

PLEASE NOTE VENUE

CHILDREN'S SERVICES SCRUTINY FORUM AGENDA



Monday 1 October 2007

at 4.30 pm

**in Owton Manor Community Centre,
Wynyard Road, Hartlepool**

MEMBERS: CHILDREN'S SERVICES SCRUTINY FORUM:

Councillors S Cook, Coward, Fleet, Griffin, A E Lilley, London, Plant, Preece, Shaw, Simmons and Worthy

Co-opted Members:

Elizabeth Barraclough, David Relton and Jesse Smith

Leigh Bradley, Jonathan Simpson, Chris Lund, Kelly Goulding, Cassie Jeffries and Gillian Pounder

Resident Representatives:

John Cambridge, Evelyn Leck and Michael Ward

- 1. APOLOGIES FOR ABSENCE**
- 2. TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS**
- 3. MINUTES**
 - 3.1 To confirm the minutes of the meeting held on 20 August 2007.
- 4. SHORT ICE BREAKER EXERCISE**
- 5. RESPONSES FROM THE COUNCIL, THE EXECUTIVE OR COMMITTEES OF THE COUNCIL TO FINAL REPORTS OF THIS FORUM**

No items.

PLEASE NOTE VENUE

6. CONSIDERATION OF REQUEST FOR SCRUTINY REVIEWS REFERRED VIA SCRUTINY CO-ORDINATING COMMITTEE

- 6.1 Scrutiny Topic Referral from the South Neighbourhood Consultative Forum – ‘Sustainability of Externally Funded Community Initiatives in Schools’ – *Scrutiny Support Officer*

7. FORWARD PLAN

No items.

8. CONSIDERATION OF PROGRESS REPORTS / BUDGET AND POLICY FRAMEWORK DOCUMENTS

- 8.1 Six Monthly Progress Report – Scrutiny Investigation into ‘The Provision of Sex and Relationship Education (SRE) in Hartlepool Schools’ – *Director of Children’s Services*
- 8.2 Scrutiny of the Progress of the Children and Young People’s Plan - *Director of Children’s Services*

9. ITEMS FOR DISCUSSION

Scrutiny Investigation into ‘Access to Recreation Activities for Children and Young People in Hartlepool’

- 9.1 Evidence from Hartlepool’s Member of Parliament:-
- (a) Covering Report - *Scrutiny Support Officer*; and
 - (b) Verbal evidence from Iain Wright, MP for Hartlepool
- 9.2 Evidence from the Young People’s Representatives Co-opted on to the Forum:-
- (a) Covering Report - *Scrutiny Support Officer*; and
 - (b) Presentation of ‘Mind Mapping’ Results by the Young People’s Representatives Co-opted on to the Forum
- 9.3 The Results of Existing Consultations and Surveys - *Senior Children’s Services Officer / Scrutiny Support Officer*

10. ANY OTHER ITEMS WHICH THE CHAIRMAN CONSIDERS ARE URGENT

ITEMS FOR INFORMATION

- i) **Date of Next Meeting Monday, 5 November 2007 commencing at 4.30pm at The Baltic Suite, Hartlepool Historic Experience, The Historic Quay.**

CHILDREN'S SERVICES SCRUTINY FORUM

MINUTES

20 August 2007

The meeting commenced at 4.30 pm at West View Community Centre,
Hartlepool

Present:

Councillor: Jane Shaw (In the Chair)

Councillors: Shaun Cook, Mary Fleet, Sheila Griffin, Alison E
Lilley, Frances London, Michelle Plant, Arthur Preece and
Gladys Worthy

In accordance with Paragraph 4.2 (ii) Councillor Carl Richardson
was in attendance as substitute for Councillor Christopher
Simmons

Co-opted Members:

David Relton

Resident Representatives:

John Cambridge and Evelyn Leck

Officers:

John Mennear, Assistant Director, Adult and Community
Services
John Robinson, Children's Services Fund Manager
Peter Davies, Principal Youth Worker
Tracey Liveras, Young People and Play Co-ordinator
Dawn Gilderoy, Out of School Learning and Extended Schools
Co-ordinator
Joan Wilkins, Scrutiny Support Officer
Denise Wimpenny, Principal Democratic Services Officer

Also Present:

Beth Hawkrige, Barnardos

19. Apologies for Absence

Apologies for absence were submitted on behalf of Councillor Christopher Simmons and Young People's Representatives Leigh Bradley, Kelly Goulding, Cassie Jeffries, Gillian Pounder, Hannah Shaw, Jonathan Simpson and Leon Smith.

20. Declarations of interest by Members

None.

21. Minutes of the meeting held on 16 July 2007

The minutes of the meeting held on 16 July were confirmed with the addition of Chris Lund in attendance.

22. Responses from the Council, the Executive or Committees of the Council to Final Reports of this Forum

None.

23. Consideration of request for scrutiny reviews referred via Scrutiny Co-ordinating Committee

None.

24. Forward Plan

The Scrutiny Support Officer circulated the Council's Forward Plan (August 07 to November 07) and sought consideration of any items which Members might wish to be looked at by the Forum.

Members were advised that any issues arising from the Executive's Forward Plan would be referred to the Scrutiny Co-ordinating Committee and during the course of discussions the following issues were raised:-

Building Schools for the Future

- (i) What input would the Children's Services Scrutiny Forum have in relation to the proposed closure of Brierton school? The Chair advised that Scrutiny involvement in the BSF process was being co-ordinated through the Scrutiny Co-ordinating Committee and that the concerns raised today would be reported back to the Co-ordinating Committee, Paul Briggs, Director of Children's Services and the Children's Services Portfolio Holder.
- (ii) Members expressed concerns regarding the potential transport costs incurred travelling to an alternative school as a result of the closure of Brierton School.
- (iii) Have the children affected by the closure been consulted, and if so, how? Members were advised that discussions had been held with the year groups affected as well as years 5 and 6. A number of practical

concerns had been raised and arrangements were in place to work with the children concerned to resolve them.

- (iv) The Forum highlighted concerns in relation to the adverse effects the closure would have on the children who did not wish to move to an alternative school.
- (v) The Forum expressed a view that there were various reasons/benefits for retaining Brierton school:-
 - the size of the school grounds was a significant benefit to the children;
 - Brierton was not an old school with extensive funding allocated in 1975.
- (vi) Concern was expressed regarding the membership of the BSF Project Board and the need to allow greater involvement of other interested parties. Concern was also expressed that BSF Project Board meetings were not open to the public.

The Forum requested that the above issues be referred to the Assistant Director of Children's Services and Scrutiny Co-ordinating Committee.

Recommendation

That the issues raised in relation to the future of Brierton school and the composition/operation of the BSF Project Board, be referred to the Assistant Director of Children's Services and the Scrutiny Co-ordinating Committee for consideration.

25. Consideration of progress reports/budget and policy framework documents

None.

26. Access to Recreation Facilities for Young People in Hartlepool – Setting the Scene Report *(Senior Children's Services Officer/Scrutiny Support Officer)*

The Senior Children's Services Officer and Scrutiny Support Officer submitted a joint report outlining the background to the investigation for consideration.

Members were advised of the need to identify a clear definition to the term 'Recreation' Facilities' and the age group to be explored for the purpose of the investigation. To assist the Forum in the identification of an appropriate age group to cover the term 'Young People' examples were provided of the 13 to 19 year age group utilised by the National Youth Agency, Hartlepool's Youth Service in its strategic priorities and other local authorities during similar

scrutiny investigations. It was also highlighted that in the Children's Fund guidance the age range for children was identified as 5 to 13 years with recognition of the importance of the transition period between 11 to 13 years.

For the purpose of attempting to keep the investigation manageable it was suggested that the age ranges adopted by the Children's Fund and Youth Services as detailed in the report be utilised. It was, however, acknowledged that the issue of access to recreation facilities affected children and young people across the age range and as such it was suggested that Members considered:-

- (i) the extension of the aim of the investigation to include 'children and young people'; and
- (ii) the setting of the age range for the investigation as being children and young people between the ages of 5 to 19 years old.

Consideration was also given to the establishment of a clear definition of 'Recreation Facilities and in recognition of the breadth of service areas across which recreations facilities span, it was suggested that for the purpose of the investigation they be broken down into the following categories, undertaken by children and young people in their spare time (outside school hours):-

- (i) Sport;
- (ii) Arts and Culture;
- (iii) Organised Activities;
- (iv) Free play; and
- (v) Other Interests.

Members views were sought as to whether the Forum wished to look at all five categories of recreation facilities as outlined above or focus in greater depth on a smaller number of specific categories. The report included details of the benefits of the provision of effective recreation facilities, national and regional policy/guidance, recreation facilities currently provided in Hartlepool, transition issues, funding sources, barriers to access to facilities together with current strategies to ensure access to recreation facilities.

In evaluating the value of refining the categories of recreation, the following issues were raised:-

- (i) Some areas of the town had very few recreational facilities. The Assistant Director referred to the recreational facilities currently provided as outlined in Sections 6 and 10 to the report. Members were also provided with the types of activities provided by the Youth Service and the Children's Services Department which included summer play schemes, out of school activities etc.
- (ii) Members emphasised the need for affordable activities as cost and transport to facilities was a barrier for some people in the town.
- (iii) Attention was drawn to the absence within the report of any reference

to morale or character building. The Children's Fund Manager advised that this would be identified as part of the outcomes.

- (iv) Disappointment was expressed that Hartlepool Deaf Young People had to travel to Middlesbrough to access facilities. The Principal Youth Worker reported that there was not sufficient demand for the service to be viable in Hartlepool.
- (v) Attention was drawn to the need for the provision of appropriate facilities were needed to keep children and young people off the streets. The importance of parental guidance to encourage children and young people to engage in appropriate activities was highlighted. It was noted that attitudes and behaviour also played a role. Members were advised that challenging behaviour was part of the work carried out by the youth service.
- (vi) It was suggested that the investigation should focus on the 11 to 18 year old age range.
- (vii) Clarification was sought as to whether the children/young people had been consulted to determine their preferences/requirements? The Children's Fund Manager advised that the young people had been consulted and were scheduled to attend a future meeting of the Forum. The Principal Youth Worker added that Government Grant Funding was available and it was envisaged that in the near future the Government would be expecting young people to be involved in managing funding.
- (viii) Details were sought of any statistics available in relation to take-up of of organised facilities ie youth clubs, army cadets etc? The Principal Youth Worker provided details of recent audits that had been undertaken. It was suggested that further details of the percentage of young people involved in these types of activities be provided.
- (ix) Information was requested on how recreational facilities were advertised in the town? The Out of School Learning and Extended Schools Co-ordinator advised that a Children's Services Directory was available in the central library as well as the Council's internet site. It was acknowledged that the publicising of facilities could be improved.

The Forum separated into two groups to consider the following:-

- (a) The setting of the age range for the investigation
- (b) Identify the categories of recreation

The Children's Services Fund Manager and the Scrutiny Support Officer provided feedback from the respective groups and following a lengthy debate, it was agreed that the following age ranges be investigated:-

- 5 - 8
- 9 - 13
- 14 – 19

Members were asked to bear in mind that if three age groups were identified for investigation it would be difficult to investigate all five categories of recreation. The Forum discussed the categories of recreation and sought clarification regarding the consultation methods with the children and young people. The Children's Fund Manager also confirmed that consultation had already been carried out, details of which would be provided at the next meeting.

In addition to this information, Members considered that it was not appropriate to select the categories for consideration during the investigation without feedback from the young people's representatives co-opted onto the Forum. The representative from Barnardos stated that the young people were representative of a wide variety of young people and that the issues discussed at the Forum were feedback and discussed. The young people's representatives had, however, been unable to attend this meeting and in order to assist in the selection of the categories of recreation to be looked at it was agreed that they would provide a presentation at the next meeting.

In summary, the Scrutiny Support Officer advised that the next meeting would reflect the young peoples views' as well as focus on the existing consultation information. In addition, the representative from Bamardos would provide feedback relating to consultation undertaken with the children and young people.

Recommendation

- (i) That the following age ranges be investigated:-
 - 5 - 8
 - 9 - 13
 - 14 – 19
- (ii) That the definition and identification of categories of recreation facilities be deferred to the next meeting pending feedback from the consultation process and the young people's representatives co-opted onto the Forum.
- (iii) That the information given, be noted and the comments of the Forum be used to assist with the scrutiny investigation.

JANE SHAW

CHAIRMAN

CHILDREN'S SERVICES SCRUTINY FORUM

1 October 2007



Report of: Scrutiny Support Officer

Subject: SCRUTINY TOPIC REFERRAL FROM THE SOUTH NEIGHBOURHOOD CONSULTATIVE FORUM – 'SUSTAINABILITY OF EXTERNALLY FUNDED COMMUNITY INITIATIVES IN SCHOOLS'

1. PURPOSE OF REPORT

- 1.1 To advise Members of the Children's Services Scrutiny Forum of the redirection by the Scrutiny Co-ordinating Committee of a referral from the South Neighbourhood Consultative Forum relating to the 'Sustainability of Externally Funded Community Initiatives in Schools'.
- 1.2 To advise Members of the timetable for consideration of the redirected referral.

2. BACKGROUND INFORMATION

- 2.1 As outlined within the Authority's Constitution, the Scrutiny Co-ordinating Committee has a mandatory obligation to consider referrals from Council, Cabinet and individual Cabinet Members within the timescale prescribed. (dependent upon origin of referral). Consideration of Category C referrals (General policy development and advice) is, however, at the discretion of the Scrutiny Co-ordinating Committee.
- 2.2 The Scrutiny Co-ordinating Committee on the 14 September 2007 received a referral from the South Neighbourhood Consultative Forum regarding the 'Sustainability of Externally Funded Community Initiatives in Schools'. As part of this referral, concern was expressed regarding the drawing down of funding for community spaces in schools from external funding streams and that once the initial capital investment had been used, revenue costs were difficult to sustain, resulting in limited availability / use of new community resources / spaces.
- 2.3 It was clear that this was an example of a general 'problem' that had emerged in localities and concern was that this would become a town-wide issue as future projects arise which are not part of mainstream funding provision and in time cease to continue. In addition to this, it was

acknowledged by the Committee that there was clearly a distinction between projects initiated by the local service providers and those initiated by the local authority.

- 2.4 As a Category C referral (General policy development and advice), the Scrutiny Co-ordinating Committee consider the appropriateness of undertaking a scrutiny enquiry into this matter and approved its redirection to the Neighbourhood Services Scrutiny Forum for consideration.
- 2.5 In terms of the timescale for consideration of the referral, the very recent receipt of confirmation of the redirection of the referral has meant that there has been insufficient time to scope the investigation before today's meeting. As such, approval has been obtained from the Chair of the Forum for the scoping report to be considered at the Forum's next meeting, on the 5 November 2007.

3. RECOMMENDATIONS

- 3.1 That notification of the redirection of the South Neighbourhood Consultative Forums referral, as outlined in Section 1.1 of this report, be received and the timetable for submission of the investigations 'scoping' report noted.

Contact Officer:- Joan Wilkins – Scrutiny Support Officer
Chief Executive's Department - Corporate Strategy
Hartlepool Borough Council
Tel: 01429 523339
Email: joan.wilkins@hartlepool.gov.uk

BACKGROUND PAPERS

The following background paper was used in the preparation of this report:-

- (i) Scrutiny Co-ordinating Committee Report – 14 September 2007 – Scrutiny Topic Referral from the South Neighbourhood Consultative Forum – 'Sustainability of Externally Funded Community Initiatives in Schools'

CHILDREN'S SERVICES SCRUTINY FORUM

1 October 2007



Report of: Director of Children's Services

Subject: SIX MONTHLY PROGRESS REPORT – SCRUTINY INVESTIGATION INTO RAISING BOYS ACHIEVEMENT- BRIDGING THE GENDER GAP - ACTION PLAN

1. PURPOSE OF THE REPORT

1.1 The purpose of this report is to provide Members with an update on the progress that has been made in relation to the Raising Boys' Achievement - Bridging the Gender Gap investigation six months after the Children's Services Scrutiny Forum made its recommendations.

2. BACKGROUND INFORMATION

2.1 During the 2005/6 Municipal Year Members of the Children's Services Scrutiny Forum conducted an investigation into Raising Boys Achievement- Bridging the Gender Gap

2.2 On 22 January 2007 the Final Report (Raising Boys' Achievement - Bridging the Gender Gap) of the Children's Services Scrutiny Forum was submitted to Cabinet for approval. Following Cabinet's decision in relation to the Scrutiny Investigation an Action Plan and progress report from the Portfolio Holder for Children's Services was considered by the Children's Services Scrutiny Forum on 16 April 2007.

2.3 This report has been produced six months after consideration of the Action Plan by the Forum and as such provides an outline of the progress made to date in relation to the recommendations made by the Children's Services Scrutiny Forum.

2.4 An updated Action Plan is attached at **Appendix A** with the progress made to date outlined in bold text under the proposed action.

3. OVERALL AIM OF THE SCRUTINY INVESTIGATION

3.1 Members will recall that the overall aim of the Scrutiny Investigation was to:

“Examine the educational achievement levels of boys in Hartlepool with a view to identifying possible ways of improving performance to bridge the gender gap.”

4. DEPARTMENTAL RESPONSE TO THE PROGRESS MADE TO DATE UPON THE DELIVERY OF THE ACTION PLAN

4.1 The Department has responded as follows:-

- (i) The Coordinator appointed to the role of Gender Coordinator retired following a period of sickness. The Children Services Dept. quickly identified a replacement within the school improvement team;
- (ii) All of the actions detailed in the action plan have been moved forward. Five of the twenty two actions have been completed and the rest are ongoing and are on schedule to be achieved within the timescales set
- (iii) Actions taken to support raising achievement where there is a gender difference follows the recommendations detailed in 'The Gender Equality Duty in Schools'.

5. RECOMMENDATION

5.1 That Members note the progress to date in relation to the delivery of the Action Plan, and where felt appropriate seek clarification upon the achievement / none achievement of the delivery timescales / recommendations.

Contact Officer:- Paul Wilkinson, Senior School Improvement Adviser
Children Service's Dept, Performance & Achievement
Hartlepool Borough Council

01429523725
paul.wilkinson@hartlepool.gov.uk

BACKGROUND PAPERS

The following background papers were used in the preparation of this report:-

- (i) Children's Services Operational Plans Primary and Secondary
- (ii) The Gender Equality Duty in Schools

OVERVIEW AND SCRUTINY ENQUIRY ACTION PLAN

NAME OF FORUM: Children's Services Scrutiny Forum

NAME OF SCRUTINY ENQUIRY: Raising Boys' Achievement - Bridging the Gender Gap

DECISION MAKING DATE OF FINAL REPORT: Cabinet on 22 January 2007

RECOMMENDATION	EXECUTIVE RESPONSE / PROPOSED ACTION	LEAD OFFICER	DELIVERY TIMESCALE	
(a)	That the Authority focuses its future strategies in relation to the raising of boys' achievement levels on boys' literacy and writing;	(i) Identify boys' underachievement as a key priority in both Primary and Secondary Operational Plans. (ii) Implement specific actions as part of the primary and secondary national strategies programme which target intervention and support in underachieving pupils including boys. Completed and action reviewed from September 2007.	Senior Adviser – Paul Wilkinson (Curriculum Enrichment) Geraldine Chapman (Secondary Strategy Co-ord) Julie Sutton (Primary Strategy Co-ord) replaced by Debbie Brown from Sep 07 Gillian Richmond (Gender Achievement Co-ord) replaced by Ruth Chalkley from Sep 07	(i) Completed (ii) Completed
(b)	That in addition to the Authority's Children's Services Departmental Action Plans, the creation of a policy, that includes a clear timetable and future aims and objectives, in relation to the raising of boys' achievement levels in Hartlepool be further explored;	(i) Develop and agree an overarching strategy for raising boys' achievement. Work ongoing - New Coordinator in place from Sep 07 to bring additional capacity. Draft Strategy to be in place by Sept 07	Paul Wilkinson Ruth Chalkey	(i) March 2008

OVERVIEW AND SCRUTINY ENQUIRY ACTION PLAN

NAME OF FORUM: Children's Services Scrutiny Forum

NAME OF SCRUTINY ENQUIRY: Raising Boys' Achievement - Bridging the Gender Gap

DECISIONMAKING DATE OF FINAL REPORT: Cabinet on 22 January 2007

RECOMMENDATION	EXECUTIVE RESPONSE / PROPOSED ACTION	LEAD OFFICER	DELIVERY TIMESCALE	
		(ii) Agree with schools and other stakeholders including milestones for implementation. Work ongoing - Draft Strategy to be in place by Dec 07.	Paul Wilkinson Gillian Richmond	(ii) March 2008
(c)	That a review be undertaken to ensure that an appropriate staffing structure is in place for the effective 'rolling out' of the Blended Learning Project across all Hartlepool schools;	(i) Continue to develop the blended learning pilot for reading. Work ongoing (ii) Develop a writing pilot. Work ongoing. (On track to meet deadlines) (iii) Brief Secondary and Primary Heads through Director's briefings and Primary / Secondary Strategy updates.	Julie Sutton (Debbie Brown)/Geraldine Chapman – Primary and Secondary Strategy Co-ords	(i) March 2008 (ii) March 2008 (iii) Completed

OVERVIEW AND SCRUTINY ENQUIRY ACTION PLAN

NAME OF FORUM: Children's Services Scrutiny Forum

NAME OF SCRUTINY ENQUIRY: Raising Boys' Achievement - Bridging the Gender Gap

DECISIONMAKING DATE OF FINAL REPORT: Cabinet on 22 January 2007

RECOMMENDATION	EXECUTIVE RESPONSE / PROPOSED ACTION	LEAD OFFICER	DELIVERY TIMESCALE	
(d)	That a review be undertaken to ascertain what, if anything can be done to strengthen the LA's transfer and transition arrangements, including the possible extension of use of the Transfer and Transition Self Evaluation Toolkit;	<p>(i) Improve the electronic transfer of information on pupils' learning needs, dependent by increasing the ICT capacity of schools.</p> <p>Not complete – dependant on development of Learning Platforms in schools.</p> <p>(ii) Secondary schools to complete the on-line self-evaluation – monitored by LA/SIPs.</p> <p>Work ongoing</p>	<p>Geraldine Chapan Kay Forgie Colin Scott</p> <p>Geraldine Chapman</p>	<p>(i) September 2007</p> <p>(ii) September 2007</p>
(e)	That a formal process be developed for the sharing of information and best practice to assist in the raising of boys' achievement levels across all schools in Hartlepool;	<p>(i) Further develop the collection and analysis of data by LA.</p> <p>Work ongoing.</p> <p>(ii) Ensure underachievement by gender is a focus.</p> <p>Work ongoing.</p>	<p>Paul Wilkinson / Kay Forgie (Data Manager)</p> <p>Paul Wilkinson / Kay Forgie (Data Manager)</p>	<p>(i) March 2008</p> <p>(ii) March 2008</p>

OVERVIEW AND SCRUTINY ENQUIRY ACTION PLAN

NAME OF FORUM: Children's Services Scrutiny Forum

NAME OF SCRUTINY ENQUIRY: Raising Boys' Achievement - Bridging the Gender Gap

DECISION MAKING DATE OF FINAL REPORT: Cabinet on 22 January 2007

RECOMMENDATION	EXECUTIVE RESPONSE / PROPOSED ACTION	LEAD OFFICER	DELIVERY TIMESCALE
	<p>(iii) Train schools in the use of RAISE online for tracking and interpreting data.</p> <p>Work ongoing – to be carried out autumn 2007.</p> <p>(iv) Sharing good practice via SIPs and school reviews.</p> <p>Work ongoing in conversation with SIPs, LA officers and schools.</p> <p>(v) Create opportunities to share good practice locally, regionally and nationally.</p> <p>Work ongoing</p>	<p>Kay Forgie</p> <p>Paul Wilkinson / Kay Forgie (Data Manager) Kay Forgie</p> <p>Paul Wilkinson/Ruth Chalkey</p> <p>Ruth Chalkey</p>	<p>(iii) March 2008</p> <p>(iv) March 2008</p> <p>(v) March 2008</p>

OVERVIEW AND SCRUTINY ENQUIRY ACTION PLAN

NAME OF FORUM: Children's Services Scrutiny Forum

NAME OF SCRUTINY ENQUIRY: Raising Boys' Achievement - Bridging the Gender Gap

DECISIONMAKING DATE OF FINAL REPORT: Cabinet on 22 January 2007

RECOMMENDATION	EXECUTIVE RESPONSE / PROPOSED ACTION	LEAD OFFICER	DELIVERY TIMESCALE
(f)	That the feasibility of establishing a Regional Network with Local Authorities to share best practice to relation to addressing the boys' underachievement issue be explored;	Use links with Gary Wilson, Doncaster gender co-ordinator and practitioners in Sunderland to explore possibilities and share good practice. Completed. Gary Wilson conference well attended. Formal contact with other LAs to be established Sept. 07	Gillian Richmond Completed.
(g)	That ways of encouraging greater parental involvement in the education of boys' within schools across Hartlepool be explored;	(i) Introduce a town-wide campaign to encourage parental support for pupils. Slow progress. Links with Family Literacy Co-ordinator established. (ii) Develop work with schools to involve parents in their children's education and progress with particular reference to vulnerable groups. Slow progress but ongoing	Ruth Chalkey/Jill Hynd (i) March 2008 (ii) March 2008

OVERVIEW AND SCRUTINY ENQUIRY ACTION PLAN

NAME OF FORUM: Children's Services Scrutiny Forum

NAME OF SCRUTINY ENQUIRY: Raising Boys' Achievement - Bridging the Gender Gap

DECISIONMAKING DATE OF FINAL REPORT: Cabinet on 22 January 2007

RECOMMENDATION	EXECUTIVE RESPONSE / PROPOSED ACTION	LEAD OFFICER	DELIVERY TIMESCALE
		(iii) Develop and establish links with other agencies. Slow progress in this area. Work is ongoing. Family Learning Co-ordinator to be invited to pin group to provide support.	(iii) March 2008
(h)	The Authority encourages schools with low levels of boys' achievement to become involved in the National Breakthrough Programme;	Information shared with all schools on recent Breakthrough Programme publicity events. Secondary schools have been briefed. Additional financial resource to support this area being sought.	Gillian Richmond Completed
(i)	That the Authority explores with the National Breakthrough Programme the possibility of adopting a 'cluster' funding approach, to assist in the reduction of costs associated with participation in the programme; and	(i) Seek additional resources to support participation. Work ongoing (ii) Discuss financial contributions from schools with headteachers.	John Collings Ruth Chalkley Geraldine Chapman Ruth Chalkley Geraldine (i) March 2008 (ii) March 2008

OVERVIEW AND SCRUTINY ENQUIRY ACTION PLAN

NAME OF FORUM: Children's Services Scrutiny Forum

NAME OF SCRUTINY ENQUIRY: Raising Boys' Achievement - Bridging the Gender Gap

DECISIONMAKING DATE OF FINAL REPORT: Cabinet on 22 January 2007

RECOMMENDATION	EXECUTIVE RESPONSE / PROPOSED ACTION	LEAD OFFICER	DELIVERY TIMESCALE	
		Discussions with Secondary schools to be continued following appointment of Ruth Chalkley in Sep 07.	Chapman	
(j)	That Elected Member involvement in the Primary School Enquiry Groups together with the creation of Secondary School Enquiry Groups be further explored.	Work with enquiry groups to create opportunities for elected members to participate in their work. Work ongoing	Ruth Chalkley	March 2008

CHILDREN'S SERVICES SCRUTINY FORUM

1st October 2007



Report of: Director of Children's Services

Subject: SCRUTINY OF THE PROGRESS OF THE CHILDREN AND YOUNG PEOPLE'S PLAN

1. PURPOSE OF REPORT

To inform members of the outcome of the review of the first year of the Children and Young People's Plan (CYPP).

2. BACKGROUND

Hartlepool Borough Council has a duty under the Children Act 2004 to prepare and publish a Children and Young People's Plan in co-operation with key partners. A report on the first 6 monthly monitoring of the plan was presented to members of the Children and Young People's Scrutiny Forum in February 2007. This initial 'health check' showed that progress was being made against specific actions within the plan but it was too early to identify outcomes or impact.

The authority has a statutory requirement to review the Children and Young People's Plan annually. The regulations are not prescriptive about who should be involved in the review or the format in which it should be published. Guidance and good practice indicate the need for the involvement of a wide range of partners in the review and the need to include assessment of the impact and progress rather than lengthy description of processes.

The first year of the Hartlepool Children and Young People's Plan was subject to additional scrutiny by means of the Joint Area Review which was undertaken during November and December 2006.

3. THE REVIEW PROCESS

Evidence for the review of the first year of the Hartlepool Children and Young People's Plan was collected from a number of sources.

- 1) The Joint Area Review undertaken during November and December 2006 looked very closely at the outcomes for children and young people in Hartlepool (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well-being). As part of this process the inspectors scrutinised the Children and Young People's Plan and other relevant plans e.g. the Children's Services Departmental Plans. The inspectors spent time talking to parents and children and young people and also considered the outcome of the Tell Us survey of children and young people's views.
- 2) Evidence was collected by the officers who are designated as the outcome leads for each of the five outcomes. Each of these officers works with a steering group which includes key partners contributing to the outcomes.
- 3) A stakeholder event was held on 24th April 2007. This event allowed the participants to consider the main findings to date (i.e. information from the Joint Area Review and evidence collected by the outcome leads) and provided an opportunity for the stakeholders to make further comment on progress and on any new priorities which they thought should be included in the plan. The event was attended by 34 people, representing parents, school governors, voluntary and community organisations, schools, the Police, health, various sections within the Children's Services Department, Probation and the Learning & Skills Council.
- 4) The staff of the Children's Services Department were given the opportunity at whole staff briefings to engage in the process and contribute to the review.
- 5) An analysis of the progress on the Children's Services Departmental Plans for 2006/07 was undertaken. This covered many of the operational plans which are important for the delivery of the higher level strategic objectives contained within the Children and Young People's Plan.

4. SUMMARY OF FINDINGS

Good progress is being made against all five of the Every Child Matters outcomes but specific areas of concern were identified by the review. These areas for development did not require any new priorities to be drawn up and included within the plan but showed where a sharper focus and clearer targeting of resources must be made in relation to existing priorities. In particular the following areas were highlighted:

- The number of young people not in education, employment or training (NEET);
- Teenage pregnancy rates;

- Rate of improvement in performance at Key Stage 3.

All of these are areas in which there has already been considerable activity but the review confirmed the need for continued, sustained effort in order to try and have an impact and produce better outcomes for young people.

None of the existing priorities or actions in the Children and Young People's Plan 2006-09 were identified as redundant.

The detailed findings contained within the review document are set out under each of the five outcomes (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well-being). For each outcome the review outlines an up to date needs analysis, information about impact and improvement, areas of strength and areas for development. For ease of reference the areas for development are attached separately as **Appendix 1** to this report with information about work underway to address them.

The Joint Area Review 2006 identified a number of specific issues which agencies in Hartlepool needed to address. A separate recommendations action plan for the Joint Area Review was prepared. The draft of this action plan was included within the Children and Young People's Plan review. The final version of this action plan was not completed until after the publication of the Children and Young People's Plan review as Ofsted did not require it to be submitted until July 2007. Progress on the Joint Area Review action plan will be brought to the Children's Services Scrutiny Forum later in the year.

5. PUBLICATION OF THE PLAN

The findings of the review did not indicate that any new priorities needed to be drawn up and put into the plan. However, one of the specific recommendations from the Joint Area Review was to 'incorporate a high level assessment of financial implications when the Children and Young People's Plan is reviewed'. In response to this and in order to update other information, Part 7 of the Children and Young People's Plan which covers service management and supplementary information was extensively reviewed. This now includes:

- a report on progress in the development of the Children's Trust (Children and Young People's Strategic Partnership)
- more detailed information about commissioning and financial planning
- information about the Children's Services Department Strategy for Information and Communication Technology (ICT)
- a section on the Children's Workforce Strategy
- glossary of acronyms used in the plan.

The review of the plan was published as Part 8. Alongside Part 8 was a detailed appendix, giving information about the evidence of progress and the assessment of the impact against each priority in the plan and its associated

actions. These documents were circulated to all members of the Children's Trust and the wide range of stakeholders who received the original plan when it was published in April 2006. They are attached to this report as **Appendix 2**.

A young person's version of the Children and Young People's Plan was circulated via schools to all children in Hartlepool (age 7 and over). Work is being undertaken with the help of young people from Hartlepool Young Voices to prepare a summary version of the review for circulation to children and young people across the town. We are planning to commission Activ8 who did the children's version of the Children & Young People's Plan. This has been delayed due to holidays and changes to the group's staffing. The final version is expected to be complete by the end of October 2007.

6. NEW DUTIES AND REQUIREMENTS

The original guidance for Children and Young People's Plans and their reviews was relatively broad. In an attempt to reduce the variability across the country in Children and Young People's Plans, the Government has published new duties and requirements for the plans. In view of changing requirements for Children and Young People's Plans, the Planning and Evaluation Group (which includes the lead officers for the five Every Child Matters outcomes) will be considering what processes will be needed for the review of Year 2 of the plan and whether a more substantive re-write will be required.

7. RECOMMENDATIONS

Members are recommended to comment on progress made during the first year of the Children and Young People's Plan.

8. CONTACT OFFICER

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Be Healthy

Areas for Development	CYPP Ref.	Evidence	Impact
<p>Teenage conception because rates remain high compared with national figures. Recent increase highlights the need to target specific young people.</p>	1.2.4	<ul style="list-style-type: none"> • All primary schools have received training on the primary Sex and Relationships Education (SRE) resource. • APAUSE programme is delivered in all six secondary schools. In 2006 78% of Yr 11 students said they 'learnt a lot' from their sex and relationship education. • Youth Service are delivering universal and targeted Sexual Health programmes. • Targeted sexual health programmes delivered in four high rate areas and with three work based training agencies. • 100% of teachers and community nurses participating in the PSHE Certificate have achieved accreditation. • 18 schools have achieved the Drugs Education Team (DET) award for quality drug education. • DET and Young People's Substance Misuse Programme (HYPED) in relation to peer education. • A whole school approach to SRE in secondary schools has been adopted. 	<ul style="list-style-type: none"> • Although services are in place and the Teenage Pregnancy Strategy is sound, conception rates for 2005 increased by 18%. Further research is to be carried out regarding the context in which young women are becoming pregnant. Also a request is to be made for the National Support Team to be involved to give an objective view on Hartlepool's response to reducing teenage conception. • Recommendations of the Children's Services Scrutiny Forum to be implemented by working groups.
	1.2.5	<ul style="list-style-type: none"> • Arrangements are in place to regularly update Sex wise and local teenage pregnancy website (www.maketherightdecision.co.uk). • Local media campaign featured young people's access to services. • Four articles appeared in 'Street' magazine for young people. • Key information service (KIS) cards were distributed via Y9 health fayre, Youth Service & Young Person's Team. • Life Channel in GP surgeries promoted Young Person's Contraception and Sexual Health Clinic. 	<ul style="list-style-type: none"> • Information about sexual health and contraceptive services is available through a range of media and other outlets accessible to young people. • More young people are accessing a range of clinical and non-clinical contraception services. • A marketing strategy for young people's contraception and sexual health service will be developed responding to local research. This will be to identify at risk groups and hot spots.

Be Healthy

Areas for Development	CYPP Ref.	Evidence	Impact
	1.1.7	<ul style="list-style-type: none"> • Local media campaign featured parents talking to their children about sexual and relationship issues. Three articles appeared in the Hartlepool Mail. • Parentline Plus 'Time to Talk' posters and leaflets have been displayed in relevant community settings. • Pilot of Family Planning Association 'Speakeasy' Programme delivered to parents in areas with high rates of teenage pregnancy – six parents involved. • Session on Primary School Resource delivered to Placement Team. Safeguarding & Specialist Services. • All school nurse team including Looked After Children (LAC) health advisor received SRE leaflets for use with parents. 	<ul style="list-style-type: none"> • Through various campaigns and activities, parents are more confident in responding to their children's questions regarding sex and relationship issues. • Evaluation from Speakeasy programme highlighted benefits to parents.
Too many mothers are smoking during pregnancy and not enough women are breast-feeding.	1.1.1	<ul style="list-style-type: none"> • All women in the antenatal period are consistently encouraged and advised on the benefits to their babies of breast-feeding. • The Baby Friendly Initiative is now embedded in practice – assessment for renewal certificate to take place later in the year. • Extensive support continues in post-natal period, including increased visits to breast-feeding mothers. 	<ul style="list-style-type: none"> • From the Birth Register of 2005, the proportion of mothers initiating breast-feeding increased to 41.5%.
	1.1.11	<ul style="list-style-type: none"> • Community midwifery assistants encourage pregnant women to be involved in the smoking cessation programme. • Nicotine patches are now prescribed. • If women engage in smoking cessation then additional visits are made to provide support. 	<ul style="list-style-type: none"> • Increase in the women engaged in the smoking cessation service. • There is increased support for women who wish to give up smoking whilst pregnant which should impact on performance indicator.
Improve sexual health through better access to Genito Urinary Medicine (GUM).	1.1.12	<ul style="list-style-type: none"> • Improvements to Caroline Street Health Centre have ensured 'Family Planning' can provide level 2 sexual health services from April 07 • Increase in sessions from three to seven within GUM department at University Hospital of Hartlepool. 	<ul style="list-style-type: none"> • GUM level 2 services have been developed in community settings. • Patients can now be offered an appointment within 48 hours of contacting the department (Mar 07).

Be Healthy

Areas for Development	CYPP Ref.	Evidence	Impact
		<ul style="list-style-type: none"> • Chlamydia Screening now available in a range of non-clinical settings and GP practices. 364 tests have been taken Oct 06 - Feb 07 (= 3% of the pop of 15 – 24 yrs) Analysis demonstrates 15% of tests proved positive for Chlamydia. 	<ul style="list-style-type: none"> • The challenge is to sustain this current work in order to further reduce the incident of Sexually Transmitted Infections and to develop further services. • Chlamydia screening programme now well established which has improved identification and early treatment.
<p>The lack of a dedicated Child and Adolescent Mental Health Service (CAMHS) for children and young people with learning difficulties and/or disabilities can result in a poor service to families caring for child with the most challenging behaviour.</p>	<p>1.4.1</p>	<ul style="list-style-type: none"> • Bi-monthly sub-groups take place with partner agencies with the aim of improving services. e.g. Social care, Teenage Pregnancy, Connexions, Behaviour and Education Support Team (BEST), Youth Offending Service (YOS), Substance Misuse Service (SMS), etc. • Many examples of joint work, e.g. YOS, Connexions. • Pilot work in primary school to develop a screening tool and pathway to facilitate early identification of mental health problems. • LAC nurse spending time with CAMHS to improve communication. • Secondary schools have a designated clinician and primary mental health worker. • School counsellors being explored. • Audit on Acorn and CAMHS referrals taking place. • CAMHS, Education Psychology and Acorn working together to develop therapeutic services and pathways. 	<ul style="list-style-type: none"> • Joint Area Review (JAR) highlighted that services are in place that are accessible to children and young people including 16/17 year olds. • All young people are seen within 11 weeks. • Good examples of joint working reflected in JAR. • Services facilitate early identification of mental health problems in order to provide timely intervention. • JAR identified that there is no dedicated service for children and young people with learning difficulties and disabilities (LDD) within CAMHS. Also that Learning Disability nursing service supports families well but does not yet have sufficient help from a specialised psychiatrist or psychologist.
<p>Learning Disability nursing service supports families well but does not yet have sufficient help from a specialised psychiatrist or psychologist.</p>	<p>1.4.1</p>	<ul style="list-style-type: none"> • Bi-monthly sub-groups take place with partner agencies with the aim of improving services. e.g. Social care, Teenage Pregnancy, Connexions, BEST, YOS, SMS, etc. • Many examples of joint work, e.g. YOS, Connexions. • Pilot work in primary school to develop a screening tool and pathway to facilitate early identification of mental health problems. • LAC nurse spending time with CAMHS to improve communication. 	<ul style="list-style-type: none"> • JAR highlighted that services are in place that are accessible to children and young people including 16/17 year olds. • All young people are seen within 11 weeks. • Good examples of joint working reflected in JAR.

Be Healthy

Areas for Development	CYPP Ref.	Evidence	Impact
		<ul style="list-style-type: none"> • Secondary schools have a designated clinician and primary mental health worker. • School counsellors being explored. • Audit on Acorn therapeutic team and CAMHS referrals taking place. • CAMHS, Education Psychology and Acorn working together to develop therapeutic services and pathways. 	<ul style="list-style-type: none"> • Services facilitate early identification of mental health problems in order to provide timely intervention. • JAR identified that there is no dedicated service for children and young people with LDD within CAMHS. Also that Learning Disability nursing service supports families well but does not yet has sufficient help from a specialised psychiatrist or psychologist.
<p>Further support for young people and parents who misuse substances.</p>	<p>1.1.3</p>	<ul style="list-style-type: none"> • Awareness sessions for parents held at over 50 % of primary schools and 100% of schools have Drug Education policies. • Alcohol Strategy has been agreed, and treatment services for dependent alcohol users currently being developed. • Hartlepool `Hidden Harm` Strategy to reduce the impact of parental substance misuse is being written. • Multi-agency training regarding the assessing the impact of parental substance misuse is taking place. • Integrated approach to support substance-misusing parents involving obstetrics, health visitors with links to Children's Services and Safeguarding Board. • Family support from Substance Misuse Service and voluntary sector including safety checks and provision of secure cabinets and fire retardant bedding. • The HYPED Young People Substance Misuse Service provides a comprehensive service for under 18's. Government Office North-East (GO:NE) have rated this service GREEN on the basis it is achieving all targets related to ECM regarding substance misuse. • Young Carers Project provides support to children who have substance-misusing parents/carers. 	<ul style="list-style-type: none"> • Professionals are becoming more aware of the impact of parental substance misuse and can ensure children are protected accordingly. • 120 families receiving support through parents in need of support (PINS) and ADDvance self help groups. • 60 drug using parents homes visited and safety cabinets fitted. • Training mentors attached to HYPED are now delivering information and advice.

Be Healthy

Areas for Development	CYPP Ref.	Evidence	Impact
<p>Improve access for children with additional needs to equipment and therapeutic services including speech and language, and occupational therapy.</p>	<p>1.6.</p>	<p>JAR Follow-up Action Plan:</p> <ul style="list-style-type: none"> • Improve the provision of occupational therapy and speech & language therapy services. • Develop a Commissioning Strategy for the Children's Services Department. • Develop the Commissioning Strategy for the Children's Trust. • Set up working group with Primary Care Trust (PCT) to Commission therapy services in line with agreed, overarching commissioning strategy. 	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Commissioning strategy for therapy services in place by Mar 08. • Agreement on provision for children and young people in place by Mar 08. • Outcomes for children and young people accessing therapy services improve.
<p>Transition from paediatric care to adult health services is adequate but requires further development to provide a seamless progression.</p>	<p>1.6.1</p>	<ul style="list-style-type: none"> • Transition Policy has been developed, however, greater health service input to transitions needed. • Transition Forum identifies young people who will need services in an adult setting. • Steering Group for Transition re-established led by Children's Services. Priorities areas identified by JAR to be addressed are transition from paediatric care to adult health services. 	<ul style="list-style-type: none"> • Children needing transition planning are identified earlier and on the whole are receiving a seamless progression from children's to adult services.

Stay Safe

Areas for Development	CYPP Ref	Evidence	Impact
Further address the concerns of some children and young people about bullying.	2.2.2	<ul style="list-style-type: none"> • Bullying co-ordinator appointed. • Policy developed. • Bullying “pledge” issued to all organisations. • E-bullying to be addressed within Information and Communication Technology Strategy. 	<ul style="list-style-type: none"> • There is a consistent message that bullying, in any form, is unacceptable.
Circulate inter-agency written guidance on threshold criteria for referral to social care services.	2.3.1	<ul style="list-style-type: none"> • “All agencies understand their role in keeping children safe and children at risk of harm or in need are suitably referred and their cases promptly investigated.” JAR para.42 	<ul style="list-style-type: none"> • The combined work of all local services in keeping children safe is good. JAR para. 38
Ensure that the experience of parents and carers involved in child protection are used to develop and redesign services.	2.3.1	<ul style="list-style-type: none"> • “All agencies understand their role in keeping children safe and children at risk of harm or in need are suitably referred and their cases promptly investigated.” JAR para.42 	<ul style="list-style-type: none"> • The combined work of all local services in keeping children safe is good. JAR para. 38
Develop the LSCB capacity to undertake its wider safeguarding role.	2.1.1	<ul style="list-style-type: none"> • Local Safeguarding Children Board (LSCB) Training Plan 2006/07. • Improved planning arrangements 2007/08. • Funding arrangements for training officer post agreed. 	<ul style="list-style-type: none"> • Children and young people feel safe. JAR para. 38
Further strengthen arrangements around Multi-Agency Public Protection (MAPPA)	2.3.3	<ul style="list-style-type: none"> • Children’s Services staff make an appropriate contribution to the Tees-wide arrangements for managing offenders who pose risks to children through the MAPPA. JAR para 45 	<ul style="list-style-type: none"> • The combined work of all local services in keeping children safe is good. JAR para. 38
Improve joint commissioning and contracting arrangements in relation to out of authority placements of looked after children.	2.7.1	<ul style="list-style-type: none"> • Placement stability is good and children who have settled in out of area placements are enabled to remain there. JAR Para. 48 	<ul style="list-style-type: none"> • Placement stability is good.

Stay Safe

Areas for Development	CYPP Ref	Evidence	Impact
Further improve arrangements for transition between settings and from children's to adult services.	2.8.1	<ul style="list-style-type: none"> • The transition process to adult services is well managed in most areas but service options are limited. JAR para 69 • Transition of young people with mental health problems to the adult service is not always smooth as it lacks a specific policy. JAR para 35 • Transition from paediatric care to adult health services is adequate but requires further development to provide a seamless progression. JAR para 37 	<ul style="list-style-type: none"> • Services meet their needs in most cases and transitions are well managed including most of those to adult services although these options are limited. JAR para. 19

Enjoy & Achieve

Areas for Development	CYPP Ref	Evidence	Impact
			<ul style="list-style-type: none"> • Good use made of national strategies to improve educational performance (GREEN rating).
	3.3.3	<ul style="list-style-type: none"> • National Strategies Dashboard rating/annual reports. • Excellence in Cities (EIC) Peer Assessments. • Special Educational Needs (SEN) Progress Reports. • 14-19 Progress Checks. • Classification of Schools Framework. • SIP Monitoring Reports. • Audit Commission Survey. 	<ul style="list-style-type: none"> • Standards continue to rise in core subjects in all key stages. • No schools in OfSTED categories. Pupil Referral Unit (PRU) has a Notice to Improve. • 100% schools have school self evaluation forms (SEFs) in place. • 74% of schools judged to be good or better since September 2005 by OfSTED. • PRU is a cause for concern and has a Notice to Improve. • Support for school improvement rated highly by schools.
Achievement at KS 3 which is still below national averages.	3.3.1	<ul style="list-style-type: none"> • Performance Outcomes 2006 (all key stages). • DfES / National Strategies Dashboard rating 2007 – overall rating GREEN. 	<ul style="list-style-type: none"> • Outcomes for pupils show improvements at end of KS1, 2, 3 & 4. • KS1 performance at L2+ is in line with or above national averages. • KS2 performance above national. • KS3 performance improved in Science and ICT in 2006 but fell in English. • KS4 performance in English and Maths improved in 2006. • KS4 performance has improved at an impressive rate. • KS1 (L3+) KS3, 5A*-C (including English and Maths) identified as areas for further improvement.

Enjoy & Achieve

Areas for Development	CYPP Ref	Evidence	Impact
			<ul style="list-style-type: none"> • Gender gaps narrowing but further improvement in boys literacy required. • Overall effectiveness good or better in 74% of schools inspected since Sept 2005.
GCSE performance in English and mathematics especially A*-C.	3.3.1	<ul style="list-style-type: none"> • Performance Outcomes 2006 (all key stages). • DfES / National Strategies Dashboard rating 2007 – overall rating GREEN. 	<ul style="list-style-type: none"> • Outcomes for pupils show improvements at end of KS1, 2, 3 & 4. • KS1 performance at L2+ is in line with or above national averages. • KS2 performance above national. • KS3 performance improved in Science and ICT in 2006 but fell in English. • KS4 performance in English and Maths improved in 2006. • KS4 performance has improved at an impressive rate. • KS1 (L3+) KS3, 5A*-C (including English and Maths) identified as areas for further improvement. • Gender gaps narrowing but further improvement in boys literacy required. • Overall effectiveness good or better in 74% of schools inspected since Sept 2005.
Boys' achievement in literacy/English especially at KS 3.	3.3.4	<ul style="list-style-type: none"> • Performance Outcomes 2006. • Neighbourhood Renewal Fund/ New Deal for Communities (NRF/NDC) Evaluation Reports. • Working Party established to address gender issues. • School Improvement Plans prioritise boys underachievement. 	<ul style="list-style-type: none"> • Data shows improved outcomes for vulnerable groups. • LAC, SEN and Minority Ethnic make good progress. • Children and young people from NRF/NDC areas make progress at least in line with their peers and often better.

Enjoy & Achieve

Areas for Development	CYPP Ref	Evidence	Impact
Re-integration of, and provision for, excluded pupils.	3.5.1	<ul style="list-style-type: none"> • Managed moves and hard to place pupils protocol in place. • Multi-agency vulnerable pupils group in place. • A2L identified as a cause for concern by Local Authority (LA) and given Notice to Improve by OfSTED. Action Plan for improvement drawn up. 	<ul style="list-style-type: none"> • Transition from A2L to employment or further education is good. • Numbers of young people engaged in alternative curriculum provision has increased. • Numbers of pupils permanently excluded has fallen dramatically in 2006/07. Expected number is five by end of academic year. • Provision for permanently excluded children and young people is improving but concerns remain re quality and rate of improvement. • New Behaviour & Attendance Partnership established to oversee re-integration and develop policy and practice.
Provision for pupils with statements of behaviour, emotional and social difficulties	3.5.	<p>JAR Follow -up Action Plan:</p> <ul style="list-style-type: none"> • Improve the quality of provision for children and young people with behavioural, emotional and social difficulties in order to meet their needs. • Establish a Service Level Agreement (SLA) for secondary aged children with Behavioural, Emotional and Social Difficulties (BESD) with Catcote Special School as an initial step. • Consult on a prescribed alteration to Catcote School to accommodate secondary age BESD pupils. • Issue formal notices of proposals for the prescribed alteration. • Seek Cabinet approval for the prescribed alteration. • Notify the Secretary of State for Children, Schools and Families. • Implement the prescribed alteration. • Work with primary schools to agree a range of provision for primary age pupils with BESD and implement agreed proposals. 	<p>Success Criteria:</p> <ul style="list-style-type: none"> • SLA with Catcote operational – ACHIEVED. • Catcote School re-designated to include pupils with BESD by Mar 08. • Primary behaviour group established by Apr 07 - ACHIEVED. • Proposal for primary aged pupils agreed by Dec 07. • Quality of provision for BESD improved.

Enjoy & Achieve

Areas for Development	CYPP Ref	Evidence	Impact												
Educational achievement of some vulnerable children and young people, e.g. LAC in order to further narrow attainment gaps.	3.7.1	<ul style="list-style-type: none"> • Improved SAT results • Dedicated Educational Psychologist is available to speed up assessments. 	<ul style="list-style-type: none"> • LAC young people who reach school leaving age who have sat one GCSE or equivalent <table border="0"> <tr> <td>04/05</td> <td>05/06</td> <td>(06/07 target)</td> </tr> <tr> <td>50%</td> <td>87%</td> <td>92%</td> </tr> </table> • LAC young people in Y11 who achieve 5+ GCSEs grades A*-C <table border="0"> <tr> <td>04/05</td> <td>05/06</td> <td>(06/07 target)</td> </tr> <tr> <td>17%</td> <td>13%</td> <td>17%</td> </tr> </table> • No permanent exclusions of LAC 05/06 and 06/07 to date. 	04/05	05/06	(06/07 target)	50%	87%	92%	04/05	05/06	(06/07 target)	17%	13%	17%
04/05	05/06	(06/07 target)													
50%	87%	92%													
04/05	05/06	(06/07 target)													
17%	13%	17%													

Make a Positive Contribution

Areas for Development	CYPP Ref	Evidence	Impact
Increase the role of children and young people from Black and Minority Ethnic (BME), traveller, asylum seeker and refugee communities in service development, particularly out of school services.	4.2.3	<ul style="list-style-type: none"> • Youth Service development of “midnight” BME 5-a-side group and Sunday “cultural” activities, both at Rossmere Centre. • Social Inclusion Co-ordinator (ethnic minority pupils) appointed, in post June 2006. • Attendance, exclusion and attainment of all BME pupils is now tracked. • Links with other agencies including voluntary sector established. • Hartlepool on Track Project. To re-engage young people aged 16-19, living within the NRF area, who are NEET (Not in Education, Employment or Training) or at risk of becoming NEET, particularly those from vulnerable groups, in education, employment and training opportunities. The vulnerable groups will include: children looked after; care leavers; black and minority ethnic groups; young offenders; young parents; young carers; dependency upon drugs / alcohol. • Hartlepool Youth Forum (Connexions). All young people welcome. • Black Minority Ethnic (BME) represented on H'pool Youth Parliament. • Saturday a.m. Young Asian Women's Group established by Youth Service. • Targeting and priority given to the Youth Opportunities Fund/Youth Capital Fund (YOF/YCF) application. 	<ul style="list-style-type: none"> • Access to facilities as a staging post to future developments based on user needs. • Targeted support for ethnic minority pupils in place based on analysis of data and no. of new arrivals. • Attendance of BME is good, in line with other Hartlepool pupils. • There have been no permanent exclusions of BME and fixed term exclusions are below national averages. • Ethnic minority pupils attain above other Hartlepool pupils at key Stages 2-4 and above national averages. • Partnership working.
More looked after children need to be involved in contributing to their reviews.	4.2.4	<ul style="list-style-type: none"> • Children and young people record their views and experiences through their annual reviews and through the annual review of their carers. 	<ul style="list-style-type: none"> • Opportunities for LAC to make their views known are good.
Transition arrangements for young people from children's to adults' care.	4.2.2	<ul style="list-style-type: none"> • In 2006 all reviews of the 26 Y6 pupils with statements were completed during the Autumn Term 06 and statements issued for all the pupils attending schools in Hartlepool. • In 2005/6 a transitional plan was produced on each of the 55 pupils who were due for a 14 plus Transitional Review. 	<ul style="list-style-type: none"> • No child is waiting for a statement. • All children who required a transitional review had one. • 16 yr old NEETS 5.1%- below % 16-19 NEETS in H'pool.

Make a Positive Contribution

Areas for Development	CYPP Ref	Evidence	Impact
Further reduce anti-social and criminal behaviour through improved prevention and rehabilitation activities.	4.4.1	<ul style="list-style-type: none"> • School Leaver Destinations integral in NEET/Not Known Strategy via questionnaires and follow-ups/home visits. • Preventative work by Youth Service. Street responses by detached and mobile Youth Service teams. • PAYP continue to work in partnership across preventative strategy to provide year round support and access to positive activities. • Youth Justice Plan 2007/08. 	<ul style="list-style-type: none"> • Behaviours and attitudes challenged. • Engaged in PAYP- 513 young people. • 610 reports of “no offending behaviour”. • 595 reports of no Anti-Social Behaviour. • 32 recognised awards. • Re-offending after 12 months reduced from 39.6% for 2002 cohort to 28.8% for the 2005 cohort a percentage reduction of 27.3%. • Numbers of first time entrants into criminal justice system was 298 in 06/07, whilst this is an increase it reflects a national trend.
Further participation of children and young people but especially those who are vulnerable in developing and evaluating their services.	4.3.1	<ul style="list-style-type: none"> • Hartlepool Youth Forum (Connexions). • Young Person sitting on Local Management Committee. • Hartlepool young voices continue to lead the participation strategy. • UK Youth Parliament is key part of the Participation strategy. • R2B Group at Hart Gables – young people’s group supporting gay and lesbian and transsexual young people. • Young people involved in Neighbourhood Action Plans (NAPs) – either Regeneration or Community Network. • Hartlepool Youth Parliament democratically elected body. 	<ul style="list-style-type: none"> • Young People involved in decision making at strategic level. • Regular meetings are held of representatives of all secondary school councils to discuss town wide issues. • At least two secondary schools have student representatives on the governing body.

Achieve Economic Well-being

Areas for Development	CYPP Ref	Evidence	Impact
More and appropriate provision for disaffected and disengaged young people 14-19 needs to expand.	5.3.3	<ul style="list-style-type: none"> A range of local intervention approaches have been developed to improve young people's engagement with post 16 provision from disadvantaged or under represented groups, including targeted provision and projects: Hartlepool 100 Project, the ESF Kick Start Project, and the NRF Hartlepool On Track Project. Underachieving groups activities via Aimhigher Looked after, leaving care, young carers, alternative education strategy, work with gender re white boys. The (youth) service has identified priority groups with whom it will work and there is some well targeted provision for young carers, deaf young people, young people with learning difficulties and young people at risk of exclusion to ensure that they are able to access recreational and voluntary learning opportunities. 	<ul style="list-style-type: none"> A range of new initiatives have been introduced.
The number of care leavers who are classified as NEET.	5.3.4	<ul style="list-style-type: none"> There has been an increase in the local NEET population in the last year. An analysis into this evidences introduction of Education Maintenance Allowance (EMA) and the loss of NEET reduction grant funded programmes as having had an impact. Improvement activities identified and being implemented. There is strong NEET and Not Known reduction strategy, including a transitional support strategy. 	<ul style="list-style-type: none"> Although the number of young people who are not in education, employment or training has improved, it remains high, as is the case for young people with learning difficulties and/or disabilities. In December 2006 the number of young people classified as NEET increased which was counter to the year on year trend.
Increase the number of young people going on to higher education.	5.3.6	<ul style="list-style-type: none"> Provision is sufficiently flexible to allow young people choices at 14 and 16; this is being supported by the development by the Advice and Guidance (IAG) Task Groups IAG protocols for 14-19 phase of education. 	<ul style="list-style-type: none"> A wide range of good strategies and initiatives prepares young people for working life. All schools provide a range of vocational subjects, which increasingly offer better progression routes to post-16 education and training.

Achieve Economic Well-being

Areas for Development	CYPP Ref	Evidence	Impact
<p>Develop a wider range of courses and initiatives for pre and post-16 young people with learning difficulties and/or disabilities and vulnerable groups which support them to achieve economic well being</p>	<p>5.3.3</p>	<ul style="list-style-type: none"> A range of local intervention approaches have been developed to improve young people's engagement with post 16 provision from disadvantaged or under represented groups, including targeted provision and projects: Hartlepool 100 Project, the ESF Kick Start Project, and the NRF Hartlepool On Track Project. Underachieving groups activities via Aimhigher Looked after, leaving care, young carers, alternative education strategy, work with gender re white boys. The (youth) service has identified priority groups with whom it will work and there is some well targeted provision for young carers, deaf young people, young people with learning difficulties and young people at risk of exclusion to ensure that they are able to access recreational and voluntary learning opportunities. 	<ul style="list-style-type: none"> A range of new initiatives have been introduced.

CHILDREN'S SERVICES DEPARTMENT

Every Child Matters



THE BIG PLAN!

(Children and Young People's Plan)

A Strategic Plan for the Provision of Services to the
Children and Young People of Hartlepool

April 2006 – March 2009

PART 8

Year 1 Review

Introduction

The Children & Young People's Plan (CYPP) identifies the high level strategic priorities for a three-year period. This section of the plan summarises the review of progress made during the first year of the plan, i.e. April 2006 to March 2007. Parts 1 to 6 of the plan (the Introduction and a section for each of the five Every Child Matters outcomes) have been left unchanged as the review confirms that the key priorities remain broadly the same. Part 7 of the plan "Service Management and Supplementary Information" has been significantly amended as part of the review with additional sections on commissioning, financial planning and ICT.

This section, Part 8, contains sections on:

- the review process;
- summary of findings;
- commentary on needs analysis and impact for each of the Every Child Matters (ECM) outcomes;
- areas for development in each outcome;
- evidence and impact summary by ECM outcome for each priority and its associated actions, (attached as Appendix 1);
- Joint Area Review Recommendations Action Plan (attached as Appendix 2).

The review process

Evidence for the review of the first year of the Hartlepool Children & Young People's Plan has been collated from a number of sources:

- outcome of the Joint Area Review undertaken during November and December 2006, including the outcome of the Tellus Survey of children and young people's views;
- collation of evidence by the outcome leads and steering groups for each of the five outcomes;
- a stakeholder event;
- engagement of Children's Services Department staff at whole staff briefings;
- analysis of the Children's Services departmental plans for 2006/07 which encompass many of the operational plans important for the delivery of the higher-level strategic objectives contained within the Children & Young People's Plan.

Parents were involved in the initial preparation of the Children & Young People's Plan. Their views have not been specifically canvassed in relation to the first year review as many were also involved, along with children and young people, in the Joint Area Review. A parenting strategy for Hartlepool is currently under development and it is anticipated that positive engagement and involvement with parents on a wide range of issues will be covered by the strategy.

The revised Part 7 and the review (the new Part 8) of the plan will be circulated to all the members of the Children's Trust and the wide range of stakeholders who received the plan when it was first published in April 2006. A summary version for children and young people will be prepared with the help of young people from Hartlepool Young Voices.

Summary of findings

Good progress is being made against all five ECM outcomes, but specific areas of concern have been identified. These have not required any new priorities to be drawn up and included within the plan, but have indicated where a sharper focus and clearer targeting of resources must be made in relation to existing priorities over the next year. In particular the following areas have been highlighted:

- The number of young people not in education, employment or training (NEET);
- Teenage pregnancy rates;
- Rate of improvement in performance at Key Stage 3.

None of the existing priorities or actions in the Children & Young People's Plan 2006-2009 were identified as redundant. The evidence and impact assessment against each priority and its associated actions is attached as Appendix 1.

The Joint Area Review (JAR) 2006 identified a number of specific issues which agencies need to address. A separate Recommendations Action Plan for JAR has been prepared with cross-referencing to other plans including the Children and Young People's Plan (Appendix 2). Key recommendations from the JAR are:

- Develop inter-agency guidance in relation to thresholds for referrals into children's social care.
- Improve the quality of provision for children and young people with behavioural, emotional and social difficulties in order to meet their needs.
- Improve the quality of provision for pupils excluded from secondary schools and the rates of re-integration into mainstream schools.
- Incorporate a high level assessment of financial implications when the CYPP is reviewed.
- Undertake benchmarking of costs on a systematic basis.
- Improve joint commissioning and contracting arrangements in relation to out of authority placements for Looked After Children.
- Engage service users in the evaluation of services they receive on a systematic basis.
- Improve the provision of occupational therapy and speech and language therapy services.
- Develop a wider range of courses for post-16 young people with Learning Difficulties and Disabilities.

In addition the JAR identified other issues which require follow up action. A "Follow-ups" action plan has also been prepared which cross references to the operational plans which include the activities which have been put in place to address the issues raised.

A number of key themes emerged during the review process. Partnership working was identified as a strength and there was positive support for preventative work, based on early intervention. Specifically resourced, targeted work was seen to be effective but issues were raised about the difficulties caused

by time limited funding streams for specific projects. The Children's Trust will need to consider this when developing commissioning and decommissioning strategies, to ensure capacity is directed where it can have most impact. This also has implications for workforce development and the need for flexibility, with workers being able to move to new projects as priorities determine. A number of people also told us that there was a need for greater publicity about what is being done and what is available to support children, young people and their families. They felt that professionals as well as children and families did not necessarily know everything that was available.

Be Healthy

Needs analysis

Our self-assessment carried out for the Joint Area Review, the recommendations from the Joint Area Review and the review of the Children & Young People's Plan indicate that we need to:

- Improve our performance in reducing the conception rate amongst teenagers;
- Improve access for children with additional needs to equipment and therapeutic services including speech and language and occupational therapy;
- Develop a dedicated Child and Adolescent Mental Health Service (CAMHS) for children and young people with learning difficulties and/or disabilities to improve services to families caring for children with the most challenging behaviour;
- Increase the availability of specialised children's psychiatric/psychological provision to support the service provided by the Learning Disability Nursing service;
- Further develop the already adequate transition from paediatric care to adult health services to provide a seamless progression.

Impact and improvement

In relation to support to parents and carers to keep their children healthy:

- All GP practices in Hartlepool provide child health surveillance services and the proportion of under 5s having first contact with Health Visitors is significantly higher than our benchmark group.
- Health visiting and midwifery services now delivered from Children's Centres across the town and are more accessible to parents.
- Expectant mothers smoking during pregnancy and the number of mothers initiating breast-feeding remain below the national average. Both areas are continuing to improve.
- Families involved in substance misuse now receive integrated support from statutory and voluntary sector including safety checks and provision of secure cabinets.
- Various health promotion initiatives are in place which have impacted on parents and positive outcomes for children e.g. clinics for smoking cessation.

- Services to support parents in Hartlepool provided by both the voluntary and statutory sector are wide-ranging e.g. young parents have access to supported accommodation and extensive packages of support including specific parenting programmes.

In relation to provision of healthy lifestyles for children and young people:

- Chlamydia screening programme now well established which has improved identification and early treatment.
- GUM level 2 services have been developed in community settings to encourage take up by young people.
- 50% of schools in Hartlepool have achieved National Healthy school status (Level 3).

In relation to action which is taken to promote children and young people's physical health:

- 80% of school age children are accessing 2 hours of PE and school sport per week and this is improving year on year.
- Slight decrease in immunisation take up at age 5 which reflects a national trend – school nurses are monitoring immunisation status at school entry to improve take up.
- Heights and weights of Reception and Year 6 pupils are collected as per DHSS guidelines, therefore, the process of halting the increase in the prevalence of childhood obesity has begun.

In relation to action which is taken to promote children and young people's mental health:

- CAMH services are in place that are accessible to children and young people including 16/17 year olds. All self-harm cases are responded to within 24 hours.
- All young people are seen by CAMHS within 11 weeks.
- There are many examples of joint work between CAMHS and other agencies, e.g. Social Care, Teenage Pregnancy services, Connexions, Youth Offending Service etc. with the aim of improving service delivery.
- Young people with mental health problems are able to access in-patient treatment.
- CAMHS, Educational Psychology and Acorn are working together to develop therapeutic services and pathways.
- Children and young people have benefited from several other initiatives set up to address social and emotional problems by the voluntary sector and through regeneration activities e.g. NDC emotional well being projects. The purpose of such initiatives is early intervention, to avoid escalation of problems and referrals to the statutory sector.
- Pilot work taking place in a primary school to develop a screening tool and pathway to facilitate early identification of mental health problems.

In relation to Looked After Children's health needs:

- 97% of looked after children and young people benefited from a health assessment on a regular basis which identified any specific health issues.

- Out of a cohort of 87 looked after children 83 children's immunisations were up to date and 84 had had their teeth checked by a dentist - 90 % + success rate.
- A full-time Designated Nurse for Looked After and Vulnerable Young People is located in the Social Care Young Person's Service and this has led to improved communication and integrated working.
- A standard operating procedure to fast track Looked After (and vulnerable) children into primary care health services has been agreed and implemented by the PCT.
- A `drop in` service is provided by the Looked After Children's nurse for young people who have left care.

In relation to the health needs of children and young people with learning difficulties and/or disabilities:

- Care Co-ordination is now embedded which has improved early identification and delivery of services for pre-school children. The Care Co-ordination process has been extended to cover all ages up to 18.
- Good support is provided from the acute trust to parents of children with chronic illness and life threatening conditions.
- Six Family Resource Workers support children and young people with a disability to access sport and leisure pursuits. Exmoor Grove, the short break care facility assists children and young people to utilize local leisure facilities.
- Both services contribute well to the health and fitness of youngsters and contribute to their integration into the wider community

Strengths

- Universal child health surveillance resulting in early identification of problems and targeted interventions.
- Partnership working on children's health issues is good.
- Health promotion initiatives for families targeted on those in disadvantaged circumstances.
- There is innovative practice e.g. in the area of sex and relationships education.
- A strong voluntary sector which delivers a range of family support services.
- There is a well co-ordinated approach to promoting healthy lifestyles through the Healthy Schools initiative – positive outcome is healthier eating in schools.
- Children's Centres now providing services on a whole town basis.
- Good range of services to tackle the problems of young people who misuse drugs.
- The quality of provision of physical education and sport in schools which is good.
- Targeted services for vulnerable children and young people are improving e.g. CAMHS, Looked After Children (LAC), and Care Co-ordination for children and young people with additional needs.
- Health care for LAC is good.

Areas for Development	CYPP reference	JAR recommendation / follow up
<ul style="list-style-type: none"> • Teenage conception because rates remain high compared with national figures. Recent increase highlights the need to target specific young people. 	BH 1.2.4 BH 1.2.5 BH 1.1.7	
<ul style="list-style-type: none"> • Too many mothers are smoking during pregnancy and not enough women are breast-feeding. 	BH 1.1 BH 1.1.11	
<ul style="list-style-type: none"> • Improve sexual health through better access to Genito Urinary Medicine (GUM). 	BH 1.1.2	
<ul style="list-style-type: none"> • The lack of a dedicated CAMHS for children and young people with learning difficulties and/or disabilities can result in a poor service to families caring for child with the most challenging behaviour. 	BH 1.4.1	JAR Follow up Action Plan
<ul style="list-style-type: none"> • Learning Disability nursing service supports families well but does not yet have sufficient help from a specialised psychiatrist or psychologist. 	BH 1.4.1	JAR Follow up Action Plan
<ul style="list-style-type: none"> • Further support for young people and parents who misuse substances. 	BH 1.1.3	
<ul style="list-style-type: none"> • Improve access for children with additional needs to equipment and therapeutic services including speech and language, and occupational therapy. 	BH 1.6	JAR Recommendation Action Plan (8)
<ul style="list-style-type: none"> • Transition from paediatric care to adult health services is adequate but requires further development to provide a seamless progression. 	BH 1.6.1	JAR Follow Up Action Plan

Stay Safe

Needs analysis

Our self-assessment carried out for the Joint Area Review, the recommendations from the Joint Area Review and the review of the Children & Young People's Plan indicate that we need to:

- Address the continuing concerns of children and young people about bullying.
- Secure sufficient funding to provide capacity for the Local Safeguarding Children Board (LSCB) to develop the wider safeguarding remit;
- Extend training to identify risks of harm and increase information available to children and young people in relation to the risk posed by some adults;
- Develop specific written guidance on thresholds for referral for social care services;
- Ensure that Safer Recruitment practices remain a priority for action;

- Undertake further work to make the “on-line directory” more easily accessible, especially for children and young people;
- Further improve placement choice and stability for looked after children by increasing the number of local placements;
- Improve joint commissioning and contracting arrangements in relation to out-of-authority placements for looked after children;
- Improve the legal and administrative support to the Adoption Panel;
- Raise the low aspirations of Care Leavers for further and higher education;
- Increase the number of Care Leavers finishing training before progressing to employment;
- Further integrate arrangements for transition between children’s and adult social care services;
- Improve co-ordination in respect of the Multi-Agency Public Protection Arrangements.

Impact and Improvement

In relation to children and young people and carers being informed about key risks to safety:

- Road safety training is provided in all schools and there has been a steady fall in road casualties (0-16).
- The Road Safety Unit, Sure Start, Cleveland Police and the Fire & Rescue Service have produced a series of pictorial booklets aimed at families from black and minority ethnic (BME) groups.
- Personal, health and social education (PHSE) curriculum role-play scenarios are used to enable pupils to gain skills about stranger danger.
- All year six pupils attend an annual Crucial Crew event which has a carousel of scenario-based acts for learning about personal safety and using emergency services.

In relation to children and young people being provided with a safe environment:

- There are policies in relation to bullying in all school settings and Council premises.
- An anti-bullying co-ordinator has been appointed to challenge and reduce discrimination and harassment by children & young people.
- A “bullying pledge” has been issued to all organisations.
- “e-bullying” is to be included within the ICT Strategy.
- “e-safety” policy, awareness and training is being developed.
- Every premise that provides for children has a Health & Safety Officer and health and safety assessments.
- All agencies, including foster carers, have a drugs policy and a medicine book for the administration of drugs. Specialist training is provided about the administration of prescription drugs and all schools have a policy on the administration of prescription drugs.
- There is a comprehensive Emergency Response Policy/Plan for the Local Authority.
- LSCB Multi-Agency Child Protection Procedures include a policy on Domestic Violence. Individual therapeutic services are available for children affected by this issue.

In relation to incidents of child abuse and neglect being minimised:

- There are robust Multi-Agency Child Protection Procedures in place, which are being up-dated to reflect Regional Practice Guidance and Working Together.
- The Hartlepool Intervention Panel (HIP), formerly the Family Support Panel, is an effective means of ensuring vulnerable children receive support.
- There is a procedure for Private Fostering, which has been underpinned with multi-agency training.
- The Integrated Working & Information Sharing Programme includes, Information Sharing, Common Assessment Framework and Integrated Children's Systems.
- Guidance and support has been given to all Headteachers on safe recruitment, including the use of the "On-line" training materials.

In relation to the collaboration of agencies to safeguard children:

- There is an LSCB Multi-Agency Training Programme in place.
- LSCB inter-agency funding confirmed and additional staffing capacity identified.
- The Safeguarding & Review Unit provides an advice service to professionals. All schools have a designated teacher for child protection, with refresher training every two years.
- Voluntary organisations are advised and encouraged to have a Child Protection Policy.
- All parents and children, subject to age & understanding, are encouraged to attend Initial Child Protection Conferences, core groups, and review conferences.
- Children's Services staff make an appropriate contribution to the Tees-wide arrangements for managing offenders who pose a risk to children.

In relation to services' effectiveness in establishing the identity and whereabouts of all young people 0 –16:

- There is an Integrated Working & Information Sharing Project in place.
- There is a protocol relating to children moving schools that mean a child cannot be removed from a school roll until the next school is identified.
- There is a cross-boundary Child Protection policy and a Missing from Care policy.

In relation to actions taken to avoid children and young people having to be looked after:

- A range of services is provided by the voluntary and community sector for vulnerable children to reduce the need for specialist social care services linked to the inter-agency Hartlepool Intervention Panel (HIP)
- Decisions to look after children can only be taken by Heads of Business Unit and are always referred to the Looked After Panel for consideration, approval or endorsement.
- Decisions to commence legal proceedings can only be taken by Heads of Business Unit in conjunction with the Council's Legal Officer.

In relation to looked after children living in safe environments, protected from abuse and exploitation:

- There has been a significant increase in the number of local foster carers recruited and dependence on foster agency placements has diminished.
- The number of adoptive placements is good and recruitment and approval of adopters good.
- For looked after children, placement stability is good and children and young people in foster care feel safe.
- All looked after children have an Independent Review Officer (IRO) and IROs undertake fostering reviews.
- All looked after children have care plans that are independently reviewed within timescales & IROs undertake reviews in placement.
- Young people are encouraged to attend their reviews and express their views in a variety of formats.

In relation to children and young people with special education needs and/or disabilities living in safe environments free from abuse and exploitation:

- All children with disabilities receiving respite or shared care, irrespective of whether or not they are looked after, have an IRO undertake their reviews within LAC timescales.
- The Special Educational Needs (SEN) service and Children with Disabilities Team have been co-located and have jointly funded a Care Co-ordinator.
- Residential shared care facilities are available within the locality.
- Children with special needs and/or disabilities are afforded a range of ways of participating in reviews or expressing their views.
- Special provision is being made by way of base-line behaviour for that small number of children with no discernible communication means.
- All children aged 14+ have a transition plan and all children transferring to adult social care services have a transition plan and a person centred plan.
- Transitions to adult social care services are well managed but options are limited.
- Specialist staff undertake child protection investigations in relation to children with disabilities and receive training commensurate with these duties.
- The number of parents accessing Direct Payments is increasing.

Strengths

- Strong partnership working to ensure a safe environment for children and young people e.g. Road Safety & Stranger Danger.
- Anti-Bullying policies and practices have a high prominence.
- Effective prevention programmes and support services reducing the need for children to become looked after.
- All looked after children have an allocated social worker, IRO and regular reviews.
- A clear programme to achieve value for money in relation to independent sector placements.
- Consistent and effective leadership and management.

Areas for Development	CYPP reference	JAR recommendation / follow up
<ul style="list-style-type: none"> Further address the concerns of some children and young people about bullying. 	2.2.2	JAR Follow Up Action Plan
<ul style="list-style-type: none"> Circulate inter-agency written guidance on threshold criteria for referral to social care services. 	2.3.1	JAR Recommendation Action Plan (1)
<ul style="list-style-type: none"> Ensure that the experience of parents and carers involved in child protection are used to develop and redesign services. 	2.3.1	JAR Follow Up Action Plan
<ul style="list-style-type: none"> Develop the LSCB capacity to undertake its wider safeguarding role. 	2.1.1	JAR Follow Up Action Plan
<ul style="list-style-type: none"> Further strengthen arrangements around Multi-Agency Public Protection. 	2.3.3	JAR Follow Up Action Plan
<ul style="list-style-type: none"> Improve joint commissioning and contracting arrangements in relation to out of authority placements of looked after children. 	2.7.1	JAR Recommendations Action Plan (6)
<ul style="list-style-type: none"> Further improve arrangements for transition between settings and from children's to adult services. 	2.8.1	JAR Follow Up Action Plan

Enjoy and Achieve

Needs analysis

Our self-assessment carried out for the Joint Area Review (JAR), the recommendations from the Joint Area Review and the review of the Children & Young People's Plan indicate that we need to:

- Further improve standards in schools so that on all indicators performance is in line with or above national averages;
- Further narrow attainment gaps especially between boys and girls;
- Improve the literacy skills of boys in order to improve standards in English across all key stages but especially in the secondary sector;
- Improve further the performance of vulnerable children and young people especially those who are Looked After or have Special Educational Needs;
- Improve the quality of provision for children and young people with behaviour, emotional and social difficulties to meet their needs;
- Reduce the number of pupils permanently excluded from secondary schools;
- Improve the quality of provision for pupils excluded from secondary schools and the rates of reintegration into mainstream schools;
- Increase the percentage of 16-year-old pupils achieving five good GCSEs (A*-C) including English and mathematics.

Impact and improvement

In relation to support for parents and carers:

- 83% of primary schools and 100% of secondary schools provide parenting support programmes and/or Family Learning compared to 65% nationally.
- Impartial advice and guidance for parents is provided on school admissions.
- Specialist support for parents of vulnerable children and young people is well co-ordinated e.g. Learning Difficulties/Disabilities (LDD).

In relation to Early Years:

- 100% of three year olds attend early education in Hartlepool.
- 16.1% increase in childcare places since April 2005 (national = 5.2%)
- 83% of full day care settings judged to be good. One nursery setting inadequate, LA working with the setting and action plan in place, new management from September 2007.

In relation to 5-16 provision:

- Major capital development programmes for primary and secondary schools will take place over the next five years. Building Schools for the Future (BSF) Wave 5 authority. Progress good.
- Key Stage 1 (KS1) performance improved in 2006 and is now in line with national averages on Level 2+ (L2+) indicators. Performance at L3+ requires further improvement.
- Most improved LA nationally for KS2 outcomes in 2004 and 2005. 2006 results confirmed that this was sustained – third most improved LA nationally. LA now performs above national for KS2 L4+ in English, maths and in line for science. L5+ performance in maths is above national.
- Section 5 inspections since September 2005 show a high proportion of good schools. The number of under-performing schools is falling. Eight primary schools had fewer than 65% of pupils achieving Level 4+ in English and maths in 2003. In 2006 only one school fell into this category.
- Boys' achievement gap in KS2 English (identified during 2005 APA process) increased to 10% in 2005, but was still the lowest of the 12 north east LAs. In 2006 this improved to 8.8%.
- KS3 performance in maths improved in 2005 and was above national for the first time ever and well above statistical neighbours. In 2006 this improvement has been sustained (76% L5+).
- KS3 (L5+) science performance improved in 2005 and 2006 (71%). No change in gap to national. (2%).
- KS3 (L5+) English performance rose sharply in 2005 and the attainment gap to national was 3%. Results for 2006 (69%) for L5+ showed a small decline in line with national trends. No change in gap to national.
- KS3 gender gap remains high for English - 16% at L5+.
- KS3 (L5+) ICT performance was well below national average in 2005 (61%) but improved sharply in 2006 to 67% with two thirds of schools showing improvement.
- KS3 Level 6 performance declined in 2006.
- All schools achieved over 50% KS3 floor targets in 2006. All schools achieved over 60% in maths and science.

- Percentage of pupils achieving at least 5A*-C has increased consistently. Attainment gap to national narrowed from 13% in 2000 to 4% in 2005. Performance in 2006 was up sharply - 58.3% achieved 5A*-C, an increase of 6%.
- 5A*-C performance is consistently above statistical neighbours and is now in line with national averages.
- Percentage of pupils achieving 5A*-G including English and maths (88%) improved in 2005 and equalled the national average. The LA has consistently performed in line with national average and above statistical neighbours on this indicator. 2006 performance is 88.6%.
- Percentage of pupils achieving 5A*-C including English and maths improved in 2005 to 35.8% - below national averages but in line with statistical neighbours. 2006 performance was 37.8%. (Identified as a priority for further improvement).
- Percentage of pupils achieving 1A*-G improved slightly in 2005 and was below national and statistical neighbours. In 2006 this improved to 98.1%.
- LA Value Added Measures are improving. In 2005 the LA performed above the national average for KS1-2 and KS3-4 value added (Grade B) in 2006.
- Compared to similar LA's nationally, value added performance is strong. Hartlepool performs significantly better than expected and was in the top 10% of LA's for KS1-2, KS2-3 and KS3-4 value added in 2005 and in 2006.
- Minority ethnic pupils achieve well although numbers are small.
- No secondary schools performed below the 15%, 20% and 25% 5A*-C floor targets for GCSE between 2001/05. In 2006 no schools performed below 30%.

In relation to enabling children to attend, enjoy and achieve at school:

- 95% of first preferences were met in 2005. In 2006 this improved to 97%.
- Percentage of primary schools with 25% or more surplus places was 10% in 2005 – below statistical neighbours and national. This is now 3.3% (1 out of 30) (DfES statutory return July 2006).
- No secondary schools have 25% or more surplus places (DfES statutory return July 2006).
- Overall, attendance improved from 92.4% in 2001 to 93.66% in 2006 – above national average (+0.34%) – top 20% of LAs, ranked 30th nationally. Improvement has been greatest in the secondary sector.
- Unauthorised and authorised absence rates are below national for 2006.
- Progress in reducing unauthorised absence is good. Secondary (1% in 2005) was below the national average. In 2006 this fell further to 0.87%.
- No Hartlepool schools have been identified as PA (persistent absence) category by DfES. Systems are in place to monitor attendance to identify any schools at risk of falling into the PA category.
- Linking of attendance and attainment data has improved specific targeting of at risk groups e.g. 86-90% attenders.
- Percentage of fixed term exclusions in the primary sector fell to 0.53% in 2005. In 2006 this level has been sustained (51 instances). Percentage of permanent exclusion in primary sector fell from 0.07% in 2004 to below three cases in 2005 and 2006. Only one exclusion occurred in 2006. None are expected for 2006/07.

- Percentage of fixed term and permanent exclusions in the secondary sector is falling. Fixed term exclusions rate was below national and statistical neighbour averages in 2005. Permanent exclusions fell to 0.29% (20 cases) in 2005 compared to 0.4% (40 cases) in 2004. Performance in 2005 was in line with statistical neighbours and just above national averages. 2006 data showed that fixed term exclusions continued to fall (482 instances, down 64) and there were 21 permanent exclusions – still too high. Expected performance for 2006/07 is under 10.
- The number of days lost to exclusion fell from 3,319 in 2004, to 2,692.5 in 2006.
- Percentage of permanently excluded pupils who were statemented fell from 7.5% in 2004 to 0 in 2006.
- Percentage of permanently excluded pupils who were LAC fell from 5% in 2004, to 4.3% in 2005 and 0 in 2006.

In relation to provision for children who do not attend school:

- Percentage of permanently excluded pupils re-integrated into mainstream settings has improved from 2.2% in 2004 to 14% in 2006 but this is still too low.
- A2L identified as a cause for concern by the LA and subsequently given a Notice to Improve by OfSTED.
- Provision for children and young people who are sick or recuperating at home is satisfactory.
- The percentage of permanently excluded pupils provided with alternative tuition for under six hours per week has fallen consistently since 2003 and is now in line with the national median.
- The percentage of permanently excluded pupils provided with alternative tuition for 20 hours or more each week was 65% in 2004/05 – below median but in 2005/06 this improved to 80% in quarter 1 and 100% in quarter 2.

In relation to recreational activity including play and voluntary learning provision:

- All Hartlepool schools offer out of school hours learning opportunities compared to 87% of primary schools nationally and 95% of secondary.
- In 2005/06 73% of primary schools provided before school activities including healthy breakfasts (up 9% from 2004) compared to 40% nationally. 33% provided holiday schemes (up 3% from 2004/05) compared to 23% nationally.
- In 2005/06 86% of secondary schools provided before school activities including healthy breakfasts. Nationally this is 61%. 71% provided holiday activities compared to 65% nationally.
- By 2005 38% of schools were involved in the University of the First Age (UFA) partnership compared to 28% in 2003. In 2006 this had risen to 41%.
- UFA student participation rose from 382 in 2003 to 594 in 2005. 2006/07 is likely to reach over 700.
- The Playing for Success initiative in partnership with Hartlepool United Football Club targeted 442 children and young people in 2005/06 compared with 328 in 2004/05.
- Schools provide a good range of educational and recreational trips and visits. There were 120 in 2005/06 and by the end of academic year 2006/07 there will have been 141.

- The Council provides very good opportunities for play and recreational activity.

In relation to children and young people who are looked after (LAC):

- All LAC have an appropriate educational placement. Achievement, attendance and cultural experiences of LAC are monitored on an individual basis. No LAC are defined as hard to place by the LA.
- 25 LAC are placed in schools outside of the LA. In 2005/06 53% were visited by the LAC Co-ordinator (+ 22%). All were assessed as receiving appropriate educational provision. Target for visits in 2006/07 is 80% and current performance is running at 64%.
- Percentage of young people, looked after for at least 12 months, who reach school leaving age having sat a GCSE exam or equivalent was 33.3% in 2004, 50%, in 2005 (below national) and 87% in 2006.
- % of young people looked after for at least 12 months and in Y11, who achieve 5 or more GCSEs A*-C grades was 0 in 2004, 17% (one child) in 2005, and 13% (one child) in 2006.
- Percentage of LAC (continuous for 12 months) who missed at least 25 days of schooling was 15.6% in 2005 compared to 12.2% nationally. In 2006 this was reduced to 11.3% and is now below national averages.
- Percentage of LAC aged 11 (looked after for at least 12 months) who obtained Level 4 in English and maths increased from 50% in 2004 to 60% in 2005. In 2006 this was 30% but only five pupils in cohort – one disappled due to statement of SEN, two were school action plus and one other with a statement of SEN.
- Progress in value added terms is good for LAC.
- 80% of LAC had an up to date PEP in July 2006. LAC Co-ordinator involved in writing 63% of plans.
- 10% of LAC received supplementary educational support in 2005/06 and 27 LAC were involved in targeted activities e.g. summer schools in 2005/06 compared to 15 in 2004/05.

In relation to children who have special educational needs (SEN):

- The percentage of pupils with statements continued to fall in 2006 (1.8%) - below statistical neighbours and national averages. Number of new statements in 2006 was 33, 50% below the level in 2001.
- 100% of new statements of SEN excluding 'exceptions' were prepared within 18 weeks and 100% of new statements with exceptions – upper quartile performance in 2006.
- The percentage of children with new statements placed in mainstream schools was 64% in 2006 – in line with statistical neighbours and national averages.
- The percentage of permanent exclusions in relation to number of pupils in special schools was zero in 2006 – well below national averages.
- Since September 2005 82% of schools inspected have been judged as good in terms of pupil progress. No school has ever had an unsatisfactory judgement under Section 10 (old framework) and Section 5 (new framework).

- Special schools have been supported to develop new innovative ways of working which support inclusion e.g. outreach support and 'guest pupil' concept.
- Access funding has been used to increase physical access to schools (4 of 6 secondary schools fully accessible to all curriculum areas for wheelchair users and 20 of 30 primary schools).
- Children with LDD are supported to access cultural and leisure activities.
- Schools rate SEN services provided by the Local authority highly.

Strengths

- Challenge and support to schools. Performance is at or in line with national averages on many indicators. Value added is improving and is very good when compared to similar authorities.
- Most vulnerable children and young people make good progress e.g. SEN, ethnic minority, LAC.
- Effectiveness of school provision is good. No schools in OfSTED categories although the PRU has been given a Notice to Improve.
- Inclusion of children and young people with special needs.
- Provision of recreational, leisure and cultural opportunities.
- Relationships with partners e.g. schools, voluntary and community sector, NDC, LSC.

Areas for Development	CYPP reference	JAR recommendation / follow up
• Further challenge and support to childcare and early years settings to improve quality of provision.	EA 3.2	
• Achievement at the higher levels especially in KS1 (L3+) and KS3 (L6+).	EA 3.3	
• Achievement at KS 3 which is still below national averages.	EA 3.3	
• GCSE performance in English and mathematics especially A*-C.	EA 3.3	JAR Follow Up Action Plan
• Boys' achievement in literacy/English especially at KS 3.	EA 3.3	JAR Follow Up Action Plan
• Re-integration of, and provision for, excluded pupils.	EA 3.5	JAR Recommendation Action Plan (3)
• Provision for pupils with statements of behaviour, emotional and social difficulties	EA 3.5	JAR Recommendation Action Plan (2)
• Educational achievement of some vulnerable children and young people, e.g. LAC in order to further narrow attainment gaps.	EA 3.7	

Make a Positive Contribution

Needs analysis

Our self-assessment carried out for the Joint Area Review, the recommendations from the Joint Area Review and the review of the Children & Young People's Plan indicate that:

- We increased the number of schools that have schools councils;
- Our Youth Offending Service is good;
- Exclusions from school are falling but re-integration is a challenge;
- Anti bullying strategies are in place but children and young people are increasingly concerned about this issue especially in out of school settings;
- More LAC need to be involved in their own reviews;
- The effectiveness of training and support to peer mentors is variable and confidentiality is sometimes an issue;
- There are no concessionary rates for children under 16 to use mainstream sports and leisure facilities;
- There are problems with young people's misuse of alcohol;
- Education and training support to meet the needs of children and young people working with the Youth Offending Service is variable;
- Work to support post-16 year olds into employment, training and education and mentoring schemes to support engagement in education for young offenders are under developed;
- The aspirations of some care leavers for further and higher education is low while the effectiveness of the complaints process is limited;
- The transition process to adult services is well managed in most areas but service options are limited.

Impact and improvement

In relation to support for children and young people to develop socially and emotionally:

- In 2005/06 Hartlepool Youth Service worked with 2668 young people (13-19 years).
- Well established multi agency working targets and supports children and young people with a wide range of provision.
- In OfSTED inspections of early years services, from 163 providers 41 are satisfactory, 81 are good, four are outstanding two inadequate and 35 are waiting inspections.
- A comprehensive range of services is in place to support parents and carers and to provide parenting intervention including parenting programmes.
- 30 of the 31 primary schools are using Social and Emotional Aspects of Learning (SEAL) materials to support social and emotional development.
- A wide range of mentoring and support programmes are available in schools across Hartlepool.

In relation to support for children and young people in managing changes and responding to challenges:

- All care leavers have an allocated personal adviser and a Pathway Plan towards independent living.
- A Transitional Support Strategy ensures that all young people at risk of becoming NEET upon leaving school are identified and offered support. A transition project is being piloted in two secondary and two primary schools and will hopefully be rolled out in all secondary schools in 2007 -2008. Part of the project deals with anti social behaviour including bullying.
- The Hartlepool Ethnic Minority Achievement Team (HEMAT) has provided additional support to 93 pupils with English as an additional language (EAL) since September 05.
- A process is in place to identify and contact young carers across the Borough.

In relation to the participation of children and young people in decision making and support for their community:

- Children and young people of all ages are engaged in a wide range of participation activities.
- We have a member for the United Kingdom Youth Parliament. Next election will be held in November 2007.
- Looked after children and care leavers are involved in the multi-agency looked after panel (MALAP) and Corporate Parent Forum allowing them to input into the planning and delivery of services.
- Hartlepool Voluntary Development Agency (HVDA), our umbrella organisation representing some voluntary agencies is leading on the development of the Young People's Volunteering strategy.
- A cluster of schools in the North of Hartlepool has been successful in an innovative bid to become a 'Next Practice' field trial for the National College of School Leadership. The project will develop community brokerage and will involve young people as community leaders.
- Some vulnerable groups e.g. BME, asylum seekers etc. play less of a role in service development.

In relation to anti-social behaviour by children and young people:

- Preventative services are in place to divert children and young people away from crime, anti social behaviour or social exclusion and offer a multi-agency response to the needs of young people and their families. A Family Interventions Project is now in place in Hartlepool.
- Hartlepool is a Neighbourhood Policing Pilot Area. Joint Action Groups are in place and meeting regularly to identify local trouble spots/individuals and to direct resources to these.

In relation to preventing offending and to reducing re-offending by children and young people:

- Hartlepool Interventions Project (HIP) consists of representatives from all major stakeholders.
- A Youth Inclusion Programme (YIP) has been established and is working in two estates which have been identified as having high levels of crime and anti-social behaviour. A third YIP will be in place during 2007/08.

- Asset and Onset are used comprehensively to provide assessment data for prevention and youth offending services.

In relation to children and young people who are looked after:

- Strategies relating to LAC involvement in their reviews and placement stability are having a positive impact.
- All LAC have access to an independent advocate.
- 20 Foster carers run their own Foster Carers Association.
- Children's Services facilitate contact for those living away from home.
- An effective operational protocol exists between the Youth Offending Service (YOS) and the Young Person's Service.

In relation to children and young people with special educational needs and/or disabilities:

- All children with statements of Special Educational Needs have annual reviews to which they are invited to contribute (pupils' views forms) and to attend. All young people who require a transition process in 2006/07 have an agreed plan in place.
- Education Psychology service supports full participation of children and young people with SEN e.g. child friendly reports and a wide range of training is available to all staff in schools.
- The secondary special school provides opportunities for vocational learning in purpose-built facilities that are also accessed by Y10 and Y11 students from mainstream settings.
- Oscars Play Centre receives funding from Children's Services for additional members of staff to enable 15 places per week for children with special needs.

Strengths

- Strong political leadership with a deep commitment to involve children and young people in the democratic process and service development.
- Participation Strategy and innovative practice e.g. CYP consultation and involvement of children and young people in Scrutiny. In April 2007 young people joined the Anti social behaviour task group as full partners.
- Anti-bullying co-ordinator as part of an anti-bullying strategy.
- A wide range of outcome focused multi Agency groups.
- Performance measures for youth crime have been consistently met in most areas.
- Increasing the involvement of children and young people in contributing to the development of service delivery including those from vulnerable groups e.g. LAC, LDD, etc.
- Provision of preventative services aimed at linking those children and young people at risk of offending with appropriate services.

Areas for Development	CYPP reference	JAR recommendation / follow up
<ul style="list-style-type: none"> Increase the role of children and young people from Black and Minority Ethnic (BME), traveller, asylum seeker and refugee communities in service development, particularly out of school services. 	4.2.3	
<ul style="list-style-type: none"> More looked after children need to be involved in contributing to their reviews. 	4.2.4	JAR Follow Up Action Plan
<ul style="list-style-type: none"> Transition arrangements for young people from children's to adults' care. 	4.2.2	JAR Follow Up Action Plan
<ul style="list-style-type: none"> Further reduce anti-social and criminal behaviour through improved prevention and rehabilitation activities. 	4.4.1	
<ul style="list-style-type: none"> Further participation of children and young people but especially those who are vulnerable in developing and evaluating their services. 	4.3.1	JAR Follow Up Action Plan Engage service issues in evaluation of services

Achieving Economic Well being

Needs analysis

Our self-assessment carried out for the Joint Area Review, the recommendations from the Joint Area Review and the review of the Children & Young People's Plan indicate that:

- The three year trend for the percentage of young people Not in Education Employment and Training (NEET) is falling but there are still challenging targets to achieve in this area;
- Over 83% of young offenders are in education and training but this is below the national target of 90%;
- We need to further increase the number of children and young families accessing Direct Payments;
- We need to continue to expand the vocational education offer to young people aged 14-19 and encourage more young people to enter higher education;
- We need to further develop the re-engagement strategy which tackles disaffection and disengagement;
- More needs to be done to reduce the percentage of children who live in families that receive key benefits and also those living in households where no one is working;
- We need to develop a wider range of courses for post-16 young people with learning difficulties and/or disabilities;
- The number of young people who are not in education, employment or training, especially that of young people with learning difficulties and/or disabilities has reduced, but remains high;

- Advice and guidance for young people in schools is generally satisfactory, but for a few this advice is not sufficiently comprehensive;
- The monitoring of participation and progression for the more vulnerable groups such as LDD and care leavers is insufficient;
- The progression of young people with a learning disability and/or difficulty to work-based provision is low;
- The sharing of up to date housing information between partners is insufficiently developed;
- There is insufficient appropriate accommodation for vulnerable young people;
- Too many care leavers leave education or training too early;
- The care leavers' service location is not readily accessible to the young people and not within proximity of other services which these young people need to use.

Impact and improvement

In relation to action taken by partners to support for families in maximising their economic well being:

- Parents and carers are well informed about the range of childcare facilities available to them, for example through the Children's Information Service.
- In 2006 childcare provision in Hartlepool met the overall capacity requirement and the DfES target of 230 childcare places per 1000 population (0-14 years old).
- Sure Start Plus and Connexions work collaboratively to ensure young pregnant women and young parents receive high quality advice and guidance.
- All schools minimise the financial stress on families for childhood activity.

In relation to young people aged 11-19 being helped to prepare for working life:

- Young people are supported in developing self-confidence, team working skills and enterprise.
- Opportunities for vocational studies are available for all Key Stage 4 pupils. The range of courses available to pre 16 has expanded to 251. All schools offer vocational programmes.
- Re-engagement programmes targeting the most disaffected and disadvantaged young people are being established but need to be expanded and developed further. e.g. 'Wake Up to work' and 'GoalZ'.
- In 2005/06 94% of pupils in Y10 accessed work placement programmes compared to 91% in the Tees Valley.
- Work related events have been developed to promote vocational learning and promote equality and diversity e.g. Girls Into Construction.
- Connexions Service accessed young people via a range of statutory and voluntary providers to support Information, Advice and Guidance (IAG). In 2005/06 464 young people aged 13-19 were supported by intervention.
- Local intervention approaches have been developed to improve young people's engagement with post 16 provision from disadvantaged or under represented groups. e.g. Hartlepool 100 Project, Kick Start and Hartlepool On Track.
- Numbers going on to higher education have increased but more needs to be done.

In relation to action taken to ensure that 14-19 education and training is planned and delivered in a co-ordinated way, and to ensure that education and training (16-19) is of good quality:

- There is a 14-19 Strategy and a 14-19 Operational Plan, which have been agreed by all partners, bringing an increasing coherence to the planning of 14-19 provision.
- The quality of education for 14-19 year olds is good. Standards of post 16 education and training in Hartlepool are improving across most indicators, including Average Point Score Per Entry and Average Point Score Per Student for 2003/05. Success rates, retention and achievement rates for 2003/04 indicate performance which is similar to statistical neighbours and in line with Tees Valley Averages for level 1, 2 and 3.
- NVQ success rates for all work based training providers aged under 19 at the start of their programme indicate performance which is above the Tees Valley average for all indicators.
- Performance of schools, colleges and training providers is improving. OfSTED Section 5 inspections since September 2005 have judged curriculum provision to be at least satisfactory and often good.
- Inspection grades for all post 16 Hartlepool Colleges are good or outstanding with good or very good leadership and management, good levels of achievement and good teaching.
- The GCSE outcomes of 16 year olds have risen consistently.
- In 2005/06 the 14-19 Teaching and Learning Task Group conducted the first ever audit of teaching and learning across all schools, colleges and work based training providers. The quality of teaching was good overall. Continuing Professional Development (CPD) initiatives have been targeted to support teaching and learning, including the Teacher Effectiveness Enhancement Programme (TEEP) and Learning & Skills Network (LSN). These have been shared with all providers, including the voluntary sector.
- Young people are increasingly involved in evaluating the quality of provision and collaborative activity, e.g. Quality Data Processing (QDP) questionnaire to evaluate the Increased Flexibility Support Programme.

In relation to community regeneration activities addressing the needs of children and young people:

- New Deal for Communities - £5.5 million has been allocated to address educational and employability themes. Two Community Learning Centres have been opened and extended school provision supported at Dyke House.
- Children's Centres and Extended Schools services to be delivered in five localities within three Neighbourhood Management areas. Services and activities within each locality are to be coordinated by an Integration Support Manager with services delivered at a local level.
- Initiatives fully involve local residents in decision-making, including children and young people; e.g. Café 177.
- The range of initiatives to support disadvantaged groups include locally based strategies to ensure young people in disadvantaged wards are supported to find employment e.g. Hartlepool on Track, the West View project, the RESPECT project and Positive Choices for Carers.

In relation to action which ensures that young people have decent housing:

- In April 2006 57% of Housing Hartlepool and 80% of other Registered Social Landlords (RSLs) homes met the decent homes standards.
- In 2004 Hartlepool Local Authority transferred its housing stock to Housing Hartlepool, which is delivering a £100 million stock improvement programme.
- The Hartlepool Housing Strategy systematically considers the needs of vulnerable groups including the needs of gypsies and travellers and people sleeping rough.
- The Homelessness Strategy has several schemes to provide supportive intervention and sheltered accommodation for young people including Anna Court for young parents, Eamont Terrace for people with mental health issues, Scott Grange for young people at risk of offending, and Avondene.
- Families are well supported to access suitable accommodation in Hartlepool. In 2004/05 there was only one incident of a family who accessed bed and breakfast accommodation and no incidents of a family staying in a hostel.

In relation to children and young people who are looked after and care leavers:

- All looked after children have a pathway plan informed by an assessment by their 16th birthday.
- Personal Advisers contribute to Personal Education Plans (PEPs), Needs Assessments and the Pathway Plans of young people who are LAC.
- A partnership agreement between Connexions, and the Leaving Care Team, includes the deployment of a worker from this organisation into the Leaving Care Team, to support engagement in Education Employment and Training (EET) provision. However, the number of Care Leavers classified as NEET is still too high.
- Personal and welfare support is available to all looked after children aged 16-19. All eligible, relevant and former relevant young people have a leaving care advisor, (DIS (delivery & improvement statement) 1507-1509, an average of 11.6 young people per adviser).
- Care leavers are able to access appropriate services to support their mental health e.g. CAMHS (2005/06 three referrals). CAIS (Consultation, Assessment, Interventions Support) HYPED (Hartlepool Young Person's Drug Team) have a dedicated nurse (2005/06 15 young people supported).
- Care leavers are supported in their social development e.g. young people take part in the Participation group. A strategy for Out of School Hours Learning (OSHL) has been developed by the MALAP, examples of activities include, soccer and the 'Ignite' arts festival.
- Care Leavers have access to Leaving Care staff each weekend between 11:00 – 2:00 every Sunday at the "Respect" premises.
- Most Care Leavers are provided with suitable accommodation. In 2005/06 the percentage of care leavers at age 19 who are living in suitable accommodation was 100%.

In relation to children and young people, with learning difficulties and/or disabilities:

- A transition review takes place for all Y9 with pupils with special educational needs and or disabilities and a transition plan is put in place.
- Transitions are managed by a multi-agency approach, which includes health, education and social care. Parents/carers, and the young people themselves are actively involved.

- Annual specialist careers events takes place, for 100% of young people with profound, multiple and also moderate learning difficulties.
- The quality of education at Catcote School, which provides education for young people with special educational needs, is good. The school has good and improving vocational facilities.
- Improvements have been made to the take up of Direct Payments, including the speed and tracking of the applications process.

Strengths

- Quality and a range of childcare provision in disadvantaged areas e.g. NRF wards and New Deal area.
- Partners have increased the number of young people engaged in education, employment and training at 16,17 and 18.
- Support for employability; work related learning and enterprise.
- The quality of education for 14-19 year olds, which is good and improving.
- Value added (16-19) performance is good.
- Drawing in additional funding to support areas of deprivation and disadvantaged young people e.g. ESF, LSC.
- The quality of education at Catcote School, (SEN) and the school has good and improving vocational facilities.
- Provision for young people with learning disabilities and learning difficulties.
- Support for vulnerable young people e.g. LAC, disaffected young men.
- Involvement of the voluntary and community sector in delivering improved outcomes.

Areas for Development	CYPP reference	JAR recommendation / follow up
<ul style="list-style-type: none"> • More and appropriate provision for disaffected and disengaged young people 14-19 needs to expand. 	5.3.3	Action Plan
<ul style="list-style-type: none"> • The number of care leavers who are classified as NEET. 	5.3.4	
<ul style="list-style-type: none"> • Increase the number of young people going on to higher education. 	5.3.6	
<ul style="list-style-type: none"> • Develop a wider range of courses and initiatives for pre and post-16 young people with learning difficulties and/or disabilities and vulnerable groups which support them to achieve economic well being 	5.3.3	JAR Recommendation Action Plan



THE BIG PLAN!

(Children and Young People's Plan)

A Strategic Plan for the Provision of Services to the
Children and Young People of Hartlepool

April 2006 – March 2009

PART 8

Appendix 1

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
BH 1.1	Parents and carers receive support to keep their children healthy				
1.1.1	Provide timely and consistent information and provide relevant support to promote the positive benefits of breastfeeding.	2006 – 2009	Amber	<ul style="list-style-type: none"> All women in the antenatal period are consistently encouraged and advised on the benefits to their babies of breast-feeding. The Baby Friendly Initiative is now embedded in practice – assessment for renewal certificate to take place later in the year. Extensive support continues in post-natal period, including increased visits to breast-feeding mothers. 	<ul style="list-style-type: none"> From the Birth Register of 2005, the proportion of mothers initiating breast-feeding increased to 41.5%.
1.1.2	Promote healthy diets for pregnant mothers (inc. Healthy Start).	2006 – 2009	Green	<ul style="list-style-type: none"> Advice on healthy diets given throughout pregnancy. Dietician involved if there are identified difficulties. 	<ul style="list-style-type: none"> Maintain and improve on current low birth weight indicator, which compares well with national figures.
1.1.3	Reduce the harm caused by illegal drugs and alcohol misuse	2006 – 2009	Green/ Amber	<ul style="list-style-type: none"> Awareness sessions for parents held at over 50 % of primary schools and 100% of schools have Drug Education policies. Alcohol Strategy has been agreed, and treatment services for dependent alcohol users currently being developed. Hartlepool `Hidden Harm` Strategy to reduce the impact of parental substance misuse is being written. Multi-agency training regarding the assessing the impact of parental substance misuse is taking place. Integrated approach to support substance misusing parents involving obstetrics, health visitors with links to Children's Services and Safeguarding Board. 	<ul style="list-style-type: none"> Professionals are becoming more aware of the impact of parental substance misuse and can ensure children are protected accordingly.

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
				<ul style="list-style-type: none"> Family support from Substance Misuse Service and voluntary sector including safety checks and provision of secure cabinets and fire retardant bedding. The HYPED Young People Substance Misuse Service provides a comprehensive service for under 18's. GO.NE have rated this service GREEN on the basis it is achieving all targets related to ECM regarding substance misuse. Young Carers Project provide support to children who have substance misusing parents/carers. 	<ul style="list-style-type: none"> 120 families receiving support through PINS and ADDvance self help groups. 60 drug using parents homes visited and safety cabinets fitted. Training mentors attached to HYPED are now delivering information and advice.
1.1.4	Parents and carers are informed about preventative and treatment provision for their children and are encouraged to ensure that proper use is made of each.	2006 - 2009	Green	<ul style="list-style-type: none"> NICE guidance in respect of Ante-natal care and care of women and their babies in the first 6-8 weeks is now embedded in Pathway of Care. Pre-school and school Pathway of Care has been reviewed. Child health promotion programmes are offered to all children and young people in a range of settings. Care co-ordination for children with additional needs has been extended across all ages. IWIS, CAF and Lead Professional in the process of implementation. Health visiting and midwifery services now delivered from Children's Centres across the town. 	<ul style="list-style-type: none"> Earlier identification of children with additional needs. Increased numbers of children in care co-ordination from all age groups. Services are more easily accessed by parents.

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
1.1.5	Educational programmes are provided to help current and future parents and carers understand the emotional needs of children and young people.	2006 - 2009	Amber	<ul style="list-style-type: none"> • Schools using SEAL resource, (DfES). • Parenting Strategy is being developed. • Workers trained to deliver Strengthening Families and Family Intervention programmes. • NSF Self Assessment and JAR highlight some innovative practice regarding support to parents e.g. Teenage parenting support programme. • Health Care professionals' Job Descriptions stress the need for competencies in developing parenting capacity. • Children's Centres now set up across the town. • Other examples of good practice are Solihull and Mellow parenting programmes, Baby Sitting Skills Course and support to substance misusing mothers and children. • CAF soon to be implemented which should assist in early assessment of assistance needed re. parenting skills. 	<ul style="list-style-type: none"> • A more co-ordinated response to parenting and family support across the town. • Vulnerable groups targeted specifically, e.g. parents who misuse drugs and teenage parents. • Through the Children's Centres all parents now have access to good practice initiatives developed by the Sure Start Local Programmes, e.g. early intervention re bonding and attachment, and maternal depression.
1.1.6	Reduce incidents of domestic violence and effects on children and families	2006 – 2008	Amber	<ul style="list-style-type: none"> • Domestic Violence Strategy now developed via the Safer Hartlepool Partnership. • A multi-agency Domestic Violence Forum is well developed. • Adult and Children's domestic violence outreach services are well established. • Voluntary Perpetrators' programme now established in Hartlepool. (LAA) • Court directed community domestic violence programme is also established. 	<ul style="list-style-type: none"> • Increased awareness of the impact of domestic violence on children – this may have had a perverse effect of increasing the numbers of recorded incidents. • More opportunities for the perpetrators of domestic violence to modify their behaviour.

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
				<ul style="list-style-type: none"> • Range of initiatives in place to assist children with the emotional impact of domestic violence. 	
1.1.7	<i>Parents feel confident and skilled in talking to their children about sex and relationships.</i>	2006 - 2008	Green	<ul style="list-style-type: none"> • <i>Local media campaign featured parents talking to their children about sexual and relationship issues. Three articles appeared in the Hartlepool Mail.</i> • <i>Parentline Plus 'Time to Talk' posters and leaflets have been displayed in relevant community settings.</i> • <i>Pilot of Family Planning Association 'Speakeasy' Programme delivered to parents in areas with high rates of teenage pregnancy – six parents involved.</i> • <i>Session on Primary School Resource delivered to Placement Team. Safeguarding & Specialist Services.</i> • <i>All school nurse team including LAC health advisor received SRE leaflets for use with parents</i> 	<ul style="list-style-type: none"> • <i>Through various campaigns and activities, parents are more confident in responding to their children's questions regarding sex and relationship issues.</i> • <i>Evaluation from Speakeasy programme highlighted benefits to parents.</i>
1.1.8	Teenage parents have access to post natal services tailored to their needs to improve the physical and mental health outcomes for them and their children.	2006 - 2008	Green	<ul style="list-style-type: none"> • Specialised eight week post natal support group for young parents now in place. (Teenage Pregnancy Support Service). Six young parents have attended one group. Second group planned for September. 	<ul style="list-style-type: none"> • 57% of pregnant young women/parents referred to the Teenage Pregnancy Support Service are accessing further education, training or work
1.1.9	Support for young parents to help their children thrive and develop.	2006 - 2008	Green	<ul style="list-style-type: none"> • Links with Health Visiting Service developed to ensure the specific needs of Teenage Parents are addressed. • Vulnerable young parents are provided with an intensive package of support via Teenage Pregnancy Support Service. 	<ul style="list-style-type: none"> • 55% of vulnerable young parents have received an intensive support package • Teenage Pregnancy Support Service is preventing the need for young parents to be referred to statutory services for support.

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
				<ul style="list-style-type: none"> Children's Centre has a named midwife for teenage pregnancy. Identified Health Visitor for Teenage Parents involved in Implementation Sub Group, Post Natal Support Group and Young Parents Supported Housing Scheme. 	
1.1.10	All teenage parents are provided with a co-ordinated package of support.	2006 - 2008	Green	<ul style="list-style-type: none"> Practical support is available from the Voluntary Sector (PATCH) via equipment starter packs. 55% of intensive support packages delivered by TPSS. There have been 53 referrals to TPSS. All pregnant young women received information pack including TPSS & contraceptive choices when booking in. 	<ul style="list-style-type: none"> 50 referrals from young parents and 248 items loaned – this has addressed hygiene and safety issues. All teenage parents have access, through the Teenage Pregnancy Support Service to a worker employed to deliver personal support and advice so that they can make well-informed decisions about the outcome of their pregnancy.
1.1.11	Develop support for pregnant women and their families to help them quit smoking.	2006 – 2007	Amber	<ul style="list-style-type: none"> Community midwifery assistants encourage pregnant women to be involved in the smoking cessation programme. Nicotine patches are now prescribed. If women engage in smoking cessation then additional visits are made to provide support. 	<ul style="list-style-type: none"> Increase in the women engaged in the smoking cessation service There is increased support for women who wish to give up smoking whilst pregnant which should impact on performance indicator.
1.1.12	<i>Improve sexual health through better access to Genito Urinary Medicine (GUM) and Chlamydia screening</i>	2006 – 2008	Amber	<ul style="list-style-type: none"> <i>Improvements to Caroline Street Health Centre have ensured 'Family Planning' can provide level 2 sexual health services from April 07</i> <i>Increase in sessions from three to seven within GUM department at University Hospital of Hartlepool.</i> 	<ul style="list-style-type: none"> <i>GUM level 2 services have been developed in community settings.</i> <i>Patients can now be offered an appointment within 48 hours of contacting the department (Mar 07)</i>

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
				<ul style="list-style-type: none"> • <i>Chlamydia Screening now available in a range of non clinical settings and GP practices. 364 tests have been taken Oct 06 - Feb 07 (= 3% of the pop of 15 – 24 yrs) Analysis demonstrates 15% of tests proved positive for Chlamydia</i> 	<ul style="list-style-type: none"> • <i>The challenge is to sustain this current work in order to further reduce the incident of Sexually Transmitted Infections and to develop further services.</i> • <i>Chlamydia screening programme now well established which has improved identification and early treatment.</i>
1.1.13	Develop a pathway of care for mothers experiencing perinatal mental health problems across Teesside.	Dec 2007 – original timescale of 2006 extended to accommodate NICE 2007 guidance.	Amber	<ul style="list-style-type: none"> • Tees wide Maternal Mental Health Pathway of Care still in development. • NICE Guidance 45 (2007) Antenatal and postnatal mental health is being embedded in practice. • New Pathway of care facilitates early identification of perinatal mental health problems. 	<ul style="list-style-type: none"> • Early identification of post natal depression will result in reduction of need to refer to higher level services and it will improve bonding and attachment.
BH 1.2	Healthy lifestyles are promoted for children and young people				
1.2.1	Further increase the number of schools achieving national healthy school status.	2006 – 2009	Green	<ul style="list-style-type: none"> • 14 schools, (plus LA nursery), have now achieved NHSS. • Quality Assurance Group in place. • Regular HHS, (Hartlepool Healthy Schools), team meetings being held in between Steering Group meetings. 	<ul style="list-style-type: none"> • Achieving schools are now working at/beyond the 41 minimum national standards. Self-validation forms being submitted by schools. • Moderation process established.
1.2.2	Respond to the government guidance on “Transforming School Food” by developing a “Healthy Food in Schools Strategy” to encourage and develop more healthy choices for children through school meal service, tuck shops, etc.	2006 – 2007	Green	<ul style="list-style-type: none"> • Strategy Group established – key partners represented. • Monitoring and evaluation mechanism of the school grants in place. 	<ul style="list-style-type: none"> • Strategy for Healthy Food in Hartlepool Schools has been developed and shared with key partners. • Bids being submitted by schools for future projects in line with the above Strategy.

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
1.2.3	Universal health screening is provided within a common framework at appropriate ages, and reaches groups on whom health services have traditionally not focused.	2006 - 2009	Green	<ul style="list-style-type: none"> • Antenatal and Post natal care Nice Guidance embedded in practice. Patient and Parent held Records are used to record additional needs. • Neonatal bloodspot screening results 100% uptake recorded. • Neonatal Hearing screening around 95%. • Pre-school and school Pathway of Care has been reviewed. • Child Health Promotion programme is offered to all children and young people in a range of settings. • GP's commissioned to deliver vaccination programmes. • NSF Self Assessment and JAR commented on good universal health screening • Youth offenders have a dedicated nursing service. • Named HV for Women's refuge, Teenage parents unit, Travelling Families, Named midwives and HV's for Substance misusing parents. 	<ul style="list-style-type: none"> • Early identification and thereby intervention for children with additional needs. • Targeted intervention for vulnerable groups.
1.2.4	<i>All young people receive quality Sex and Relationships Education and Drug Education within Personal, Social and Health Education in schools and out of school settings including those in post 16 education.</i>	2006 - 2009	Red	<ul style="list-style-type: none"> • <i>All primary schools have received training on the primary SRE resource</i> • <i>APAUSE programme is delivered in all 6 secondary schools. In 2006 78% of Yr 11 students said they 'learnt a lot' from their sex & relationship education.</i> • <i>Youth Service are delivering universal and targeted Sexual Health programmes. Audit of impact currently being prepared (Apr 07).</i> 	<ul style="list-style-type: none"> • <i>Although services are in place and the Teenage Pregnancy Strategy is sound, conception rates for 2005 increased by 18%. Further research is to be carried out regarding the context in which young women are becoming pregnant. Also a request is to be made for the National Support Team to be involved to give an objective view</i>

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
				<ul style="list-style-type: none"> • Targeted sexual health programmes delivered in four high rate areas and with three work based training agencies. • 100% of teachers and community nurses participating in the PSHE Certificate have achieved accreditation. • 18 schools have achieved the DET award for quality drug education. • DET and HYPED in relation to peer education. • A whole school approach to SRE in secondary schools has been adopted 	<ul style="list-style-type: none"> • on Hartlepool's response to reducing teenage conception. • Recommendations of the Children's Services Scrutiny Forum to be implemented by working groups.
1.2.5	Ensure that all young people know about sexual health and contraceptive services in their areas.	2006 - 2008	Red	<ul style="list-style-type: none"> • Arrangements are in place to regularly update Sex wise and local teenage pregnancy website (www.maketherightdecision.co.uk) • Local media campaign featured young people's access to services. • Four articles appeared in 'Street' magazine for young people. • Key information service (KIS) cards were distributed via Y9 health fayre, Youth Service & Young Person's Team. • Life Channel in GP surgeries promoted Young Person's Contraception and Sexual Health Clinic 	<ul style="list-style-type: none"> • Information about sexual health and contraceptive services is available through a range of media and other outlets accessible to young people. • More young people are accessing a range of clinical and non clinical contraception services. • A marketing strategy for young people's contraception and sexual health service will be developed responding to local research. This will be to identify at risk groups and hot spots.
BH 1.3	Action is taken to promote children and young people's physical health				
1.3.1	75% school-age children accessing two hours of PE & school sport per week by 06.	2006 - 2008	Green	<ul style="list-style-type: none"> • 2006 PESSCL survey results Survey conducted May/June annually. Results collated and published Sept annually 	<ul style="list-style-type: none"> • 80% of school age children accessing two hours of PE & school sport

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact																
1.3.2	85% school-age children accessing two hours of PE and school sport per week by 2008.	2006 - 2008	Amber/ Green	<ul style="list-style-type: none"> 2007 PESSCL survey results 	<ul style="list-style-type: none"> Presently 82% of pupils accessing two hours of PESS. Projected that 2007 results will demonstrate 87% of pupils will be accessing two hours PESS 																
1.3.3	All school age children have the opportunity to access 4-5 hours of sport per week, two hours of which is in curriculum time by 2010.	2006 - 2008	Amber	<ul style="list-style-type: none"> 2006 PESSCL survey results 2007 PESSCL survey results 2008 PESSCL survey results 2009 PESSCL survey results 2010 PESSCL survey results And annual, supplementary, OSHL activity records 	<ul style="list-style-type: none"> Opportunities for young people to access two hours within curriculum and 2/3 hours out of school have been increasing year on year - Curriculum PE OSHL [1hr+] 2hr PESS <table border="1"> <tr> <td>2004</td> <td>106min</td> <td>23%</td> <td>66%</td> </tr> <tr> <td>2005</td> <td>109min</td> <td>24%</td> <td>65%</td> </tr> <tr> <td>2006</td> <td>114min</td> <td>40%</td> <td>80%</td> </tr> <tr> <td>2007</td> <td>120min</td> <td>45%</td> <td>87%</td> </tr> </table> <p>[projected 2007 targets]</p> 	2004	106min	23%	66%	2005	109min	24%	65%	2006	114min	40%	80%	2007	120min	45%	87%
2004	106min	23%	66%																		
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BH 1.4	Take action to promote children and young people's mental health																				
1.4.1	Engage in further discussion with partner agencies regarding improvements in CAMHS.	2006 - 2009	Amber	<ul style="list-style-type: none"> <i>Bi-monthly sub-groups take place with partner agencies with the aim of improving services. e.g. Social care, Teenage Pregnancy, Connexions, BEST, YOS, SMS, etc.</i> <i>Many examples of joint work, e.g. YOS, Connexions.</i> <i>Pilot work in primary school to develop a screening tool and pathway to facilitate early identification of mental health problems.</i> <i>LAC nurse spending time with CAMHS to improve communication.</i> <i>Secondary schools have a designated clinician and primary mental health worker.</i> <i>School counsellors being explored</i> 	<ul style="list-style-type: none"> <i>JAR highlighted that services are in place that are accessible to children and young people including 16/17 year olds.</i> <i>All young people are seen within 11 weeks.</i> <i>Good examples of joint working reflected in JAR.</i> <i>Services facilitate early identification of mental health problems in order to provide timely intervention.</i> <i>JAR identified that there is no dedicated service for children and young people with LDD within CAMHS. Also that Learning Disability nursing service supports families well but does</i> 																

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
				<ul style="list-style-type: none"> • <i>Audit on Acorn and CAMHS referrals taking place.</i> • <i>CAMHS, Education Psychology and Acorn working together to develop therapeutic services and pathways.</i> 	<i>not yet have sufficient help from a specialised psychiatrist or psychologist.</i>
BH 1.5	Ensure looked after children's health needs are assessed				
1.5.1	Increase access to doctors, dentists and sexual health support services for looked after young people	2006 - 2007	Green	<ul style="list-style-type: none"> • 97% of Looked After Children have received a health assessment which addresses these issues – PAF indicator, 	<ul style="list-style-type: none"> • Looked after children have access to appropriate services to ensure their health needs are being met.
1.5.2	Implement a 'fast track' primary care service for looked after children	2006 - 2007	Green	<ul style="list-style-type: none"> • A standard operating procedure to fast track Looked After (and vulnerable) children into primary care health services has been agreed and implemented by the PCT. 	<ul style="list-style-type: none"> • Looked after children and young people access services earlier to prevent any deterioration in health related problems. • User friendly service providing opportunity for advice on other matters such as sexual health and healthy living (JAR report)
1.5.3	Provide further training to foster carers about good health, emotional health, bullying and attachment issues	2006 – 2007	Green	<ul style="list-style-type: none"> • The Looked After Nurse has participated in the delivery of training to foster carers and is available to provide individual advice and support to carers and LAC 	<ul style="list-style-type: none"> • Foster carers are more aware of the potential physical and emotional health problems of children and young people in their care and can access support at an earlier stage.
1.5.4	Ensure that all young people preparing to leave care have access to the relevant support through health and associated services in relation to their health needs	2006 – 2009	Green	<ul style="list-style-type: none"> • A 'drop in' service is provided by the LAC nurse for young people who have left care. 	<ul style="list-style-type: none"> • Contact is maintained with young people who have left care in order to ensure that they continue to receive advice and support in respect of health related issues.
BH 1.6	Ensure the health needs of children and young people with disabilities are addressed				
1.6.1	<i>Improve arrangements for transition between settings and from children's to adult services</i>	2006 - 2007	Amber	<ul style="list-style-type: none"> • <i>Transition Policy has been developed, however, health service input to transitions still requires improvement.</i> 	<ul style="list-style-type: none"> • <i>Children needing transition planning are identified earlier and on the whole are receiving a seamless progression from children's to adult services.</i>

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
				<ul style="list-style-type: none"> • <i>Transition Forum identifies young people who will need services in an adult setting.</i> • <i>Steering Group for Transition needs to be re-established led by Children's Services. Priorities areas identified by JAR to be addressed are transition from paediatric care to adult health services.</i> 	
1.6.2	<i>Consider further developments of the care co-ordination assessment and service provision</i>	2006 – 2007	Green	<ul style="list-style-type: none"> • <i>Care co-ordination has been extended to children and young people up to 18 years.</i> • <i>A comprehensive programme of training is being delivered to multi-agency colleagues and stakeholders including parents in relation to care co-ordination and the key worker role</i> 	<ul style="list-style-type: none"> • <i>Good multi-agency approach to ensuring that a child and family's needs are identified early and there is a co-ordinated response in respect of assessment and service delivery.</i>
1.6.3	Raise awareness and promote the benefits of Direct Payments to parents of children with disabilities and 16/17 year olds who are themselves disabled	2006 – 2007	Green	<ul style="list-style-type: none"> • Direct Payments have increased and are routinely promoted by the Children with Disabilities Social Care Team alongside other professionals. • Developmental work to take place in relation to self directed support (In Control) for children, young people and their families. 	<ul style="list-style-type: none"> • More families are able to benefit from support which is more flexible and tailored to meet particular needs and circumstances.
1.6.4	Children and young people who may be disabled, ill, or injured have early access to assessment services	2006 - 2009	Green	<ul style="list-style-type: none"> • 24 hour inpatient paediatric facility is available to families as well as GP or A&E. provision for all children and young people requiring assessment (and treatment). • A dedicated assessment area is co-located to the children's ward and is available Monday – Friday a.m to early evening. • A&E Services provide 24/7. 	<ul style="list-style-type: none"> • All acutely ill children are seen, assessed and treated within 4 hours when presented to A&E services. • The 4 hour target of 98% is closely monitored and reported on to the strategic health authority. A figure above the 98% target is consistently achieved.

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
				<ul style="list-style-type: none"> Paediatric liaison and community paediatric nurses work from the acute hospital service and work closely with families and a range of health and social professionals. Care Co-ordination now extended across all age ranges. 	<ul style="list-style-type: none"> All children requiring management within the in patient service are promptly seen and treated appropriately. Specialist nursing staff ensure that early discharge is facilitated and support at home is provided.
BH 1.7	To ensure that health care services for children and young people are developed in line with the Department of Health policies and guidelines, for example the National Service Framework for Children, Young People and Maternity Services and the National Service Framework for Diabetes.				
1.7.1	Implement Standard 6 of the NSF – Children and Young People who are ill.	2006 – 2009	Green/ Amber	<ul style="list-style-type: none"> The NSF Self Assessment Audit was formally accepted by the PCT PEC Board in February 2007. The Priority Actions for Standard 6 for 2007/08 have been identified and incorporated into the relevant plans and work programmes. The `Be Healthy` planning group will monitor the delivery of the priority actions. 	<ul style="list-style-type: none"> This is a 10 year plan commencing in 2004. Children who are ill or injured are now having a more timely access to appropriate advice and effective services which address their health, social, educational and emotional needs.
1.7.2	Implement Standard 7 of the NSF – Children and Young People who are in hospital.	2006 – 2009	Green	<ul style="list-style-type: none"> The NSF Self Assessment Audit was formally accepted by the PCT PEC Board in February 2007. The Priority Actions for Standard 7 for 2007/08 have been identified and incorporated into the relevant plans and work programmes. The `Be Healthy` planning group will monitor the delivery of the priority actions 	<ul style="list-style-type: none"> Actions identified in the NSF Standard 7 hopes to achieve greater user involvement in service design and delivery has been achieved leading to a more child centered and friendly approach.

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
1.7.3	Implement Standard 10 of the NSF – Medicines for Children and Young People.	2006 – 2009	Green/ Amber	<ul style="list-style-type: none"> The NSF Self Assessment Audit was formally accepted by the PCT PEC Board in February 2007. The Priority Actions for Standard 10 for 2007/08 have been identified and incorporated into the relevant plans and work programmes. The `Be Healthy` planning group will monitor the delivery of the priority actions. 	<ul style="list-style-type: none"> Activities taking place in primary schools to raise awareness about the dangers of medication. The overall purpose of activities is to ensure that children, young people, carers and care professionals in all settings make decisions about medicines based on sound information about risk & benefit.
1.7.4	Deliver children's screening programmes in line with the national guidance	2006 – 2009	Green	<ul style="list-style-type: none"> Antenatal and Post natal care Nice Guidance embedded in practice. Patient and Parent held Records are used to record additional needs. Neonatal bloodspot screening results 100% uptake recorded. Neonatal Hearing screening around 95%. Pre-school and school Pathway of Care has been reviewed. Child Health Promotion programme is offered to all children and young people in a range of settings. GP's commissioned to deliver vaccination programmes. NSF Self Assessment and JAR - universal health screening in place. Nurse assessments available for young offenders are identified through Youth Offending Service. Named HV for Women's refuge, Teenage parents unit, Travelling Families, Named midwives and HV's for Substance misusing parents. 	<ul style="list-style-type: none"> Early identification and thereby intervention for children with additional needs. Targeted intervention for vulnerable groups.

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
1.7.5	Increase the uptake of Measles Mumps and Rubella (MMR) immunisation	2006 - 2010	Amber	<ul style="list-style-type: none"> Geographical analysis has taken place to identify and target wards with lower uptake. GP's with lower uptake are also being targeted. There are differential targets for Neighbourhood Renewal areas. School nurses are monitoring immunisation status at school entry. 	<ul style="list-style-type: none"> Slight decrease in two doses of take up at the age of five – this reflects national trends.
1.7.6	Implement guidance on childhood obesity.	2006 - 2010	Amber	<ul style="list-style-type: none"> Use of NRF grant to fund project of Lifestyle nurse to work in four primary feeder schools to Dyke House. Heights and weights of Reception and Year 6 pupils are collected as per DHSS guidance. The process of halting the increase in the prevalence of childhood obesity has begun. Healthy Eating CPD day (see 1.2.1). Bespoke school support based on individual school need 	<ul style="list-style-type: none"> Positive feedback received by the four primary schools. Raised profile of the obesity agenda and relevant links in the four primary schools Creates baseline against which to map future data and target interventions. (90% coverage re. height and weight for Reception and 6. Successfully received, more than 50% of schools attended. Schools achieved minimum healthy eating standard of Healthy Schools SNAG groups, cookery clubs and gardening clubs set up. Development of whole school food policy
1.7.7	Ensure all children and young people with diabetes receive high quality care.	2006 – 2013	Amber (gaps identified in psychology, dietetic and podiatry services)	<ul style="list-style-type: none"> A dedicated paediatrician and specialist nurse lead this service and provide expert care and support in line with best practice including NICE guidelines. Specific clinics are held and adolescent sessions to prevent school absence for regular check ups and health advice and support. 	<ul style="list-style-type: none"> Hospital admissions are minimised due to the high level of out patient support. Parents and children are better supported through access to a named doctor and nurse who are experts in the field of diabetes.

Be Healthy

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
				<ul style="list-style-type: none"> Individual insulin pumps are provided where appropriate to allow better diabetes control. 	<ul style="list-style-type: none"> Evening clinics reduce school absences allow more continuity of education. Insulin pumps provide a better quality of life for children and young people by controlling diabetes more effectively and avoiding health complications e.g. Ketoacidosis.
1.7.8	Ensure parents, carers and others involved in the day-to-day care of children and young people with diabetes, receive the appropriate support	2006 – 2013	Amber	<ul style="list-style-type: none"> A dedicated paediatrician and specialist nurse provide support to parents whose child has diabetes. Support provided around administering insulin. 	<ul style="list-style-type: none"> Evening clinics reduce school absences allow more continuity of education. Insulin pumps provide a better quality of life for children and young people by controlling diabetes more effectively and avoiding health complications e.g. Ketoacidosis.

Stay Safe

Priority Reference	Actions	Timescales	Traffic Light	Evidence	Impact
SS 2.1	Children and young people and their carers are informed about key risks to their safety and how to deal with them.				
2.1.1	Ensure parents and carers are advised how to keep children safe, including safety in the home.	2006 - 2009	Amber	<ul style="list-style-type: none"> LSCB Training Plan 2006/07. Improved planning arrangements 2007/08. Cleveland Fire Service; smoke alarms and medical cabinets. 	<ul style="list-style-type: none"> Children and young people feel safe. JAR para. 38
2.1.2	Ensure children and young people are educated about road safety and how to respond to other environmental hazards.	2006 - 2009	Amber	<ul style="list-style-type: none"> Road safety programme. Cleveland Fire Service; smoke alarms and medical cabinets. 	<ul style="list-style-type: none"> Children and young people feel safe. JAR para. 38
2.1.3	Ensure children and young people are taught about the dangers posed by some adults and how to minimize them.	2006 - 2009	Amber	<ul style="list-style-type: none"> ICT strategy with technological controls in place in schools & libraries. E-safety policy, awareness and training being developed. 	<ul style="list-style-type: none"> Children & young people will be alert to the dangers posed through e-technology.
SS 2.2	Children and young people are provided with a safe environment				
2.2.1	<i>Increase the number of staff trained to identify risks of harm and how to manage them.</i>	2006 - 2009	Amber	<ul style="list-style-type: none"> LSCB Training Plan 2006/07. Improved planning arrangements 2007/08. 	<ul style="list-style-type: none"> <i>More people are accessing child protection training at all levels.</i>

Stay Safe

Priority Reference	Actions	Timescales	Traffic Light	Evidence	Impact
2.2.2	<i>Develop partnership arrangements to address the concerns of children and young people about bullying.</i>	2006 - 2009	Amber	<ul style="list-style-type: none"> • <i>Bullying co-ordinator appointed.</i> • <i>Policy developed.</i> • <i>Bullying "pledge" issued to all organisations.</i> • <i>E-bullying to be addressed within ICT Strategy.</i> 	<ul style="list-style-type: none"> • <i>There is a consistent message that bullying, in any form, is unacceptable.</i>
SS 2.3	The incidence of child abuse and neglect is minimised.				
2.3.1	<i>Ensure there is co-ordinated and timely support to children and young people at risk of harm.</i>	2006 - 2009	Green	<ul style="list-style-type: none"> • <i>"All agencies understand their role in keeping children safe and children at risk of harm or in need are suitably referred and their cases promptly investigated." JAR para.42</i> 	<ul style="list-style-type: none"> • <i>The combined work of all local services in keeping children safe is good. JAR para. 38</i>
2.3.2	Improve Criminal Records Bureau (CRB) and other vetting checks for adults working with children and young people.	2006 - 2007	Green	<ul style="list-style-type: none"> • Safer Recruitment and Vetting Group established. • All social care employee files fully documented. • Schools advised on all safer recruitment guidance and practices. • All LSCB member agencies confirmed in writing that safer recruitment and vetting procedures are in operation. 	<ul style="list-style-type: none"> • The combined work of all local services in keeping children safe is good. JAR para. 38

Stay Safe

Priority Reference	Actions	Timescales	Traffic Light	Evidence	Impact
2.3.3	<p>Improve joint agency arrangements for the management of sex offenders in the community.</p> <p>Strengthen arrangements around Multi-Agency Public Protection</p>	<p>2006–2007</p> <p>2007-2008</p>	<p>Green</p> <p>Amber</p>	<ul style="list-style-type: none"> Children's Services staff make an appropriate contribution to the Tees-wide arrangements for managing offenders who pose risks to children through the MAPPA. (JAR para 45) 	<ul style="list-style-type: none"> The combined work of all local services in keeping children safe is good. JAR para. 38
SS 2.4	Agencies collaborate to safeguard children according to the requirements of current government practice				
2.4.1	<i>Ensure inter-agency policies and procedures are comprehensive and up-to-date.</i>	2006 - 2009	Green	<ul style="list-style-type: none"> <i>LSCB Multi-Agency Child Protection Procedures revised and published October 2006</i> 	<ul style="list-style-type: none"> <i>The combined work of all local services in keeping children safe is good. JAR para. 38</i>
2.4.2	<i>Increase the number of staff, paid carers and volunteers working with children who are provided with guidance and training on how to recognize and raise safeguarding and welfare concerns.</i>	2006 - 2009	Amber	<ul style="list-style-type: none"> <i>LSCB Training Plan 2006/07.</i> <i>Improved planning arrangements 2007/08.</i> 	<ul style="list-style-type: none"> <i>More people are accessing child protection training at all levels.</i>

Stay Safe

Priority Reference	Actions	Timescales	Traffic Light	Evidence	Impact
SS 2.5	Services are effective in establishing the identity and whereabouts of all children and young people 0 – 16				
2.5.1	Continue to develop the infrastructure for the rollout of Information Sharing and Assessment.	2006 - 2009	Amber	<ul style="list-style-type: none"> All IWIS training accredited ICS implementation scheduled for May 2007 Revised Referral Criteria to be implemented April 2007. 	<ul style="list-style-type: none"> The combined work of all local services in keeping children safe is good. JAR para. 38
2.5.2	Ensure that there are secure arrangements for sharing information to protect children.	2006 - 2009	Amber	<ul style="list-style-type: none"> Contactpoint; CAF & ICS have technical specifications to enable secure transfer of information Operational arrangements for Contactpoint & CAF still being developed. 	<ul style="list-style-type: none"> Information is secure, securely shared and at appropriate levels.
SS 2.6	Action is taken to avoid children and young people having to be looked after				
2.6.1	<i>Ensure that the decision to look after a child is taken only when there are no appropriate alternatives and with clear accountability.</i>	2006 - 2009	Green	<ul style="list-style-type: none"> <i>Children are not looked after until alternative avenues have been explored and so there are lower numbers of looked after children than similar authorities. Decisions in relation to becoming looked after are made by managers at the appropriate level of seniority.</i> 	<ul style="list-style-type: none"> <i>Children only become looked after when they need to be.</i>
SS 2.7	Looked after children live in safe environments and are protected from abuse and exploitation				
2.7.1	<i>Improve placement choice and stability for looked after children.</i>	2006 - 2009	Amber	<ul style="list-style-type: none"> <i>Placement stability is good and children who have settled in out of area placements are enabled to remain there. (9JAR Para. 48)</i> 	<ul style="list-style-type: none"> <i>Placement stability is good.</i>

Stay Safe

Priority Reference	Actions	Timescales	Traffic Light	Evidence	Impact
SS 2.8	Children and Young People with learning difficulties and/or disabilities live in safe environments and are protected from abuse and exploitation				
2.8.1	<i>Improve arrangements for transition between settings and from children's to adult services.</i>	2006 - 2007	Amber	<ul style="list-style-type: none"> • <i>The transition process to adult services is well managed in most areas but service options are limited (JAR para 69)</i> • <i>Transition of young people with mental health problems to the adult service is not always smooth as it lacks a specific policy (JAR para 35)</i> • <i>Transition from paediatric care to adult health services is adequate but requires further development to provide a seamless progression (JAR para 37)</i> 	<ul style="list-style-type: none"> • <i>Services meet their needs in most cases and transitions are well managed including most of those to adult services although these options are limited. JAR para. 19</i>
SS 2.9	Implement the National Service Framework (NSF) for Children, Young People and Maternity Services				
2.9.1	Implement Standard 1 of the NSF – promoting Health & Wellbeing, identifying needs and intervening early.	2006 - 2009	Green	<ul style="list-style-type: none"> • Of the nine elements nearly all are self-assessed as green, with the exception of access and waiting times for therapy services. 	
2.9.2	Implement Standard 2 of the NSF – supporting parents.	2006 - 2009	Green	<ul style="list-style-type: none"> • Of the nine elements nearly all are self-assessed as green, with the exception of two elements that are assessed as amber. 	
2.9.3	Implement Standard 5 – Safeguarding and promoting the welfare of Children and Young People.	2006 - 2009	Amber	<ul style="list-style-type: none"> • Of the eight elements four were self-assessed as green and four as amber. 	
2.9.4	Implement Standard 10 of the NSF – Medicines for Children & Young People.	2006 - 2009	Amber	<ul style="list-style-type: none"> • Of the eight elements three were self-assessed as green, four as amber and one as red. 	

Enjoy & Achieve

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
EA 3.1	Parents and carers receive support in helping their children to achieve				
3.1.1	Provide high quality childcare and advice and support on childcare to parents and carers.	April 2006 – March 2009	Green	<ul style="list-style-type: none"> • Council website. • Children's Information Service. 	<ul style="list-style-type: none"> • Clear advice and guidance available to parents and carers to enable them to make informed decisions.
3.1.2	Develop family learning programmes and provide high quality information to parents on school performance.	April 2006 – March 2009	Green	<ul style="list-style-type: none"> • Programme of learning for adults and children developed. • School profiles in place. 	
3.1.3	Provide impartial advice and guidance for parents and carers on school admissions.	April 2006 – March 2009	Green	<ul style="list-style-type: none"> • High quality advice and guidance to parents in place. 	<ul style="list-style-type: none"> • 95% of first preferences met in 2005. This improved to 97% in 2006.
3.1.4	Co-ordinate specialist support for parents and carers of vulnerable children and young people, (e.g.) those with special educational needs, looked after etc.	April 2006 – March 2009	Green	<ul style="list-style-type: none"> • Parent advice line. 	<ul style="list-style-type: none"> • Good advice and guidance available to parents and carers about services provided and how the statutory review process works.
3.1.5	Develop a multi-agency communication strategy to set the direction for the development of integrated services using new models of service delivery for the best outcome for the speech and language and communication development for all children.	2006 – 2009	Amber	<ul style="list-style-type: none"> • Working group established with early years adviser, speech and language therapist, primary strategy consultant and early years consultants. • Speaking and listening strategy for schools, early years settings and childminders to be launched Sept 07 	
EA 3.2	Early years provision promotes development and well being and helps Hartlepool children to meet early learning goals				
3.2.1	Ensure there is an integrated strategy for under 5s covering health, childcare and preparation for learning.	April 2007 – March 2009	Green	<ul style="list-style-type: none"> • Children's Centres and Extended School Strategy. • Foundation Stage performance analysis. • Training plan for all EY and childcare practitioners. 	<ul style="list-style-type: none"> • All three and four year olds have access to free early education places.

Enjoy & Achieve

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
					<ul style="list-style-type: none"> Percentage of children achieving 6+ in the foundation stage profile has increased from the 2003 baseline 69% of childcare settings have received a good inspection rating 67% of nurseries are good 71% of childminders have received good inspection gradings
3.2.2	Develop and implement a strategy for Children's Centres & Extended Schools.	April 2007 – March 2009	Green	<ul style="list-style-type: none"> Children's Centres and Extended School Strategy agreed by Cabinet June 2006. Sure Start Local Programmes restructured to develop town wide children's centres and extended services network. 	<ul style="list-style-type: none"> Services are available across the town not just in former Local Programme areas. "The strategy for early years and childcare is good. The range of early years and childcare provision is targeted appropriately at areas in most need" JAR para 51
EA 3.3	Ensure that educational provision 5 – 16 is of good quality				
3.3.1	<i>Challenge and support all schools to improve the quality of educational provision and improve outcomes for all children. Priorities will be on KS1 (all areas), KS3 English, science and ICT and KS4 English and mathematics.</i>	<i>April 2007 – March 2009</i>	<i>Amber</i>	<ul style="list-style-type: none"> <i>Performance Outcomes 2006 (all key stages)</i> <i>DfES / National Strategies Dashboard rating 2007 – overall rating GREEN</i> 	<ul style="list-style-type: none"> <i>Outcomes for pupils show improvements at end of KS1, 2, 3 & 4.</i> <i>KS1 performance at L2+ is in line with or above national averages.</i> <i>KS2 performance above national.</i> <i>KS3 performance improved in Science and ICT in 2006 but fell in English.</i> <i>KS4 performance in English and Maths improved in 2006.</i> <i>KS4 performance has improved at an impressive rate.</i>

Enjoy & Achieve

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
					<ul style="list-style-type: none"> • KS1 (L3+) KS3, 5A*-C (including English and Maths) identified as areas for further improvement. • Gender gaps narrowing but further improvement in boys literacy required. • Overall effectiveness good or better in 74% of schools inspected since Sept 2005.
3.3.2	Monitor provision in all schools and implement a strategy for intervention, challenge and support to ensure acceptable standards	April 2007 – March 2009	Green	<ul style="list-style-type: none"> • National Strategies Dashboard rating/annual reports. • National Strategies SIP monitoring reports. • Strategy Support and Challenge to Schools. 	<ul style="list-style-type: none"> • Standards continue to rise in core subjects in all key stages. • No schools in OfSTED categories • Number of schools causing concern to LA falling. • Secondary SIP programme rated satisfactory by National Strategies. • Primary SIP programme rated GREEN • 74% of schools judged to be good or better by OfSTED since September 2005. • Very good strategy for support and intervention has led to a fall in number of schools causing concern to LA. • Good use made of national strategies to improve educational performance (GREEN rating).
3.3.3	Support Hartlepool schools in self-evaluation to ensure continuous improvement, especially in the curriculum and the quality of teaching and learning.	April 2007 – March 2009	Green	<ul style="list-style-type: none"> • National Strategies Dashboard rating/annual reports. • EiC Peer Assessments. • SEN Progress Reports. • 14-19 Progress Checks. • Classification of Schools Framework. 	<ul style="list-style-type: none"> • Standards continue to rise in core subjects in all key stages. • No schools in OfSTED categories. PRU has a Notice to Improve. • 100% schools have SEFs in place.

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Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
				<ul style="list-style-type: none"> SIP Monitoring Reports. Audit Commission Survey. 	<ul style="list-style-type: none"> 70% of schools judged to be good or better since September 2005 by OfSTED. PRU is a cause for concern and has a Notice to Improve. Support for school improvement rated highly by schools.
3.3.4	<i>Monitor patterns of underperformance amongst vulnerable groups in Hartlepool and take action to redress inequalities. Priority groups include Looked After Children and underachieving boys.</i>	<i>April 2006 – March 2009</i>	<i>Green</i>	<ul style="list-style-type: none"> <i>Performance Outcomes 2006.</i> <i>NRF/NDC Evaluation Reports.</i> <i>Working Party established to address gender issues.</i> <i>School Improvement Plans prioritise boys underachievement.</i> 	<ul style="list-style-type: none"> <i>Data shows improved outcomes for vulnerable groups.</i> <i>LAC, SEN and Minority Ethnic make good progress.</i> <i>Children and young people from NRF/NDC areas make progress at least in line with their peers and often better.</i>
EA 3.4	Enable and encourage children and young people to attend and enjoy school and to achieve highly				
3.4.1	Ensure that Hartlepool children and young people are educated in good quality school buildings and facilities which promote high quality learning and teaching.	April 2007 – March 2009	Amber	<ul style="list-style-type: none"> Surplus places and school provision is currently being examined in light of BSF and the Primary capital programme. 	<ul style="list-style-type: none"> Good progress in reducing surplus places. BSF thoroughly integrated with plans to respond to dedining numbers. Quality of teaching and learning judged to be good or better in 70% of inspections since Sept 2005. Curriculum judged to be good or better in 65% of inspections since Sept 2005.
3.4.2	Ensure that there are sufficient, suitable and accessible school places and that admission arrangements give priority to the most vulnerable, reflect need and minimise stress.	April 2007 – March 2009	Green	<ul style="list-style-type: none"> Co-ordinated admissions scheme in place for two years. 	<ul style="list-style-type: none"> 2005/06 99% of pupils given first preference for primary school. In 06/07 it was 96%. Admission arrangements are well managed. Procedures prioritise LAC and LDD.

Enjoy & Achieve

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
					<ul style="list-style-type: none"> • Good guidance to parents on admissions.
3.4.3	Promote good behaviour and attendance for all pupils and ensure that specialist support is given to parents and carers of difficult to manage children and young people.	April 2007 – March 2009	Green	<ul style="list-style-type: none"> • DfES / National Strategies Dashboard rating 2007 for attendance. • Attendance and Exclusions data. • Behaviour Improvement Programme monitoring reports. • National Strategies Dashboard rating/ annual reports. 	<ul style="list-style-type: none"> • Attendance above national averages in both primary and secondary schools. • Exclusion rates have fallen. • Provision for pupils with statements of BESD is unsatisfactory.
3.4.4	Monitor the personal and academic development of children and young people and ensure that they are set realistic and challenging targets for improvement.	April 2007 – March 2009	Amber	<ul style="list-style-type: none"> • Schools provided with relevant data for individual pupil target setting. • SIPs set realistic and challenging targets with school based on rigorous analysis of performance and value added modelling. 	<ul style="list-style-type: none"> • Care, Guidance and Support for children and young people judged to be good or better in 70% of inspections since September 2005. • All schools set targets for 2007 & 2008 based on individual pupils.
3.4.5	<i>Work with partner agencies especially the community and voluntary sectors, to address the needs of vulnerable children and young people in Hartlepool, (e.g.) young carers, underachieving groups, the disaffected and disengaged etc.</i>	<i>April 2006 – March 2009</i>	<i>Green</i>	<ul style="list-style-type: none"> • <i>Statemented and LAC pupils are given top priority.</i> 	<ul style="list-style-type: none"> • <i>Attendance above National averages in both primary and secondary schools.</i> • <i>Exclusion rates have fallen consistently for three years for vulnerable children and young people.</i>
EA 3.5	Make good educational provision for children who do not attend school				
3.5.1	<i>Ensure that Hartlepool children and young people who have been permanently excluded attend appropriate alternative settings aimed</i>	<i>April 2007 – March 2009</i>	<i>Amber</i>	<ul style="list-style-type: none"> • <i>Managed moves and hard to place pupils protocol in place.</i> • <i>Multi-agency vulnerable pupils group in place.</i> • <i>A2L identified as a cause for concern by LA and given Notice to Improve by</i> 	<ul style="list-style-type: none"> • <i>Transition from A2L to employment or FE is good.</i> • <i>Numbers of young people engaged in alternative curriculum provision has increased.</i>

Enjoy & Achieve

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
	<i>at securing re-integration into main-stream education or work.</i>			<i>OfSTED. Action Plan for improvement drawn up.</i>	<ul style="list-style-type: none"> • <i>Numbers of pupils permanently excluded has fallen dramatically in 2006/07. Expected number is five by end of academic year.</i> • <i>Provision for permanently excluded children and young people is improving but concerns remain re quality and rate of improvement.</i> • <i>New Behaviour & Attendance Partnership established to oversee re-integration and develop policy and practice.</i>
3.5.2	Provide suitable education for Hartlepool children who are not able to attend school, (e.g.) for medical reasons, pregnant schoolgirls and young mums.	April 2007 – March 2009	Amber	<ul style="list-style-type: none"> • Children who are sick or recuperating are provided with appropriate work/teaching /support. 	<ul style="list-style-type: none"> • Home and Hospital Tuition Service is good but will be under review as a result of changes implemented by PCT. • Support for pregnant schoolgirls and young mums judged to be good by OfSTED.
3.5.3	Ensure that education provided other than by the local authority is at least satisfactory.	April 2007 – March 2009	Amber	<ul style="list-style-type: none"> • Children who are sick or recuperating are provided with appropriate work/teaching /support. • Home Education reports. 	<ul style="list-style-type: none"> • Monitoring of provision for pupils educated at home is thorough.
EA 3.6	All children and young people access a range of cultural, recreational activities including play and voluntary learning				
3.6.1	Provide safe and accessible places for Hartlepool children and young people to play, socialise and pursue leisure activities.	April 2007 – March 2009	Green	<ul style="list-style-type: none"> • LA has accessed additional funding for activities. • Dyke House school is a full service extended school and has been recognised as an example of excellent practice. • Children's Centres and Extended Schools Strategy. 	<ul style="list-style-type: none"> • 100% of schools offer out of hours learning (at least four activities). • 75% primary schools provide before school activities (40% nationally). • 86% secondary schools provide breakfast activities (61% nationally).

Enjoy & Achieve

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
				<ul style="list-style-type: none"> NDC Projects. 	<ul style="list-style-type: none"> Good range of recreational, arts, sport and leisure opportunities. Good opportunities for LDD.
3.6.2	<i>Work with partners, especially the community and voluntary sectors, to provide a range of affordable, accessible, challenging and rewarding recreational activities and identify learning opportunities for children and young people in school and out of school settings.</i>	<i>April 2007 – March 2009</i>	<i>Green</i>	<ul style="list-style-type: none"> <i>COOL project</i> 	<ul style="list-style-type: none"> <i>Number of children and young people being excluded from schools in falling.</i> <i>Some young people still see cost of activities as a barrier to uptake.</i> <i>Number of children and young people involved in criminal activity fell in 2006.</i> <i>Community and voluntary sectors make a good contribution to the enjoy and achieve agenda.</i>
3.6.3	Ensure that recreational and voluntary learning opportunities reflect the needs of individuals and groups, especially those who are socially excluded.	April 2007 – March 2009	Green	<ul style="list-style-type: none"> Playing for Success Initiative has had a positive effect on pupils. 	<ul style="list-style-type: none"> 1,005 students felt skills learnt through PfS would be useful back at school. 89% reported improvements in literacy, numeracy and ICT skills.
3.6.4	Ensure that arts activities are planned more strategically, in order to ensure effective delivery to priority groups.	2006/09	Green	<ul style="list-style-type: none"> Creative Partnerships established in collaboration with Tees Valley Arts. 	<ul style="list-style-type: none"> Good range of arts opportunities in place. Vulnerable groups catered for well.
3.6.5	Mainstream successful pilot activities aimed at making libraries accessible and attractive to children and young people.	2006/09	Green	<ul style="list-style-type: none"> NDC Libraries Project. 	<ul style="list-style-type: none"> Library usage has increased.

Enjoy & Achieve

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
EA 3.7	Children and young people who are looked after are helped to enjoy and achieve				
3.7.1	<i>Ensure that all Hartlepool looked after children (LAC) receive education and training which meet their needs.</i>	<i>April 2007 – March 2009</i>	<i>Green</i>	<ul style="list-style-type: none"> • <i>Improved SAT results</i> • <i>Dedicated Ed Psychologist is available to speed up assessments.</i> 	<ul style="list-style-type: none"> • <i>LAC young people who reach school leaving age who have sat one GCSE or equivalent</i> <i>04/05 05/06 (06/07 target)</i> <i>50% 87% 92%</i> • <i>LAC young people in Y11 who achieve 5+ GCSEs grades A*-C</i> <i>04/05 05/06 (06/07 target)</i> <i>17% 13% 17%</i> • <i>No permanent exclusions of LAC 05/06 and 06/07 to date.</i>
3.7.2	<i>Ensure that all personal education plans are effective and implemented. Support carers to ensure that children participate in education and achieve their potential.</i>	<i>April 2007 – March 2009</i>	<i>Green</i>	<ul style="list-style-type: none"> • <i>Autumn 2005 80% LAC had an up-to-date PEP.</i> 	<ul style="list-style-type: none"> • <i>Children achieving at least one GCSE A-G. Improved from 33% 2003/04 to 43% 2005/06.</i> • <i>No permanent exclusions of LAC 2005/06.</i>
3.7.3	<i>Inform schools, colleges and other providers of education about the particular needs and circumstances of LAC and ensure that every school has a designated teacher for LAC.</i>	<i>April 2007 – March 2009</i>	<i>Green</i>	<ul style="list-style-type: none"> • <i>LAC co-ordinator provides 1:1 work in schools and for individuals.</i> • <i>Every school has a designated teacher for LAC.</i> 	<ul style="list-style-type: none"> • <i>Children achieving at least one GCSE A-G. Improved from 33% 2003/04 to 43% 2005/06.</i> • <i>No permanent exclusions of LAC 2005/06.</i>
3.7.4	<i>Encourage and support LAC and their foster carers to participate in a range of cultural and leisure activities and to develop the individual interests of each LAC.</i>	<i>April 2007 – March 2009</i>	<i>Green</i>	<ul style="list-style-type: none"> • <i>LAC co-ordinator has good relationships with foster agencies with regard to educational support</i> 	<ul style="list-style-type: none"> • <i>Children achieving at least one GCSE A-G. Improved from 33% 2003/04 to 43% 2005/06.</i> • <i>No permanent exclusions of LAC 2005/06.</i>

Enjoy & Achieve

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
3.7.5	<i>Monitor and improve the educational achievement, school attendance and cultural experiences of LAC and ensure that additional educational support is provided to those LAC.</i>	<i>April 2007 – March 2009</i>	<i>Green</i>	<ul style="list-style-type: none"> • Attendance monitored half termly. • Attendance below 93% brought to attention of social worker. 	<ul style="list-style-type: none"> • Children achieving at least one GCSE A-G. Improved from 33% 2003/04 to 43% 2005/06. • No permanent exclusions of LAC 2005/06.
3.7.6	<i>Ensure that the attendance of LAC in schools is maximised and that the permanent exclusion of LAC is avoided.</i>	<i>April 2007 – March 2009</i>	<i>Amber</i>	<ul style="list-style-type: none"> • Strategies in place to improve LAC attendance • Preventative exclusion strategy very effective. 	<ul style="list-style-type: none"> • Attendance of LAC is satisfactory OC2 return 2004/05 16.8% OC2 return 2005/06 11.3%
3.7.7	<i>Work with partners to encourage participation of LAC & care leavers in post-16 education & training</i>	<i>April 2007 – March 2009</i>	<i>Green</i>	<ul style="list-style-type: none"> • Links have been made with other LAs, local colleges to help raise aspirations of LAC. • Joint training of social workers carers and teachers. 	
EA 3.8	Children and young people with learning difficulties and/or disabilities are helped to enjoy and achieve				
3.8.1	Ensure that Hartlepool children with learning difficulties and/or disabilities are identified, their needs assessed and that early intervention is in place to address those needs.	April 2007 – March 2009	Green		<ul style="list-style-type: none"> • Three schools rated 1 for inclusion • Six schools rated 2 for inclusion • Four schools rated 3 for inclusion (1-7 scale 1 being highest) (out of 12 primary and two secondary inspected) no schools were unsatisfactory
3.8.2	Establish clear protocols across all agencies for assessing the individual needs of children and young people and for deciding on provision.	April 2007 – March 2009	Green	<ul style="list-style-type: none"> • LDD pupils are identified at a sufficiently early stage • Funding policies support early intervention • Clear protocols, consistently applied across agencies. 	<ul style="list-style-type: none"> • Parental satisfaction with processes and placements. • JAR report –“parents are very supportive of these arrangements and spoke highly of their choice of schools and the high quality of curriculum and extra-curricular activities available for their children as a result”

Enjoy & Achieve

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
3.8.3	Encourage and support parents to contribute to the assessment of children & young people's needs.	April 2007 – March 2009	Green	<ul style="list-style-type: none"> Parents contribute to the assessment of need and are supported to do so. No cases have been taken to tribunal since Hartlepool was created. 	<ul style="list-style-type: none"> JAR report – “statements of special educational need are timely, well written and meet needs while parents and pupils are also involved in developing and reviewing them”
3.8.4	Ensure that educational and training provision in Hartlepool schools, colleges & other providers meets the curriculum, staffing, equipment and transport needs of children & young people with learning difficulties and/or disabilities	April 2007 – March 2009	Green	<ul style="list-style-type: none"> All secondary schools have or are working towards alternative accredited GCSE courses. Vocational courses have been developed at Catcote School. 	<ul style="list-style-type: none"> Primary catch up programme data shows positive impact. Catcote School has gained specialist status for business and enterprise. Assessed by OfSTED as good with outstanding features.
3.8.5	Monitor and review the progress of individual children and young people in educational, personal, social and emotional outcomes. Ensure this is communicated between agencies and targets are revised accordingly.	April 2007 – March 2009	Green	<ul style="list-style-type: none"> Progress of individual pupils in PSED is regularly reviewed and communicated between agencies Monitoring of progress using P levels and PIVATS has been actively promoted. 	<ul style="list-style-type: none"> Positive OfSTED judgements on progress of pupils with SEN (3.8.1) JAR report – “the achievement and progress of pupils with special educational needs is good”
3.8.6	Monitor and evaluate the impact of policies and provision on the achievement of children & young people with learning difficulties and/or disabilities	April 2007 – March 2009	Green	<ul style="list-style-type: none"> All statements quantify provision SEN statements are of good quality and are produced speedily. 	<ul style="list-style-type: none"> Number of statements is reducing No cases to tribunal and thus confirms quality of working in partnership with parents Data demonstrates efficiency of system.

Enjoy & Achieve

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
3.8.7	Ensure that Hartlepool children with learning difficulties and/or disabilities have their needs met in mainstream settings where appropriate and that these settings provide access for children with disabilities.	April 2007 – March 2009	Green	<ul style="list-style-type: none"> All schools except three have attended SENIMS training Access funding has been used to support adaptations in specific schools. 	<ul style="list-style-type: none"> Percentage of 5-15 population placed in maintained special schools is below national and regional levels. See OfSTED judgement 3.8.1
3.8.8	Support and encourage children with learning difficulties and/or disabilities to participate in a range of appropriate cultural and leisure activities.	April 2007 – March 2009	Green	<ul style="list-style-type: none"> OSCARS playscheme is resourced to include SEN/disabled pupils. Carlton Outdoor Centre provides a range of leisure activities. Play Strategy under development which will be totally inclusive. 	<ul style="list-style-type: none"> JAR report – “there is a good range of recreational, arts, sport and leisure opportunities for children and young people, including those looked after by the council and with learning difficulties and/or disabilities. Arrangements to enable them to access the opportunities are good overall, particularly for children with learning difficulties and/or disability”

Make a Positive Contribution

Priority Reference	Actions	Timescales	Traffic Light	Evidence	Impact
PC 4.1	Children and young people are supported in developing socially and emotionally.				
4.1.1	<i>Ensure that all children and young people have access to services that support the development of self-confidence, self worth and emotional resilience.</i>	2006/07	Amber/ Green	<ul style="list-style-type: none"> • Youth Service contacted 2068 young people, 1479 that were worked with intensively, evidenced by 837 recorded, and 169 accredited outcomes. • The EPS service delivery model is based upon the theoretical model – ‘positive psychology’ and adopts a framework in meetings to identify and develop these positive intra-personal attributes as an antidote to internalised problems. • APIR Process. All young people (Tier 1’s). PA’s also signpost to other agencies for developmental support (e.g. confidence issues). • Children’s Fund services all met their targets for 06/07. • Barnardos Heartbeat have developed on number of emotional resilience work in schools. 	<ul style="list-style-type: none"> • Personal/social development; increased self-esteem; better choices made in risk areas; more awareness of self and others needs. • Evident in all the Individual-Focussed strand of our Service Delivery.
PC 4.2	Children and young people, particularly those from vulnerable groups, are supported in managing changes and responding to challenges in their lives.				
4.2.1	Ensure that all children and young people are equipped to face significant life changes and challenges with appropriate support.	2006/08	Green	<ul style="list-style-type: none"> • The Placement Team ensure all the foster carers are trained and supported in caring for the children placed with them. The children are provided with care and support by the foster carers to help them deal with changes in their lives and the challenges that come as a result of being a child in care or subsequent changes that occur in their lives. 	<ul style="list-style-type: none"> • All foster carers have training to a set level.

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Make a Positive Contribution

Priority Reference	Actions	Timescales	Traffic Light	Evidence	Impact
				<ul style="list-style-type: none"> • Carers undergo a minimum of six weekly supervision which is recorded clearly identifying the work they are doing with the child/young person in placement with them. • Where children and young people require additional support in managing specific changes and challenges other agencies/professionals are approached. • PA's support through APIR process, or signpost to relevant agency. • Opportunity for young people to join Hartlepool Youth Forum (Connexions). • A transition project is being piloted in 2 secondary and 2 primary schools with plans to roll this out in all secondary schools in 2007 -2008. Part of the project deals with anti social behaviour including bullying. 	
4.2.2	<i>Improve arrangements for transition between settings and from children's to adult services.</i>	2006/07	Green	<ul style="list-style-type: none"> • <i>In 2006 all reviews of the 26 Y6 pupils with statements were completed during the Autumn Term 06 and statements issued for all the pupils attending schools in Hartlepool.</i> • <i>In 2005/6 a transitional plan was produced on each of the 55 pupils who were due for a 14 plus Transitional Review.</i> • <i>School Leaver Destinations integral in NEET/Not Known Strategy via questionnaires and follow-ups/home visits.</i> 	<ul style="list-style-type: none"> • <i>No child is waiting for a statement</i> • <i>All children who required a transitional review had one -</i> • <i>16 yr old NEETS 5.1% below % 16-19 NEETS in H'pool.</i>

Make a Positive Contribution

Priority Reference	Actions	Timescales	Traffic Light	Evidence	Impact
4.2.3	<i>Ensure that all children and young people from Black and Minority Ethnic (BME), traveller, asylum seeker and refugee communities have the opportunity to gain full access to services and have a role in service development.</i>	2006/07	Green	<ul style="list-style-type: none"> • Youth Service development of “midnight” BME 5-a-side group and Sunday “cultural” activities, both at Rossmere Centre. • Social Inclusion Co-ordinator (ethnic minority pupils) appointed, in post June 06. • Attendance, exclusion and attainment of all BME pupils is now tracked. • Links with other agencies including voluntary sector established. • Hartlepool on Track Project. To re-engage young people aged 16-19, living within the N.R.F. area, who are NEET or at risk of becoming NEET, particularly those from vulnerable groups, in education, employment and training opportunities. The vulnerable groups will include: children looked after; care leavers; black and minority ethnic groups; young offenders; young parents; young carers; dependency upon drugs / alcohol. • Hartlepool Youth Forum (Cx). All young people young people welcome. • BME represented on Hartlepool Youth Parliament • Saturday a.m. Young Asian Women’s Group established by Youth Service. • Targeting and priority given to these groups in YOF/YCF applications. 	<ul style="list-style-type: none"> • Access to facilities as a staging post to future developments based on user needs. • Targeted support for ethnic minority pupils in place based on analysis of data and no. of new arrivals. • Attendance of BME is good, in line with other Hartlepool pupils. • There have been no permanent exclusions of BME and fixed term exclusions are below national averages. • Ethnic minority pupils attain above other Hartlepool pupils at key Stages 2-4 and above national averages. • Partnership working. • Outcomes met in 06-07.
4.2.4	<i>Develop further the process for involving looked after children in their reviews & planning for their future.</i>	2006/07	Amber	<ul style="list-style-type: none"> • Children and young people record their views and experiences through their annual reviews and through the annual review of their carers. 	<ul style="list-style-type: none"> • Opportunities for LAC to make their views known are good.

Make a Positive Contribution

Priority Reference	Actions	Timescales	Traffic Light	Evidence	Impact
PC 4.3	Children and young people are encouraged to participate in decision-making and in supporting the community.				
4.3.1	<i>Ensure that children and young people are central to the development of a participation strategy that sets standards and includes involvement in the democratic process.</i>	2006/07	Green	<ul style="list-style-type: none"> • Hartlepool Youth Forum (Cx). • Young Person sitting on Local Management Committee. • Hartlepool young voices continue to lead the participation strategy • UKYP is key part of the Participation strategy. • R2B Group at Hart Gables – young peoples group supporting gay and lesbian and transsexual young people. • Young people involved in NAP's – either Regeneration or Community Network. • Hartlepool Youth Parliament democratically elected body. 	<ul style="list-style-type: none"> • Young People involved in decision making at strategic level. • Regular meetings are held of representatives of all secondary school councils to discuss town wide issues. • At least two secondary schools have student representatives on the governing body.
4.3.2	<i>Implement the recommendations on Participation agreed by Children's Services Scrutiny Forum in March 06.</i>	2006/07	Green	<ul style="list-style-type: none"> • Six young people currently involved in initial trial. 	<ul style="list-style-type: none"> • Full involvement with scrutiny process. • Management of meetings has changed including times and style. • Positive feedback from members on Young People's influence on investigation process.
4.3.3	Develop opportunities for peer mentoring.	2006/08	Green	<ul style="list-style-type: none"> • Peer Mentoring and Student Ambassador Projects established. • Interim plan for development of programme as part of exit strategy for preventative services. (PAYP & Youth Offending Service). • Work with school council forums, youth clubs etc delivering accredited peer mentoring courses. 	<ul style="list-style-type: none"> • Teesside University students have mentored pupils in secondary schools to support GCSE preparation. • Aim Higher peer mentoring with students in English Martyrs School. • Peer mentoring is offered by HYPED.

Make a Positive Contribution

Priority Reference	Actions	Timescales	Traffic Light	Evidence	Impact
					<ul style="list-style-type: none"> Hartlepool Millennium Volunteers have been asked to visit all secondary schools in a bid to involve 14+ students in the scheme.
4.3.4	Research opportunities for children and young people to take part in volunteering and develop opportunities based on the outcomes.	2006/08	Green/ Amber	<ul style="list-style-type: none"> Volunteering Project for LAC established with Teesside University, to start in April 07. Volunteering Strategy being developed by HVDA. Currently involved in online consultation through the Millennium Volunteers Project. Junior leaders courses delivered via Youth Service. 	<ul style="list-style-type: none"> To be evaluated in Dec 07.
PC 4.4	Action is taken to reduce anti-social behaviour by children and young people.				
4.4.1	<i>Reduce anti-social and criminal behaviour through improved prevention and rehabilitation activities.</i>	2006/08	Amber	<ul style="list-style-type: none"> <i>Preventative work by Youth Service (see 4.1.1). Street responses by detached and mobile Youth Service teams.</i> <i>PAYP continue to work in partnership across preventative strategy to provide year round support and access to positive activities.</i> <i>Youth Justice Plan 07 –08.</i> 	<ul style="list-style-type: none"> <i>Behaviours and attitudes challenged.</i> <i>Engaged in PAYP- 513 young people.</i> <i>610 reports of “no offending behaviour”.</i> <i>595 reports of no Anti-Social Behaviour.</i> <i>32 recognised awards.</i> <i>Re-offending after 12 months reduced from 39.6% for 2002 cohort to 28.8% for the 2005 cohort a percentage reduction of 27.3%</i> <i>Numbers of First time entrants 240 are for nine months there were a further 58 in the last quarter making a total of 298.</i>

Make a Positive Contribution

Priority Reference	Actions	Timescales	Traffic Light	Evidence	Impact
4.4.2	<i>Research why the issue of bullying is still high on children and young people's agendas despite procedures put in place to tackle it and develop practice based on this research to ensure that children and young people are not bullied.</i>	2006/07	Green	<ul style="list-style-type: none"> • A web based survey 'Life in Hartlepool' was completed by 12% of young people of statutory school age during Dec 06. • Anti-bullying strategy and pledge launched Mar 07 • Hartlepool Youth Parliament includes bullying on their manifesto, work locally, regionally and nationally they will work with LA officers to support a strategy. • Debates with all young people at a local level to raise awareness and look to seek young-people-led solutions. 	<ul style="list-style-type: none"> • Results of the survey were used to inform the development of a town wide anti-bullying strategy for Hartlepool. The survey will be repeated in Dec. 07 and used to monitor progress. • Organisations are currently signing anti bullying pledge.
4.4.3	<i>Continue to develop restorative justice processes and support victims of crime.</i>	2006/08	Amber	<ul style="list-style-type: none"> • Hartlepool Interventions Project completes individual plans including restorative justice. • YOT plan 07/08 contains commitment to restorative working. • The YJB Prevention Funding has enabled the establishment of a Youth Inclusion Programme (YIP) in two areas of the town. • Additional Prevention Funding will be used to establish another YIP in the North area of the town working closely with the extended schools partnership. 	<ul style="list-style-type: none"> • The YOS provides a good range of activities and reparation projects.
PC 4.5	Action is taken to prevent offending and to reduce re-offending by children and young people.				
4.5.1	Review the working of the joint protocol between Children's Services and the Youth Offending Service in light of the number of offenders who are looked after.	2006/07	Amber	<ul style="list-style-type: none"> • Safer Hartlepool Partnership is leading on this process with Children's Services Social Care. • Barnardos Hartbeat run a six week programme for young offenders (final warning). 	<ul style="list-style-type: none"> • Action to reduce offending and re-offending is good.

Make a Positive Contribution

Priority Reference	Actions	Timescales	Traffic Light	Evidence	Impact
				<ul style="list-style-type: none"> YOT & CAMHS Teams – staff member on seconded contract in CAMHS – ensures speedy & appropriate referral system. 	
PC 4.6	Children and young people who are looked after are helped to make a positive contribution.				
4.6.1	<i>We will ensure that children and young people who are looked after are helped to make a positive contribution, in particular those with special needs, placed out of the Authority area or involved in the criminal justice system.</i>	2006/07	Amber	<ul style="list-style-type: none"> <i>Looked after young people involved in Children's Services Scrutiny.</i> <i>There are 8 Looked After pupils with statements educated outside of the Borough and each one of them contributed by attending and/or submitting written views on how they felt they were progressing at school.</i> <i>Volunteering Project for LAC established with Teesside University, to start in April 07</i> <i>LAC were identified as a key group to participate in the Life in Hartlepool Survey in Dec 06.</i> 	<ul style="list-style-type: none"> <i>To be evaluated July 07.</i> <i>Involvement achieved.</i> <i>To be evaluated in Dec 07.</i> <i>LAC participated in survey and views used to inform the strategy for Hartlepool.</i>
4.6.2	We will support and involve children and young people who are looked after in the development of the Participation Strategy.	2006/07	Green	<ul style="list-style-type: none"> Looked after young people involved in Children's Services Scrutiny. Involved in Hartlepool Young Voices. Encouragement to be involved in YOF as grant beneficiaries and give encouragement to be involved in Youth Parliament activities. Involved in Corporate Parenting Forum. 	<ul style="list-style-type: none"> Young people involved have received a range of training to develop effectiveness of their input. Forum members are reporting the value of young people's involvement. Looked after young people have the opportunity to develop in decision making via the participation work facilitated by the Youth Service.

Make a Positive Contribution

Priority Reference	Actions	Timescales	Traffic Light	Evidence	Impact
PC 4.7	Children and young people with learning difficulties and / or disabilities are helped to make a positive contribution				
4.7.1	Develop a strategy for meeting the needs of all children and young people growing up in an increasingly diverse society, to ensure equality of service provision.	2006/07	Green	<ul style="list-style-type: none"> Deaf youth work established by Youth Service. Special needs group involved in Duke of Edinburgh's Award. Priority given to targeted groups in YOF/YCF applications. Children's Services Diversity Steering Group and sub group established with clear links to the corporate strategy. DIA's & INRA's completed on relevant service areas. A member of staff of the Children's Services Disability Team has received training in Person Centred Planning. The Asst. Head at Catcote has been to observe an annual review at a special school in a neighbouring Authority who conduct reviews from a Person Centred perspective. As a pilot project during the Summer Term 07 annual reviews of two pupils with significant learning needs at Catcote will be conducted in a person centred way. If successful this will then be extended over a period of time to all reviews for pupils with significant learning needs. PA's attend all SEN reviews in Yr 11. PA's attend SEN reviews in Yr 9 	<ul style="list-style-type: none"> Regular attendance at Deaf Youth Project. Awards achieved; increased self-worth. All young people accessing YOF/YCF events and activities including retraining on equal opportunities and attending united events.
4.7.2	<i>We will support and involve Children and young people with additional needs in the development of the Participation Strategy.</i>	2006/7	Amber	<ul style="list-style-type: none"> Hartlepool Youth Forum (Connexions)- Due to undergo young persons Recruitment scheme. All young people welcome. 	<ul style="list-style-type: none"> Opportunities for children and young people with LDD to make a positive contribution are good.

Make a Positive Contribution

Priority Reference	Actions	Timescales	Traffic Light	Evidence	Impact
				<ul style="list-style-type: none"> • <i>HYF will then link to other groups town wide</i> • <i>Practitioners working with special needs groups accessing Hartlepool Participation Network and supporting their young people to access available opportunities (as above)</i> 	

Achieve Economic Well-being

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
AEWB 5.1	Action is taken by partners in Hartlepool to support families in maximising their economic well-being				
5.1.1	Parents and carers are informed about the range of childcare facilities available to them.	April 2006 - March 2009	Green	<ul style="list-style-type: none"> Parents and carers are informed about the range of childcare facilities available to them, for example through a Children's Information Service has been developed in the Central Library. This provides "one stop service" 	<ul style="list-style-type: none"> The authority's childcare strategy is very effective in removing barriers to employment and training for parents and carers. Partnership working between Jobcentre Plus, children's centres and voluntary and community venues that provide childcare is good in offering advice on employment and training opportunities Childcare provision, including respite care, for the carers of young people aged 5 to 18 with learning difficulties and/or disabilities, is good. A comprehensive range of information on childcare, childcare cost, health, financial support and employment is available to parents and carers. The range of family learning opportunities is satisfactory and is helping carers and parents to progress to training or employment.

Achieve Economic Well-being

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
5.1.2	Parents and carers are encouraged to take up, in and out of work, benefit and tax credit entitlements.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> Working Tax credit information shows the number of people accessing benefit increased from 8,500 in 2004 to 9,800 in 2006, working age benefit did not increase between 2002 –05, in November 2005 3,500 people claimed benefit. 	<ul style="list-style-type: none"> There has been an increase in the number of people accessing benefit.
5.1.3	Partners are aware of and minimise the financial stress of childhood activity on families, such as cost of school trips, transport, and entry to libraries and sports facilities.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> All schools are aware of and minimise the financial stress on families for childhood activity, such as cost of school trips, transport, and entry to libraries and sports facilities. All trips and visits are covered by an inclusion policy which ensures that financial hardships is not a reason for non-participation of children and young people. 	<ul style="list-style-type: none"> A new policy should ensure financial hardship does not prevent children accessing childhood activities.
5.1.4	Planned and affordable childcare provision is available to all residents in Hartlepool.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> There is a wide range of childcare available, which has been planned on an analysis of need. Funding opportunities, including grants are used to support long-term sustainable childcare. In 2006 childcare provision in Hartlepool met the overall capacity requirement and the DfES target of 230 childcare places per 1000 population (0-14 years old). 	<ul style="list-style-type: none"> A wide range of good childcare provision, such as day care, sessional care, out of school day care and regulated child-minding provision reflects the employment patterns in Hartlepool well. For example, with employment patterns in the call centre sector, the authority has been very successful in supporting childcare providers to offer more flexible provision, such as drop-in childcare and childcare provision in the evenings and weekends.

Achieve Economic Well-being

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
5.1.5	Educational Maintenance Allowance (EMA) is widely publicised.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> Education maintenance allowance is publicised by student services in schools, colleges, work based learning providers, Connexions and the local authority .The process of allocation is managed by Capita from Mowden Hall in Darlington. 	<ul style="list-style-type: none"> The number of young people accessing EMA has increased in Hartlepool from 1,152 in 2005-06 to 1,488 in February 2007
AEWB 5.2	Young people 11-19 in Hartlepool are helped to prepare for working life.				
5.2.1	Young people are supported in developing self-confidence, team working skills and enterprise.	April 2006 - March 2009	Green Amber	<ul style="list-style-type: none"> Young people are supported in developing self-confidence, team working skills and enterprise by a wide range of programmes. e.g. Activities include a well-developed Gifted and Talented (10% of cohort aged 3-19 year olds) and an Aimhigher programme (10% of cohort aged 14-19 year olds). A range of support services are provided by the youth service e.g. UKYP support group and in the Youth Opportunities Fund grant givers group. 	<ul style="list-style-type: none"> An audit of the LAA indicator JE13 indicates that 95 % of young people are supported
5.2.2	Steps are taken to ensure that young people are financially literate.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> Activities to improve knowledge from Pfeg, Carter and Carter, staff training leading edge -Aimhigher and enterprise activities promote financial literacy, Footbiz programme for yr 12 students in July 2006/ February 2007. 	<ul style="list-style-type: none"> A range of new qualifications and initiatives have been introduced in 2006-07

Achieve Economic Well-being

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
5.2.3	Opportunities for vocational studies are available for all Key Stage 4 pupils.	April 2006 - March 2009	Green	<ul style="list-style-type: none"> Opportunities for vocational studies are available for all Key Stage 4 pupils. The range of courses available to pre 16 has expanded to 251, with all secondary schools offering vocational programmes; this expansion has been supported by the Increased Flexibility Programme. (e.g. 306 14-16 year olds 2003-04 396 in 2005-06 482 in 2005-06) The Young Apprenticeship programmes are providing opportunities for 15 Health and Care students and 20 engineering places for secondary schools pupils. 	<ul style="list-style-type: none"> All schools provide a range of vocational subjects, which increasingly offer better progression routes to post-16 education and training. Almost all Key Stage 4 pupils, including those in special schools, take part in a wide range of beneficial work experience such as computer repairs.
5.2.4	All Key Stage 4 pupils undertake work related learning and useful work experience.	April 2006 - March 2009	Green/ Amber	<ul style="list-style-type: none"> Work placements to support the development of work related learning are available; all secondary schools and special schools work to the Education Business Link Organisation, Learn2work protocols for work experience. (In 2005-06 94% of pupils in yr 10 accessed the programme compared 91% in the Tees Valley) Hartlepool has led the Tees Valley in the development of protocols to meet the legal requirements covering work related learning. Learn2work carries out comprehensive monitoring of all young people who attend work experience and produce reports of any young person who does not participate .In 2006-07 there has been a reduction in the number who attended block work experience. 	<ul style="list-style-type: none"> Learn2work, an education–business link organisation, and the schools collaborate well to provide activities for young people to gain an understanding of business and enterprise. In one special school, a wide range of enterprise and work-related projects provide particularly good and interesting opportunities for young people with learning difficulties and/or disabilities.

Achieve Economic Well-being

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
5.2.5	Careers education and guidance is provided to all pupils in Key Stage 3 and 4.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> All young people have access to school, and Connexions staff to provide IAG. Further work is required to ensure that all parents/carers and young people with significant special educational needs are more fully aware of personal care/support which is available outside of school and benefit entitlement. 	<ul style="list-style-type: none"> Advice and guidance for young people in schools is generally satisfactory, but for a few this advice is not sufficiently comprehensive.
5.2.6	Impartial information, advice and guidance on education, training and employment opportunities is available to all 13-19 year olds.	April 2006 - March 2009	Green/Amber	<ul style="list-style-type: none"> Impartial information, advice and guidance on education, training and employment opportunities are available to all 13–19 year-olds. The Hartlepool Locality Connexions Service has accessed young people via a range of statutory and voluntary providers to support the provision of IAG. 	<ul style="list-style-type: none"> An estimate based upon a survey of the LAA JE 15, found that 99% of young people had access to independent IAG
5.2.7	Personal, financial, welfare and advocacy support is available to 16-19 year-olds to support their education or training.	April 2006 - March 2009	Green Amber	<ul style="list-style-type: none"> Support is available from College, WBL and Connexions staff. Other activities include support from Aimhigher, national roll out of EMA, Care to learn and numbers of young people accessing financial support. 	<ul style="list-style-type: none"> There has been an increase in the number of young people accessing EMA from 1,152 in 2005-06 to 1,488 in 2006-07
AEWB 5.3	Action is taken to ensure that 14-19 education and training in Hartlepool is planned and delivered in a coordinated way, and to ensure that education (16-19) is of good quality.				
5.3.1	14-19 Strategic Board works collaboratively in response to the needs of young people and supports the work of voluntary agencies.	April 2006 - March 2009	Green Amber	<ul style="list-style-type: none"> There is a 14-19 strategy, which has been agreed by all partners, which identifies six key challenges for developing education and training into the future. Minutes of 14-19 Strategic Board Support for the Aims group Inclusion of voluntary sector in all Hartlepool 14-19 task groups and Strategic Board 	<ul style="list-style-type: none"> All partners collaborate well to ensure that 14–19 provision more closely meets the interests of young people and supports the development of courses, which reflect business growth in Hartlepool.

Achieve Economic Well-being

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
5.3.2	Provision is planned which is sensitive to race and equality.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> There are a series of activities to promote equality and diversity e.g. Girls into Construction, Languages for Lads. 	<ul style="list-style-type: none"> It is recognised that further work is required to support the equality and diversity agenda and to break down stereotyping
5.3.3	<i>Provision is planned to ensure underachieving groups of young people receive targeted support.</i>	<i>April 2006 - March 2009</i>	<i>Amber</i>	<ul style="list-style-type: none"> <i>A range of local intervention approaches have been developed to improve young people's engagement with post 16 provision from disadvantaged or under represented groups, including targeted provision and projects: Hartlepool 100 Project, the ESF Kick Start Project, and the NRF Hartlepool On Track Project. Underachieving groups activities via Aimhigher Looked after, leaving care, young carers, alternative education strategy, work with gender re white boys. The (youth) service has identified priority groups with whom it will work and there is some well targeted provision for young carers, deaf young people, young people with learning difficulties and young people at risk of exclusion to ensure that they are able to access recreational and voluntary learning opportunities.</i> 	<ul style="list-style-type: none"> <i>A range of new initiatives have been introduced</i>

Achieve Economic Well-being

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
5.3.4	<i>Provision is planned to ensure the number of young people classified as Not in Education, Employment or Training (NEET) is reduced.</i>	<i>April 2006 - March 2007</i>	<i>Amber</i>	<ul style="list-style-type: none"> • <i>There has been an increase in the local NEET population in the last year. An analysis into this evidences introduction of EMA and the loss of NEET reduction grant funded programmes as having had an impact. Improvement activities identified and being implemented. There is strong NEET and Not Known reduction strategy, including a transitional support strategy</i> 	<ul style="list-style-type: none"> • <i>Although the number of young people who are not in education, employment or training has improved, it remains high, as is the case for young people with learning difficulties and/or disabilities.</i> • <i>In December 2006 the number of young people classified as NEET increased which was counter to the year on year trend</i>
5.3.5	Progression routes are available for all Adult Learning Inspectorate (ALI) areas of learning.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> • Development of complex planning tools and audit of 14-19 curriculum's The Local Authority audited and mapped all 14-19 provision in Hartlepool in 2006, which has led to improved knowledge and better co-ordination of the pre-16 offer to pupils by post-16 providers. For example, all colleges and work-based training providers have offered a joint menu and a shared pricing policy for 2006-07; there has been an expansion of vocational education and opportunities for vocational studies are available for all Key Stage 4 pupils. 	<ul style="list-style-type: none"> • A map of all progression routes is available, which had been supported for young people by the development of the Area Wide Prospectus

Achieve Economic Well-being

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
5.3.6	<i>Provision is sufficiently flexible to enable young people to review and revise the choices they have made and will increase opportunities to access to higher education</i>	<i>April 2006 - March 2009</i>	<i>Amber</i>	<ul style="list-style-type: none"> <i>Provision is sufficiently flexible to allow young people choices at 14 and 16; this is being supported by the development by the Advice and Guidance Task Groups IAG protocols for 14-19 phase of education</i> 	<ul style="list-style-type: none"> <i>A wide range of good strategies and initiatives prepares young people for working life.</i> <i>All schools provide a range of vocational subjects, which increasingly offer better progression routes to post-16 education and training.</i>
AEWB 5.4	Hartlepool community regeneration initiatives address the needs of children and young people.				
5.4.1	Initiatives are targeted at the most needy areas and address the broad range of family needs in an integrated way.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> Hartlepool has attracted substantial additional funding to support areas of deprivation. Neighbourhood Renewal Fund (NRF) New Deal for Communities (NDC) has attracted £53.8 million over a 10-year period. The initiatives are targeted at the most needy areas and are planned to ensure a broad range of family needs, including education and training are addressed. In the New Deal for Communities £5.5 million has been allocated to address educational and employability themes. 	<ul style="list-style-type: none"> The authority has utilised regeneration projects well to provide a range of education and training opportunities for young people.
5.4.2	Residents, including children and young people, are involved at all stages in the identification of need and the planning, management and review of community regeneration initiatives.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> Initiatives fully involve local residents in decision-making, including children and young people; Examples include the Café 177 Project, the NDC and Sure Start Management Committees 	<ul style="list-style-type: none"> Young people and residents are fully involved in the decision making process

Achieve Economic Well-being

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
AEWB 5.5	Action is taken in Hartlepool to ensure that young people have decent housing				
5.5.1	<i>Action is taken to maximise the proportion of children and young people living in homes that meet the Decent Homes Standard.</i>	<i>April 2006 - March 2010</i>	<i>Amber</i>	<ul style="list-style-type: none"> Hartlepool BC transferred its housing stock to Housing Hartlepool to ensure achievement of decency targets for homes previously in its ownership. All other RSLs are 'on target' to achieve decency standards. In the private sector we have been successful in attracting funding and have implemented a loan scheme to encourage decent homes standards in the private sector. 	<ul style="list-style-type: none"> There has been a significant capital investment in the quality of housing stock in Hartlepool
5.5.2	Support is available for families and young people seeking to transfer within, or enter, the social housing market.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> A new supported housing scheme for vulnerable young people has just been completed (Stonham Housing Association). 	<ul style="list-style-type: none"> There is improving levels of support for families entering the social housing market
5.5.3	The use of temporary accommodation for families with children and young people is minimised (NSF 1).	April 2006 - March 2009	Green	<ul style="list-style-type: none"> Families are well supported to access suitable accommodation In Hartlepool the use of temporary accommodation is kept to a minimum .In relation to BVPI 183a and BVPI 183b in 2004-05 there was only one incident of a family who accessed bed and breakfast accommodation and no incidents of a family staying a hostel – the improvements to the Women's Refuge means that this scheme offers self-contained accommodation. There are no hostels in Hartlepool. 	<ul style="list-style-type: none"> Evidence of improved support for families accessing suitable accommodation with the use of temporary accommodation at a minimum level.

Achieve Economic Well-being

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
5.5.4	Teenage parents unable to live with family or partner are offered supervised, semi-independent housing with support.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> The Homelessness Strategy was produced in 2003 and reviewed in 2006. Positive feedback was received from the Housing Quality Network on behalf of the ODPM. The strategy aims to prevent homelessness and has several schemes to provide supportive intervention and sheltered accommodation for young people including Anna Court for young parents, Eamont Terrace for people with mental health issues, Scott Grange for young people at risk of offending and Avondene. 	<ul style="list-style-type: none"> Most vulnerable young people, including young parents at risk of homelessness, ex-offenders and care leavers, gain adequate access to supervised or semi-independent housing.
AEWB 5.6	Children and young people in Hartlepool who are looked after are helped to achieve economic well-being				
5.6.1	All young people over the age of 16 to have completed pathway plans.	April 2006 - March 2009	Green	<ul style="list-style-type: none"> All looked after children have a pathway plan informed by an assessment by their 16th birthday. The process is started at the LAC review prior to their 16th birthday. This is monitored and reviewed by the Leaving Care Team and reported to DIS 1507-1509. 	<ul style="list-style-type: none"> All Looked After and Leaving Care young people have a pathway plan
5.6.2	All young people in care are encouraged and supported in engaging in education training and / or employment.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> Personal Advisers contribute to Personal Educational Plans, Needs Assessments and the Pathway Plans of young people who are LAC. A partnership agreement between Connexions, Hartlepool Action Team for Jobs and the Leaving Care Team, includes the deployment of workers from these organisations into the Leaving care Team, to support engagement in EET provision. 	<ul style="list-style-type: none"> Many aspects of the care leaving service, more especially the pastoral and emotional support, is good, but too many care leavers progress to employment without further training.

Achieve Economic Well-being

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
5.6.3	Personal and welfare support are available to all looked after children and care-leavers, aged 16-19 to support their education, training or employment. Financial support extended up until 24 if in higher education (degree).	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> Personal and welfare support is available to all looked after children aged 16-19 to support their education or training and up to 24 if they are in Higher Education. All eligible, relevant and former relevant young people have a leaving care advisor 	<ul style="list-style-type: none"> Currently under DIS 1507-1509, there is an average of 11.6 young people per advisor. 57 young people currently access services from the Leaving Care team
5.6.4	Provision is made to ensure young people supervised by Youth Offending Service are engaged in education, training or employment.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> Education and Connexions Workers are linked to YOS and support young people into ETE Support is also provided by the Going to Work project led by Stockton Youth Offending Service 	<ul style="list-style-type: none"> The improved performance in 2006-07 figures for April 06 -Mar 07 <ul style="list-style-type: none"> <16 - 135 young people of which 119 were in full-time education 88.1% >16 - 86 young people of which 66 were in ETE 76.7%
5.6.5	Care leavers are provided with suitable accommodation, including residential or sheltered provision.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> Care leavers are provided with suitable accommodation, including residential or supported provision. From April 2006 the Management Information Team graded care leaver's accommodation. In 2005-06 the percentage of care leavers at age 19 who are living in suitable accommodation (as judged by the council) was 100%. The leaving care team pays accommodation costs for suitable housing for young 	<ul style="list-style-type: none"> Most vulnerable young people, including young parents at risk of homelessness, ex-offenders and care leavers, gain adequate access to supervised or semi-independent housing.

Achieve Economic Well-being

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
AEWB 5.7	Children and young people in Hartlepool who have learning difficulties and/or disabilities are helped to achieve economic well-being.				
5.7.1	Improve arrangements for transition between settings and from children's to adult services.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> A transition review takes place for all Y9 with pupils with special educational needs and or disabilities and a transition plan is produced. This applies to all pupils for whom Hartlepool Children's Services are responsible, either educated within the Borough or outside. In 2005 only one pupil out of a total of 43 pupils did not have such a review. The team's target in 2006 was 100%. Transitions are managed by a multi - agency approach, which includes appropriate representatives from healthcare, education and social care as well as the parents/carers, and the young people themselves. 	<ul style="list-style-type: none"> In 2006 a transitional plan was produced on each of the 55 pupils who were due a 14 plus transitional review in that year

Achieve Economic Well-being

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
5.7.2	Children and young people receive the advice they need for education, employment and training post-16, are properly prepared and given support they need.	April 2006 - March 2009	Green	<ul style="list-style-type: none"> • Connexions employ specialist practitioners and consultants to support young people with LDD, who work primarily in Special Schools. All PAs operating in schools, colleges and work based learning providers have been trained to conduct s.140 assessments and deliver interventions to young people with special educational needs. • Organised by Connexions and Catcote School, a specialist careers event takes place, for 100% of young people with profound, multiple and also moderate learning difficulties, this is supported by accompanied visits to post 16 education and training providers, and forms part of the transitional support strategy support. 	<ul style="list-style-type: none"> • There is a need to monitor more closely the participation and progression for young people with learning difficulties and/or disabilities which could be routed through the multi agency meeting • Progression for young people with learning difficulties and/or learning disabilities to work based provision is low.
5.7.3	Information and support is provided on welfare and benefit entitlement.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> • 'Young people with significant special educational needs aged 16-19 are supported in their education and training by both Catcote School and the Connexions Service. • For those young people who are already known to the Children and Families Disability Team information about personal care /support available outside of school and benefit entitlement is already made available to parents/carers and to the young people themselves .As from April 07 onwards the parents/carers of all pupils with significant special educational needs will be given the same information at annual review meetings.' 	<ul style="list-style-type: none"> • 'Further work is required to ensure that all parents/carers and young people with significant special educational needs are more fully aware of personal care/support which is available outside of school and benefit entitlement '

Achieve Economic Well-being

Priority Reference	Actions	Timescale	Traffic Light	Evidence	Impact
5.7.4	Health, advice, guidance and support is provided for all Hartlepool children with disabilities as part of the transition process.	April 2006 - March 2009	Amber	<ul style="list-style-type: none"> • Transitions are managed by a multi - agency approach, which includes appropriate representatives from healthcare, education and social care as well as the parents/carers, and the young people themselves. 	<ul style="list-style-type: none"> • The quality of learning support offered by the education and training providers for young people with learning difficulties and/or disabilities is at least satisfactory, with some good provision.
5.7.5	<i>Direct payments are available and promoted for families with disabled children and/or disabled 16 and 17 year olds.</i>	<i>April 2006 - March 2009</i>	<i>Green</i>	<ul style="list-style-type: none"> • <i>Improvements have been made to the take up of Direct Payments in 2006-07, including the speed and tracking of the applications process. Work is still under review, to ensure the Local Authority complies with its statutory duty in respect of the direct payment process.</i> 	<ul style="list-style-type: none"> • <i>There has been a continued increase in the number of children/families receiving a Direct Payment. Currently 18.</i> • <i>This has provided greater flexibility for children, young people and their families</i> • <i>Access to community based activities.</i>



THE BIG PLAN!

(Children and Young People's Plan)

A Strategic Plan for the Provision of Services to the
Children and Young People of Hartlepool

April 2006 – March 2009

PART 7
(Revised May 2007)

**SERVICE MANAGEMENT &
SUPPLEMENTARY INFORMATION**

Introduction and main aims

Our vision is that by enabling all children and young people to achieve their full potential, they will have the confidence and ability to enjoy a fruitful and successful life. Our overarching aim is to achieve the best outcomes for all children and young people so that they are healthy and safe, they enjoy themselves and achieve well, they make a positive contribution and they are helped to achieve economic well being. This ambition for the children and young people of Hartlepool was recognised in the report of the Joint Area Review published in March 2007 which stated, "There are clear and challenging ambitions for children and young people in Hartlepool, a strong shared commitment to them and an exceptional unity of purpose."

Services to children and young people in Hartlepool should be organised in such a way that they will help all our young people achieve their full potential and maximise their chances in life by providing integrated provision which is of high quality, effective and excellent value for money. Further information about the processes undertaken to analyse the needs of the local community when the Children and Young People's Plan was being developed are contained in Part 1. There was extensive consultation with children and young people to ensure that their views were at the centre of planning.

Prioritisation

The Children and Young People's Plan identifies the high level strategic priorities for the years 2006 – 2009. A number of operational plans provide the detail of how the strategic priorities are being implemented. The relation of the Children and Young People's Plan to the subordinate plans is shown in the "bookcase" in Appendix 1. It is important that **all** children and young people benefit from the plan. This includes those children and young people who use mainly universal services; these are services everyone uses, such as maternity services at birth and schools when children get older. Some children and young people need extra support such as if a child has a disability or is fostered. To ensure that this support is available, some themes are tackled in each outcome such as looked after children and young people and those with special educational needs and disabilities. The needs of vulnerable children are prioritised to ensure that all children, whatever their gender, special or additional needs, ethnicity or religious background have the opportunity to develop their full potential. "The needs of BME children and young people are prioritised and acted on effectively" (report of the Joint Area Review, March 2007).

The review of the first year of the plan undertaken during Spring 2007 confirmed that the overarching strategic priorities identified within the three-year plan remain appropriate. The detail of the review process and outcomes is contained in Part 8. "Prioritisation is good" (report of the Joint Area Review, March 2007).

The Children's Trust

The Children and Young People's Strategic Partnership was established in 2005 and its primary purpose was to provide a forum within which consideration could be given to the way in which children and young people's services could be developed and improved. The partnership formed the foundation for the development of the Children's Trust for Hartlepool which came into being on 1st April 2007.

The Trust will act as a forum in which consideration is given to the way in which children and

young people's services can be developed and improved. Its primary roles and responsibilities are as follows:

- to provide leadership in relation to the overall vision and strategic direction for children and young people's services through the Children and Young People's Plan;
- to promote positive outcomes for children and young people;
- to prevent children and young people experiencing negative outcomes and social exclusion;
- to develop integrated and joint commissioning arrangements within Hartlepool in line with statutory guidance. This will include identifying the services currently commissioned, prioritising those services for review, identifying appropriate resources and establishing the basis for collaborative, integrated and joint commissioning, including recommendations for the introduction of pooled budgets where appropriate;
- to establish an appropriate range of multi-agency planning and commissioning sub-groups who will report regularly to the Board in terms of needs analysis, performance against outcomes and potential new developments;
- to commission specific pieces of work from individuals or time limited task groups;
- to lead and promote effective consultation with service providers (statutory and non-statutory), users of services and carers in relation to the development of children's services (including consultation with children and young people).

Commissioning

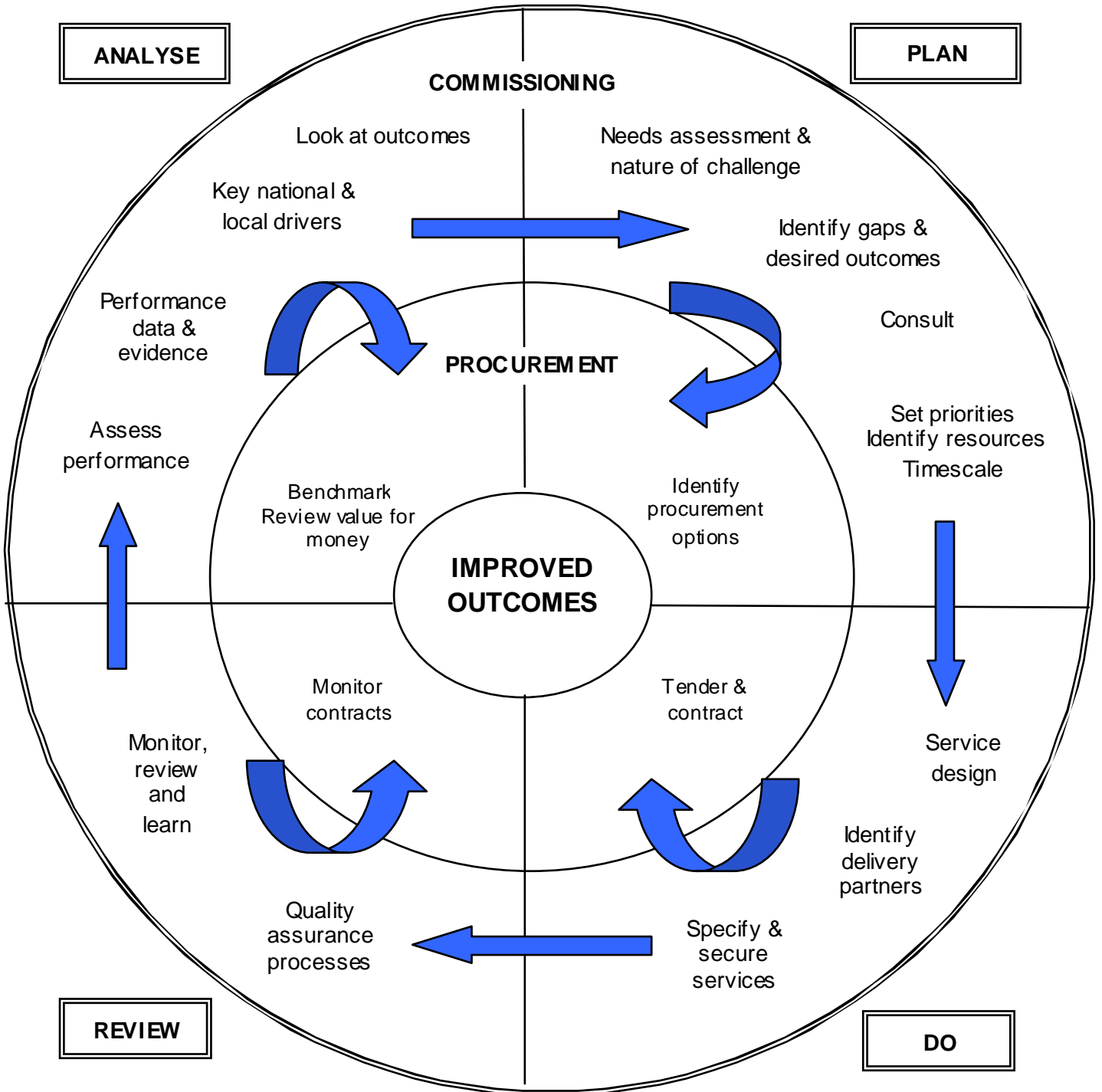
The Children's Trust will take the lead in developing integrated and joint commissioning arrangements for services across Hartlepool. It is anticipated that the Trust will base its commissioning model on the process of commissioning and procurement that has been developed by Hartlepool Children's Services Department. This model links closely to the model promoted by the Institute of Public Care (IPC) but also incorporates the essential elements of the DfES recommended approach. Of particular importance is the way that the process is based on the vision and key principles articulated in Part 1 of the Children and Young People's Plan. Of these, improving outcomes, involving children, young people and other stakeholders and working in partnership are singled out as the most significant elements.

Definitions

Commissioning is the formal process of planning, specifying, securing, monitoring and reviewing services to meet the needs of children and young people and improve outcomes. It operates at strategic, service and individual levels and involves learning from the process.

Procurement within Children's Services is firmly linked to the Council's corporate procurement policy and is underpinned by sound financial planning and monitoring of both in year and over time financial activity.

The model of commissioning and procurement is set out below .



Financial Planning

Whilst the development of commissioning under the Children's Trust will address medium and longer term financial planning, all partners contributing to the delivery of the various activities contained within the plan will be expected to manage their resources in such a way as to maximise efficiency and support front line service delivery. A good example has been the restructure of the Sure Start local programmes into the Children's Centres and Extended Schools services, which has been achieved within a similar cost envelope; services are now available to families across the town whereas previously they were only accessible to families living in particular neighbourhoods.

There is no separate, specific funding for activities within the plan. Work will generally be funded from partners' existing revenue budgets. Budget-setting processes within the Council refer back to priorities within plans, including the CYP P. Where the review has identified specific areas of capacity in key services, the agencies responsible for their delivery will be expected to prioritise these within their cycle of financial planning.

Partners must have regard to resource implications where grant funding is due to end before the end of the lifetime of the plan (March 2009). Among the significant areas of grant funding which will cease are:

Grant	Exit Strategy
Children's Fund	Children's Fund Manager's post has been mainstreamed. Activities commissioned from third sector.
Behaviour Improvement Programme / Behaviour Education Support Team (BEST)	Behaviour and Attendance Partnership being established with schools. BEST staff returned to 'home' agencies.
Excellence in Cities, incorporating: <ul style="list-style-type: none"> • Gifted & Talented (GAT) • Learning Mentors • Learning Support Units (LSU) 	GAT being mainstreamed in schools through the Primary and Secondary National Strategies. Learning Mentors and LSUs mainstreamed.
Children's Services Grant <ul style="list-style-type: none"> • Adoption Support (118,500) • Placement Choice (65,000) • Vulnerable Pupils (80,000) 	Mainstream into Base Budget Mainstream into Base Budget Reconfiguration of A2L services

We are aware that other financial changes may emerge in relation to the latest Comprehensive Spending Review and that within the latest review the priorities include children with disabilities and parenting. These are both areas which are included within the CYP P and underlying operational plans.

Capital Projects

Capital projects which are particularly relevant to delivery of the five outcomes for children include:

- Children's Centres, Extended Schools (Childcare) and Nursery Education Capital Works 2006/08 - this grant is being used to improve nursery provision with particular reference to establishing Foundation Stage units and outdoor provision.
- Building Schools for the Future – Hartlepool has been confirmed as being in Wave 5 of the Building Schools for the Future programme which will lead to the rebuilding or refurbishment of all the town's secondary schools.

Both these capital projects are monitored and scrutinised by the Council's democratic processes and specific project plans are in place for their management.

Local Area Agreements

Local Area Agreements (LAAs) are aimed at delivering a better quality of life for people through improving performance on a range of national and local priorities.

Hartlepool's LAA was agreed in March 2006 and refreshed in March 2007. It signifies a new way of working to build a more flexible and responsive relationship between central government and Hartlepool on the priority outcomes that need to be achieved at a local level.

The LAA is overseen by the Hartlepool Partnership. The Hartlepool Partnership is the town's Local Strategic Partnership (LSP) and brings together all of the town's partnerships delivering local services. The Hartlepool Partnership has established the strategic framework for service delivery in the town through the Community Strategy process.

The LAA is structured in line with the seven themes of Hartlepool's Community Strategy:

- Jobs and the Economy
- Lifelong Learning and Skills
- Health and Care
- Community Safety
- Environment and Housing
- Culture and Leisure
- Strengthening Communities

These seven themes provide alignment with established priorities in the Community Strategy and provide the flexibility to accommodate cross cutting agendas including services for children and young people. These themes are, however, not intended to be rigid blocks, rather a convenient and locally appropriate structure to organise activity, accountability and performance management.

The Hartlepool Partnership has sought flexibility to allocate resources to priorities, providing opportunities for working across organisational boundaries enabling co-ordinated approaches to delivery of the Every Child Matters five outcome areas, as well as those sought by our community.

The Children's Trust will work with the Hartlepool Partnership during 2007 and 2008 to

develop appropriate commissioning and contracting strategies for providers from across all sectors.

Within the wider agenda for Hartlepool, issues relating to unemployment and relatively high levels of deprivation are significant. Activities within the LAA seek to address these and the Children's Services Department seeks to contribute to strategies to reduce child poverty in the following ways:

- encouraging continued targeting of resources at the most disadvantaged groups;
- participation in regional initiatives co-ordinated by Government Office;
- providing readily accessible information on childcare and associated tax benefits.

ICT (Information and Communications Technology)

ICT is a crucial element in the development and improvement of services for children and young people in the 21st century. In recognition of this the Children's Services Department has developed a vision and strategy for ICT. This strategic vision for ICT will support the Children and Young People's Plan by:

Improved access and collaboration leading to high aspirations, standards and well being for every child and young person through innovative and effective use of ICT, in support of the five outcomes for children and young people as outlined in the Every Child Matters agenda.

The aim is to ensure that information is available at the appropriate level and time to all stakeholders and to inform the community by:

- building open, accessible systems with increasing information and services online for parents and carers, children, young people and workforces across the council and other partners; developing cross-organisational collaboration to improve personalised support and choice;
- transforming teaching and learning to improve outcomes for children and young people by sharing ideas and making learning more exciting;
- further improving confidence and capability in the use of ICT by investment in ICT resources and training, and providing help and support for professionals;
- engaging 'hard to reach' learners by removing barriers to learning and utilising new ways of learning, providing more choice and increased flexibility about how and when we learn;
- encouraging an holistic approach to the collection, retention and transfer of information;
- improving information sharing capabilities through the use of technology to ensure better outcomes for children and young people.

Children's Workforce Strategy

In implementing the Children and Young People's Plan, careful consideration needs to be given to the workforce implications arising from needs analysis and service delivery plans.

The impact of services for children and young people is largely dependent on the hard work, commitment, competence, quality and skills of the workforce who provide these services.

Critical to the success of reforms to improve outcomes for all children and young people is increasing the skill, confidence, competence and stability of the workforce so that it makes

as much difference to children's life chances as possible.

The Government's vision for the children's workforce is that the people in it:

- are competent, confident and safe to work with children and young people;
- aspire to be part of and want to remain in it, where they can develop their skills and build satisfying and rewarding careers;
- are trusted and respected by parents, carers and children and young people.

Workforce variability and instability would pose a significant risk to successfully delivering the Children and Young People's Plan and in supporting the integration of services and workforce reform. The workforce strategy will, in conjunction with national strategies and initiatives, seek to:

- ensure consistency of approach in workforce development across the wider children's workforce and that the Common Core of Skills and Knowledge for all who work with children and young people is integral to the development of staff;
- analyse workforce numbers and skills;
- introduce drives to strengthen standards of leadership, management and supervision;
- simplify the complex array of qualifications and awards which impedes the flexibility of the workforce leading to better workforce deployment;
- bring coherence and renewed focus to training and development activities to eliminate any unnecessary duplication and wastage;
- ensure workforce planning takes into account strategic development opportunities and commissioning of services;
- support the introduction of the Common Assessment Framework, multi-agency and more integrated working to strengthen safeguarding, make children's services more preventative and reduce demands on the social care workforce, for example, by remodelling job roles and providing new career opportunities;
- establish a more professional workforce in the early years;
- improve recruitment and retention measures;
- work towards resolution of issues surrounding pay and conditions of employment;
- address locally identified priorities arising from the Hartlepool Children and Young People's Plan.

Every Child Matters : Change for Children developments

Part 1 of the plan identifies developments and changes to working practices which are being introduced during the lifetime of the plan. These support work on delivering the key priorities within the plan. Significant progress has been made on all four of the identified areas during the first year of the plan, as follows:

- **Information sharing and assessment** – within Hartlepool, the Integrated Working and Information Sharing (IWIS) Programme has been established to deliver some of the key elements of the Every Child Matters: Change for Children agenda and has an impact on all organisations providing services to children and young people across the town. The work of the IWIS Programme is firmly embedded in the Children's Trust and is overseen by a multi-agency IWIS Programme Board. The IWIS Programme is wide ranging and covers the implementation of specific projects and guidance from Every Child Matters:

Change for Children. The areas covered are Integrated Working, Information Sharing, the Common Assessment Framework, Lead Professional Role and ContactPoint

(formerly known as the Information Sharing Index). The IWIS Programme also links with other initiatives such as the Children's Centres and Extended Schools Strategy, Workforce Development, and the Parenting Agenda. In order to facilitate change the IWIS programme is underpinned by three other important work-streams, namely **Communication** – to ensure that the children and young people's workforce in Hartlepool are kept informed of developments, **ICT Development and Support** – access to IT is important for workers in the field to be able to record the contact that they have with children, young people and their families and **Multi-agency Training** – a significant training programme is in place to ensure that all staff receive the training appropriate to their work.

- **Targeted and integrated youth offer** – the Tees Valley Connexions service has been disaggregated and the Hartlepool Connexions locality team joined the Children's Services Department on 1st April 2007. A joint visioning exercise involving the Youth Service and the Connexions team has been completed and priorities for the first year of joint working have been identified (reducing the number of young people not in education, employment and training and increasing accredited outcomes for young people engaged with the Youth Service). An initial Local Authority review against the Targeted Youth Support delivery framework was completed at a meeting in May 2007 with Government Office and a wide range of stakeholders.
- **Children's Centres and Extended Schools** – a joint Children's Centres and Extended Schools Strategy has been approved and implemented, now referred to as Children's Centres and Extended Services. The Sure Start local programmes have been restructured and there are now five localities across the town, which are starting to commission services based on local neighbourhood needs.
- **Development of a Children's Trust** – the Children's Trust for Hartlepool came into being on 1st April 2007.

Further Information

This Plan can be accessed electronically at www.hartlepool.gov.uk/childrensservices and is also available in a variety of formats.

For more details contact:

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“The Bookcase”

Appendix 1

The table below details examples of the different plans at work in Hartlepool that will affect children, young people, parents and carers and should be considered as work in progress.

Planning Level 3	Hartlepool Community Strategy		Corporate Performance Plan		
Planning Level 2	<u>Children and Young People’s Plan</u>				
Planning Level 1	Community Safety Strategy	Children with a disability/ SEN Strategy	Children’s Centres/Extended Schools Strategy	Primary Care Trust Local Delivery Plan	Divisional & Operational Plan
	Local Policing Plan	Transitions Policy	Play Strategy	Public Health Strategy	Lifelong Learning Partnership 14-19 Strategy
	Youth Justice Plan	Corporate Parent Forum Action Plan	Children’s Fund Plan	Child and Adolescent Mental Health Strategy	Youth Service Plan
	Young Person’s Substance Misuse Plans	MALAP Action Plan	Hartlepool Housing Strategy	Healthy Schools Programme Plan	Connexions Local Delivery Plan
	Probation Area Annual Plan	Carers Strategy	Local Transport Plan	Cleveland Emergency Planning Unit Annual Plan	ICT Strategy
	Service Specific – Implementation and Action Plans (Business Plans)				

Glossary of acronyms used in this Plan

A (Level)	Advanced (Level)	LA	Local Authority
A2L	Access to Learning	LAA	Local Area Agreement
AEWB	Achieve Economic Well-Being	LAC	Looked After Children
ALI	Adult Learning Inspectorate	LPSA	Local Public Service Agreement
ALIS	Advanced Level Information System	LSCB	Local Safeguarding Children Board
APA	Annual Performance Assessment	MALAP	Multi Agency Looked After Partnership
AS (Level)	Advanced Subsidiary (Level)	NDC	New Deal for Communities
AVC	Advanced Vocational Certificate	NEET	Not in Education, Employment or Training
BEST	Behaviour and Education Support Team	NHS	National Health Service
BH	Be Healthy	NHSP	National Healthy Schools Programme
BME	Black and Minority Ethnic (Community)	NRF	Neighbourhood Renewal Fund
BVPI	Best Value Performance Indicator	NSF	National Service Framework
CAF	Common Assessment Framework	OFSTED	Office for Standards in Education
CAMHS	Child and Adolescent Mental Health Service	PC	Make a Positive Contribution
CF	Children's Fund	PCT	Primary Care Trust
CRB	Criminal Records Bureau	PE	Physical Education
CYPSP	Children and Young People's Strategic Partnership	PESSCL	Physical Education School Sports and Club Links Strategy
DfES	Department for Education and Skills	PPO	Prolific and Priority Offenders
E & A	Enjoy and Achieve	QCA	Qualifications and Curriculum Authority
EAL	English as an Additional Language	QDP	Quality Data Processing
EDP	Education Development Plan	SEAL	Social and Emotional Aspects of Learning
EMA	Educational Maintenance Allowance	SEN	Special Educational Needs
FE	Further Education	SENDIST	Special Educational Needs and Disability Tribunal
GCSE	General Certificate of Secondary Education (normally at 16)	SS	Stay Safe
HBC	Hartlepool Borough Council	SSHIP	Sure Start Hartlepool Implementation Plan
HEI	Higher Education Institution	STRB	School Teachers Review Body
ICT	Information and Communications Technology	TVLLSC	Tees Valley Local Learning and Skills Council
IMD	Index of Multiple Deprivation	WRL	Work Related Learning
ISA	Information Sharing and Assessment	YOS	Youth Offending Service
KS1	Key Stage 1 (Ages 5-7)		
KS2	Key Stage 2 (Ages 7-11)		
KS3	Key Stage 3 (Ages 11-14)		
KS4	Key Stage 4 (Ages 14-16)		

Partner organisations that have significantly contributed to the preparation of this Plan include:

The Children and Young People of Hartlepool

The UK Youth Parliament Representative

Parents and Carers

The staff of the Children's Services Department as well other agencies and organisations

Hartlepool Police

Durham Diocesan Board of Education

North Tees and Hartlepool NHS Trust

Headteachers

Learning and Skills Council Tees Valley

Hartlepool Voluntary Development Agency

Voluntary and Community Sector Organisations

West View Project

UNISON

Barnardos North East

Hartlepool Governors Association

Tees & North East Yorkshire Mental Health NHS Trust

Diocese of Hexham and Newcastle

New Deal for Communities

Connexions Hartlepool

Hartlepool Youth Offending Service

Hartlepool Sure Start Partnership

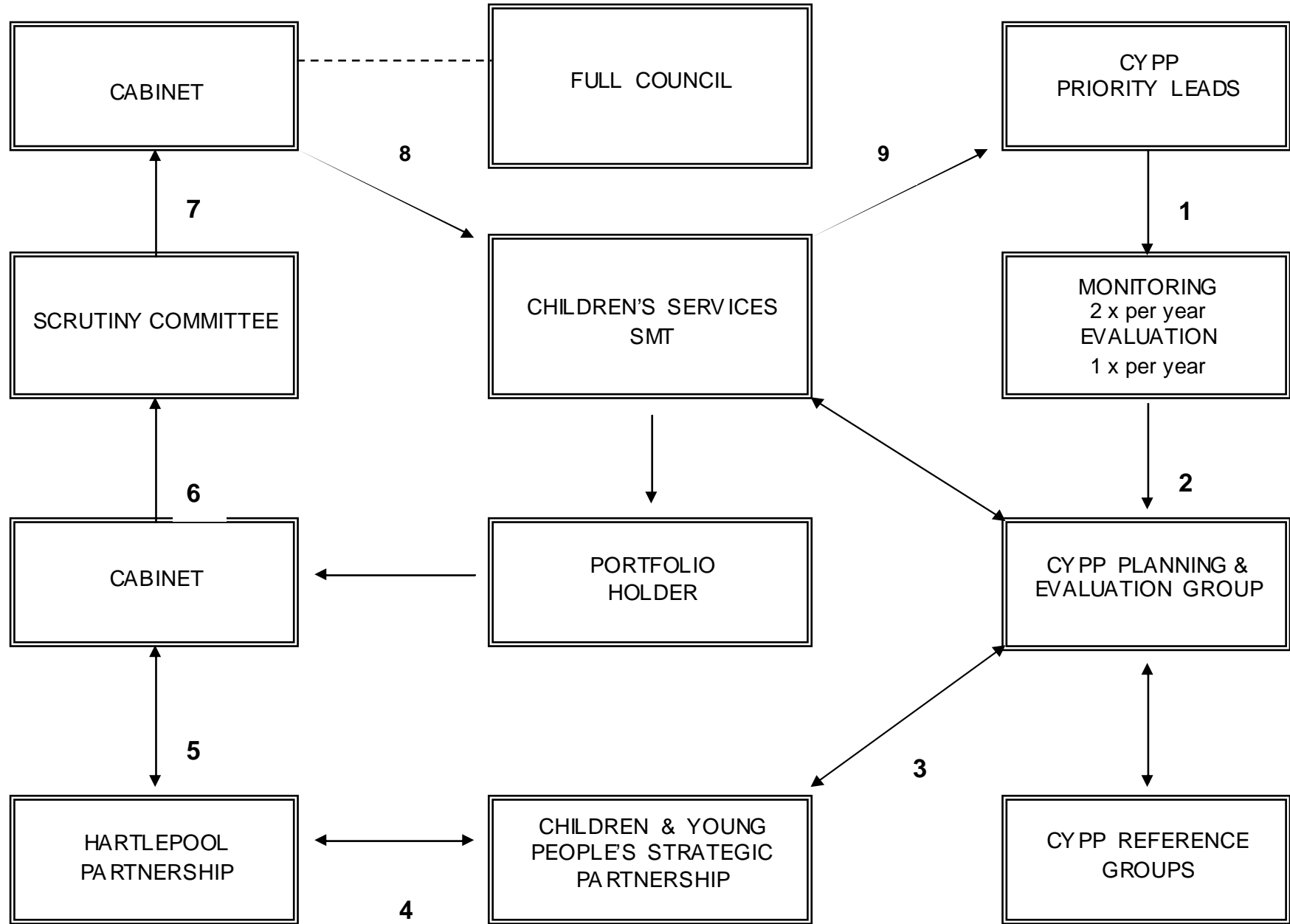
Hartlepool Primary Care Trust

Cleveland College of Art and Design

Local Safeguarding Children Board

National Service Framework for Children, Young People and Maternity Services – Standards

- Standard 1 – Promoting Health and Well-being, Identifying Needs and Intervening Early.
- Standard 2 – Supporting Parents and Carers.
- Standard 3 – Child, Young Person and Family Centred Services.
- Standard 4 – Growing up into Adulthood.
- Standard 5 – Safeguarding and Promoting the Welfare of Children and Young People.
- Standard 6 – Children and Young People who are ill.
- Standard 7 – Children and Young People who are in hospital.
- Standard 8 – Disabled Children and Young People and those with Complex Health Needs.
- Standard 9 – The Mental Health and Psychological Well-being of Children and Young People
- Standard 10 – Medicines for Children and Young People
- Standard 11 – Maternity Services.



CHILDREN'S SERVICES SCRUTINY FORUM

1 October 2007



Report of: Scrutiny Support Officer

Subject: SCRUTINY INVESTIGATION INTO 'ACCESS TO RECREATION ACTIVITIES FOR CHILDREN AND YOUNG PEOPLE IN HARTLEPOOL' – VERBAL EVIDENCE FROM THE TOWN'S MP, IAIN WRIGHT

1. PURPOSE OF THE REPORT

To inform Members of the Forum that the town's Member of Parliament (MP) has been invited to attend this meeting to provide evidence in relation to this Forum's ongoing investigation into 'Access to Recreation Activities for Children and Young People in Hartlepool'.

2. BACKGROUND INFORMATION

- 2.1 Members will recall that at the meeting of this Forum on 16 July 2007, the Terms of Reference and Potential Areas of Inquiry/Sources of Evidence were approved by the Forum for this scrutiny investigation.
- 2.2 Consequently, Iain Wright, the town's Member of Parliament (MP), and newly appointed Parliamentary Under-Secretary in Communities and Local Government, has agreed to attend this meeting to submit evidence to the Forum.
- 2.3 During this evidence gathering session with the town's Member of Parliament, it is suggested that responses should be sought to the following key questions:-
- a) Speaking on behalf of your constituents of Hartlepool, what are your views on the availability and quality of recreation opportunities and activities for children and young people in Hartlepool?

- b) During recent surgeries with your constituents, what comments have been made regarding the availability of recreation opportunities and activities for children and young people in Hartlepool?
- c) What in your view are the main barriers experienced by children and young people in accessing recreation opportunities and activities in Hartlepool and what would you like to see the Council doing to overcome them?
- d) Your column in the Hartlepool Mail, on the 2 August 2007, highlighted the need for young people to have somewhere to relax with their mates. What do you feel is the way forward to provide this in Hartlepool?
- e) What other advice / information are you able to provide to this Forum, that would assist this scrutiny investigation?

3. RECOMMENDATIONS

- 3.1 That members of the Forum consider the views of the town's MP in relation to the questions outlined in section 2.3.

Contact Officer: - Joan Wilkins – Scrutiny Support Officer
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Hartlepool Borough Council
Tel: 01429 523339

Email: joan.wilkins@hartlepool.gov.uk

BACKGROUND PAPERS

The following background paper was used in the preparation of this report:-

- (i) Scoping Report – Access to Recreation Facilities for Young People in Hartlepool (Children's Services Scrutiny Forum – 16 July 2007);
- (ii) Setting the Scene Report – Access to Recreation Facilities for Young People in Hartlepool (Children's Services Scrutiny Forum – 20 August 2007).

CHILDREN'S SERVICES SCRUTINY FORUM

1 October 2007



Report of: Scrutiny Support Officer

Subject: PRESENTATION OF 'MIND MAPPING' RESULTS BY THE YOUNG PEOPLE'S REPRESENTATIVES CO-OPTED ON TO THE FORUM - SCRUTINY INVESTIGATION INTO 'ACCESS TO RECREATION ACTIVITIES FOR CHILDREN AND YOUNG PEOPLE IN HARTLEPOOL'

1. PURPOSE OF REPORT

1.1 To inform Members that representatives from the young people co-opted onto the Forum, will be present to present the findings of their 'Mind Mapping' exercise on 'Access to Recreation Activities for Children and Young People in Hartlepool'.

2. BACKGROUND INFORMATION

2.1 Members will recall that at the meeting of the Children's Services Scrutiny Forum on 16 July 2007 the Terms of Reference and Potential Areas of Inquiry/Sources of Evidence were approved for the Forum's 'Access to Recreation Activities for Children and Young People in Hartlepool' investigation.

2.2 As part of the first stage of the investigation, the Forum at its meeting on the 20 August 2007 received a 'Setting the Scene' report and considered the identification of a definition of 'Recreation Activities' and the age group covering the term 'Young People' for the purpose of the investigation.

2.3 Regarding a definition for the term 'Recreation Activities', the Forum considered further refining the investigation's remit to concentrate on a smaller number of categories of recreation. The categories considered being:-

- (i) Sport;
- (ii) Arts and Culture (e.g. Museums);
- (iii) Organised Activities (e.g. Scouts and Guides);
- (iv) Free play (e.g. meeting friends); and
- (v) Other Interests. (e.g. stamp collecting, politics, craft/model making)

- 2.4 During the course of discussions Members were of the view that further information was required on the following issues before a decision could be taken on the categories of recreation to be considered during the course of the investigation:-
- (i) What children and young people really want in terms of the provision of recreation activities in Hartlepool; and
 - (ii) What are the barriers to accessing recreation activities in Hartlepool and how can they be removed.
- 2.5 In response to this request, further information is to be provided to the Forum today in two ways:-
- (i) A presentation of the results of a 'mind mapping' exercise undertaken by the young people's representatives co-opted on to the Forum; and
 - (ii) Details of the findings of existing research and consultations (Contained within the report to be considered at Item 9.3 on today's agenda).

3 PRESENTATION BY THE YOUNG PEOPLE'S REPRESENTATIVES CO-OPTED INTO THE FORUM

- 3.1 In accordance with the wishes of the Members, this presentation will inform the Forum of its young people's representatives views in relation to:-
- (i) What the young people really want in terms of the provision of recreation activities in Hartlepool;
 - (ii) What are the barriers to accessing recreation activities and how can they be removed; and
 - (iii) What categories of recreation the young people's representatives would like to see the Forum look at during the course of its investigation?

4. RECOMMENDATIONS

- 4.1 That Members of the Forum consider the evidence provided during the course of the presentation.

Contact Officers:- Joan Wilkins – Scrutiny Support Officer
Chief Executive's Department - Corporate Strategy
Hartlepool Borough Council
Tel: 01429 523339
Email: joan.wilkins@hartlepool.gov.uk

BACKGROUND PAPERS

The following background paper was used in the preparation of this report:-

- (i) Setting the Scene Report – Access to Recreation Facilities for Young People in Hartlepool (Children's Services Scrutiny Forum – 20 August 2007)

CHILDREN'S SERVICES SCRUTINY FORUM

1 October 2007



Report of: Senior Children's Services Officer / Scrutiny Support Officer

Subject: SCRUTINY INVESTIGATION INTO 'ACCESS TO RECREATION ACTIVITIES FOR CHILDREN AND YOUNG PEOPLE IN HARTLEPOOL' – RESULTS OF EXISTING CONSULTATIONS AND RESEARCH

1. PURPOSE OF REPORT

- 1.1 To respond to the Forum's request for further information on the results of existing consultations and research, in relation to:-
 - (i) What children and young people really want in terms of the provision of recreation activities in Hartlepool; and
 - (ii) What are the barriers to accessing recreation activities in Hartlepool and how can they be removed.
- 1.2 To provide additional information on the usage of organised recreation activities in Hartlepool.
- 1.3 To seek further consideration of the value of refining the remit of the Forum's 'Access to Recreation Activities for Children and Young People in Hartlepool' investigation to focus on a number of categories of recreation, from those outlined in paragraph 2.4 below.

2. BACKGROUND INFORMATION

- 2.1 Members will recall that at the meeting of the Children's Services Scrutiny Forum on 16 July 2007 the Terms of Reference and Potential Areas of Inquiry / Sources of Evidence were approved for the Forum's 'Access to Recreation Activities for Children and Young People in Hartlepool' investigation.
- 2.2 As part of the first stage of the investigation, the Forum at its meeting on the 20 August 2007 received a 'Setting the Scene' report and considered the identification of a definition of 'Recreation Activities' and the age group to be utilised to cover the term 'Young People' for the purpose of the investigation.

- 2.3 In considering an appropriate definition for the term 'Young People', the Forum agreed that it needed to look at the issue in relation to both children and young people and for the purpose of the investigation defined this as being between the ages of 5 to 19 years. This aged group being split further into three separate sections 5 to 8 years, 9 to 13 years and 14 to 19 years.
- 2.4 Regarding a definition of 'Recreation Activities', the Forum considered further refining its investigation's remit to concentrate on a smaller number of categories of recreation. The categories considered being:-
- (i) Sport;
 - (ii) Arts and Culture (e.g. Museums);
 - (iii) Organised Activities (e.g. Scouts and Guides, etc.);
 - (iv) Free play (e.g. meeting friends); and
 - (v) Other Interests (e.g. stamp collecting, politics, craft/model making).
- 2.5 During the course of discussions Members were, however, of the view that further information was required on the following issues before a decision could be taken on the identification of the categories of recreation to be considered during the course of the investigation:-
- (i) What children and young people really want in terms of the provision of recreation activities in Hartlepool; and
 - (ii) What are the barriers to accessing recreation activities and how can they be removed.
- 2.6 In response to this request, further information is to be provided to the Forum today in two ways:-
- (i) A presentation of the results of a 'mind mapping' exercise undertaken by the young people's representatives co-opted on to the Forum (As considered at Item 9.2 on the Agenda for today's meeting); and
 - (ii) Details of the findings of existing research and consultations (As contained within Section 3 of this report).
- 2.7 The Forum also requested further information on the usage of organised recreation activities in Hartlepool (e.g. scouts and guides) and details of this are provided in Section 4 of this report.

3. RESULTS OF EXISTING CONSULTATIONS AND RESEARCH

- 3.1 In addition to the information provided at the previous meeting, it should be noted that research has shown that it is not enough to make opportunities and services available to young people, they also need to be attractive, accessible and appropriate for their needs.^(vii)
- 3.2 A survey undertaken by the National Youth Agency in 2006, entitled 'Things to do, places to go and someone to talk to'⁽ⁱⁱⁱ⁾, showed that young people had indicated to Government that the three main barriers to accessing things to do

and places to go were transport, information and the places themselves. The survey also showed that when considering how to spend resources young people would like to see funding allocated to the provision of:-

- (i) Support from skilled adults (38%);
- (ii) Actual activities (35%); and
- (iii) Improved access (27%).

3.3 Furthermore, in terms of key priorities for the improvement of access to activities young people were of the view that resources should be allocated to improve:-

- (i) The quality of venues and where activities are held (44%);
- (ii) Transport (29%); and
- (iii) The provision of information (27%).

3.4 Other research, in the form of the Department of Children, Schools and Families' Ten Year Strategy for Positive Activities (July 2007), reflects that nationally children and young people from all backgrounds face both practical and personal barriers to accessing activities. Although disadvantaged young people are more likely to experience barriers, which include:-

- (i) A lack of awareness of what is on offer;
- (ii) Cost;
- (iii) Transportation;
- (iv) Location; and
- (v) A lack of motivation, inspiration or confidence to attend. ^(vi)

3.5 As requested, further information is provided in Sections 3.6 onwards of the results of local consultations and research in relation to the questions outlined in Section 1.1 of this report.

What Children and Young People Really Want in Terms of the Provision of Recreation Activities in Hartlepool

3.6 As previously indicated recreation activities across Hartlepool are provided through a variety of routes including play schemes, extended schools, the voluntary sector, the youth service and the sports and recreation service. To assist the Forum in beginning to understand the recreation activities which children and young people in Hartlepool want / choose to participate in, details are provided of the results of existing consultations and research covering each of these routes of provision.

Play Development

3.7 Looking at the provision of play development activities, registration and attendance statistics for the 2007 Summer Playscheme show that:-

- (i) The 2007 Playscheme had the capacity to accommodate 4,640 children over a twenty day period;

- (ii) The total number of attendances who pre-registered over the 20 day period was 3773, equating to 81.3% of the full capacity figure, and of that figure 2827 actually attended, equating to a 74.9% take up;
- (iii) The number of vacant places over the 20 day period was 946, equating to 25% of available spaces not taken up over the playscheme period;
- (iv) In 2006 the attendance figures stood at 3394, a drop of approximately 17% in take up of places in 2007; and
- (v) In total 65% of service users were from waged families, as oppose to 35% of service users from families in receipt of benefit.

Table1 illustrates the number of service users in a waged/unwaged family, including additional siblings.

Scheme	Waged	Waged (Sibling)	Unwaged	Unwaged (Sibling)	Total 2007
Rossmere Under 8's	159	82	75	67	383
Rossmere Over 8's	208	32	107	19	366
Stranton Under 8's	169	40	97	51	357
Stranton Over 8's	143	25	116	52	336
Greatham Under 8's	213	55	53	6	327
Greatham Over 8's	294	32	38	13	377
Headland Under 8's	126	84	97	35	342
Headland Over 8's	132	45	121	41	339

- 51% of service users were from waged families;
- 14% of service users were additional siblings from waged families;
- 24.9% of service users were from unwaged families; and
- 10.1% of service users were additional siblings from unwaged families.

Extended Schools

3.8 Looking at the provision of recreation activities through extended schools an audit was undertaken in 2005/06, and more recently consultations were undertaken through the 'Big Lottery'. The results of these Audits / consultations are outlined in Sections 3.9 to 3.15 of this report.

3.9 The **2005/6 Audit** of extended schools activities showed that:-

- (i) All schools offer at least 29 forms of Out of School Hours Learning during the academic year;

- (ii) 12632 KS3 / 4 students participate in Out of School Hours Learning Activities during 2005/6;
- (iii) 481 activities were provided for KS3 / 4 students during 2005/6, compared to 417 in 2004/5;
- (iv) Student participation has increased in Out of School Hours Learning Activities by 5% in secondary schools;
- (v) The number of activities offered to KS2 / 3 students has shown a 13% increase since 2004/5;
- (vi) The number of sports activities offered to KS3 / 4 students has shown the biggest increase from the previous audit (17% increase); and
- (vii) Teachers and teaching assistants staff the majority of activities, with specialist support for sports activities and enrichment activities that take place off the school site.

3.10 **The Primary School Big Lottery Consultation** (77% of Primaries took part in the consultation; 522 responses from 24 primaries; equal numbers of male / female participants from all year groups) showed that:-

3.11 In relation to 'Before School Activities':-

- (i) 52% would not want to access breakfast club;
- (ii) Over 84%(8 in 10) children interested in playing with friends before school whereas 7 in 10 would be interested in watching TV;
- (iii) Over 78% ($\frac{3}{4}$) would like to play with computers before lessons;
- (iv) Pre-lesson sports were requested by 65% (two thirds) of children; and
- (v) School work before lessons wasn't a popular option – 68% said they would not want this.

3.12 In relation to 'After School Activities':-

- (i) 76% would like to use computers after school (78% before school);
- (ii) 84% would like to play with friends after school (85% before school);
- (iii) 63% would not like to do homework after lessons;
- (iv) 72% would like sport to be available (67% before);
- (v) 65% would stay for food after lessons (47% before);
- (vi) 76% would like to participate in art after school; and
- (vii) 65% would like to stay after school to participate in a club.

3.13 In relation to 'Wishes for Activities – Open Choice' and 'Other Requests':-

- (i) Swimming and art based activities where most requested; and
- (ii) Time to prepare for school day, e.g. sort pencil case out, school tie

3.14 In relation to 'Other People in School':-

- (i) 45% requested doctor;
- (ii) 44% dentist;
- (iii) 58% nurse;
- (iv) Sports coaches;
- (v) Fire/police service; and
- (vi) Family.

- 3.15 The **Secondary School Big Lottery Consultation (11 to 1)** (All Secondary schools and FE establishments contributed; Equal Numbers of male / female participants; 295 responses from all secondary and further education establishments) showed that in relation to 'Current Activities' 53% of young people approached were already using school facilities out of hours. It also showed that in terms of the 'Continuing use of school facilities' those likely to be used (in order of priority) were:-
- (i) Internet café;
 - (ii) Community sports; and
 - (iii) Youth club.

The Voluntary Sector

- 3.16 The voluntary sector in Hartlepool provides a wide range of activities to their local communities. These are generally successful in engaging children and young people who live within a mile radius of the service. Often these organisations have also worked with the parents when they were children. This factor of belonging is a major contributor but not the only key factor. All groups have to move with the times and have to be clear about what they are providing and to whom. Children and Young people do vote with their feet when activities are no longer meeting their needs/wants.
- 3.17 Organisations do report that the balance of age mixes is important and young people will not happily attend groups that have too wide an age range, this is a real challenge. Younger children want to feel safe and their underlying concern is about being safe with the adults and environment activities, though important are secondary to this. Our recent studies show that Teenagers enjoy activities that are organised but also guard preciously their right to their own time and space. The uniformed groups are reporting falling figures for attendance (As shown in Section 4 of this report). This may reflect population trends but it may be interesting to hear their views on this during the course of the investigation. It is clear that they are meeting the needs of those young people who attend.

Table 2 – Provides details of attendance at a selection of voluntary groups in Hartlepool.

Organisation	Approximate No. Per Week	Age
Manor Residents Association	94 young people	5 to 18
Cat Young Movers Dyke House	61 young people per week	9 to 18
Headland Future	60 young people	11 to 18
West View Project	120 young people	5 to 18
West View Project – Children's Fund	54 young people	9 to 18
Cool	300 young people	9 to 14
Belle Vue	154 young people	5 to 18
FAST Football Project	600 young people	9 to 19
Manor Residents Association	94 young people	5 to 18

Table 2 - Continued

Organisation	Approximate No. Per Week	Age
Footlight Youth Theatre (two evenings per week)	96 children	4 - 17
Families First (only the SNIPS project – four evenings per week)	22 children	5 - 14

The Youth Service

- 3.18 The information and research for the Youth Service comes from four authoritative areas, all of which refer directly to Hartlepool and its young people. These are: National Youth Agency (NYA), Annual Audit for Hartlepool, 2006; Viewpoint 1000, 2005; Hartlepool Youth Service Annual User Survey, June 2006; and (OFSTED), Hartlepool Enhanced Youth Inspection, March 2007.
- 3.19 The Youth Service target age range is 13-19 years, and for 2006 the total in that age range was 9127 young people. In that year, the Youth Service:-
- (i) Was in contact with 2668 different young people (29.23% of population, against a target of 25%). These are called Contacts;
 - (ii) Had in depth contact with 2195, different young people (24.05% of population, against a target of 15%). These are called Participants;
 - (iii) Had 1106 different young people with recorded outcomes, (50.39% of Participants, against a target of 60%). A recorded outcome is where a young person shows significant development as a result of a youth work intervention;
 - (iv) Had 122 different young people with accredited outcomes, (5.56% of Participants, against a target of 30%). An accredited outcome is where a young person gains a nationally recognised qualification, e.g. Duke of Edinburgh's Award, O.C.N;
 - (v) Had 89% of young people attending a project for 6 months or more, and 30% at that time had attended for 3 years or more; and
 - (vi) Had 48% of young people attending projects 2 or more times per week. (Some projects only open once or twice per week).
- 3.20 This level of engagement is supported by statements made in the March 2007 OFSTED report, which stated about the Youth Service:-
- (i) "It is reaching a high proportion of young people in the 13-19 age group, many of whom exhibit challenging behaviour";
 - (ii) "Young people's attendance at youth work activities is regular and sustained"; and
 - (iii) "Youth centres are well attended and valued by those who use them as safe and welcoming places to go".

What Young People said they wanted – (User Survey 2006)

3.21 Young people gave the following as things they wanted from their youth provision, in our last user survey:-

- (i) A place to meet with friends (19%);
- (ii) Somewhere to relax and chill out (15%);
- (iii) Sports/activities (13%);
- (iv) Trying new things (12%);
- (v) Discos/raves (9%);
- (vi) Trips/residentials (8%);
- (vii) Arts and crafts (6%);
- (viii) Learn things/training (6%);
- (ix) Get certificates (5%);
- (x) Help and support (4%); and
- (xi) Other (3%).

What young people said they got – (User Survey 2006).

3.22 Young people gave the following as things they got from their youth provision, in our last user survey:-

- (i) Fun and enjoyment (28%);
- (iii) Confidence (14%);
- (iv) Chance to do new things (14%);
- (v) Advice (13%);
- (vi) Motivation (9%);
- (vii) Help and support (8%);
- (viii) Information on issues (5%);
- (ix) Accreditation/certificates (4%); and
- (x) Something else (3%), nothing at all (2%).

(The above options came from a combination of young people's direct responses and options presented to them, from which to choose).

3.23 In interpreting the above information, however, we need to take into account the following:-

- (i) The results have been provided by users of our service, 93% of who are very satisfied / satisfied with the service they receive. This you would expect from young people who associate with us voluntarily. We need, however, to also take into account the views of non-users, to see if their requirements can be met. This we will be doing with our next survey; and
- (ii) You can see from the results that our service is not just about recreation, but uses recreation and recreational time, as "vehicles" for developing relationships with young people. These relationships then enable us to achieve the things evidenced in the survey and by our recorded/accredited outcomes. These reflect the core purpose of youth work, which is the personal and social development of young people, through informal education.

The Sports and Recreation Service

3.24 Existing research in relation to Leisure Centres and Sports Development shows that:-

- (i) 849 Children are current active card holders, providing cheaper access to leisure facilities and activities (*Junior Concession Membership - 562, Junior Family Member - 89 and Junior Member - 198*)
- (ii) Between April 2006 & March 2007 98871 children accessed activities at Mill House Leisure and the Headland Sports Hall. Between April 2007 & August 2007 this figure currently stands at 41517;
- (iii) Football in the Community has 29 registered clubs attracting approximately 435 participants a week;
- (iv) Local clubs with junior sections are attracting approximately 750 participants per week;
- (v) The Easter Holiday Programme attracted 140 participants with the Summer Programme attracting 301; and
- (vi) After school clubs to be held in both Primary and Secondary Schools averaging three sessions per week in 36 schools the potential to attract 2160 participants per week.

3.25 Further details of Mill House and Headland junior attendances are provided in **Appendix A**.

What Children and Young People Feel Are the Barriers to Accessing Recreation Activities and How Could They Be Removed

Play Development

3.26 On a local basis, findings have been taken from a number of consultation documents and participation sessions with children, young people, parents, carers, organisations and local communities. This information has been pulled from the consultation process, part of Hartlepool's Play Strategy and Action Plan.

3.27 The summary of findings suggested that discussion groups had similar issues regardless of their age, gender, race or religion or in fact where they lived.

3.28 The following were highlighted as priority issues:-

- (i) People consulted had a fear of bullying, gangs, drug addicts and underage drinking in public spaces;
- (ii) People felt there was a lack of safe play areas;
- (iii) People felt the cost of transport and lack of transport was a barrier accessing provision;
- (iv) Little or lack of localised provision;
- (v) The cost was a barrier to access many activities;
- (vi) Lack of supervision of outdoor activities and play areas; and
- (vii) Limited access to school grounds outside of school hours, including use of toilets and drinking water activities.

- 3.29 It has been highlighted in 3.26 to 3.28 the barriers around accessing play provision in the town. Additional information around barriers will be extracted from the evaluation of the local authorities' summer playscheme. Questionnaires have been distributed to the users of the scheme and full analysis of the questionnaires is expected at the end of November.
- 3.30 To date 37 questionnaires have been returned and this is an indication of the initial findings:-
- (i) 36 felt the playscheme was value for money;
 - (ii) 16 felt that if the playscheme was not subsidised to the current level they would find it difficult to access the service; and
 - (iii) 31 felt it would have an impact on their child if the service was no longer available.

Extended Schools

- 3.31 The Secondary School Big Lottery Consultation showed that in relation to current activities, of the young people approached who did not use school facilities out of hours, the main reasons for this were (in order of priority):-
- (i) Too busy;
 - (ii) Activities I want are not offered; and
 - (iii) I don't want to stay in school for activities.

The Youth Service

- 3.32 The same sources as described in 3.18 are used here to evidence what young people, and others, see as barriers to accessing youth service activities.
- 3.33 Our **User Survey** identified "more trips; better ICT equipment; projects open more evenings (those only open twice per week); and more activities", as things they saw that would improve the youth service. Cost was not indicated as a barrier (£1 per year and 30p per attendance), and main opening time of evenings and weekends, were endorsed as appropriate.
- 3.34 **Viewpoint 1000**, highlighted "information; transport; activities being in the wrong place and at wrong times; and not being seen as `cool`", as potential access issues to youth service activities.
- 3.35 The **OFSTED Enhanced Youth Inspection**, pointed to some gaps in provision as being, "ICT equipment; volunteering and citizenship activities; promotion of cultural and racial diversity; needs of young women not being met effectively (the NYA audit shows girls and young women are under represented in the service); and detached work only available in two neighbourhoods", also as potential access issues. More positively, the same report says:-
- (i) "There is well targeted provision that is effectively meeting the needs of some vulnerable young people;

- (ii) Premises are of a high standard, well maintained and accessible, and located appropriately in areas of high need; and
- (iii) Detached youth workers have developed good relationships with young people who congregate on the streets, and are using mediation skills to tackle concerns about anti social behaviour”.

3.36 As you will note, some of the evidence is conflicting, which itself reflects the complexity of the situation, and the nature of the potential solutions needed.

The Sports and Recreation Service

- 3.37 The barriers that were identified during the play strategy consultation around access to play areas, activities were lack of localised facilities, cost or lack of transport and the cost of the activity itself. Recreation activity is wider than sport and the service provides a mix of opportunities of formal sport in a leisure centre setting to informal casual activity on Multi Use Games Areas in Parks. The forthcoming Open Spaces Strategy (PPG17) will assess both the quality and quantity of open spaces, play areas and multi use games areas across the town to determine gaps in provision.
- 3.38 Initiatives to reduce barriers to participation included Free Swimming at particular time slots throughout July and August which attracted 16607 children.
- 3.39 Many facilities provided by the section are open access, free facilities in local neighbourhoods such as Play Areas, Multi Use Games Areas, Skate Parks and Tennis Courts. Whilst this approach is designed to maximise usage of the facilities by its target audience it can also have its own issues around anti social behaviour and misuse by a minority leading to facilities becoming unused due to fear of bullying from gangs etc. Some of these open access facilities, however, can be home to an organisation who organise activities and helps to develop facilities for both members and non members. An example of this is the very successful North East BMX Club who are based on the open access site at Summerhill and enjoy the facilities there. They have been instrumental in the further development of the site and have attracted a number of events to the site.

4. USAGE OF ORGANISED RECREATION ACTIVITIES BY CHILDREN AND YOUNG PEOPLE (5 – 19) IN HARTLEPOOL

- 4.1 In accordance with the wishes of the Forum details of the take up of organised activities in Hartlepool is provided in Section 4.2 of this report onwards.
- 4.2 In order to ascertain the information requested by the Forum contact was made with the national and local offices for the following groups. Results are outlined in the following table, with figures provided for 2006/7 and 2001/2 by way of a comparison.

Group	The number of children / young people involved in organised groups in Hartlepool	
	2001/2	2006/7
Scouts	275	191 (<i>174 Male, 17 Female</i>)
Girl Guides	393	300
Boys Brigade	212	185
Girls Brigade	No Figures Available	22
Sea Cadets	Awaiting Figures	Awaiting Figures
Territorial Army <i>(90 Signal Squadron. 34 Signal Regiment) (01429) 272916</i>	No Figures Available <i>(Although indications are that there is a downward trend)</i>	64 (<i>46 Male, 18 Female</i>)

- 4.3 It should be noted that the downward trend in the take up of these activities is reflected across the country, with for example the number of Girl Guides in Cleveland falling from 3356 in 2004 to 2895 in 2007.

5. RECOMMENDATIONS

- 5.1 That Members note the information provided and consider further the value of refining the remit of the investigation to look in greater detail at a smaller number of categories of recreation from those outlined in paragraph 2.4 of the report.

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BACKGROUND PAPERS

The following background paper was used in the preparation of this report:-

- (i) Scoping Report – Access to Recreation Facilities for Young People in Hartlepool (Children's Services Scrutiny Forum – 16 July 2007);
- (ii) Setting the Scene Report – Access to Recreation Facilities for Young People in Hartlepool (Children's Services Scrutiny Forum – 20 August 2007);
- (iii) Cutting the Cake – Things to do, places to go and someone to talk to. (The Comprehensive Spending Review. Children and Young People Review 2006) – The National Youth Agency;

- (iv) Viewpoint 18 Dec 2005 – Sport and Recreation;
- (v) National Children's Bureau – Highlight No. 231 (Transport, Traffic and Travel for Children and Young People) May 2007;
- (vi) School Activities 2005/6 – Headlines (Children's Services Department);
- (vii) Aiming High for Young People: A Ten Year Strategy for Positive Activities – July 2007 (Department of Children, Schools and Families);
- (viii) Play Strategy for Hartlepool 2007 – 2011; and
- (ix) Playscheme 2007 Parental Questionnaires.

APPENDIX A

Mill House Junior Attendances

	April 2006/March 2007	April 2007/August 2007
5 - a - side	60	70
Badminton	171	42
Ball pool party	32	0
B/ball practice	20	0
Castle party	16	0
5 - a - side party	810	345
Short tennis	3	0
Small pool party	975	225
Table Tennis	75	27
Cricket Session	67	0
Junior Weights	811	367
Karate Session	1554	620
Under 3 casual free swim	6795	2765
Under 3 Concessionary free swim	50	29
Under 3 Member free swim	12	3
Jnr lifesaving	186	0
Junior Casual free swim	276	557
Junior swimming	32737	1079
Jnr Female free swim	1480	6458
Jnr Male free swim	1852	7384
Kids Holiday swim	32076	14574
Swimtots	514	211
Football course	3025	880
Gymnastic course	5689	1949
Karate course	198	73
Trampoline course	503	68
Jnr Swimming Course	6575	2612
Jnr Intense Swimming Course	120	358
Overall Total	96682	40696

Headland Junior Attendances

	April 2006/March 2007	April 2007/August 2007
5 - a - side	0	0
Badminton	12	3
B/ball practice	0	0
Short tennis	0	0
Table Tennis	3	3
Junior Weights	399	157
Junior Gymnastics	626	0
Kids Fitness session	16	0
Kids St dance	80	0
Tiny Tots	76	0
Trampoline course	474	302
Football session	503	356
Overall Total	2189	821