality of SEN provision and services	<ul style="list-style-type: none"> <li>• Improved administrative systems for SEN and related SEN panel arrangements.</li> <li>• Decision-making linked more acutely to budget monitoring and value for money (SEN panel to have access to comparative financial information when considering appropriate school placements).</li> <li>• Develop a pilot commissioning framework for children with disabilities and learning difficulties to include SLA with the Primary Care Trusts regarding the provision of paediatric therapy services.</li> <li>• Establish procedures for evaluating parent and carer satisfaction across the integrated service.</li> <li>• Joint equipment administration and budget.</li> <li>• Review the admissions criteria and role of SEN in a consistent format.</li> <li>• Establish a borough-wide system for evaluating and demonstrating progress of children with SEN.</li> </ul>	April 2007	<ul style="list-style-type: none"> <li>• Reduction of 10% in tribunal cases in 2006/07 over previous year.</li> <li>• 100% proposed statements issued within timescales excluding statutory exceptions.</li> <li>• 92% proposed statements issued within 18 weeks including statutory exceptions.</li> <li>• One grade improvement in Audit Commission survey for SEN strategy and services.</li> </ul>
Develop pilot re-engineering of service	<ul style="list-style-type: none"> <li>• Develop pilot re-engineering of the integrated service for children with disabilities and learning difficulties.</li> <li>• Consult parents and carers on the service to provide a baseline for service improvement.</li> </ul>	January/February 2006	Improved service delivery evaluated through the response from parents and carers to the changes in February 2007.
Improve the range of out-of-school and holiday provision for children with disabilities and learning difficulties (CWDLD)	<ul style="list-style-type: none"> <li>• Crofters Club and mini Crofters Club programme developed to enhance provision.</li> <li>• Expand the role of the Youth Service to work with children and young people with disabilities.</li> <li>• Conduct a review of the services for young people within the partnership and expand the extended schools' provision and services in target areas.</li> <li>• Work with voluntary agencies, for example project and Mencap to increase the range of services for CWDLD, especially young people with complex difficulties.</li> <li>• Work with voluntary agencies and other partners to increase the range of services for CWDLD in transition.</li> </ul>	<p>December 2006</p> <p>December 2006</p> <p>April 2007</p> <p>April 2007</p> <p>April 2007</p>	<p>Crofters Club established at Heatham House to identify appropriate resources to expand into other areas of the borough.</p> <p>Expansion of the extended schools' provision for children with disabilities and learning difficulties reported to the Children and Young People's Partnership.</p> <p>Increase number of outreach families supported.</p> <p>Develop services and activities to young people in transition at 13 plus.</p>

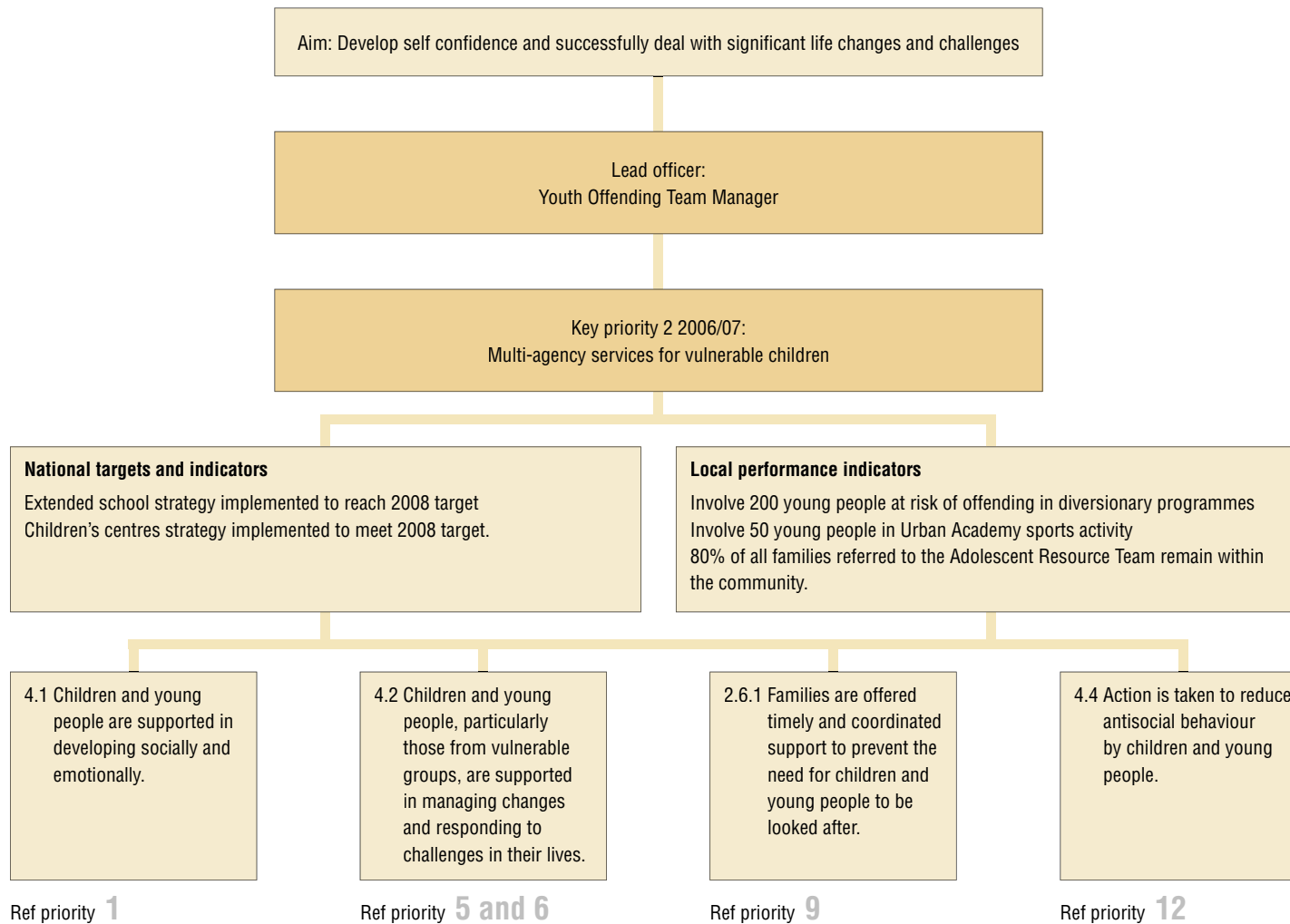
**Key priority 1 - Development of an integrated service for children with disabilities and learning difficulties**

<b>Objectives and outcomes framework indicators</b>	<b>Actions to achieve objective 2006/07</b>	<b>By when</b>	<b>Targets and indicators to achieve outcomes</b>
Improve access to sports and cultural opportunities	<ul style="list-style-type: none"> <li>• Establish a baseline for the percentage of children with CWDLD accessing two hours sport and culture.</li> <li>• Target sports and arts activities delivered across the Children and Young People's Partnership in response to the audit.</li> </ul>	July 2006	Develop baseline and monitoring system.  80% of children and young people with CWDLD access two hours of sport and culture activity.
Sustain and improve the high quality provision for CWDLD	<ul style="list-style-type: none"> <li>• Implement a programme of training and support through the Early Years Development and Childcare Partnership for target groups.</li> <li>• Provide targeted support and parent classes in core children's centres.</li> <li>• Review and implement an improved role for services to support schools and CWDLD to raise standards of attainment.</li> </ul>	April 2006  April 2007  April 2006	Enhanced provision measured through Ofsted inspection, with all settings and schools achieving good to outstanding assessments for SEN.  100% of training for SEN assessed as good or better.
Improve transitions for and employment opportunities for CWDLD	<ul style="list-style-type: none"> <li>• Refine criteria and link with transitions.</li> <li>• Target resources to ensure children and schools are appropriately prepared for transitions at all stages.</li> <li>• Target for key working to focus on transition.</li> <li>• Establish a review of funding for young people with disabilities and learning difficulties transferring into further education.</li> </ul>	April 2007	Transitions between settings and from children's to adult services are well managed.  Project for young people with complex needs by bid for specialist targeted personal adviser to support transition into adulthood.
Target Connexions services to meet education training and employment targets.	<ul style="list-style-type: none"> <li>• Apprenticeships for young people with disabilities and learning difficulties are provided at the skill centre.</li> <li>• Connexions Service to increase the support to children with special needs to ensure effective transitions and increase numbers in E2E.</li> <li>• Improve information, advice and guidance to CWDLD by establishing a service level agreement for CWDLD and monitoring this.</li> </ul>	April 2006 - 2007	Set and meet education, training and employment target in line with Connexions statutory targets.  Specialist personal adviser in place.

**Key priority 1 - Development of an integrated service for children with disabilities and learning difficulties**

<b>Objectives and outcomes framework indicators</b>	<b>Actions to achieve objective 2006/7</b>	<b>By when</b>	<b>Targets and indicators to achieve outcomes</b>
Develop the work of the Children and Young People's Strategic Partnership to improve services for CWDLD	<ul style="list-style-type: none"> <li>• Maximise the use of the voluntary sector in supporting outcomes for CWDLD. Establish networks and structures where they can contribute to share information, coordinate work and build on the existing provision.</li> </ul>	March 2007	Improved services for CWDLD reflected in Audit Commission survey, parent, carer and student survey and audit.
Expand the provision of high quality SEN places	<ul style="list-style-type: none"> <li>• Provide 20 secondary places for children with autistic spectrum disorders at a unit within one of the borough's secondary schools.</li> <li>• Seek approval to the proposal from School Organisation Committee.</li> <li>• Seek planning permission for the unit.</li> <li>• Build the unit.</li> </ul>	September 2006  February 2006  February 2006  Completion by end of August 2006	ASD head of unit appointed and provision to open in September 2006.  Approval gained.  Permission gained.  Unit to be opened in September 2006.
	<ul style="list-style-type: none"> <li>• Implement plans to open the key stage 2 unit for children with communication difficulties in partnership with St Mary's School.</li> </ul>	September 2006	St Mary's key stage 2 unit providing five additional places.
	<ul style="list-style-type: none"> <li>• Expand the outreach from the Oldfield EBD Unit to include satellite nurture group and parenting classes in targeted areas as part of the children's centres' strategy.</li> </ul>	July 2007	The children's centres strategy is implemented to develop nurture group places and parenting classes.

## Every Child Matters – Make a positive contribution



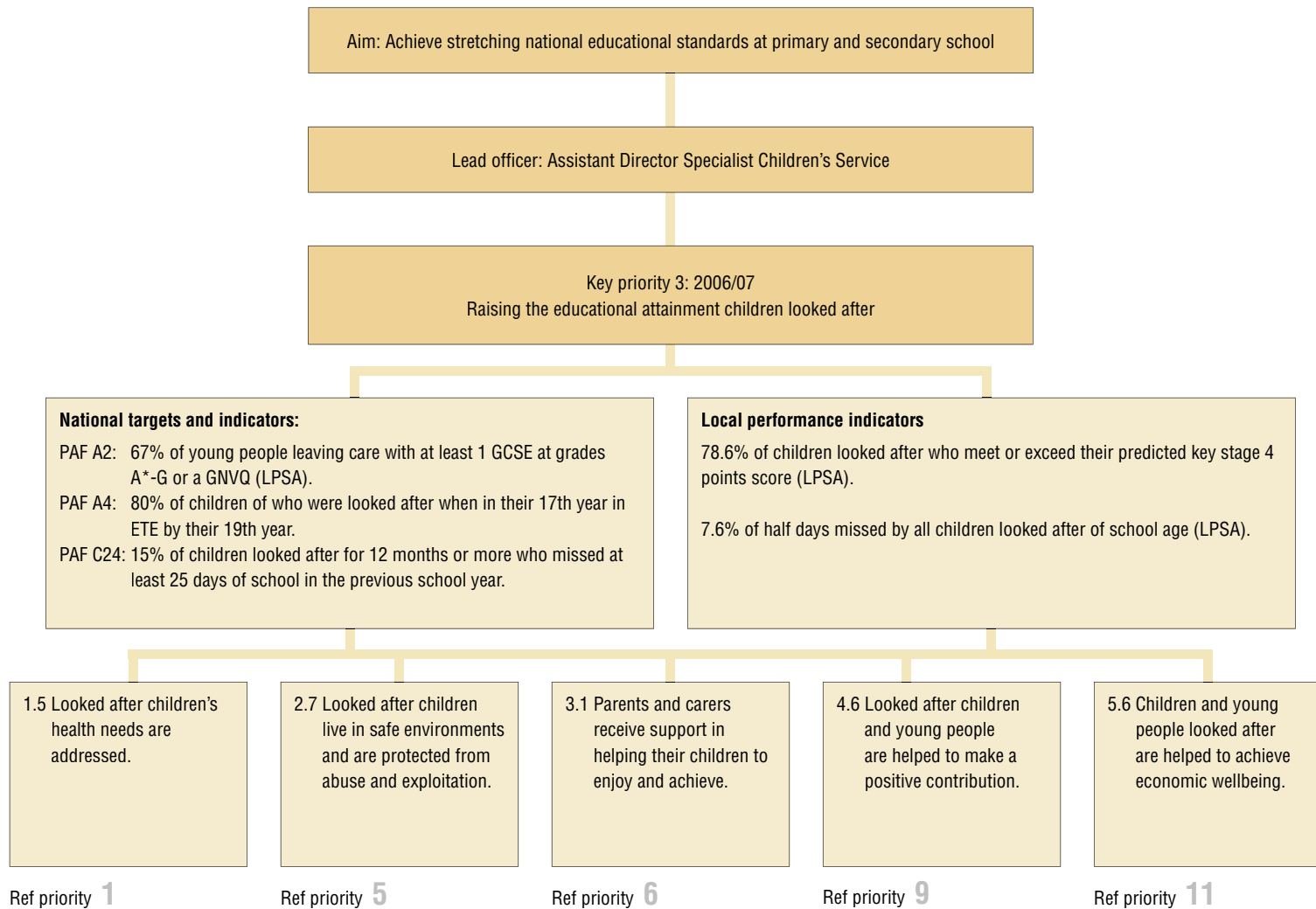
### Key priority 2 - Multi-agency services for vulnerable children

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
Coordinate and develop locality based preventative provision through extended schools and children's centre initiatives.	Appoint strategic manager for extended schools and children's centres.  Establish two full and seven flexible children's centres, offering all core services.  Coordinate multi-agency support within secondary schools, through extended school initiatives.	March 2006  March 2008  Ongoing	Neighbourhood one-stop-shop provision to offer core prevention services to the local community in the most deprived areas, with systems of early identification in place.
Increase support and guidance to vulnerable young people	Establish a strategy for baseline indicators on bullying and threatening behaviour and develop an action plan for reducing this target in partnership with schools.  Establish an assessment process for all children and young people excluded from school.  Extend young victim support line to five evenings per week.  Implement a pilot automated text information service for young people.  Roll out a second sexual health clinic at Heatham House Youth Club.  Roll out urban academy sports activity programme in targeted wards.  Establish coordinated partnership holiday provision in five hotspot areas - pool positive activity for young people budgets to deliver a prospectus of holiday activities and commission services, including the voluntary sector. Develop a holiday activity website.	October 2006  January 2007  October 2006  October 2006  September 2006  May 2006	Methodology for baseline in place and action plan for reducing bullying.  Establish baseline for assessing young people excluded via CAF process.  Teenage pregnancy targets.  All-year-round activity programmes in five deprived wards.

### Key priority 2 - Multi-agency services for vulnerable children

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
Establish an integrated young people's service	<ul style="list-style-type: none"> <li>• Under single line management bring together Council and PCT health services for young people aged 11 to 19.</li> <li>• Produce a strategy for a young people's service, developing multi agency young people provision.</li> <li>• Deliver a Connexions one-stop-shop strategy across the borough using a hub and satellite approach to access difficult to reach areas and groups.</li> <li>• Establish youth club provision in all targeted areas, working with voluntary and community sectors.</li> <li>• Establish a young people's drug team.</li> </ul>	<p>May 2006</p> <p>September 2006</p> <p>April 2005</p> <p>April 2007</p> <p>January 2007</p>	<p>Coordinated provision for all young people delivering both universal and targeted services.</p> <p>Early identification of needs.</p> <p>Delivery of wraparound services.</p> <p>Use of common assessment framework and lead professional.</p>
Via LSCB to ensure all partners working with children and young people	<ul style="list-style-type: none"> <li>• New members of LSCB to be trained.</li> <li>• Governance arrangements in place.</li> <li>• Terms of reference to be agreed for LSCB.</li> </ul>	<p>May 2006 – onwards</p> <p>May 2006</p> <p>May 2006</p>	
Develop a partnership parent support programme	<ul style="list-style-type: none"> <li>• Recruit a parenting coordinator.</li> <li>• Establish a range of parenting interventions at preventative and statutory levels.</li> <li>• Offer parenting support and information within each target ward.</li> </ul>	<p>September 2006</p> <p>April 2007</p> <p>September 2006</p>	<p>To ensure that all parents in need of advice, guidance and information receive it at the earliest opportunity.</p> <p>Ensure that 10% of parents of young offenders receive an intervention.</p>
Keep children and young people within their families and their community	<ul style="list-style-type: none"> <li>• Link Adolescent Resource Team into extended school networks to ensure timely sharing of information and early identification and intervention to support families at risk of breakdown.</li> <li>• Extend access to Adolescent Resource Team to include evenings and weekends.</li> </ul>	<p>September 2006</p> <p>April 2007</p>	<p>80% of young people referred to the Adolescent Resource Team at risk of family breakdown remain within their families.</p>

## Every Child Matters – Enjoy and achieve



**Key priority 3 - Raising the educational attainment children looked after**

<b>Objectives and outcomes framework indicators</b>	<b>Actions to achieve objective 2006/07</b>	<b>By when</b>	<b>Targets and indicators to achieve outcomes</b>
Looked after children's health needs are addressed	<ul style="list-style-type: none"> <li>• Fast track facility for CLA to broad range of CAMHS services.</li> </ul>	Revision of existing arrangements by September 2006	<p>Agreed referral form, process and arrangements.</p> <p>Agreed timeframe from referral to response in 14 days.</p>
	<ul style="list-style-type: none"> <li>• Monthly 'Think Space' to allow discussion, reflection and planning support for CLA, which can be accessed by education professionals including designated teachers.</li> </ul>	May 2006	<p>Three monthly sessions all fully utilised.</p> <p>Proposals made are incorporated into care planning process for individual young people.</p> <p>Evaluation of sessions is completed by referrer to assist with service development.</p>
	<ul style="list-style-type: none"> <li>• Training for designated teachers on working and dealing with young people with presenting mental health issues in an educational environment.</li> </ul>	November 2006	<p>One designated teacher forum to be facilitated by clinical psychologist.</p> <p>Development of educational psychologist leading on two INSET school training sessions for teachers.</p> <p>Information and literature to be collated to assist education settings.</p>
Healthy lifestyles are promoted for children and young people	<ul style="list-style-type: none"> <li>• This information, education and related services are usually delivered through PHSE curriculum in schools. In delivering education to children out of mainstream setting a programme to ensure these issues are covered will be developed.</li> <li>• Increased dedicated multi agency from Connexions e-panel on substance misuse.</li> </ul>	September 2006	<p>Produce written information and guidance as to how the appropriate issues are covered and provided for children out of mainstream school provision.</p> <p>Establish a baseline drug and alcohol consumption.</p>

### Key priority 3 - Raising the educational attainment children looked after

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
Children looked after live in safe environments and are protected from abuse and exploitation	<ul style="list-style-type: none"> <li>• Questionnaires to all CLA in appropriate age range to try and elicit views and concerns of young people in relation to victims or perpetrators.</li> <li>• Screening of Personal Educational Plans (PEPs) to be routinely undertaken to illicit signs or indicators of bullying.</li> <li>• Group work intervention developed for those young people experiencing or at risk of bullying.</li> <li>• Interviews with social workers for target age groups to illicit relevant information.</li> <li>• Continued development of total professional fostering scheme.</li> <li>• Better out-of-borough placement coordination and planning including use of tri-partite panel.</li> <li>• Early intervention when behaviour and attendance is becoming problematic.</li> <li>• Use information from foster carers to improve service delivery in the locality for CLA through the children's centre strategy.</li> </ul>	<p>December 2006</p> <p>December 2006</p> <p>June 2006</p> <p>May 2006</p>	<p>Baseline established. All children looked after in age range considered.</p> <p>All PEPs screened by education facilitator.</p> <p>Revise the young person's PEP view form to include direct questions on bullying.</p> <p>Target groups established and operational with links to educational setting.</p> <p>100% of foster carers trained by 2007.</p> <p>Aim of increasing stability in placements for this age range by 3% on start of year figure.</p>
Children and young people are enabled and encouraged to attend and enjoy school and to achieve highly	<ul style="list-style-type: none"> <li>• Ensure that weekly data is available to social worker on electronic case recording system.</li> <li>• Target those children with more than 10 days absence with specific interventions.</li> <li>• Develop a role for EWO (CLA) with clear objectives and targeted interventions.</li> <li>• Ensuring carers and social workers receive mandatory training on skills and strategies to promote good school attendance.</li> </ul>	<p>June 2006</p> <p>April 2006</p> <p>April 2006</p>	<p>Input data directly to client case file.</p> <p>Formal planning meetings held to include carers, school representative and social worker.</p> <p>Revise existing protocol between EWS and CLA team to facilitate creation of new post (LPSA) to target children in local or nearby boroughs' schools and coordinate responses to those placed outside a 10 mile radius.</p>

**Key priority 3 - Raising the educational attainment children looked after**

<b>Objectives and outcomes framework indicators</b>	<b>Actions to achieve objective 2006/07</b>	<b>By when</b>	<b>Targets and indicators to achieve outcomes</b>
	<ul style="list-style-type: none"> <li>• Team managers are required to ensure that absence monitoring is routinely discussed on all CLA cases with actions specified.</li> <li>• Ensuring carers and social workers receive mandatory training on skills and strategies to promote good school attendance.</li> <li>• Team managers are required to ensure that absence monitoring is routinely discussed on all children looked after cases.</li> </ul>	<p>April 2006</p> <p>December 2006</p> <p>April 2006</p>	<p>Training delivered, all those targeted attend.</p> <p>Increase in social work activity relating to non attendance.</p> <p>Non-attendance PAF C24 target for 25+ days absence reduced to 14.5% by end of 2006.</p>
<p>Children and young people looked after are helped to enjoy and achieve</p>	<ul style="list-style-type: none"> <li>• Dedicated education (CLA) representative to attend PEP planning for children working towards key stages during autumn term of the academic year when they are due to sit tests.</li> <li>• CLA teacher to provide carers with appropriate support, advice and materials for those children undertaking tests at key stages 1 and 2.</li> <li>• Use of dedicated educational psychologist time to offer guidance and appropriate intervention for children with disabilities and learning difficulties to ensure they are supported to achieve potential.</li> </ul>	<p>September 2006</p> <p>September 2006</p> <p>September 2006</p>	<p>Multi-agency team manager to audit PEPs 6 monthly and ensure compliance. Written materials pack produced. Carers are asked to provide feedback on materials and identify other forms of support required.</p> <p>All children with disabilities and learning difficulties are provided with at least one annual appointment at the education surgery.</p> <p>Richmond upon Thames education representative will attend all annual reviews of SEN for CLA to ensure individual education plan targets are being achieved.</p>

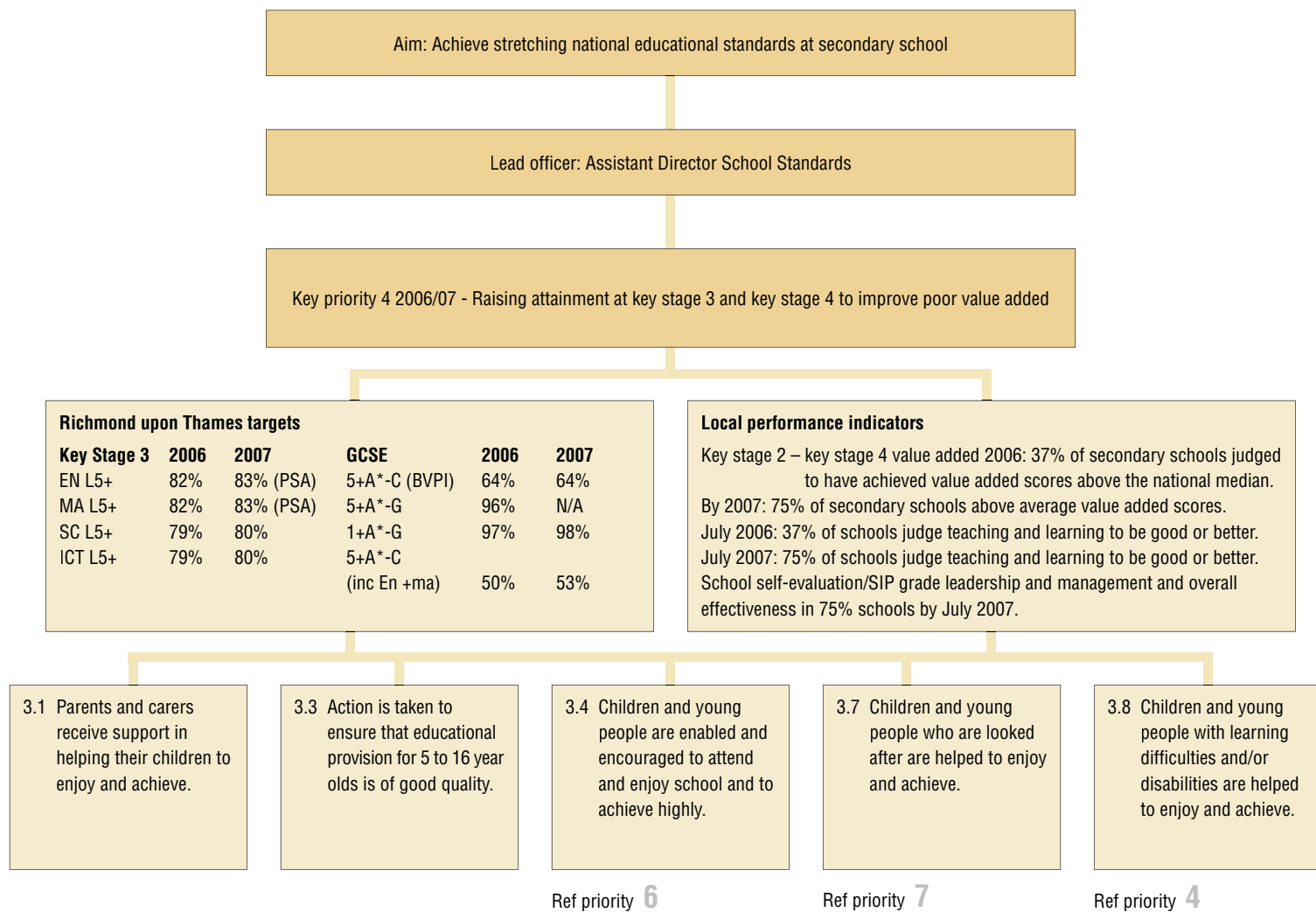
**Key priority 3 - Raising the educational attainment children looked after**

<b>Objectives and outcomes framework indicators</b>	<b>Actions to achieve objective 2006/07</b>	<b>By when</b>	<b>Targets and indicators to achieve outcomes</b>
Education achievement of children looked after compared with their peers	<ul style="list-style-type: none"> <li>• Support all CLA to maintain inclusion in mainstream school wherever possible.</li> <li>• Out-of-school hours learning opportunities are maximised for CLA.</li> <li>• Ensure early intervention strategies are complied with.</li> <li>• Collate a contact list of champions for all care agencies responsible for corporate parenting across all key agencies as contacts for the key worker pilot scheme.</li> </ul>	<p>April 2006</p> <p>September 2006</p>	<p>Utilise PEP process and maintain this at 100%.</p> <p>Provide services which 'fill gaps' with specific learning support.</p> <p>Ensure collated list is circulated.</p>
	<ul style="list-style-type: none"> <li>• Ensure all children looked after have access to full national curriculum; including working toward GCSEs wherever possible.</li> <li>• Providing coordinated education for children looked after who are excluded or without a school place.</li> </ul>	<p>September 2006</p> <p>September 2006</p>	<p>Ensure that all CLA under the SEN code of practice have PEPs that are reviewed within statutory timescales.</p> <p>All CLA of statutory school age are provided with services from the Cultural Pathfinder programme.</p> <p>PEPs are audited six monthly by the education (CLA) facilitator to ensure that young people's views on preferred out-of-hours learning and activity have been acted upon. Increase the percentage by 10%.</p> <p>Children meet or exceed their key stage 4 point score based on key stage 3 achievement level.</p>
Uptake of sporting and cultural opportunities for 5 to 16 year olds	<ul style="list-style-type: none"> <li>• Dedicated personal adviser to lead, coordinate and support the Cultural Pathfinder programme.</li> <li>• Arts, Libraries and Leisure provide rolling programme of opportunities and activities for CLA.</li> </ul>	<p>April 2006</p> <p>July 2006</p>	<p>Establish a baseline for number of children looked after of statutory school age has taken up an out-of-school learning activity or opportunity.</p> <p>100% of children looked after of appropriate age are offered opportunities to access, participate and be involved in sporting and cultural activities of their choice.</p> <p>100% of children looked after of appropriate age are provided with 1+1 leisure cards.</p> <p>Feedback questionnaires from children looked after and their carers to be collated to inform service redesign.</p>

### Key priority 3 - Raising the educational attainment children looked after

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
Percentage of 14 year olds (key stage 3) achieving level 5 in english, maths, science and ICT	<ul style="list-style-type: none"> <li>• Ensure that CLA have access to additional support in preparation for key stage 3 tests.</li> <li>• Ensure that carers are provided with appropriate written materials and guidance and training on key stage 3 preparation.</li> <li>• PEPs undertaken in the autumn term of academic year identify clear support and services to ensure attendance at key stage 3 tests and achievement to the required level.</li> </ul>	<p>December 2006</p> <p>December 2006</p> <p>December 2006</p>	<p>100% of children who are required to take key stage 3 tests receive opportunities for additional support and learning.</p> <p>Dedicated financial support is made available to commission services required.</p> <p>Training and written materials are provided to carers in autumn term, for all those where they have children placed undertaking key stage 3.</p> <p>Early intervention targets (attendance and behaviour) are acted upon as previously set out.</p>
PAF Indicator A2: 66.7% of children leaving care aged 16 or over with at least 1 A*-G (LPSA)	<ul style="list-style-type: none"> <li>• Develop learning mentoring opportunities for all year 11 pupils.</li> <li>• Study skills sessions provided for target group.</li> <li>• All young people are provided with homework and course work support.</li> </ul>	<p>September 2006</p> <p>January 2007</p> <p>April 2007</p>	<p>100% of year 11s are offered a learning mentor to support their educational potential and attainment. GCSE predicated score 64.3%.</p> <p>100% of year 11s are provided with study skills sessions, which include those in Richmond upon Thames schools and those placed out of borough. PAF indicator A2 66.7% (LPSA).</p> <p>100% of year 11s are provided with homework and course work support opportunities.</p>
Permanent and fixed term exclusions	<ul style="list-style-type: none"> <li>• Targeted multi-agency intervention and support to those identified to be at risk of exclusion.</li> </ul>	<p>April 2007</p>	<p>10% reduction in fixed term exclusions of children looked after based on baseline figures at 31 March 2006.</p>
Children looked after participating in decision making locally	<ul style="list-style-type: none"> <li>• Develop a peer monitoring scheme for CLA.</li> <li>• Ensure that as part of the participation strategy, CLA are encouraged to contribute to school and other youth forums.</li> </ul>	<p>December 2006</p> <p>April 2006</p>	<p>Representation of children looked after elected on a school or local youth forum.</p> <p>Terms of reference for peer mentoring scheme written and agreed.</p> <p>Peer mentoring scheme established.</p> <p>100% of children looked after invited to be involved in the scheme.</p>
Percentage of children looked after aged 16 to 18 years, not in training or education	<ul style="list-style-type: none"> <li>• Dedicated service to year 12 and 13 to support learning and employment opportunities.</li> <li>• Development of in-borough work experience programme and employment opportunities for CLA.</li> </ul>	<p>September 2006</p> <p>March 2007</p>	<p>Working group of established relevant people to coordinate intervention.</p> <p>Monitoring of year 11 cohort to identify those without clear future plans.</p> <p>Utilise the September guarantee for all year 11 pupils in terms of involvement with Connexions.</p> <p>Sustain the number of year 12s remaining in stable college or employment or training by December 2006 in top band of PAF indicator A4.</p> <p>Two specific work experience opportunities/ programme are established for CLA from within the Council.</p> <p>Two employment opportunities for CLA are established from within the Council.</p>

## Every Child Matters – Enjoy and achieve



**Key priority 4 - Raising attainment at key stage 3 and key stage 4 to improve poor value added**

<b>Objectives and outcomes framework indicators</b>	<b>Actions to achieve objective 2006/07</b>	<b>By when</b>	<b>Targets and indicators to achieve outcomes</b>
<p>To improve achievement at key stage 3 in English, mathematics, science and ICT</p>	<ul style="list-style-type: none"> <li>• Support schools to develop effective intervention programmes for targeted pupils who enter key stage 3 below level 4 and who are not on courses to achieve level 5 in year 9.</li> <li>• Target support from the secondary strategy consultants to departments and teachers following analysis of areas of weaknesses in teaching and learning.</li> <li>• Improve continuity between key stage 2 and key stage 3 through training and progression projects, and by leading on the recommendations of the external year 7 review of teaching and learning.</li> <li>• LPSA pump-priming resources to targeted intervention programmes for vulnerable pupils, working below expected levels, at risk of exclusion and high levels of non-attendance.</li> <li>• Targeted library service and family reading projects, particularly focused on improving progression in reading skills in year 8.</li> </ul>	<p>July 2007</p> <p>July 2007</p> <p>December 2006</p> <p>Set up by April 2006 Completion date March 2008</p>	<p>Level 5 performance by July 2006 English 82%      mathematics 82% science 79%      ICT 79%</p> <p>Level 5 performance by July 2007 English 83%      mathematics 83% science 80%      ICT 80%</p> <p>Level 6 performance in English, mathematics and science by a least 6% by July 2007. ICT performance to improve by 10%.</p> <p>Key stage 2 to key stage 3 value added. By July 2006: 37.5% of schools above average value added. By July 2007: 75% of schools above average value added.</p>
<p>To improve achievement in GCSEs at key stage 4</p>	<ul style="list-style-type: none"> <li>• Targeted intervention programmes for potentially underachieving pupils (pupil champions and the performance collaborative).</li> <li>• Target support from the secondary strategy consultants, external consultants and lead professionals from schools, teachers from leading edge schools and ASTs to departments and teachers, following analysis of identified weaknesses in teaching and learning.</li> <li>• Support the development of new learning pathways and personalised learning programmes for young people at key stage 4.</li> </ul>	<p>July 2006</p> <p>July 2007</p> <p>July 2007</p>	<p>Key stage 4 performance by July 2006 5+ A*-C 64% 5+ A*-C* (including English and maths) 50%.</p> <p>Key stage 4 performance by July 2007 5+ A*-C 64% 5+ A*-C (including English and maths) 53%.</p> <p>Key stage value added scores by July 2006: 37% of schools above average value added. By July 2007: 75% of schools above average value added.</p>

### Key priority 4 - Raising attainment at key stage 3 and key stage 4 to improve poor value added

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
To improve the quality of teaching and learning across the curriculum	<ul style="list-style-type: none"> <li>• Provide support and training for schools on secondary national strategy whole school initiatives.</li> <li>• Provide support and guidance on effective management of pupils, particularly those demonstrating challenging behaviour.</li> <li>• Professional development on effective practice in teaching and support pupils with specific learning needs through special school/ bases outreach support and consultancy from the Learning Needs Team.</li> <li>• Continue to use the Classroom of the Future as the focus for developing innovative classroom practice.</li> <li>• Extend secondary school specialisms and establish a specialist school network for the sharing of effective practice.</li> <li>• Work on partnership with schools on effective strategies for the recruitment and retention of high quality teachers.</li> </ul>	<p>March 2007</p> <p>March 2007</p>	<p>Improved value added scores at both key stage 3 and 4 (see above).</p> <p>Improvements in the judgements on the quality of teaching and learning evident in Ofsted and school evaluation reports:</p> <p>By July 2006 - 37% schools judge teaching and learning to be good. By July 2007 - 75% schools judge teaching and learning to be good.</p>
To enhance the capacity of leadership teams and governors to lead on improvements in the quality of teaching	<ul style="list-style-type: none"> <li>• Extend opportunities for school leaders to learn from transformational school leadership practice within and outside the Richmond Borough through targeted training and subject, deputy head and headteacher meetings.</li> <li>• Support school strategy managers in identifying priorities and actions.</li> <li>• Train and support senior managers, subject leaders and governors in the use of performance data and target setting, including new PANDA data and Fischer Family Trust.</li> <li>• Provide in-school coaching and support for senior managers and subject leaders in undertaking effective lesson observations, completing subject reviews and developing a learning culture.</li> <li>• Guide and support leaders in procedures for whole school evaluation and writing the SEF.</li> <li>• Implement School Improvement Partners for secondary schools and clarify roles of local authority inspectors and SIPs.</li> <li>• Support schools with the implementation of workplace remodelling, effective performance management procedures and professional development frameworks.</li> <li>• Support schools in establishing educational partnerships to address shared priorities, including behaviour management and exclusions, attendance, and professional development.</li> </ul>	<p>July 2007</p> <p>April 2006</p> <p>April 2006</p> <p>December 2006</p> <p>April 2006</p> <p>September 2006</p> <p>July 2007</p> <p>July 2007</p>	<p>By July 2007: 75% of schools to achieve a good or better grading for leadership and management and overall effectiveness in Ofsted inspections and school self-evaluation reports.</p>

#### Key priority 4 - Raising attainment at key stage 3 and key stage 4 to improve poor value added

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
<p>To raise standards and quality of provision in Richmond Borough schools by using the LA programme for intervention and support to address areas for improvement and target resources according to need</p>	<ul style="list-style-type: none"> <li>• Continue to identify and support schools causing concern intervening in inverse proportion to success.</li> <li>• To support and coordinate a multi-disciplinary service approach to raising achievement in targeted schools.</li> <li>• Target LA resources according to need.</li> <li>• Work with schools to develop rigorous systems of self-review, and provide differentiated advice and intensive support where appropriate.</li> <li>• Hold monitoring meetings each term to evaluate progress made on the school's plan for improvement.</li> <li>• Carry out the agreed actions within each school improvement plan and continue to monitor and review effectiveness of LA and governors' procedures.</li> </ul>	<p>September 2007</p>	<p>No schools causing concern to be identified by Ofsted as being either a school in special measures or being given a notice to improve.</p> <p>Any schools identified by Ofsted as requiring special measures or given notice to improve are removed from the category by the agreed date.</p> <p>Leadership and management are improved as identified in SEF, local authority monitoring and Ofsted inspections in 100% secondary schools identified as causing concern.</p>
<p>To improve the quality of secondary school accommodation and learning environments</p>	<ul style="list-style-type: none"> <li>• To undertake the Building Schools for the Future project for the rebuilding of Teddington School.</li> <li>• To undertake the capital programme for the development of sixth form provision and the building of a new teaching block at Shene School.</li> <li>• To continue with the 10 year local investment programme to improve the quality of all secondary school buildings, sports facilities and learning bases for young people with specific learning disabilities.</li> </ul>	<p>September 2008</p> <p>September 2008</p> <p>September 2007</p>	<p>Successful building projects completed within timescales and leading to significantly improved teaching and learning environments.</p>

## Every Child Matters – Enjoy and achieve

Aim: Achieve stretching national educational standards at primary and secondary school

Lead officer: Assistant Director School Standards

Key Priority 5 2006/07: Tackling underachievement for specific groups

<p><b>Richmond upon Thames local authority targets</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2005/6</th> <th style="text-align: center;">2006/7</th> </tr> </thead> <tbody> <tr> <td><b>Key stage 2</b></td> <td><b>Level 4+</b></td> <td></td> </tr> <tr> <td>English</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">90%</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">90%</td> </tr> <tr> <td><b>Key stage 3</b></td> <td><b>Level 5+</b></td> <td></td> </tr> <tr> <td>English</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">83%</td> </tr> <tr> <td colspan="3" style="font-size: small;">(with local public service agreement)</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">83%</td> </tr> <tr> <td>Science</td> <td style="text-align: center;">79%</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>ICT</td> <td style="text-align: center;">79%</td> <td style="text-align: center;">80%</td> </tr> <tr> <td><b>Key stage 4</b></td> <td><b>5+ A*-C grades</b></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">64%</td> <td style="text-align: center;">64%</td> </tr> <tr> <td></td> <td colspan="2" style="font-size: small;">Average point score uncapped</td> </tr> <tr> <td></td> <td style="text-align: center;">371</td> <td style="text-align: center;">374</td> </tr> </tbody> </table>		2005/6	2006/7	<b>Key stage 2</b>	<b>Level 4+</b>		English	90%	90%	Maths	90%	90%	<b>Key stage 3</b>	<b>Level 5+</b>		English	82%	83%	(with local public service agreement)			Maths	82%	83%	Science	79%	80%	ICT	79%	80%	<b>Key stage 4</b>	<b>5+ A*-C grades</b>			64%	64%		Average point score uncapped			371	374	<p><b>Local performance indicators</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2"></th> <th style="text-align: center;">2005/6</th> <th style="text-align: center;">2006/7</th> </tr> </thead> <tbody> <tr> <td colspan="4"><b>Gifted and talented pupils</b></td> </tr> <tr> <td><b>Key stage 1</b></td> <td><b>Level 3+</b></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td></td> <td style="text-align: center;">41%</td> <td style="text-align: center;">44%</td> </tr> <tr> <td>Writing</td> <td></td> <td style="text-align: center;">22%</td> <td style="text-align: center;">23%</td> </tr> <tr> <td>Maths</td> <td></td> <td style="text-align: center;">36%</td> <td style="text-align: center;">39%</td> </tr> <tr> <td><b>Key stage 2</b></td> <td><b>Level 5+</b></td> <td></td> <td></td> </tr> <tr> <td>English</td> <td></td> <td style="text-align: center;">46%</td> <td style="text-align: center;">46%</td> </tr> <tr> <td>Maths</td> <td></td> <td style="text-align: center;">46%</td> <td style="text-align: center;">46%</td> </tr> <tr> <td><b>Key stage 3</b></td> <td><b>Level 7+</b></td> <td></td> <td></td> </tr> <tr> <td>English</td> <td></td> <td style="text-align: center;">13%</td> <td style="text-align: center;">16%</td> </tr> <tr> <td>Maths</td> <td></td> <td style="text-align: center;">26%</td> <td style="text-align: center;">27%</td> </tr> <tr> <td><b>Key stage 4</b></td> <td><b>5+ A*-A grade GCSE</b></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">16%</td> <td style="text-align: center;">18%</td> </tr> </tbody> </table> <p style="font-size: small;">cross reference to target section in priority 4</p>			2005/6	2006/7	<b>Gifted and talented pupils</b>				<b>Key stage 1</b>	<b>Level 3+</b>			Reading		41%	44%	Writing		22%	23%	Maths		36%	39%	<b>Key stage 2</b>	<b>Level 5+</b>			English		46%	46%	Maths		46%	46%	<b>Key stage 3</b>	<b>Level 7+</b>			English		13%	16%	Maths		26%	27%	<b>Key stage 4</b>	<b>5+ A*-A grade GCSE</b>					16%	18%
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**Gender indicators**

2005/6

**Key stage 2**

Boys writing at level 5+ improved by 10% to 29%

Girls maths at level 5+ improved by 5% to 46%

**Key stage 3**

Boys English at level 5+ 72%, level 6+ 33%

Boys English at level 5+ 76%, level 6+ 36% (2006/7)

**Key stage 4**

Boys English GCSE 60% A\*-C grades (increase to 63% in 2006/7)

Boys 5 or more GCSEs A\*-C 53% (increase to 56% in 2006/7)

**Ethnic minority indicator**

Black ethnic minority pupils 5+ A\*-C 57%

3.3 Action is taken to ensure that educational provision 5 to 16 year olds is of good quality.

Ref priority **3**

3.4 Children and young people are enabled and encouraged to attend and enjoy school and to achieve highly.

3.8 Children and young people with learning difficulties and/or disabilities are helped to enjoy and achieve.

Ref priority **4**

4.2 Children and young people, particularly those from vulnerable groups are supported in managing changes and responding to challenges in their lives.

Ref priority **9**

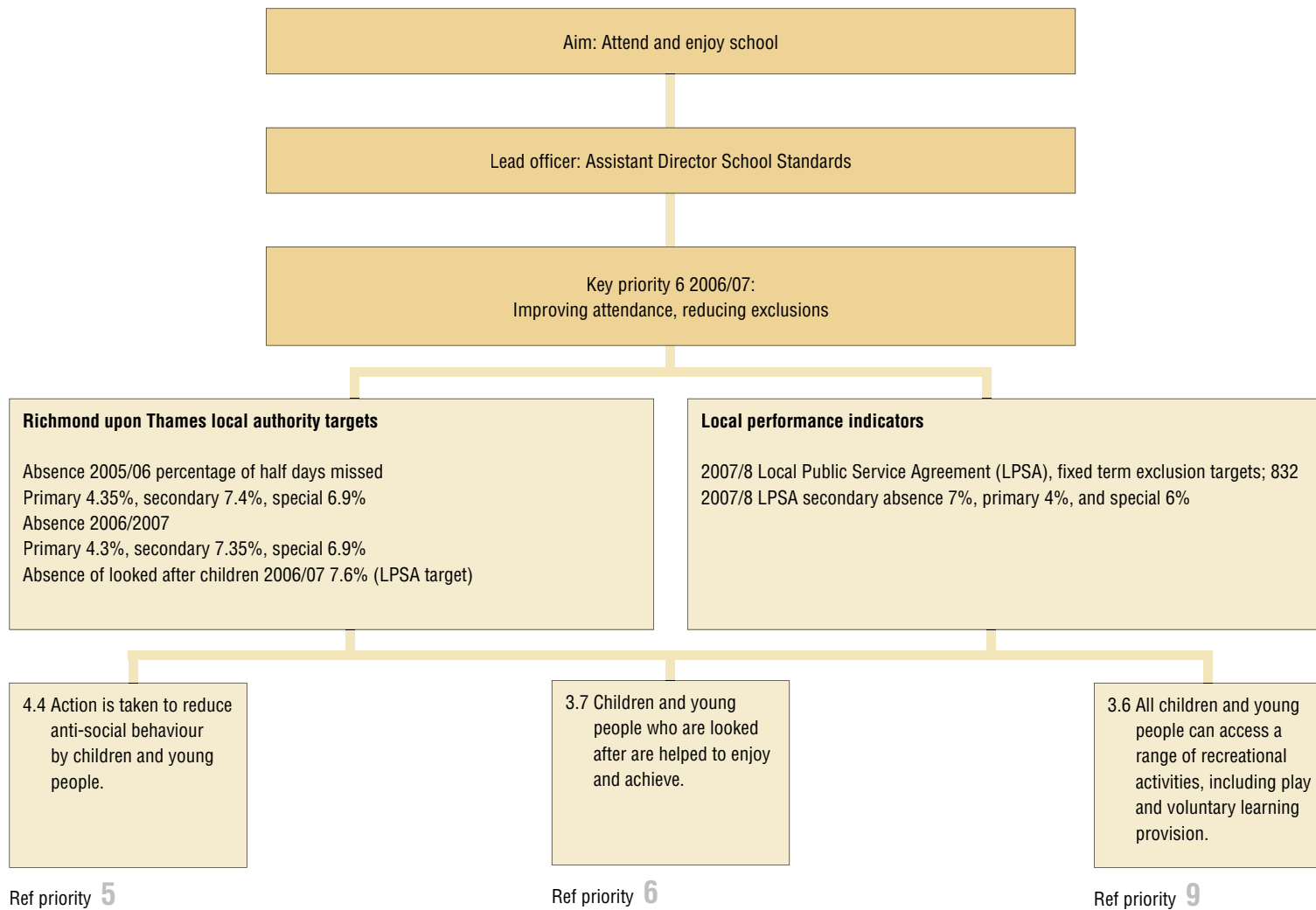
4.7 Children and young people with learning difficulties and/or disabilities are helped to make a positive contribution.



### Key priority 5 - Tackling underachievement for specific groups

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
<p>Underachieving ethnic groups: To raise the attainment of pupils from Black and African Caribbean groups</p>	<ul style="list-style-type: none"> <li>• Devolve EMA grant to all secondary schools for raising standards of underachieving ethnic minority groups. To particularly target key stage 3 African Caribbean boys.</li> <li>• All schools have plans for use of devolved EMA funding. An audit of the use and effectiveness to be undertaken during the spring term 2006.</li> <li>• Collect and analyse data from schools.</li> <li>• Key issues on underachievement communicated to schools.</li> <li>• Assigned inspectors to monitor schools' effectiveness in tracking and improving performance of underachieving minority ethnic pupils.</li> <li>• Provide training on race equality and the use of ethnically diverse resources.</li> <li>• Successful practice from effective use of EMA grant to be shared across all secondary schools.</li> <li>• Disseminate strategies from training and network meetings to improve the achievement of black ethnic groups to schools.</li> <li>• Develop personal adviser role to support black minority ethnic pupils and build on best practice from peer mentoring group.</li> <li>• Target resources at underachieving groups.</li> </ul>	<p>July 2006 and then annually</p>	<p>Key stage 4 2006: 57% of black ethnic minority pupils to achieve 5+ A*-C grades</p> <p>To reverse the decline in performance of black/black British African pupils at key stage 4. To show an improvement of 5% each year.</p>
<p><b>Pupils with special educational needs:</b> To work with schools to improve the progress and attainment of pupils with special educational needs by promoting inclusive practice and targeted interventions in schools.</p>	<ul style="list-style-type: none"> <li>• Provide school and centre based training to include SENJIT modules and conference.</li> <li>• Facilitate training for SENCO including induction and mentoring.</li> <li>• Conduct programme of supported self-evaluation.</li> <li>• Further develop web-based resources and information.</li> <li>• Offer advice on meeting pupils' needs through multi professional meetings and staff consultations.</li> <li>• Further develop the use of provision mapping across all schools.</li> <li>• Provide training for staff to implement threshold guidance relating to individual pupil needs.</li> <li>• Support targeted intervention across 20 schools over the year.</li> </ul>	<p>July 2006</p> <p>December 2006</p> <p>July 2007</p>	<p>Special educational needs of 100% of pupils correctly identified and appropriate plans for support are in place.</p> <p>Pupils' needs are addressed accordingly and monitored by self-evaluation process and data.</p> <p>Increased rate of progress and levels of achievement evident, rate of progress improved by 50% during intervention.</p>

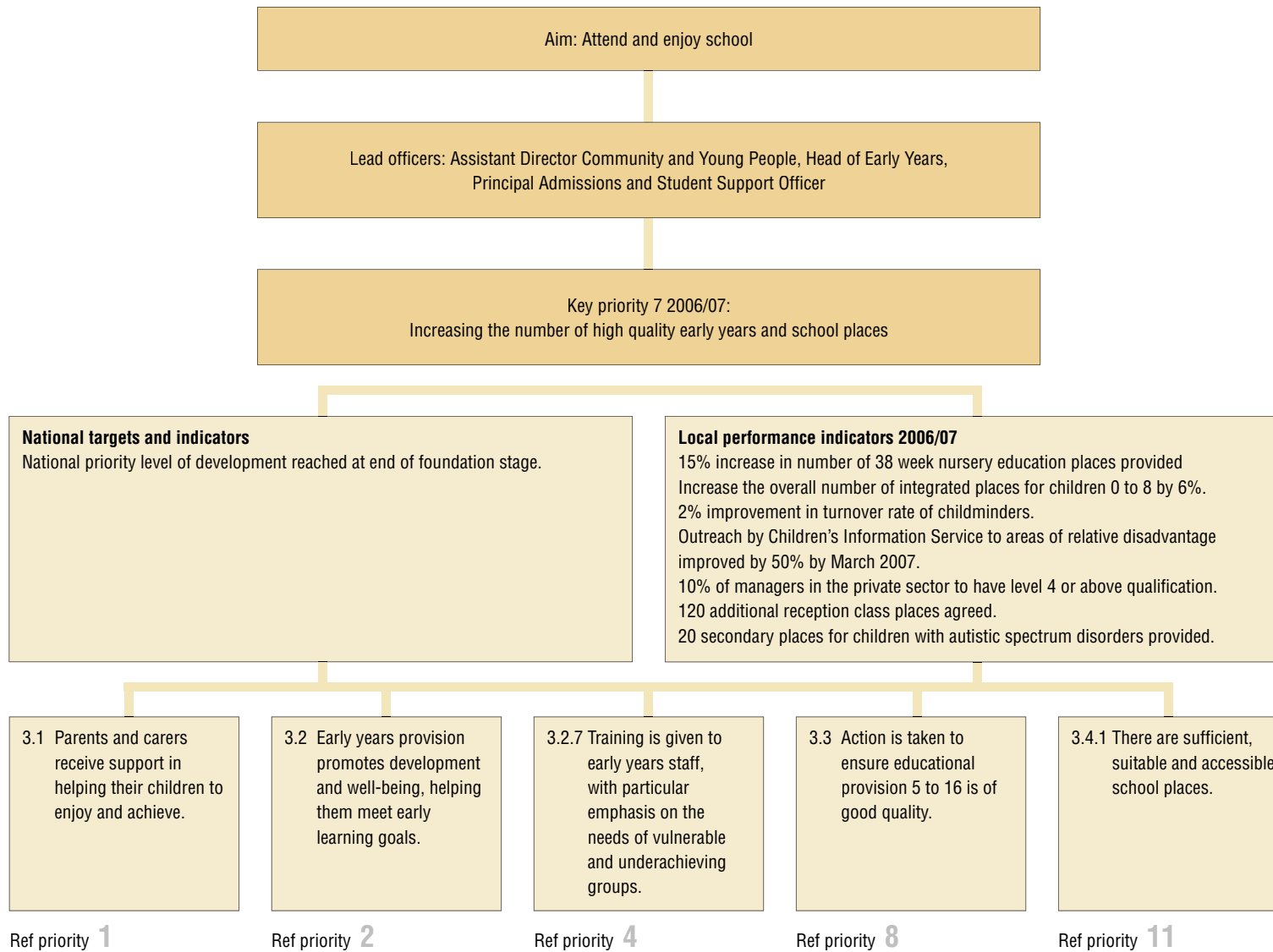
## Every Child Matters – Be healthy, enjoy and achieve



### Key priority 6 - Improving attendance, reducing exclusions

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes																		
<p>Improve attendance across the secondary sector and 12 targeted primary schools</p>	<ul style="list-style-type: none"> <li>• Analyse attendance figures and target EWO support.</li> <li>• Extend use of new legal powers and increase prosecutions.</li> <li>• Carry out joint truancy patrols with the police service.</li> <li>• Promotion of discount holiday scheme.</li> <li>• Reduce unauthorised absence in three targeted secondary schools by individually set targets.</li> <li>• Change of registration codes across all borough schools in line with DfES requirements.</li> <li>• Organise an award ceremony to celebrate most improved and sustained good attendance.</li> <li>• Offer training to school governors in relation to attendance and child protection.</li> <li>• Children's Fund project to continue for further two years using the expertise of current post holder to develop best practice in transition across the borough over the next two years.</li> <li>• Audit and improve the take up of pupils benefits for FSM, clothing grants and travel.</li> </ul>	<p>Review termly July 2006</p> <p>Monthly term-time only</p> <p>Spring term 2006</p> <p>July 2006</p> <p>July 2006</p> <p>July 2006</p> <p>In line with governors yearly training programme</p> <p>July 2007</p>	<p>Local public service agreement targets for reducing absence:</p> <p><b>2005/2006</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 60%;">Primary</td><td style="text-align: right;">4.35%</td></tr> <tr><td>Secondary</td><td style="text-align: right;">7.4%</td></tr> <tr><td>Special</td><td style="text-align: right;">6.9%</td></tr> </table> <p><b>2006/2007</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 60%;">Primary</td><td style="text-align: right;">4.3%</td></tr> <tr><td>Secondary</td><td style="text-align: right;">7.35%</td></tr> <tr><td>Special</td><td style="text-align: right;">6.9%</td></tr> </table> <p><b>2007/8</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 60%;">Primary</td><td style="text-align: right;">4%</td></tr> <tr><td>Secondary</td><td style="text-align: right;">7%</td></tr> <tr><td>Special</td><td style="text-align: right;">6%</td></tr> </table> <p>Pupils eligible for grants identified. 100% pupils eligible for grants have applied.</p>	Primary	4.35%	Secondary	7.4%	Special	6.9%	Primary	4.3%	Secondary	7.35%	Special	6.9%	Primary	4%	Secondary	7%	Special	6%
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<p>Reducing exclusions: To offer increased opportunities for vulnerable pupils to succeed and to reduce exclusions</p>	<ul style="list-style-type: none"> <li>• Data analysis of exclusion figures distributed to secondary headteachers to encourage debate.</li> <li>• Further development of a full-time six week interim programme through the Pupil Referral Service to support disaffected pupils.</li> <li>• Self-esteem through sports programme to be offered to all secondary schools to target disaffected males.</li> <li>• Introduction of the hard to place pupils protocol and the increased responsibility of the hard to place pupil panel (HPPP) in encouraging schools to collectively take responsibility for the well-being of all pupils.</li> <li>• Refinement of the managed move protocol to increase success rate.</li> <li>• Introduction of a proposed pathway for addressing behaviour problems in secondary schools and the delivery of a joint assessment by the Educational Psychology Service, Adolescent Resource Team and the Behaviour Support Team.</li> <li>• Development of Adolescent Resource Team</li> <li>• Increased opportunities for disaffected pupils in alternative provision.</li> <li>• Ensuring that all pupils educated outside mainstream schools are linked to Connexions personal advisers.</li> <li>• Regular sharing of information between support services to ensure that support reaches the targeted group.</li> <li>• Sharing of good practice between schools' learning support units.</li> <li>• Training for governors to highlight responsibilities in relation to exclusion.</li> <li>• Pilot a primary joint assessment of behaviour with the Initial Response Team, Educational Psychology Service and primary behaviour support for vulnerable young people.</li> </ul>	<p>Half termly April 2006</p> <p>July 2006</p> <p>Review July 2006 April 2006 Review July 2006</p> <p>July 2006 Ongoing review April 2006 July 2006 March 2006 annually July 2007</p> <p>September 2006</p>	<p>Exclusions across all sectors are reduced in line with school targets and LPSA target 2007-8 832 fixed term exclusions.</p>																		

## Every Child Matters – Enjoy and achieve



### Key priority 7 - Increasing the number of high quality early years and school places

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
To increase the number of nursery education places providing a minimum of 38 weeks a year for 3 and 4 year olds	<ul style="list-style-type: none"> <li>• Support providers in the private voluntary and independent sector to extend their current level of service to 38 weeks a year.</li> <li>• Increase the number of childminders accredited to offer nursery education places.</li> <li>• Undertake a market analysis to assess current and future local demand for nursery education places.</li> <li>• Take strategic action with partners to identify and address gaps.</li> </ul>	<p>April 2007</p> <p>April 2007</p> <p>Set up by April 2006</p> <p>Complete by April 2007</p>	Increase the number of 38 week places in the private and voluntary sector by 15% by April 2007.
To provide sufficient quality integrated places for 0 to 8 year olds	<ul style="list-style-type: none"> <li>• Take strategic action with partners in the development of children's centres and extended schools services to identify and address gaps so that services are acceptable to children and families from marginalised groups.</li> <li>• Work with partners to recruit and retain childminders.</li> <li>• Provide parents and carers with accessible, up-to-date information on which to base informed choices about services.</li> </ul>	<p>For improvement by April 2007 with completion date April 2008</p> <p>For improvement by April 2007 with completion date April 2008</p> <p>In place by April 2006</p>	<p>Increase the overall number of places by 6%.</p> <p>2% improvement in turnover rate.</p> <p>Outreach to areas of relative disadvantage improved by 50% by March 2007.</p>
To improve the quality of service in early education and care for 0 to 8 year olds	<ul style="list-style-type: none"> <li>• Provide training and support to providers in 0 to 3s, the foundation stage curriculum and the national standards required for the delivery of their service.</li> <li>• Work in partnership with extended schools and the workforce development team on effective strategies for the recruitment and retention of trained staff.</li> <li>• Provide targeted support and guidance on organisational issues and child protection.</li> <li>• Target intervention programmes for potentially underachieving providers.</li> <li>• Work with providers to support and guide good business and finance management leading to sustainable businesses.</li> </ul>	<p>Commencing summer 2006</p> <p>January 2007</p> <p>April 2006</p> <p>To begin by March 2006</p> <p>To begin by April 2006</p>	<p>Overall improvement by 3% in grades across all sectors in care and education inspections.</p> <p>Improved outcomes by 5% at inspection on outcome 2, (staying safe) and outcome 3 (enjoying and achieving).</p> <p>98% of providers on the support and intervention programme to achieve satisfactory grade at re-inspection.</p> <p>80% of funded or part-funded businesses will remain viable for at least three years after being established.</p>

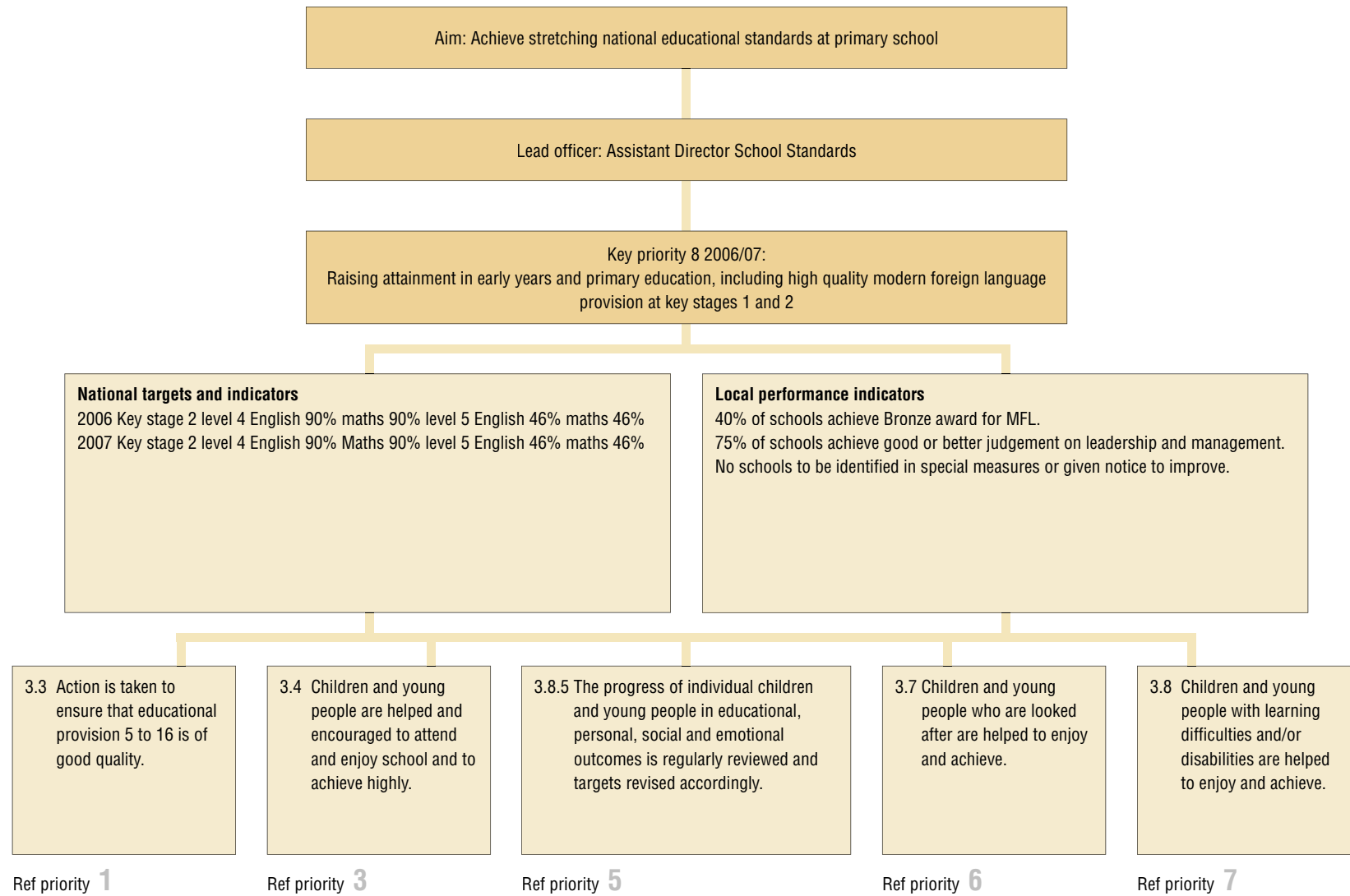
### Key priority 7 - Increasing the number of high quality early years and school places

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
To improve the capacity of managers to lead on improvements in the quality of teaching and care	<ul style="list-style-type: none"> <li>• Increase the percentage of leaders of integrated early education and childcare settings, funded or part-funded by the local authority with a qualification at level 4 or above.</li> <li>• Introduce mentoring by more qualified managers to train and support fellow practitioners.</li> </ul>	<p>April 2007</p> <p>April 2007</p>	<p>10% of managers to have level 4 or above qualification.</p> <p>Inspection outcomes will improve on leadership and management by 2% in full daycare and sessional care.</p>
To improve the knowledge and understanding of applicants seeking registration as daycare providers	<ul style="list-style-type: none"> <li>• Reorganise information sessions for applicants to allow a more gradual assimilation of information.</li> <li>• Provide a full range of information and guidance literature at initial contact from applicants.</li> <li>• Introduce a system to improve the identification of potential providers seeking registration.</li> <li>• Work in partnership with local agencies to support applicants to successful registration.</li> <li>• Provide guidance and support after initial registration to ensure continuation of a satisfactory service.</li> </ul>	<p>Completion by April 2007</p> <p>Completion by June 2006</p> <p>In place by June 2006</p> <p>Completion by April 2007</p> <p>In place by June 2006</p>	<p>Number of actions at application for registration will decrease by 10%.</p> <p>Number of actions at initial inspection for sessional care will decrease by 15%.</p>
To provide 90 additional reception class places	<ul style="list-style-type: none"> <li>• Completion of the project for the expansion of one school opening in September 2006</li> <li>• Consult with target schools and diocesan boards on possible options for September 2008.</li> <li>• Conduct informal consultation with stakeholders.</li> <li>• Establish funding strategies for expansions through DfES targeted capital fund/basic need and other sources.</li> <li>• Publish notices of statutory proposals.</li> </ul>	<p>September 2006</p> <p>February 2006</p> <p>March 2006</p> <p>Completion by July 2006</p> <p>2006/2007</p> <p>Autumn 2007</p> <p>Completion by December 2006/2007</p>	<p>Launch of opening new school building September 2007.</p> <p>Outline proposals to be agreed by Cabinet.</p> <p>Preparatory planning of buildings to be commissioned.</p> <p>Financial approvals in place.</p> <p>All eligible applications for a reception place allocated provision of their choice.</p>
To increase and improve the service provision for children in target areas	<ul style="list-style-type: none"> <li>• Publish the children's centre strategy and develop the implementation plan for children's centres and extended schools' services to increase the number of places for daycare and out of school provision.</li> </ul>	<p>March 2007</p>	<p>Meet the targets for 2006/07 set out in the strategy.</p>

### Key priority 7 - Increasing the number of high quality early years and school places

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
To expand the provision of high quality SEN places	<ul style="list-style-type: none"> <li>• Provide 4 secondary places (20 by 2010) for children with autistic spectrum disorders at a unit within one of the borough's secondary schools.</li> <li>• Seek approval to establish a special unit from the School Organisation Committee.</li> <li>• Seek planning permission.</li> <li>• Prepare and implement building works.</li> </ul>	September 2006	ASD head of unit appointed and provision to open in September 2006.  Approval gained.
		February 2006	Permission gained.
		February 2006	Planning approval secured.
		August 2006	Building completed for the unit to open in September 2006.
	<ul style="list-style-type: none"> <li>• Implement plans to open the key stage 2 unit for children with communication difficulties in partnership with St Mary's School.</li> </ul>	September 2006	St Mary's key stage 2 unit providing five additional places.
	<ul style="list-style-type: none"> <li>• Expand the outreach from the Oldfield EBD Unit to include satellite nurture group and parenting classes in targeted areas as part of the children's centres strategy.</li> </ul>	July 2007	Needs outcome measure school improvement.
To provide post-16 education in secondary schools	<ul style="list-style-type: none"> <li>• Franchise agreement with Richmond upon Thames College and one secondary school for post-16 education.</li> <li>• Proposal for the Building Schools for the Future one school pathfinder include a sixth form, subject to consultation with the LSC and DfES approval.</li> <li>• Statutory proposals and consultation in place for sixth form provision.</li> <li>• Development of secondary school collaborative/competitive approach to post-16 delivery.</li> </ul>	September 2006	Post-16 courses operating in Shene School.
		March 2007	Expansion of post-16 approved through new competition rules.
		October 2008	Approval for sixth form in the Teddington School of the future. 250 additional post-16 places available.
To provide Catholic secondary school places	<ul style="list-style-type: none"> <li>• Work with Diocesan Board to progress the bid for funding for a four or five form entry Catholic secondary school.</li> </ul>	November 2007	DfES approval for Catholic secondary school.

## Every Child Matters – Enjoy and achieve



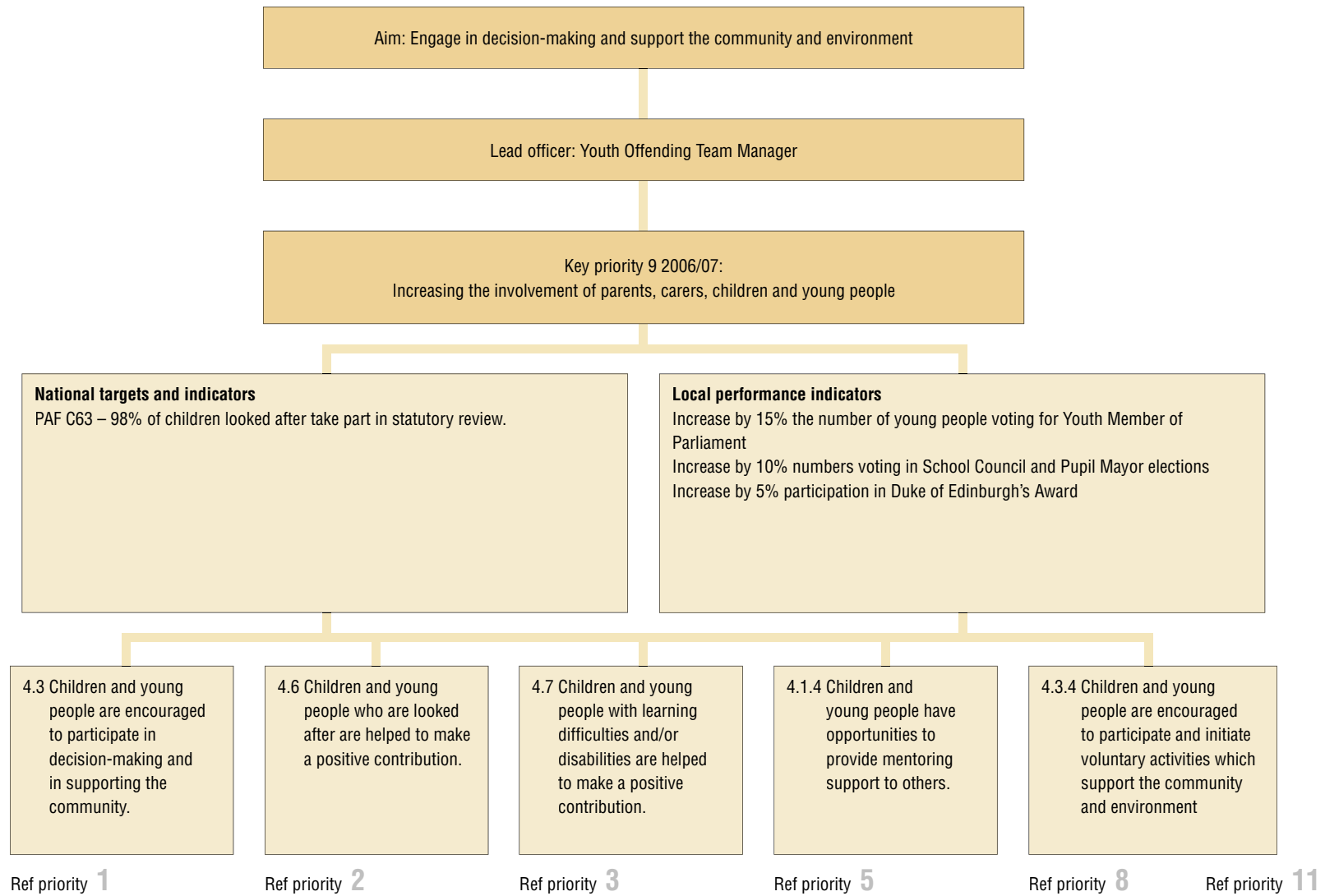
Key priority 8 - Raising attainment in early years and primary education, including high quality modern foreign language provision at key stages 1 and 2

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes																		
To raise attainment in the foundation stage (FS) and ensure quality provision for all young people	<ul style="list-style-type: none"> <li>• Provide high quality training for new DfES early years framework.</li> <li>• Monitor performance in the private and voluntary sector and maintained sector. Disseminate good practice through leading teachers and AST.</li> <li>• Provide foundation stage profile training for subject leaders, assessment coordinators and headteachers to analyse data to inform planning for provision in key stage 1 and identify priorities for foundation stage.</li> </ul>	<p>April 2006 to March 2007</p> <p>Autumn Term 2006 and Spring 2007</p>	<p>Raise average points score by 1.6 to 100 by 2006 and a further 2 to 102 by 2007.</p> <p>98% settings receiving good or better Ofsted judgements for overall effectiveness.</p>																		
To improve the quality of service in early education and care for 0 to 8 year olds	<ul style="list-style-type: none"> <li>• Provide training and support to providers in 0 to 3, the foundation stage curriculum and the national standards required for the delivery of their service (under review will be early years foundation stage framework).</li> <li>• Work in partnership with extended schools and the workforce development team on effective strategies of the recruitment and retention of trained staff in early years settings.</li> <li>• Provide targeted support and guidance on organisational issues and child protection.</li> <li>• Target intervention programmes for potentially underachieving providers.</li> <li>• Four providers (two full day care, two sessional) are currently being supported to achieve satisfactory outcome at next inspection.</li> </ul>	<p>To be completed on a termly basis commencing Summer 2006 January 2007</p> <p>Commence April 2006</p> <p>March 2006</p>	<p>Overall improvement by 3% in grades across all sectors in care and education inspections.</p> <p>Improved outcomes by 5% at inspection on outcome 2 (staying safe) and outcome 3 (enjoying and achieving).</p> <p>100% of providers on the support and intervention programme to achieve satisfactory grade at re-inspection.</p>																		
Raise primary standards at all levels by every school achieving their agreed targets	<ul style="list-style-type: none"> <li>• Continue to implement the primary national strategy, particularly in training and support and prepare schools for the introduction of the revised national frameworks incorporating personalised learning and assessment for learning.</li> <li>• Support for under-performing pupils.</li> <li>• Provide leadership training for senior managers and subject coordinators and deputy headteachers.</li> <li>• Provide intensive support for 12% of schools with low value added performance.</li> <li>• Implement specific project support for maths at year 6.</li> <li>• Provide phonic development training.</li> </ul>	<p>July 2006</p> <p>April 2007</p> <p>July 2006</p> <p>July 2006</p> <p>July 2006</p>	<p>Targets met for key stage 2 for 2006 and 2007</p> <table border="1"> <thead> <tr> <th></th> <th>Level 4</th> <th>Level 5</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>90%</td> <td>46%</td> </tr> <tr> <td>Maths</td> <td>90%</td> <td>46%</td> </tr> </tbody> </table> <p><b>2007</b></p> <table border="1"> <thead> <tr> <th></th> <th>Level 4</th> <th>Level 5</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>90%</td> <td>46%</td> </tr> <tr> <td>Maths</td> <td>90%</td> <td>46%</td> </tr> </tbody> </table> <p>No schools to achieve below floor targets in 2006.</p> <p>Reducing from two to none.</p> <p>Percentage of schools with poor contextual value added below the 40th percentile reduced from 15% to 12% by 2007.</p>		Level 4	Level 5	English	90%	46%	Maths	90%	46%		Level 4	Level 5	English	90%	46%	Maths	90%	46%
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Maths	90%	46%																			

**Key priority 8 - Raising attainment in early years and primary education, including high quality modern foreign language provision at key stages 1 and 2**

<b>Objectives and outcomes framework indicators</b>	<b>Actions to achieve objective 2006/07</b>	<b>By when</b>	<b>Targets and indicators to achieve outcomes</b>
To embed languages into a high quality primary curriculum	<ul style="list-style-type: none"> <li>• All schools with key stage 2 pupils to undergo training on the key stage 2 MFL framework.</li> <li>• Increasing number of schools awarded the borough's Lingua Badge Award to recognise achievement in MFL.</li> </ul>	<p>December 2006</p> <p>July 2006</p>	<p>100% schools' schemes of work revised in light of framework.</p> <p>80% lessons observed good or better: evidence of impact of framework obtained through lesson monitoring.</p> <p>At least 40% of schools have pupils have achieved Bronze award by July 2006.</p>
To enhance the capacity of leadership teams and governors to lead on improvements in the quality of teaching and learning, and raise levels of achievement and attainment	<ul style="list-style-type: none"> <li>• Through the PNS leadership programme support and coaching (PSCL) improve the quality of leadership and management in raising standards.</li> <li>• Support the dissemination of effective practice.</li> <li>• Provide training and support for senior managers, subject leaders and governors in the use of performance data and target setting including new PANDA data and Fischer Family Trust data.</li> <li>• Provide guidance and support with writing the whole school evaluation form (SEF) from the assigned inspectors in 2006 and School Improvement Partners in 2007.</li> </ul>	<p>July 2007</p> <p>Autumn 2005 to April 2006</p> <p>April 2006</p>	<p>75% schools receive good or better judgements on leadership and management and overall effectiveness as identified in SEF, LEA monitoring and Ofsted inspections.</p>
To raise standards and quality of provision in Richmond upon Thames schools by using the local authority programme for intervention and support to address areas for improvement and target resources according to need	<ul style="list-style-type: none"> <li>• Continue to identify and support schools causing concern intervening in inverse proportion to success.</li> <li>• Target LA resources according to need.</li> <li>• Work with schools to develop rigorous systems of self-review, and provide differentiated advice and intensive support where appropriate.</li> <li>• Hold monitoring meetings each term to evaluate progress made on the school's plan for improvement.</li> <li>• Carry out the agreed actions within each school improvement plan and continue to monitor and review the effectiveness of local authority and governors' procedures.</li> </ul>	<p>September 2007</p>	<p>No schools causing concern to be identified by Ofsted as being either a school in special measures or being given a notice to improve.</p> <p>Any schools identified by Ofsted as requiring special measures or given notice to improve are removed from the category by the agreed date.</p> <p>Leadership and management is improved as identified in SEF, local authority monitoring and Ofsted inspections in all primary schools identified as causing concern.</p>

## Every Child Matters – Enjoy and achieve



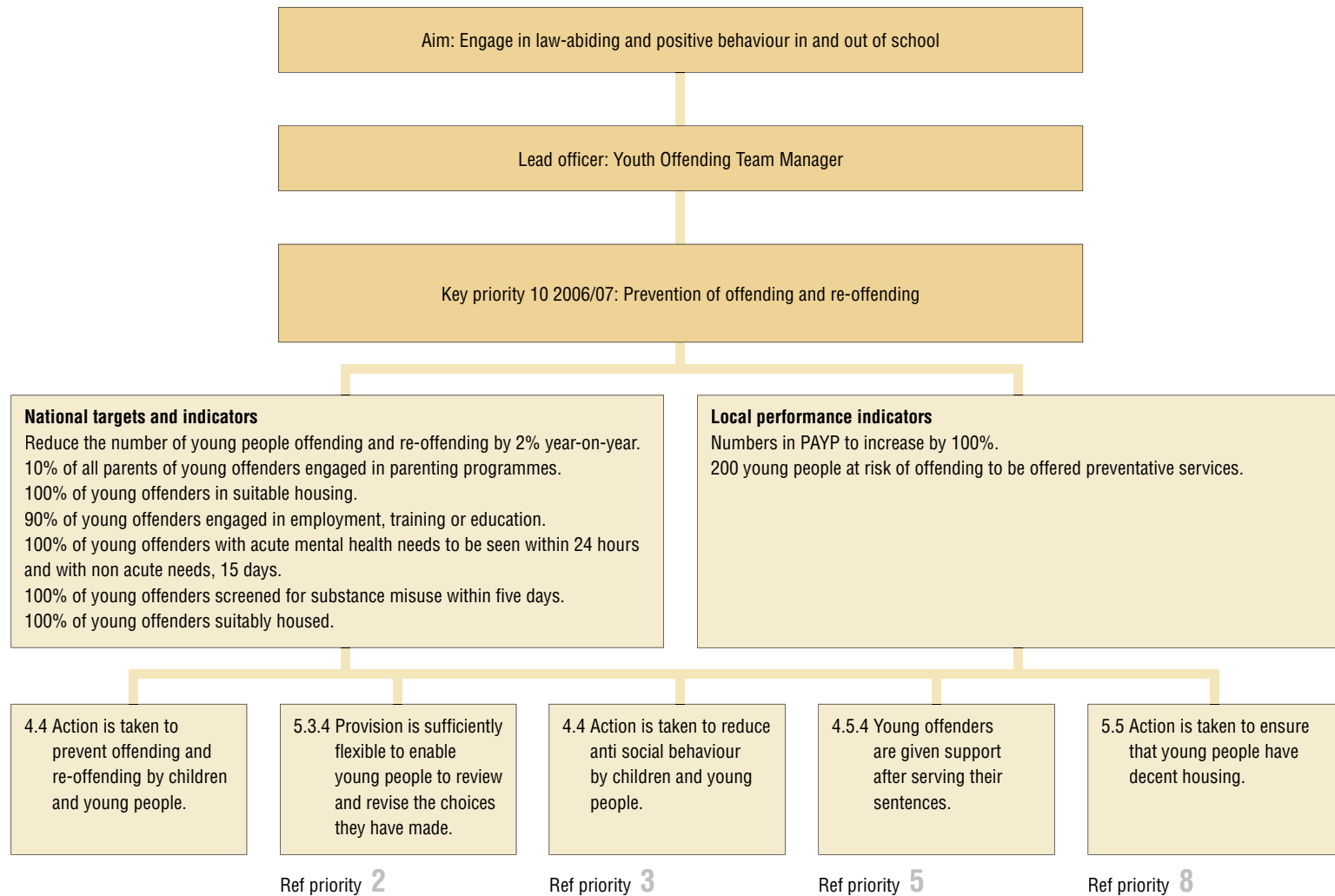
### Key priority 9 - Increasing the involvement of parents, carers, children and young people

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
Establish clear mechanisms for young people and parents to be involved in service delivery and design	<ul style="list-style-type: none"> <li>• Consult young people and parents on most effective mechanisms for being represented on Children and Young People's Strategic Partnership and sub-groups.</li> <li>• Establish terms of reference to accommodate representatives from parent and young people groups at all CYPSP sub groups and CYPSP.</li> <li>• Establish a young people's and parents' sub group in relation to safeguarding.</li> <li>• Launch a young people charter and constitution.</li> <li>• Establish mechanisms for young people and parents to engage with elected members.</li> </ul>	<p>By May 2006</p> <p>May 2006</p> <p>September 2006 May 2006</p>	<p>Strategy in place for parents and young people to be involved in service planning. Young people and parents represented on children and young people's strategic partnership and sub groups.</p> <p>Mechanisms established for representation of young people and parents' views on safeguarding board.</p>
Establish a parent involvement strategy	<ul style="list-style-type: none"> <li>• Deliver a workshop for parents to form the basis of a parent involvement strategy.</li> <li>• Establish annual consultation exercises for parents and carers in target areas.</li> <li>• Establish an annual parents' conference.</li> <li>• Identify a dedicated resource to support parent involvement strategy.</li> </ul>	<p>May 2006</p> <p>April 2007</p> <p>From May 2006</p>	<p>Parent involvement in governance arrangements.</p> <p>Effective communication and consultation mechanisms in place to engage parents.</p>
Monitor and deliver on action plans within hear by consultation framework	<ul style="list-style-type: none"> <li>• Quarterly monitoring of action plans by each agency and participation planning group.</li> <li>• Report progress on action plans to all young people sub groups quarterly.</li> <li>• Report progress on action plans to CYPSP quarterly.</li> </ul>	<p>May 2006/May 2007</p>	<p>Delivery of key actions within clear timescales.</p>
Establish a range of opportunities for the involvement of children looked after, children with disabilities and other at risk groups to actively become involved in service developments	<ul style="list-style-type: none"> <li>• Establish three annual participation or consultation events for children looked after.</li> <li>• Involve children looked after in the recruitment process of social workers.</li> <li>• Establish a clear mechanism for engagement of CLA with Council members using bi-annual workshops.</li> <li>• Establish dedicated resource for engaging young people in viewpoint.</li> </ul>	<p>From May 2006</p> <p>From September 2006</p> <p>From May 2006</p> <p>From April 2006</p>	<p>Increase numbers of young people involved in participation events by 10%.</p> <p>98% of looked after children involved in review.</p>

### Key priority 9 - Increasing the involvement of parents, carers, children and young people

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
Involve young people in volunteering	<ul style="list-style-type: none"> <li>• Young people engaged in volunteering.</li> <li>• Develop community engagement opportunities for children looked after through cultural pathfinders.</li> <li>• Establish peer mentoring programmes in five secondary schools.</li> <li>• Richmond Volunteer Centre extends the pilot project in supporting young people in volunteering. Specific workers to support people with disabilities into volunteering.</li> <li>• Increase participation in Duke of Edinburgh's Award scheme.</li> </ul>	<p>Ongoing</p> <p>April 2007 April 2007</p> <p>April 2007</p>	50 children and young people engaged in peer mentoring opportunities.
Involve young people in local elections	<ul style="list-style-type: none"> <li>• Publicise elections for Youth Member of Parliament in all secondary schools.</li> <li>• Dedicated participation workers to support school council elections in all secondary schools.</li> </ul>	<p>April 2006</p> <p>September 2006</p>	Increase the number of young people voting for Youth Member of Parliament by 15%. Increase numbers voting in school council and pupil May elections by 10%.
Extend opportunities for the involvement of children and young people in service delivery and design	<ul style="list-style-type: none"> <li>• Family learning programme – broaden the range of venues in local and specific areas to vulnerable groups.</li> <li>• Ensure the involvement of parents and carers, and children in the development of children's centres and consult with all users in target areas.</li> <li>• Involve young people and users in mystery shopping Council scheme to ensure high quality customer care.</li> <li>• Director of Education and Children's Services to meet with schools council and youth forum bi-annually.</li> </ul>	<p>September 2006</p> <p>From April 2006</p> <p>From April 2006</p> <p>From April 2006</p>	<p>Family learning and parenting provision planned to suit local need (involve extended schools coordinators and community development workers).</p> <p>Increase participation of local families by 6% (conservative target).</p> <p>Children's centre services to be tailored to local need.</p> <p>Young people to feed back on user accessibility and responsiveness of services.</p> <p>Young people link into strategic developments of the Children's Service.</p>
Involve young people in training and recruitment of staff	<ul style="list-style-type: none"> <li>• Young people to be involved in training frontline staff and managers in how to ensure young people participate and engage in their services.</li> <li>• Young people to be part of recruitment processes of all relevant posts in children's services.</li> </ul>	<p>October 2006</p> <p>April 2006</p>	<p>Ten young people trained in participation training.</p> <p>Ten young people trained in recruitment.</p>

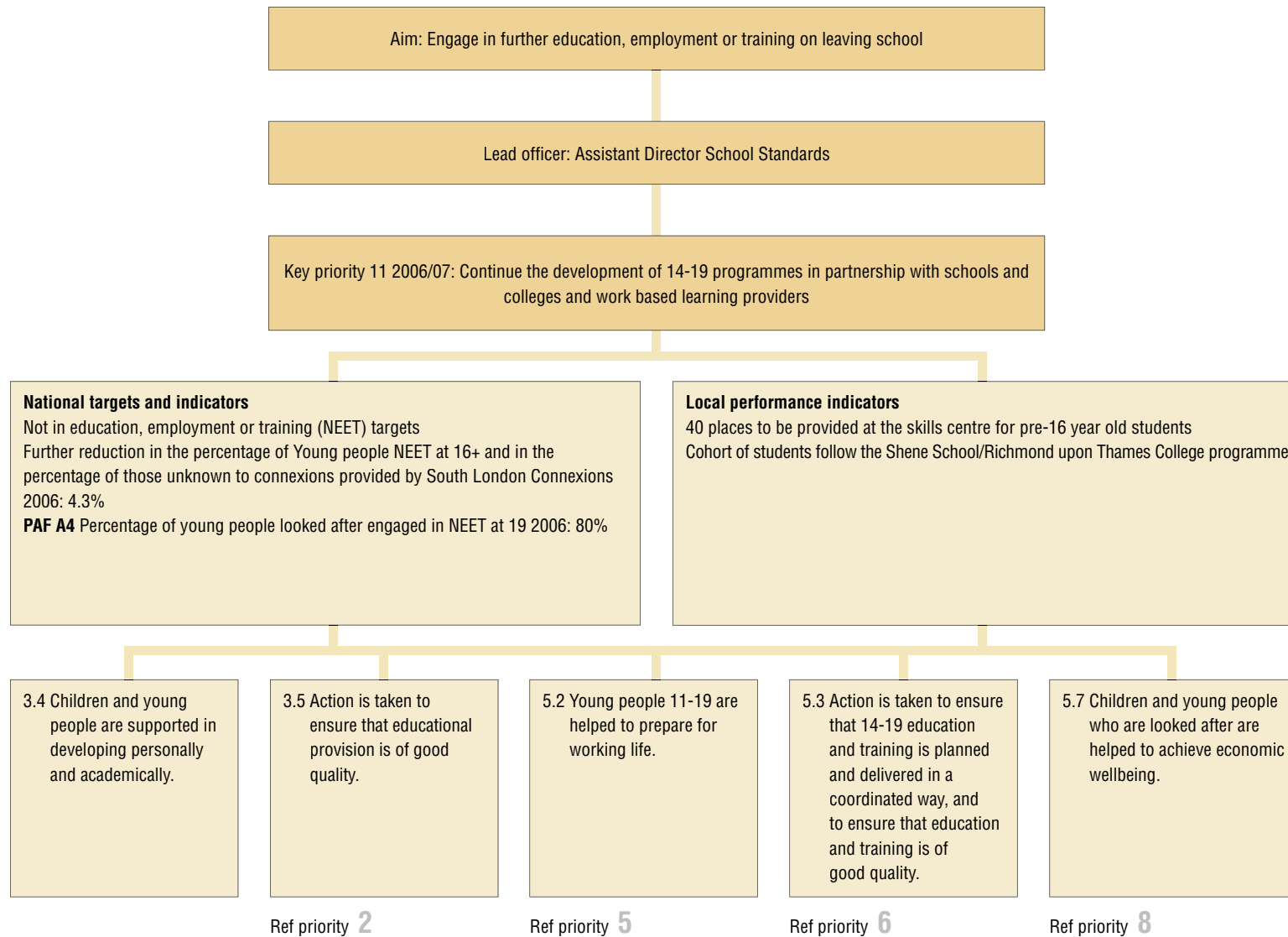
## Every Child Matters – Make a positive contribution, achieve economic wellbeing



**Key priority 10 - Prevention of offending and re-offending**

<b>Objectives and outcomes framework indicators</b>	<b>Actions to achieve objective 2006/07</b>	<b>By when</b>	<b>Targets and indicators to achieve outcomes</b>
Develop programmes which target at risk groups	<ul style="list-style-type: none"> <li>• Establish a prevention or at risk panel to access support services for young people.</li> <li>• Establish a prevent and deter programme and appoint a coordinator.</li> <li>• Appoint a prevention worker to coordinate and extend preventative programmes for at risk groups.</li> <li>• Appoint a parenting coordinator and develop a partnership parenting strategy targeting at risk groups.</li> <li>• Offer peer mentoring/mentoring and pupil mediation programmes to all secondary schools.</li> <li>• Establish a link youth offending team worker with target secondary schools to support early identification.</li> </ul>	<p>September 2006</p> <p>September 2006 April 2007</p> <p>January 2007</p> <p>April 2007</p>	<p>200 young people deemed at risk, to be offered preventative programmes.</p> <p>50 young people to be identified within prevent and deter strand, at risk of offending behaviour and offered a support.</p> <p>Reduce number of first time entrants into youth justice system by 5%.</p> <p>Reduce number of young people offending and by 2% year on year.</p> <p>10% of all parents of young offenders engaged in parenting programmes.</p>
Develop programmes and support services for high risk offenders	<ul style="list-style-type: none"> <li>• Develop Tier 3 Substance Misuse Service.</li> <li>• Establish specialist accommodation for young offenders.</li> <li>• Increase Connexions PA time in YOT to 0.6 full time equivalent.</li> <li>• Establish a screening process of all young offenders in terms of education, mental health and substance misuse needs five days after sentence.</li> <li>• Engage young offenders in sport and recreation.</li> <li>• Identify routes to training and apprenticeships identified in 14-19 strategy.</li> </ul>	<p>December 2006 April 2007</p> <p>September 2006 April 2006</p> <p>December 2006 December 2006</p>	<p>Reduction of young people re-offending by 2% year-on-year.</p> <p>100% of young offenders in suitable housing.</p> <p>90% of young offenders engaged in ETE.</p> <p>All young offenders screened for substance misuse and mental health issues within five days of sentence.</p> <p>Establish a baseline for take up of sporting and cultural opportunities.</p> <p>Increase participation.</p>
Position Youth Offending Team within Children's Services governance arrangements	<ul style="list-style-type: none"> <li>• Establish YOT reporting mechanism to CYPSP.</li> <li>• YOT to report quarterly on performance and resources to CYPSP.</li> </ul>	<p>May 2006</p> <p>Ongoing</p>	<p>CYPSP to act as YOT Management Board.</p>

## Every Child Matters – Achieve economic wellbeing



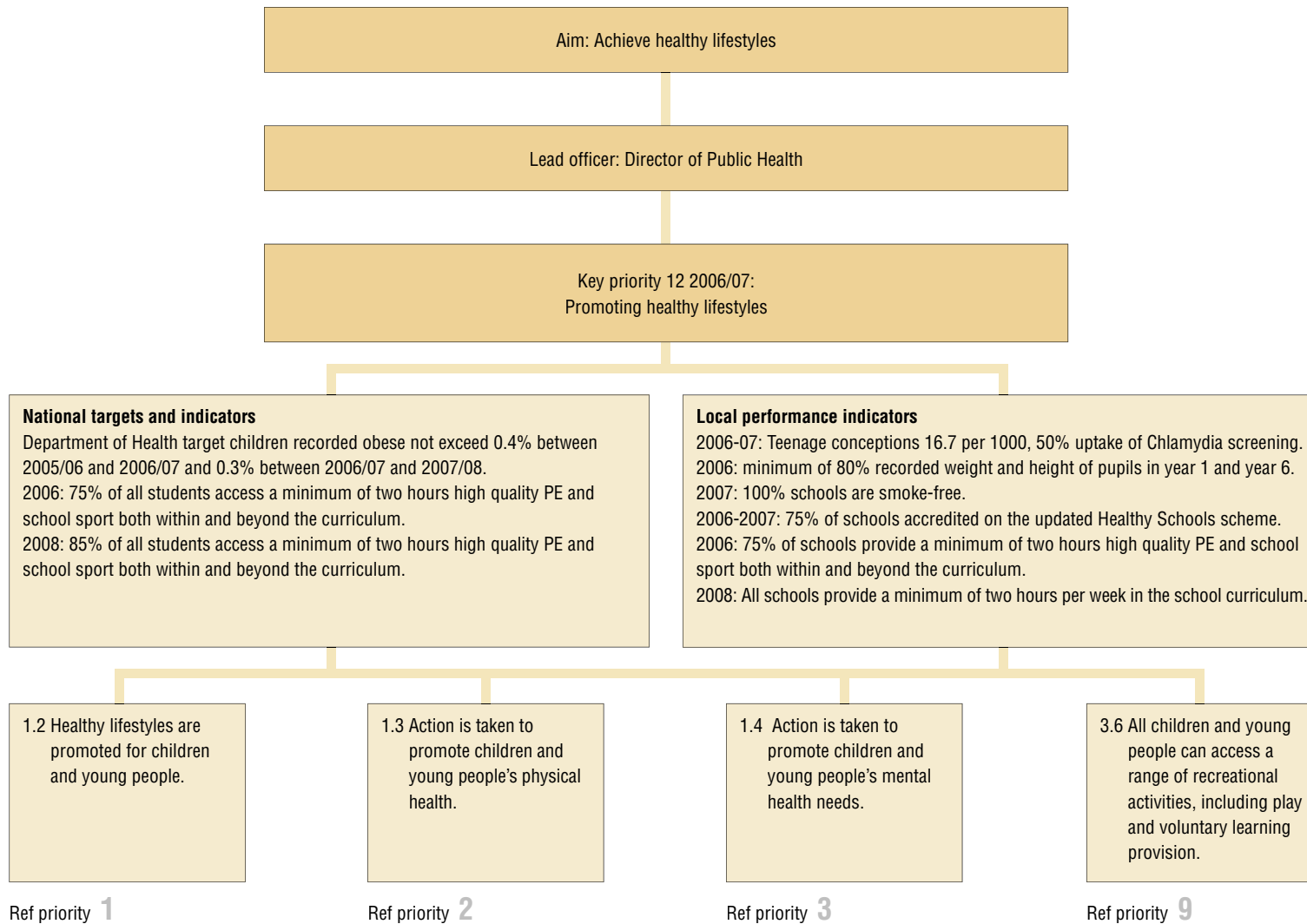
**Key priority 11 - Continuing the development of 14-19 programmes in partnership with schools and colleges and work-based learning providers**

<b>Objectives and outcomes framework indicators</b>	<b>Actions to achieve objective 2006/07</b>	<b>By when</b>	<b>Targets and indicators to achieve outcomes</b>
Strengthen collective leadership of 14-19 provision	<ul style="list-style-type: none"> <li>• Review and revise the composition, leadership, consultation and communication structures for the 14-19 partnership.</li> <li>• Establish a forum for work-based learning providers.</li> <li>• Partners to develop and agree an entitlement curriculum for young people based on the pan-London 14-19 learner offer.</li> <li>• Introduce a leadership development programme across the Partnership for 14-19 provision.</li> </ul>	<p>March 2006</p> <p>September 2006</p> <p>October 2006</p>	<p>A federation of schools and colleges provides a framework for collaboration supported by the LSC and LA with detailed action plans agreed.</p> <p>Work-based learning providers are represented on the 14-19 partnership.</p> <p>Individual institutions and independent work-based learning providers contribute their specialisms to local provision.</p> <p>Quality continuing professional development for staff across schools, colleges and work-based learning providers.</p>
Ensure learning opportunities meet the needs of young people to access appropriate curriculum and qualifications 14-19	<ul style="list-style-type: none"> <li>• Continue to develop skills centre provision and expand level 1 and 2 programmes post-16.</li> <li>• Develop more extensive vocational pathways 14-19.</li> <li>• Extend choice at post-16 with the launch of new post-16 school/college franchised provision and investigate the feasibility of introducing a school sixth form through local BSF programme.</li> <li>• Provide information and support for schools in broadening the curriculum offer.</li> <li>• Prepare for new national entitlement 14-19 through implementation of the pan-London 14-19 learner offer and the promotion of personalised learning programmes.</li> <li>• Undertake a review of current alternative programmes for most vulnerable young people, including Vocational Integrated Programme, with all key partners.</li> <li>• Extend learning and achievement opportunities for the most able students, including AS programmes at key stage 4 in critical thinking and mathematics.</li> </ul>	<p>September 2006</p> <p>September 2007</p> <p>September 2006</p> <p>June 2006</p> <p>September 2007</p> <p>December 2006</p> <p>September 2006</p>	<p>Skills Centre provides 40 places for a second cohort of students pre-16.</p> <p>Collective curriculum offer and qualifications give opportunities for programmes pre- and post-16 from foundation and level 1 to level 3.</p> <p>Students study at least two post-16 courses at Shene School as part of the Shene/RuTC franchised post-16 programme.</p> <p>Directory of 16-19 learning opportunities produced for schools.</p> <p>14-19 learning pathways meet learner offer requirements.</p> <p>Coordinated plan in place for the future cost effective delivery and management of alternative programmes.</p> <p>30 students enrolled for critical thinking.</p> <p>15 students for mathematics.</p>

**Key priority 11 - Continuing the development of 14-19 programmes in partnership with schools and colleges and work-based learning providers**

<b>Objectives and outcomes framework indicators</b>	<b>Actions to achieve objective 2006/07</b>	<b>By when</b>	<b>Targets and indicators to achieve outcomes</b>
<p>Help young people to make choices about their learning pathway 14-19 through effective information advice and guidance</p>	<ul style="list-style-type: none"> <li>• Prepare and publish a local prospectus of information, options and pathways 14-19.</li> <li>• Workforce development for teachers, personal advisers, youth workers and voluntary sector service providers to include training on curriculum pathways and qualifications.</li> <li>• Improve access to ICT in youth settings and develop the use of technology to increase flexible learning opportunities and support individual learning plans.</li> <li>• Review the contracting and management arrangements for Connexions to ensure quality information, advice and guidance (IAG) supports 14-19 pathways.</li> <li>• Prepare and support secondary schools in achieving the Investors in Careers Award.</li> <li>• Support for Aimhigher activities for young people in targeted secondary schools with lower GCSE examination results and children centre priority areas in partnership with St Mary's College and Richmond upon Thames College.</li> </ul>	<p>March 2006</p> <p>Autumn 2006</p> <p>October 2006</p> <p>November 2006</p> <p>September 2006</p> <p>September 2007</p>	<p>All young people receive an offer on an appropriate learning programme, post-16 through school, college or work-based learning provider (September guarantee delivered). Increase in the number of institutions that gain or commit to gaining accreditation for IAG. One-stop-shop IAG network established with access points in all youth settings.</p> <p>Contracts in place for continuing the provision of services and support beyond April 2007.</p> <p>50% of schools to achieve Investors in Careers Award.</p> <p>An improvement of 10% in progression rates to post-16 courses in the targeted schools.</p>

## Every Child Matters – Be healthy



### Key priority 12 - Promoting healthy lifestyles

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
<p>Improve healthy lifestyles by ensuring that 50% of schools attain current Healthy Schools award by December 2006 and all schools gain accreditation under the new DfES scheme by 2009</p>	<ul style="list-style-type: none"> <li>• Update Healthy Schools scheme.</li> <li>• Consolidate partnership with Kingston.</li> <li>• Recruit final cohort of schools to scheme.</li> <li>• Embed Healthy Schools programme in new children's structures and provide training across all services.</li> <li>• Continue to engage agencies in kitemark accreditation (this is a quality assurance accreditation for all agencies working with schools).</li> <li>• Secure long term funding for the Healthy Schools scheme.</li> <li>• Strengthen integration with the school/nursing services and extended schools programme.</li> <li>• Formalise strategic support and quality assurance of the programme.</li> </ul>	<p>April 2006</p> <p>April 2007 December 2009</p> <p>September 2006</p> <p>September 2006</p>	<p>50% of schools accredited by December 2006 at enhanced level. 75% of schools accredited under the Healthy Schools scheme by April 2007. 100% schools accredited under Healthy Schools scheme by December 2009.</p> <p>All services familiar with the Healthy Schools approach and identify opportunities within their own work pattern to implement its objectives.</p> <p>At least 14 agencies awarded the kitemark.</p> <p>Funding for Healthy Schools scheme is mainstreamed.</p>
<p>Reduce teenage conceptions</p>	<ul style="list-style-type: none"> <li>• Implement recommendations from sexual health mystery shopping project.</li> <li>• Launch young people's survival guide.</li> <li>• Youth service to launch and implement up-to-date sex and relationships education policy (SRE).</li> <li>• Pilot emergency contraceptive provision in two pharmacies.</li> <li>• Provide additional training to support pharmacists in supporting young people's sexual health.</li> <li>• Through the Healthy Schools scheme ensure all schools have current SRE policies in consultation with staff, pupils and parents which include information and initiatives to reduce teenage pregnancies.</li> <li>• Ensure all schools monitor the effectiveness of their policies in reducing teenage pregnancies.</li> <li>• Offer parents' workshops to raise their awareness of issues around SRE and support them with suggestions of strategies to reduce teenage pregnancies.</li> <li>• Briefing for governors of all schools offered.</li> <li>• Create database which includes data of schools with updated policies.</li> <li>• Monitor and assess programme to identify its success in the number of young people accessing the facility and a reduction in teenage conception.</li> <li>• New children's centres offer support and guidance to young people and parenting skills to the community.</li> </ul>	<p>April 2007</p> <p>April 2007</p>	<p>The target for 2007 is as follows: 16.7 per 1,000 15 to 17 year olds</p>

### Key priority 12 - Promoting healthy lifestyles

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
Halt the increase in sexually transmitted infections	<ul style="list-style-type: none"> <li>• Roll out national Chlamydia screening programme locally.</li> <li>• Increase access and open a third young people's sexual health service.</li> </ul>	April 2008	50% of the 15-24s target group accepting Chlamydia screening. 70% of the target group access specialist services within 48 hours.
Halt the year-on-year increase in childhood obesity	<ul style="list-style-type: none"> <li>• Ensure systems in place in order to collect annual prevalence data on primary school children.</li> <li>• Further roll out the Healthy Snacks scheme.</li> <li>• Implement school nurse and health visitor champions.</li> <li>• Develop clear pathways for the management of obese children (including tier 3 specialist services where necessary) and access to exercise on referral type schemes.</li> <li>• Implementation of food in schools guidance including improving school meals.</li> <li>• Work with national healthy schools to ensure new standards on health eating and physical activity implemented.</li> </ul>	2006  2006  2006  2008  2008	Minimum of 80% of children with height and weight recorded in Year 1 and Year 6 from 2006 onwards.  Rate of increase in the number of children recorded as obese for their age should not exceed 0.4% points between 2005/06 and 2006/07 and 0.3% points between 2006/07 and 2007/08. 100% nursery school children have access to healthy and nutritious snacks and healthy eating patterns. 100% obese children and young people will have access to specialist tier 3 services, where necessary.
Increase uptake of physical activity and sports	In partnership with the specialist college provide: <ul style="list-style-type: none"> <li>• Targeted provision for out of school hours clubs at key stage 1 and key stage 2.</li> <li>• Lunchtime activity clubs for key stage 1 students.</li> <li>• Multi skills clubs for key stage 2 students.</li> <li>• Improved access to competitive sporting activities through the Competitive Edge programme.</li> <li>• Gifted and talented identification and support through the Competitive Edge 2012 programme.</li> <li>• Certificated leadership course for key stage 4 students.</li> <li>• Self-esteem through sport programme for students at risk of exclusion.</li> <li>• Ensure that all schools are sharing common principles of increasing participation and raising standards.</li> <li>• Develop pathways with community sports clubs to improve the number of young people accessing these organisations.</li> </ul>	July 2007	By 2006 75% of all students will access a minimum of two hours high quality PE and school sport both within and beyond the curriculum. By 2006 a minimum of one new physical activity club in every key stage 1 and key stage 4 school. By 2007 four new sporting competitions. By 2007 100% of secondary schools will provide certificated leadership course. By 2008 100% of schools will be providing a minimum of two hours PE and sport within the curriculum.

### Key priority 12 - Promoting healthy lifestyles

Objectives and outcomes framework indicators	Actions to achieve objective 2006/07	By when	Targets and indicators to achieve outcomes
Divert young people from health damaging behaviour	<ul style="list-style-type: none"> <li>• Implement coordinated holiday activity programme in targeted areas.</li> <li>• Coordinate community development workers in geographically deprived areas to improve services.</li> </ul>	April 2007	20% reduction in anti-social behaviour incident.
Reduce the levels of smoking, alcohol and drug use among young people	<ul style="list-style-type: none"> <li>• Implement smoke-free workplaces in schools.</li> <li>• Establish a baseline for youth settings.</li> <li>• Integrated stop smoking service and support schools drugs programme.</li> <li>• Roll out health promotion programme in young people's settings.</li> <li>• Develop a multi-agency education and prevention programme for smoking cessation using evidence of what works with young people.</li> <li>• Increase drugs funding for LA focus on vulnerable pupils. Project for screening all young people who are excluded (pilot from April 2006).</li> <li>• Re-organise the multi-agency substance misuse team and place within the community and young peoples' division.</li> <li>• Ensure each school has up-to-date drug guidelines and deals with drug-related incidents using Support 4 Schools standards.</li> <li>• Develop a training programme so that professionals working with young people are aware of substance misuse problems facing young people.</li> <li>• All secondary school drug representatives to undertake basic drug awareness training with the virtual team.</li> <li>• Ensure systems are in place to screen young people, identified as vulnerable for substance misuse.</li> <li>• Screen 100% young people identified as vulnerable for substance misuse and ensure as part of their support programme they are referred to the virtual team substance misuse workers to implement intervention.</li> <li>• Tour the Drugs Box around schools and youth clubs to ensure that information about drugs is available to as many young people as possible.</li> <li>• Promote the Sorted 4 Information website.</li> <li>• Offer a suitable targeted intervention to each young person who is referred to the virtual team single point of contact.</li> <li>• Develop the virtual team as a single point of contact service, offering tier 2, 3 and 4 services for all young people in the borough, in line with the Every Child Matters agenda.</li> <li>• Develop drug and alcohol services in line with the priorities outlined in the options paper commissioned by the Community Safety Partnership in 2005.</li> <li>• Recruit coordinator of team, tier 2 worker and CAMHS/CLA worker and consolidate current teams roles, and regular implement care planning meetings.</li> <li>• Develop dual diagnosis protocol, develop service for children of substance misusing parents and develop menu of interventions.</li> </ul>	<p>April 2007</p> <p>April 2007</p> <p>July 2007</p> <p>May 2006</p> <p>April 2008</p> <p>April 2008</p> <p>April 2007</p> <p>July 2006</p> <p>April 2007</p>	<p>100% schools are smoke-free and establish a baseline in youth settings.</p> <p>Increase the number of young people stopping smoking through the stop smoking service.</p> <p>100% of excluded pupils screened for drug and alcohol abuse by 2007/8.</p> <p>100% secondary schools are implementing an updated policy effectively.</p> <p>100% of identified young vulnerable people referred to virtual team substance misuse workers for intervention.</p> <p>12 schools or youth clubs engaged in Drugs Box scheme by April 2007.</p> <p>85 young people to receive specialist treatment from the virtual team in Richmond (60 last year).</p>

## Development of a commissioning strategy

### Context

In Richmond upon Thames, we are working to develop a whole service commissioning approach across children's services delivered throughout the borough in line with the outcomes framework and the five Every Child Matters priorities of:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Currently, there are clear examples of commissioning at service level both within and outside the borough, in accordance with demand for services. For example, for looked after children across health, social care and education, and within the 14-19 strategy with the Learning Skills Council and the voluntary sector.

More broadly, we have made progress towards mapping our strategic commissioning intentions and this is evident in, for example, the emerging relationship with private sector partners and the use of the public finance initiative (PFI) framework, as well as commissioning which has been generated by the Children and Young People's Strategic Partnership to address anti-social behaviour across the borough via the positive activities programme.

Locally, it has been recognised that the development of the Education and Children's Services Directorate offers an ideal opportunity to create services informed and influenced by a framework which sets out clear priorities and standards, allowing us to work in partnership to commission children's services to improve outcomes. We will do this in line with our priorities identified through a rigorous self-assessment process, and in line with the analysis of children and families' needs locally.

## Towards a joint commissioning framework

### Children with disabilities and learning difficulties

Services planned and delivered for disabled children and children with learning difficulties are relatively well developed in terms of agencies working closely together to assess the needs of children and their carers. We have conducted eight joint assessments across disciplines.

One of our main ambitions is to develop good commissioning arrangements for an integrated service for children with disabilities and learning difficulties. This will provide learning opportunities for further jointly planned procurement across other service areas, in line with the expectations of the change agenda for children and the analysis of needs based upon views of children and their families.

### Working with partners to commission services for children and families

#### Looked after children

The tripartite panel for the commissioning of placements for looked after children by the local authority has been in existence for some time. We have been working across the PCT and the local authority to deliver on better placements for children with high or complex needs where health and/or their education is a significant factor in the provision of their day-to-day care.

#### Youth offending

The YOT works in partnership with the police and other agencies delivering services to young people at risk of offending through the community safety partnership. As noted in our profile of children and young people section of the plan, the YOT works with key agencies to commission services delivered to target clearly identified areas where offending is prevalent amongst 10 to 17 year olds. Work is commissioned in partnership to deliver substance misuse awareness, education, training and employment opportunities, and parenting support in order to reduce and prevent offending and reoffending, and to promote safe and attractive neighbourhoods throughout the borough.

Currently, the YOT is commissioning services jointly with Connexions and the Children's Fund to deliver mediation and participation programmes in identified schools, as well as providing positive activities for young people in targeted areas where tackling youth offending or anti-social behaviour has been identified as a priority, such as Ham and Heathfield wards.

### **Richmond upon Thames group schools project**

The schools PFI project involved the local authority buying asset-based services from the private sector such as school buildings, facilities such as sports halls or specific services including heating systems, ICT or catering equipment. The Richmond upon Thames group schools PFI project involved six primary schools, two of which were new build and four of which were re-modelled and expanded. The schools became operational in September 2004.

### **Future developments**

Agreement has been reached about the range of services, staffing and resources to be encompassed within the Education and Children's Directorate. We are commissioning to deliver on our key priorities set out in this plan as well as our statutory responsibilities to promote better outcomes and work to improve the wellbeing of children. The commissioning framework for children's services in the London Borough of Richmond upon Thames will be completed by early October 2006.

## **Development of children's workforce strategy**

### **Context**

Last summer the government launched its 'Children's Workforce Strategy Building: a world-class workforce for children, young people and families' and more recently confirmed that its vision for a children's workforce was one that:

- strives to achieve the best possible outcomes for all children and young people and reduce inequalities between the most disadvantaged and the rest;
- is competent, confident and safe to work with children and young people;

- people aspire to be part of and want to remain in where they can develop their skills and build satisfying and rewarding careers; and
- parents, children and young people trust and respect each other.

In line with this vision, the government has stated that the following are priorities for early action:

- ensure all those working in services for children and young people take account of safeguarding and promoting children's welfare;
- develop new roles and new opportunities in the early years;
- improve stability and a high quality of service delivery in social care and foster care
- build an integrated qualifications framework; and
- develop the infrastructure that will support local change for children programmes through the Children's Workforce Development Council (CWDC).

In Richmond upon Thames, the workforce delivering services to children in the borough is pivotal to achieving our ambitions for high quality services delivered to children and their families, and we have been working to ensure that the above priorities for children are reflected in our priorities stated in this plan.

## **Summary of current position**

Good progress has already been made in many areas, which will contribute to the development of an effective children's workforce. Examples are:

- Successful recruitment and retention initiatives, particularly in social care, which have led to a reduction in the use of agency staff. Examples include streamlined recruitment processes, and performance-related pay schemes.
- There are some excellent examples of workforce remodelling in schools, with creative approaches to redistributing responsibilities amongst non-teaching staff in particular.
- Good progress has been made in integrated planning and working between partners, not just at a senior level on the project board, but also at an operational level, for example, the pilot scheme for use of the common assessment framework.

However, there are still challenges to be faced, with the major focus being the integration of services delivered by staff across a range of professionalisms and agencies to build an integrated service for children and families. This raises not just practical but also cultural issues, and the Richmond upon Thames workforce strategy is designed to address these. Although organised under headings, it is essential that the strategy itself represents an integrated approach to these issues.

This strategy will be supported by an action plan covering the next four years.

## Areas of development

### Recruitment and retention:

- Collection of baseline information on the children's workforce in Richmond upon Thames and demographic information, to inform strategy development.
- Analysis of reasons for recruitment difficulties in specific work areas, development of action plan to address these.
- Development of common approaches across agencies to recruiting the children's workforce, including reaching out to those from non-traditional backgrounds.
- Programmes to support career progression for unqualified staff.
- Development of a plan to increase diversity across the workforce, including gender diversity.
- Further development of flexible working arrangements to attract and retain staff.

### Role of the key worker and workforce remodelling

- Analysis of pay, terms and conditions across partners to identify barriers to remodelling.
- Work on job redesign leading to increased flexibility of roles.
- Design of key worker role through involvement of staff.
- Development of common progression routes between work areas.
- Use learning from pilot schemes and other areas where workforce remodelling is already taking place (for example, extended schools and ISA) to launch further projects.

### Development

- Development and roll out of a common induction programme for all staff in children's services.
- Development of flexible training modules on the common core of skills and knowledge.
- Key skills training in conjunction with LSC where necessary.
- Use existing expertise in training needs analysis and established development programmes to support voluntary and community sector partners.
- In the longer term: mapping of staff's existing qualifications against any developing national qualifications framework to identify and address gaps.

### Leadership

- Development of leadership capacity across all agencies, with exploration of a common competence framework for leaders.

## Development of a common, shared information system across all relevant systems

### Context

In order to provide effective preventative services and better, earlier interventions, we must be able to share information about children requiring additional services to meet their needs. Section 10 of the Children Act 2004 sets out clear expectations placed on local authorities to share information more efficiently to promote positive outcomes for children.

A core aspect of this work is ensuring that good information sharing practice is embedded across services and that this is done to a high and consistent standard across all agencies. We will be working to ensure that we build robust information sharing practices across children's services in the borough, and in line with current guidance on ISA, so that:

- change strategies and service delivery plans incorporate effective and clearly understood mechanisms for sharing information across service and professional boundaries;

- relevant managers and practitioners receive adequate training on information sharing;
- managers, practitioners and other staff understand the legal basis on which information can be shared;
- sharing information becomes an integral part of the way in which practitioners fulfil their duties; and
- strategic managers are familiar with the guidance that their managers in children's services should follow.

The national development and rollout of an ISA e-Index has been approved by government and is due to be operational by 2008.

#### **What we have achieved:**

Extensive progress has already been made in many areas, which will contribute to the development of an effective children's workforce in Richmond upon Thames. Examples are:

- Training of staff across six agencies for the ISA pilot (September 2005 to end March 2006) which included:
  - how to assess need;
  - the legal framework for sharing information;
  - how and when to share information about a child's needs;
  - how to complete a Common Assessment Framework (CAF);
  - the role of the lead professional;
  - the role of the multi-agency ISA panel; and
  - the role of the ISA Index.
- Successful development of practitioner tools customised for the London Borough of Richmond upon Thames from DfES initiatives, particularly an ISA toolkit (including a CAF), able to be used by all pilot agencies, which has detailed explanations of the ISA program and provides a full explanation of the needs matrix used in the common assessment.

- Development of an ISA panel process for use by all agencies if there is a disagreement about appointment of a lead professional or a rejection of a referral.
- Development of the children's services directory (CSD), which is now available on the borough website, and an integrated planning and working approach with CIS as they add to the CSD directly to ensure their client services are fully explained.

We have finalised and evaluated the borough ISA pilot.

#### **Areas for further development:**

- The adding of non-children information services to the CSD where an online updating facility is needed.
- Clearer focus on the lead professional (LP) role in the borough.
- Expand the rollout of the ISA process in Richmond upon Thames.
- Develop the use of the CAF across agencies delivering services to children in the borough to allow a full development of tools and practices in line with DfES guidance.
- Collection of a baseline information on the number of services that would be potentially added online through a series of online forms.
- Development of a series of online forms, in conjunction with CIS the Public Information Officer and Children's Services Directorate will be needed during first half of 2006.
- Analysis of the service addition criteria allowing a full range of service representation.
- A programme of promotion of the CSD.

#### **The role of the lead professional**

Final guidance is expected on the role of the lead professional by mid-2006 once evaluation has taken place in pilot authorities. Following this, it will be necessary to refine the role locally in line with DfES guidance and the learning we will have experienced from the development of the ISA pilot locally.

### Development and national rollout of the ISA e-Index

The government announced in December 2005 that it will fund the development of a national electronic children's index. Funding will cover the centralised building, testing and data populating of the e-Index. Each of the 150 local authorities will be given rights to access a partition for their own data. During late 2006 and into 2007 there will be iterative releases that will require the London Borough of Richmond upon Thames to form a small team, funded by the government, to support the data gathering, cleansing and testing.

ISA milestones	
April 2006	Mainstream or seconded or recruited ISA staff continue ISA programme through to end December 2006.
April 2006	DfES publication of final version of CAF for national roll out from 2006/08 and publication of the evaluation report into CAF and LP trialling areas 2005/06.
May 2006	Process in place to provide to all agencies in the ISA pilot information, training and on-going refresher provision about ISA matters through further editions of the ISA newsletter.
June 2006	DfES pilot commences for lead professional to personally hold or control some budgets with June 2007 interim evaluation report. March 2008 pilot finishes and April 2008 final evaluation report (LBRuT not involved).
Spring 2006	Expected DfES publication of final cross government guidance - sharing information on children and young people.
July 2006	ISA agencies in Richmond upon Thames to have the CAF located within their own databases to enable their staff easy access and potentially access for other agencies, for example, health visitors and school nurses.
November 2006	ISA in the London Borough of Richmond upon Thames completed referral process map(s), testing process for ISA panel, lead professional appointment process agreements, children's services finder development and rollout of ISA process to all appropriate agencies.
December 2006	Project plan for the detailed design stage of the e-Index released from DfES and possible funding from DfES to local authorities for further ISA initiatives including implementation of the e-Index rollout.
December 2006	Process in place for regular monitoring and reporting to LBRuT management of the implementation of the e-Index rollout.
Throughout 2007	Iterative rollouts of data gathering and testing for the ISA e-Index.
End 2008	Implementation of the national information sharing e-Index across England

## Development of the Local Safeguarding Children Board

### Policy context:

Richmond upon Thames is a safe place to live, go to school and work. Comparative with other London boroughs, there is a low crime rate and residents and visitors are generally positive regarding their safety within the borough.

However, when families and children living in the borough were asked during surveys and participation events conducted locally, about issues that concerned them with living in the borough, being safe still featured significantly. Children and parents were concerned about safety and welfare when placed with foster carers and in residential placements, safety in the streets, on public transport, safety in schools and safe places to play and go.

We are aware that children and young people take risks – but there is always a need to ensure that they are safeguarded wherever they are, at school, at leisure and in the home, and in whatever they do.

Agencies and organisations working with children now have a duty to make arrangements to safeguard and promote their welfare (Children Act 2004 section 11). Section 13(1) of the Children Act also sets out the requirement to establish a local safeguarding children board (LSCB) within the children's service authority (CSA) area. The main role of any LSCB is to coordinate services and activities to safeguard and promote the welfare of children in the local area where it is established and to ensure the effectiveness of what is done by each person or body bound by Section 11.

The LSCB will be in place by March 2006 and statutory regulations governing the board come into effect on 1 April 2006. It will be an independent board, running parallel to the governance structure for the Children and Young People's Strategic Partnership (CYPSP).

### What we have already achieved:

- All specified agencies have been written to and reminded of the duty, under Section 10 of the Children Act 2004, to cooperate. They have also been referred to the statutory guidance on the duty to make arrangements to safeguard and promote the welfare of children.
- All specified agencies have nominated a senior officer to be a member of the LSCB.
- Two training seminars have taken place with current ACPC members and new LSCB members.

The following model sets out the structure of the LSCB, reporting arrangements, proposed subgroups and the focus of each subgroup.

**London Borough of Richmond upon Thames strategic partnership**

**Executive Group CYPSP**

**LSCB**

**CYPSP**

<b>Be healthy</b>	<b>Stay safe</b>	<b>Enjoy and achieve</b>	<b>Making a positive contribution</b>	<b>Economic wellbeing</b>	<b>Training and development</b>	<b>Quality assurance</b>
CYPSP Chair LSCB Chair Safeguarding focus	CYPSP Chair LSCB Chair Safeguarding focus	CYPSP Chair LSCB Chair Safeguarding focus	CYPSP Chair LSCB Chair Safeguarding focus	CYPSP Chair LSCB Chair Safeguarding focus	CYPSP Chair LSCB Chair Safeguarding focus	CYPSP Chair LSCB Chair Safeguarding focus
<ul style="list-style-type: none"> <li>Families where parents have mental health, drug or alcohol difficulties</li> <li>Children with mental health needs</li> <li>Children with complex disabilities</li> <li>Children with special needs and their transition to adult services</li> </ul>	<ul style="list-style-type: none"> <li>Children who reach the threshold of Section 47</li> <li>Children not living with their families                             <ul style="list-style-type: none"> <li>private fostering</li> <li>looked after children</li> <li>children placed out of authority due to their education, health and or social need</li> </ul> </li> <li>Children living in families where there is violence</li> <li>ISA – CAF</li> </ul>	<ul style="list-style-type: none"> <li>Children not attending school</li> <li>Vulnerable groups                             <ul style="list-style-type: none"> <li>minority ethnic families</li> <li>children living in low income families</li> <li>travellers</li> </ul> </li> <li>Children with disabilities and learning difficulties</li> <li>Extended schools and children centre developments have a focus on supporting vulnerable groups</li> </ul>	<ul style="list-style-type: none"> <li>Children from vulnerable groups have a voice</li> <li>Involvement of children and families in the child protection process</li> <li>Role of advocates for vulnerable groups</li> <li>Children involved in anti-social behaviour and crime</li> <li>Children bullied and or discriminated against</li> </ul>	<ul style="list-style-type: none"> <li>Safer communities</li> <li>Children in families in temporary accommodation or unsuitable accommodation</li> <li>Supporting community awareness</li> </ul>	<ul style="list-style-type: none"> <li>Training and development work is taken forward across all agencies</li> <li>Policies, procedures, protocols are in place</li> <li>Recruitment and supervision practices safeguard children</li> </ul>	<ul style="list-style-type: none"> <li>Local and national indicators are monitored</li> <li>All member organisations are actively engaged</li> <li>Developing or evaluating thresholds and procedures</li> <li>Monitoring the effectiveness of organisations implementation of their duties under Section 11 of the Children Act 2004</li> </ul>

**Serious case review group**  
Independent Chair  
*To be set up as required*

**Child death overview panel**  
Chair to be agreed by 2008

### **Rationale for the proposed structure:**

- The sub-groups are already agreed for the CYPSP (see section on governance).
- It links the overall welfare agenda of Every Child Matters to the safeguarding agenda outlined in the 'Statutory Guidance on Making Arrangements to Safeguard and Promote the Welfare of Children'.
- It provides clear reporting mechanisms to the two strategic children's groups in the borough.
- It ensures safeguarding is on the agenda for all planning groups for children's services in the borough.
- The co-chairing arrangements ensure multi-agency sign-up to the safeguarding agenda.
- In a small borough it ensures efficiency of staff time. Staff will only have to attend one group which will address both issues.

### **Key priorities for action for 2006/07**

- Recognising a vulnerable child. LSCB agreement on vulnerability.
- Safeguarding children placed away from their families and communities.
- Supporting the schools to address bullying.
- Developing information sharing processes and the CAF across all agencies in line with government guidance.
- Work with the community to continue to ensure that Richmond upon Thames is a safe place for children and their families.
- Ensure coordinated support is provided to vulnerable families particularly where mental health, drug or alcohol and/or domestic violence is a feature.

### **To achieve this we will:**

- Agree the definition of vulnerability across the partnership.
- Each LSCB sub group will agree a three year action plan.
- Ensure every child placed out of borough by health, education or social care has their placement reviewed regularly.

- Establish a robust reviewing process for all children placed out of borough.
- Work with schools and pupils forums to improve behaviour in schools and reduce incidences of bullying.
- Evaluate the multi-agency ISA pilot and seek to mainstream the ISA process across children's services throughout the borough in line with DfES requirements.
- Hold a safeguarding conference to highlight to the community all the measures in place to ensure that children and young people are safe in Richmond upon Thames.
- Review recruitment procedures across agencies to ensure safe recruitment practices are in place.
- Review partners' progress on ensuring that the requirements of Section 11 are being met.
- Monitor the effectiveness of the protocol between children's services and the South West London and St George's Mental Health NHS Trust.
- Ensure that the children's centres and the extended schools developments support the needs of vulnerable children.

# 7. Partnership working, governance and accountability

The London Borough of Richmond upon Thames believes that the effective governance and the new arrangements for the Children and Young People's Strategic Partnership (CYPSP) is the cornerstone to achieving good outcomes for children, young people and their families.

The arrangements we have set in place aim to offer leadership and direction, outline priorities, allocate resources, and ensure quality performance, driven by a skilled workforce. These arrangements will also provide effective commissioning practice across all service areas.

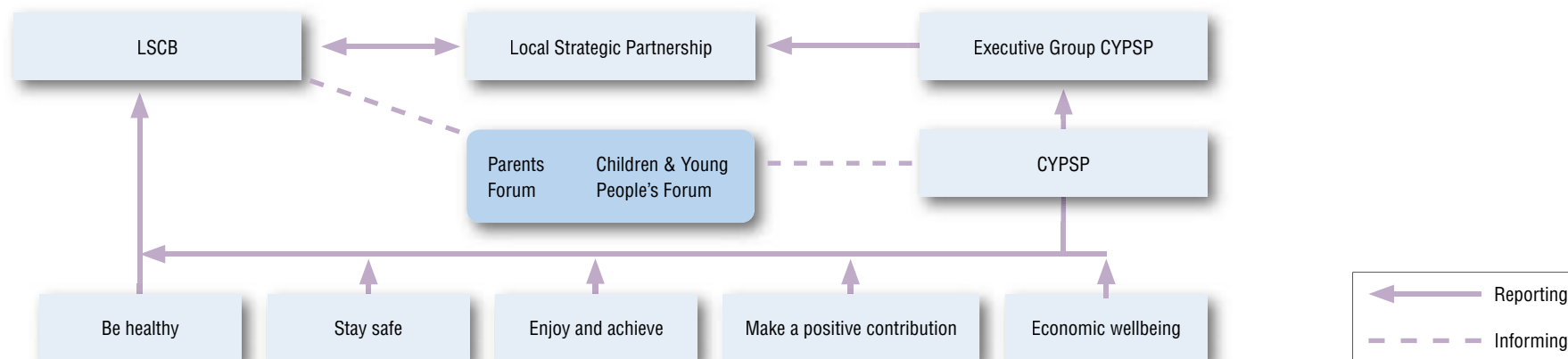
The governance structure, which has been agreed by the Local Strategic Partnership, the children's integration project board and joint overview and select committee, is outlined below:

These governance arrangements will be launched in May 2006 and will achieve greater clarity in terms of accountability, building a reporting structure aligned to the Every Child Matters outcomes framework.

The executive group of the CYPSP helps to fulfil the duties placed upon relevant partners under section 10 of the Children's Act 2004 to cooperate to improve the wellbeing of children. The executive group will be chaired by the local authority's Chief Executive. Senior officers or representatives from all relevant partner agencies identified by the Children Act 2004 will make up the membership of the group.

These arrangements will offer the partnership and children's services:

- A strategic vision accompanied by senior leadership and commitment;
- A set of key priorities for children and young people;
- The ability to join together resources and budgets to engender better outcomes for children and their families;
- Robust monitoring of performance against key national and local indicators and outcomes; and
- Opportunities to work together to develop a skilled and effective workforce.



The Children and Young People's Strategic Partnership will become the joint commissioning board for children's services, chaired by the Director of Education and Children's Services. All key partners will be involved at director and assistant director levels or equivalents. The lead member for children's services, as required by Children Act 2004, will also be represented on the partnership from May 2006. Representation at CYPSP level will be open to users and carers and, importantly, the voluntary sector through key strategic organisations. We will also continue to develop our participatory mechanisms for effective communication and consultation.

The local strategic partnership has agreed that the CYPSP will also act as the management board for the Youth Offending Team, Children Fund and Connexions Management Committee, thereby rationalising strategic planning within children and young people's services across the borough.

In order to ensure that the CYPSP becomes an effective commissioning body, it has been agreed to establish five sub-groups based around the outcomes framework. These subgroups will subsume over 25 existing groups and rationalise reporting arrangements. Each subgroup will have two partnership lead officers who will be accountable to the CYPSP and LSCB for:

- Performance against the outcomes and indicators;
- Progress towards CYPP action plans, based upon key priorities;
- Workforce development and remodelling;
- Joint working initiatives, for example ISA;
- Identifying priority needs, gaps and risks; and
- Safeguarding agenda.

Each sub-group will report on these strategic issues to the CYPSP; and on safeguarding matters to the LSCB (see section on safeguarding and promoting the welfare of children and young people), allowing the partnership to scrutinise performance and needs to address gaps in service provision.

The voluntary sector, users and carers will be represented in each sub-group to ensure they influence the development of the partnerships priorities.

The LSCB will be an independent board running parallel to the governance structure outlined above. It will provide a key scrutiny and monitoring role of the partnership, ensuring that the safeguarding of children and young people is central to the delivery of all services. The LSCB will focus on the safeguarding agenda across the Every Child Matters outcomes, as well as the following:

- child death overview panel;
- quality assurance, policy and procedures;
- serious case review panel; and
- training and recruitment.

The governance arrangements outlined above report into a joint overview and scrutiny committee, currently meeting bi-monthly, as well as the Cabinet of the Council as a whole. Future reporting mechanisms to Council members are currently being reviewed.

The current project board for children's integration will cease to operate in May 2006 handing over the longer-term development of children's services to the CYPSP and its executive group. The Partnership and Council are confident that the governance arrangements outlined above will deliver an effective framework for achieving positive outcomes for children, young people and their families. We feel confident that it will ensure that safeguarding children's welfare is central to all decision making and we anticipate that the requirements laid down within local area agreements will correspond with these governance arrangements for improved strategic planning for services to children and young people.

## 8. Service management and use of resources

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The 2005 APA graded all areas of children's services as good and Richmond upon Thames is rated as a good council on the CPA scorecard. Significant improvements in 2005-06 have increased the capacity to manage the integration of children's services leading to more informed and targeted decision making to improve outcomes for children, young people and their families.

The multi-agency project board has driven the agenda to ensure that milestones have been achieved for the establishment of a new Education and Children's Directorate in May 2006. The Deputy Leader, Cabinet Member for Schools and the Cabinet Members have discharged the Lead Member responsibilities for early, adult and special education with the Cabinet Member for Social Services and Housing. The Chief Executive meets with leading members, the Executive Board and the Chief Executive of the PCT to ensure the responsibilities have been fully discharged. This strong drive to deliver shared priorities and achieve key targets has streamlined the management and accountability of the service by:

- Establishing an integrated service for children and young people with disabilities and learning difficulties from November 2005;
- Reporting progress to a joint overview and scrutiny committee for children's services, comprising members from three overview and scrutiny committees focusing on health, social care, housing and education;
- Implementing arrangements for a local safeguarding children board with senior officers with effect from April 2005;
- Strengthening the development of the proposed structure through joint senior and departmental team meetings during 2005/06 for a smooth transition to the new structure in May 2006;

- Implementing a programme of multi-agency seminars for all staff in 2005/06 to develop knowledge of services and consult on key proposals;
- Developing the Children and Young People's Plan as a catalyst for strengthening the commitment to an integrated children's service, led by officers from Social Services and Education Arts and Leisure;
- Securing robust governance arrangements providing strong leadership for the integrated children's service;
- Seizing every opportunity to involve all agencies, young people and their families in the development of the service and appointments of key staff;
- Reviewing the work of the Children and Young People's Strategic Partnership, the youth crime reduction group and the drug action team to commission and deliver more effective services for children and their families;
- Developing and publishing a coherent strategy for children's centres and extended schools building on the broad range of services available to children and their families in target areas;
- Launch of a website to communicate and promote the integrated children's service.

These developments demonstrate the effectiveness of the project board's remit to embed strategic planning across all aspects of service management. The strong leadership of the partnership is owned and driven by the elected members of the Council and senior staff in each organisation to improve service delivery. The impact is evident in a range of performance indicators detailed in the review of progress for 2005/06 within this Children and Young People's Plan. Further shared priorities are underpinned by detailed action plans for 2006/07. The partnership's drive for excellence is emphasised by the focus on areas of underperformance in priorities for value-added at key stages 3 and 4, the educational attainment of looked after children and exclusions balanced against the high expectations embedded in the plan for maintaining top performance in the early years and primary education, for fostering and adoption.

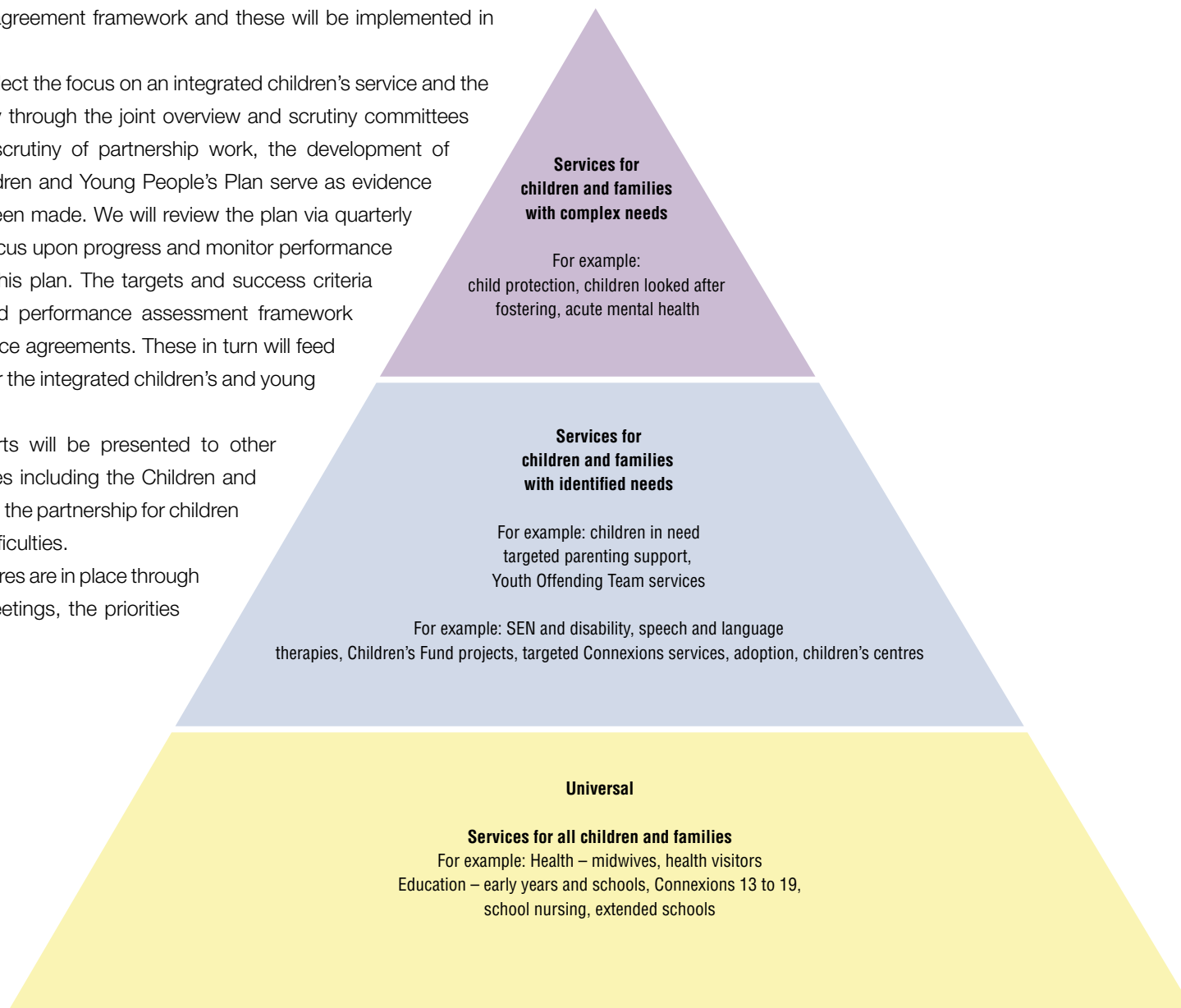
The Council's robust performance review framework outlined in the self-review for the annual performance assessment 2005 is being developed to reflect the new integrated children's service. The proposals for the overview and scrutiny function for children's

services reflect the local area agreement framework and these will be implemented in May 2006.

The cabinet structure will reflect the focus on an integrated children's service and the current monitoring and scrutiny through the joint overview and scrutiny committees is robust. Presentations and scrutiny of partnership work, the development of children's centres and the Children and Young People's Plan serve as evidence of the real progress that has been made. We will review the plan via quarterly monitoring reports which will focus upon progress and monitor performance against the targets set out in this plan. The targets and success criteria incorporate the best value and performance assessment framework indicators and local public service agreements. These in turn will feed into the local area agreement for the integrated children's and young people's service.

In addition, progress reports will be presented to other relevant groups and committees including the Children and Young People's Partnership and the partnership for children with disabilities and learning difficulties.

External monitoring procedures are in place through the APA, the Regional HMI meetings, the priorities meeting and District Audit.



TOTAL RESOURCES 2006/07			
	£000s		£ 000s
Library Service – children, adults and families	5244	Children's Services Grant	190
Arts Service – children, adults and families	405	Special schools inc. primary and secondary special units	4050
Sports Service – children, adults and families	3033	SEN Transport	1824
Early Years inc. Nursery Education Grant	3578	Independent placements	3207
Early Years – Sure Start local programmes	926	SEN specialist support	593
Early Years – Sure Start extended schools (capital and revenue)	2140	Hearing and Visual	265
Early Years – Sure Start children's centres (capital and revenue)	1818	Recoupment	1239
Student Support	291	Cassel Family Unit	54
Youth Service	1342	Education Psychological Service	537
Connexions	1247	Education Welfare Service	442
Way to Work	722	Vocational Integrated Programme	118
Music Grant	96	Pupil Referral Service	619
Primary and secondary schools excluding special units, including post 16	71593	Education other than at school	19
School improvement including gifted and talented, Competitive Edge/2012 Olympics/ Dramatic Edge	1980	Teenage pregnancy	83
Standards Fund	8252	CAMHS grant (tiers 1 to 2)	334
Education Capital Programme	2964	Family Support	1276
Schools Access Initiative	199	Social Work	751
New pupil places	4657	YOT	524
LA Devolved Formula Capital	1677	Grants to voluntary organisations – Children's social care	44
VA Devolved Formula	535	Grants to voluntary organisations – Education/youth services	133
Capital	30	Speech therapy	324
LWA Co-ordinated Voluntary Aided Programme LCVAP	434	Occupational therapy	194
Community Paediatric Nursing	245	Physiotherapy	125
Health Visiting	1625	Dietetics special needs	6
School Nursing	593		
Paediatric Audiology 2nd tier and school screening	95	Social work	4550
Community Paediatricians	238	Looked after children placements	4352
Child Health and Special Needs Department	189	Adoption	706
		Children leaving care	620
		Special needs health visitors	42
		Child protection, family support (RTPCT)	62
		Looked after children (RTPCT)	60
		Children's continuing care placements	923
		Portage	21
		CAMHS (tiers 3 & 4)	1751

# 9. Involvement of families and carers, children and young people and the voluntary sector

The London Borough of Richmond upon Thames has a history of engagement with users, carers and the community sectors. The last 18 months has seen this develop and mature, although there are many key challenges ahead before participation in service delivery and design is embedded into the new children's service culture.

The commitment to involve children and young people, parents, carers and the voluntary sector in service developments and design is intrinsic to all our priorities, as well as a priority in its own right. The aim is to ensure that involvement from users and the voluntary sector is inherent in the development of the Children's Trust arrangements. Involvement is reflected at the following levels:

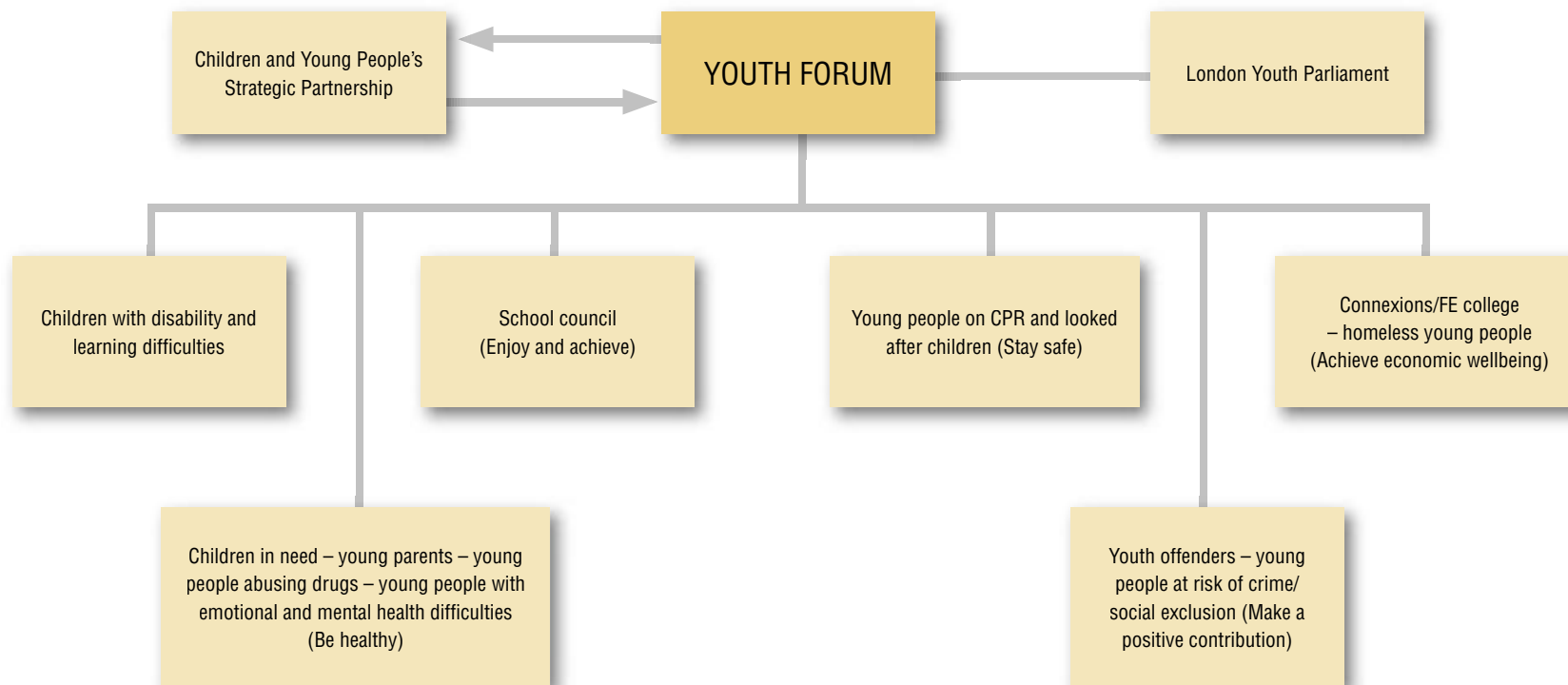
- Communication regarding services and service development
- Consultation on services and service development
- Active participation and co-production in service design and delivery

The Children and Young People's Strategic Partnership's objective is to ensure that children, young people, their families and carers and the voluntary sector are involved at all levels across the new children's service.

## User involvement

User involvement is now relatively mature in Richmond upon Thames and has been cited by the National Youth Agency 'Hear by Right' as an example of best practice within their new guidance on the participation of young people.

Strategically, we have established a clear mechanism and structure to maximise the involvement of young people.



Richmond upon Thames has developed a number of clear sub-groups already feeding directly into a wider youth forum which, in turn, will link directly into the Children and Young People's Strategic Partnership. This mechanism will allow for the direct involvement of young people in the strategic priorities of the Children's Partnership.

Operationally, the User Participation Partnership Strategy is supported through 1.5 full time posts. Activity this year has included:

- Five workshops for key user groups to articulate user views, producing five action plans, which are monitored by the participation planning group.
- Conference for young people organised by young people to establish a youth forum constitution and youth charter.

- A political speed dating event (televised nationally), held between young people and local council members.
- Recruitment training established for young people so they become a part of the recruitment processes.
- Young people involved in the recruitment of the Interim Head Children with Disabilities and Learning Difficulties.
- Consultation events organised for school councils, looked after children and children on the child protection register (and their parents).
- A major consultation event with over 500 young people on their views about services and facilities in Richmond upon Thames and what they view as their priorities, alongside key gaps.

- Regular meetings between the youth member of parliament, pupil mayor and director designate of the new children's service.
- Two consultation events between the director designate and the schools' council.
- Allocation of office space and equipment to the youth forum.

#### **Agreed priorities for the coming year include:**

- Training young people to deliver participation training to managers and practitioners.
- Locality based youth consultations in the five most deprived wards linked to extended school clusters to develop locally based services and facilities for young people that they have identified.
- A major participation conference for young people and parent or carers, linked to the launch of the new children's service in May 2006 to structure services and obtain user and carer views on future priorities and needs.
- Follow up workshops with all sub-groups to report on what progress has been made in the last 12 months on key action plan agreements and to revise plans for the subsequent 12 months.
- Exhibiting in May 2006 Every Drawing Matters at Orleans House Gallery, showcasing drawings from children and young people, the product of six workshops which have involved young people in expressing through art their priorities and concerns.

#### **Involving parents and carers**

The Children's Partnership has made progressive efforts to establish effective mechanisms to involve parents and carers, over the last few years. These include:

- A citizen panel of 1,000 members of the public;
- A joint PCT, local authority and voluntary sector initiative to include parents and carers on all joint commissioning boards;
- Parent representation on the Children and Young People's Strategic Partnership;
- A recently developed parents involvement planning group which has parent representatives to establish wider and clearer parent/carer representation;

- A parent or carer partnership worker based within the voluntary sector; and
- Parent representation on a number of key sub groups.

#### **Recent activities have included:**

- A major consultation exercise, including five workshops or focus groups, a community road show and questionnaire asking parents and carers about what services they use, what they thought about those services and what improvements they would like to see and service gaps filled.
- Publication of a parent's newsletter regarding the new change agenda for children.
- Involvement of parents in recruiting the Interim Head of Children with Disabilities and Learning Difficulties and the developments within that service.
- Involvement of parents in a series of workshops looking at the re-design of services for children with disabilities and learning difficulties.
- A presentation and consultation with parents involved in voluntary sector groups on the developments of children's services.

Richmond upon Thames is committed to building on this context and developing a robust parents and carers involvement strategy. As a platform for this a parents and carers conference is being organised to get parents and carers involved in developing the strategy for their ongoing involvement.

The planning group has further identified key actions for the coming year, which include:

- Setting up of a parenting database;
- Four key consultation events per year, involving activities for children and young people to share information about the services and signpost or showcase them as well as get key feedback; and
- Setting up of a parents forum to represent parents' views to the CYPSP, with a similar model as that developed for and by young people.

## Voluntary sector

Richmond upon Thames has made concerted efforts to engage the voluntary sector in the change agenda and undergo the cultural changes required to develop a new partnership with the community. Key activities over the last 12 months have included:

- The Chief Executive of the Council for Voluntary Services has been invited onto the Children and Young People's Strategic Partnership Executive Board.
- The Richmond Council for Voluntary Youth Organisations is the key strategic organisation for young people and is represented on the Children and Young People's Strategic Partnership.
- The Children and Young People's Strategic Partnership acts as the Management Board for the local Children Fund.
- The Council has commissioned the CVS to map the voluntary sector for children and recommend key actions required for their active involvement.
- Throughout the developments for the new integrated service for Children with Disability and Learning Difficulties the voluntary sector has been actively involved and is represented on the steering group.
- Specific consultations have occurred with the voluntary sector in relation to the:
  - ▶ Children's services organisational structure
  - ▶ Children and Young People's Plan
  - ▶ Children's services developments

As with the parents and carers involvement strategy, these developments have established the platform on which the Children and Young People's Partnership wants to ensure the active participation of the voluntary sector.

Key plans for the next 12 months include:

- A conference with the voluntary sector consulting on the new governance arrangements and securing the voluntary sector's active involvement.
- Ensuring that the voluntary sector is represented on all sub groups within children's governance, as well as the CYPSP and Executive Group.
- Identifying a key strategic organisation for children in the borough.
- Linking the voluntary sector into the new commissioning framework and ensuring that grants direct links into commissioning activity from within the partnership.
- Establish a regular consultation forum for the voluntary sector.

The CYPSP is committed to working with young people, parent, carers and the voluntary sector as we move into the new Children's Trust arrangements and making the cultural changes necessary to make this meaningful. As a partnership we have made clear and concerted efforts to engage all these groups, and our key actions for next year highlight a clear strategic direction to continue to meet the challenges of involving our users and voluntary sector partners.







## Translation advice

Please contact us if you need this booklet in Braille, large print, on audio tape or in another language on 020 8891 7500 or Minicom 020 8891 7539.

### Albanian

Nese keni veshtersi per te kuptuar kete botim, ju lutemi ejani ne receptionin ne adresen e shenuar me poshte ku ne mund te organizojme perkthime nepermjet telefonit.

### Arabic

إذا كانت لديك صعوبة في فهم هذا المنشور، فنرجو زيارة الإستقبال في العنوان المعطى أدناه حيث بإمكاننا أن نرتب لخدمة ترجمة شفوية هاتفية.

### Bengali

এই প্রকাশনার অর্থ বুঝতে পারায় যদি আপনার কোন সমস্যা হয়, নিচে দেওয়া ঠিকানায় রিসেপশন-এ চলে আসুন যেখানে আমরা আপনাকে টেলিফোনে দোভাষীর সেবা প্রদানের ব্যবস্থা করতে পারবো।

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### Farsi

اگر در فهمیدن این نشریه مشکلی دارید لطفاً به میز پذیرش در آدرس قید شده در زیر مراجعه غایید تا ترتیب ترجمه تلفنی برایتان فراهم آورده شود:

### Gujarati

જો તમને આ પુસ્તિકાની વિગતો સમજવામાં મુશ્કેલી પડતી હોય તો, કૃપયા નીચે જણાવેલ સ્થળના રિસેપ્શન પર આવો, જ્યાં અમે ટેલિફોન પર ગુજરાતીમાં ઇન્ટરપ્રિટીંગ સેવાની ગોઠવણ કરી આપીશું.

### Punjabi

ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਸ ਪਰਚੇ ਨੂੰ ਸਮਝਣ ਵਿਚ ਮੁਸ਼ਕਲ ਪੇਸ਼ ਆਉਂਦੀ ਹੈ ਤਾਂ ਹੇਠਾਂ ਦਿੱਤੇ ਗਏ ਪਤੇ ਉੱਪਰ ਰਿਸੈਪਸ਼ਨ 'ਤੇ ਆਓ ਜਿੱਥੇ ਅਸੀਂ ਟੈਲੀਫੋਨ ਤੇ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਇੰਟਰਪ੍ਰਿਟਰ ਦਾ ਪ੍ਰਬੰਧ ਕਰ ਸਕਦੇ ਹਾਂ।

### Urdu

اگر آپ کو اس اشاعت کو سمجھنے میں کوئی مشکل ہے تو، براہ کرم نیچے دیئے ہوئے ایڈریس کے استقبالیے پر جا کر ملیئے، جہاں ہم آپ کیلئے ٹیلیفون انٹرپریٹنگ سروس (ٹیلیفون پرتزجمانی کی سروس) کا انتظام کر سکتے ہیں۔