

CHILDREN'S SERVICES PORTFOLIO DECISION SCHEDULE



Monday 20th March, 2006

at 11.00 am

in Committee Room "C"

Councillor Hill, Cabinet Member responsible for Children's Services will consider the following items.

1. KEY DECISIONS

- 1.1 Asset Management Plan (Education) – *Director of Children's Services*

2. OTHER ITEMS REQUIRING DECISION

- 2.1 Hartlepool Agreed Syllabus for Religious Education – *Director of Children's Services*
2.2 Outdoor Centre – Charges for School Year 2006/07 – *Director of Children's Services*
2.3 Draft Children's Centres and Extended Schools Strategy – *Director of Children's Services*
2.4 Workforce Development Strategy – Provision for Short Term Projects – *Interim Assistant Director (Safeguarding and Specialist Services)*

3. ITEMS FOR INFORMATION

No items

4. REPORTS FROM OVERVIEW OF SCRUTINY FORUMS

No items

EXEMPT ITEMS

Under Section 100(A)(4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following items of business on the grounds that it involves the likely disclosure of exempt information as defined in the paragraphs referred to below of Part 1 of Schedule 12A of the Local Government Act 1972 as amended by the Local Government (Access to Information) Act 1985

5. KEY DECISION

No items

6. ITEMS FOR INFORMATION

- 6.1 Children's Homes: Regulation 33/34 Reports – *Director of Children's Services* (para 6)

7. OTHER ITEMS REQUIRING DECISION

No items

CHILDREN'S SERVICES PORTFOLIO

Report To Portfolio Holder

20th March 2006



Report of: Director of Children's Services

Subject: ASSET MANAGEMENT PLAN (EDUCATION)

SUMMARY

1. PURPOSE OF REPORT

- 1.1 To seek approval of the Statement of Priorities for 2003/07 as part of the Children's Services Asset Management Plan (Education).

2. SUMMARY OF CONTENTS

- Report requiring decision
- Statement of Priorities
- AMP targets
- Capital Programme 2006/07

3. RELEVANCE TO PORTFOLIO MEMBER

- 3.1 Responsible for all matters relating to Children's Services.

4. TYPE OF DECISION

- 4.1 Key. Tests 1 & 2 apply.

5. DECISION MAKING ROUTE

- 5.1 Children's Services Portfolio 20th March 2006.

6. DECISION(S) REQUIRED

- 6.1 That the Statement of Priorities document be approved.

Report of: Director of Children's Services

Subject: ASSET MANAGEMENT PLAN (EDUCATION)

1. PURPOSE OF REPORT

- 1.1 To seek approval of the Statement of Priorities as part of the Children's Services Asset Management Plan.

2. BACKGROUND

- 2.1 In October 2000, the Education & Childcare Board approved an Education Asset Management Plan for Hartlepool that set out policies and procedures for the management of the school building stock. The full Plan comprises a Local Policy Statement and a Statement of Priorities. The Plan was favourably received by DfES.
- 2.2 The Plan was subsequently revised and updated in July 2001 and again in July 2002 in line with Government guidance. In each case the Plan was appraised as being above average and good. In September 2003 the Authority accepted an invitation from DfES to be one of a number of authorities prepared to 'share good practice' in respect of Asset Management via a website.
- 2.3 As an 'excellent' authority the authority is no longer formally required to submit an Asset Management Plan for further assessment by DfES. However, because of its value as a working document and because it provides the Authority with an opportunity to highlight major developments, a revised Statement of Priorities has been prepared. The Statement of Priorities attached at **Appendix A** was submitted alongside the Authority's formal 'expression of interest' in respect of the Building Schools for the Future programme.

3. STATEMENT OF PRIORITIES

- 3.1 The Statement of Priorities identifies and enhances the direct links between the Authority's corporate strategy with its approach to regeneration and the LA's ambition to raise standards of attainment. The report lays emphasis on how through effective management of school buildings and by taking full advantage of the funding available,

the Authority will be able to deliver real benefits to the schools and pupils of Hartlepool.

- 3.2 The report has been subject to widespread consultation via members of the Asset Management Working Group and all schools.

4. FINANCIAL IMPLICATIONS

- 4.1 The financial implications of the LA's Capital Programmes from 2002/03 are shown in **Appendix B and C**. Provisional programmes for modernisation and access are shown in **Appendix D and E**.

5. RISK MANAGEMENT

- 5.1 This report is concerned with the maintenance, protection and development of Council assets specifically, school buildings.
- 5.2 The Asset Management Plan seeks to identify building issues and puts in place an agreed strategy for dealing with those issues. The Plan incorporates a programme of works for 2006/07 which addresses known priorities.

6. RECOMMENDATION

- 5.1 That the Statement of Priorities be approved.

Children's Services Department

Every Child Matters



CHILDREN'S SERVICES ASSET MANAGEMENT PLAN 2006/07

Statement of Priorities
For Hartlepool LA
(DfES No. 805)

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CHILDREN'S SERVICES ASSET MANAGEMENT PLAN (SCHOOL BUILDINGS) 2006 – 2009

STATEMENT OF PRIORITIES

INTRODUCTION

Since the year 2000, the Education Department of Hartlepool Borough Council has produced an annual Asset Management Plan (AMP). The document has always focused on school buildings highlighting areas of priority and how the Department will operate in partnership with schools to maintain, adapt and improve school buildings. As always, the prime motivation for the plan is to deliver improvements in education and raise standards of achievement.

The Education AMP has always stood alongside the Council's Corporate Asset Management Plan which focuses on all Council owned buildings other than schools.

Following a reorganisation of Council services and departments, from August 2005 the Education Department ceased to operate with all school services being incorporated into the newly created Children's Services Department.

This document, the first AMP to be issued under the heading of 'Children's Services' remains centred around school services and school buildings. Operational buildings (other than schools) relating to Children's Services will, at this point, remain within the jurisdiction of the Corporate AMP.

BACKGROUND

1. Context

- 1.1 This year's review of the Asset Management Plan takes place within a dynamic environment:
- (i) The Children Act 2004 prompted the Authority to carry out a major review of Council services and departments. That review brought about the creation of a new department - Children's Services, directly responsible for the well-being of children and young people.
 - (ii) The Act also imposed on the Authority the duty to prepare and publish a Children and Young People's Plan (CYPP). The main aim of this Plan is to ensure that all partners engaged in providing services for children and young people, do so in a co-ordinated manner. Hartlepool's Plan is currently in the final stages of consultation, it is expected that the Plan will be formally endorsed by April 2006. [Effectively, the CYPP will replace the Education Department's Strategic Plan 2003/06.]
 - (iii) With further Government announcements regarding Building Schools for the Future and Primary Schools for the Future to be made during 2006, it is evident that, if Hartlepool wants to be to the fore in those announcements then it must be able to demonstrate it has a clear vision for 'Education in the Borough'. That vision would bring together the reality of where we are;

examine where current trends and patterns are leading us; and to visualise where we want to be and what we want to deliver in educational terms over the next ten to fifteen years.

2. Aims

- 2.1 Hartlepool remains one of the most deprived areas of the country and it is this status which forms a backcloth to the Authority's Community Strategy. This document, published in 2002, provides an overall policy framework for the regeneration of Hartlepool describing a long-term vision and setting a course for achieving that goal.

Within the current document seven priority aims are identified including an overarching strategy for Lifelong Learning and Skills:

“to help all individuals, groups and organisations realise their full potential, ensure the highest quality opportunities in education, lifelong learning and training, and raise standards of attainment.”

That strategy, together with the ambitions of the Children and Young People's Plan, provide the approach and outlook for this Asset Management Plan.

N.B: The current Community Strategy is under review with a view to a revised document being published by April 2007.

- 2.2 The full Asset Management Plan consists of two documents – the Local Policy Statement (LPS) and this report, the Statement of Priorities. The LPS sets out the policies and procedures for developing and maintaining the asset management process, whilst the Statement of Priorities sets out the rationale for prioritising projects within the capital programme and identifies targets for improvement over the next three years.
- 2.3 The quality of school premises and facilities plays a key part in achieving the Authority's core aim of raising standards of attainment. Capital resources are therefore targeted to where they will have the greatest impact on educational standards in line with the school improvement agenda and recognising the relative needs of individual schools.
- 2.4 When determining how the capital funding should be allocated, the Local Policy Statement points to three basic principles:
- all projects must have raising educational standards as their ultimate objective;
 - all projects must be demonstrably cost-effective;
 - greater priority will be afforded to projects relating to:
 - health and safety;
 - projects deemed necessary to fulfil statutory duties; and
 - projects necessary to ensure that the requirements of the national curriculum are met.

2.5 When combined with the Statement of Priorities the two asset management documents set out to offer guidance and support to all schools which will:

- raise standards of educational achievement;
- provide high quality nursery provision, particularly in the most socially disadvantaged areas;
- encourage schools to implement appropriately funded planned maintenance programmes;
- encourage schools to deploy their devolved capital allocations in line with their School Development Plan (SDP) priorities and the AMP;
- respond to demographic changes in the local population;
- take appropriate measures to ensure the level of surplus places are maintained at appropriate levels;
- address workforce reform issues;
- improve attendance levels across all schools;
- provide sustainable and energy-efficient buildings;
- support innovative design solutions which reflect the potential future contribution of ICT to teaching and learning;
- seek high quality design to support school improvement;
- maximise opportunities for the inclusion of pupils with special educational needs within mainstream schools;
- fulfil statutory duties to actively promote disability equality;
- promote social inclusion and increase community use of school facilities;
- support the development of Children's Centres and the Extended School agenda;
- support the Healthy Schools agenda;
- maximise value for money and ensure that funding streams are joined up and used strategically for larger scale modernisation schemes;
- ensure efficient and effective management of new and existing capital assets;
- ensure a full spend on school buildings, at least to the level of Government capital allocations.

3. How These Aims will be Achieved

3.1 Clearly there is no single formula or strategy for raising standards – **success is far more likely when a combination of factors and resources come together to improve the teaching environment.**

3.2 The Council's Corporate Capital Strategy and Asset Management process are both currently under review.

In previous years the Capital Strategy has looked to maximise investment in the town to secure new or improved facilities. This approach has, in some instances, put extreme pressure on the Authority's revenue position where new facilities have failed to achieve sustainable levels of income. At the same time the Corporate Asset Management process has primarily focused on day-to-day issues at the expense of a more strategic outlook.

The current review, which will be concluded by April 2006 is expected to recommend a high profile team of officers overseeing a combined Capital and Asset Management Strategy/Plan. This will help ensure that the Council:

- has a policy led budget;
- links budgets and capital programme to its priorities;
- effectively manages its asset base; and
- has effective arrangements in place for reporting on and monitoring performance against budgets.

3.3 In Hartlepool, a significant number of new capital projects have been and are being developed as a result of the Authority being able to access public funds from a variety of sources including: Sport England, New Deal for Communities (NDC), Sure Start and Children's Centres. As a direct result of these ventures a far wider public consultation process has evolved with members of the community actively participating in the progress and development of schemes and in the eventual management of facilities.

3.4 For asset management planning to be at its most effective, it needs to be supported by an accurate database of information. The compilation of information now available to the Authority and each individual school is both comprehensive and up to date:

- during November and December 2005 suitability surveys were carried out at every school in the Authority – a room by room assessment of suitability from an educational perspective. Each survey was carried out in conjunction with the Headteacher or a senior school representative;
- over the same period extending into January, condition surveys were carried out across all schools. This data is particularly helpful in determining the Authority's priority list of maintenance projects and for helping individual schools to establish their own maintenance programmes;
- these surveys have further assisted in maintaining the accuracy of the computerised plans for each school and allowed for more accurate assessments of capacity levels.

All of the above information will be available to each school via the Council's intranet service by April 2006.

3.5 The asset management process is dependant on the involvement and cooperation of the various 'players'. In that respect the departmental Asset Management team works very much in conjunction with its partners:

- schools, staff, governors and pupils;
- C of E and RC Dioceses;
- Council's Property Services, Technical Services and Catering Divisions;
- Council's appointed partnering contractors; and
- colleagues in the Department who have access to capital resources e.g. Early Years (Children's Centres), Extended Schools.

3.6 If the asset management process is to develop a stimulating, modern learning environment for teachers, pupils, extending to members of the community then it must operate through the whole system, from for the corporate perspective down to the day to day maintenance issues for individual schools.

4.0 Delivering Government Priorities

4.1 As commented upon by Ofsted, Hartlepool has a 'remarkable' record for implementing Government policy initiatives across a range of issues including school

improvement and social inclusion. Government priorities are incorporated in the Authority's Corporate Strategy and more specifically, in terms of Children's Services, through the Children and Young People's Plan. The Authority and Department **are fully committed to the principles and practice of working in partnership with schools and other agencies to deliver enhanced learning environments.**

- 4.2 The Statement of Priorities summarises the Authority's strategic priorities for the use of funds made available to the Authority and its schools to maintain and improve school buildings and facilities. It supports the delivery of educational objectives over the period 2006/2009 reflecting both Government and local priorities. A specific example of this was demonstrated last year when £150,000 from the Authority's capital allocation was set aside to assist schools in support the workforce reform agenda.

5.0 Supporting Local Factors

- 5.1 Since Hartlepool became a unitary authority in 1996, there has been a gradual but notable improvement in the attainment levels for pupils across all Key Stages.

- at KS1 level, there was a slight drop in performance in 2005 in contrast to the improvement in previous years. Hartlepool now performs slightly below the national average;
- at KS2, highest ever performance in English (79%) and mathematics (75%) – most improved LA over the last two years. English in line with national performance, maths above;
- at KS3, 2004/05 figures represented the best ever performance in English (71%), mathematics (75%) and science (68%). Maths now above national average, attainment gap for English and science narrowing year on year;
- at KS4, 2004/05 figures represented the best ever performance for 5 A*-C at 53%.

Whilst the above results are extremely gratifying the Authority is anxious to maintain the momentum and have identified 'boys underachieving' as an area for concern.

- 5.2 There are significant condition and suitability issues in a number of school buildings. Indeed, concern was such that in the case of two primary schools, Jesmond Road and Elwick Hall, the Authority and the Diocese respectively submitted bids for Targeted Capital Funding to replace those schools. Unfortunately, both bids were unsuccessful.

Changes in the curriculum and the rapid developments in ICT require a very different infrastructure from that provided by the current set of school buildings which, in general terms, are the product of 1940's to 1970's design. Without major changes to the building stock, it will be very difficult to make significant progress in the quest for still higher levels of attainment.

- 5.3 Hartlepool is faced with a declining school population:

- over the five years from January 2005 the overall primary school roll will reduce by approximately 625 pupils, a drop of almost 8%;

- secondary school numbers peaked in 2003. It is anticipated numbers will decline and continue to decline over the remainder of the decade.
- 5.4 Local demographic changes with new housing developments in Middle Warren, Seaton Carew, the Dyke House/Jackson Wards and Owton Lodge, combined with a house reduction programme in Central Hartlepool, will impact on individual schools. As a result of the above factors, capacity and surplus places remains a significant issue to be addressed particularly in our primary schools.
- 5.5 Hartlepool is a small compact area and as a result, capital investment priorities are more often considered on a town-wide basis. Levels of deprivation mean that Hartlepool can often benefit from Central Government regeneration initiatives, which tend to focus on specific geographical areas, for example, NDC (New Deal for Communities) and NRF (Neighbourhood Renewal Fund). The Corporate Strategy helps to bond such arrangements together by providing a co-ordinated approach to the regeneration of Hartlepool, with first Education and now Children's Services being a prime mover in that ambition.
- 5.6 In response to a significant rise in the number of exclusions, the Access to Learning Centre was relocated to a vacated school site. 2004/05 saw a significant drop in the number of exclusions at KS2 and KS4 levels, however, suitable accommodation for these students remains an area of concern.
- 5.7 Children's Centres and Extended Schools have become and will remain a major source of capital investment for the remainder of this decade. A draft strategy for their development is currently being circulated for consultation purposes.

By 2010, all schools will have to become Extended Schools i.e. all schools will need to provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community.

Children's Centres serve children under five and their families. Centres must provide a range of services, depending on local need and may include:

- integrated care and nursery education;
- health services;
- family support;
- a base for childminders; and
- access to Job Centre Plus.

Primary schools are seen as the natural location for such Centres. Over the next two years approaching £2m will be invested in Children's Centres and Extended Schools provision.

STRATEGIC PRIORITIES

6. Government – Corporate Priorities

- 6.1 As previously indicated, the Authority has a commendable record in both responding to and benefiting from Government initiatives. These responses, combined with local needs, are reflected in the Authority's Community Strategy and, in respect of asset management, in the newly launched Capital and Asset Management Strategy.

- 6.2 With high levels of deprivation evident across large areas of the Borough, Hartlepool has benefited from a number of regeneration initiatives. From City Challenge in the early 1990's, to Single Regeneration programmes, to the current New Deal for Communities initiative, a number of secondary and primary schools have benefited from major capital investment. The common trait amongst these initiatives has been that the new facilities must be seen to be of benefit not only to the school but also the wider community. And, whilst these facilities have in all cases been welcomed by the schools concerned, they do bring with them added responsibilities in terms of on-going management and income support.

7. Departmental Plans and Strategies

7.1 Children and Young Peoples Plan

As previously indicated, this Plan is in the process of being adopted as the Authority's and the Department's overarching plan and strategy for the care and well-being of children and young people. The document focuses on the five major outcomes for children:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

And recognises the importance of children being:

“educated in good quality school buildings and facilities which promote high quality learning and teaching.”

In addition, to the CYPP, there are a number of other departmental documents which influence the asset management process.

7.2 Education Development Plan 2002 – 2007

This document has been the principal vehicle for carrying forward the Authority's strategy and intended actions for raising standards in our schools, for the last four years. From April 2006, there will no longer be a statutory requirement to have an EDP. In its place it is intended to issue a divisional document, in support of the CYPP, which will focus on raising standards in our schools.

Including, from an asset management perspective, the need to:

- support schools causing concern, making them a focus for capital investment;
- encourage and support secondary schools seeking specialist status as part of the overall strategy for improving levels of attainment;
- promote and support the healthy schools/healthy pupil regimes with improved PE and sport facilities and provide the means for delivering healthy food options;
- support the Authority's regeneration programme and where possible encourage capital investment as a means of making schools the focus for community activity.

7.3 Strategy for Children With Disabilities

The revised SEN Action Plan for 2003/2007 builds on work previously undertaken and seeks to increase the physical access to schools for disabled pupils. In recent years, major capital investment to provide wholesale inclusion with mainstream settings have stood alongside more modest projects in support of individual needs.

With Access Audits now in place for all primary schools and most secondary schools, it is incumbent on schools and the Authority to maintain and expand on the achievements thus far. To do this:

- schools must develop their own programmes/action plans to make their schools fully accessible;
- whenever and wherever building improvements are considered the wider implications of access must be taken on board – beyond the immediate requirements of DDA (Discrimination and Disabilities Act);
- the Authority must continue to do its work to ensure that access is not an issue when it comes to pupils attending the school of their choice;
- the Authority must continue to actively promote disability equality through the delivery of services and by exerting influences in their communities. This will become a statutory duty from December 2006.

7.4 Children's Centres and Extended Schools

Hartlepool has traditionally had a strong record for delivering high quality nursery education. In recent years this record has been further supported by the work of the Sure Start local programmes for 0-4 children. This work is now being further developed with the introduction of Children's Centres which is now being aligned to the Extended Schools programme.

By 2010, all schools will have to become Extended Schools i.e. providing a core offer of services and activities beyond the school day. Alongside this programme Children's Centres, which serve children under 5 and their families, are to be made available across the Borough.

To facilitate these programmes, significant capital funding is to be made available, £2m over the next two years. With primary schools the most likely of locations for these extended facilities, it is vital that the main parties involved continue to work in collaboration to ensure maximum benefit emerges from these new facilities.

7.5 School Organisation Plan

The School Organisation Plan (SOP) reviews the overall demand for school places and identifies surplus capacity levels in schools. The Plan for 2000/2008 confirms that the primary school population peaked in 1998 and is now on a gradual decline. Projected figures indicate that by 2008 the primary school population will have reduced by over 600 pupils approximately 10%. The secondary school population having peaked in 2003 and is now following a similar pattern of gradual decline.

The removal of surplus places in our schools is an area of concern and can be achieved in a variety of ways e.g. the removal of temporary accommodation, community use of school space, or, on a more grand scale, new purpose built buildings. Initially, it will be addressed on an individual school basis.

Longer term, and with Building Schools for the Future and Primary Schools for the Future in mind, surplus places would be one of a number of issues addressed in the Authority's 'educational vision'.

7.6 ICT Strategic Plan

The strategic vision for ICT in Children's Services is to improve standards and to increase and improve access to information through the effective and efficient use of ICT. This service wide strategy is reflected in capital investment in the infrastructure to provide improved connectivity for schools. These improved communication links between schools and the centre will facilitate use of ICT across a range of services within the Council and external agencies.

8. School Factors

8.1 Condition Works (Modernisation Fund)

Modernisation funding is principally aimed at rectifying major defects in school buildings and thereby enhancing the learning environment. Research studies have shown **clear links between improved buildings and higher performance levels in the classroom**. This is seen to be gained through higher staff and pupil morale, improved attendance and pupil behaviour. If schools are confident that building issues are being dealt with, they can focus their attention on teaching issues delivering the curriculum.

The Authority has developed a 'priority matrix' that is used to identify condition issues and establishing a priority rating. Needs continue to outweigh resources, so the matrix helps to provide an objective and transparent method of comparing needs between schools and determining the Authority's programme for condition work. Situations where there is a high health or safety factor together with other serious conditions that could result in a school closure, are given top priority. Responsibility for day to day and cyclical repairs and maintenance rests with individual Governing Bodies.

In an effort to carry out more projects in a given year, it is intended to approach every school included in the 2006/07 Modernisation Programme for them to contribute to their scheme. The amount would be entirely dependant on the school's individual circumstances but a figure of 10% from each school could mean an additional 3 – 4 schemes being included.

8.2 Suitability Issues

The Authority has just completed extensive suitability surveys covering all our schools. The essence of these surveys was to make an assessment regarding the 'suitability' of each and every room in the school from an educational perspective. Repeating the same questions "is this room fit for purpose?" "does it encourage or inhibit the school from delivering its educational programme?"

The overall results of the exercise have been forwarded to DfES offices for their edification. Its legacy for the Authority is a set of real issues for individual schools which can be addressed jointly and systematically.

8.3 Security

The Authority has access to advice and guidance on the prevention of crime and arson from Cleveland Police and Cleveland Fire Brigade via the Police Liaison Group. Assessments are carried out in schools where vandalism and fire setting problems occur. The resulting recommendations are addressed by schools and the Authority in prioritising projects for security improvements.

Security issues during construction on major capital projects has been a particular cause for concern during recent months. As a result, preventative measures are being highlighted and acted upon in advance of work commencing on site. On the positive side, improvements in security, particularly the installation of new perimeter fencing, have led to a significant reduction in costs for schools in respect of vandalism: a reduction of 63% over a projected 3 year period up to April 2005.

9. Other Factors Which May Influence Priority Status

9.1 Building Schools for the Future (BSF)

The Authority sees the Government's BSF venture as a 'once in a lifetime' opportunity to transform secondary education across the Borough. An opportunity to:

- deliver a step change in levels of attainment;
- provide a real choice for all young people and their parents;
- facilitate and encourage innovation in teaching methods and learning opportunities;
- develop stimulating and varied opportunities for those aged 14 and over;
- greatly increase the take up of lifelong learning and employment opportunities.

The Authority has been informed that it is likely to be included in the next set of announcements for waves 4 to 6. In anticipation of this, the Authority is seeking to establish its vision for education which would place schools (learning centres) at the heart of the community.

9.2 Primary Schools for the Future

Some three to four years after their announcement to transform secondary education, Government have announced a similar venture in support of primary schools. Whilst further detail is awaited, it allows the Authority to contemplate further its vision for education as a whole exercise.

9.3 Energy and Water Consumption

Energy and water usage is monitored across all schools in the Authority and cross checked against consumption patterns in other authorities.

With a substantial capital works programme in recent years i.e. new extensions, new build projects and major refurbishment schemes, schools now have to cope with the on-going revenue implications particularly in relation to their energy bills. At the same time, such projects offer the opportunity for designers to consider 'whole' school arrangements and 'lifetime' costs in respect of a range of issues including energy and security. Such considerations are of increasing importance and will be taken into account in developing future proposals under BSF/PSF.

9.4 External Funding

In recent years the schools and the Department have been able to attract significant outside investment from a range of sources:

- regeneration programmes – Single Regeneration Budget, New Deal for Communities;
- European funding;
- Government initiatives – Space for Sport and Arts, Big Lottery Fund;
- Early years – Sure Start, Children's Centres;
- Extended Schools;
- Sport England.

Where external funding can be attracted it offers great opportunities for schools to expand their services and facilities. On many occasions it has been found that one source of funding can attract other sources to open up even further opportunities. All major capital bids must now be supported by a detailed and coherent business plan.

Appendix B provides an overview of major capital projects (in excess of £200,000) involving Education/Children's Services in recent years.

10. Risk Management

- 10.1 This report is concerned with the maintenance, protection and development of Council assets, specifically school buildings.
- 10.2 The Plan seeks to identify situations and circumstances where a building or a section of a building may be falling below an acceptable standard and points towards a solution.

Clearly, different 'failings' will have different impacts depending on the nature and intensity of that failing. Assessments need to be made in respect of the potential risk e.g. is the situation a health and safety issues and judgments made on the consequences of not addressing the situation.

- 10.3 Within the confines of the funding available to the Authority the capital programme of works shown at Appendix D represents the considered view of projects to be addressed during 2006.07.

CAPITAL PROGRAMMES

11. Review of Progress 2005/06

- 11.1 Successive Asset Management Plans have monitored progress against baseline figures taken from January 2002. With the creation of a new Children's Services Department and the adoption of new strategic outlook (CYPP) it is considered that now and this report would be an appropriate time to overhaul the current set of targets. Where appropriate, new benchmarks and targets will be introduced and existing ones updated. See Appendix A.

Of the 2005/06 targets, the following observations are made:

T = Target

A = Achievement

- T To remove surplus places so that by 2007 there are no schools with: more than 25% spare capacity and 30 spare pupil places:
- A *Ongoing target to be included in Appendix A.*
- T To support all secondary schools seeking specialist status:
- A *5 out of 7 schools have now achieved specialist status. The two remaining schools are currently progressing their application.*
- T To improve facilities for PE and sport for 15 primary schools all secondary and specialist schools:
- A *Largely achieved via a combination of funding regimes – major facilities for 5 secondary schools, variety of improvements in 13 primary schools and 1 specialist school.*
- T To support the creation of 250 nursery places by March 2004:
- A *291 places achieved by March 2004*
- T To support improvements to nursery facilities at two primary schools:
- A *Since 2000 major improvements to the nursery facilities in 6 schools has been achieved.*
- T To support the creation of 4 centres with early years facilities, based in primary schools:
- A *Achieved by 2004*
- T To support the creation of Sure Start facilities in primary schools:
- A *Sure Start facilities established in five primary schools by 2004.*
- T 5 Children's Centres to be opened by March 2006:
- A *Achieved. See Appendix A for revised targets.*
- T To increase wheelchair access to all relevant areas in 15 out of 30 primary schools by 2004:
- A *Original target achieved now extended to 18 schools by 2005.*
- T To increase wheelchair access to 50% or more of teaching accommodation in 4 out of 6 secondary schools:
- A *Original target achieved, 3 schools fully accessible, 2 schools over 50% accessible.*
- T To meet the individual access requirements of pupils with special needs in mainstream schooling:
- A *Needs met via annual Access Programme.*

- T To provide facilities for pupils with physical and medical difficulties in a mainstream setting:
- A *Major building works complete at Grange and High Tunstall.*
- T To review provision for pupils educated other than at school:
- A *All provision now located on a single site (A2L) as from January 2005.*
- T To establish broadband connectivity for all schools by 2004:
- A *Achieved.*
- T To deliver the Extended School strategy:
- A *Joint strategy with Children's Centre to be in place 2006. See appendix A for revised target.*
- T To improve security at targeted schools:
- A *Installation of perimeter fencing has lead to significant reduction in costs in respect of vandalism.*
- T To tackle all Priority 1 condition work each year and other work as funding allows:
- A *Condition work carried out in line with priorities established in AMP. 85% of Modernisation Fund allocated to condition priorities.*
- T To replace at least 2 obsolete boilers each year:
- A *Mobile boiler purchased for emergency use. Two boilers replaced each year from 2002/03.*
- T To address suitability issues as funding allows:
- A *Suitability surveys carried out at all schools November/December 2005. Suitability issues tackled by a combination of school and Authority funding.*
- T To support improvements to car parking arrangements on school sites:
- A *Major schemes at two schools complete. Little funding available to support further schemes unless safety issues involved.*
- T To improve staff workspaces:
- A *Other 20 schemes complete during 2 years of grant funding. Further schemes being pursued via Authority funding.*
- 11.2 Modernisation Funding (£1,069,859) and Access Funding (£148,776) have been the principal sources of funding by which the Authority have been able to assist schools to maintain and develop school buildings and facilities.
- Over the year approximately 40 schemes have been delivered involving 26 schools. At the end of the financial year, a detailed review of all projects will take place on the basis of:

- cost – actual against budget;
- duration – actual time taken to complete the work against original predictions;
- client satisfaction – with regard to how the contract was managed and how pleased they are with the final product.

This analysis will be presented to the first AMPWG meeting of the new financial year and will form the basis of a meeting with the Authority's Partnering Contractors.

11.3 In addition, the Authority has been instrumental in developing and delivering a range of services and facilities via:

- Children's Centres – 7 primary schools and 1 secondary school have had additional facilities added during the year at an overall cost in excess of £800,000.
- Big Lottery Fund – a further six projects have been added under this Government initiative. Only one scheme remains outstanding from the original portfolio of 17 projects – Carlton Outdoor Education Centre.

11.4 Devolved capital for schools was first introduced in 2000/01 as a positive measure offering schools more autonomy but also to take more responsibility in respect of 'their' buildings. Since then a number of changes and patterns have developed:

- the level of funding to schools has increased significantly - £1m in 2005/06 compares with less than £½m in the first year;
- Government guidelines in respect of how devolved capital can be applied have been relaxed allowing schools more freedom in the scope of their projects;
- Some schools spend their full allocations each year whilst others choose to accumulate resources for larger developments.

With more information available in respect of suitability, condition, access requirements and capacity levels, schools are actively encouraged to prepare their own list of priorities and potential works programmes addressing all relevant issues. Any proposal to modify a school building must be approved by the Authority.

11.5 Amongst all the schemes carried out this year three major projects warrant special mention. Each project has been delivered as a direct result of the imagination, persistence and endeavours of the individual school concerned and in each case the end result is something that the school can be justifiably proud of:

- Dyke House – City Learning Centre extension plus 4 new classrooms;
- Manor College – 'E' Learning Centre;
- English Martyrs – Remodelling/6th Form extension.

Appendix B provides a profile of major capital projects achieved or in progress between 2003/04 and 2007/08.

12. Capital Programme 2006/07

12.1 Appendix C identifies the principal sources of capital funding coming to the Authority in respect of Education/Children's Services from 2003/04 projected to 2007/08.

- 12.2 Appendices D and E set out the proposed list of projects to be carried out using 'Modernisation' and 'Access' funding. The costs identified against each project are provisional and should be viewed against the overall allocation for 2006/07.

The lists have, of course, been compiled using the general criteria as set out in this document and the Local Policy Statement.

CHILDREN'S SERVICES DEPARTMENT

AMP Targets (2006-09)

The following target areas are currently being worked on and developed in terms of specific detail, baseline, likely source of funding, proposed actions and desirable outcomes.

1. Reduce maintenance backlog.
2. Seek 'year on' improvements in the delivery of the 'Partnering Contract'.
3. Ensure schools are safe and secure.
4. Support the healthy school strategy (food and sport).
5. Develop facilities to support and encourage personalised education plans.
6. Develop facilities in support of the Workforce Reform Agenda.
7. Promote 'step changes' in educational facilities (including BSF/PSF).
8. Make positive steps towards all schools being fully accessible.
9. To support the development and delivery of Extended Schools.
10. To support early years development including Children's Centres.
11. Seek to remove surplus places.

Major Projects (in excess of £200,000)	2003/2004 £000	2004/2005 £000	2005/2006 £000	2006/2007 £000	2007/2008 £000	TOTAL £000
Brougham Primary - Space for Sports and Arts	387	47	0	0	0	424
Lynnfield Primary - Community Learning Centre	465	718	46	0	0	1,229
Owton Manor Primary - Space for Sport and Arts/Boiler replacement	958	18	26	0	0	1,002
St John Vianney RC Primary - Early Years Centre - Improvement Package Φ - Adaptation to create Children's Centre	689 225	50 61 10	2 13 278	0 0 10	0 0 0	741 299 298
Stranton Primary - Community Learning Centre/Space for Sports and Arts	1,301	69	27	0	0	1,397
Ward Jackson Primary - Space for Sport and Arts/nursery	199	16	0	0	0	215
West View Primary - Space for Sport and Arts/new nursery	731	49	0	0	0	780

*Expenditure prior to and including 2003/04

Φ Direct Grant from the Diocese

Major Projects (in excess of £200,000)	2003/2004 £000	2004/2005 £000	2005/2006 £000	2006/2007 £000	2007/2008 £000	TOTAL £000
Brierton Community Secondary - Community Sports Centre - Relocation on to a single site	2,653 0	0 666	0 14	0 0	0 0	2,653 680
Dyke House Secondary - Extension to CLC	142	658	33	0	0	833
English Martyrs R.C Secondary - Remodel Φ - Flood-lit all weather pitch	50 2	257 431	3,750 12	2,200 0	0 0	6,257 445
High Tunstall Secondary - Adaptation - New gymnasium	2,121 83	5 491	0 8	0 0	0 0	2,126 582
Manor College of Technology - Science and music facilities - F.A Grass Roots - E-learning Centre	464 422 0	6 3 65	7 3 751	0 0 8	0 0 0	477 428 824
St. Hild's C.E (VA) School - New school build Φ - Temporary Accommodation Φ - Annex (Engineering Status) Φ	5,665 275 0	4,749 40 0	350 0 477	0 0 293	0 0 0	10,764 315 770
PRU - Convert Brierton top site to A2L Centre	0	220	0	0	0	220
Carlton Outdoor Learning Centre - Redevelopment (Phase 1)	10	25	408	600	12	1,055
Estimated Programme Spend	16,842	8,654	6,205	3,111	12	34,824

** includes approximately £220,000 BLF funding for partner authorities.

Φ Direct Grant from the Diocese

HARTLEPOOL LEA CAPITAL FUNDING 2003/2008

Sources of Capital Funding	2003/2004 £000	2004/2005 £000	2005/2006 £000	2006/2007 £000	2007/08 £000	TOTAL £000
DfES Funding:						
Non VA:						
- Modernisation	520	1,225	833	869	881	5,188
- Condition	860					
- Devolved Formula	945	1,051	1,072	1,325	1,396	5,789
- Schools Access	180	164	149	143	143	779
- Expansion of Popular Schools	73	0	0	0	0	73
- New Pupil Places	0	118	236	265	269	888
VA (90%):						
- LCVAP	196	300	233	188*	191*	1,108
- Modernisation	176	0	0	0	0	436
- Condition	260					
- Devolved Formula	388	458	467	585*	615*	2,513
- Schools Access	57	0	0	0	0	57
Seed Challenge	161	158	0	0	0	319
Staff Workplaces	70	0	0	0	0	70
Targeted Capital Fund (EM)	0	2,460	1,238	0	0	3,698
DfES (inc. Special School and CLC)	678	150	150	0	0	978
Nursery Capital	50	0	0	0	0	50
Sub Total	4,614	6,084	4,378	3,375	3,495	21,946

* indicative figures only

Sources of Capital Funding	2003/2004 £000	2004/2005 £000	2005/2006 £000	2006/2007 £000	2007/2008 £000	TOTAL £000
Other Funding Sources:						
ERDF	202	84	125	0	0	411
Football Association	136	0	0	0	0	136
New Deal for Communities	762	675	0	0	0	1,437
Sure Start	0	50	0	0	0	50
Sure Start (incl. Children's Centres and Extended Schools)	0	1,152	0	1,025	950	3,127
NOF	1,510	0	0	0	0	1,510
LEA - Revenue Contribution to Capital Outlay	402	564	563	580	597*	2,706
Sub Total	3,012	2,525	688	1,605	1,547	9,377
Sub Total (page 1)	4,614	6,084	4,378	3,375	3,495	21,946
TOTAL	7,626	8,609	5,066	4,980	5,042	31,323

NB the figures above reflect the year in which the funding was allocated – the actual spend may span a number of years.

* indicative figures only

CAPITAL WORKS PROGRAMME (MODERNISATION FUND) 2006-07 - PROVISIONAL LIST

School/Property	Description	Condition	Estimated Cost £
Stranton	Heating system corrosion	1D	175,000
Clavering (Nursery)	Repair/replace external timber	1D	4,000
Catcote	Window replacement	2D	35,000
Barnard Grove	Boiler plant	2D	69,000
Manor College	Replace fire alarm system	2C	80,000
Brierton	Renew roof (CDT)	2C	60,000
High Tunstall	Renew roof (Dining Hall)	2C	95,000
Dyke House	Renew floor (Sports Hall)	2C	61,000
West View	Window replacement (KS1)	2C	70,000
Ward Jackson	Window replacement (Kitchen)	2C	35,000
Fens	Fire alarm system	2C	25,000
West Park	Renew roof	2C	32,600
Kingsley	Renew roof	2C	80,000
Brougham	Repair/replace roof	2C	10,000
Fens	Window replacement	2C	75,000
Manor College	Window replacement	2C	47,000
Various Schools	Replace ventilation interlocks and canopies		30,000
Various Schools	Workforce Reform Programme		150,000
	PROVISIONAL COST		1,133,600
	ALLOCATION		1,134,148

It is further proposed to go ahead with the initial preparatory work for the following scheme should funding become available:

Grange	Replace windows	2C	54,000
Clavering	Repair/replace roof	2C	53,000
Rossmere (Nursery)	Renew roof	2C	25,000

Condition Gradings

- | | |
|----------------|--|
| 1 Urgent | Prevent immediate closure to the property/address high risk to H&S of occupants/remedy |
| 2 Essential | Prevent serious deterioration of the fabric or service/address medium risk of H&S of occupants/remedy less serious breach of legislation |
| 3 Necessary | Prevent deterioration of the fabric or service/address low risk of H&S of occupants/remedy minor breach of legislation |
| 4 Desired work | Prevent possible deterioration of the fabric or service |

- | | |
|---|--|
| A | Poor - Performing as intended requiring minor repairs |
| B | Satisfactory – Performing as intended requiring minor repairs |
| C | Poor – Exhibits various defects, each of which might not be significant in itself but together need attention on a planned basis |
| D | Life Expired – Exhibits major deterioration. Serious risk of imminent breakdown or is a health & safety hazard |

CHILDREN'S SERVICES DEPARTMENT**CAPITAL WORKS PROGRAMME (ACCESS FUND) 2006/07 - PROVISIONAL LIST****SCHOOL/PROJECT (in priority order - no cost available at this point)**

Owton Manor	-	Provision of lift to first floor
Brougham	-	Disabled toilet with changing facilities in Nursery Area
Eldon Grove	-	Disabled toilet/changing facilities (KS2)
Manor College	-	Adaptions to create resource area for SEN pupils
Various	-	Introduce sound field systems into Hartlepool schools on a matched funding basis (£15,000 to be made available by the Authority)
A2L	-	Ramps to main entrance/disabled toilet
Barnard Grove	-	Adaptions to classroom for SEN pupils
OVERALL ALLOCATION	-	£143,629

CHILDREN'S SERVICES PORTFOLIO

Report To Portfolio Holder

20th March 2006



Report of: Director of Children's Services

Subject: Hartlepool Agreed Syllabus for Religious Education

SUMMARY

1.0 PURPOSE OF REPORT

To determine the Hartlepool Agreed Syllabus for community and voluntary controlled primary and secondary schools in Hartlepool for the school years 2006/11 following consultation with SACRE, schools and religious groups.

2.0 SUMMARY OF CONTENTS

The document attached fulfils our legal obligation to produce a locally agreed syllabus every 5 years.

3.0 RELEVANCE TO PORTFOLIO MEMBER

Portfolio Holder is responsible for Children's Services issues.

4.0 TYPE OF DECISION

Non Key decision

5.0 DECISION MAKING ROUTE

Children's Services Portfolio Holder meeting 20th March 2006.

6.0 DECISION(S) REQUIRED

To determine the suitability of the Hartlepool Agreed Syllabus for use in community and voluntary controlled schools.

Report of: Director of Children's Services

Subject: Hartlepool Agreed Syllabus for Religious Education

1. PURPOSE OF REPORT

- 1.1** To determine a locally agreed syllabus for community and voluntary controlled primary and secondary schools for 2006/11.

2. BACKGROUND

2.1 The locally agreed syllabus

- 2.1.1** An agreed syllabus is a document that details the statutory requirements for all community and voluntary controlled schools in a Local Authority (LA). All pupils on roll in these schools, from 3 to 19, are entitled to Religious Education in accordance with the agreed syllabus as part of the basic curriculum. Therefore, it exists to provide the basis for the teaching of Religious Education (RE) in schools, that do not have a denominational religious education (unlike Roman Catholic and Church of England schools which clearly do).
- 2.1.2** Procedures for preparing and bringing into operation a locally agreed syllabus for RE, or for reconsidering an existing locally agreed syllabus, are set out in Schedule 5 to the Education Act 1944, as amended by the Education Reform Act 1988 and the Education Act 1993.
- 2.1.3** The agreed syllabus is drawn up by the LA, taking advice from local bodies. The Standing Advisory Council on Religious Education (SACRE), a local body made up of representatives from faith groups, teachers and the LA advises on RE and collective worship issues, whereas the Agreed Syllabus Conference (ASC), a subset of the SACRE, recommend new syllabuses. The head teacher shares responsibility with the LA and the governing body for making sure that the RE requirements are met.

2.2 Five yearly review of the RE Syllabus

- 2.2.1** The 1993 Act also amends Schedule 5 of the 1944 Act to require that every LA institute a review of its locally agreed syllabus within five years of the last review, and subsequently every five years after the completion of each further review. This current process has been in accordance with this requirement.

2.3 Content of RE

- 2.3.1 The Education Reform Act 1988 requires that all new syllabuses, i.e. those adopted on or after 29th September 1988, must 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'.
- 2.3.2 The law has always stated that agreed syllabuses must be non-denominational. Syllabuses must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils. This syllabus meets this statutory duty and gives sufficient advice of what is to be taught for it to be clearly understood.
- 2.3.3 The 1988 Act stipulates that the syllabus must be based on both Christianity and the other principal religions represented in the United Kingdom, and on their religious traditions, practices and teaching. As a whole and at each Key Stage, however, Christianity is given most coverage in the syllabus.
- 2.3.4 The Hartlepool Agreed Syllabus also indicates at what ages or Key Stages particular subject matter in particular religions should be taught. This does not however mean that all religions have to be taught in equal depth or that all of them have to be taught at each Key Stage.
- 2.3.5 The content of the agreed syllabus is decided locally, and is not subject to nationally prescribed attainment targets and programmes of study. However, the LA has included attainment targets, programmes of study and assessment arrangements in its proposals for guidance purposes.

3. Financial Implications

- 3.1 There are no financial implications.

4. RECOMMENDATIONS

- 4.1 That the Hartlepool Agreed Syllabus for 2006/11 be approved as the Authority's Agreed Syllabus, and that the Syllabus be circulated to, and used by, all community and voluntary controlled schools to inform teaching and learning.

Please note a copy of the Hartlepool Agreed Syllabus for Religious Education is available for viewing in the Member's Library.

Andrew Hagon
Education Officer (Creativity and Enrichment)
Contact on 523710

CHILDREN'S SERVICES PORTFOLIO

Report To Portfolio Holder

20th March 2006



Report of: Director of Children's Services

**Subject: OUTDOOR CENTRE – CHARGES FOR
SCHOOL YEAR 2006/07**

SUMMARY

1. PURPOSE OF REPORT

- 1.1 To request the Portfolio Holder to determine the charges to be set by Hartlepool Borough Council for places at the outdoor centres covered by the joint arrangements with two former Cleveland local authorities (Middlesbrough and Redcar and Cleveland) in school year 2006/07. Stockton was previously part of the joint arrangement but has now withdrawn.

2. SUMMARY OF CONTENTS

- 2.1 The report details proposed charges for Carlton Outdoor Education Centre and Lanehead Centre, Coniston with effect from 1st September 2006.

3. RELEVANCE TO PORTFOLIO MEMBER

- 3.1 The Portfolio Holder has responsibility for Children's Services issues.

4. TYPE OF DECISION

- 4.1 Non – key.

5. RECOMMENDATIONS

- 5.1 The proposed charges to be agreed with effect from 1st September 2006.

Report of: Director of Children's Services

**Subject: OUTDOOR CENTRE – CHARGES FOR
SCHOOL YEAR 2006/07**

1. Purpose

- 1.1 To request the Portfolio Holder to determine the charges to be set by Hartlepool Borough Council for places at the outdoor education centres, covered by the joint arrangement.

2. Background

- 2.1 Two outdoor centres, Carlton and Lanehead, are the subject of a joint arrangement between Hartlepool, Middlesbrough and Redcar and Cleveland Local Authorities.
- 2.2 Hartlepool is the lead Authority for Carlton, whilst Middlesbrough leads on Lanehead.
- 2.3 Each Authority currently sets the charges for its own parties attending each centre, including the arrangements for non-school bookings. It has been normal policy to request that the Portfolio Holder agree the increase in charges each year.
- 2.4 Increases, broadly in line with inflation, normally come into effect on 1st September of each financial year.
- 2.5 Those pupils whose parents are on low income (e.g. Jobseekers Allowance, family income below £13,910 per annum etc) have their fees remitted in full. The revenue budget for this element of support will be £35,533 for Carlton and £3,448 for Lanehead in 2006/07. The proposed increases can be accommodated within the Children's Services department budgets.
- 2.6 The Councils, within the joint arrangement, continue to subsidise the cost of running the outdoor centres.

3. Proposed charges for 2006/07

3.1 Carlton Outdoor Education Centre, North Yorkshire

A. School Groups - Hartlepool Only

	Current 2005/06	Proposed 2006/07
Pupils and teachers/other adults supervising pupils (1 to 12 ratio) per 24 hour period	£16.75	£17.25
Additional teachers and adults attending training courses per 24 hour period	£24.00	£24.75
Canoeing and/or rock climbing: per additional instructor required per day	£84.45	£86.95
Additional meals per person:	£8.50	£8.75
Bed and Breakfast		
Lunch	£2.20	£2.30
Afternoon tea/supper	£1.60	£1.70
Dinner	£5.00	£5.15
Coffee	£0.70	£0.75
Tea	£0.70	£0.75

B. Adults and School Users Outside the Joint Arrangement

	Current 2005/06	Proposed 2006/07
Pupils and teachers/other adults supervising pupils (1 to 12 ratio) per 24 hour period	£20.00	£20.75
Other adults per 24 hour period	£28.00	£28.85
Canoeing and/or rock climbing: per additional instructor required per day (or by negotiation)	£84.45	£86.95
Bed and Breakfast	£11.00	£11.35
Packed Lunch	£2.60	£2.70
Buffet Lunch	£4.60	£4.75
Afternoon tea/supper	£2.30	£2.40
Dinner	£5.80	£5.95
Coffee/Tea	£0.70	£0.75

Other charges

	Current 2005/06	Proposed 2006/07
Use of Centre Grounds only	£2.00	£2.10
Instruction hire for instructors and equipment only per day:	£108.50	£111.75

3.2 Lanehead Centre, Coniston

Pupils and teachers/other adults supervising pupils (1 to 12 ratio):
£18.75 per 24 hour period (£18.25)

Additional adults and teachers attending training courses: £18.75
per 24-hour period (£18.25).

4. Recommendations

4.1 It is recommended that the Portfolio Holder:

- agrees the proposed charges with effect from 1st September 2006;
- continues to receive a report each year detailing proposed charges.

Contact Officer: Lucy Armstrong
Pupil & Student Support Manager
01429 284163

CHILDREN'S SERVICES PORTFOLIO

Report To Portfolio Holder

20th March 2006



Report of: Director of Children's Services

Subject: DRAFT CHILDREN'S CENTRES AND EXTENDED SCHOOLS STRATEGY

SUMMARY

1.0 PURPOSE OF REPORT

- 1.1 To report on the outcomes of the consultation on the first draft Children's Centres and Extended Schools strategy.
- 1.2 To seek approval to undertake a further public consultation exercise on a second draft Children's Centres and Extended Schools strategy.

2.0 SUMMARY OF CONTENTS

- 2.1 A report was submitted to the Portfolio Holder for Children's Services on 31st October 2005, setting out a draft strategy for Children's Centres and Extended Schools. With the approval of the Portfolio Holder, a public consultation process took place between 11th November and the 16th December 2005. The comments were then collated and a consultation feedback event was held on the 16th February 2006.
- 2.2 This report summarises the outcomes from the consultation, sets out a proposed second draft Children's Centres and Extended Schools Strategy together with further information regarding a possible model of Service Delivery.
- 2.3 The proposed second draft document (attached as Appendix 1) is set out in three sections :
 - Section 1 – Consultation responses: reports on the consultation process and outcomes together with changes to the original proposals set out in the first draft strategy;
 - Section 2 – Strategy: Sets out the national context and the Government's drive for change in service delivery to improve outcomes for children and young people. The proposed strategy in

relation to Children's Centres and Extended Schools is then laid out.

- Section 3 – Service Delivery: This section is aimed at providing information on the structures to support the draft Strategy.

3.0 RELEVANCE TO PORTFOLIO MEMBER

The Portfolio Holder has responsibility for Children's Services issues.

4.0 TYPE OF DECISION

Non-key

5.0 DECISION MAKING ROUTE

Children's Services Portfolio Holder meeting 20th March 2006.
Cabinet – date to be arranged.

6.0 DECISION(S) REQUIRED

- 6.1 To note the outcomes from the first draft Children's Centres and Extended Schools strategy.
- 6.2 To approve the second draft Children's Centres and Extended Schools strategy for consultation.

Report of: Director of Children's Services

Subject: DRAFT CHILDREN'S CENTRES AND EXTENDED SCHOOLS STRATEGY

1. PURPOSE OF REPORT

- 1.1 To report on the outcomes of the consultation on the first draft Children's Centres and Extended Schools strategy.
- 1.2 To seek approval to undertake a second public consultation exercise on a second draft Children's Centres and Extended Schools strategy.

2. BACKGROUND

- 2.1 A report was submitted to the Portfolio Holder for Children's Services on 31st October 2005, setting out a draft strategy for Children's Centres and Extended Schools. With the approval of the Portfolio Holder, a public consultation process took place between 11th November and the 16th December 2005. The comments were then collated and a consultation feedback event was held on the 16th February 2006.

3. CONSULTATION PROCESS

- 3.1 The strategy was open to public consultation between the 11th November and 16th December 2005. More than 1200 copies of the draft strategy were sent to a wide range of partners including all Local Authority departments, schools, childcare providers, voluntary sector groups that work with children and families, health professionals and employment support agencies. In addition senior managers within Children's Services attended a range of meetings to discuss the draft strategy in more detail. These included:

- Headteacher meetings - Primary and Secondary;
- The Health and Social Care Strategy Group;
- The Childminder Network;
- Members seminar;
- Administration Group - Independent Councillors;
- North, Central and South Neighbourhood Forums;
- North, Central and South Sure Start local programme board meetings;
- North, Central and South Sure Start local programme team meetings;
- Sure Start local programme parent groups;
- The Childcare forum.

Three public consultation meetings were held in the North, Central and South of the town and were advertised in the local press to encourage attendance.

Officers visited 11 parent groups to circulate information and answer any questions or concerns. In addition parents were encouraged to reply to the consultation through their involvement in Sure Start Local Programmes.

- 3.2 The views and opinions of children and young people were encouraged. Officers worked with a group of 70 children aged between 4 and 14 years. The children were given an activity which asked them to express what services should be delivered by Children's Centres and Extended Schools and where and how they should be delivered. St Hild's Secondary School, Clavering Primary School and Kingsley Primary School also carried out individual consultations with children and young people and submitted their views for consideration.
- 3.3 All responses received from the first phase of consultation were reviewed and summarised as part of a feedback event that was held on February 16th 2006. Over 120 people (including children from one secondary and one primary school) attended the event which gave an overview of the consultation responses and an opportunity for people to work in small groups to tackle some of the issues that were raised.
- 3.4 The second draft of the strategy has been updated to include more up to date government guidance on the development of Children's Centres and Extended Schools together with responses to comments or concerns raised during the first wave of consultation.
- 3.5 It is proposed that this second draft strategy is open to public consultation between March 20th 2006 and 13th April 2006. An open forum questions and answers event has been arranged for the 3rd April 2006 at the Education Development Centre in order for individuals and organisations to speak to Senior Officers from the Children's Services Department and to raise any further issues or suggest improvements to the second draft.

4. OUTCOME OF CONSULTATION

4.1 Responses

- 4.1.1 The following is a general overview of the responses received on the first draft strategy:
 - 44 responses expressed a preference for option 1: Children's Centres and Extended Schools services delivered in seven clusters within three Neighbourhood Management areas (North, Central and

South). Services within each cluster would be supported by a co-ordinator. Services would be delivered at a local level;

- No responses indicated a preference for option 2: Sure Start Local Programmes would continue to deliver Children's Centre services and Extended Schools would operate independently. Services would be managed through individual schools and by organisations;
- 6 responses expressed a preference for option 3: Children's Centres and Extended Schools services would be delivered in areas North, Central and South. Services within each area would be supported by a manager. One manager would be responsible for working with all organisations across each area;
- 27 respondents did not indicate a preference for any of the options. Instead, these respondents raised a number of operational questions that the strategy did not address.

4.1.2 The key issues raised in response to the first round of consultation were:

- Governance/Accountability;
- Management/ Cluster Co-ordinator's role;
- Funding;
- Location of centres;
- How to build on good practice e.g. Sure Start local programmes;
- Not enough detail in the strategy;
- Future of integrated teams;
- Lack of consultation with parents;
- Change management;
- Role of volunteers.

5.0 STRATEGY

5.1 National Context

5.1.1 Every Child Matters: Change for Children programme is a shared national programme of system wide reform to ensure that children's services work better together and with parents and carers to help give children more opportunities and better support. It focuses on the five outcomes that children and young people identified as key to their wellbeing. This involves long term investment by central government bringing together more opportunities and services into single settings such as Children's Centres (from birth to five) and schools (to serve the whole community, as well as pupils, parents and carers).

5.1.2 A change in Government policy has meant that Sure Start local programmes are expected to change to Children's Centres in partnership with other providers and organisations. Sure Start local programmes were initially set up in disadvantaged areas to develop integrated services for children aged 0-4 years old and their families. The programmes were set up as a time limited initiative and

programmes were expected to mainstream activities that were shown to be effective. The introduction of Children's Centres has offered an opportunity for some of these services to be continued.

5.2 Proposed strategy

5.2.1 In response to Government guidelines and legislation the local authority needs to:

- Plan for and commission services that will deliver the five outcomes for children and young people. The five outcomes are:
 - Be Healthy;
 - Stay Safe;
 - Enjoy and Achieve;
 - Make a Positive Contribution;
 - Achieve Economic Well-being.
- Continue to develop Children's Centres within Hartlepool;
- Ensure that both Children's Centres and Extended Schools deliver the core offers set out by the Government.

5.2.2 In order to achieve this it is proposed to develop a model of service delivery for both Children's Centres and Extended Schools based upon five localities centrally managed and co-ordinated by the Children's Services department. The draft Children's Centres and Extended Schools strategy is moving towards the establishment of structures that will support the future commissioning of services. The aim of which is to facilitate the delivery of the core offer of services established by the government for Children's Centres and Extended Schools and support the five outcomes for children and young people.

5.2.3 The proposed strategy is designed to:

- Enable easy access to services for local communities;
- Support early intervention and prevention;
- Improve outcomes for all children and young people;
- Promote collaborative working;
- Utilise the available resources effectively therefore reducing duplication of services;
- Ensure the community have a say in the shaping of locally delivered services.

5.2.4 As previously stated the proposed strategy also supports the move towards commissioning of services particularly in localities. This would enable:

- Building capacity within communities;
- Engaging hard to reach families;
- Flexibility to respond to changing local needs;
- Offers longer term sustainability to voluntary and community sector.

5.3 Changes in the strategy from the consultation responses

5.3.1 The responses received in the first consultation were mainly seeking further clarification about the actual delivery of services.

5.3.2 There were a number of responses received in the first consultation expressing concern about the clusters. These responses particularly highlighted:

- The confusion about the word “clusters” – this word is used in many different ways across the town;
- Consultation responses showed overwhelming support for just one cluster in the South of the town and despite the large geographic area it was felt that this view should be supported in the amended strategy;
- Responses also suggested that it was not necessary to have three clusters in the central part of the town because of the relatively small size of two of the clusters (Central 1, Grange, Park and Elwick wards; Central 2, Stranton and Burn Valley wards) ;
- The consultation responses also indicated that the term “co-ordinator” was used differently in different settings. The proposed strategy has been amended to reflect these views.

5.3.3 In response to the consultation the proposed strategy has changed the “clusters” terminology to “localities” and reduced the number of localities from seven to five. It must be reinforced that although services will be developed and managed in the localities children and families may access services and activities where is most appropriate to their needs.

5.3.4 Detailed information outlining the service delivery is set out in Section 3 of the Appendix attached to this report.

5.3.5 Both the townwide and financial impact of the Children’s Centres and Extended Schools strategy will meet the criteria for a key decision and therefore the final strategy will need to be approved by Cabinet.

6. FINANCIAL IMPLICATIONS

6.1 No financial implications for the second draft to be approved for consultation.

6.2 The development of Children’s Centres and Extended Schools services, once the final strategy is approved, will be funded by Government grant funding.

7. RECOMMENDATIONS

7.1 To note the outcomes of the consultation on the first draft Children’s Centres and Extended Schools strategy.

- 7.2 To approve the second draft Children's Centres and Extended Schools strategy for consultation.

CHILDREN'S CENTRES AND EXTENDED SCHOOLS 2006 – 2010

SECTION 1 CONSULTATION RESPONSES

SECTION 2 STRATEGY

SECTION 3 SERVICE DELIVERY

SECTION 1 - Consultation

1.0 CONSULTATION ON THE FIRST DRAFT

- 1.1 The draft Children's Centres and Extended Schools strategy was open to public consultation between the 11th November and 16th December 2005. More than 1200 copies of the draft strategy were sent to a wide range of partners including all LA departments, schools, childcare providers, voluntary sector groups that work with children and families, health professionals and employment support agencies. In addition senior managers within Children's Services attended a range of meetings to discuss the draft strategy in more detail. These included:

- Headteacher meetings - Primary and Secondary;
- The Health and Social Care Strategy Group;
- The Childminder Network;
- Member's seminar;
- Administration group - Independent Councillors;
- North, Central and South Neighbourhood Forums;
- North, Central and South Sure Start local programme board meetings;
- North, Central and South Sure Start local programme team meetings;
- Sure Start local programme parent groups;
- The Childcare forum.

Three public consultation meetings were held in the North, Central and South of the town and were advertised in the local press to encourage attendance.

Officers visited 11 parent groups to circulate information and answer any questions or concerns. In addition parents were encouraged to reply to the consultation through their involvement in Sure Start Local Programmes.

- 1.2 The views and opinions of children and young people were encouraged. Officers worked with a group of 70 children aged between 4 and 14 years. The children were given an activity which asked them to express what services should be delivered by Children's Centres and Extended Schools and where and how they should be delivered. St Hild's Secondary School, Clavering Primary School and Kingsley Primary School also carried out individual consultations with children and young people and submitted their thoughts for consideration.
- 1.3 All responses received from the first phase of consultation were reviewed and summarised as part of a feedback event that was held on February 16th 2006. Over 120 people (including children from one secondary and one primary school) attended the event which gave an overview of the consultation responses and an opportunity for people to work in small groups to tackle some of the issues that were raised.
- 1.4 The second draft of the strategy has been updated to include more recent government guidance on the development of Children's Centres and Extended Schools. It also takes into account comments raised during the first wave of consultation. It is proposed that the second draft strategy is open to public consultation between March 21st 2006 and 13th April 2006. An open forum questions and answers event has been arranged for the 3rd April 2006 at the Education Development Centre to allow an opportunity for individuals and organisations to speak to Senior Officers from the Children's Services Department and to raise any further issues or suggest improvements to the second draft.
- 1.5 A third and final draft strategy will be updated to include any additional comments received before being taken to Cabinet for formal approval in June 2006.

2.0 OUTCOMES OF FIRST CONSULTATION

2.1 The following provides a general overview of the responses received to the first draft strategy:

- 44 responses expressed a preference for option 1 (Children's Centres and Extended Schools services delivered in seven clusters within three Neighbourhood Management areas (North, Central and South). Services within each cluster would be supported by a co-ordinator. Services would be delivered at a local level);
- 0 responses indicated a preference for option 2 (Sure Start Local Programmes would continue to deliver Children's Centre services and Extended Schools would operate independently. Services would be managed through individual schools and by organisations);
- 6 responses expressed a preference for option 3 (Children's Centres and Extended Schools services would be delivered in areas North, Central and South. Services within each area would be supported by a manager. One manager would be responsible for working with all organisations across each area);
- 27 respondents did not indicate a preference for any of the options. Instead, these respondents raised a number of operational questions that were not detailed in the strategy.

2.2 Written and oral responses included the following issues and questions and the amended strategy aims to address these:

Sure Start local programmes (SSLP)

- Two cluster co-ordinators in the South of the town would cause confusion as Sure Start local programme services already cover both areas;
- Who will decide on resource allocation? Shouldn't more resources be given to those who need it most?
- Where is the recognition for the community development work that has already taken place?
- What are the timescales for these changes?
- How much funding is available to develop further Children's Centres across the town?
- Who will decide which services are viable and which will cease?
- Concerns that SSLPs have empowered the community and this will be lost?
- Why would it be difficult for one person to manage the whole of the South area?
- Why do groups need to be set up when community involvement takes place on a regular basis and could be built upon?
- Concern that we will be losing experienced staff;
- How are we to maintain the level of service we provide at the moment on a significantly tapered budget?
- Future role of volunteers;
- Why the need to restructure instead of extending the good practice?
- Concerned that the proposed model does not build on existing provision;
- Do not disagree with 3 areas but are concerned that clusters within this will fragment services;
- Some reassurances that the model of integrated teams will still have a place in future delivery of services;
- What are the roles of the existing staff?
- Alternative model of governance involving area committees that links with school governing bodies;
- Local community must be able to influence decisions;
- Clarification of funding needed;

- Allocation of services/funding needs to be distributed according to need weighted towards disadvantaged areas.

Diocese of Newcastle and Hexham

- Do not consider that one single model of governance and management is appropriate – flexibility is needed;
- Correct way to safeguard the single model is that governors and the headteacher should lead and manage the provision of all services provided;
- Multi site situation – there is a need for a strong management group comprising of leaders from each setting;
- Concerned that Brus and St Hilda are too large in terms of child population to join as one cluster.

Childcare providers

- Need to safeguard valuable work done through volunteers and community groups;
- Clusters to meet the needs of different communities managed in a wider area would work;
- The preferred delivery of model is most advantageous to all those concerned in the development of services and seems to be the option that can best build on what already exists limits duplication and offers an opportunity to expand services in the community with good links to partners;
- Having different co-ordinators for the Owton/Rossmere/Fens/Greatham/Seaton areas does not seem to be a good idea;
- How will the strategy affect me as a childminder?

Primary Schools

- Firmly believe in the philosophy of the school being a multi service provider and being seen at the core of the community;
- Services need to be far more local than they are at present. Sure Start services are clearly not embedded into our school community. The school is committed to a cluster based model;
- There is a need for funding clarification;
- What will the role of the co-ordinator mean?
- At the moment progress is limited due to the lack of leadership. It is essential that one person has responsibility for co-ordinating the complete remit of the Children's Centre - this will ensure a fair and equal distribution of services and funding across the Children's Centre;
- It is essential to maintain flexibility in the way we approach this very new and different way of working;
- Schools should be able to make decisions about services they deliver;
- The preferred delivery model encompasses the whole concept of birth to grave, ensuring good health and well being, enjoyment and achievement, a positive contribution to the community, both micro and macro and economic well being for all;
- The preferred delivery model is the best option because there are rough transition processes between Sure Start local programmes and schools and a current lack of transparency resulting in duplication of services;
- Role of the co-ordinator must not be underestimated- this is a pivotal role and one which will determine the success of the strategy in each of the clusters. The role needs to be both strategic and operational and one which brings the many different partners together with a common purpose and shared vision;
- Fully support the preferred delivery model – concerns about who makes the final decision about delivery of services on school site.

Secondary Schools

- Possibility of a senior member of staff in school taking on an extended school role instead of cluster co-ordinator;
- More detailed timeline needed;
- Funding needs clarification;
- What is the role of the Governing Body particularly in relation to a voluntary aided school?
- Management role needs clarifying;
- Concern that this strategy would have significant implications for headteachers;
- Concerns that if clusters are based on geography alone will not be conducive to encouraging participation from schools own students;
- Dispute that this strategy may make effective use of existing resources;
- A need for clearer governance and management structures;
- Participation – need to build on existing structures particularly within schools where children and young people are supported;
- Partnership across the area of North Hartlepool has promoted a shared vision and collaborative model that should be used to trial extended school developments based around the cluster concept;
- A need for further detail on funding levels;
- Results of a survey of parents, pupils and staff highlighted the needs and wants of the local community which we consider is reflected in the cluster model.

Parents

- Some people are being penalised for the part of town they live, surely Sure Start services should be available to everyone;
- How will parents have a voice?
- What will happen to the Sure Start local programme boards?
- What about access to services for working parents?
- There is a need for more services e.g playgroup across the town;

Voluntary and Community Sector

- Many of the families we support struggle to cope with limited resources, whilst seeing other families often in the next street being able to access a number of diverse services and resources;
- Many of the families we work with value services they receive from us because we offer an individual approach;
- There is a need for a co-ordinated approach for services for families in Hartlepool;
- Thinking in terms of clusters allows for better planning and managing finances effectively to provide good value for money;
- Bringing together Children's Centres and Extended Schools services makes sense and ensures the needs of children are met with continuity;
- The co-ordinated cluster approach will allow service providers to reach a greater and wider diverse community;
- At the moment disadvantaged children who reside outside Sure Start programme areas are excluded from the services they need. The proposed system is much fairer.

Health

- Support single authority management across all areas. This means a single strategy which should ensure consistency and equity of provision, something that has not occurred with Sure Start local programmes;
- Need for more detail in relation to management and co-ordinators role;
- The strategy in attempting to be equitable runs risk of those needing it lead accessing it most;

- Need clarification on what is expected from health services in order to facilitate planning;
- Locality pattern emerging from strategy would mirror some of the geographical work that is going on in school nursing;
- One medical professional expressed concerns about extending the Sure Start local programme across the town.

Other responses

- The proposed clusters need to maximise the potential of recent investments on school sites and youth provision and that any duplication of services is minimised;
- Clusters are small enough to allow good community relationships yet large enough to have a consistent impact on service delivery;
- Cluster based model will provide foundation upon which future initiatives/social policy changes can be built.

Viewpoint 1000 – the public were asked if they felt it was good idea for services to be delivered on school sites. The following shows the percentages of people who agreed that it would be a good idea:

- Childcare 68.8%
- Parenting support 71%
- Family learning 73.1%
- Smoking cessation support 57.2%
- Neighbourhood art displays and art clubs 58.5%
- Sporting activities 83.7%

(66.7% response rate)

Children and Young People – Children and Young People were asked what they felt was important when accessing services. The priorities for the children and young people are highlighted below with the most important first:

6 years and under

- Someone to talk to;
- Money;
- Indoor and outdoor experiences.

7 – 9 years old

- Doctors;
- Money;
- Someone to talk to.

10 years and over

- Money;
- Community buildings;
- Modern buildings.

A number of schools also asked their pupils what services they would like developed on school sites and the following ideas were highlighted:

- Nurse present on site;
- Mother and Toddler group;
- Police present on site;
- Girls/teenagers support group;
- Drugs advice and support;
- Housing support;
- Play areas;
- Fire Brigade;

- Disabled facilities;
- More police and community wardens outside or inside the school on a night when school comes out;
- Health clinics e.g an asthma clinic;
- More social events;
- More things on an evening and they need to be advertised more.

2.3 In summary, the main issues raised were in relation to:

- Governance;
- Management;
- Funding;
- How will we build on good practice;
- Insufficient detail in the strategy;
- The future of integrated teams;
- Insufficient consultation with Sure Start parents;
- Change management;
- The role of volunteers.

These issues are addressed in Section 3 of this document – Service Delivery.

SECTION 2 - Strategy

1. National Context

- 1.1 Every Child Matters: Change for Children programme is a shared national programme of system wide reform to ensure that children's services work better together and with parents and carers to help give children more opportunities and better support. It focuses on the five outcomes that children and young people identified as key to their wellbeing. This involves long term investment by central government bringing together more opportunities and services into single settings such as Children's Centres (from birth to five) and schools (to serve the whole community, as well as pupils, parents and carers).
- 1.2 Bringing services together makes it easier for universal services like schools and Children's Centres to work with the specialist or targeted services that some children need so that problems are spotted early and handled effectively. Opening up schools to provide services also means that parents can access activities or childcare without worrying about children moving between school and other sites. This does not mean however, that teachers have to run these services or take on additional responsibilities. They can be provided by a community organisation or private sector provider.
- 1.3 A change in Government policy has meant that Sure Start local programmes are expected to change to Children's Centres in partnership with other providers and organisations. Sure Start local programmes were initially set up in disadvantaged areas to develop integrated services for children aged 0-4 years old and their families. The programmes were set up as a time limited initiative and programmes were expected to mainstream activities that were shown to be effective. The introduction of Children's Centres has offered an opportunity for some of these services to be continued. Senior managers within the Children's Services Department are working with colleagues from statutory and voluntary organisations to identify services that may be mainstreamed.
- 1.4 Central Government is encouraging local authorities to become the commissioner of services - Children's Centres: Practice Guidance states:
"Local authorities should start to see themselves less as a direct provider of services and more as facilitators of the market and commissioners of services. An element of contestability can help to improve both the quality of provision and ultimately outcomes for children and families."

2.0 Hartlepool Borough Council's Proposed Strategy

- 2.1 In response to Government guidelines and legislation the local authority needs to:
 - Plan for and commission services that will deliver the five outcomes for children and young people. The five outcomes are:
 - Be Healthy;
 - Stay Safe;
 - Enjoy and Achieve;
 - Make a Positive Contribution;
 - Achieve Economic Well-being.
 - Continue to develop Children's Centres within Hartlepool;
 - Ensure that both Children's Centres and Extended Schools deliver the core offers set out by the Government.
- 2.2 In order to achieve this it is proposed to develop a model of service delivery for both Children's Centres and Extended Schools based upon five localities centrally managed and co-ordinated by the Children's Services department. The draft Children's Centres and Extended Schools strategy is moving towards the establishment of structures that will support the future commissioning of services. The aim of which is to facilitate the delivery of

the core offer of services established by the government for Children's Centres and Extended Schools and support the five outcomes for children and young people.

- 2.3 The proposed strategy is designed to:
- Enable easy access to services for local communities;
 - Support early intervention and prevention;
 - Improve outcomes for all children and young people;
 - Promote collaborative working;
 - Utilise the available resources effectively therefore reducing duplication of services;
 - Ensure the community have a say in the shaping of locally delivered services.
- 2.4 As previously stated the proposed strategy also supports the move towards commissioning of services particularly in localities. This would enable:
- Building capacity within communities;
 - Engaging hard to reach families;
 - Flexibility to respond to changing local needs;
 - Offers longer term sustainability to voluntary and community sector.
- 2.5 Consultation with parents shows that the voluntary, community and private sector are seen to be more approachable and less bureaucratic than statutory organisations. Evaluation of the Children's Fund programme has shown that commissioning of voluntary sector services to support children and families has proved to be particularly successful in Hartlepool.

3.0 Changes in the strategy from the consultation responses

- 3.1 The responses received in the first consultation were mainly seeking further clarification about the actual delivery of services (see Section 1 paragraph 2.2). These issues are addressed in Section 3 – Service Delivery.
- 3.2 There were a number of responses received in the first consultation expressing concern about the clusters. These responses particularly highlighted:
- The confusion about the word "clusters" – this word is used in many different ways across the town;
 - Consultation responses showed overwhelming support for just one cluster in the South of the town and despite the large geographic area it was felt that this view should be supported in the amended strategy;
 - Responses also showed that it was not necessary to have three clusters in the central part of the town because of the relatively small size of two of the clusters (Central 1, Grange, Park and Elwick wards; Central 2, Stranton and Burn Valley wards) ;
 - The consultation responses also indicated that the term "co-ordinator" was used differently in different settings. The proposed strategy has been amended to reflect these views.
- 3.3 In response to the consultation the proposed strategy has changed the "clusters" terminology to "localities" and reduced the number of localities from seven to five – the following table outlines the localities. It must be reinforced that although services will be developed and managed in the localities children and families may access services and activities where is most appropriate to their needs.

Localities		Sites delivering services
NORTH 1	St Hilda	St Helen's Primary School
		St Bega's Primary School
		Kiddikins Neighbourhood Nursery
		Sure Start North (Ainderby Walk)
	Brus	St John Vianney Primary School

		West View Primary School
		Rainbow NHS Nursery
		St Hild's CE Secondary School
		Barnard Grove Primary School
	Hart	Clavering Primary School
		Hart Primary School
NORTH 2	Dyke House	Brougham Primary School
		Dyke House School
		Chatham House Neighbourhood Nursery
	Throston	Jesmond Road Primary School
		Throston Primary School
		Sacred Heart Primary School
		Springwell School
CENTRAL 1	Grange	Lynnfield Primary School
		Playmates Neighbourhood Nursery
		Lowthain Road – Sure Start Central
		Eldon Grove
	Park	High Tunstall Secondary School
		West Park
	Elwick	Elwick Hall CE Primary School
	Stranton	Stranton Primary School
		Ward Jackson Primary School
		St Joseph's Primary School
CENTRAL 2	Foggy Furze	St Cuthbert's Primary School
		St Aidan's Primary School
	Rift House	Rift House Primary School
		Kingsley Primary School
		Masefield Road Neighbourhood Nursery (NDNA)
		English Martyrs RC School
		Catcote School
		Brierton Secondary School
		A2L
SOUTH 1	Rossmere	Rossmere Primary School
		St Teresa's Primary School
		Sure Start Rossmere Way
		Golden Flatts Primary School
	Seaton	Seaton Carew Nursery
		Holy Trinity CE Primary School
	Owton	Owton Manor Primary School
		Manor College
		Grange Primary School
	Fens	Fens Primary School
	Greatham	Greatham CE Primary School

English Martyrs, Catcote and Springwell would still contribute to and access services within the locality whilst acknowledging their town wide roles.

- 3.4 The localities will be supported by an Integration Support Manager whose main role will be to promote collaboration between all organisations across the locality.
- 3.5 Rural areas are included in the localities however it is acknowledged that these communities have specific needs that need to be addressed through Children's Centres and Extended Schools.

4.0 Governance

- 4.1 The strategy is not intending to impose a single model of governance upon the localities. It is based upon schools, Children's Centres, partners and other organisations collaborating with each other to support the local community.

5.0 Managing change

- 5.1 Clearly this approach to the delivery of locality based services is a significant challenge for all providers. It is intended to use an existing change management model that is currently being used to develop extended services as the vehicle for delivering change. Clear communication is key to the success of this strategy as well as sensitivity to the impact of change upon individuals and their teams.

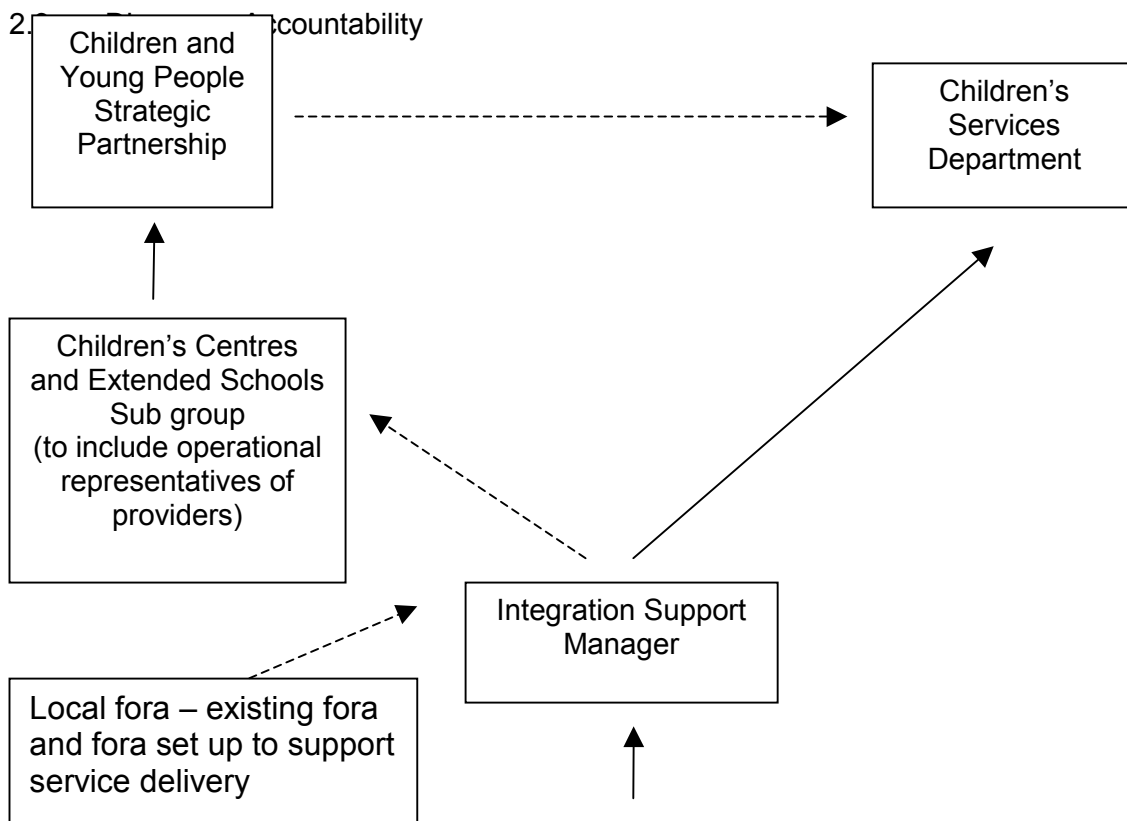
SECTION 3 – Service Delivery

1.0 Management

- 1.1 This strategy proposes a co-ordinated approach to management. This would mean that there will be co-located teams working together to support the future development of integrated services across the localities. This model enables management, training and staffing, that is synchronised for harmonious service delivery. However, it remains professionally distinct with support and supervision provided through the appropriate partner organisation. It would be the role of the Integration Support Manager to co-ordinate this process on the ground. This model is most appropriate at this time, because there are many partners involved from a broad range of sectors, with different lines of management.
- 1.2 The benefits of this model include:
- Clear lines of management, monitoring and evaluation;
 - Maintains autonomy for partner organisations whilst providing co-ordination of the services by the Children's Services department;
 - Supports professional accountability.
- 1.3 The Children's Services Department will employ Integration Support Managers to ensure the co-ordination of effective service delivery across each locality. A draft job description for the role of Integration Support Manager is attached as an appendix (see appendix B). These posts may be filled by the redeployment of existing staff.
- 1.4 Schools can continue to focus on raising standards and achievement whilst delivering extended services and activities. Most tasks and activities will be undertaken by staff other than teachers which will enable schools to meet the requirements of the workforce reform agenda. The Integration Support Manager will provide the support to schools to ensure the core offer for Children's Centres and Extended Schools is being delivered across the locality thus ensuring that teachers are able to focus upon teaching and learning. At the same time the administrative burden on Headteachers will be kept to a minimum.
- 1.5 The area and locality model would also provide the infrastructure for the delivery of a wider range of integrated services for local communities, in the future. It also enables a strong emphasis on prevention through services being delivered locally. It will provide the opportunity for the expansion of local networks, which will in turn support the development of the Common Assessment Framework (CAF). The CAF provides an easy to use assessment that is common across agencies. It will help embed a shared language; support better understanding and communications amongst practitioners; facilitate early intervention; speed up service delivery and reduce the number of assessments that historically some children and young people have undergone.

2.0 Governance

- 2.1 This strategy is not intending to impose a single governance system within each locality. However the overall governance and management of the areas and localities will lie with the Children's Services Department and the Children and Young People's Strategic Partnership (CYPSP).
- 2.2 It is the responsibility of the Local Authority to ensure all children and families in Hartlepool have access to an appropriate level of support through Children's Centres and Extended Schools.



Statutory and voluntary
sector partners delivering
services
Children's Centres
Extended Schools

- 2.4 All core services will be commissioned by the Children's Services Department and ultimately the Children's Trust. Detailed Service Level Agreements will be put in place between the Children's Services Department and partners to ensure delivery of these core services. The commissioning of these services will follow the appropriate democratic processes of the Borough Council and will link to the formal decision making processes in other statutory organisations.
- 2.5 The Sure Start Partnership(formerly EYDCP) in response to the changing national and local agenda and a new body will be established as a sub group of the Children and Young People's Strategic Partnership. The main role for this group will be to monitor the delivery of Children's Centres, Extended Schools and Ten Year Childcare Strategy.
- 2.6 The Sure Start local programme boards and Children's Centre working groups will also be dissolved, as the focus for providers and the local community is now to deliver Children's Centres and Extended Schools.
- 2.7 Each Integration Support Manager will work within their locality to develop and support appropriate governance arrangements. It will be the responsibility of the Integration Support Manager to set up local forums to give all families and members of the community an opportunity to shape services. These forums will not be legally constituted groups, but informal groups thus allowing flexibility and the widest membership.
- 2.8 Many other groups and forums already exist and it will be the role of the Integration Support Manager to work with these so the community's voice can be heard and acted upon. These forums will take the form of formal and informal meetings. The Integration Support Managers will hold a small budget and work with the local community to identify need and assign funding accordingly.
- 2.9 The Neighbourhood Action Plans where they currently exist, will support the detailed local planning of service delivery.
- 2.10 The Role of School Governing Bodies – Governors are critical in the development of extended services as they have ultimate responsibility for deciding whether the school should offer additional activities and services and what form these should take. Section 27 of the Education Act 2002 give governing bodies of all maintained schools the power to provide or facilitate services that
"further any charitable purpose for the benefit of pupils at the school, their families or people who live and work in the locality in which the school is situated."

It is important that the governing body have a clear strategic oversight of the school's extended services offer and how it relates to the core teaching and learning function of the school. The Integration Support Manager will report to governing bodies from time to time as required.

3.0 Funding

- 3.1 The Local Authority receives Children's Centre funding. Sure Start Local Programmes currently receive a direct grant. However, from April 2006 Sure Start Local Programme and Children's Centre funding will begin to change. Sure Start Local Programme grant will begin to taper and will be replaced by Children's Centre funding in the medium term at a significantly reduced level.

The Local Authority receives grant funding to support the development of Extended Schools and this is anticipated to continue until March 2008. From April 2006 all schools will received an additional direct grant.

- 3.2 From April 2006 all local authority funding will be directed to a single pot under a new Local Area Agreement. This means that many grants will no longer be ring fenced. However, Children's Centre and Extended School services remain a council priority.
- 3.3 Central Government Funding for 2006 – 2008 for Children's Centre and Extended Schools can be seen in the table below:

Funding Description:	Amount 2006 - 2007	Amount 2007 – 2008	Comment
General SureStart Grant (Revenue)	£1,397,050 (includes CC revenue as below)	£1,405,230 (includes CC revenue as below)	To deliver 10 year childcare strategy
General SureStart Grant (Capital)	£801,135 (includes CC capital as below)	£752,639 (includes CC capital as below)	To support the delivery of the expanded free offer for 3 and 4 year olds
Standards Fund 15 (Revenue)	£212,098	£212,098	To support the development of Extended Schools core offer
Children's Centres – formerly Sure Start local programmes	£2,217,862	£1,812,164	To deliver Children's Centres core offer
Children's Centres (Indicative Capital)	£718,190 (OVER 2 YEARS)	£718,190 (OVER 2 YEARS)	To build 2 new Children's Centres
Children's Centres (Revenue)	£555,112	£555,112	To provide revenue funding for 7 Centres in conjunction with SSLP funding
Funding distributed directly to schools	£100 million	£100 million	(nationally) direct to schools

- 3.4 Much of the allocation and distribution of this funding is yet to be determined beyond March 2007.

4.0 Equality, diversity and equity of service

- 4.1 Children's Centres and Extended Schools will provide a range of services depending on local need and choice. Services will be in line with the 'Sure Start Children's Centres: Practice Guidance' and the 'Extended Schools Prospectus'. Ultimately, the Government's aim is for a network of centres and schools across the country offering services such as information, advice and support to parents/ carers, early years provision and childcare, health services, family support, parental outreach and employment advice. Services offered will not be the same everywhere because needs and communities vary greatly but the greatest amount of resources will go to those families that need it most.
- 4.2 Furthermore, it is important to acknowledge that all children and families should be able to access services wherever they live and whatever their circumstances. Consultation on the first draft of this strategy and the Children and People's Plan has highlighted that transport is a serious concern for children and families. The proposed strategy will ensure community based services across the whole town with localities engaging a range of partners on multiple sites. This will increase opportunities for children and families to access services in their own community and help reduce their reliance on public or personal transport.

- 4.3 We must acknowledge that not all children and families will access Children's Centre and Extended School activities on identified sites. More needs to be done to reach the most vulnerable groups including teenage parents, disabled children and those from minority ethnic backgrounds. Research has shown that these groups are least likely to access mainstream services due to their social isolation or their perception of services as stigmatising. Outreach work will need to be increased and the role of the voluntary sector is seen as crucial in making contact with the hard to reach families. The voluntary sector offers an excellent opportunity to offer mainstream services in a non-stigmatised way. In addition parents who have had positive experiences of Children's Centres and Extended Schools will act as champions in delivering the message to families that have previously not accessed services.
- 4.4 Role of volunteers – Volunteers will continue to be supported within the remit of the Children's Centres Practice Guidance which states:
"We know from UK and international evidence that well qualified and trained staff make the biggest difference to the effectiveness of services for both parents and children. In the past, services for families have relied heavily on volunteers, partly as a way of involving parents and encouraging them to think about returning to work. Volunteers will continue to play an important role in children's centres, but this guidance is clear in its expectation that centres should be working towards all staff being trained to at least Level 2."

5.0 Disadvantage and Super Output Areas

- 5.1 There are many ways that we can define disadvantage however it is generally recognised that The Index of Multiple Deprivation (IMD) 2004 is the most accurate method for analysing specific characteristics.
- 5.2 An SOA (Super Output Area) is the measure of multiple deprivation. The IMD has been calculated using the new Lower Layer Super Output Areas (SOA) allowing more detailed information on levels of deprivation in smaller areas. SOAs are based on Census Output Areas and there are 32,842 SOAs in England. SOAs are ranked – 1 being the most deprived and 32,842 being the least.
- 5.3 The IMD uses 37 indicators which are grouped into domains which represent different areas of deprivation. The domains are: Income Deprivation Affecting Children, Income Deprivation Affecting Older People, Income Deprivation, Employment Deprivation, Health Deprivation and Disability, Education Skills and Training Deprivation, Barriers to Housing and Services, Living Environment Deprivation and Crime.
- 5.4 IMD and SOA data has been used extensively to develop the draft Children's Centre and Extended Schools Strategy. It is worth noting that Hartlepool has 58 SOAs of which 55.2% (32) of SOAs fall within the most deprived 20% in England; 30.7% (23) fall within the most deprived 10%; only 1.7% (1 SOA) is within the least deprived 20%; none fall within the least deprived 10%; Hartlepool has an average rank of 18 out of 354 districts in England.
- 5.5 This data would be used to assist in determining where services may need to be focussed on the ground.
- 5.6 It should also be noted that no matter where children and families live, they deserve appropriate services to meet their own particular needs.

6.0 Sustainability

- 6.1 It is the responsibility of the local authority to ensure that services are sustainable. The Business Support Officer within the Children's Services department will support settings and the Integration Support Managers in developing sustainable services. It is important to develop sustainable services that are based on local needs. Sustainability goes beyond funding. It includes building capacity at a local level. Sustainable services will require a

business plan with a coherent funding strategy which clearly sets out individual areas of responsibility. It will be the Integration Support Managers role to develop a business plan in conjunction with all relevant organisations within the local community.

- 6.2 Some activities e.g. childcare will incur a charge. Support will be given to individual providers to put charging policies into place. A proactive approach to funding will be taken and will be a key part of the Integration Support Manager's role.

7.0 Monitoring and Evaluation

- 7.1 There is no existing model for quality assuring Children's Centres and Extended Schools. There are a number of quality assurance schemes being used by individual partners therefore it is intended that a local framework based on the five outcomes will be developed to ensure consistent quality services are delivered and monitored.
- 7.2 A key part of the process of continuous quality improvement is monitoring and evaluation. The National Sure Start Unit will collect monitoring information for Children's Centres and Extended Schools from local authorities based on government targets. In addition local authorities are expected to develop their own performance indicators to ensure services are effective and represent value for money and that the services offered reach all those who need them. In light of this a performance management task group will be set up to identify monitoring requirements for Children's Centres and Extended Schools.
- 7.3 The Integration Support Managers will ensure the monitoring and evaluation processes within Service Level Agreements are rigorous. This information will be fed to Senior Managers within Children's Services. Reports will be presented to the Children Service's Portfolio Holder, Hartlepool Borough Council Cabinet, the Children and Young People's Strategic Partnership and Hartlepool Partnership as appropriate.

8.0 Taking the proposals forward

- 8.1 A Project Plan will be attached to the final strategy.

APPENDIX A

Data sources

A significant amount of data from a wide range of sources has been used to influence and shape the development of drafts one and two of the strategy. Some of this data is generic and has come from respectable sources; some of the data has been commissioned on our behalf in order to influence the strategic planning of Children's Centres and Extended Schools. The following table indicates those data sets and sources:

Data set	Data Source
Index of Multiple Deprivation 2004	Office for the Deputy Prime Minister
Super Output Areas – lower and middle layers	Tees Valley Joint Strategy Unit, Office for the Deputy Prime Minister
Area Snapshots 2005 for Hartlepool, individual wards and Sure Start local programmes	Tees Valley Joint Strategy Unit
Resident population estimates mid 2003 – breakdown by individual ages	Hartlepool Borough Council, Office for National Statistics
Population and Household Projections for Hartlepool 2000 - 2016	Hartlepool Borough Council, Tees Valley Joint Strategy Unit
Unemployment in the Tees Valley - 2005	Tees Valley Joint Strategy Unit, Department for Work and Pensions
Registered and Unregistered Childcare in Hartlepool - 2006	Hartlepool Children's Information Service, Ofsted
Adult poverty, child poverty, economic activity, crime rates – various dates	Tees Valley Joint Strategy Unit
Child Poverty Index 2004	Office for the Deputy Prime Minister
Housing developments 2005 - 2012	Hartlepool Borough Council, New Deal for Communities (Hartlepool Revival)
Housing tenure 2005	Tees Valley Joint Strategy Unit
General health	Tees Valley Joint Strategy Unit
Teenage pregnancy 2005	Hartlepool Primary Care Trust
Health visitor caseloads 2005	Hartlepool Primary Care Trust
Midwives caseloads 2005	North Tees and Hartlepool NHS Trust
Live births 2005	Tees Valley Joint Strategy Unit
SATS results – Key Stage 1-4	Hartlepool Borough Council
Cause for concern, Child protection, Child in Need referrals 2005	Hartlepool Borough Council
Young People Offending 2005	Hartlepool Borough Council
Addictive behaviour 2005	Hartlepool Borough Council
Neighbourhood Action Plans	Hartlepool Borough Council
Natural Communities	John Driver, Hartlepool Primary Care Trust
School capacity, current and projected pupil numbers 2006	Hartlepool Borough Council
National Evaluation of Sure Start (NESS)	Institute for the Study of Children, Family and Social Issues, Birkbeck College, London

APPENDIX B

Draft job description – Integration Support Manager



HARTLEPOOL
BOROUGH COUNCIL

CHILDREN'S SERVICES DEPARTMENT

JOB TITLE: INTEGRATION SUPPORT MANAGER
(Children's Centres and Extended Schools)

DIVISION:

GRADE:

RESPONSIBLE TO: SENIOR MANAGER,
CHILDREN'S SERVICES DEPARTMENT

REFERENCE NO:

Key Skills Needed:

- Ability to work in partnership with others
- Ability to engage communities

Purpose of Post:

- To develop and co-ordinate Children's Centres and Extended Schools services.

Job Duties:

- Consult with all relevant parties in the local community – set up forums where appropriate;
- Set up process to ensure participation of children, young people and families;
- Audit existing services within the local community identifying needs and gaps;
- Support the development, in response to consultation, a delivery/business plan for Children's Centres and Extended Schools – ensuring integrated core offer is being delivered;
- Liaise with all relevant organisations necessary for service delivery;
- Support the implementation of agreed delivery / business plan;
- Co-ordinating the Children's Centres and Extended Schools provision on a daily basis – ensuring co-located services;
- Facilitate a multi disciplinary approach encouraging staff to work together– meetings to share information/joint training;
- Manage a small budget in line with delivery plan;
- Monitor, review and evaluate the effectiveness of the Children's Centres and Extended Schools programme;
- Liaising and reporting to headteachers, governing bodies and other management structures;

- Ensure professional development / day to day supervision is in place;
- Facilitate the sharing of good practice;
- Manage complaints procedure;
- Research opportunities for additional funding to support the implementation and development of Children's Centres and Extended Schools;
- Manage personnel as post requires e.g admin support, volunteers.

Changes:

The work of all Local Government Departments change and develop continuously which in turn requires staff to adapt and adjust. The functions/responsibilities above should not therefore be regarded as immutable but may change commensurate with the grading of the post. Any such changes will naturally be subject of discussion and consultation.

APPENDIX C – KEY TERMS AND INTEGRATED CORE OFFER

Key Terms:

Children's Centres serve children aged 0 – 5 years old and their families. In the 30% most disadvantaged areas the following needs to be provided

- Early years provision (integrated education and care);
- A childminder's network;
- Parenting education and family support services;
- Education, training and employment services;
- Health services; and
- Access to wider services.

In the remaining areas Children's Centres will have a role in ensuring the co-ordination of integrated services to ensure that those families with additional needs receive the appropriate support. These services will often be provided by outreach services within the Local Authority framework for children's services. The minimum level of services provided in these centres includes:

- Information on childcare and early years provision ;
- Information and support to access wider services;
- Information and advice to parents;
- Support to childminders;
- Drop in sessions or early years provision;
- Links to Jobcentre Plus and health services.

Extended Schools provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community. The core offer set out in the Extended School Prospectus is as follows:

- High quality wraparound childcare provided on the school site or through other local providers, with supervised transfer arrangements where appropriate, available 8am — 6pm all year round.
- A varied menu of activities to be on offer, including homework clubs and study support, sport, music tuition, dance and drama, arts and crafts, special interest clubs such as chess and volunteering, business and enterprise activities.
- Parenting support including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents.
- Swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Some may be delivered on school sites.
- Providing wider community access to ICT, sports and arts facilities including adult learning.

Children and Young People's Plan (CYPP) is a single, strategic, overarching plan for all services affecting children and young people. All local authorities need to produce a plan by April 2006.

Children and Young People's Strategic Partnership (CYPSP) is a forum through which consideration is given to the way in which children and young people's services could be developed and improved, and to make recommendations to the Executive Board.

The Children's Centres and Extended Schools Vision.

Be Healthy

Stay Safe

Enjoy & Achieve

Make a Positive Contribution

Achieve economic well being

Activities & Services

- PHSE curriculum
- Parenting and family support
- Modelling good parenting practice
- Child Concern model
- Childcare Provision

- Core educational activity.
- Breakfast & After School Clubs
- Integrated care and education
- Community Sports & Arts
- After school activities
- Family Learning
- Youth Clubs

- Parenting support
- Affordable childcare
- Citizenship activities
- Community cohesion
- Community Service activities
- Family learning

Activities & Services

- Maternity services
- Child Health promotion programme
- Promoting healthy lifestyles
- Childminder Drop-in
- Speech and language development
- CAMHS activity
- Healthy Schools
- Peripatetic practitioners:
 - Health
 - Social Care
 - Family Support
- Smoking cessation
- Avoidance of drug & alcohol misuse

Get & give support- Information and advice

Interact

Each child and young person

Parents

Carers

Community

- Affordable childcare
- Teenage Pregnancy support
- Preparation for working life
- Adult education
- Employment support

CHILDREN'S SERVICES PORTFOLIO

Report To Portfolio Holder

20 March 2006



Report of: Interim Assistant Director – Safeguarding & Specialist Services

Subject: WORKFORCE DEVELOPMENT STRATEGY – PROVISION FOR SHORT TERM PROJECTS

SUMMARY

1.0 PURPOSE OF REPORT

To seek approval for three key projects to be undertaken between April & July 2006, which will take forward work in relation to the local Children's Workforce Strategy as required by Every Child Matters.

2.0 SUMMARY OF CONTENTS

The creation of the Children's Services Department has resulted in the need to review social care training. Every Child Matters requires that all Children's Services Authorities should develop local Workforce Development Strategy, which should be referenced in the Children & Young People's Plan.

3.0 RELEVANCE TO PORTFOLIO MEMBER

The Department is proposing to engage specialist consultants, on a short term basis, to deliver the projects which will ensure robust training arrangements for social care staff and a comprehensive, sustainable, profile of the Children's Services Department's workforce.

4.0 TYPE OF DECISION

Non-Key.

5.0 DECISION MAKING ROUTE

Children's Services Portfolio 20th March 2006.

6.0 DECISION(S) REQUIRED

To approve three projects as part of the Children's Workforce Strategy.

Report of: Interim Assistant Director
Safeguarding & Specialist Services

Subject: WORKFORCE DEVELOPMENT STRATEGY –
CONSULTANCY PROJECTS

1. PURPOSE OF REPORT

- 1.1 To seek approval for three key projects to take forward work in relation to the local Children's Workforce Strategy as required by Every Child Matters.

2. BACKGROUND

- 2.1 Hartlepool's Children's Services Department was created on 1 August 2005 and brought together staff from three former departments, Social Services, Education and Community Services. The disaggregating of the Social Services Department between Children's Services and Adult & Community Services meant that some functions were compromised by a lack of economies of scale. One such area was the previous Social Services Training Team.
- 2.2 Much of social care training is underpinned by specific central government grants. These grants cover social work qualifying training, post qualifying training and national vocational qualifications for both staff directly employed by the Council as well as staff employed in the independent sector. Due to the much larger numbers of service users and care staff in adult social services, it was inevitable that the bulk of the staffing and grant funding would go to Adult & Community Services rather than Children's Services, however equitable the split. Consequently, Children's Services received a Training Manager post and two part-time Training Officers - one delivering post qualifying training and the other providing NVQ training. The Training Manager post was vacant and a decision was taken not to fill the vacancy until there was clearer linkage between the social care training needs and those of the wider Children's Services.
- 2.3 By December 2005, it became clear that attention would need to be given to the production of a social care training plan for 2006/07 and the development of a wider workforce strategy. Initially, specialist consultants with detailed knowledge of social care training and associated funding streams were approached with a view to undertaking a "Review of Training Functions" for the Safeguarding & Specialist Services Division.

3. Proposed Projects

3.1 The two inter-related projects are to: -

- Map the extent of current training and performance against national and local targets in relation to children's social care services. Make recommendations for the future structure and staff roles in delivering and supporting this activity, including consideration of the option of integrating the infrastructure for social care and delivery of non-schools aspects of education training functions;
- Produce for 2006/07 a Training Plan for children's social care to reflect national requirements, local service developments and the results of mapping work on current performance.

3.2 The key outcomes required from these projects will be to ensure: -

- Effective mechanisms for delivery of training functions in supporting compliance with National Minimum Standards and National Occupational Standards;
- Formalise and consolidate arrangements for the successful delivery of national requirements and local targets for NVQ;
- Formalise and consolidate arrangements for the successful delivery of national requirements and local targets for PQ and CPD for qualified social work staff;
- Development of a coherent management training and development strategy.

3.3 The results and recommendation from the projects will contribute to the preparation of the Joint Area Review (JAR) self assessment and the Workforce Development Strategy to be included in the Children & Young People's Plan.

4. External Consultants

4.1 External Consultants were approached because of specialist and proven ability to deliver workforce development plans and their extensive knowledge of social care training, this experience not being currently available in-house. The essential knowledge requirements were identified as: -

- Workforce Development & Training Strategies
- Training Funding Schemes
- Work of the "Skills for Care" organisation (formerly TOPSS)
- NVQ & National Minimum Standards
- PQ & Continuing Professional Development (CPD).

5. Additional Project

- 5.1 During the discussions around these projects outlined in 3.1, the need to have a more formalised approach to the development of a Children's Services Workforce Development Strategy emerged. An executive management group comprising the three Assistant Director's of Children's Services the Senior Adviser – Workforce Development and the Senior Human Resources Officer was established, to take forward the development of an appropriate strategy for Hartlepool and eventually including key partners.
- 5.2 An additional project was therefore discussed and agreed with the consultants consisting of: -
- Designing and completing a comprehensive mapping exercise to provide individual and aggregated baseline information about the profile of the current children's services workforce including (jobs held, location, gender, age ethnicity, qualifications held or being obtained, essential internal training completed or required);
 - Establishing information and record systems that can be continually up-dated and interrogated to provide up to date information to facilitate projections of future workforce development and training needs;
 - Training appropriate staff to sustain the system after the end of the projects.
- 5.3 This will provide a framework and systems to support workforce planning which could be shared with partners and sustained within Children's Services. The system and database would also be compatible with any system procured centrally by the Council's Human Resources Division. The risk of not completing these projects is that the council fails to deliver on requirements arising from the Every Child Matters agenda.

6. CONTRACT PROCEDURE RULES

- 6.1 The Council's Procurement Procedures apply together with the Council's Contract Procedural Rules. Advice was sought in respect of these proposed consultancy projects and the Officers' Guide to Procurement was followed.
- 6.2 Within the Council's Constitution – Contract Procedure Rules – Part A allows for exceptions to normal contract procedural rules. Part A Section 1 (ii) states: -
- “ With the exception of (vii) below, these rules do not apply to contracts with professional persons for the execution of works or the provision of services in which the professional knowledge and personal skill of these persons is of the primary importance or where the contract is for the provision of caring services to children or vulnerable persons”.

- 6.3 Extensive professional knowledge is required to deliver these projects and it is considered that the above paragraph applies to these contracts.

7 FINANCIAL IMPLICATIONS

- 7.1 Terms of the proposed contracts are contained in the confidential appendix to this report (**Appendix 1**).

8. RECOMMENDATIONS

- 8.1 That the projects outlined in 3.1 and 5.2 be approved and carried out by external consultants between April and July 2006.