

CHILDREN'S SERVICES PORTFOLIO

DECISION SCHEDULE



Wednesday, 29 July 2009

at 10.00 am

in Committee Room A, Civic Centre, Hartlepool

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

1. KEY DECISIONS

- 1.1 Proposal To Designate Springwell School To Admit Pupils With Behavioural, Emotional And Social Difficulties (BESD) – *Director of Children's Services*
- 1.2 Children's Fund Services – *Director of Children's Services*

2. OTHER ITEMS REQUIRING DECISION

- 2.1 Children's Services Department Plans – Departmental And Divisional Plans 2009/10 – *Director of Children's Services*
- 2.2 General Sure Start Grant Capital – Early Years Capital – *Director of Children's Services*
- 2.3 To Approve Change Of Name Of Dyke House School And Variation To Instrument Of Government – *Director of Children's Services*
- 2.4 To Note And Reaffirm A Correction To The Change Of Name Of Elwick Hall CE Voluntary Aided Primary School And Instrument Of Government For The Federated Governing Body Of Elwick Hall CE Voluntary Aided Primary School And Hart Primary School – *Director of Children's Services*
- 2.5 Approval Of Revised Instrument Of Government For St Hild's Church Of England Voluntary Aided Secondary School – *Director of Children's Services*
- 2.6 Appointment Of Local Authority Representatives To Serve On School Governing Bodies – *Director of Children's Services*
- 2.7 Relocation Of Kiddikins Childcare – *Director of Children's Services*
- 2.8 Hartlepool Youth Service Operational Plan 2009/10 – *Director of Children's Services*
- 2.9 Direct Payments – *Director of Children's Services*
- 2.10 School Term And Holiday Dates: School Year 2010/2011 – *Director of Children's Services*

3. ITEMS FOR INFORMATION

- 3.1 Children's Services Departmental Plan Quarter 4 Progress Report – *Director of Children's Services*
- 3.2 Outreach Package For Children's Centres – Director of Children's Services
- 3.3 Outcome Of Building Schools For The Future (BSF) Information And Communications Technology (ICT) Invitation To Participate In Dialogue (IPD) Stage 1 Evaluations- *Director of Children's Services*
- 3.4 Prevention Services – *Director of Children's Services*
- 3.5 Outcome Of Building Schools For The Future (BSF) Design & Build Preliminary Invitation To Tender (PITT) Evaluations – *Director of Children's Services*

4. REPORTS FROM OVERVIEW OF SCRUTINY FORUMS

No items.

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder
29 July 2009



Report of: Director of Children's Services

Subject: PROPOSAL TO DESIGNATE SPRINGWELL SCHOOL TO ADMIT PUPILS WITH BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES (BESD)

SUMMARY

1. PURPOSE OF REPORT

The purpose of this report is to inform the Portfolio Holder of the outcomes of the publication of the statutory notice to designate Springwell School to admit up to 8 pupils in the age range 6 -11 years with special educational needs relating to behavioural, emotional and social difficulties.

2. SUMMARY OF CONTENTS

The report provides a summary of the earlier consultation around the proposal. It gives information about the publication of statutory notices and includes information about the context of the notice. The report identifies the next steps which must be taken and the decision making process required.

3. RELEVANCE TO PORTFOLIO MEMBER

The Portfolio Holder is responsible for matters relating to children.

4. TYPE OF DECISION

Key decision, test 2 applies.

5. DECISION MAKING ROUTE

Children's Services Portfolio meeting on 29 July 2009.

6. DECISION(S) REQUIRED

The Portfolio Holder is asked to:

- Note the outcomes of the statutory notice period relating to the proposal to designate Springwell School to admit pupils with BESD.
- Approve the proposal that Springwell Community School is designated to additionally admit up to 8 pupils in the age range 6 – 11 years who have statements of special educational needs for learning difficulties associated with behavioural, emotional and social difficulties, with effect from 1st September 2009.

Report of: Director of Children's Services

Subject: PROPOSAL TO DESIGNATE SPRINGWELL SCHOOL TO ADMIT PUPILS WITH BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES (BESD)

1. PURPOSE OF REPORT

The purpose of this report is to inform the Portfolio Holder of the outcomes of the publication of the statutory notice to designate Springwell School to admit up to 8 pupils in the age range 6 -11 years with special educational needs relating to behavioural, emotional and social difficulties (BESD).

2. BACKGROUND

The Director of Children's Services presented a report to the Portfolio Holder for Children's Services on 13th November 2008 giving background about the school's transformation programme and the priority given to the needs of pupils with special educational needs within this. It noted in particular how the needs of pupils with behavioural, emotional and social difficulties have been met in the past, how they are currently met and the changing role of Springwell School in relation to these pupils. The Portfolio Holder agreed on 13th November 2008 that a proposal to designate Springwell School to admit up to 8 pupils in the age range 6 – 11 years with special educational needs relating to behavioural, emotional and social difficulties should go out to consultation.

The Director of Children's Services presented a further report to the Portfolio Holder for Children's Services on 23rd March 2009. This report provided information about the consultation process which had taken place between 5th January 2009 and 2nd February 2009 and was undertaken by means of written consultation documents and meetings. The report gave information about the meetings, the views expressed at the meetings and summarised written responses that had been received. It noted that the responses to the consultation, both meetings and written responses, were positive with no responses against the proposal that Springwell School should be designated to admit pupils with BESD. No alternative options were proposed about which further consultation should take place. The Portfolio Holder agreed on 23rd March 2009 to the publication of a public notice for a statutory period of 6 weeks for any formal objections to be received in relation to the designation of Springwell School to admit up to 8 pupils in the age range 6-11 years with statements of special educational needs for BESD from 1st September 2009.

3. STATUTORY NOTICE PERIOD

The statutory notice is attached as **Appendix 1**. The key issues covered in the notice are:

- Springwell School is currently designated as a primary school for pupils with moderate, severe and complex learning difficulties.
- The Council is proposing to designate the school to additionally admit up to 8 pupils in the age range 6 – 11 years who have statements of special educational needs for learning difficulties associated with behavioural, emotional and social difficulties (BESD).

The statutory notice was posted on 20th April 2009 at 7 locations around the perimeter of Springwell School. The public notice was also published in the Hartlepool Mail. The publication date of the notice was 20th April 2009. The final date for receipt of representations was 1st June 2009.

4. RESPONSES TO THE STATUTORY NOTICE

During the 6 week notice period, no responses were received.

5. NEXT STEPS

Having published its statutory proposal on 20th April 2009 and having considered any representations received within the consultation timescale, the Portfolio Holder is under a legal obligation to decide these proposals within 2 months after the consultation period. In considering the proposal in relation to designating Springwell School to additionally admit pupils with BESD, the Portfolio Holder can decide to:

- a) Reject the proposals set out in the statutory notice;
- b) Approve the proposals set out in the statutory notice;
- c) Approve the proposal with a modification.

6. DECISION REQUIRED

It is recommended that the Portfolio Holder:

- Note the outcomes of the statutory notice period relating to the proposal to designate Springwell School to admit pupils with BESD.
- Approve the proposal that Springwell Community School is designated to additionally admit up to 8 pupils in the age range 6 – 11 years who have statements of special educational needs for learning difficulties with behavioural, emotional and social difficulties, with effect from 1st September 2009.

7. CONTACT OFFICER

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PUBLIC NOTICE

PROPOSAL TO DESIGNATE SPRINGWELL COMMUNITY SPECIAL SCHOOL AS A SCHOOL ADDITIONALLY CATERING FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Hartlepool Borough Council intends to make a prescribed alteration to Springwell Community Special School, Wiltshire Way, Hartlepool, TS26 0TB from 01 September 2009.

Springwell School is currently designated as a primary school for pupils with moderate, severe and complex learning difficulties. The Council is proposing to designate the school to additionally admit up to 8 pupils in the age range 6 years to 11 years who have statements of special educational needs for learning difficulties associated with behavioural, emotional and social difficulties (BESD)

This Notice is an extract from the complete proposal. Copies of the complete proposal including those required in another language or format can be obtained by contacting Christine Lowson, Schools Transformation Project Administrator on (01429) 523754 or by writing to the address below. Information relating to these proposals can also be found on the Council's website at: **www.hartlepool.gov.uk/schoolscapital/bsf**

Within six weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to The Director of Children's Services (ref CL/BSF), Hartlepool Borough Council, Civic Centre, Victoria Road, Hartlepool, TS24 8AY.

Signed: Adrienne Simcock, Director of Children's Services, Hartlepool Borough Council

Publication Date: 20th April 2009

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

29th July 2009



Report of: Director of Children's Services

Subject: CHILDREN'S FUND SERVICES

SUMMARY

1. PURPOSE OF REPORT

- To share key outcomes of a recent independent evaluation of the Children's Fund with the Portfolio Holder.
- To seek approval to undertake a tendering and procurement process to recommission Hartlepool Children's Fund activity and mentoring services.

2. SUMMARY OF CONTENTS

- Hartlepool's commitment to the prevention agenda has been building since the Children's Fund Partnership was first founded in 2001. This report will bring the Portfolio Holder up to date with current service configuration and request permission to recommission based on the current model of delivery.
- This report will show how Children's Fund programme has developed and provided a foundation on which preventative services for families with children aged 5-11 years have been based.

3. RELEVANCE TO PORTFOLIO MEMBER

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

4. TYPE OF DECISION

Key, test 2 applies.

5. DECISION MAKING ROUTE

Children's Services Portfolio Holder meeting 29th July 2009.

6. DECISION(S) REQUIRED

To agree the recommissioning of the Hartlepool Children's Fund activity and mentoring services.

Report of: Director of Children's Services

Subject: CHILDREN'S FUND SERVICES

1. PURPOSE OF REPORT

- To share key outcomes of a recent independent evaluation of the Children's Fund with the Portfolio Holder.
- To seek approval to undertake a tendering and procurement process to recommission Hartlepool Children's Fund activity and mentoring services.

2. BACKGROUND

In 2001 Hartlepool Borough Council was successful in attracting a grant to support a Children's Fund Partnership to develop preventative services for families with children 5 – 13 years old. In September 2001 the Children's Fund Manager was appointed and the first services were opened in November the same year. Although Hartlepool already had a very proactive approach to supporting families early this was the first time that specific funding had been provided for prevention targeted at this age group. The Children's Fund Programme had three main principles:

- Supporting Services in the third Sector.
- Early Prevention.
- The Participation of Young People.

In 2003 the government produced guidance for Children's Fund Partnerships that indicated that 25% of the grant was paid into services managed as part of the Youth Offending Service. In Hartlepool this was seen as an opportunity to develop a Youth Inclusion Support Panel (Hartlepool Intervention Panel) that would give all partners the opportunity to share information on families and work together to provide preventative Services.

The work of the partnership has been based on constant feedback from children and parents. The initial activities programme was based on research completed by a consultant, Julian Penton, in early 2001. This research showed that parents simply wanted somewhere for their children to play safely that was well supervised and locally based. The children wanted regular safe and exciting activities with their friends.

With this in mind the partnership decided to establish an activity base in the North, South and Central areas and consequently commissioned West View Project, Manor Residents Association and Belle Vue Community Sports and Youth Centre through a competitive process.

It was agreed at this stage that all places on the Children's Fund would be allocated through referral and that schools would be the key referrers. This partnership decision has resulted in schools having a key role in the identification of children and families who have additional support needs. In addition this was the start of very close relationships between primary schools and the voluntary sector organisations that have provided the service.

3. CHILDREN'S FUND SERVICES: BACKGROUND

In July 2009 Hartlepool Children's Fund provides an activity base in each of the South, North and Central areas of Hartlepool. These bases support over 100 children a week on a referred basis with each child getting at least one activity session.

The programme also provides a one to one mentoring project that was designed after some young people made it clear that they could not cope with the group process.

The current services and service providers are:

- Mentoring – Barnardos Hartbeat.
- Activity South – Manor Residents Association.
- Activity North – West View Project.
- Activity Central – Belle Vue Community, Youth and Sports Centre.

Activities and Mentoring. Each child that attends an activity centre or the mentoring has a set of targets that have been agreed by the referrer, the family and the child. This plan will form the basis of the placement and will be monitored by staff at the activity centre. The types of issues included in these plans would be anger management, relationship building and getting on with peers. Since the start of the Children's Fund programme 69% of children have achieved the targets in their plan. Activities range from small group indoor play to exciting outdoor pursuits and sports. The mentoring project uses trained volunteers to link with children who have low self esteem and are either withdrawn or aggressive when in groups. The volunteers support the children by developing strong relationships that enable them to test out new experiences and respond positively to their environment.

Befriending Service. In addition to these services Children's Fund has operated a Family Befriending service. This has been an extremely successful programme valued by those who have received it. As a consequence of its success this work has been transferred to the

Parenting Programme and is also central to the Team Around the Primary School.

Participation. The Participation Strategy that underpins much of the work currently done by Children's Services originated in part from the work done by Children's Fund. The Barnardos Participation Team continues to work alongside other staff to ensure that children and young people's voices are central to the development of our interventions. The Participation Strategy element of Children's Fund will be maintained to support the Council and other partners to embed children's voices in all of their work.

4. SERVICES POST SEPTEMBER 2009

The current Children's Fund projects were last recommissioned in 2005 after a major external evaluation of the service was undertaken by GE-research (external evaluators commissioned by the Children's Fund Partnership 2002-2005). This commissioning process resulted in the programme described above.

Since this time there have been major changes to commissioning processes and the Children's Services Commissioning Team have advised that the direct service elements of the programme are recommissioned in line with Council procurement processes. Based on our evaluations of the service the current configuration of service provides effective delivery to children and families. There are however, elements of value for money and contestability that have not been tested for some considerable time. In addition, the process of providing prevention services is changing in Hartlepool and Children's Fund activities have to link into the Team Around the School Services to ensure we have capacity to respond to family needs.

In consequence, this report recommends that we follow the Council's commissioning and procurement procedures to reframe our services.

5. HARTLEPOOL CHILDREN'S FUND EXTERNAL EVALUATION KEY FINDINGS

Hartlepool Children's Fund has been subject to a series of external evaluations since it started in 2001.

In 2002 Ge-research an independent company based in Thirsk were appointed by the Children's Fund partnership as a requirement of grant conditions. Ge-research provided annual evaluations until 2005 when funding for this work ceased.

This was a positive evaluation that identified the importance of prevention to families and includes a number of case studies. In addition, the evaluation is clear about the need to maintain partnerships

between the statutory and third sector when developing services. Ge-research clearly identified the potential of the Children's Fund to provide the base for a new preventions service based on partnership and linkages to schools.

In May 2009 Hartlepool Children's Fund service providers commissioned an external evaluation of the whole programme. This evaluation has been undertaken by Redwyde Consultancy. Their draft report has been received and the interim headlines that will form the base of the executive summary are attached at **Appendix 1**. The final point in this interim report is worthy of note;

"The Children's Fund in Hartlepool is a beacon of embedded good practice. It has led to positive, trusting relationships between agencies that support each other in developing innovative responses to the needs of children and families. Children are listened to, and their needs form the core of inter agency strategic planning. It has opened new opportunity to whole families."

6. FUNDING AND MONITORING

The Children's Fund grant is currently £395,000. The breakdown of current funding is placed in three separate categories.

Funding of Activity Centres and the Mentoring Programme	£215,000
Funding that is supporting the Team Around the Primary School	£110,000
Funding that is supporting the Participation Strategy	£ 70,000
Total	£395,000

The funding is allocated for the Activity Centres and Mentoring programme on an annual basis as established by the Children's Fund Partnership. Current service providers are paid on a quarterly basis. When new providers are commissioned an appropriate transfer of services will be completed and current funding arrangements will cease. It is expected that if the Portfolio Holder agrees to this process that commissioning will be completed by October 2009, with new services in place by January 2010. If this timescale is achieved the new contracts will be worth £268,750, made up of £215,000 for 2010/11 and the final quarter funding of 2009/10 (£53,750).

The funding that supports the Team Around the Primary School (see separate report on this agenda) will be set at £110,000 per annum until March 2011 and will pay for a Social Work Post, Partnership Support funding and a flexible budget that is designed to be responsive to family and service need, eg we are currently looking at the viability of providing specialist staff to support the families of children attending

Springwell School. The full budget spreadsheet for the Prevention Services including the Team Around the Primary School (TAPS) is available as **Appendix 2**.

The Children's Fund will be monitored through the Team Around the Primary School (TAPS) process and this will be managed by the Parenting Commissioner. The monitoring details will be set out in the commissioning process and will be collected on a quarterly basis.

7. RISK IMPLICATIONS

This service relies heavily on grant funding and consequently carries with it a risk that funding will cease in March 2011. The financial limits on the project consequently will have a detrimental impact as those in post seek more secure positions. Our partners in the third sector are however used to this situation and are well prepared to respond to current market forces.

8. EQUALITY AND DIVERSITY CONSIDERATIONS

This service is accessible to all children and families.

Because access is available through all of our primary schools there will be an expectation on the team to provide a single entry to services that does not discriminate but ensures that everyone that approaches the team has an experience that is respectful and helpful.

The partners in this project will have clear anti discriminatory policies that will be examined as part of the commissioning process.

9. SECTION 17

The development of the Children's Fund Services supports early intervention to those families who are disadvantaged and in need. Evidence from past evaluations shows that the Children's Fund does this well and that many of the children that the programme has worked with do not go on to be involved in crime.

10. RECOMMENDATIONS

That the Portfolio Holder approves a tendering and procurement process is undertaken to recommission Hartlepool Children's Fund activity and mentoring programmes in line with Council procurement processes.

11. REASONS FOR RECOMMENDATIONS

To ensure that Hartlepool Children's Fund Activity and Mentoring Services are recommissioned and reshaped to meet the needs of children within the current preventative agenda and to comply with the commissioning and procurement policy.

CONTACT OFFICER

John Robinson
Parent Commissioner
01429 523348

INTERIM REPORT

Evaluation of Hartlepool Children's Fund

"I like getting stickers for being good"

Introduction

The purpose of the evaluation was to gather evidence on the extent to which the Children's Fund has fulfilled its proposed objectives in Hartlepool, and to identify its achievements and successes.

In order to achieve this, it was agreed that the evaluation would place the findings within the context of the four key areas of '*Prevention, Partnership, Participation and Impact*'. This would enable the data gathered to be integrated into thematic and coherent report.

The evaluation was able to identify that the Children's fund had considerable success in improving the life chances of vulnerable children and their families.

The Children's Fund in Hartlepool offers three specific areas of support:

- Activity Bases – these provide children with support on a 1 to 1 basis combined with group work, and sets targets with them to help them deal with their own personal issues. These can include improving social skills, addressing challenging behaviours, increased confidence and self esteem.
- Mentoring Service – this helps children who do not cope well in group situations. Each child is matched with a mentor who will help them build their social skills and change their behaviours through emotional and practical support.
- The Befriend/Support Service – offers specialist support tailored to the individual need of the family. Parents/carers gain important practical skills in parenting, as well as increasing their confidence and improving their emotional well being.

Current statistics

Up until June 2009:

1203 children have been supported from 839 families.

30% of families requested additional family support to run alongside their children's intervention.

79% children referred due to issues around social exclusion and/or isolation

69% children successfully completed their programme and reached a target

The following key points illustrate significant areas of practice that run throughout the programme which evaluators have highlighted as making an important contribution towards its success.

Prevention

- ◆ There is increasing recognition that early intervention with a child can divert them from negative behaviours, and interrupt the possible trajectory into anti-social behaviour. Recent research by the Institute for Public Policy Research (2008), *Make me a criminal* identifies significant risk factors that could lead to offending. Interviews with Children's Fund providers illustrated that these were the very risk factors that they were addressing through a range of interventions.
- ◆ The referral scheme operated by the Children's Fund in Hartlepool contributes significantly to preventative strategies. It enables the needs of each child to be individually tailored and their support needs to be effectively addressed. It also ensures that no child in need of support will 'slip through the net', that their progress can be continually reviewed.
- ◆ Referees are asked what changes / support needs they would like to have addressed at the point of referral; this allows work with children and families to be directed in the right area.
- ◆ Activities are provided in a way that can turn negative behaviour into positive, for example by providing facilities for children to play football on playing fields with football coaches, rather than against the walls of local residents. This helps children to make changes in a way that they will engage with enthusiastically.
- ◆ The needs of children are not addressed in isolation; every effort is made to include the whole family in the process. Families are encouraged to become involved, siblings in activities and parents/carers in support programmes.
- ◆ Parents/carers can access a range of parenting and support programmes that have successfully enabled them to develop a whole range of skills.

Part nership

- ◆ Partnership is a theme that runs throughout the work of the Children's Fund, it has resulted in agencies willing to work across organisation and sector boundaries, developing strategic responses together. It provides an outstanding example of good practice and reflects the commitment of all agencies to improve the opportunities of children and families in Hartlepool.
- ◆ Confidence and trust has been built between statutory agencies and the voluntary and community sector that can be directly linked to the work of the Children's Fund. This contributes to the overall benefit of those children and families at risk of being socially excluded.
- ◆ A highly successful method of partnership working had developed between the local authority and the voluntary and community sector agencies involved in the Children's Fund. This has led to the establishment of further preventative services such as the FAST team, AIMS and the Befriend service.
- ◆ At the initial stage of referral an environment is set, the main aim being to develop co-operation and build positive relationships between families and Children's Fund providers. The Children's Fund is not something that is 'done to' children and families, but a positive process with which they willingly engage.
- ◆ Referral agencies have confidence that once referred to the Children's Fund, every effort will be made within the partnership to provide the best system of support for children and families. This may result in the child being moved from the initial agency to which they were referred in an effort to respond to their particular needs.
- ◆ All partners are committed to multi agency working; they will meet and share information and practice. There is a very positive relationship between the local schools and the Children's Fund and a commitment to keeping open clear lines of communication regarding children and families.

- ◆ A major strength of the Children's Fund is that partners have worked together and shared information to enable initiatives be developed that will specifically respond to local conditions in Hartlepool. Local knowledge has been utilised constructively and has provided a genuine advantage in developing appropriate support and activities.

Part icipation

- ◆ Throughout all Children's Fund activities a key factor relating to the successful outcomes is the commitment to putting children's voices central and listening to the needs of families as a crucial part of the process.
- ◆ Children are fully engaged in their own progress, each child is aware of targets that have been set and will choose one of their own to meet. They gain a real sense of pride from this inclusive approach, and are helped to recognise their own achievements.
- ◆ Choice is a major part of the Children's Fund activities, children are able to choose tasks and activities that they would like to participate in, and recognise what they may have to do to achieve their goals.
- ◆ The one to one support is an important part of the participation process; Children's Fund workers recognise the importance of giving children the opportunity to express their concerns and worries. This in turn has helped appropriate activities and type of support to be provided.

Impact

- ◆ The Children's Fund has had a significant impact on the lives of children and families in Hartlepool. Agencies are able to demonstrate how children have improved their self confidence, social skills and behaviours, leading to them better attendance and achievement at school.

- ◆ For many children it has broken the trajectory of disadvantage, preventing them from becoming isolated or marginalised, by picking up small problems that can be addressed at an early stage and reinforcing positive behaviours.
- ◆ The Children's Fund can give structure to those young people who may lack this in their familial environment. It can ensure that young people have access to the basics of healthy breakfasts and constructive after school activities. This has major benefits for their physical well being, and ability to function well within the school environment.
- ◆ In taking a holistic approach to the needs of families, the Children's Fund provides practical support to parents / carers from the Befriending service. The flexibility of this support enables the individual issues of families be addressed, easing tensions in the home environment of the child.
- ◆ The Children's Fund can act as an important safety net for those children that are not involved with statutory protection. The one to one sessions give the opportunity for children to express their particular worries or fears; on occasion this has resulted in abusive situations being disclosed. This can provide an important addition to child protection systems.
- ◆ The Children's Fund in Hartlepool is a beacon of embedded good practice. It has led to positive, trusting relationships between agencies that support each other in developing innovative responses to the needs of children and families. Children are listened to, and their needs form the core of inter agency strategic planning. It has opened new opportunity to whole families.

TAPs Budget 2009/10

				CS	CS	CS	RP	RP	RP	CS	
	Service Area	Proposed Provider	Budget	Poverty FIP 12658	Childrens Service 12651	Childrens Fund 12651	YCAP Think Family 12132	ASBO FIP 12109	YOS 12700	Parenting Support Strategy 22164	Total
6	Manager	Children's Services	PovertyFIP	10,000.00							10,000.00
7	Interventions Coordinator	Regen and Planning	PovertyFIP/ASBOFIP	8,000.00				45,000.00			53,000.00
8	TAPS Monitoring Officer	Children's Services	PovertyFIP	35,000.00							35,000.00
9	Admin Officer	Children's Services		0.00							0.00
10	CAF Coordinator	Children's Services			45,000.00						45,000.00
11	Think Family Coordinator	Children's Services					45,000.00				45,000.00
12	Parenting Expert	Barnardos	Parenting Grant							50,000.00	50,000.00
13	Parenting Practitioner	Barnardos	Parenting Grant							50,000.00	50,000.00
14	Social Worker	Children's Services	PovertyFIP	43,000.00							43,000.00
15	Social Worker (starts 13/7)	Children's Services	Childrens Fund			43,000.00					43,000.00
16	Social Worker	Children's Services	Children's Services		43,000.00						43,000.00
17	ASBO Key Worker	Community Safety	ASBOFIP					30,000.00			30,000.00
18	ASBO Key Worker	Community Safety	ASBOFIP					30,000.00			30,000.00
19	YCAP Key Worker	Community Safety	YCAPFIP				35,000.00				35,000.00
20	YCAP Key Worker (Belle Vue FAST)	Community Safety	YCAPFIP				35,000.00				35,000.00
21	TAPs Key Worker	YOS	HIP						35,000.00		35,000.00
22	TAPs Key Worker	PAYP	PAYP		35,000.00						35,000.00
23	TAPs Key Worker	YOS	HIP						35,000.00		35,000.00
24	FAST Key Worker						30,000.00				30,000.00
25	FAST Key Worker						30,000.00				30,000.00
26	Resource Worker Mental Health	MIND	PovertyFIP	18,000.00							18,000.00
27	Resource Worker Domestic Violence	Harbour	PovertyFIP	18,000.00							18,000.00
28	Resources Worker Substance Misuse	HYPED	PovertyFIP	18,000.00							18,000.00
29	Resource Worker Parent Support	Belle Vue	PovertyFIP	18,000.00							18,000.00
30	Resource Worker Fatherhood	Headland Future	PovertyFIP	18,000.00							18,000.00
31	Family Budgets	Children's Services	PovertyFIP	34,000.00		57,000.00					91,000.00
32	Activity Centre South	TBC	Children's Fund			50,000.00					50,000.00
33	Activity Centre North	TBC	Children's Fund			50,000.00					50,000.00
34	Activity Centre Central	TBC	Children's Fund			50,000.00					50,000.00
35	Mentoring	TBC	Children's Fund			65,000.00					65,000.00
36	Participation	Barnardos	Children's Fund			60,000.00					60,000.00
37	Participation	West View	Children's Fund			10,000.00					10,000.00
38		Parenting Training	Children's Services							143,000.00	143,000.00
39		Computer annual costs	Children's Services			10,000.00					10,000.00
40		Partner support	Children's Services	30,000.00							30,000.00
41				250,000.00	123,000.00	395,000.00	175,000.00	105,000.00	70,000.00	243,000.00	1,361,000.00
42		Funding									
43		DCSF Think Family		250,000.00			175,000.00	49,000.00		243,000.00	717,000.00
44		HBC			88,000.00			56,000.00	35,000.00		179,000.00
45		Connexions			35,000.00	395,000.00		34,734.00	35,000.00		499,734.00
46		Total		250,000.00	123,000.00	395,000.00	175,000.00	139,734.00	70,000.00	243,000.00	1,395,734.00
47		Diff		0.00	0.00	0.00	0.00	34,734.00	0.00	0.00	34,734.00

Under Tender

Notes

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder
29 July 2009



Report of: Director of Children's Services

Subject: CHILDREN'S SERVICES DEPARTMENT
PLANS – DEPARTMENTAL AND DIVISIONAL
PLANS 2009/10

SUMMARY

1. PURPOSE OF REPORT

To approve the Children's Services Departmental Plan 2009/10 to 2010/11 which has been prepared for the Children's Services Department and to note the Children's Services Department Divisional Plans 2009/10.

2. SUMMARY OF CONTENTS

The Children's Services Departmental Plan 2009/10 is attached with the accompanying plans for each of the four divisions within the department.

3. RELEVANCE TO PORTFOLIO MEMBER

The report provides the Children's Services Portfolio Holder with information about the work that will be undertaken in the Children's Services Department during 2009/10.

4. TYPE OF DECISION

Non key decision.

5. DECISION MAKING ROUTE

Children's Services Portfolio Holder 29 July 2009.

6. DECISION(S) REQUIRED

The Portfolio Holder is requested formally to approve the Children's Services Departmental Plan 2009/10 – 2010/11 and to note divisional plans for 2009/10 which underpin it.

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Subject: CHILDREN'S SERVICES DEPARTMENT
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1. PURPOSE OF REPORT

The purpose of the report is to inform the Children's Services Portfolio Holder of the main tasks which will be undertaken during the year 2009/10 by the Children's Services Department. The tasks are set out in relation to the whole department and the four divisions (Performance & Achievement, Safeguarding & Specialist Services, Planning & Service Integration, Resources & Support Services).

2. BACKGROUND

The Children's Services Departmental Plan and the four divisional plans that sit beneath it have been produced in line with corporate planning requirements. They demonstrate the links to the Corporate Plan and to the themes of the Local Strategic Partnership. The activities from the Corporate Plan which are included in the Departmental and Divisional Plans are those for which the Children's Services Department has direct responsibility for delivery.

The major strategic planning document for the development of services for children across the town is the Children and Young People's Plan. A new Children and Young People's Plan for 2009/2020 was approved by Council on 26th March 2009. This new Children and Young People's Plan reflects present and future needs of children and young people in Hartlepool. It is focused on the 5 Every Child Matters outcomes (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well-being) and additionally it identifies five priorities specific to Hartlepool. These priorities emerged from consultation with a wide range of stakeholders, research and gap analysis undertaken in the preparation of the new plan. The new plan has been drawn up under the auspices of the Children's Trust which will own and drive forward the plan. The Children and Young People's Plan is the overarching strategic commissioning document for all services available to children and young people in Hartlepool.

The Children's Services Departmental Plan sits alongside the Children and Young People's Plan. It outlines major strategic issues for the department and provides the specific detail of activities which will be undertaken by the department in securing the 5 Every Child Matters outcomes for Hartlepool.

children. Links to the Children and Young People's Plan priorities and the 5 outcomes are identified within the plan.

In December 2007 the government announced its Children's Plan. This set out government's aspirations for children for the following ten years. Five principles underpin the Children's Plan:

- government does not bring up children, parents do, so government needs to do more to back parents and families;
- all children have the potential to succeed and should go as far as their talents can take them;
- children and young people need to enjoy their childhood as well as grow up prepared for adult life;
- services need to be shaped by and responsive to children, young people and families, not designed around professional boundaries; and
- it is always better to prevent failure than tackle a crisis later.

The activities of the department will reflect, over time, the emerging themes from the Children's Plan as the detail of this continues to be rolled out.

3. KEY ELEMENTS OF THE DEPARTMENTAL PLAN

The plan contains an introductory section which sets out how the planning framework operates in Hartlepool.

The departmental plan sets out the vision for the Children's Services Department which complements the vision in the Children and Young People's Plan 2009/2020. The plan is attached as **APPENDIX 1**. In view of the generally strategic nature of the plan it deals not only with the year 2009/10 but also identifies some longer term priorities and is therefore indicated as a plan for 2009/10 – 2010/11. It will be reviewed and refreshed annually along with the divisional plans and a range of team plans, project plans and work programmes that sit beneath them. It identifies the department's commitment to partnership working in Hartlepool and it identifies the values to which the department adheres in the way it develops and delivers services.

The plan outlines the key drivers for the activities of the Children's Services Department which are:

- working to deliver the 5 outcomes for children as laid down in the Children Act 2004 (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well Being);
- completing the priorities for achieving these as outlined in the Hartlepool Children and Young People's Plan 2009/2020 and reflected in the Local Area Agreement;
- strengthening Children's Trust arrangements: and

- modernisation of local government and the development of the commissioning and procurement strategies which assist in the delivery of efficient, value for money services.

The second part of the plan is the detailed action plan which identifies the major strategic objectives for the department and the activities which will be needed to achieve them. It is divided into two sections, separating out objectives that are specific to the Children's Services Department and those that are linked directly to the Corporate Plan.

There are 6 corporate objectives to which the Children's Services Department has responsibility. These are the 5 Every Child Matters outcomes (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well Being) and a sixth objective around school transformation ('Transform teaching and learning opportunities, supported by £100 million plus investment from Building Schools for the Future and the Primary Capital Programme'), reflecting the significant scale of this project and its Council and town wide impact. The Children's Services Departmental Plan also contains 6 key objectives which are specific to the Children's Services Department.

- Raise the aspirations of children, young people and parents.
- Promote inclusion for all vulnerable groups of children and young people.
- Work with partners to ensure children, young people and families are supported by early interventions.
- Promote community cohesion within Hartlepool.
- Contribute to increasing the efficiency of the Council and work with partners to improve the effectiveness of service delivery.
- Contribute to increasing the efficiency of the sustainable development within Hartlepool.

4. DIVISIONAL PLANS

There are divisional plans for each of the four divisions within Children's Services:

- Performance & Achievement
- Safeguarding & Specialist Services
- Planning & Service Integration
- Resources & Support Services

Each of the four plans follows a similar structure in line with corporate planning requirements. Each outlines the divisional structure, identifies its areas of responsibility and its priorities for the coming year. These are then followed by a detailed action plan which identifies objectives linked to the Corporate Plan, those that link to the Children's Services Departmental Plan and any which are specific to the division. These plans are attached as **APPENDIX 2**.

5. PERFORMANCE INDICATORS

Links to the Government's national indicators for local authorities are identified within the plans and links to local performance indicators, where appropriate, are also included. Performance management will include a range of report or score cards reflecting key issues. These are outcome based and will bring together a range of qualitative and quantitative data. They ensure that cross departmental and, where appropriate, cross agency responsibilities are identified. As well as part of performance management for the departmental plan, they will also form part of reporting arrangements to the Children's Trust.

The departmental plan has sections summarising the performance indicators and identifying outturns for 2008/09 (or the most recent figures available which in some cases relate to academic years). Targets for 2009/10 are also included where possible. These sections have yet to be fully completed as the final outturn figures for 2008/09 are in some cases awaiting verification against national data. Work on targets for 2009/10 will be completed once this has been done.

6. MONITORING AND REVIEW OF THE PLANS

Progress on the plans will be monitored through a range of different systems:

- Review arrangements as required corporately with quarterly reporting to the Portfolio Holder on targets and progress towards achieving priorities.
- Regular assessment of progress through team meetings.
- Review of specific activities through the departmental management team.

7. FINANCIAL IMPLICATIONS

The plans are funded from the revenue budget for the Children's Services Department.

8. RISK ASSESSMENTS

In line with corporate requirements, key risks for achieving the main departmental service objectives have been identified. A section identifying these is included at the end of the plan. Work is currently being undertaken to update the risks associated with the new departmental outcomes for 2009/10 and this section will be completed once this work has been done. Controls to mitigate these risks have been established and will be reviewed and refreshed quarterly in line with corporate procedures.

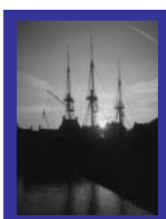
9. RECOMMENDATIONS

The Portfolio Holder is requested formally to approve the Children's Services Departmental Plan 2009/10 – 2010/11 and to note the divisional plans for 2009/10 which underpin it.

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Children's Services Departmental Plan

2009/10 – 2010/11

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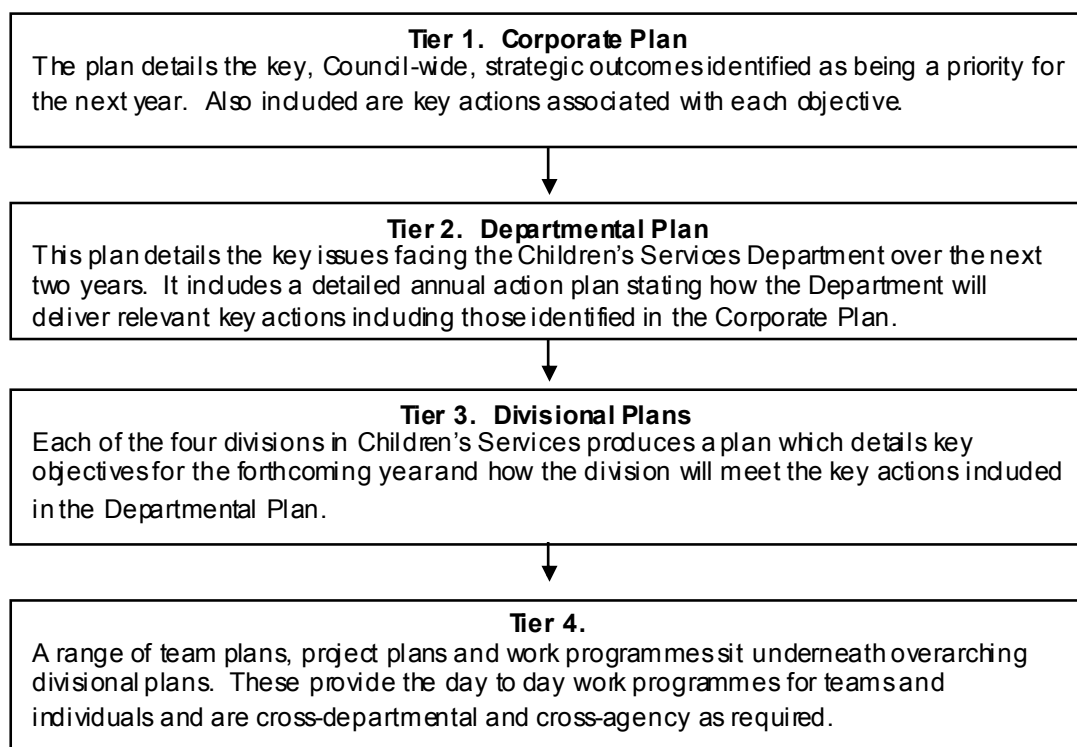
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Introduction

This document is the Children's Services Departmental Plan for 2009/10-2010/11 and forms part of the Council's overall service planning arrangements. The plan details the key priorities and issues facing the department over the next two years and includes a detailed action plan for the next 12 months. This plan will be reviewed on an annual basis, which will allow for any emerging priorities to be included.

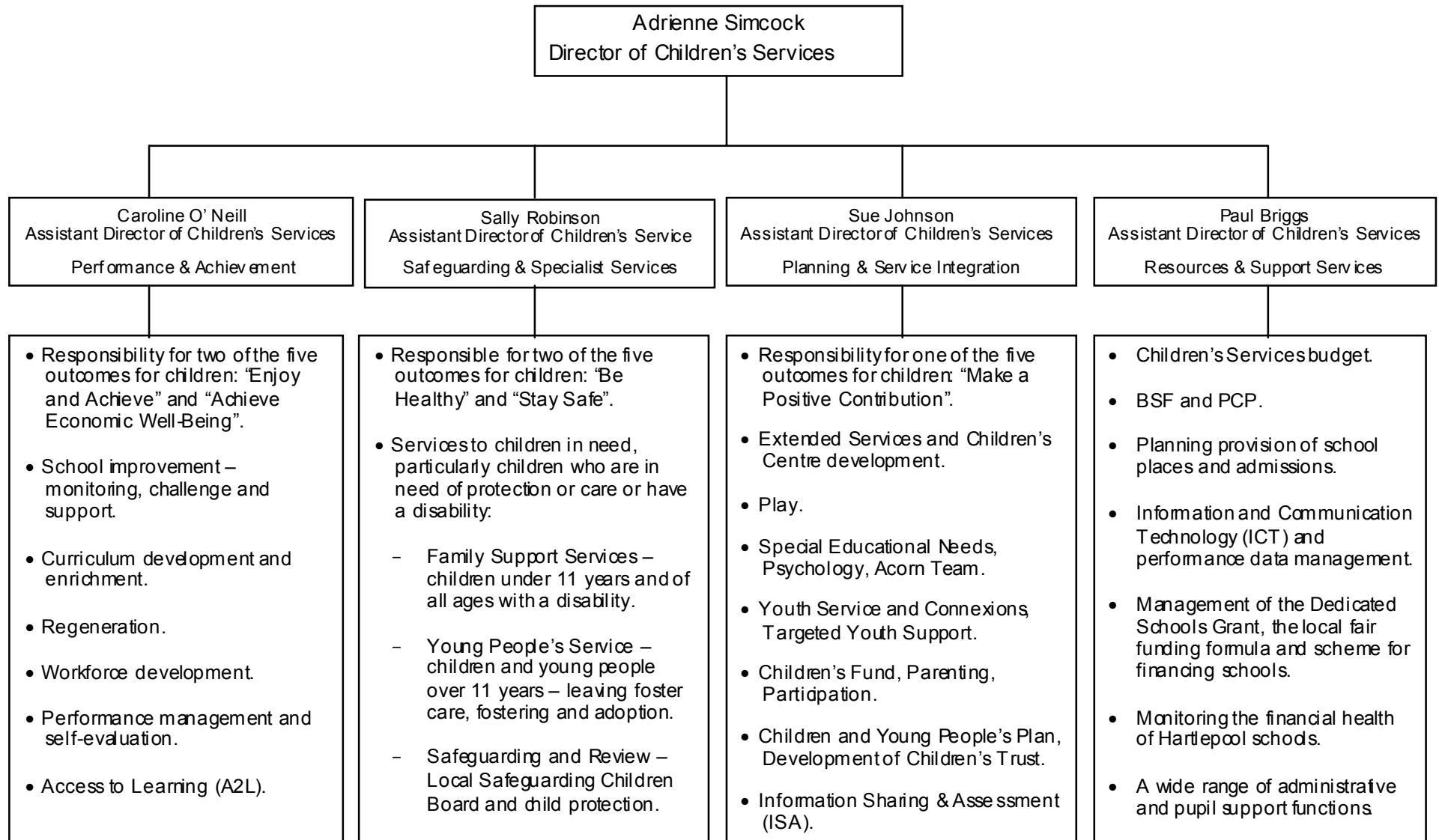
The plan details how the department will meet the Council's key priorities as stated in the Corporate Plan. It also incorporates key issues from Hartlepool's Children and Young People's Plan for which the department is responsible.

This plan should be looked at in conjunction with both the Council's Corporate Plan and the Children's Services Divisional Plans, that together form part of the Council's overall service planning arrangements. Figure 1, below, demonstrates how the plans are linked:



This approach ensures that any objective that appears in the Corporate Plan can be traced through to specific actions in departmental plans and vice versa. It allows the employees delivering services to see explicitly how their actions contribute to the Council's overall objectives and contribute to the implementation of the Children & Young People's Plan.

Departmental Structure



Performance Management

- **Monitoring and Reporting**

The action plan detailing how the department will meet its main objectives for the forthcoming year will be monitored regularly and a quarterly report will be given to the Portfolio Holder as an update on progress and to highlight any key areas of achievement or concern. Any amendments to the plan will only be made with full agreement of the Portfolio Holder.

Performance management will include a range of report or score cards reflecting key issues. These are outcome based and bring together a range of qualitative and quantitative data. They ensure that cross-departmental and, where appropriate, cross-agency responsibilities are identified. As well as forming part of performance management for the Departmental Plan, they will also form part of reporting arrangements to the Children's Trust.

- **Reviewing the Plan**

The annual action plan will be monitored and reviewed, with any proposed changes being presented to the Portfolio Holder for agreement. The overall Departmental Plan also contains the key priorities for the next three years that will affect the department. These may change over time and may need to be reviewed and updated to reflect changing priorities e.g. in response to new initiatives by central government. A revised Departmental Plan will be produced annually, to reflect progress and to accommodate any necessary changes.

- **Communication**

The Portfolio Holder will be kept informed about the plan and progress in its delivery by means of reports and, where appropriate, items for the Portfolio Holder's information pack.

External stakeholders will be kept informed of relevant aspects of departmental progress through the existing schedules of meetings and working groups e.g. Director's briefing meetings with headteachers and school governors and the Planning and Evaluation Working Groups for the Children and Young People's Plan.

Staff within the department will be kept informed by means of whole staff briefings (three times per year), senior management group monthly meetings, team meetings, the Performance through People Group and the Children's Services Newsletter.

Workforce Planning

- **Introduction**

A dedicated workforce development team has been established within the Children's Services Department. This is to ensure appropriate strategies are in place to develop the individual and team skills which are needed to secure the best possible outcomes for children and young people.

There are several areas in which there are posts requiring specialist qualifications, some of which are hard to recruit to, particularly front-line posts that involve working with vulnerable children and children with special needs.

- **Analysis of the Workforce**

There are approximately 550 employees in the department on a variety of conditions of service and related pay scales. There are several working sites on which staff are based and in addition many staff regularly work on other sites as part of their normal duties, e.g. schools, children's centres.

There are several ring-fenced grants for workforce development and training programmes and we are currently carrying out an exercise to identify resources and prioritise their allocation.

- **Key workforce issues**

The government is continuing its transformational reform agenda under Every Child Matters: Change for Children, which promotes new approaches to service delivery via legislation and national strategies. In addition, the government has now published its "2020 Children and Young People's Workforce Strategy" which emphasises that the people who work with children and young people are critical to achieving the ambitions of the Children's Plan. The 2020 Strategy is long term and its vision that every worker should be ambitious for every child and young person, excellent in their practice, committed to partnership and integrated working and respected and valued as professionals is underway via programmes such as the Integrated Working and Information Sharing Programme.

- **Action Plans**

All managers are now required to produce a workforce development plan.

Priorities

- **Vision**

Our vision is that by enabling all children and young people to achieve their full potential, they will have the confidence and ability to enjoy a fruitful and successful life. Our overarching aim is to achieve the best outcomes for all children and young people so that they are healthy and safe, they enjoy themselves and achieve well, they make a positive contribution and they are helped to achieve economic wellbeing. Services to children and young people in Hartlepool should be organised in such a way that they will help all our young people achieve their full potential and maximise their chances in life by providing integrated provision which is of high quality, effective and excellent value for money.

We believe that services for children and young people should be coherent, easily accessible and responsive to needs. Families can best meet the needs of their children when services are locally delivered and available at the right time. The integration of services for children and young people in settings such as children's centres and extended schools is critical in the delivery of this vision. We believe that targeted support may be needed at all ages and stages of a particular young person's development and that early proactive and effective intervention can reduce barriers that prevent success by building resilience.

- **Partnership**

The Children's Services Department is committed to working in partnership with other agencies, organisations and stakeholders to achieve its vision for children and young people. It works closely with schools and early years providers to support the delivery of high quality, universal educational opportunities. It works particularly closely with Health and Adult and Community Services in addressing the needs of vulnerable groups, securing effective transition between services and ensuring that access to educational and lifelong learning opportunities is maximised. The department also collaborates with a wide range of partners in addressing issues such as community safety, social inclusion and economic and social regeneration.

The Children's Services Department's relationship with partners is based on a shared acceptance of respective roles, responsibilities and attitudes. We recognise the complex network of accountability in which we all operate, acknowledging the legitimate interests of all children and young people, parents and carers, the public generally, governors, staff and the Council as Children's Services Authority. We are all committed to:

- work with each other to promote and secure high standards;
- zero tolerance of under-performance, with all schools either successful, improving or both;
- continuous improvement through systematic self-evaluation;
- recognise that the role defined for the Children's Services Authority involves both challenge and support, and that intervention should be in inverse proportion to success;

- respect each other's professional views;
- develop and share good practice between all partners who contribute to supporting positive outcomes for children;
- sustain the excellent partnership working which characterises the work of the Children's Trust;
- invest time and energy in dialogue and collective developments;
- act openly and even-handedly in our dealings with each other;
- accept that acting in the best interests of the whole community in the town necessitates on occasion compromise and targeting of resources;
- work collectively with each other and with partner agencies and stakeholders to further the interests of the town's young citizens;
- consult each other on issues which affect more than one of us;
- reduce bureaucracy and improve efficiency and value for money in both procuring and providing services;
- sustain the positive image of Hartlepool Children's Services in what we say and do.

In our dealings with individuals, the following values characterise the way we develop and deliver services:

Privacy	The right of individuals to be left alone or undisturbed and free from intrusion or public attention to their affairs.
Dignity	Recognition of the intrinsic value of people regardless of circumstances by respecting their uniqueness and personal needs and treating them with respect.
Independence	Opportunities to act and think without reference to any other person, including a willingness to incur a degree of calculated risk.
Choice	Opportunities to select independently from a range of options.
Rights	Maintenance of all entitlements associated with citizenship.
Fulfilment	Realisation of personal aspirations and abilities in all aspects of daily life.
Inclusion	Equal opportunities to access all mainstream services with appropriate support.

• Participation

The department is committed to ensuring that children, young people, their parents and carers are fully engaged in the development of policies that affect them. Cabinet has approved a set of vision statements to promote participation developed by young people

and the department is committed to actively promoting their acceptance by all agencies working with children and young people. These vision statements are as follows:

- we will ensure our staff and the children and young people that we work with receive training and support on how they can take part to make things better;
- we will ensure that we inform and involve children and young people in the working of the organisation, including volunteering and work opportunities where appropriate;
- we will share evidence, knowledge and skills on how we involve, support and praise children and young people;
- we will identify what money, time and resources there is to support what we do;
- we will make sure there are different ways for our staff, and the children and young people who we work with, to be involved in participation;
- we will take young people's views seriously about what all children and young people think is important;
- we will explain and respect the rights and responsibilities of children and young people.

Medium term priorities

The key drivers for the activities of the Children's Services Department are:

- working to deliver the five outcomes for children as laid down in the Children Act 2004 (be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well being);
- completing the priorities for achieving these as outlined in Hartlepool's Children and Young People's Plan 2009 – 2020 and reflected in the Local Area Agreement;
- strengthening Children's Trust arrangements; and
- modernisation of local government and the development of commissioning and procurement strategies which assist in the delivery of efficient, value for money services.

The activities of the department will reflect, over time, the emerging themes from the government's 'Children's Plan' which sets out government's aspirations for children for the next ten years. Five principles underpin the Children's Plan:

- government does not bring up children – parents do – so government needs to do more to back parents and families;
- all children have the potential to succeed and should go as far as their talents can take them;
- children and young people need to enjoy their childhood as well as grow up prepared for adult life;
- services need to be shaped by and responsive to children, young people and families, not designed around professional boundaries; and
- it is always better to prevent failure than tackle a crisis later.

The Children's Services Department will also ensure that the corporate policies in relation to human resource issues, health and safety, equality and diversity and sustainability are strongly embedded within the department.

Resources

Allocation of resources to deliver the department plan

The department's revenue budget for 2009/10 was set at £83.2344m including services funded by the Dedicated Schools Grant (DSG) of **£5.695m**. Net expenditure met from general grants and council tax is **£23.539m**.

The DSG received by the department is based on January 2009 pupil numbers multiplied by a "per pupil" funding rate. For 2009/10, due to declining pupil numbers, we will receive only a 2% increase in funding, the minimum increase possible. The DSG is effectively shared between schools and the LA as determined by the Schools Forum. For 2009/10 the funding has been allocated as follows:

- | | |
|--|------------------|
| • Individual School Budget Shares | £56.094m (90.6%) |
| • LSC funding for sixth form pupils | -£2.220m |
| • Local Authority to fund LEA responsibilities | £5.821m (9.9%) |
| | £59.695m |

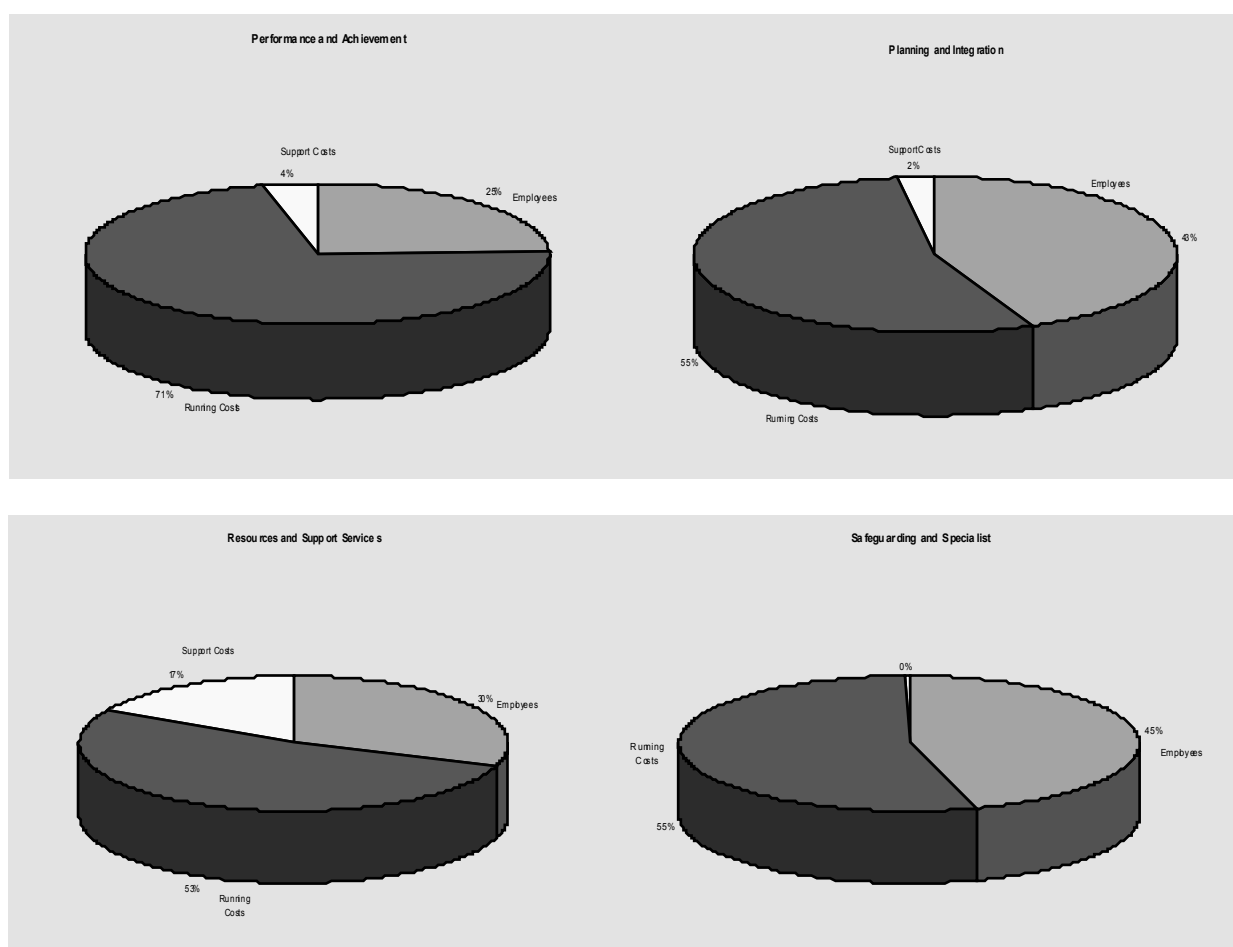
The table below summarises the overall departmental budget changes between 2008/09 and 2009/10.

Budget change	Value in 2009/10 £m
2007/08 Budget Uplifted for Inflation	18.355
Mainstreamed and Area Based Grants	4.380
Budget Pressures and Terminating Grants	2.333
Efficiency Savings	-1.529
Net Departmental Budget	23.539

Operationally the budget is delegated to named budget holders across the four Divisions of the department. A summary by Division is as follows:

Division	Gross Expenditure £m	Income £m	Net Budget £m
Performance & Achievement	15.275	-10.824	4.541
Planning & Integration	11.581	-5.619	7.271
Resources & Support Services	9.677	-6.477	3.200
Safeguarding & Specialist	11.764	-0.136	11.628
School Budgets, LSC & DSG	56.066	-59.695	-3.629
Working Neighbourhood Fund	0.618		0.618
Departmental Totals	106.290	-82.751	23.539

Graphs summarising Divisional spending between employees, running costs and support costs are as follows



The following table describes the service implications of the key budget decisions for 2009/10.

Key budget changes and service impact for 2009/10

Division	Description of Budget Pressure/Saving/Efficiency and impact on service delivery	Net Value in 2009/10 £'000 (£000)
A) Strategic Budget Pressures Approved by Council		
Safeguarding & Specialist	Increased numbers of Looked After Children	770
	Increased cost of care proceedings	100
	Cost of holding Family Group Conferences as part of pre-proceedings stage	20
	Increased cost of Independent foster placements	275
Planning & Integration	Cost of implementing electronic assessment and social care records	20
	Increase capacity of Acorn Therapeutic Team for Parent Partnership Services	5
	Children's Fund post to manage Common Assessment Framework	46.5
	Children's Fund social worker post to support work in Children's Centres	42.5
	Contribution to National Scheme for Education Psychologists	12
	Total Strategic Pressures	1,291
B) Strategic Savings Approved by Council		
Resources & Support Services	Further reduction in administrative staffing levels	(280)
	Savings on Premature Retirement costs	(30)
	Reduction in subsidy for attendance at Outdoor Education Centres	(5)
	Rationalisation of staff and resources at Swimming Pools	(10)
Planning & Service Integration	Saving of management post as a result of integrated working between Connexions and the Youth Service	(40)
Performance & Achievement	Review of arrangements relating to School Improvement Partners and OfSTED inspections.	(12)
	Deletion of Outdoor Education Co-ordinator post	(40)
	Deletion of budget for supporting schools in challenging circumstances	(40)

Safeguarding & Specialist	Savings identified from change in shift patterns at Exmoor Grove	(90)
	Saving in premises costs at family resource centres	(20)
	Improvement of commissioning and procurement practices	(26)
	Total Strategic Savings	(593)

Accountability

In line with best practice all departmental budgets are allocated to named budget holders who are required to “sign off” on their ownership of specific service budgets and to commit funding in accordance with Council procurement rules and Standing Orders.

Budgets are routinely monitored in accordance with a risk based approach which focuses Finance Team support on those areas where there is a higher risk of significant under or overspendings. In addition to the provision of quarterly reports to Cabinet, monthly updates are provided to the Children's Services Senior Management Team, following meetings and discussions between budget holders and service managers.

Value for Money

The Children's Services Department uses a process adapted from a CIPFA model to embed “VFM” into its financial planning cycle. As part of an annual process all services are self assessed against a wide range of indicators to determine the level of confidence that service managers have that VFM is being achieved. This process requires managers to consider their services against the following factors:

- Benchmarking comparisons
- Customer satisfaction levels
- Collaboration and procurement options
- Workforce capacity
- Effectiveness of performance management
- Financial efficiency and use of resources
- Impacts and linkages to relevant national, regional and local partnerships aims and objectives
- Impacts of internal and external reviews
- Effectiveness of key procedures

Self assessments are subject to peer reviews by Assistant Directors and resulting actions to improve value for money are incorporated into appropriate plans. This process is also used by the department to identify opportunities to achieve efficiency savings required as part of the Council's annual budget process.

A departmental wide VFM report card which captures all associated action plans is maintained and monitored by the Department's Head of Finance.

The Action Plan

The Children's Services Department action plan is attached below. It identifies the main strategic objectives for the department and the activities which will be needed to achieve these. Each division within the Children's Services Department has its own divisional plan which in turn provides more detail about how specific outcomes will be delivered. Lying underneath these is a range of individual work programmes, team plans and project plans. These provide the day to day work programmes for teams and individuals and are cross department and cross agency as required.

The department's priorities for the next three years include objectives which are linked to corporate objectives that apply to children and young people in relation to:

- jobs and the economy;
- lifelong learning and skills;
- health and care;
- community safety; and
- strengthening communities.

In addition they reflect the priorities in the Children and Young People's Plan:

- tackling inequalities;
- narrowing the gap;
- eradicating child poverty;
- living safely; and
- promoting emotional well-being.

Departmental Action Plan 2009/10

The action plan is split into two main parts. The first being those outcomes and actions that have been identified in the Council's Corporate Plan. This action plan expands on the Corporate Plan and gives more detail as to how this will be achieved.

Section 2 are those outcomes and actions that have been identified as being a priority for the Department, but have not specifically been included in the Council's Corporate Plan.

Section 1 – Outcomes and actions that are linked directly to the Corporate Plan

Local Strategic Partnership Theme – Health and Well-being					
Children and Young People's Plan Priority – Tackling Inequalities					
Corporate Plan Outcome: Be Healthy					
Code:	Corporate Plan Actions	Date to be completed	Responsible Officer	Associated Nis	Associated Risks
CORP HW03	Work with partners to reduce health inequalities e.g. by promoting breastfeeding, reducing smoking in pregnancy, tackling obesity	Mar 2011	Sally Robinson	NI 52-57	CSD R003 CSD R014
CORP HW04	Work with partner agencies, young people, schools and families to reduce under 18 conception rate by 55% from 1998 baseline and improve sexual health	Mar 2011	Sheila O'Connor	NI 112, 113	CSD R003 CSD R014
CORP HW05	Work with partner agencies, young people, schools and families to tackle substance misuse (including alcohol)	Mar 2011	Sheila O'Connor Sandra Saint	NI 115	CSD R003 CSD R014

Local Strategic Partnership Theme – Community Safety					
Children and Young People's Plan Priority – Living Safely					
Corporate Plan Outcome: Stay Safe					
Code:	Corporate Plan Actions	Date to be completed	Responsible Officer	Associated Nis	Associated Risks
CORP CS10	Effectively implement the recommendations from Care Matters to improve outcomes for looked after children	Mar 2011	Jim Murdoch	NI 58, 61-63, 66, 71, 99-101	CSD R004 CSD R023 CSD R024
CORP CS11	Develop and implement an e-safety strategy	Mar 2010	Sally Robinson	NI 69	CSD R004 STR R002
CORP CS12	Develop the work of the Local Safeguarding Children Board to achieve the wider safeguarding agenda, reflecting local priorities	Mar 2011	Maureen McEnaney	NI 48, 59-60, 64-65, 67-71	CSD R004 STR R002

Local Strategic Partnership Theme – Lifelong Learning and Skills					
Children and Young People's Plan Priority – Narrowing the Gap					
Corporate Plan outcome: Enjoy and Achieve					
Code:	Corporate Plan Actions	Date to be completed	Responsible Officer	Associated Nis	Associated Risks
CORP LLS01	Foundation Stage Profile – Narrowing the Gap: Improve the average Early Years Foundation Stage profile score of the lowest achieving 20% of results to narrow the gap between that and the median	Jan 2010	Val Green	NI 72, 92	CSD R018
CORP LLS02	Continue to improve overall levels of achievement and narrow the gap: Between Key Stage 1-2 improve the proportion of pupils progressing by two National Curriculum levels in English	Jan 2010	Janice Sheraton-Wright	NI 93	CSD R018
CORP LLS03	Continue to improve overall levels of achievement and narrow the gap: Between Key Stage 1-2 improve the proportion of pupils progressing by two National Curriculum levels in Maths	Jan 2010	Janice Sheraton-Wright	NI 94	CSD R018
CORP LLS04	Continue to improve overall levels of achievement and narrow the gap: Between Key Stage 2-4 improve the proportion of pupils making at least two National Curriculum levels progress	Jan 2010	Geraldine Chapman	NI 102	CSD R018
CORP LLS05	Continue to improve overall levels of achievement and narrow the gap: At Key Stage 2 increase the proportion of pupils achieving Level 4+ in both English and Maths	Jan 2010	Janice Sheraton-Wright	NI 73, 76, 104	CSD R018
CORP LLS06	Continue to improve overall levels of achievement and narrow the gap: At Key Stage 4 increase the proportion of pupils achieving 5 A*-C grades at GCSE or equivalent, including English and Maths	Jan 2010	Geraldine Chapman	NI 75, 78, 84	CSD R018
CORP LLS07	Continue to improve overall levels of achievement and narrow the gap: Narrow the achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 2 and 4	Jan 2010	Janice Sheraton-Wright Geraldine Chapman	NI 102, 105	CSD R020
CORP LLS08	Provide enrichment opportunities: Increase the percentage of pupils participating in extra-curricular activities	Jan 2010	Karen Adams-Shearer	NI 110	

CORP LLS09	Provide enrichment opportunities: Extend the opportunities for pupils to participate in an increasingly wide range of extra-curricular activities	Jan 2010	Karen Adams-Shearer	NI 88, 110	
CORP LLS10	Provide enrichment opportunities: Improve the availability of curriculum enrichment activities for all pupils including educational and residential visits, music, sport, creative and performing arts	Jan 2010	Karen Adams-Shearer	NI 110	

Local Strategic Partnership Theme – Lifelong Learning and Skills					
Children and Young People's Plan Priority – Tackling Inequalities					
Corporate Plan Outcome: Transform teaching and learning opportunities, supported by £100m+ investment from Building Schools for the Future and the Primary Capital Programme					
Code:	Corporate Plan Actions	Date to be completed	Responsible Officer	Associated Nis	Associated Risks
CORP LLS12	Select Building Schools for the Future Information and Communications Technology (ICT) Managed Service provider through Official Journal of the European Union notice and competitive dialogue	Dec 2009	Paul Briggs	NI 185	BSF IT R002
CORP LLS13	Select Building Schools for the Future Design and Build provider from National Framework through invitation to express interest and mini competition	May 2010	Paul Briggs	NI 185	BSF PM R006
CORP LLS14	Initiate ICT Managed Service at St. Hild's School	Apr 2010	Peter McIntosh	NI 185	BSF IT R002
CORP LLS15	Initiate construction work at Dyke House School	Sept 2010	Peter McIntosh	NI 185	BSF PM R006
CORP LLS16	Procure initial Primary Capital Programme Projects, with a capital value of £8.4m	Mar 2011	Paul Briggs	NI 88, 185	CSD R010

Local Strategic Partnership Theme – Strengthening Communities					
Children and Young People's Plan Priority – Promoting Emotional Well-being					
Corporate Plan Outcome: Make a Positive Contribution					
Code:	Corporate Plan Actions	Date to be completed	Responsible Officer	Associated Nis	Associated Risks
CORP SC04	Support parents and carers to fulfil their responsibilities to their children effectively	Mar 2011	John Robinson	NI 50	CSD R014
CORP SC05	Promote children and young people's participation in decision making	Mar 2011	John Robinson	NI 110	CSD R014
CORP SC06	Promote emotional well-being in children and young people	Mar 2011	Jacque Braithwaite	NI 50	CSD R014
CORP SC07	Work with partner agencies to reduce youth offending	Mar 2011	Danny Dunleavy / John Robinson	NI 111	CSD R014
CORP SC08	Improve the level of young people's participation in positive activities	Mar 2011	Peter Davies	NI 110	CSD R022

Local Strategic Partnership Theme – Jobs and the Economy					
Children and Young People's Plan Priority – Eradicating Child Poverty					
Corporate Plan Outcome: Achieve Economic Well-being					
Code:	Corporate Plan Actions	Date to be completed	Responsible Officer	Associated Nis	Associated Risks
CORP JE07	Reduce the level of young people who are Not in Employment, Education or Training (NEET)	Mar 2010	Mark Smith	NI 117	CSD R022
CORP JE08a	Reduce the proportion of children in poverty	Mar 2011	Sue Johnson	NI 116	CSD R014
CORP JE09	Implement the Hartlepool 14-19 Strategy	Mar 2011	Tom Argument	NI 79-82, 85	CSD R018
CORP JE10	Implement the Machinery of Government Change (MOG) in line with the Raising Expectations – Enabling the System to Deliver White Paper	Mar 2010	Tom Argument	NI 106	CSD R018

Section 2 – Outcomes and actions that are specific to the Children’s Services Department

Departmental Plan Outcome: Raise the aspirations of children, young people and parents			Associated Risks: CSD R014	
Code:	Departmental Plan Action	Date to be Completed	Responsible Officer	Associated NIs
	Promote the implementation of the parenting strategy to raise parental aspirations	Mar 2010	John Robinson	NI 50

Departmental Plan Outcome: Promote inclusion for all vulnerable groups of children and young people			Associated Risks: CSD R020	
Code:	Departmental Plan Actions	Date to be Completed	Responsible Officer	Associated NIs
	Support the roll out of the Inclusion Development Programme in schools	Mar 2011	Debbie Brown	NI 104-105
	Implement the Aiming High for Disabled Children Programme	Mar 2011	Danielle Swainston	NI 54

Departmental Plan Outcome: Work with partners to ensure children, young people and families are supported by early interventions.			Associated Risks: CSD R014, CSD R016, CSD R022	
Code:	Departmental Plan Actions	Date to be Completed	Responsible Officer	Associated NIs
	To embed the outreach package of support within the Children’s Centres localities	Apr 2010	Danielle Swainston	NI 72, 92
	Lead the development of the Team Around the Primary School	Mar 2011	John Robinson	NI 50
	Embed targeted youth support through the implementation of the Team Around the Secondary School	Mar 2011	Peter Davies Mark Smith	PSA 14 associated NIs

Departmental Plan Outcome: Promote community cohesion within Hartlepool			Associated Risks: CSD R005, CSD R014	
Code:	Departmental Plan Actions	Date to be Completed	Responsible Officer	Associated NIs
	As a service provider and commissioner, ensure all policies are compliant with diversity and equality legislation and Impact Needs Requirement. Assessments and Diversity Impact Assessments are completed as appropriate	Mar 2011	Kelly Moss	NI 140 (fair treatment by local services)
	Support schools in the implementation of relevant policies for community cohesion and diversity	Mar 2011	Kelly Moss	NI 140
	Contribute to the 'Prevent' agenda via corporate processes	Mar 2011	Kelly Moss	NI 1-2, 5, 69, 111

Departmental Plan Outcome: Contribute to increasing the efficiency of the Council and work with partners to improve the effectiveness of service delivery			Associated Risks: CSD R001, CSD R003, CSD R013	
Code:	Departmental Plan Actions	Date to be Completed	Responsible Officer	Associated NIs
	Secure the further development and restructure of the Children's Trust.	Mar 2010	Ian Meritt	
	Support Council restructure processes, maintaining high quality service delivery	Mar 2010	Sue Johnson	

Departmental Plan Outcome: Contribute to increasing the efficiency of the sustainable development within Hartlepool			Associated Risks: CSD R009, CSD R010	
Code:	Departmental Plan Actions	Date to be Completed	Responsible Officer	Associated NIs
	Schools Transformation: Achieve financial close on plans to rebuild / remodel and refurbish the secondary school estate to provide 21 st Century, efficient and modern school buildings	Mar 2013	Peter McIntosh	NI 88, 185
	Develop appropriate modes of home to school travel in order to improve the physical and environmental well-being for those who use them	Mar 2011	Steve Haley	NI 198

Departmental Score Cards

Outcome	National Indicator Number	Report Card Lead
PSA9 – Halve the number of children in poverty by 2010-2011 on the way to eradicating child poverty by 2020.	NI 116	Sue Johnson
PSA10 – Raise the educational achievement of all children and young people to attain world class standards.	NI 72, 73, 74, 75, 78, 79, 80, 81, 82, 103, 104, 105, 107, 108, 109	Caroline O'Neill
PSA11 – Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers.	NI 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 106	Caroline O'Neill
PSA12 – Improve the health and well-being of children and young people.	NI 50, 52, 53, 54	Sally Robinson
PSA14 – Increase the number of children and young people on the path to success.	NI 110, 111, 112, 115	Sue Johnson
PSA15 – Address the disadvantage that individuals experience because of their gender, race, disability, age, sexual orientation, religion and belief	NI 1, 2, 3, 140	Kelly Moss
DCSF DSO – Secure the well-being and health of children and young people.	NI 51, 55, 56, 57, 58	Sally Robinson
DCSF DSO – Close the gap in educational achievement for children from disadvantaged backgrounds	NI 76, 77, 83, 84, 86, 87, 88, 89	Caroline O'Neill
DCSF DSO – Safeguard the young and vulnerable.	NI 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71	Sally Robinson
Implement the 14-19 strategy to ensure that young people are participating and achieving their potential to 18 and beyond.	NI 85, 90, 91, 113, 114	Tom Argument
Deliver workforce reform.		John Leach
Deliver Schools Transformation agenda.		Paul Briggs
Ensure departmental services provide value for money.		Steve Haley
Positive Contribution – parenting, emotional well-being.		John Robinson
Positive Activities for Young People – targeted youth support/YOS/YCAP.	NI 110	Peter Davies
Reduce the number of young people who are NEET.	NI 117	Mark Smith
Reduce teenage conception rates.	NI 112	Sheila O'Connor
Reduce substance misuse.	NI 115	John Robinson

Performance Indicators

The action plan identifies the links between specific activities and National Indicators (Nis) that will be used to measure the successful implementation of the actions. In addition the work of the department contributes to a wider range of Nis and local performance indicators. These indicators are included in more detail in the table below.

Ref	Definition	Responsible Officer	Outturn 2008/09 (or latest available e.g. academic year 2007/08)	Target 2009/10
NI 45	Young Offenders' engagement in suitable education, employment or training	John Robinson Mark Smith Youth Offending Service		
NI 46	Young offenders - access to suitable accommodation	John Robinson Youth Offending Service		
NI 50	Emotional health of Children	Sue Johnson Danielle Swainston		
NI 51	Effectiveness of child and adolescent mental health (CAMHs) services	Sally Robinson		
NI 52	Take-up of school lunches	Sandra Saint		
NI 53	Prevalence of breastfeeding at 6-8 weeks from birth	PCT Danielle Swainston		
NI 54	Services for disabled children	Sheila O'Connor		
NI 55	Obesity among primary school age children in Reception Year	PCT Sandra Saint		
NI 56	Obesity among primary school age children in Year 6	PCT Sandra Saint		
NI 57	Children and young people's participation in high-quality PE and sport	Sandra Saint		

Ref	Definition	Responsible Officer	Outturn 2008/09 (or latest available e.g. academic year 2007/08)	Target 2009/10
NI 58	Emotional health of children looked after	Jim Murdoch		
NI 59	Initial assessments for children's social care carried out within seven working days of referral	Sheila O'Connor		
NI 60	Core assessments for children's social care that were carried out within 35 working days of their commencement	Sally Robinson		
NI 61	Stability of looked after children adopted following an agency decision that the child should be placed for adoption	Jim Murdoch		
NI 62	Stability of placements of looked after children: number of moves	Jim Murdoch		
NI 63	Stability of placements of looked after children: length of placement	Jim Murdoch		
NI 64	Child protection plan lasting two years or more	Maureen McEnaney		
NI 65	Children becoming the subject of a Child Protection Plan for a second or subsequent time	Maureen McEnaney		
NI 66	Looked after children cases which were reviewed within required timescales	Maureen McEnaney		
NI 67	Child protection cases which were reviewed within required timescales	Maureen McEnaney		
NI 68	Referrals to children's social care going on to initial assessment	Sally Robinson		
NI 69	Children who have experienced bullying	Zoe Westley		
NI 70	Hospital admissions caused by unintentional and deliberate injuries to children and young people	PCT Sally Robinson		

Ref	Definition	Responsible Officer	Outturn 2008/09 (or latest available e.g. academic year 2007/08)	Target 2009/10
NI 71	Children who have run away from home/care overnight	Sally Robinson		
NI 72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales of Personal Social and Emotional Development and Communication, Language and Literacy	Danielle Swainston Val Green		
NI 73	Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)	Lynne Pawley		
NI 75	Achievement of five or more A*-C grades at GCE or equivalent including English and Maths (Threshold)	Geraldine Chapman		
NI 76	Achievement at level 4 or above in both English and Maths at Key stage 2 (Floor)	Lynne Pawley		
NI 78	Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and Maths	Geraldine Chapman		
NI 79	Achievement of a Level 2 qualification by the age of 19	Tom Argument		
NI 80	Achievement of a Level 3 qualification by the age of 19	Tom Argument		
NI 81	Inequality gap in the achievement of a Level 3 qualification by the age of 19	Tom Argument		
NI 82	Inequality gap in the achievement of a Level 2 qualification by the age of 19	Tom Argument		
NI 84	Achievement of two or more A*-C grades in Science GCSEs or equivalent	Geraldine Chapman		
NI 85	Post-16 participation in physical sciences (A-level Physics, Chemistry and Maths)	Tom Argument		

Ref	Definition	Responsible Officer	Outturn 2008/09 (or latest available e.g. academic year 2007/08)	Target 2009/10
NI 86	Secondary schools judged as having good or outstanding standards of behaviour	Zoe Westley		
NI 87	Secondary school persistent absence rate	Jackie Webb		
NI 88	Number of Extended Schools	Danielle Swainston Paul Briggs Peter McIntosh		
NI 89	Number of schools in special measures	Caroline O'Neill		
NI 90	Take-up of 14-19 learning diplomas	Tom Argument		
NI 91	Participation of 17 year olds in education and training	Mark Smith		
NI 92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	Danielle Swainston		
NI 93	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	Lynne Pawley		
NI 94	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	Lynne Pawley		
NI 99	Children in care reaching level 4 in English at Key Stage 2	Zoe Westley		
NI 100	Children in care reaching level 4 in Maths at Key Stage 2	Zoe Westley		
NI 101	Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	Zoe Westley		

Ref	Definition	Responsible Officer	Outturn 2008/09 (or latest available e.g. academic year 2007/08)	Target 2009/10
NI 102	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4	Lynne Pawley Geraldine Chapman		
NI 103	Special Educational Needs – statements issued within 26 weeks	Ken Dinsdale		
NI 104	The Special Education Needs (SEN)/non-SEN gap - achieving Key Stage 2 English and Maths threshold	Lynne Pawley		
NI 105	The Special Education Needs (SEN)/non-SEN gap - achieving five A*-C GCSE including English and Maths	Geraldine Chapman		
NI 106	Young people from low income backgrounds progressing to higher education	Mark Smith		
NI 107	Key Stage 2 attainment for Black and minority ethnic groups	Performance team		
NI 108	Key Stage 4 attainment for Black and minority ethnic groups	Performance team		
NI 109	Number of Sure Start Children Centres	Danielle Swainston		
NI 110	Young people's participation in positive activities	Peter Davies		
NI 111	First time entrants to the Youth Justice System aged 10 - 17	John Robinson Youth Offending Service		
NI 112	Under 18 conception rate	PCT Sheila O'Connor		
NI 113	Prevalence of Chlamydia in under 20 year olds	PCT Sheila O'Connor		

Ref	Definition	Responsible Officer	Outturn 2008/09 (or latest available e.g. academic year 2007/08)	Target 2009/10
NI 114	Rate of permanent exclusions from school	Zoe Westley		
NI 115	Substance misuse by young people	Sandra Saint		
NI 116	Proportion of children in poverty	Sue Johnson		
NI 117	16 to 18 year olds who are not in education, employment or training (NEET)	Assistant Director (PA) Mark Smith Sue Johnson		
NI 118	Take up of formal childcare by low-income working families	Danielle Swainston		
NI 123	Percentage stopping smoking	PCT Danielle Swainston		
NI 147	Care leavers in suitable accommodation	Sally Robinson		
NI 148	Care leavers in employment, education or training	Mark Smith		
NI 198	Children travelling to school – mode of transport usually used	Steve Hayley		
CSD P001	Percentage absence in primary schools	Jackie Webb		
CSD P002	Participation in and outcomes from Youth Work: recorded outcomes	Peter Davies		
CSD P003	Participation in and outcomes from Youth Work: accredited outcomes	Peter Davies		

Ref	Definition	Responsible Officer	Outturn 2008/09 (or latest available e.g. academic year 2007/08)	Target 2009/10
CSD P004	Young people are supported in developing self confidence, team working skills and enterprise	Tom Argument		
CSD P005	Hartlepool enterprise activities are available to all Key Stage 4 pupils in Hartlepool Secondary Schools	Tom Argument		
CSD P006	All Key Stage 4 pupils undertake work related learning and useful work experience	Tom Argument		
CSD P007	Careers education and guidance is provided to all young people aged 13-19	Tom Argument		
CSD P009	Improve the long term stability of placements for Looked After Children	Jim Murdoch		
CSD P010	Number of repeat referrals to the Police for incidents of domestic violence	Sheila O'Connor		
CSD P011	Number of perpetrators attending a perpetrator programme not re-offending within 6 months of completing the programme	Sheila O'Connor		
CSD P012	Number of schools achieving the new Healthy Schools Status	Sandra Saint Judith Turland	17%	
CSD P013	Early Years – improve achievement of a least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales of Personal, Social and Emotional Development and Communication, Language and Literacy so the gap between Neighbourhood Renewal Area and Hartlepool is reduced for a good level of development at the end of the foundation stage	Danielle Swainston		
CSD P014	Early Years – increase the percentage of 3 and 4 year olds who attend an early years and childcare place to 96%	Danielle Swainston		
CSD P015	Early Years – reduce the gap between Neighbourhood Renewal Area and Hartlepool for participation rates of 3 and 4 year olds in good quality, free early years education	Danielle Swainston		

Ref	Definition	Responsible Officer	Outturn 2008/09 (or latest available e.g. academic year 2007/08)	Target 2009/10
CSD P016	The proportion of 13-19 year olds resident in Hartlepool in contact with the Council Youth Service	Peter Davies		
CSD P017	The proportion of 13-19 year olds resident in Hartlepool reached by the Youth Service to reflect the cultural diversity of the community	Peter Davies		
CSD P018	The number of deaths in the year of infants under one	PCT Danielle Swainston		
CSD P019	The number of babies born live in Hartlepool in the year weighing under 2500g at birth	PCT Danielle Swainston		
CSD P020	The number of emergency admissions to hospital in the year of infants under one	PCT Danielle Swainston		
CSD P021	Health of children looked after	Sheila O'Connor		
CSD P022	Percentage of full day care settings employing an Early years Professional	Danielle Swainston		
CSD P023	Percentage of Hartlepool school population with statements	Ken Dinsdale		
CSD P024	Number of referrals of statutory assessment per calendar year	Ken Dinsdale		
CSD P025	Number of pupils with statements educated out of the borough	Ken Dinsdale		
CSD P026	Percentage of Hartlepool population (5 to 19) in Hartlepool Special Schools	Ken Dinsdale		
CSD P027	Percentage of annual reviews of statements where parents views are represented	Ken Dinsdale		
CSD P028	Percentage of annual reviews of statements attended by a pupil	Ken Dinsdale		

Ref	Definition	Responsible Officer	Outturn 2008/09 (or latest available e.g. academic year 2007/08)	Target 2009/10
CSD P029	Percentage of young people (16 to 24) achieving an Apprenticeship	Tom Argument Mark Smith		
CSD P030	The proportion of Year 11 learners who progress through the qualifications framework (levels 1, 2 and 3 by 19)	Tom Argument		
CSD P031	Increase the proportion of Neighbourhood Renewal Area pupils achieving two level gains from Key Stage 1 – Key Stage 2 in English and Mathematics at a rate which exceeds the increase for non Neighbourhood Renewal Areas pupils	Lynne Pawley	English 5.9% Maths 6.4%	English 5.4% Maths 5.9%
CSD P034	The percentage of children who had been looked after continuously for at least 12 months and were of school age who missed at least 25 days of schooling for any reason during the previous school year	Zoe Westley	11.3%	
CSD P035	Children who became the subject of a Child Protection plan, or were registered per 10,000 population under 18	Sally Robinson	42.4%	
CSD P036	The percentage of S47 enquiries which led to initial case conference and were held within 15 working days	Sheila O'Connor		

Associated Risks

Within the action plan each objective has identified risks that could affect the successful implementation of the objective and associated actions. Those risks are included in more detail in the table below.

Risk Register Ref	Departmental Outcome (Ref)	Key risks to achieving departmental service outcome	Priority H/M/L	Procedures/processes/ management arrangements/ controls in place to mitigate identified risks	Responsible Officer
STR R001	CORP LLS16	Failure to plan school provision appropriately			Adrienne Simcock
STR R002	CORP CS11 CORP CS12	Failure to appropriately safeguard children			Adrienne Simcock
CSD R001		Failure to maintain and improve on current inspection ratings			Adrienne Simcock
CSD R002		Failure to cope with pressure of workload from new national policies / initiatives			Adrienne Simcock
CSD R003	CORP HWO3 CORP HW04	Failure to secure arrangements for partnership working			Adrienne Simcock
CSD R004	CORP CS10 CORP CS11	Failure to provide statutory services to safeguard children and protect their well-being			Adrienne Simcock
CSD R005		Failure to carry out specific statutory duties and/or comply with regulatory codes of practice			Adrienne Simcock
CSD R006		Failure to use, manage and develop ICT systems appropriately			Anne Smith

Risk Register Ref	Departmental Outcome (Ref)	Key risks to achieving departmental service outcome	Priority H/M/L	Procedures/processes/ management arrangements/ controls in place to mitigate identified risks	Responsible Officer
CSD R009		Failure to secure government funding for BSF			Paul Briggs
CSD R010		Failure to secure government funding for PCP			Paul Briggs
CSD R012		Failure to monitor spending against budgets successfully			Steve Haley
CSD R013		Failure to develop and maintain staff capacity			Adrienne Simcock
CSD R014	CORP HWO3 CORP HWO4	Failure to invest in preventative services			Sue Johnson
CSD R016		Failure to implement Ten Year Childcare Strategy			Danielle Swainston
CSD R018	CORP LLS01-LLS06	Failure to consolidate upon recent improvements in achievements and standards in all key stages			Janice Sheraton-Wright
CSD R020	CORP LLS07	Failure of vulnerable pupils to make progress towards national standards of achievement			Zoe Westley
CSD R022	CORP SC08	Failure to deliver Youth Matters – Next Steps			Peter Davies
CSD R023	CORP CS10	Failure to plan future needs and be able to respond to market pressures on placements in social care and SEN			Caroline O'Neill

Risk Register Ref	Departmental Outcome (Ref)	Key risks to achieving departmental service outcome	Priority H/M/L	Procedures/processes/ management arrangements/ controls in place to mitigate identified risks	Responsible Officer
					Sally Robinson
BSF IT R002	CORP LLS12	Lack of interest from the market for ICT			Colin Scott
CSD R024	CORP CS10	Failure to meet the needs of looked after children			

CHILDREN'S SERVICES DEPARTMENT

Every Child Matters



Performance and Achievement

Divisional Plan 2009 / 10



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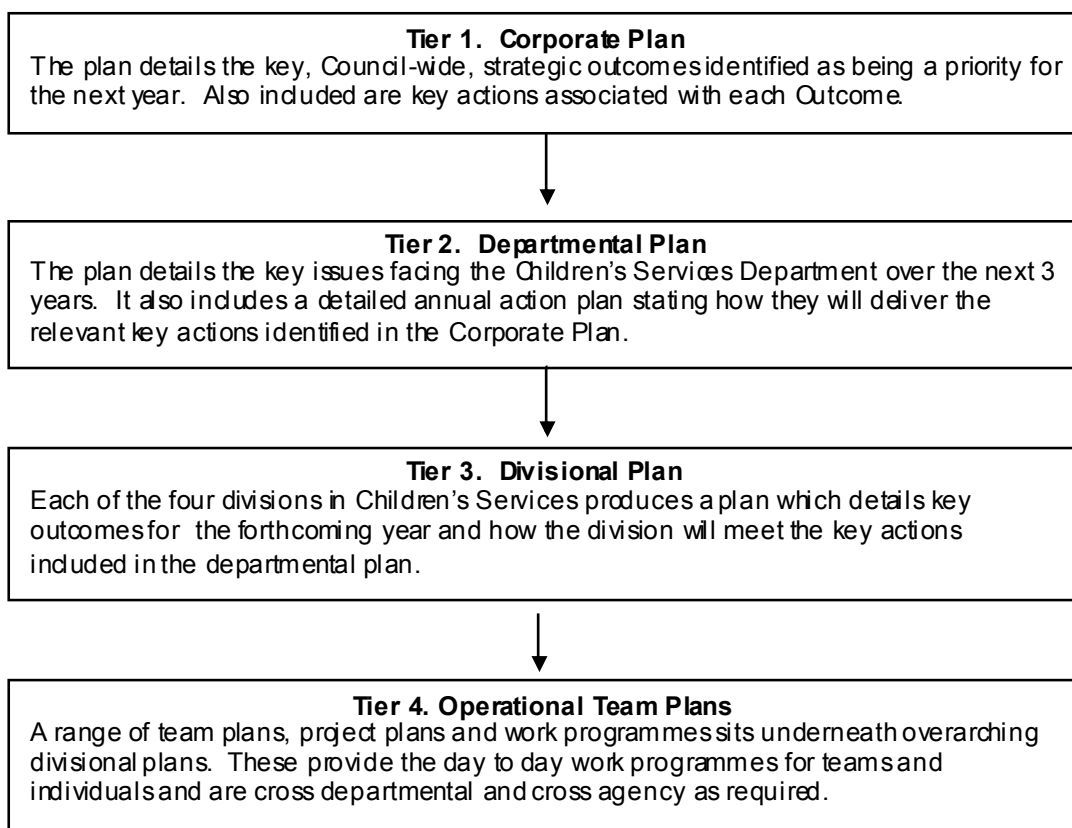
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Introduction

This document is the Performance and Achievement Divisional Plan for 2009/10 and forms part of the Council's overall service planning arrangements. The plan details the key priorities and issues facing the division over the next year, and includes a detailed action plan showing how these priorities will be delivered.

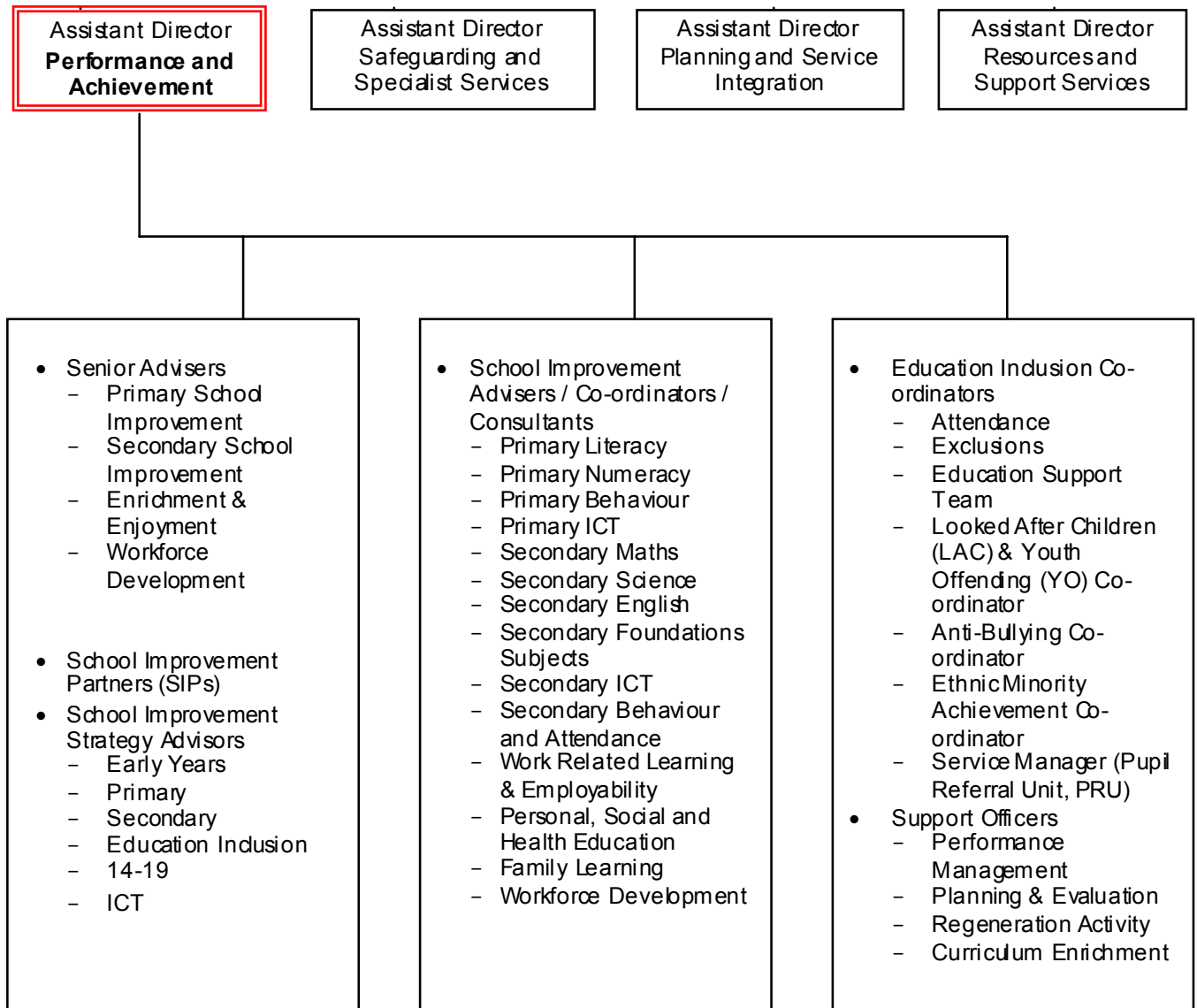
The plan details how the division will meet the Council's key priorities as stated in the Corporate Plan and the Children's Services Department's key priorities as stated in the Children's Services Departmental Plan 2009/10.

This plan should be looked at in conjunction with both the Council's Corporate Plan, and the Children's Services Departmental Plan, that together form part of the Council's overall service planning arrangements. Figure 1, below, demonstrates how the plans are linked: -



This approach ensures that any outcome that appears in the Corporate Plan can be traced through the departmental plan to specific actions in the divisional plan, and vice versa. It allows the employees delivering services to see explicitly how their actions contribute to the Council's overall Outcomes and contribute to the implementation of the Children & Young People's Plan.

Service Structure



The Performance and Achievement Division is responsible for:

- Two of the five outcomes for children: 'Enjoy and Achieve' and 'Economic Well-being'.
- School improvement – monitoring, challenge and support.
- Curriculum development, E-Learning, enrichment and enjoyment.
- Regeneration.
- Workforce development.
- Performance management and self-evaluation.

The services within the division are largely universal services. Staff work mainly at the interface with schools. For example, SIPs, School Improvement Advisers and Co-ordinators should spend at least 80% of their time on direct school-related support and challenge. Some services within the division are more targeted because they are designed to address the needs of vulnerable children and young people, e.g. Looked After, pupils at risk of disaffection and disengagement etc.

Curriculum enrichment and enjoyment covers a range of activities designed to enhance the quality and broaden the range of educational activity in schools, e.g. gifted and talented, healthy schools, outdoor education and out of hours learning / study support.

The Performance & Achievement division is also responsible for taking forward specific regeneration activity and provides the link between regeneration projects such as Neighbourhood Renewal and New Deal for Communities and schools.

Two services provided by the division stretch across all aspects of Children's Services. Workforce Development not only supports and challenges schools to implement, workforce remodelling, but is responsible for developing a strategy for the Children's Services workforce across a range of providers. This division also leads on performance management and self-evaluation across the Children's Services Department.

Staff in the division have close links with:

- Schools
- Other education providers, e.g. college and universities
- Department for Children, Schools and Families
- OfSTED and other inspection regimes
- Government Office North East
- Regeneration agencies, e.g. New Deal for Communities
- Other agencies, e.g. Health, Police etc.

Performance Management

- **Monitoring and Reporting**

The action plan detailing how the division will meet its main outcomes for the forthcoming year will be monitored constantly, and reported to the Children's Services Management Team on a quarterly basis. Any amendments to the plan will only be made with full agreement of Children's Services Management Team.

Performance management will include a range of report or score cards reflecting key issues. These are outcome based and bring together a range of qualitative and quantitative data. They ensure that cross-departmental and, where appropriate, cross-agency responsibilities are identified.

- **Reviewing the Plan**

The action plan will be reviewed on a quarterly basis, with any proposed changes being presented to Children's Services Management Team for agreement.

- **Communication**

Staff within the Performance and Achievement Division will be kept informed about progress and developments by:

- Regular team meetings e.g. Advisers, School Improvement Strategy team etc.
- Wider team meetings / briefings led by the Assistant Director
- Children's Services senior manager' meetings
- Operation plan progress reports.

- **Value for Money (VFM)**

Value for money assessments will be carried out on services in line with departmental processes. Priorities in relation to VFM are identified in Section 3 of the action plan.

Priorities

Priorities for the Performance and Achievement Division link to its key role in:

- Taking forward the “Enjoy and Achieve” and “Achieving Economic Well-Being” outcomes of the Every Child Matters agenda
- School improvement
- E-Learning and the development of Information and Communication Technology as a tool for learning and teaching
- Curriculum enrichment
- Regeneration activities
- Workforce development
- Performance management and self-evaluation.

Key issues for 2009/10 are:

- Support the implementation of the Schools’ Transformation agenda through BSF and Primary Capital Programme.
- Challenge and support schools to improve performance to national averages and above.
- Challenge and support schools in targeting vulnerable children and young people for additional intervention and support so that they achieve in line with or better than expected levels.
- Challenge and support schools to develop their use of provision for Information and Communication Technology and E-Learning in order to deliver a personalised learning entitlement for all children and young people.
- Work with partners to extend and improve the quality of services for children and young people which enable them to enjoy their education, improve their well-being and enrich their lives.
- Work with the Planning and Service Integration Division to implement the 10 year Childcare Strategy by developing integrated services in Children’s Centres/Extended Schools, ensuring sufficient high quality childcare places and continuing to develop a highly skilled workforce.
- Work with partners to increase universal access to high quality learning and skills opportunities.
- Work with partners to increase universal access from disadvantaged/socially excluded groups to high quality learning and skills opportunities.
- Implement, with partner agencies, the Hartlepool 14-19 strategy and support the 14-19 regional strategy.
- Promote the development of employability skills and enterprise education in Hartlepool schools.
- Raise the aspirations of young people from vulnerable backgrounds and increase their participation in education, employment and training.

In addition, the division is responsible for two of the five 'Every Child Matters' outcomes for children:

- Enjoy and Achieve
- Economic Well-being

Managers within the Performance and Achievement Division of Children's Services will ensure that corporate policies in relation to human resource issues, health and safety, equality and diversity and sustainability are strongly embedded within the division.

The divisional action plan for 2009/10 is attached below. It identifies the main strategic outcomes for the division and the activities which will be needed to achieve these.

The action plan is in three sections. Section 1 contains priorities that link directly to Hartlepool's Corporate Plan. Section 2 contains priorities that link directly to the Children's Services Plan. Section 3 contains priorities specific to the Performance and Achievement Division.

Performance and Achievement Action Plan 2009 / 10

The action plan is split into three main parts. Sections 1 and 2 are those outcomes and actions that have been identified in the Children's Services Departmental Plan. Section 1 details those outcomes that can be linked to the Council's Corporate Plan, and section 2 details those that are specific to the Children's Services Department.

Section 3 are those outcomes and actions that have been identified as being a priority for the division, but have not specifically been included in the Council's Corporate Plan or the Children's Services Departmental Plan.

Section 1 – Outcomes and actions that are linked to the Corporate Plan, through the Children's Services Departmental Plan

Corporate Plan Outcome: Be Healthy					
Corporate Plan Action: Work with partners to reduce health inequalities e.g. by promoting breast feeding, reducing smoking in pregnancy, tackling obesity CORP HW03					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Continue to work with schools and other agencies to encourage healthy lifestyles, promoting healthy eating and regular exercise	Jan 2010	Sandra Saint	CSD R003	NI50, 52, 55, 56, 57, 115

Corporate Plan Outcome: Stay Safe					
Corporate Plan Action: Effectively implement the recommendations from Care Matters to improve outcomes for looked after children CORP CS12					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Implement all duties expected under section 52 of the Children Act 2004	Mar 2011	Zoe Westley	CSD R020	NI99, 100, 101
Corporate Plan Action: Develop the work of the Local Safeguarding Children Board to achieve the wider safeguarding agenda, reflecting local priorities CORP CS12					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Support schools and settings to promote anti-bullying strategies	Mar 2011	Zoe Westley	STR R002	NI69

Corporate Plan Outcome: Enjoy and Achieve					
Corporate Plan Action: Foundation Stage Profile – Narrowing the Gap: Improve the average Early Years Foundation Stage profile score of the lowest achieving 20% of results to narrow the gap between that and the median CORP LLS01					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	<ul style="list-style-type: none"> Continue to support and challenge schools settings through a universal offer to implement and embed the Communication Language and Literacy Development programme. Continue to develop family learning courses for Early Years Foundation Stage parents and pupils. Further develop effective transition from Early Years Foundation Stage to Key Stage 1. 	July 2010	Senior SIA Debbie Brown Linda McGlasham Jill Hynd	CSD R018 CSD R020	NI 72, 92

Corporate Plan Action: Continue to improve overall levels of achievement and narrow the gap: Between Key Stage 1-2 improve the proportion of pupils progressing by two National Curriculum levels in English CORP LLS02					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Nis
	<ul style="list-style-type: none"> • Further develop Assessment for Learning (AfL) in all areas of English. • Further develop effective transition from Early Years Foundation Stage to Key Stage 1 and from KS1 to KS2. • Continue to support targeted primary schools to raise standards in English through the implementation of the Local Authority's specific support programme • Promote social and emotional aspects of learning to support raising standards • Implement Every Child a Reader in KS1 within specific primary schools. • Facilitate roll out of one to one tuition in English at KS2 • Support schools to develop Assessing Pupil Progress to track pupil progress in English through KS1 and KS2 	July 2010	Janice Sheraton-Wright	CSD R018 CSD R020	NI 73, 76, 93

Corporate Plan Action: Continue to improve overall levels of achievement and narrow the gap: Between Key Stage 1-2 improve the proportion of pupils progressing by two National Curriculum levels in Maths CORP LLS03					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	<ul style="list-style-type: none"> • Further develop Assessment for Learning in all areas of maths. • Further develop effective transition from Early Years Foundation Stage to Key Stage 1 and from KS1 to KS2. • Continue to support targeted primary schools to raise standards in maths through the implementation of the Local Authority's specific support programme • Promote social and emotional aspects of learning to support raising standards • Implement Every Child Counts in KS1 within specific primary schools. • Facilitate roll out of one to one tuition in maths at KS2 • Support schools to develop Assessing Pupil Progress (APP) to track pupil progress in maths through KS1 and KS2 	Jul 2010	Janice Sheraton-Wright	CSD R018 CSD R020	NI 73, 76, 94

Corporate Plan Action: Continue to improve overall levels of achievement and narrow the gap: Between Key Stage 2-4 improve the proportion of pupils making at least two National Curriculum levels progress CORP LLS04					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	<ul style="list-style-type: none"> Facilitate the roll out of one to one tuition in KS3 and 4 Train all schools to implement APP across KS3 and 4 Further develop AfL across KS3 and 4 Develop effective transition from KS2 to KS3 	Jul 2010	Geraldine Chapman	CSD R018 CSD R020	NI 75, 78, 102
Corporate Plan Action: Continue to improve overall levels of achievement and narrow the gap: At Key Stage 2 increase the proportion of pupils achieving Level 4+ in both English and Maths CORP LLS05					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	<ul style="list-style-type: none"> Further develop Assessment for Learning (AfL) in all areas of English and maths Continue to support targeted primary schools to raise standards in English and maths through the implementation of the Local Authority's specific support programme Promote social and emotional aspects of learning to support raising standards Facilitate roll out of one to one tuition in English and maths at KS2 Support schools to develop Assessing Pupil Progress to track pupil progress in English and maths Continue to work to narrow the gender gap across the primary age range by promoting teaching and learning which addresses the different learning styles of all learners (visual, kinaesthetic and audio) and personalises the learning. Continue to work to narrow the gender gap by training schools on the selection of boy friendly teaching resources. 	Jul 2010	Janice Sheraton-Wright	CSD R018 CSD R020	NI 73, 76

Corporate Plan Action: Continue to improve overall levels of achievement and narrow the gap: At Key Stage 4 increase the proportion of pupils achieving 5 A*-C grades at GCSE or equivalent, including English and Maths CORP LLS06					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	<ul style="list-style-type: none"> Facilitate the roll out of one to one tuition in KS4. Train all schools to implement APP across KS4. Further develop AfL across KS4. Develop effective transition from KS3 to KS4. Continue to work to narrow the gender gap across the secondary age range by promoting teaching and learning which addresses the different learning styles of all learners (visual, kinaesthetic and audio) and personalises the learning. Continue to work to narrow the gender gap by training schools on the selection of boy friendly teaching resources. 	Jul 2010	Geraldine Chapman	CSD R018 CSD R020	NI 75, 78
Corporate Plan Action: Continue to improve overall levels of achievement and narrow the gap: Narrow the achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4 CORP LLS07					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	<ul style="list-style-type: none"> Continue to work to narrow the gender gap across the primary and secondary age ranges by promoting teaching and learning which addresses the different learning styles of all learners (visual, kinaesthetic and audio) and personalises the learning. Continue to work to narrow the gender gap by training schools on the selection of boy friendly teaching resources. 	Jul 2010	Janice Sheraton-Wright Geraldine Chapman	CSD R018 CSD R020	NI 102

Corporate Plan Action: Provide enrichment opportunities: Increase the percentage of pupils participating in extra-curricular activities CORP LLS08					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	<ul style="list-style-type: none"> Promote good quality provision to ensure a relevant, broad and balanced curriculum within our schools. Support schools to access training and deliver a comprehensive programme of curricular activities within and outside the school curriculum for all primary and secondary pupils. Increase the opportunities for pupils to access a varied menu of enrichment opportunities to help pupils learn through a rich and varied programme of experiences across the curriculum. Implement the Hartlepool Borough Council Cultural Strategy. Support schools to implement the Five Hour Cultural Offer to all pupils. 	July 2010	Karen Adams-Shearer	CSD R018 CSD R020	NI 88, 110
Corporate Plan Action: Provide enrichment opportunities: Extend the opportunities for pupils to participate in an increasingly wide range of extra-curricular activities CORP LLS09					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	<ul style="list-style-type: none"> Extend the opportunities for pupils to access a varied menu of enrichment opportunities to help pupils learn through a rich and varied programme of experiences across the curriculum. Support schools to provide a comprehensive programme of out of hours learning opportunities including Summer Schools and to develop extended services which target vulnerable children and young people. 	July 2010	Karen Adams-Shearer		

Corporate Plan Action: Provide enrichment opportunities: Improve the availability of curriculum enrichment activities for all pupils including educational and residential visits, music, sport, creative and performing arts CORP LLS10					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	<ul style="list-style-type: none"> Support schools to implement the Learning Outside the Classroom agenda, supporting educational and residential visits. Ensure that all primary schools in Hartlepool access their entitlement of places at Carlton Outdoor Education Centre. Support schools in delivering enrichment programmes involving music, sport, creativity and performing arts. Ensure that all pupils have access to music, sport, creative and performing arts opportunities. 	July 2010	Karen Adams-Shearer		PSA 10 NI 88, 110

Corporate Plan Outcome: Achieve Economic Well-being					
Corporate Plan Action: Implement the Hartlepool 14-19 Strategy CORP JE09					
	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Build on areas of strength to develop and implement a 14-19 strategy to co-ordinate, rationalise, improve and deliver education and training; improve teaching and learning; improve pass rates; develop strategies to attract a greater number of young people into education and training; increase the range of work-based training at level 1 and improve cost-effectiveness and value for money.	Mar 2010	TomArgument		

Corporate Plan Action: Implement the Machinery of Government Change (MOG) in line with the Raising Expectations – Enabling the System to Deliver White Paper CORP JE10					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated Nis
	Hartlepool Local Authority will take a lead in planning provision to ensure the best outcomes for young people in post-16 education and training. We will work to implement the Machinery of Government changes and work collaboratively with local authority partners as part of the sub-regional plan.	Mar 2010	TomArgument		NI 79, 80

Section 2 – Outcomes and actions that are linked directly to the Children’s Services Departmental Plan

Departmental Plan Outcome: Promote inclusion of all vulnerable groups of children and young people					
Departmental Plan Action: Support the roll out of the Inclusion Development Programme					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Continue to challenge and support all schools to effectively implement the Inclusion Development Programme	July 2010	SeniorSIA Debbie Brown Geraldine Chapman	CSD R020	NI 104, 105
Departmental Plan Outcome: Work with partners to ensure children, young people and families are supported by early interventions					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Support the secondary Behaviour & Attendance Partnership to introduce Team Around the Secondary School in each school	July 2010	Zoe Westley	CSD R014 CSD R020	NI 114
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Develop the PRU to support effective intervention for identified pupils at risk of exclusion from school	July 2010	Zoe Westley	CSD R014 CSD R020	NI 114
Departmental Plan Outcome: Contribute to increasing the efficiency of the Council and work with partners to improve the effectiveness of service delivery					
Departmental Plan Action: Support Council restructure processes, maintaining high quality service delivery					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Revise existing divisional structures to ensure greater efficiency	Mar 2010	Caroline O’Neil	CSD R013	

Section 3 – Outcomes and actions that are specific to the Performance and Achievement Division

Divisional Plan Outcome: Ensure value for money is embedded in service delivery					
Ref:	Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Review provision of School Improvement Partners <ul style="list-style-type: none"> Options appraisal including impact on service delivery and resources Implementation plan 	March 2010	Caroline O'Neil		
	Review operation of Carlton Outdoor Centre to achieve sustainability <ul style="list-style-type: none"> Prepare business plan including impact on service delivery and resources in conjunction with other local authorities and customers Benchmark external charges and implement appropriate pricing policy Implement changes 	March 2010	Tom Argument Tom Argument Nigel Horne		
	Review operation of the Pupil Referral Unit <ul style="list-style-type: none"> Conduct a review of PRU Fill vacant positions Liaise with B&A Partnership to co-ordinate inreach/outreach role across the local authority 	March 2010	Zoe Westley		

Section 4 – Operational and team plans

A range of team plans, project plans and work programmes sits underneath the divisional plan. These provide the day to day work programmes for teams and individuals. They are specific to individuals, to teams or to cross departmental and cross agency projects and working groups as required. The following plans are relevant to the work of the Performance and Achievement Division.

- Education Inclusion Operational Plan
- National Strategies delivery plans – Primary and Secondary
- Workforce development operational plan
- 14-19 Strategic Plan
- ICT/E-Learning Strategic Plan
- Gifted and Talented Plan

Divisional Report Cards

Outcome	National Indicator Number	Report Card Lead
PSA 10 – Raise the educational achievement of all children and young people to attain world class standards.	NI 72, 73, 74, 75, 78, 79, 80, 81, 82, 103, 104, 105, 107, 108, 109	Caroline O'Neill
PSA 11 – Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers.	NI 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 106	Caroline O'Neill
DCSF DSO – Close the gap in educational achievement for children from disadvantaged backgrounds.	NI 76, 77, 83, 84, 86, 87, 88, 89	Caroline O'Neill
Implement the 14-19 strategy to ensure that young people are participating and achieving their potential to 18 and beyond.	NI 85, 90, 91, 113, 114	Tom Argument
Deliver workforce reform.		John Leach

Performance Indicators

The action plan identifies where actions link to National Indicators (NIs). The indicators for which teams in the division have particular responsibility and which will be used to measure the successful implementation of the actions are included in the table below. Outturn and targets are included where these are available.

Ref	Definition	Outturn 2008/09	Target 2009/10	Quarter 1 Target	Quarter 2 Target	Quarter 3 Target	Quarter 4 Target
NI50	Emotional health of children						
NI52	Take up of school lunches						
NI55	Obesity among primary school age children in Reception Year						
NI56	Obesity among primary school age children in Year 6						
NI57	Children and young people's participation in high-quality PE and sport						
NI69	Children who have experienced bullying						
NI72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales of Personal Social and Emotional Development and Communication, Language and Literacy						
NI73	Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)						
NI75	Achievement of 5 or more A*-C grades at GCE or equivalent including English and Maths (Threshold)						
NI76	Achievement at level 4 or above in both English and Maths at Key stage 2 (Floor)						

Ref	Definition	Outturn 2008/09	Target 2009/10	Quarter 1 Target	Quarter 2 Target	Quarter 3 Target	Quarter 4 Target
NI78	Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and Maths						
NI79	Achievement of a Level 2 qualification by the age of 19						
NI80	Achievement of a Level 3 qualification by the age of 19						
NI88	Number of Extended Schools						
NI92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest						
NI93	Progression by 2 levels in English between Key Stage 1 and Key Stage 2						
NI94	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2						
NI99	Children in care reaching level 4 in English at Key Stage 2						
NI100	Children in care reaching level 4 in Maths at Key Stage 2						
NI101	Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)						
NI102	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4						
NI104	The Special Education Needs (SEN)/non-SEN gap - achieving Key Stage 2 English and Maths threshold						
NI105	The Special Education Needs (SEN)/non-SEN gap - achieving 5 A*-C GCSE including English and Maths						
NI110	Young people's participation in positive activities						

Ref	Definition	Outturn 2008/09	Target 2009/10	Quarter 1 Target	Quarter 2 Target	Quarter 3 Target	Quarter 4 Target
NI 114	Rate of permanent exclusions from school						
NI 115	Substance misuse by young people						

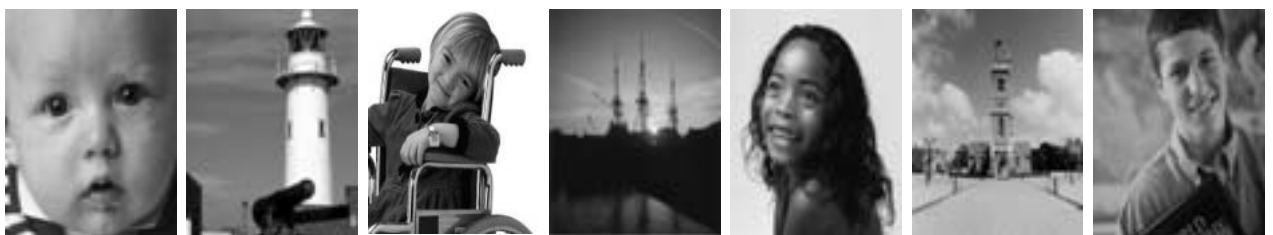
CHILDREN'S SERVICES DEPARTMENT

Every Child Matters



Safeguarding and Specialist Services

Divisional Plan 2009 / 10



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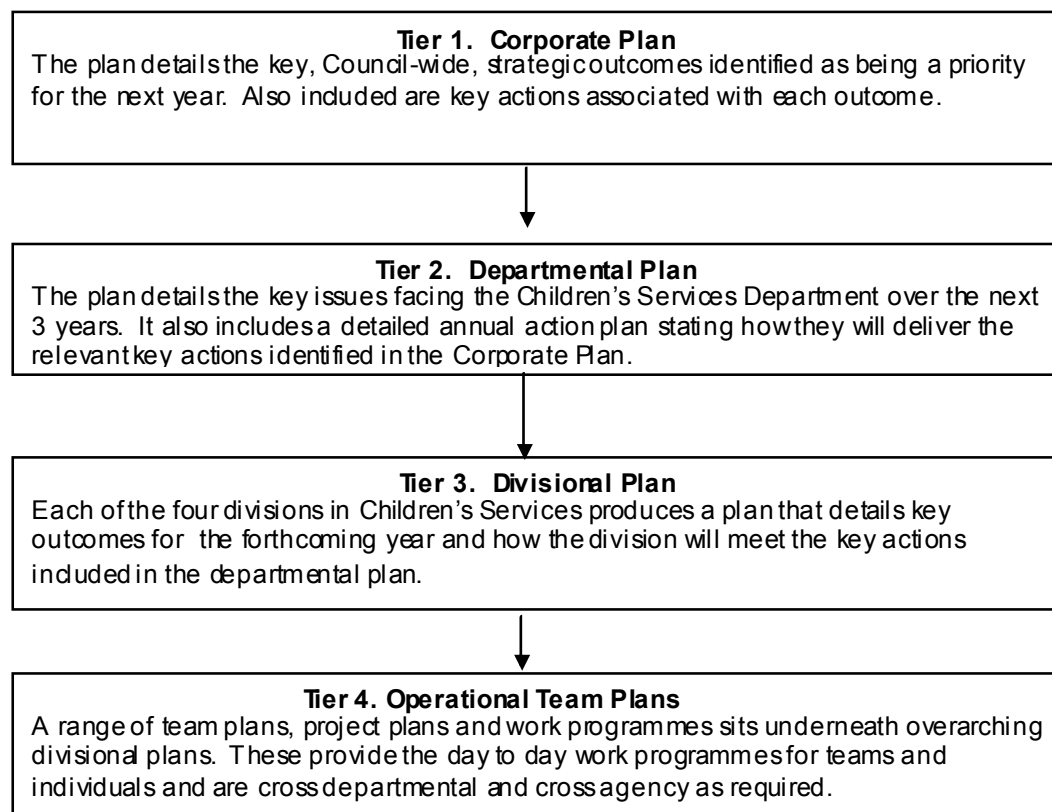
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Introduction

This document is the Safeguarding and Specialist Services Divisional Plan for 2009/10 and forms part of the Council's overall service planning arrangements. The plan details the key priorities and issues facing the division over the next year, and includes a detailed action plan showing how these priorities will be delivered.

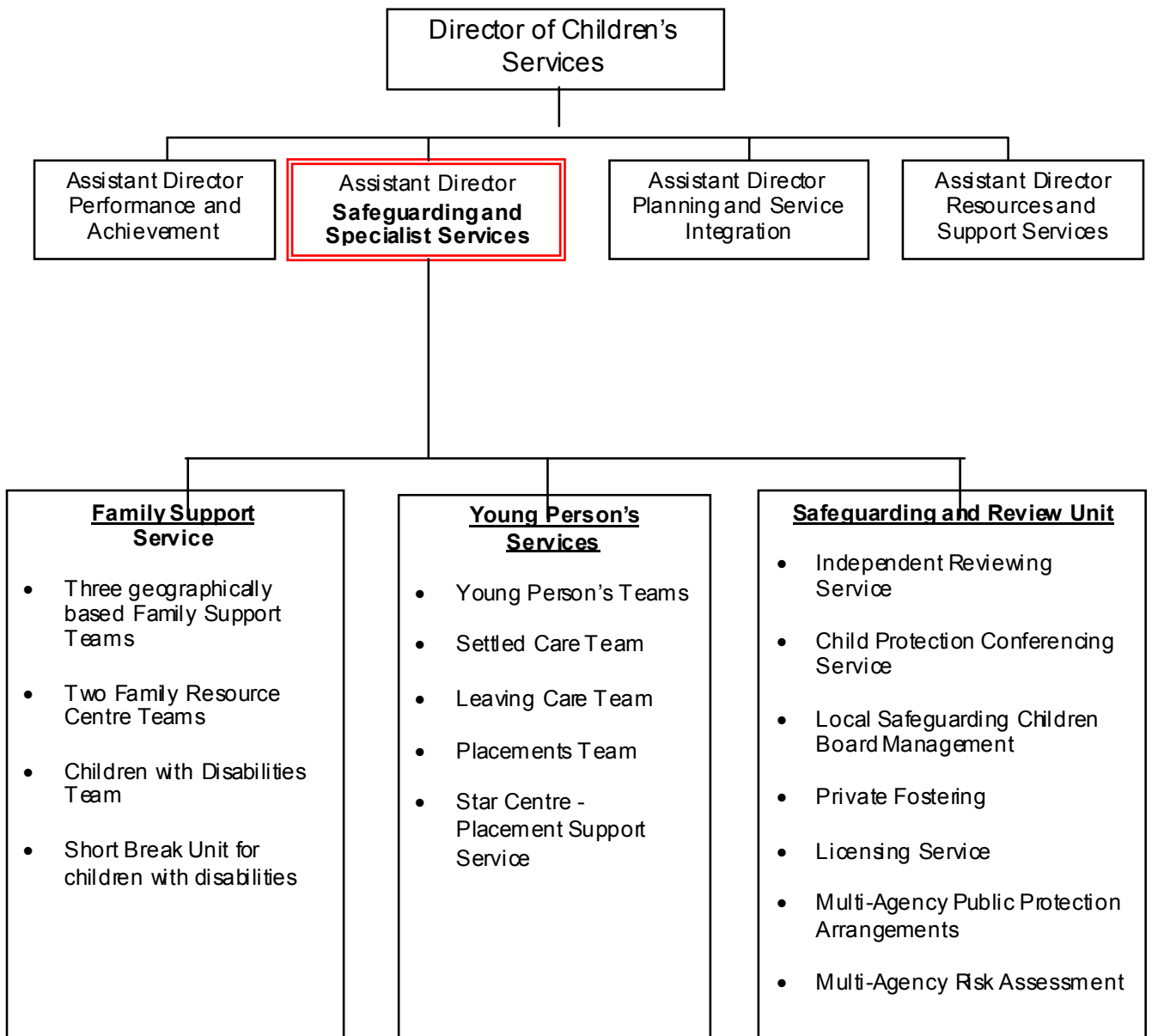
The plan details how the division will meet the Council's key priorities as stated in the Corporate Plan and the Children's Services Department's key priorities as stated in the Children's Services Departmental Plan 2009/10 – 2011/12.

This plan should be looked at in conjunction with both the Council's Corporate Plan, and the Children's Services Departmental Plan, that together form part of the Council's overall service planning arrangements. **Figure 1**, below, demonstrates how the plans are linked: -



This approach ensures that any outcome that appears in the Corporate Plan can be traced through the departmental plan to specific actions in the divisional plan, and vice versa. It allows the employees delivering services to see explicitly how their actions contribute to the Council's overall outcomes and contribute to the implementation of the Children & Young People's Plan.

Service Structure



The Safeguarding and Specialist Services Division is responsible for:

- Two of the five outcomes for children: 'Be Healthy' and 'Stay Safe'.
- Services to children in need, particularly children who are in need of protection or care or have a disability.
- Family Support Services – children under 11 years and of all ages with a disability
- Young People's Service – children and young people over 11 years – settled care, leaving care, fostering and adoption.
- Safeguarding and Review – Local Safeguarding Children Board, child protection and independent reviewing officers.

The services within the division are specialist services, fulfilling the Council's personal social services functions for children. This division provides specialist services to reduce incidents of child abuse and neglect, safeguard and promote the life chance benefits for children in public care and the safety and well-being of children in need, particularly those children who have a disability.

Given the nature of the work, staff within the division have close links with the Primary Care Trust and other NHS partners, the Police Service, Schools, Connexions, the Probation Service, Courts and the Child and Family Court Advisory Support Service (CAFCASS).

There are also close links with the Community, Voluntary and Independent Sector, who play a major part in delivering services to children in the Borough.

Resources

The total net budget for Safeguarding & Specialist Services is £10,598 million. This is apportioned across four main areas of expenditure:

- Staffing – social workers; social care workers & support staff;
- Placement Services – Adoption & Fostering Allowances;
- External Placements – Independent residential & fostering placements;
- Safeguarding & Review - Local Safeguarding Children Board.

In addition, the £10,598 million contains a number of specific grants allocated by central government. These include: -

- Children's Services Grant (part);
- Teenage Pregnancy Grant;
- Child & Adolescent Mental Health Services Grant.
- Care Matters Grant
- Mobile Working Grant
- Child Death Review Grant
- Carers Grant (part)

Performance Management

- **Monitoring and Reporting**

The action plan detailing how the division will meet its main outcomes for the forthcoming year will be monitored constantly, and reported to the Children's Services Management Team on a quarterly basis. Any amendments to the plan will only be made with full agreement of Children's Services Management Team.

Performance management will include a range of report or score cards reflecting key issues. These are outcome based and bring together a range of qualitative and quantitative data. They ensure that cross-departmental and, where appropriate, cross-agency responsibilities are identified.

- **Reviewing the Plan**

The action plan will be reviewed on a quarterly basis, with any proposed changes being presented to Children's Services Management Team for agreement.

- **Communication**

Staff within the Safeguarding and Specialist Services Division will be kept informed about progress and developments by means of regular management and team meetings. The Assistant Director and Heads of Business Units meet fortnightly, Heads of Business Units and Team Managers meet weekly and Team Managers and their teams also meet weekly. There is a bi-monthly Performance Management Meeting involving the Assistant Director, Heads of Business Units, Team Managers and other first line managers.

- **Value for Money (VFM)**

Value for money assessments will be carried out on services in line with departmental processes. Priorities in relation to VFM are identified in Section 3 of the action plan.

Priorities

Priorities for the Safeguarding and Specialist Services Division link to its key role in protecting children and providing stability and improved life chance benefits to looked after children, children with disabilities and children in need.

Key issues for 2009/10 are:

- To implement a range of quality assurance measures to support practice and strengthen safeguarding.
- Improving transition planning between Children's and Adolescent Mental Health Service (CAMHS) and adult mental health services and for children with long-term health conditions between paediatric care and adult health care.
- Ensuring there is sufficient range and choice of foster and adoption placements to meet local need.
- Improving the joint commissioning and contracting arrangements in relation to out-of-authority placements for looked after children.
- Developing the work of the Local Safeguarding Children Board.
- Reviewing services to children with disabilities.
- Improving performance management through the delivery of the Integrated Working & Information Sharing project.
- Developing policies, procedures and practice manual for Safeguarding and Specialist Services.
- Implement Review Recommendations of the Safeguarding and Specialist Services Complaint Process.
- Ensure full implementation of the Integrated Children's System and the Electronic Social Care record.
- Implement Public Law Outline Arrangements.
- Implement Mobile and Flexible Working linked to corporate targets.
- Improve service delivery to children and families through service remodelling.
- Strengthen performance management arrangements and quality assurance/ audit processes.

In addition, the division is responsible for two of the five 'Every Child Matters' outcomes for children:

- Be Healthy
- Stay Safe

Managers within the Safeguarding and Specialist Services Division of Children's Services will ensure that corporate policies in relation to human resource issues, health and safety, equality and diversity and sustainability are strongly embedded within the division.

The divisional action plan for 2009/10 is attached below. It identifies the main strategic outcomes for the division and the activities that will be needed to

achieve these. Teams within the division's Business Units have developed operational plans, which provide more detail about how specific outcomes will be delivered, giving annual key outcomes and how these link to other plans.

The action plan is in three sections. Section 1 contains priorities that link directly to Hartlepool's Corporate Plan. Section 2 contains priorities that link directly to the Children's Services Plan. Section 3 contains priorities specific to the Safeguarding and Specialist Services Division.

Safeguarding and Specialist Services Action Plan 2009/10

The action plan is split into three main parts. Sections 1 and 2 are those outcomes and actions that have been identified in the Children's Services Departmental Plan. Section 1 details those outcomes and actions that can be linked to the Council's Corporate Plan, and Section 2 details those that are specific to the Children's Services Department. This action plan expands on both of those gives more detail as to how this will be achieved.

Section 3 are those outcomes and actions that have been identified as being a priority for the division, but have not specifically been included in the Council's Corporate Plan or the Children's Services Departmental Plan.

Section 1 – Outcomes and actions that are linked to the Corporate Plan, through the Children's Services Departmental Plan

Corporate Plan Outcome: Be Healthy					
Corporate Plan Action: Work with partners to reduce health inequalities e.g. by promoting breastfeeding, reducing smoking in pregnancy, tackling obesity CORP HW03					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Implement and monitor arrangements for transition planning in respect of mental health services	Jan 2010	Jim Murdoch	CSD R004	PSA 12 NI51, 54, 58
	Implement and monitor arrangements for transition planning for children with long-term health conditions	Mar 2011	Sheila O'Connor	CSD R004	PSA 12 NI54,

Corporate Plan Action: Work with partner agencies, young people, schools and families to reduce under 18 conception rate by 55% from 1998 baseline and improve sexual health CORP HW04					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	To support the implementation of the teenage pregnancy priorities and action plan arising from these.	Mar 2011	Sheila O'Connor	CSD R014	NI 112

Corporate Plan Action: Work with partner agencies, young people, schools and families to tackle substance misuse (including alcohol) CORP HW05					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	To take lead responsibility for the implementation of the Hidden Harm strategy and annual action plan	Mar 2011	Sheila O'Connor	STR R002	NI 115

Corporate Plan Outcome: Stay Safe					
Corporate Plan Action: Effectively implement the recommendations from Care Matters to improve outcomes for looked after children CORP CS10					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Shape services to strengthen the response to children with acute and complex needs and ensure they receive timely and high quality services	Mar 2010	S Robinson	CSD R004	NI59-60, 64, 67-68
	Ensure there is sufficient range and choice of fostering and adoption placements to meet local needs	Mar 2011	Jim Murdoch	CSD R004 CSD R024	NI61, 62, 63
	Strengthen arrangements to support children on the edge of care	Mar 2011	Jim Murdoch	CSD R004	

Corporate Plan Action: Develop and implement an e-safety strategy CORP CS11					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Ensure implementation of e-safety project plan	Mar 2010	S Robinson	STR R002	NI69

Corporate Plan Action: Develop the work of the Local Safeguarding Children Board to achieve the wider safeguarding agenda, reflecting local priorities CORP CS12					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Implement the annual work plan of the Local Safeguarding Children Board.	Mar 2011	M McEnaney	CSD R004	NI59 - 71
	Support schools and settings to promote anti-bullying strategies	Mar 2011	M McEnaney	STR R002	NI69

Corporate Plan Outcome: Make a Positive Contribution					
Corporate Plan Action: Promote children and young people's participation in decision making CORP SC05					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Review systems and processes for promoting and enhancing children and young people's participation in decision making meetings	Mar 2010	Maureen McEnaney Jim Murdoch		NI 58

Corporate Plan Outcome: Achieve Economic Well-being					
Corporate Plan Action: Reduce the proportion of children in poverty CORP JED8a					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Support children and young people in transition and strengthen joint working with adult and community services	Mar 2011	Sheila O'Connor Jim Murdoch	CSD R005	NI 54

Section 2 – Outcomes that are linked directly to the Children’s Services Departmental Plan

Departmental Plan Outcome: Promote inclusion for all vulnerable groups of children and young people					
Departmental Plan Action: Support the implementation of Aiming High for Disabled Children					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Reshape services for children with disabilities in line with Aiming High for Disabled Children’s objectives	Mar 2010	Sheila O’Connor	CSD R014 CSD R005	NI54
Departmental Plan Action : Work with partners to ensure children, young people and families are supported by early intervention					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Contribute to the development of preventative services and ensure services are aligned	Mar 2010	Sheila O’Connor Jim Murdoch		

Departmental Plan Outcome: Contribute to increasing the efficiency of the Council and work with partners to improve the effectiveness of service delivery					
Departmental Plan Action: Support Council restructure processes, maintaining high quality service delivery					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Service restructure to strengthen service delivery and maximise existing resources	Sept 2009	Sally Robinson	CSD R013	

Section 3 – Outcomes that are specific to the Safeguarding and Specialist Services Division

Divisional Plan Outcome: Secure improvement in areas for development identified in the 2008 Annual Performance Assessment					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Monitor closely the number of looked after children per 10000 population under 18 and scrutinise the reasons for increases, taking appropriate action to ensure children are safe and only become looked after when the need for this has been clearly identified.	Mar 2010	Jim Murdoch	STR R002	NI60, 67
	Monitor closely the percentage of referrals to social care services that are repeat referrals within 12 months and scrutinise the reasons for increases, taking action as appropriate to ensure children are safe.	Mar 2010	Sheila O'Connor	STR R002	NI65

Divisional Plan Outcome: Ensure processes are in place to secure continuous improvements in safeguarding practice					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Produce quality standards for the service to ensure all staff are aware of required standards in their practice.	July 2009	Sally Robinson		
	Produce and implement revised case file audit tool compatible with ICS and quality standards.	July 2009	Sally Robinson		
	Develop and implement an updated supervision policy and procedure for the service.	August 2009	Sally Robinson		

	Undertake a programme of themed audits and implement recommendations from the findings.	March 2010	Maureen Mc Enaney Jim Murdoch Sheila O'Connor		
	Develop and implement an action plan in response to recommendations from Laming Report.	March 2010	Sally Robinson		
	Take lead responsibility to ensure the implementation of the LSCB work plan.	March 2010	Maureen Mc Enaney		

Divisional Plan Outcome: Ensure value for money is embedded in service delivery					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated NIs
	Placement of Looked After Children <ul style="list-style-type: none"> Establish multi-disciplinary panel for commissioned placements Establish rolling programme to review all current placements Renegotiate existing placement costs where appropriate/possible Renegotiate "educational" contributions towards current placements 	July 2009 Mar 2010 Mar 2010 Mar 2010	Sally Robinson Ian Merritt		
	Children with disabilities <ul style="list-style-type: none"> Reshape service at Exmoor Grove with a view to transferring revenue savings to Direct Payments 	Mar 2010	Sheila O'Connor Mark Gwilt		

	<p>Family Support – front line</p> <ul style="list-style-type: none"> Restructure to extend the opening hours and days service is offered 	Mar 2010	<p>Jim Murdoch Judith Hodgson</p>		
	<p>Fostering and Adoption</p> <ul style="list-style-type: none"> Review of in-house capacity to reduce the need for independent placements Establish equipment loan service to reduce spend on new equipment 	<p>Mar 2010</p> <p>Dec 2009</p>	<p>Jacky Yeaman-Vass</p>		
	<p>Leaving Care</p> <ul style="list-style-type: none"> Engage with other providers (supporting people) to give a better service 	Mar 2010	<p>Jim Murdoch</p>		

Section 4 – Operational and team plans

A range of team plans, project plans and work programmes sits underneath the divisional plan. These provide the day to day work programmes for teams and individuals. They are specific to individuals, to teams or to cross departmental and cross agency projects and working groups as required. The following plans are relevant to the work of the Safeguarding and Specialist Services.

- LSCB Annual Work Plan
- Fostering and Adoption Service Development Plan
- Children Looked After Strategy and MALAP Work Plan
- Hidden Harm Strategy
- E safety project plan
- Teenage Pregnancy Priorities and Action Plan

Divisional Report Cards

Outcome	National Indicator Number	Report Card Lead
PSA 12 – Improve the health and well-being of children and young people.	NI 50, 52, 53, 54	Sally Robinson
DCSF DSO – Secure the well-being and health of children and young people.	NI 51, 55, 56, 57, 58	Sally Robinson
DCSF DSO – Safeguard the young and vulnerable.	NI 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71	Sally Robinson
Reduce teenage conception rates	NI 112	Sheila O'Connor

Performance Indicators

The action plan identifies where actions link to National Indicators (NIs). The indicators for which teams in the division have particular responsibility and which will be used to measure the successful implementation of the actions are included in the table below. Outturn and targets are included where these are available.

Ref	Definition	Outturn 2008/09	Target 2009/10	Quarter 1 Target	Quarter 2 Target	Quarter 3 Target	Quarter 4 Target
NI50	Emotional health of children						
NI51	Effectiveness of child and adolescent mental health (CAMHS) services						
NI54	Services for disabled children						
NI58	Emotion and behavioural health of looked after children						
NI59	Percentage of initial assessments for children's social care carried out within 7 working days of referral						
NI60	Percentage of core assessments for children's social care that were carried out within 35 working days of their commencement						
NI61	Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption						

Ref	Definition	Outturn 2008/09	Target 2009/10	Quarter 1 Target	Quarter 2 Target	Quarter 3 Target	Quarter 4 Target
NI62	Stability of placements of looked after children: number of placements						
NI63	Stability of placements of looked after children: length of placement						
NI64	Child protection plan lasting 2 years or more						
NI65	Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time						
NI66	Looked after children cases which were reviewed within required timescales						
NI67	Percentage of child protection cases which were reviewed within required timescales						
NI68	Percentage of referrals to children's social care going on to initial assessment						
NI69	Children who have experienced bullying						
NI70	Hospital admissions caused by unintentional and deliberate injuries to children and young people						
NI71	Children who have run away from home/care overnight						
NI112	Under 18 conception rate						

Ref	Definition	Outturn 2008/09	Target 2009/10	Quarter 1 Target	Quarter 2 Target	Quarter 3 Target	Quarter 4 Target
NI 115	Substance misuse by young people						

CHILDREN'S SERVICES DEPARTMENT

Every Child Matters



Planning and Service Integration

Divisional Plan 2009 / 10



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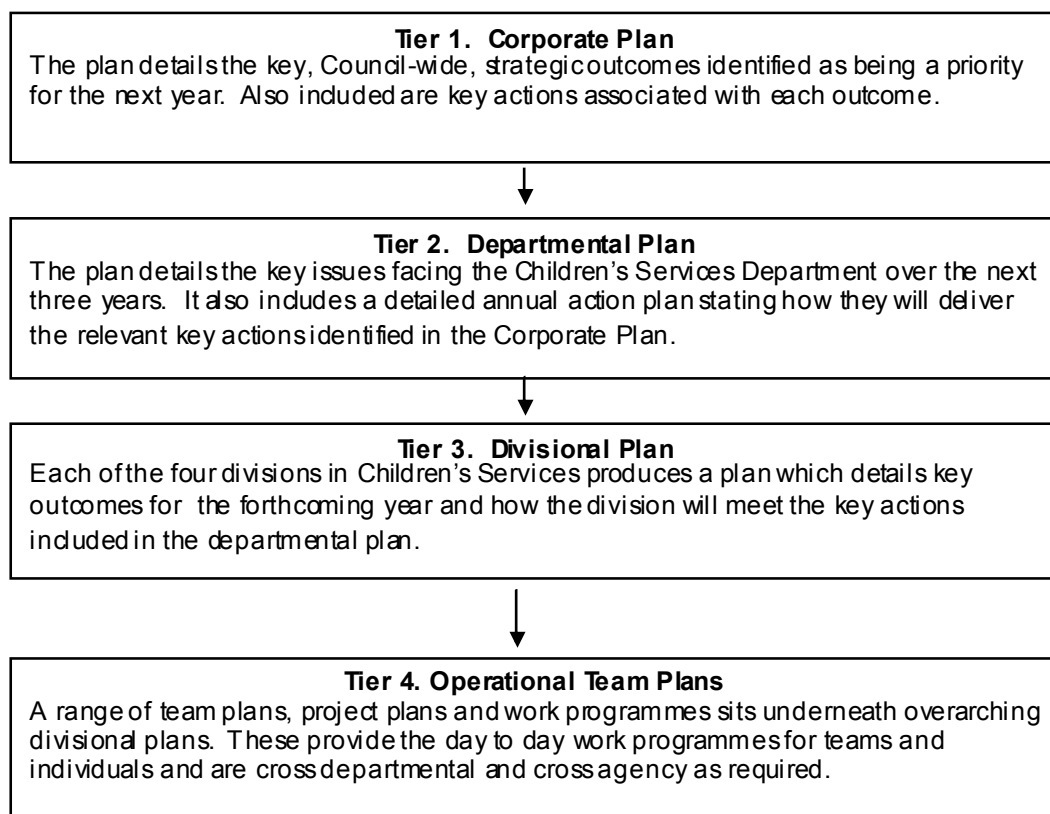
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Introduction

This document is the Planning and Service Integration Divisional Plan for 2009/10 and forms part of the Council's overall service planning arrangements. The plan details the key priorities and issues facing the division over the next year, and includes a detailed action plan showing how these priorities will be delivered.

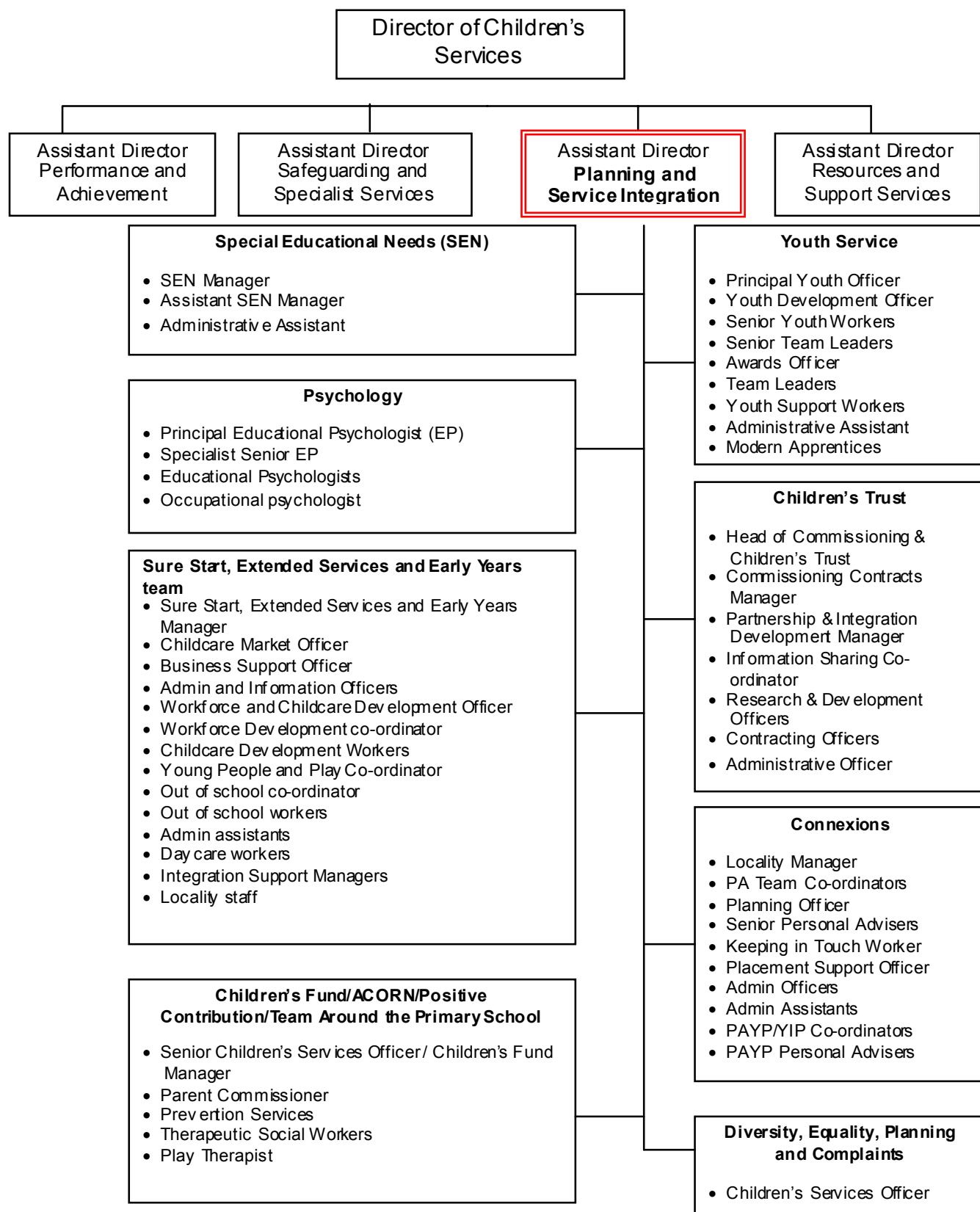
The plan details how the division will meet the Council's key priorities as stated in the Corporate Plan and the Children's Services Department's key priorities as stated in the Children's Services Departmental Plan 2009/10 – 2010/11.

This plan should be looked at in conjunction with both the Council's Corporate Plan, and the Children's Services Departmental Plan, that together form part of the Council's overall service planning arrangements. Figure 1, below, demonstrates how the plans are linked: -



This approach ensures that any outcome that appears in the Corporate Plan can be traced through the departmental plan to specific actions in the divisional plan, and vice versa. It allows the employees delivering services to see explicitly how their actions contribute to the Council's overall outcomes and contribute to the implementation of the Children and Young People's Plan.

Service Structure



The Planning and Service Integration Division is responsible for:

- One of the five outcomes for children: 'Make a Positive Contribution'
- Early Years provision and childcare
- Extended Services and Children's Centre Development.
- Play
- Special Educational Needs, Parent Partnership
- Psychology
- Youth Service
- Connexions
- Children's Fund and Therapeutic Social Workers (Acorn)
- Children and Young People's Plan
- Integrated Working and Information Sharing
- Children and Young People's Strategic Partnership, development of the Trust
- Commissioning and contracting
- Parenting Strategy
- Participation Strategy

The services within the division are largely targeted services. A large section of children, young people and their families access many of the services out of choice but the services can also offer more in depth, targeted support for vulnerable children and those with a range of additional needs. Given the nature of the work, staff within the division have close links with teams providing universal services and specialist services e.g. the Special Educational Needs Team is co-located with the Disabilities Team within the Safeguarding and Specialist Services Division and the development of Extended Services and Children's Centres is dependent on close, joint working with schools. There are strong links with a range of other agencies which provide support to children and young people and their families e.g. the Youth Offending Service, the Voluntary and Community Sector, CAMHS (Child and Adolescent Mental Health Service) and the Learning Disabilities Service.

Performance Management

- **Monitoring and Reporting**

The action plan detailing how the division will meet its main outcomes for the forthcoming year will be monitored regularly, and reported to the Children's Services Management Team on a quarterly basis. Any amendments to the plan will only be made with full agreement of Children's Services Management Team.

Performance management will include a range of report or score cards reflecting key issues. These are outcome based and bring together a range of qualitative and quantitative data. They ensure that cross-departmental and, where appropriate, cross-agency responsibilities are identified.

- **Reviewing the Plan**

The action plan will be reviewed on a quarterly basis, with any proposed changes being presented to Children's Services Management Team for agreement.

- **Communication**

Staff within the Planning and Service Integration Division will be kept informed about progress and developments by means of the regular meetings for team managers with the assistant director and by managers' briefings with their teams and individual staff reviews.

- **Value for Money (VFM)**

Value for money assessments will be carried out on services in line with departmental processes. Priorities in relation to VFM are identified in Section 3 of the action plan.

Priorities

Priorities for the Planning and Service Integration Division link to its central role in establishing joined up working across the Children's Services Department, providing as it does, services that are mainly targeted and that link closely with teams providing universal and specialist support for children and young people.

Key issues for 2009/10 are:

- Improving outcomes for children aged 0-5 through developing integrated services.
- Developing preventative services, including the Team Around the School (Primary & Secondary).
- Publication and launch of the Children and Young People's Plan 2009-2020.
- Developing and supporting early years provision and childcare in line with the Childcare Sufficiency Assessment and the government's "Next Steps for Early Learning and Childcare: Building on the 10 Year Strategy".
- The further development of Commissioning and the Children's Trust.
- Implementing the town wide strategy for developing extended services and children's centres.
- Embedding the Participation Strategy for children and young people across all Council Departments.
- Embedding targeted youth support with a focus on developing joint Youth Service/Connexions initiatives.
- Implementing the Parenting Strategy.
- Continuing to ensure vulnerable groups are targeted for support.

In addition, the division is responsible for one of the five 'Every Child Matters' outcomes for children:

- Make a Positive Contribution.

Managers within the Planning and Service Integration Division of Children's Services will ensure that corporate policies in relation to human resource issues, health and safety, equality and diversity and sustainability are strongly embedded within the division.

The divisional action plan for 2009/10 is attached below. It identifies the main strategic outcomes for the division and the activities which will be needed to achieve these.

The action plan is in three sections. Section 1 contains priorities that link directly to Hartlepool's Corporate Plan. Section 2 contains priorities that link directly to the Children's Services Plan. Section 3 contains priorities specific to the Planning and Service Integration Division.

Planning and Service Integration Action Plan 2009/10

The action plan is split into three main parts. Sections 1 and 2 are those outcomes and actions that have been identified in the Children's Services Departmental Plan. Section 1 details those outcomes and actions that can be linked to the Council's Corporate Plan, and section 2 details those that are specific to the Children's Services Department.

Section 3 are those outcomes and actions that have been identified as being a priority for the division, but have not been specifically included in the Council's Corporate Plan or the Children's Services Departmental Plan.

Section 1 – Outcomes and actions that are linked to the Corporate Plan, through the Children's Services Departmental Plan

Corporate Plan Outcome: Be Healthy					
Corporate Plan Action: Work with partners to reduce health inequalities e.g. by promoting breastfeeding, reducing smoking in pregnancy and tackling obesity CORP HW03					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	To develop a healthy early years standard	Apr 2010	Danielle Swainston	CSD R014	NI 50, 55
	To support the development and implementation of a breast-feeding strategy	Apr 2010	Danielle Swainston	CSD R014	NI 53
Corporate Plan Outcome: Enjoy and Achieve					
Corporate Plan Action: Improve the Early Years Foundation Stage profile CORP LLS01					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	To implement the Early Years Outcomes Duties Plan (EYOD)	Apr 2010	Danielle Swainston	CSD R016	NI 72, 92

Corporate Plan Outcome: Make a Positive Contribution					
Corporate Plan Action: Support parents and carers to fulfil their responsibilities to their children effectively CORP SC04					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Continue to develop parent support opportunities through the Parenting strategy and a Universal Parenting Offer	Mar 2011	John Robinson	CSD R014	NI 50
	Continue to establish effective practice through the national exemplars for Parent Partnership	Sept 2009	John Robinson		
Corporate Plan Action: Promote children and young people's participation in decision making CORP SC05					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Establish a network of forums that link young people's voices and provide a democratic process for children and young people	Mar 2011	John Robinson		NI 110
	Establish the Participation Strategy through the development of standards that support organisations in Hartlepool in its implementation	Apr 2010	John Robinson		NI 110
Corporate Plan Action: Promote emotional well-being in children and young people CORP SC06					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Develop and promote a protocol for managing critical incidents in schools and other settings to ensure emotional needs are met during and after the event	Mar 2010	Jacqui Braithwaite	CSD R014	NI 50
	Psychology Team to work in partnership with youth services to develop greater understanding of challenging behaviour in girls and appropriate interventions	Mar 2010	Jacqui Braithwaite	CSD R022	NI 110
	Acorn Team to further develop their skills in play therapy to increase capacity in meeting the emotional needs of very young children	Mar 2011	Jacqui Braithwaite	CSD R014	NI 50

	Acorn Team to develop the skills of foster carers in meeting the emotional needs of children in their care.	Mar 2010	Jacqui Braithwaite	CSD R004	NI 58
	Implement the Early Years Setting Standard	Mar 2011	Danielle Swainston	CSD R016	NI 50
Corporate Plan Action: Work with partner agencies to reduce youth offending CORP SC07					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	We will work with partners to develop the Think Family process and whole family assessment through the Team Around the Schools Project to ensure appropriate intervention for young people who are likely to be involved in anti social behaviour and crime	Mar 2011	John Robinson	CSD R014	NI 111
	Use the Think Family process to address issues relating to substance misuse by young people and work with partners to ensure young people have access to appropriate intervention and treatment.	Mar 2011	John Robinson	CSD R014	NI 115
	Co-ordinate and increase the level of weekend youth activities via Positive Activities for Young People	Mar 2011 and onwards	Peter Davies	CSD R022	NI 110
Corporate Plan Action: Improve the level of young people's participation in positive activities CORP SC08					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Increase levels of provision by coordinating delivery and publicity of positive activities more efficiently	Mar 2011	Peter Davies	CSD R022	NI 110

Corporate Plan Outcome: Achieve Economic Well-being					
Corporate Plan Action: Reduce the level of young people who are Not in Employment, Education or Training (NEET) CORP JE07					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Implement the September Guarantee in partnership with the LSC, schools, colleges and training providers	Oct 2009	Mark Smith	CSD R005	NI 91, 117
	Embed the National Standards for Young Peoples Information, Advice and Guidance across partner services and support evaluation activity	Mar 2010	Mark Smith	CSD R005	NI 117
	Ensure that all young people aged 13-25 with SEN are supported in accordance with the SEN Code of Practice and Section 140 of the Learning and Skills Act	Feb 2010 in preparation for transition to Y12	Mark Smith	CSD R005 CSD R020	NI 117
	Reduce the proportion of 16-19 year olds whose involvement in employment, education or training is 'not known'	Mar 2011	Mark Smith		NI 117, 148
Corporate Plan Action: Reduce the proportion of children in poverty					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Complete the Hartlepool strategy for child poverty	Mar 2011	Sue Johnson	CSD R003	NI 116
	Engage in regional activity relating to child poverty issues	Mar 2011	Sue Johnson	CSD R003	NI 116

Section 2 – Outcomes and actions that are linked directly to the Children’s Services Departmental Plan

Departmental Plan Outcome: Raise the aspirations of children, young people and parents					
Code	Departmental Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Promote the implementation of the parenting strategy to raise parental aspirations	Mar 2011	John Robinson	CSD R014	NI 50
Departmental Plan Outcome: Promote inclusion for all vulnerable groups of children and young people					
Departmental Plan Action: Support the roll out of the Inclusion Development Programme in schools					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Target and provide for underrepresented groups within integrated youth services.	Mar 2011	Peter Davies	CSD R022	NI 110, 111, 112, 115
	Develop and implement an Autistic Spectrum Disorder Action Plan in relation to the Inclusion Development Programme in partnership with relevant agencies	Mar 2010	Jacqui Braithwaite	CSD R005	NI 54
	Develop and implement a pathway for the identification and intervention of children and young people experiencing Attention Deficit Hyperactivity Disorder in partnership with colleagues in schools and Child and Adolescent Mental Health Service	Mar 2010	Jacqui Braithwaite	CSD R005	NI 54
Departmental Plan Action: Implement Aiming High for Disabled Children					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	To implement Aiming High short break respite care action plan	Mar 2011	Danielle Swainston	CSD R005	NI 54

Departmental Plan Outcome: Promote community cohesion within Hartlepool					
Departmental Plan Action: As a service provider and commissioner ensure all policies are compliant with diversity and equality legislation and Impact Needs Requirement Assessments and Diversity Impact Assessments are completed as appropriate					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Incorporate Impact Needs Assessment and Diversity Impact Assessment into Outcome Based Accountability System	Mar 2011	Kelly Moss	CSD R005	NI 140
	Promote positive views of young people which challenge negative stereotyping.	Mar 2011	Peter Davies	CSD R022	NI 1, 110
Departmental Plan Action: Support schools in the implementation of relevant policies for community cohesion and diversity					
Code	Divisional Plan Action	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Provide ongoing advice, support and information to schools on the duty to promote community cohesion and diversity and equality duties.	Mar 2011	Kelly Moss	CSD R005	NI 12, 13, 140
Departmental Plan Action: Contribute to the 'Prevent' agenda via corporate processes					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Promote the importance of the prevent agendas, as it affects children and young people in Hartlepool, across the department and to partner organisations.	Mar 2011	Kelly Moss	CSD R014	NI 140
	Commission research into violent extremism in Hartlepool and young people's perceptions.	Mar 2011	Kelly Moss	CSD R014	NI 140

Departmental Plan Outcome: Contribute to increasing the efficiency of the Council and work with partners to improve effectiveness of service delivery					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Support Council restructure processes, maintaining high quality service delivery	Mar 2010	Sue Johnson	CSD R013	
	Complete review of Children's Trust	Mar 2010	Ian Merritt	CSD R003	
	Work with the Commissioning Support Programme to assist in the development of integrated commissioning for the Children's Trust	Mar 2010	Ian Merritt	CSD R003	
Departmental Plan Outcome: Work with partners to ensure children, young people and families are supported by early interventions					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	To embed the outreach package of support within the Children's Centres localities	Apr 2010	Danielle Swainston	CSD R014 CSD R016	NI 72, 92
	Lead the development of the Team Around the Primary School	Mar 2011	John Robinson	CSD R014	NI 50
	Embed targeted youth support through the implementation of the Team Around the Secondary School	Mar 2011	Peter Davies Mark Smith	CSD R022	NI 110, 111, 112, 115

Section 3 – Outcomes and actions that are specific to the Planning and Service Integration Division

Divisional Plan Outcome: Develop fully integrated youth support services					
Code	Action	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Progress new structures within the division	2010	Sue Johnson	CSD R022	NI 110, 111, 112, 115

Divisional Plan Outcome: Ensure value for money is embedded in service delivery					
Code	Action	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Integration of Connexions and Youth Services <ul style="list-style-type: none"> Options appraisal of staffing models including impact on service delivery and resources Implementation plan 	Sept 2009	M Smith/ P Davies Sue Johnson		
	Review commissioning of services <ul style="list-style-type: none"> Undertake risk assessment of all current contracted/externally commissioned services Review and re-commission all low value for money services 	Sept 2009 Mar 2010	Ian Merritt Terry Maley		
	KS2 support bases review	Mar 2010	Ken Dinsdale		
	Investigate and implement savings by hiring rather than purchasing equipment for children with special needs	Mar 2010	Ken Dinsdale		
	Review/renew SALT contract from December 2009	Dec 2009	Ken Dinsdale		
	Begin to establish outcomes measurement for Preventative Services	Dec 2009	John Robinson		
	Establish monitoring systems in relation to effectiveness of Children's Centres services	Mar 2010	Danielle Swainston		
	Implement business and financial review of out of school childcare	Mar 2010	Danielle Swainston		

	Explore options to consolidate/expand Educational Psychology Service via buy-in to services from schools and other services	Mar 2010	Jacqui Braithwaite		
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Section 4 – Operational and team plans

A range of team plans, project plans and work programmes sits underneath the divisional plan. These provide the day to day work programmes for teams and individuals. They are specific to individuals, to teams or to cross departmental and cross agency projects and working groups as required. The following plans are relevant to the work of the Planning and Service Integration Division.

- SEN Timeline
- NEET Reduction Strategy
- Children's Centre Locality Plans
- Childcare Sufficiency Action Plan
- Early Years Workforce Development Plan
- Early Years Outcomes Duties Plan
- PlayPartnership Action Plan
- Early Years Capital Project Plan
- Early Years Sustainability Strategy
- Aiming High Short Break Respite Care Action Plan
- Parenting Strategy
- Participation Strategy
- Action from roll out of Team Around the Primary School
- Youth Service Development Plan
- Transition Protocol and Pathway
- Psychology and Acorn Team Development Plan

Divisional Report Cards

Outcome	National Indicator Number	Report Card Lead
PSA 9 – Halve the number of children in poverty by 2010-2011 on the way to eradicating child poverty by 2020.	NI 116	Sue Johnson
PSA 14 – Increase the number of children and young people on the path to success.	NI 110, 111, 112, 115	Sue Johnson
PSA 15 – Address the disadvantage that individuals experience because of their gender, race, disability, age, sexual orientation, religion and belief	NI 3, 140	Kelly Moss
Positive Contribution – parenting, emotional well-being	NI 50	John Robinson
Positive Activities for Young People – targeted youth support/YOS/YCAP	NI 110	Peter Davies
Reduce the number of young people who are NEET	NI 117	Mark Smith
Reduce substance misuse	NI 115	John Robinson

Performance Indicators

The action plan identifies where actions link to National Indicators (NIs). The indicators for which teams in the division have particular responsibility and which will be used to measure the successful implementation of the actions are included in the table below. Outturn and targets are included where these are available.

Ref	Definition	Outturn 2008/09	Target 2009/10	Quarter 1 Target	Quarter 2 Target	Quarter 3 Target	Quarter 4 Target
NI 1	Percentage of people who believe people from different backgrounds get on well together in their local area						
NI 2	Percentage of people who feel they belong to their neighbourhood						
NI 3	Civic participation in the local area						
NI 50	Emotional health of children						
NI 53	Prevalence of breastfeeding at 6-8 weeks from birth						
NI 54	Services for disabled children						
NI 55	Obesity among primary school age children in Reception Year						
NI 58	Emotional and behavioural health of children in care						
NI 72	Achievement of at least 78 points across the Early Years Foundation Stage with at least six in each of the scales of Personal Social and Emotional Development and Communication, Language and Literacy						
NI 91	Participation of 17 year-olds in education or training						

Ref	Definition	Outturn 2008/09	Target 2009/10	Quarter 1 Target	Quarter 2 Target	Quarter 3 Target	Quarter 4 Target
NI 92	Narrow ing the gap betw een the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest						
NI 110	Young people's participation in positive activities						
NI 116	Proportion of children in poverty						
NI 117	16 to 18 year olds who are not in education, employment or training (NEET)						
NI 140	Fair treatment by local services						
NI 148	Care leavers in employment, education or training						

Public Service Agreements and performance indicator to which the division contribute are identified separately below.

PSA 9	Halve the number of children in poverty by 2010-11, on the way to eradicating child poverty by 2020
PSA 10	Raise the educational achievement of children and young people
PSA 11	Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers
PSA 12	Improve the health and well-being of children and young people
PSA 13	Improve children and young people's safety
PSA 14	Increase the number of children and young people on the path to success
PSA 15	Address the disadvantages that individuals experience because of their gender, race, disability, age. Sexual orientation, religion or belief
PSA 25	Reduce the harm caused by alcohol and drugs

CHILDREN'S SERVICES DEPARTMENT

Every Child Matters



Resources and Support Services

Divisional Plan 2009 / 10



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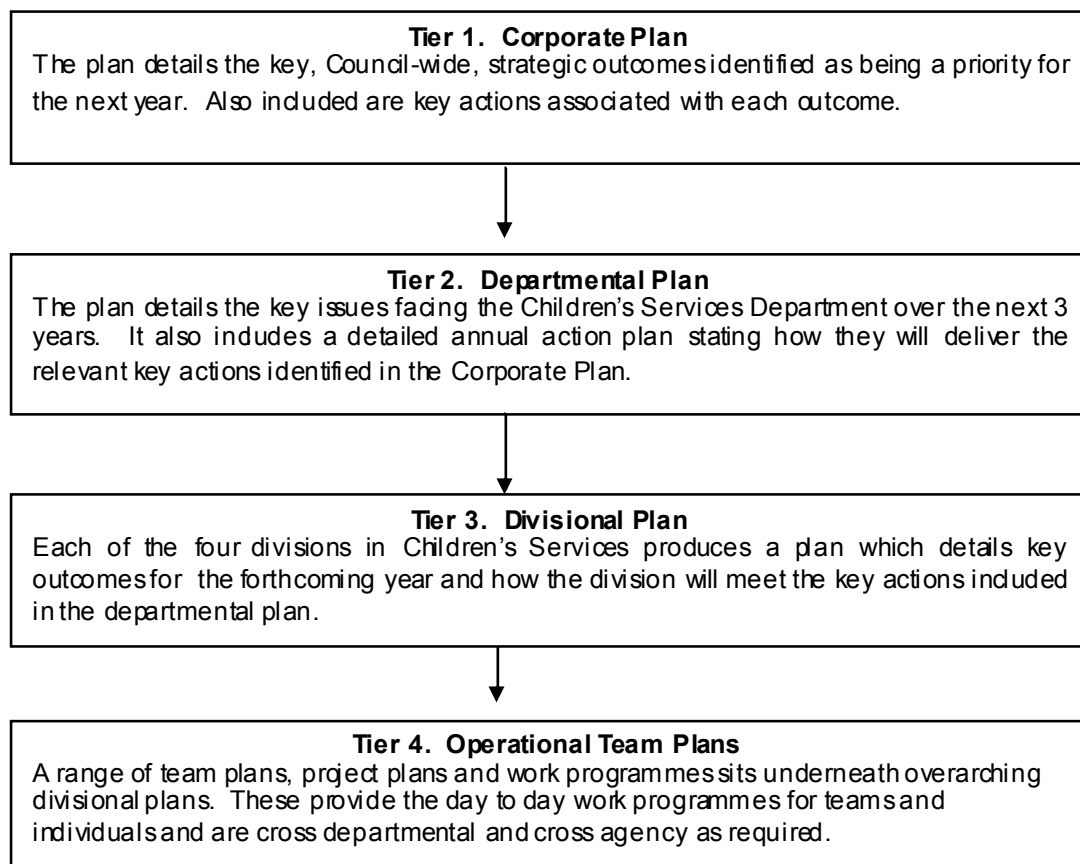
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Introduction

This document is the Resources and Support Services Divisional Plan for 2009/10 and forms part of the Council's overall service planning arrangements. The plan details the key priorities and issues facing the division over the next year, and includes a detailed action plan showing how these priorities will be delivered.

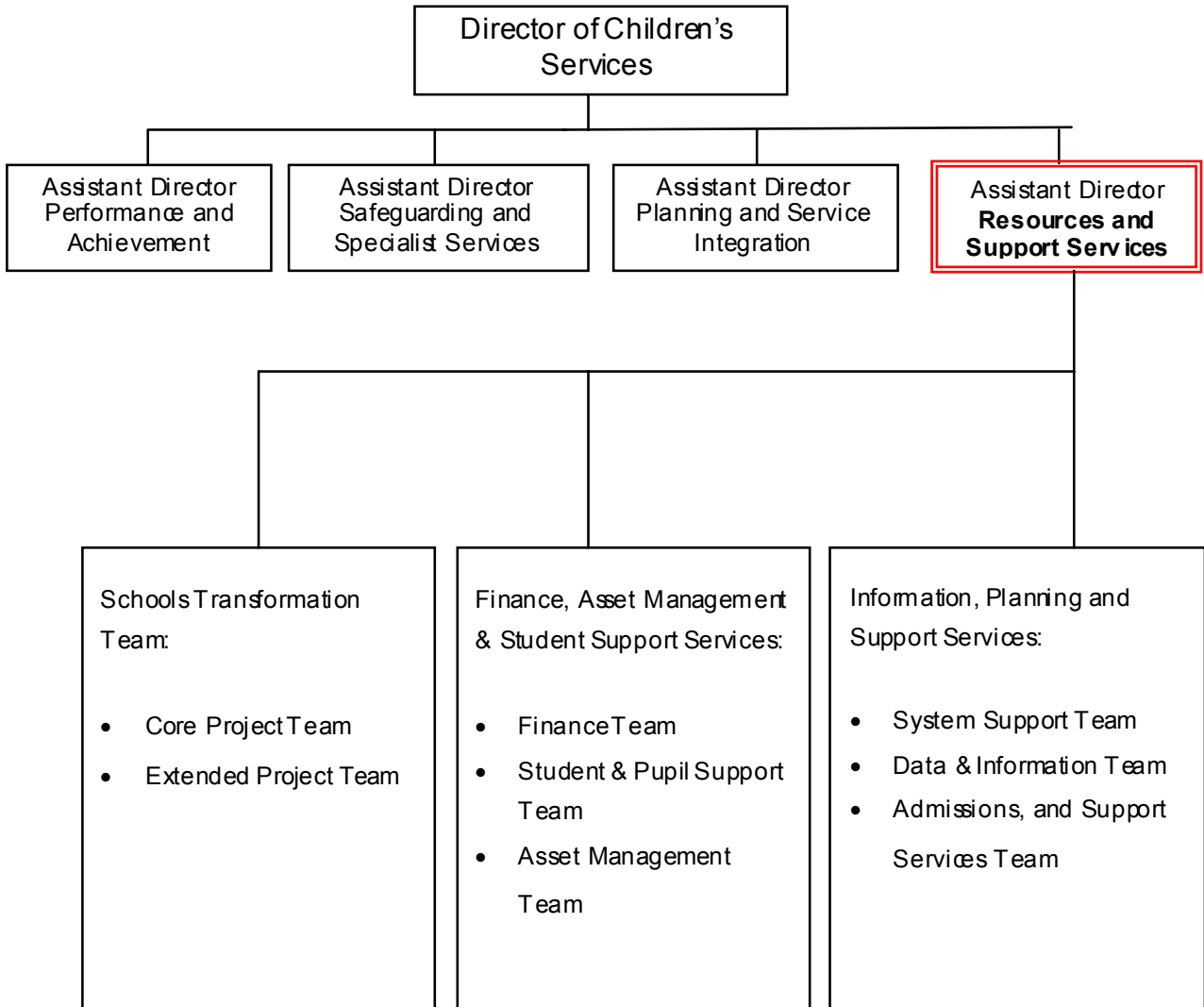
The plan details how the division will meet the Council's key priorities as stated in the Corporate Plan and the Children's Services Department's key priorities as stated in the Children's Services Departmental Plan 2009/10 – 2011/12.

This plan should be looked at in conjunction with both the Council's Corporate Plan, and the Children's Services Departmental Plan, that together form part of the Council's overall service planning arrangements. Figure 1, below, demonstrates how the plans are linked: -



This approach ensures that any outcome that appears in the Corporate Plan can be traced through the departmental plan to specific actions in the divisional plan, and vice versa. It allows the employees delivering services to see explicitly how their actions contribute to the Council's overall outcomes and contribute to the implementation of the Children & Young People's Plan.

Service Structure



The Resources and Support Services Division is responsible for:

- School Admissions
- Children's Services departmental budget
- Financial Management in Schools
- Planning and provision of schools places
- Information and Communication Technology
- A wide range of administrative and pupil support functions
- Performance Management
- Free School Meals
- Swimming
- Asset Management
- Schools Transformation

The services within the division support the rest of the department in the delivery of the Children and Young People's Plan (CYPP) and Every Child Matters. Given the nature of the work, staff within the division have close links with all teams providing targeted, universal and specialist services.

The services link with departments across the council, the Council's Strategic Partner Northgate, Northern Grid for Learning and Voluntary agencies.

Performance Management

- **Monitoring and Reporting**

The action plan detailing how the division will meet its main outcomes for the forthcoming year will be monitored constantly, and reported to the Children's Services Management Team on a quarterly basis. Any amendments to the plan will only be made with full agreement of Children's Services Management Team.

Performance management will include a range of report or score cards reflecting key issues. These are outcome based and bring together a range of qualitative and quantitative data. They ensure that cross-departmental and, where appropriate, cross-agency responsibilities are identified.

- **Reviewing the Plan**

The action plan will be reviewed on a quarterly basis, with any proposed changes being presented to Children's Services Management Team for agreement.

- **Communication**

Staff within the Resources and Support Services Division will be kept informed about progress and developments by means of the monthly meetings for team managers with the assistant director and by managers' briefings with their teams and individual staff reviews.

- **Value for Money (VFM)**

Value for money assessments will be carried out on services in line with departmental processes. Priorities in relation to VFM are identified in Section 3 of the action plan.

Priorities

Priorities for the Resources and Support Services Division link to its key role in supporting services across the department in the delivery of the CYPP and the Every Child Matters Agenda.

Key issues for 2009/10 are:

- Continued development and implementation of the Information and Communication Technology Strategy.
- Annual reviews of School Admissions Policies and ensuring parents are provided with appropriate information to make an informed choice.
- Finance – continued support for improved departmental budgetary control procedures and the Financial Management Standard in schools.
- Continued focus on reducing staff sickness absence
- Streamlining of administrative support functions consequent upon staffing reductions
- Procurement of contractor partners for Building Schools for the Future (BSF) programme
- Procurement of initial projects under Primary Capital Programme

Managers within the Resources and Support Services Division will ensure that corporate policies in relation to human resource issues, health and safety, equality and diversity and sustainability are strongly embedded within the division.

The divisional action plan for 2009/10 is attached below. It identifies the main strategic outcomes for the division and the activities which will be needed to achieve these.

The action plan is in three sections. Section 1 contains priorities that link directly to Hartlepool's Corporate Plan. Section 2 contains priorities that link directly to the Children's Services Plan. Section 3 contains priorities specific to the Resources and Support Services Division.

Resources and Support Services Action Plan 2009/10

The action plan is split into three main parts. Sections 1 and 2 are those outcomes and actions that have been identified in the Children's Services Departmental Plan. Section 1 details those outcomes and actions that can be linked to the Council's Corporate Plan, and section 2 details those that are specific to the Children's Services Department.

Section 3 are those outcomes and actions that have been identified as being a priority for the division, but have not specifically been included in the Council's Corporate Plan or the Children's Services Departmental Plan.

Section 1 – Outcomes and actions that are linked to the Corporate Plan, through the Children's Services Departmental Plan

Corporate Plan Outcome:		Transform teaching and learning opportunities, supported by £100m + investment from Building Schools for the Future and Primary Capital Programme			
Corporate Plan Action:		Select Building Schools for the Future Information and Communications Technology (ICT) Managed Service provider through Official Journal of the European Union notice and competitive dialogue CORP LLS12			
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	<ul style="list-style-type: none"> Evaluation of pre-qualification questionnaires submitted by potential BSF ICT Managed Service providers to create a shortlist of three bidders. Issue of Invitation to Participate in Dialogue to shortlisted BSF ICT Managed Service bidders and de-select one of three bidders through competitive dialogue. Appointment of selected BSF ICT Managed Service provider through competitive dialogue with two remaining bidders. Finalisation of contract with selected BSF Managed Service provider. 	Dec 2009	Paul Briggs	BSF IT R002	NI 185

Corporate Plan Action: Select Building Schools for the Future Design and Build provider from National Framework through invitation to express interest and mini competition CORP LLS13					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	<ul style="list-style-type: none"> Shortlist preliminary invitation to tender submissions from up to six BSF construction companies on National Framework to create a shortlist of two bidders. Appoint selected BSF selected construction bidder from shortlist of two via Invitation to Tender process. Finalisation of contract with selected BSF construction bidder. 	May 2010	Paul Briggs	BSF PM R006	NI 185
Corporate Plan Action: Initiate ICT Managed Service at St Hild's CORP LLS14					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Initiate ICT Managed Service at St Hild's School.	Apr 2010	Peter McIntosh	BSF IT R002	NI 185
Corporate Plan Action: Initiate construction work at Dyke House School CORP LLS15					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Initiate construction work at Dyke House School.	Sept 2010	Peter McIntosh	BSF PM R006	NI 185
Corporate Plan Action: Procure initial Primary Capital Programme Projects, with a capital value of £8.4m CORP LLS16					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	<ul style="list-style-type: none"> Act as client for replacement of Jesmond Road Primary School with a capital value of c £6.8 million Act as client for remodelling of Rossmere Primary school with a capital value of c £1.6 million 	Mar 2011	Paul Briggs	CSD R010	NI 88, 185

Section 2 – Outcomes and actions that are linked directly to the Children's Services Departmental Plan

Departmental Plan Outcome: Contribute to increasing the efficiency of the Council and work with partners to improve the effectiveness of service delivery					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Continued support for improved departmental budgetary control procedures and the Financial Management Standard in schools.	Mar 2010	Steve Haley	CSD R012	
	Streamlining of administrative support functions consequent upon staffing reductions	Mar 2010	Anne Smith	CSD R002	
	Continued development and implementation of the Information and Communication Technology Strategy.	Mar 2010	Anne Smith	CSD R006	
Departmental Plan Outcome: Contribute to increasing the efficiency of the sustainable development within Hartlepool					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Achieve financial close on plans to rebuild / remodel and refurbish the secondary school estate to provide 21 st Century, efficient and modern school buildings	Mar 2013	Peter McIntosh	CSD R009 CSD R010	Ni 88, 185
	Develop appropriate modes of home to school travel in order to improve the physical and environmental well-being of those who use them	Mar 2011	Steve Haley		Ni 198

Section 3 – Outcomes and actions that are specific to the Resources and Support Services Division

Divisional Plan Outcome:					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Annual reviews of School Admissions Policies and ensuring parents are provided with appropriate information to make an informed choice.	Mar 2010	Anne Smith	STR R001	

Divisional Plan Outcome: Ensure value for money is embedded in service delivery					
Code	Divisional Plan Actions	Date to be Completed	Responsible Officer	Associated Risks	Associated Ns
	Raise awareness of good procurement practice across the department and in schools. <ul style="list-style-type: none"> • Issue departmental procurement guide • Design and deliver procurement training programme • Implement DCSF Education Procurement Centre support scheme 	March 2011	Steve Haley Ian Merritt		
	Maximise effectiveness of all available staffing resources across the department. <ul style="list-style-type: none"> • Review all departmental vacancies • Identify all posts suitable for term-time or other part-time working 	Ongoing Sept 2009	Paul Briggs		

	Review provision of primary swimming service <ul style="list-style-type: none"> Review programme to maximise buy-back take up from schools Rationalise swimming instructor and lifeguard contracts Maximise the use of Brinkburn pool and establish appropriate charging policy 	Dec 2009 Aug 2009 Dec 2009	Steve Haley		
	Review routine tasks and elements of services in the context of the Contact Centre.	Dec 2009	Anne Smith		
	Review Service Level Agreement charges to schools to work towards full cost recovery and maximisation of income.	March 2010	Steve Haley		
	Review of the Education Development Centre in light of the occupation by the Pupil Referral Unit, rationalise charges and maximise application of DSG.	Oct 2009	Mike Wall		
	Ensure transport costs associated with the Dyke House decant to Brierton site provide value for money, including the use of DSG where possible.	March 2010	Steve Haley		
	Review use of external consultants providing specialist support to the Finance team.	July 2009	Steve Haley		
	Review use of external consultants providing specialist support to the Schools Transformation team.	Ongoing	Peter McIntosh		
	Undertake further review of departmental administrative support staffing, incorporating the Youth Service, Connexions etc and other services not based at the civic centre.	Dec 2009	Anne Smith		

Section 4 – Operational and team plans

A range of team plans, project plans and work programmes sits underneath the divisional plan. These provide the day to day work programmes for teams and individuals. They are specific to individuals, to teams or to cross departmental and cross agency projects and working groups as required. The following plans are relevant to the work of the Resources and Support Services Division:

- Schools Transformation Project Plan
- Finance Team Operational Plan
- Admissions and Support Services Operational Plan
- Performance Management Operational Plan
- Systems Support Operational Plan
- Asset Management Operational Plan

Divisional Report Cards

Outcome	National Indicator Number	Report Card Lead
Deliver Schools Transformation agenda.		Paul Briggs
Ensure departmental services provide value for money		Steve Haley

Performance Indicators

The action plan identifies where actions link to National Indicators (NIs). The indicators for which teams in the division have particular responsibility and which will be used to measure the successful implementation of the actions are included in the table below. Outturn and targets are included where these are available.

Ref	Definition	Outturn 2008/09	Target 2009/10	Quarter 1 Target	Quarter 2 Target	Quarter 3 Target	Quarter 4 Target
NI 88	Number of Extended Schools						
NI 185	CO ₂ reduction from local authority operations						
NI 198	Children travelling to school - mode of travel usually used						

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

29 July 2009



Report of: Director of Children's Services

Subject: GENERAL SURE START GRANT CAPITAL –
EARLY YEARS CAPITAL

SUMMARY

1. PURPOSE OF REPORT

- 1.1 To seek approval to allocate early years capital to private daycare settings in Hartlepool.

2. SUMMARY OF CONTENTS

- 2.1 A report was presented to Portfolio Holder on 10th March 2009 setting out the funding available for Sure Start Children's Centres and Early Years Capital. The Portfolio Holder approved capital spend on a number of projects leaving an allocation of £183,570 in 2009/2010 and £351,807 in 2010/2011. The 2009/2010 allocation can be carried forward to 2010/2011 but all grant must be spent by March 31st 2011.
- 2.2 The Early Years Capital funding is provided through the General Sure Start Grant to support settings to offer flexible extended free nursery entitlement. Officers are currently working with schools and settings to ensure all settings are offering the extended entitlement as per statutory guidance received from DCSF.
- 2.3 Guidance on the allocation of the Early Years Capital funding sets out a requirement for local authorities to prioritise spend on the private and voluntary sector although it can be spent on the maintained sector. A letter from the DCSF sent to local authorities dated 13th May 2009 strengthens the need for LAs to allocate this element of funding to the private and voluntary sector in order to continue to improve their early learning environments.
- 2.4 The following report sets out the proposed allocation of a proportion of the Early Years Capital grant.

3. RELEVANCE TO PORTFOLIO MEMBER

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

4. TYPE OF DECISION

Non key decision.

5. DECISION MAKING ROUTE

Children's Services Portfolio Holder meeting 29 July 2009

6. DECISION(S) REQUIRED

- 6.1 To seek approval to allocate early years capital to private daycare settings.

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Report of: Director of Children's Services

Subject: GENERAL SURE START GRANT CAPITAL –
EARLY YEARS CAPITAL

1. PURPOSE OF REPORT

- 1.1 To seek approval to allocate early years capital to private daycare settings.

2. BACKGROUND

- 2.1 A report was presented to Portfolio Holder on 10th March 2009 setting out the funding available for Sure Start Children's Centres and Early Years Capital. Portfolio Holder approved capital spend on a number of projects leaving an allocation of £183,570 in 2009/2010 and £351,807 in 2010/2011. The 2009/2010 allocation can be carried forward to 2010/2011 but all grant must be spent by March 31st 2011.
- 2.2 The Early Years Capital funding is provided through the General Sure Start Grant to support settings to offer flexible extended free nursery entitlement. Officers are currently working with schools and settings to ensure all settings are offering the extended entitlement
- 2.3 Guidance on the allocation of the Early Years Capital funding sets out a requirement for local authorities to prioritise spend on the private and voluntary sector although it can be spent on the maintained sector. A letter from the DCSF sent to local authorities dated 13th May 2009 strengthens the need for LAs to allocate this element of funding to the private and voluntary sector.

3. ALLOCATION OF FUNDING

- 3.1 £274,773.45 of Early Years Capital was allocated to private settings in 2008/2009. This funded 11 settings to make improvements to their environments and therefore improving the quality of their daycare provision.
- 3.2 The majority of daycare settings completed all works needed using the 2008/2009 allocation but following the letter received from the DCSF it is timely to ask settings if there are any further improvements needed.

- 3.3 It is proposed that £83,570 is made available for daycare settings to request additional capital works. All settings would be advised of the allocation and asked to complete an application to bid for the funding. A panel would oversee the applications and make a decision based on the DCSF capital guidance and the funding previously allocated. The panel would consist of Finance, Early Years and Childcare Officers and successful applicants would sign a contract with clear terms and conditions of grant use.
- 3.4 Options on the spend of the remaining £100,000 (2009/10) and £351,807 (2010/2011) will be presented to the Portfolio Holder at a later date. This would allow for further consultation on the use of the remaining funding to ensure if allocated to maintained settings that it was considered alongside other capital funds e.g. primary capital.

4. EQUALITY AND DIVERSITY CONSIDERATIONS

- 4.1 All capital works must be undertaken in line with the Disability Discrimination Act requirements to ensure that all children's centres are fully accessible to individuals with special needs and disabilities.

5. SECTION 17

- 5.1 The development of children's centres supports early intervention to those families who are disadvantaged and in need in order to support them in parenting and supporting successful outcomes for their children.

6. RECOMMENDATIONS

- 6.1 To seek approval to allocate early years capital to private daycare settings.

7. REASONS FOR RECOMMENDATIONS

- 7.1 To ensure Early Years Capital is spent in line with DCSF requirements.

8. CONTACT OFFICER

Danielle Swainston (Sure Start, Extended Services and Early Years Manager) 523671

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder
29 July 2009



Report of: Director of Children's Services

Subject: TO APPROVE CHANGE OF NAME OF DYKE
HOUSE SCHOOL AND VARIATION TO
INSTRUMENT OF GOVERNMENT

SUMMARY

1. PURPOSE OF REPORT

To request the Portfolio Holder for Children's Services to approve the change of name of Dyke House School to Dyke House Sports and Technology College with effect from 1 September 2009 and subsequent variation to the Instrument of Government for the school, following the school attaining designated specialist status in Sports.

2. SUMMARY OF CONTENTS

The report sets out the background to the change of name and varying the Instrument of Government for Schools.

3. RELEVANCE TO PORTFOLIO MEMBER

The Portfolio Holder is responsible for all education and childcare matters.

4. TYPE OF DECISION

Non key decision.

5. DECISION MAKING ROUTE

Children's Services Portfolio meeting on 29 July 2009.

6. DECISION(S) REQUIRED

The Portfolio Holder for Children's Services is requested to approve the change of name of the school and subsequent variation to the Instrument of Government.

Report of: Director of Children's Services

Subject: TO APPROVE CHANGE OF NAME OF DYKE HOUSE SCHOOL AND VARIATION TO THE INSTRUMENT OF GOVERNMENT

1. PURPOSE OF REPORT

To seek approval from the Portfolio Holder for Children's Services to change the name of Dyke House School to Dyke House Sports and Technology College with effect from 1 September 2009, and subsequent variation to the Instrument of Government.

2. BACKGROUND

In accordance with the School Governance (Procedures)(England) Amendment Regulations 2007, the Governing Body of Dyke House School at a meeting held on 21 May 2009, unanimously approved a change of name of the school from Dyke House School to Dyke House Sports and Technology College with effect from 1 September 2009, to reflect the school receiving Specialist College Status in Sports and in accordance with Regulation 31 of the School Governance (Constitution)(England) Regulations 2003 the Instrument of Government has been varied accordingly to reflect the change of name.

3. RECOMMENDATIONS

That the Portfolio Holder for Children's Services approve the change of name of Dyke House School to Dyke House Sports and Technology College with effect from 1 September 2009.

That the Portfolio Holder for Children's Services approve the variation to the Instrument of Government with effect from 1 September 2009 as attached at **Appendix 1**.

4. CONTACT OFFICER

Ann Turner, Governor Support Officer
Children's Services Department
Hartlepool Borough Council
Telephone Number 523766
Email address ann.turner@hartlepool.gov.uk



INSTRUMENT OF GOVERNMENT

1. The name of the school is: Dyke House Sports and Technology College
2. The College is a foundation College
3. The name of the governing body is "The Governing Body of Dyke House Sports and Technology College"
4. The governing body shall consist of:
 - a. 7 Parent governors;
 - b. 1 LA governor;
 - c. 4 Staff governors;
 - d. 6 Community governors
 - e. 2 Partnership governors
5. Total number of governors 20
6. This instrument of government comes into effect on 1st September 2009
7. This instrument was made by order of Hartlepool Authority on
8. A copy of the instrument must be supplied to every member of the governing body (and the headteacher if not a governor).

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder
29 July 2009



Report of: Director of Children's Services

Subject: TO NOTE AND REAFFIRM A CORRECTION
TO THE CHANGE OF NAME OF ELWICK
HALL CE VOLUNTARY AIDED PRIMARY
SCHOOL AND INSTRUMENT OF
GOVERNMENT FOR THE FEDERATED
GOVERNING BODY OF ELWICK HALL CE
VOLUNTARY AIDED PRIMARY SCHOOL AND
HART PRIMARY SCHOOL

SUMMARY

1. PURPOSE OF REPORT

To draw to the attention of the Portfolio Holder for Children's Services a correction to the change of name of Elwick Hall CE Voluntary Aided Primary School and reaffirm the Instrument of Government for the Federated Governing Body of Hart Community Primary School and Elwick Hall CE Voluntary Aided Primary School with effect from 1 September 2009.

2. SUMMARY OF CONTENTS

The report sets out the background to the change of name and new Instrument of Government.

3. RELEVANCE TO PORTFOLIO MEMBER

The Portfolio Holder is responsible for all education and childcare matters.

4. TYPE OF DECISION

Non key decision.

5. DECISION MAKING ROUTE

Children's Services Portfolio meeting on 29 July 2009.

6. DECISION(S) REQUIRED

The Portfolio Holder for Children's Services to note and approve an amendment to the change of name of Elwick Hall CE Voluntary Aided Primary School to St Peter's Elwick Church of England Voluntary Aided Primary School and reaffirm the Instrument of Government for the Federated Governing Body with effect from 1 September 2009.

Report of: Director of Children's Services

Subject: TO NOTE AND REAFFIRM A CORRECTION TO THE CHANGE OF NAME OF ELWICK HALL CE VOLUNTARY AIDED PRIMARY SCHOOL AND INSTRUMENT OF GOVERNMENT FOR THE FEDERATED GOVERNING BODY OF ELWICK HALL CE VOLUNTARY AIDED PRIMARY SCHOOL AND HART PRIMARY SCHOOL

1. PURPOSE OF REPORT

To draw to the attention of the Portfolio Holder a correction to the change of name of Elwick Hall CE Voluntary Aided Primary School with effect from 1 September 2009 and to reaffirm the Instrument of Government as attached at **Appendix 1**.

2. BACKGROUND

In accordance with the School Governance (School Federation) Regulations, the Governing Bodies of Hart Community Primary School and Elwick Hall CE Voluntary Aided Primary School are to federate with effect from 1 September 2009. This followed a period of consultation with a variety of stakeholders including the Portfolio Holder for Children's Services on 13 November 2008. The consultation period took place over a six week period beginning 20 October 2008 and ending on 1 December 2008 when the governing bodies of the schools jointly agreed to formally federate with effect from 1 September 2009.

As part of the consultation process the Governing Body of Elwick Hall CE Voluntary Aided Primary School also consulted on a change of name to St Peter's Church of England Voluntary Aided Primary School Elwick to coincide with the formal federation of the schools. At a meeting of the Portfolio Holder for Children's Services on 21 April 2009 approval was given to the new Instrument of Government and change of name of Elwick Hall CE Voluntary Aided Primary School. During recent consultations with staff of both schools an error was identified in the new Instrument of Government for the federated Governing Body and on examining the change of name of Elwick Hall CE Voluntary Aided Primary School it was noted that the Governing Body had at their meeting on 1 December 2008 had approved the name St Peter's Elwick Church of England Voluntary Aided Primary School and not St Peter's Church of England Voluntary Aided Primary School Elwick as reported to the Portfolio Holder on 1 April 2009.

3. RECOMMENDATIONS

That the Portfolio Holder note the correction and reaffirm the change of name of Elwick Hall CE Voluntary Aided Primary School to be known as St Peter's Elwick Church of England Voluntary Aided Primary School and reaffirm the Instrument of Government considered and approved at the meeting of the Portfolio Holder on 21 April 2009 which reflects the change of name of Elwick Hall CE Voluntary Aided Primary School.

4. CONTACT OFFICER

Ann Turner, Governor Support Officer
Children's Services Department
Hartlepool Borough Council
Telephone Number 523766
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INSTRUMENT OF GOVERNMENT FEDERATED GOVERNING BODY OF ST PETER'S ELWICK CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL AND HART PRIMARY SCHOOL

1. The name of the Federation is St. Peter's Elwick Church of England Primary Voluntary Aided Primary School and Hart Community Primary School.
2. The names and categories of schools in the Federation are:

St. Peter's Elwick Church of England Voluntary Aided Primary School and Hart Community Primary School.
3. The name of the Governing Body is St. Peter's Elwick Church of England Voluntary Aided Primary School Elwick Hart Community Primary School.
4. The Governing Body shall consist of:
 - a) 7 Parent Governors
(4 elected by parents of pupils attending St. Peter's Elwick Church of England Voluntary Aided Primary School and 3 elected parents of pupils attending Hart Community Primary School, based on numbers on roll).
 - b) 4 Staff Governors including the Headteacher.
 - c) 2 Local Authority Governors.
 - d) 2 Community Governors.
 - e) 5 Foundation Governors.
5. Total number of Governors 20.
6. ONE Foundation Governor shall be ex officio as set out in paragraph 7(a) below .

TWO Foundation Governors shall be appointed by the Diocesan Board of Education.

TWO Foundation Governors appointed from Elwick St. Peter's Parochial Church Council and Hart Mary Magdalene Parochial Church Council.
7. a) The holder of the following office shall be a foundation governor ex officio: The Incumbent or Priest in Charge (for the time being) of the Parish of Hart and Elwick Hall, Hartlepool.

b) The Durham Diocesan Board of Education, in consultation with the Archdeacon and Area Dean, shall appoint a Foundation Governor, to act in the place of the ex officio foundation governor whose governorship derives from the office named in (a) above, in the event that the ex officio foundation governor is unable or unwilling to act as a foundation governor, or there is a vacancy in the office by virtue of which his governorship exists.
8. The Durham Diocesan Board of Education in consultation with the Archdeacon and Area Dean are entitled to request the removal of any ex officio foundation governor and to appoint any substitute governor.

9. The Foundation Governors are the Trustees of St. Peter's Church of England Voluntary Aided School Elwick. The School Trust Deed is dated 24th April, 1851, and is kept at the Public Records Office, Kew, and a copy is kept at the church.
10. "Recognising its historic foundation, St. Peter's Elwick Church of England Voluntary Aided School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The school aims to serve its community by providing an education of the highest quality with the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils".
11. The term of office of all categories of governors is FOUR years (with the exception of ex officio governor).
12. This instrument of government comes into effect on 1st SEPTEMBER, 2009.
13. This instrument was made by order HARTLEPOOL LOCAL AUTHORITY on 21st April 2009.

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder
29 July 2009



Report of: Director of Children's Services

Subject: APPROVAL OF REVISED INSTRUMENT OF
GOVERNMENT FOR ST HILD'S CHURCH OF
ENGLAND VOLUNTARY AIDED SECONDARY
SCHOOL

SUMMARY

1. PURPOSE OF REPORT

To inform the Portfolio holder of a change to the size of the Governing Body of St Hild's Church of England Voluntary Aided Secondary School and variation to the Instrument of Government for the school with effect from 1st September 2009.

2. SUMMARY OF CONTENTS

The report sets out the background to the Governing Body's decision to change the size of the Governing Body and subsequent variation to the Instrument of Government.

3. RELEVANCE TO PORTFOLIO MEMBER

The Portfolio Holder is responsible for all education and childcare matters.

4. TYPE OF DECISION

Non key decision.

5. DECISION MAKING ROUTE

Children's Services Portfolio meeting on 29 July 2009.

6. DECISION(S) REQUIRED

- To note the decision of the Governing Body of St Hild's Church of England Voluntary Aided Secondary School to reduce the size of the Governing Body.
- To approve a variation to the Instrument of Government to reflect the change in size of the Governing Body from 1st September 2009.

Report of: Director of Children's Services

Subject: APPROVAL OF REVISED INSTRUMENT OF GOVERNMENT FOR ST HILD'S CHURCH OF ENGLAND VOLUNTARY AIDED SECONDARY SCHOOL

1. PURPOSE OF REPORT

To seek approval from the Portfolio Holder for Children's Services to a variation to the Instrument of Government for St Hild's Church of England Voluntary Aided Secondary School from 1st September 2009.

2. BACKGROUND

The Governing Body of St Hild's Church of England Voluntary Aided Secondary School in accordance with the School Governance (Constitution)(England) Regulations 2007, has reviewed the size of the Governing Body and in accordance with the regulations the Instrument of Government has been varied accordingly to reflect the change in constitution.

At its meeting held on 5th July 2009, the Governing Body formally approved a reduction in the size of the Governing Body and draft instrument. The Governing Body gave consideration to a number of constitutional models during its deliberations taking into account the requirements of the School Governance (Constitution)(England) Regulations 2007.

The proportion of places on the Governing Body which must be reserved for different categories of Governors of a Voluntary Aided school as set out in the School Governance Constitution (England) Regulations 2007 are as follows:

- Parent governors – at least one but enough to total at least one third when counted with foundation governors who are eligible to be parent governors.
- Staff governors – at least 2 but no more than one third, including the headteacher.
- Local authority governors - at least one, but no more than one tenth.
- Sponsor governors – up to 4.
- Foundation governors – outnumber other governors by 2.

The Foundation may increase the foundation members by 2 to preserve their foundation majority when sponsor governors are appointed.

The Director of Education in the Diocese of Durham has approved the change in size of the Governing Body and subsequent variation to the Instrument of Government as set out in **Appendix 1**.

The change in the size of the Governing body will result in a reduction in the number of foundation governors from 13 to 12 and subsequent reduction from 5 to 4 parent foundation governors and a reduction in the local authority representation from 2 to 1 representative.

3. RECOMMENDATIONS

- To note the decision of the Governing Body of St Hild's Church of England Voluntary Aided Secondary School to reduce the size of the Governing Body.
- To approve the revised Instrument of Government in accordance with the School Governance Constitution (England) Regulations 2007 with effect from 1st September 2009 as set out in **Appendix 1**.

4. CONTACT OFFICER

Ann Turner, Governor Support Officer
Children's Services Department
Hartlepool Borough Council
Telephone Number 523766
Email address ann.turner@hartlepool.gov.uk



INSTRUMENT OF GOVERNMENT



INSTRUMENT OF GOVERNMENT: VOLUNTARY AIDED SCHOOL

1. The name of the school is: ST. HILD'S CHURCH OF ENGLAND (AIDED) SCHOOL.
2. The school is a voluntary aided comprehensive school.
3. The name of the governing body is "The governing body of St. Hild's Church of England (Aided) School.
4. The governing body shall consist of:
 - a. 3 parent governors;
 - b. 1 LEA governor;
 - c. 4 staff governors;
 - d. 12 foundation governors, of whom 4 shall, at the time of their appointment, be eligible for election or appointment as parent governors.
 - e. 2 sponsor governors
5. Total number of governors 22.
6. The sponsors entitled to nominate persons for appointment as sponsor governors under schedule 5 of the Regulations are Hartlepool College of Education and British Energy.
7. Foundation governors shall be appointed by the following bodies:
 - (a) Two Ex-officio as set out below .
 - (b) Two by the Durham Diocesan Board of Education.
 - (c) Two elected by Hartlepool Deanery Synod.
 - (d) One appointed by the Parochial Church Council of the Parish of Holy Trinity, Hartlepool.
 - (e) One appointed by the Parochial Church Council of the Parish of St. Hilda, Hartlepool.
 - (f) Four, being at the time of appointment parents of registered pupils of the school, appointed by the Foundation Governors.
8. The holders of the following offices shall be foundation governors ex officio;
 - (a) The incumbent or priest in charge for the time being of the Parish of Holy Trinity, Hartlepool.
 - (b) The Incumbent or priest in charge for the time being of the Parish of St. Hilda,

Hartlepool.

9. The Durham Diocesan Board of Education in consultation with the Archdeacon of the Archdeaconry in which the school is situated, shall appoint a foundation governor to act in the place of the ex officio foundation governor whose governorship derives from the offices named in 8(a) and 8(b) above, in the event that any ex officio foundation governor is unable or unwilling to act as a foundation governor, or there is a vacancy in the office by virtue of which her/his governorship exists.
10. The Director of Education for the Diocese of Durham shall be entitled to request the removal of any ex-officio Foundation Governor and to appoint any substitute governor.
11. The Foundation Governors are the Trustees of the School.
12. "Recognising its Christian foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils".
13. This instrument of government comes into effect on 1st September 2009.
14. This instrument was made by order of Hartlepool Authority on
15. A copy of the instrument must be supplied to every member of the governing body (and the headteacher if not a governor), any trustees and to the appropriate religious body.

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

29 July 2009



Report of: Director of Children's Services

Subject: APPOINTMENT OF LOCAL AUTHORITY
REPRESENTATIVES TO SERVE ON SCHOOL
GOVERNING BODIES

SUMMARY

1 PURPOSE OF REPORT

To request the Portfolio Holder for Children's Services consideration and approval of the recommendations of the General Purposes Committee in respect of the appointment of Local Authority representative Governors to serve on school governing bodies where vacancies currently exist and to those which will occur during the autumn term 2009.

2 SUMMARY OF CONTENTS

The report summarises the process for inviting applications for representative governors and the criteria for their selection.

3. RELEVANCE TO PORTFOLIO MEMBER

It is the responsibility of the Portfolio Holder to decide the appointment of Local Authority representative school governors following advice from the General Purposes Sub Committee.

4 TYPE OF DECISION

Non-key decision.

5 DECISION MAKING ROUTE

Portfolio Holder's meeting on 29 July 2009.

6 DECISION(S) REQUIRED

Approval by the Portfolio Holder of the recommendations of the General Purposes Committee, in respect of the appointment of representative

Governors to serve on school governing bodies where vacancies exist and those which will occur in the autumn term.

Report of: Director of Children's Services

Subject: APPOINTMENT OF LOCAL AUTHORITY
REPRESENTATIVES TO SERVE ON SCHOOL
GOVERNING BODIES

1. PURPOSE OF REPORT

To request the Portfolio Holder for Children's Services consideration and approval of the recommendations of the General Purposes Committee in respect of the appointment of Local Authority representative governors to serve on school governing bodies where vacancies currently exist and will occur during the autumn term 2009.

2. BACKGROUND

Applications are invited from members of the general public, elected members and those governors whose term of office is about to expire or have expired who are interested in serving or wish to continue serving as a Local Authority representative governor on school governing bodies.

The following criteria were agreed by the Borough Council for the recruitment of Local Education Authority representative governors in 2000. Local Authority governors should be able to show:

- demonstrable interest in and commitment to education;
- a desire to support the school concerned;
- a commitment to attend regular meetings of the governing body (and committees as appropriate) and school functions generally;
- good communication/interpersonal skills;
- ability to work as part of a team;
- a clearly expressed willingness to participate in the governor training programme.

A schedule setting out details of vacancies together with applications received in respect of the vacancies was considered by members of the General Purposes Sub Committee at their meeting held on 10 July 2009 (**Appendix 1**).

3. RECOMMENDATIONS

The Portfolio Holder for Children's Services approve recommendations of the General Purposes Committee in respect of the appointment of Local Authority representative governors to serve on school Governing Bodies. A schedule outlining recommendations of the General Purposes Sub Committee is attached at **Appendix 1**.

4. Contact Officer:

Ann Turner, Governor Support Officer, telephone 523766



Children's Services In Hartlepool

Every Child Matters

VACANCIES FOR LOCAL AUTHORITY REPRESENTATIVES ON GOVERNING BODIES

JULY 2009

Contact Officer: Ann Turner
01429 523766

VACANCIES FOR LOCAL AUTHORITY REPRESENTATIVES ON GOVERNING BODIES

SCHOOL INCLUDING LA GOVERNORS	VACANCIES	POSSIBLE INTEREST	RECOMMENDED FOR APPOINTMENTS
Barnard Grove Primary Councillor R Cook Mr J M Kay	1 vacancy	No interest expressed	No interest expressed
Brougham Primary Mr P L H Bow es Mrs S Marshall	1 vacancy	No interest expressed	No interest expressed
Clavering Primary Councillor R Cook Councillor T Fleming	1 vacancy	No interest expressed	No interest expressed
Eldon Grove Primary Mrs P Vaughan Mr P Hamilton	2 vacancies including Mrs P Vaughan (term of office expires 11 th October 2009) Mr P Hamilton (term of office expires 29 th August 2009)	Mrs P Vaughan Mr P Hamilton Mr M Gersham	Mrs P Vaughan Mr M Gersham
Federated Governing Body of Hart Primary and St Peter's Elwick CE VA Primary	2 vacancies for the new Governing Body	Mrs D Adamson Mr G New bury	Mrs D Adamson Mr G New bury
Grange Primary Councillor R Flintoff	3 vacancies Including Councillor R Flintoff (term of office expires 14 th August 2009)	Councillor R Flintoff	Councillor R Flintoff

VACANCIES FOR LOCAL AUTHORITY REPRESENTATIVES ON GOVERNING BODIES

SCHOOL INCLUDING LA GOVERNORS	VACANCIES	POSSIBLE INTEREST	RECOMMENDED FOR APPOINTMENTS
Kingsley Primary Mr J Vale Mrs J Brough	Mr J Vale (term of office expires 14 th August 2009)	Mr J Vale	Mr J Vale
Ow ton Manor Primary Mrs J Thompson Mr J Vale Mrs S Hayes	1 vacancy	No interest expressed	No interest expressed
Rossmere Primary Mrs M Smith Councillor A Marshall	2 vacancies including Mrs M Smith (term of office expires 29 th August 2009)	Mrs M Smith	Mrs M Smith
Springwell Mrs E Parkinson	2 vacancies Including Mrs E Parkinson (term of office expires 27 th September 2009)	Mrs E Parkinson Mrs J Worthy Mrs E M Barraclough	Mrs E M Barraclough Mrs J Worthy
St Helen's Primary Miss C Lamb Mr J Ibbotson	2 vacancies	No interest expressed	Councillor R Atkinson
St Joseph's RC Primary	1 vacancy	Mrs T A Dent	Mrs T A Dent

VACANCIES FOR LOCAL AUTHORITY REPRESENTATIVES ON GOVERNING BODIES

SCHOOL INCLUDING LA GOVERNORS	VACANCIES	POSSIBLE INTEREST	RECOMMENDED FOR APPOINTMENTS
Stranton Primary Mr R P Gleeson Councillor J Lauderdale Mr B Hanna	Mr R P Gleeson (term of office expires 14 th August 2009)	Mr R P Gleeson	Mr R P Gleeson
Throston Primary Mrs J Norman Mr K Shears	Mrs J Norman (term of office expires 14 th August 2009)	Mrs J Norman	Mrs J Norman
West Park Primary Mrs S Kirby Mr M W Ward	2 vacancies Including Mr M W Ward (term of office expires 29 th August 2009) (Does not wish to be reconsidered)	Mrs M A Boddy	Mrs M A Boddy
St Hild's Church of England Voluntary Aided School Mr W Hibbert Mr K Kelly	1 vacancy (Governing Body reducing in size) Mr W Hibbert (term of office expires 31 st August 2009) Mr K Kelly (term of office expires 31 st August 2009)	Mr K Kelly	Mr K Kelly

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

29 July 2009



Report of: Director of Children's Services

Subject: RELOCATION OF KIDDIKINS CHILDCARE

SUMMARY

PURPOSE OF REPORT

- 1.1 To seek approval for the relocation of Kiddikins Neighbourhood Nursery to the Hindpool Close Children's Centre.

SUMMARY OF CONTENTS

- 2.1 The Childcare Act 2006 places a duty on Local Authorities to improve the outcomes of children aged 0-5 years old through the development of Children's Centres. Children's Centres need to offer early education integrated with childcare, family support, outreach to parents and child and family health services.
- 2.2 In 2004 Hartlepool developed five Phase 1 Children's Centres in line with government requirements. Hindpool Close Children's Centre was designated in partnership with Kiddikins Neighbourhood Nursery. Kiddikins deliver the integrated childcare and early learning.
- 2.3 Children's Centre guidance sets out the need for all services to be co-located in order to provide a hub of services for children and families. Kiddikins nursery is based in the Horsley buildings on the Headland which is proving to be a difficult building in terms of delivering integrated services.
- 2.4 The following report sets out proposals to relocate Kiddikins to the Hindpool Close Children's Centre therefore offering integrated services for children and families in the North of the town.

RELEVANCE TO PORTFOLIO MEMBER

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

TYPE OF DECISION

4. Non- key

DECISION MAKING ROUTE

5. Children's Services Portfolio Holder meeting on 29 July 2009.

DECISION(S) REQUIRED

- 6.1 For the Portfolio Holder to approve the relocation of Kiddikins Neighbourhood Nursery to the Hindpool Close Children's Centre.

Report of: Director of Children's Services

Subject: RELOCATION OF KIDDIKINS DAYCARE

1. PURPOSE OF REPORT

- 1.1 To seek approval for the relocation of Kiddikins daycare to the Hindpool Close Children's Centre.

2. BACKGROUND

- 2.1 The Childcare Act 2006 places a duty on Local Authorities to improve the outcomes of children aged 0-5 years old through the development of Children's Centres. Children's Centres need to offer early education integrated with childcare, family support, outreach to parents and child and family health services.
- 2.2 Children's Centre guidance (DFES 2004) set out the requirement to develop Phase 1 Children's Centres in the 15% most deprived areas of the town. A public consultation took place and the following centres were developed:
- Hindpool Close/Kiddikins Children's Centre
 - St John Vianney Children's Centre
 - Chatham House Children's Centre
 - Lynnfield Children's Centre/Playmates Children's Centre
 - Rossmere and St Teresa's Children's Centre
- 2.3 Hindpool Close Children's Centre was formerly a Sure Start Local programme and hosts a multi agency team which includes health visitors, midwives, speech and language therapists and local authority children centre staff. Hindpool Close Children's Centre building is the hub of the Children's Centre with linked delivery sites at Kiddikins, St Helen's Primary School and St Bega's Primary School.
- 2.4 Kiddikins Childcare Ltd is a private not for profit business offering full daycare (nursery), crèche and out of school provision. The nursery was created through the Neighbourhood Nursery Initiative and the business applied for and received grant funding direct from DCSF. The Phase 1 children's centre guidance required Local Authorities to include Neighbourhood Nurseries in their Children's Centre delivery. The business has been operating for 15 years and is a well known childcare provider.

3. REASONS FOR RELOCATION OF KIDDIKINS NURSERY

3.1 Kiddikins Neighbourhood Nursery is finding it difficult to sustain their daycare provision for a number of reasons. Local Authority officers in partnership with Kiddikins management undertook a business review to identify issues in relation to sustainability. These issues were also highlighted in the Childcare Sufficiency Assessment published in April 2008 and updated in April 2009. The following reasons were highlighted in the review:

- The numbers of children aged 0-5 years old on the Headland are low;
- There is an historical reliance on informal childcare - the use of family and friends;
- Unemployment in the ward is high. In addition there is a high number of older adults and not those with young children;
- Feedback from parents and carers that have visited the nursery is that it is inaccessible - the Headland location is seen as an issue for those parents that do not want to make the journey into the North of the town when they do not work in that area;
- The building is on three floors and the outside area is difficult to access therefore the building is preventing the delivery of high quality daycare.

3.2 The children's centre guidance sets out the requirement for daycare to be fully integrated with the other children's centre services. The location of the current daycare is preventing this. In order to ensure the future sustainability of the daycare provider and to ensure there are fully integrated services it is proposed that Kiddikins relocate.

4. OPTIONS FOR RELOCATION

4.1 A number of options have been explored in order to relocate Kiddikins daycare as set out below:

- Kiddikins Nursery to locate to their own new premises elsewhere in the town - a number of potential business units have been investigated.
- St Helen's Primary School – St Helen's Primary School is part of the Hindpool Close Children's Centre and offers accommodation attached to the foundation stage area. It currently offers a range of services for families and children aged 0-5 years old. This includes baby clinics, speech and language therapy, Tweeny Tots parent and carer group, foster carers support group, Train the trainer sessions and transitional parenting support.
- Hindpool Close Children's Centre – This building hosts a multi agency team and is having a community café developed along with a community garden.

The benefits and issues for relocating Kiddikins to each of these buildings have been considered as below:

4.2 Kiddikins Nursery to locate their own new premises

Concerns

- This would add an additional cost of rent/ lease to the overall running costs which will further impact on their sustainability.
- There are already a number of other nurseries located throughout the town, many with their own vacancy issues.

4.3 St Helen's Primary School

Benefits

- Kiddikins would stay in the Headland area of the town

Concerns

- Building is not appropriate for daycare therefore would need significant remodelling which would cost significant amounts of money;
- In order to improve sustainability Kiddikins need to be attracting parents from other areas of Hartlepool this location would not improve this issue;
- The Children's Centre at St Helen's hosts a number of services that are valued by the local community, as defined above. If Kiddikins were to relocate to St Helen's these services would need to cease.

4.4 Hindpool Close Children's Centre

Benefits

- The building has a daycare room that can be used without adapting for daycare purposes and the other areas in the building are easily adaptable without much remodelling;
- A multi agency team is based in Hindpool Close and therefore this will provide a more integrated service; with swifter early intervention support.
- One storey provision at Hindpool Close enables easy inclusive access to quality outdoor learning facilities.
- Hindpool Close is more accessible to parents from other areas of Hartlepool therefore should increase take up of places;
- A community café is being developed which will be able to be used to provide meals for the children between the hours of 8am and 6pm.
- Kiddikins after school care can relocate to St Helen's which increases the quality of provision on the Headland.
- Current sessional care based at Hindpool Close would relocate to St Helen's to provide a comprehensive, diverse package of integrated services and care on the Headland.

Concerns

- Hindpool Close (whilst technically within the St Hilda ward boundary) is perceived as being on the Central Estate.

- 4.5 Based on the above, a relocation to St Helen's would be very expensive and disruptive to the school and lead to a loss of service for the community. In light of this the proposed option is to relocate Kiddikins Nursery to the Hindpool Close Children's Centre.

5. BUDGET

- 5.1 It is estimated that some adaptations to the Hindpool Close Children's Centre premises will need to take place in order to ensure that a quality environment is available to young children. We are awaiting costs from the Building Consultancy Team however these are likely to be in the region of £5 - £10,000. Early Years Capital Funding, direct grant from the DCSF, can be used to cover the costs of any capital work.

6. RISK IMPLICATIONS

- 6.1 The Childcare Act 2006 places a duty on the local authority to improve outcomes for children aged 0–5 years old. The Local Authority is required to continue to monitor and evaluate services to ensure children and families are receiving the best possible services. The relocation of Kiddikins daycare to Hindpool will further improve services.
- 6.2 It is clear that vacancies within Kiddikins nursery threaten the short term future of the nursery. There are 10 staff employed within the nursery and their continued employment together with the care and well-being of the 30 children currently using the nursery are paramount. Kiddikins has worked tirelessly with local authority officers to reduce running costs of the business however there are no further efficiencies to be made.
- 6.3 Kiddikins nursery is currently based at the Horsley Buildings on the Headland. The current position of the nursery is proving difficult for the nursery to deliver quality outside learning space.
- 6.4 Relocation of the nursery would provide Kiddikins with the opportunity to continue offering daycare for future families in this area of the town.

7. EQUALITY AND DIVERSITY CONSIDERATIONS

- 7.1 Children's Centres must be accessible to all children and families. Locality staff ensure that all vulnerable groups are included in the planning and delivery of service. The Children's Centres are represented on the Children's Services diversity steering group.
- 7.2 Single story provision at Hindpool Close provides disability compliant facilities.

8. SECTION 17

- 8.1 The development of children's centres supports early intervention to those families who are disadvantaged and in need in order to support them in parenting and supporting successful outcomes for their children.

9. RECOMMENDATIONS

- 9.1 For the Portfolio Holder to approve the relocation of Kiddikins daycare to the Hindpool Close Children's Centre.

10. REASONS FOR RECOMMENDATIONS

- 10.1 To ensure children and families receive the best possible children's centres services and therefore improve outcomes for children.
- 10.2 To support the long term sustainability of a Children's Centres daycare provision.

CONTACT OFFICER

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CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder
29 July 2009



Report of: Director of Children's Services

Subject: HARTLEPOOL YOUTH SERVICE
OPERATIONAL PLAN 2009/10

SUMMARY

1. PURPOSE OF REPORT

The purpose of the report is to inform the Children's Services Portfolio Holder of the main activities which will be undertaken during the year 2009/10 by the Hartlepool Youth Service.

2. SUMMARY OF CONTENTS

The plan has two main sections. The first identifies the strategic priorities, including policy drivers and underpinning legislation. It then adds to this local perspectives, needs assessment and young people's views to give a comprehensive picture as to the direction in which our Youth Service should be going.

By profiling Hartlepool Youth Service against what might be seen as an "ideal" service, the plan is able to identify the gap that needs to be bridged. The second section of the plan details the specific activities for the year in the operational plan. It is this that bridges the gap in moving Hartlepool towards being an ideal youth service.

3. RELEVANCE TO PORTFOLIO MEMBER

The Youth Service is part of the portfolio holder's area of responsibility.

4. TYPE OF DECISION

Non key decision.

5. DECISION MAKING ROUTE

Children's Services Portfolio Holder meeting on 29 July 2009.

6. DECISION(S) REQUIRED

The Portfolio Holder is requested formally to approve the Youth Service operational plan 2009/10.

Report of: Director of Children's Services

Subject: HARTLEPOOL YOUTH SERVICE
OPERATIONAL PLAN 2009/10

1. PURPOSE OF REPORT

The purpose of the report is to inform the Children's Services Portfolio Holder of the main activities which will be undertaken during the year 2009/10 by the Hartlepool Youth Service.

2. BACKGROUND

The Youth Service plan for 2009/10 identifies the strategic priorities which drive the work of the service and translates these via a needs assessment in to specific activities which will be the focus of the Youth Services' work over the coming year.

The plan identifies national policy drivers and underpinning legislation. The main focus of the work of the Youth Service is based on the Government's 2005 publication Youth Matters and the subsequent Aiming High – 10 year Strategy for Positive Activities published in 2007. The vision for opportunities and support by 2018 is;

- All young people will have access to a diverse and attractive local offer for purposeful, engaging and exciting positive activities and places to go that responds to their needs, and supports their personal development, including providing routes into more dedicated support for those in need.
- Disadvantage will no longer be a barrier to accessing local opportunities and activities and will be popular with from different backgrounds, actively bringing them together.
- Parents will be informed about the range of activities available and confident about their capacity to support their teenagers' personal development.
- Communities will play their part in building stronger and more trusting relationships across the generations.

In order to achieve this vision the Government expects that the Youth Offer will be built on integrated youth support services including specifically targeted youth support to ensure early intervention for vulnerable young people who may be at risk of disengagement.

While the Youth Service operation plan for 2009/10 relates specifically to the work of this individual service, it must be seen in the context of the roll-out of integrated youth work and targeted support. The Youth Service in Hartlepool

has been working very closely with the Connexions Service since it joined the Council in April 2007. The Youth Service also works very closely with other partners such as the Youth Offending Service and with providers from the voluntary and community sector. The Youth Service is one of the key agencies in the development of the Team Around the Secondary School, the structure by which targeted youth support is driven out across the town. In line with Government expectations as part of the Youth Crime Action Plan, the Youth Service will be enhancing its existing provision on Friday and Saturday nights, as well as commissioning from the third sector, to increase the options available to young people in diverting them from risky and potentially antisocial behaviour.

3. KEY ELEMENTS OF THE YOUTH SERVICE PLAN

The plan contains a section outlining the national perspective including national policy and legislation. It then identifies the local perspective, including a needs assessment. From these it goes on to identify the priorities in relation to both national and Hartlepool perspectives and then profiles Hartlepool's position in comparison what might be seen as an ideal youth service in order to identify the gap that needs to be bridged. The specific activities for the year then follow in the detailed operational plan for the year.

The operational plan outlines the following key objectives:

- Assessment of needs/differentiation.
- Defined standards for provision.
- Governance and management.
- Participation by young people.
- Involving partners.
- Investment in resources.

Specific actions with milestones dates and identified responsible officers are then placed against each of the objectives. The specific activities reflect, in turn, the key outcomes identified in the corporate and departmental plan that are relevant to Youth Service activities.

4. PERFORMANCE INDICATORS

The key performance indicator for the Youth Service is the national indicator NI 110 young people's participation in positive activities. This will be monitored on a quarterly basis in line with corporate procedures. Also the Youth Service continues to collate information relating to levels of participation by young people and the outcomes that result from that process.

5. MONITORING AND REVIEW OF THE PLAN

Progress on the plan will be monitored through a range of systems:

- Corporate monitoring of progress on NI 110.
- Regular assessment of progress through Youth Service management team meetings.

6. FINANCIAL IMPLICATIONS

The plan is funded from the revenue budget of the Children's Services department. Funding for enhanced activities for young people at weekends was approved by the Portfolio Holder on 21 April 2009 using funding from the Positive Activities for Young People (PAYP) budget for 2009/10 and 2010/11.

7. SECTION 17

The work of the Youth Service makes a significant contribution to ensuring achievement of the Government Public Service Agreement PSA 14 'increase the number of children and young people on the path to success'.

8. RISK ASSESSMENTS

The Youth Service plan for 2009 is important in ensuring that the local authority meets its duty to secure access to positive activities for young people.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

One of the key objectives in the plan is the assessment of need and differentiation and the Youth Service has specific activities to ensure that vulnerable groups such as looked after young people and young people with learning difficulties and disabilities have access to Youth Service activities.

10. RECOMMENDATIONS

The Portfolio Holder is requested formally to approve the Youth Service operational plan 2009/10.

11. CONTACT OFFICER

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Children's Services, Planning & Integration
Hartlepool Borough Council

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YOUTH SERVICE STRATEGIC PRIORITIES, NEEDS ASSESSMENT FOR OPERATIONAL PLAN 2009/10.

1. GENERAL

The Youth Service is a complex network of providers including, for example, community groups, voluntary organisations, health, youth justice, etc., as well as the local authority. The latter plays an important role in harnessing the endeavours of partners in facilitating access to personal and social development for 13-19 year olds. This can include diverse issues such as drugs or leisure facilities and can assist in the achievement of shared targets in community order and safety, health, citizenship, education, training and employment.

The diversity of Youth Services is underpinned by having in place a shared set of values and by the use of distinctive methods (e.g. group work), which seek to promote learning and achievement through relationships with adults and peers, that have been freely chosen by young people themselves.

This particular combination of goals, methods and values characterises youth work.

Before producing an operational plan for 2008/09, it is important to recognise the context and background, which helps to shape it, and form the strategic framework in which it exists. The first of these are National Perspectives.

2. NATIONAL PERSPECTIVES

A. Policy Response

In the 2005 Green Paper Youth Matters the Government proposed legislating to clarify the duty on local authorities to secure positive activities for young people, as both commissioners and providers. Other proposals made in the Green Paper were for local authorities as part of an "Integrated" youth offer to:

- a) Secure information, advice and guidance services;
- b) Develop publicity to clearly identify the positive activities available to young people in their area;
- c) Empower young people to have a greater influence over provision through opportunities to be involved in the planning and delivery of services; and
- d) Offer targeted youth support for those vulnerable and most in need.

Youth matters also introduced the National Standards for Positive Activities described as the Government's aspiration for the range and quantity of activities that all young people should be able to access. The National Standards indicated that positive activities should have a

broad scope, and that young people should be able to access opportunities to volunteer, to engage in sporting, recreational, cultural activities and constructive activities in clubs, youth groups or classes.

Consultation on the Green Paper (which was reported on in the publication *Youth Matters: Next Steps*), confirmed support for the proposals from adults, organisations and young people themselves

The coherence of this support will depend on the local authority utilising positive activities as part of its arrangements for delivering effective packages of targeted support, as well as ensuring that information, advice, and guidance supports young people's participation in positive activities. This will be important in meeting children's trusts targets for reducing the proportion of 16-18 year olds who are NEET (not in education, employment or training), in particular ensuring young people have the right personal development opportunities to enable them to take full advantage of developing 14-19 pathways for learning.

The new duty to secure access to Positive Activities

Newly inserted section 507B of the Education Act 1996 requires that a local authority in England must, 'so far as reasonably practicable, secure for qualifying young persons in the authority's area access to -

- a) sufficient educational leisure-time activities which are for the improvement of their well-being, and sufficient facilities for such activities; and
- b) sufficient recreational leisure-time activities, which are for the improvement of their well-being, and sufficient facilities for such activities.

The definition of 'well-being' in the legislation reflects the five 'Every Child Matters' Outcomes. Activities which do not result in an improvement in well-being and which do not help meet these outcomes are not within the scope of the new duty.

The duty therefore requires that so far as reasonably practicable, access is secured to the two forms of positive activity (and to sufficient facilities for them) set out above. The two forms of activity are not mutually exclusive, as some activities will fall into both categories; however the local authority must ensure that it secures access for young people to sufficient forms of, and facilities for, both types of positive activity.

'Educational leisure-time activities' include provision such as, homework or special interest clubs, out of school hours coaching in artistic, sporting or other physical activities and learning opportunities available through facilities such as field centres and outdoor activity centres that provide residential, weekend and holiday-time learning opportunities. Volunteering activity will also fall within this category of activity, where young people gain valuable non-formal educational benefits from the experience.

The legislation also requires that the educational leisure-time activities and associated facilities, to which access is to be secured, must also include sufficient educational leisure-time activities (and facilities for such activities), which are for the improvement of young people's personal and social development. This sub-set of 'educational leisure-time activity' relates to activities which are delivered using youth work methods and approaches.

'Recreational leisure-time activities' include sports and informal physical activities, as well as a wide range of cultural activities including; music, performing and visual arts.

The duty applies to the 13 - 19 age range which is commonly understood to represent for most young people a transition period in which participation in positive activities can offer significant benefits. However, some young people begin that transition before 13 and end it after 19, requiring ongoing engagement and support from services that provide activities falling under section 507B. One specific body of young people within this category is those with learning difficulties to which the application of the duty is extended to 24.

Establishing the offer for Positive Activities

In order to assist young people to engage in positive activities, the local authority will need to provide a comprehensive, accurate and accessible information service for young people regarding existing local positive activities. Provision should include a directory of provision which should be updated regularly (at least annually) to maintain accuracy and publicised to all young people through a wide variety of media. This new legal requirement will be crucial to aiding participation.

However the new legislation also requires the local authority to look beyond the existing, often un-coordinated local offer of provision and to determine, with its partners within the children's trust and with young people themselves, what provision should be available to all young people and to groups of young people with particular needs. It should determine what support young people should receive to access this provision. This determination should be developed and set out within the context of the local Children and Young People's Plan and where appropriate, feature within the sustainable community strategy.

In making this determination, the Government expects that the local authority will share its ambition that all young people should be able to access the opportunities set out in the National Standards for Positive Activities (shown below) and will work over time with partner agencies to secure them.

National Standards for Positive Activities

- Access to two hours per week of sporting activity including formal and informal team and individual sports, outdoor and adventurous sports, and other physical activities such as aerobics and dance - provided through national curriculum and leisure-time activities.
- Access to two hours per week of other constructive activities in clubs, youth groups and classes. This includes activities in which young people pursue their interests and hobbies; activities contributing to their personal, social and spiritual development; activities encouraging creativity; innovation and enterprise; study support; and residential opportunities.
- Opportunities to make a positive contribution to their community through volunteering, including leading action, campaigning and fundraising.
- A wide range of other recreational, cultural, sporting and enriching experiences.
- A range of safe and enjoyable places in which to spend time. This could simply be somewhere to socialise with friends.

Young People's Views

Young people's views are central to the ambition of providing appropriate positive activities. Section 507B places a specific requirement on the local authority to ascertain from young people in its area their views on existing provision of positive activities and facilities, the need for any additional provision and their access to this provision. The local authority must then ensure that the views of the young people in its area are taken into account.

The local authority's understanding of young people's views should be comprehensive and detailed enough to understand the barriers they face to engaging in provision. In some circumstances this may also entail an understanding of the perceptions of parents and carers, as these will influence some young people's choices. It will also be important to ensure that the views of young people from minority groups (including young people with disabilities) who face significant barriers to participation are heard and considered. Views should be sought not just in regard to positive activities dedicated to young people, but also in regard to provision that is used by all ages including young people e.g. leisure centres and libraries.

Needs Analysis

In determining its ambitions for an accessible local offer, it will be vital that the local authority and its children's trust partners address the needs of groups of young people at greatest risk of negative outcomes and whose engagement in positive activities is often limited. e.g. young people in care, young people with disabilities, and young people from the most disadvantaged neighbourhoods. In doing so, local authorities should aim to increase their participation in positive activities and monitor their engagement to ensure progress is being made.

Working with partners

Local authorities are expected to seek to secure a strong contribution to the local offer from voluntary and community sector agencies, faith groups, other local authority bodies (e.g. museums, sports clubs), private sector, and schools, in developing the local offer. These partners can make a distinctive contribution to the local offer of provision based in part on their ability to be flexible and responsive to need, engage with young people and communities, and access resources (including volunteers and premises) that complement those accessible to public sector bodies. Voluntary and community sector agencies should be represented on local strategic bodies such as the children's trust and should be seen as an important partner in setting the vision and strategy for the local offer as well as facilitating access to activities or providing them.

Contestability

Where the local authority seeks to provide or commission positive activities, it should seek to manage its resources as effectively as possible by using the service provider that offers the best possible combination of skills and experience to deliver services of the highest possible quality to meet individual needs at the most efficient cost.

Depending upon the nature of the contract, likely criteria for consideration are cost to service user and to the authority, quality, timing, delivery location, inclusion of target groups and individuals, sustainability and whether an alternative provider would improve the range of positive activities available, thereby helping to meet young people's expectations of choice.

Local authorities may identify that elements of the positive activities programme should be retained in-house with other areas of work commissioned from alternative providers - although no model is proposed. Where a number of providers are employed, the local authority will need to ensure that the overall programme retains its focus, co-ordination and quality. Local authorities should clearly identify the outcomes sought before commissioning the work and also recognise that service level agreements can provide a helpful way to record expectations of quality and performance, and review co-ordination arrangements.

The local authority is expected to use the levers available to it to create a market that enables high quality providers to deliver; and permits an exit for the poorly performing.

Addressing barriers to access

The Government expects local authorities to address inequality in access to positive activities wherever possible - including that created by social and economic disadvantage. This will entail identifying the particular barriers to participation faced by disadvantaged groups, and acting to address these barriers.

Inclusive provision should also meet the needs of young people with disabilities, from different backgrounds and cultures and both genders. Local authorities should ensure that provision is available that does not offend young people's personal beliefs or cause them embarrassment (e.g. by offering single sex swimming times required by some Muslim girls and women) and should provide a safe and appropriate environment (e.g. leisure and recreation facilities) in which young people can build relationships with others from different backgrounds wherever appropriate - especially where gaps between communities (whether in terms of geography, faith, culture, economics or other factors) are a barrier to accessing activities and services. To ensure local positive activities offer a welcoming and supportive environment to young people, local authorities will also need to consider how to tackle assumptions and stereotypes, which cause exclusion.

Supporting Young People directly

Local authorities and partner organisations can directly support young people's engagement in positive activities through the actions of key professionals. Local authorities are aware that under IAG quality standards they are required to support young people to take up positive leisure time activities. Local authorities will also wish to act on the Care Matters proposal that they help young people in care to access information on positive activities provided under section 507B (see paragraphs 102-108). A range of staff including youth workers and sports development staff are also well placed to promote, advertise and support young people to take up local opportunities.

Local authorities are expected to consider how key professionals can support young people to engage in positive activities and whether they can access adequate, appropriate and usable information on local provision when working with young people.

In some cases staff will also be acting in the role of lead professional under reformed targeted support arrangements identified in Youth Matters – Next Steps, and as such will need to consider what other roles might be appropriate to support engagement in positive activities, for example:

- encouraging the inclusion of positive activities as part of a tailored package of support;
- helping to ensure that the young person is able to access the information on positive activities being developed by the local authority, for example, by liaising with others to make web-access available, or by ensuring the young person is registered to receive text alerts of positive activity opportunities;
- being a source of advice and support in helping the young person to think through their options and the benefits of engagement;
- putting processes in place for brokering provision or negotiating changes to provision required to enable the young person's access, e.g. by arranging for the provider to establish initial contact with the young person, by providing the young person with a peer supporter or mentor, or by enabling the young person to be accompanied by peers;
- helping the young person to establish the necessary transport arrangements.

Measuring Progress

The local authority should provide young people and communities with information on progress towards its plans for the local offer ideally through web-based information.

Local authorities are also strongly encouraged to develop local measures based around young people's engagement in positive activities. It will be especially important to monitor the participation of those groups identified by the local authority as being at greatest risk of negative outcomes and who could benefit from additional engagement in positive activities. Such measures could support reporting and local performance management and could form the basis for a local target or indicator within the LAA.

For youth work activity directly funded by the local authority, services have been benchmarked against 4 performance indicators. These measures cover the level of reach into the 13-19 population (against a benchmark of 25%), the level of participation of the 13-19 population in youth work (against a benchmark of 15%), the proportion of participants in youth work who gain recorded outcomes (against a benchmark of 60%) and the proportion of participants in youth work who gain accredited outcomes (against a benchmark of 30%). These indicators also formed the basis of a Best Value Performance Indicator (BVPI) 221a/b which gathers both the percentage of recorded, and the percentage of accredited outcomes from those young people aged 13-19 participating in youth work. The need for continued collection by Local Authorities is no longer required however, recorded outcomes in particular are an effective measure of personal and social development, and should be continued whatever the requirements are. **National Indicator 110, (NI 110)**, is a new and developing indicator in respect of Positive Activities, although work still needs to be done in refinement and clarification of the information it provides.

Both Annual Performance Assessment (APA) and Joint Area Reviews (JAR) involved key judgments that either directly address young people's participation in positive activities and their role in decision making, or address positive activities as part of a wider body of related factors. Relevant key judgments included whether:

- all children and young people can access a range of recreational activities, including play and voluntary learning provision;
- children and young people are encouraged to participate in decision making and in supporting the community;
- children and young people in care are helped to enjoy and achieve;
- children and young people with learning difficulties and/or disabilities are helped to enjoy and achieve.

We await the detail and experience of the Common Area Assessment, (CAA), which will be the new inspection regime commencing in Autumn 2009.

Conclusion

This then is the policy and legislative framework, which starts to shape the strategic context in which youth services are expected to perform and deliver.

There are three further significant documents, which inform the development and provision of youth services; two of these are: “Cutting the Cake – things to do, places to go, and someone to talk to”. (National Youth Agency briefing January 2007), and “Building on the Best: overview of local authority youth services” (OfSTED, February 2007). Both of these offer important national perspectives, which when considered with the needs of Hartlepool young people, begin to indicate the kind of service we should be providing for them. The third is “Aiming High” – a 10 year strategy for positive activities, which offers a longer term vision for 2018. All three are given more detail as follows.

B “Cutting the cake – Things to do, places to go and someone to talk to”. (National Youth Agency – January 2007)

This briefing paper gives an executive summary of 6 dialogues in August 2006, which took place between Young People, H.M Treasury and the DfES as part of the comprehensive spending review: Children and Young People Review. The content and questions for the dialogue arose from the detailed study undertaken by the National Youth Agency (NYA) of the recent submissions and consultations from young people on Youth Matters, Youth Opportunity/Youth Capital Funds, and related policy areas.

Using the metaphor of “cutting the cake” to represent decisions as to how to spend money on things to do, places to go and the skilled help (support) they need, the young people prioritised as follows:

- Activities 35%.
- Access 27%.
- Support 38%.

Support from skilled adults was their priority, and seen as the crucial building block for many young people on the edge of, or not accessing mainstream youth provision. The type of support needed was further broken down into:

- Help build confidence, skills and knowledge (38%);
 - Supporting involvement in local decision making (33%);
 - Getting young people to activities (29%);
- (Targeted support is needed for young people on the edge of or invisible from mainstream activity).

Activities are important, but support is often vital in accessing these. The types of activity were described as:

- Personal social skills, confidence building and career development (38 %);

- Sports and outdoor activities (35%);
- Arts, drama and music (27%).

Access often relates to how youth workers support young people to know what is available and to enable them to get there and take part. In terms of access, priorities identified were:

- Young people having dedicated places to go of quality (44%);
- Transport (29%);
- Information on what is available (27%).

Policy themes and implications arising from the dialogues

a) Activities: personal skills and confidence building

Young people in the dialogue believed strongly in the importance of developing their personal skills and confidence, and in the role of targeted programmes to help this happen. They saw that skills and confidence were learnt through opportunities to take part in a range of activities with a wider group of friends in the areas in which they live.

Thus programmes located within an area or community which offer these opportunities are vital, either building based or engagement through detached or other styles of working. Such programmes reduce isolation and give relevance and impact on the wider culture and environment in which the young people live.

Sufficient resources are needed to maintain this wider activity as a core part of any youth offer.

b) Access: places to go

The importance of well maintained and resourced facilities in young people's area, emerged as one of the strongest messages. The dialogue about whether one large place or smaller places are best, indicates the importance of both. Belonging to smaller local places can be crucial in fostering community cohesion and a bridge to accessing larger specialist facilities further afield.

c) Access: Reaching marginal groups

The dialogue drew out strongly the lack of access some marginal groups have to either targeted or mainstream facilities. Those in care or lesbian, gay, bisexual or transsexual (LGBT) young people, for example, may be invisible in the provision of youth support services. It is vital such groups are offered access to relevant targeted and mainstream activities and youth support work.

Many of the young people indicated how support from skilled youth workers was critical for building their confidence and raising their aspirations to access new appropriate opportunities. The role of the lead professional and common assessment framework are of particular importance here, ensuring access through dedicated resources for things to do and places to go.

d) Access: Cost

Young people are often in part or completely dependent on money from others. Therefore a critical part of supporting young people accessing a fuller range of activities requires reduced or free transport and entrance fees to much provision.

e) Support: Effective Youth Work

Young people across all groups emphasised the support they got as the key to being able to develop confidence, knowledge and skills. For many these were the essential building blocks to taking on new activities, often further a field, which in turn enabled them to increase their job and career prospects and also take part in wider decision making.

A number of the groups in the dialogue, spoke of the positive connection with workers, who understood them through their own experiences and the value of peers as role models and mentors.

These findings have implications for workforce development in the youth work sector, namely:

- qualifications and training of staff;
- “growing your own” workers and accessible routes into the profession;
- need for a volunteer strategy;
- importance of sufficient/stable resources to employ, train and retain people properly over time;
- continuous refreshment through training and support;
- reducing staff turnover by the effective interplay of the above points.

So the dialogues created from the “Cutting the Cake” exercise offer both strategic and practical pointers as to how services should be organised and delivered, from a young person’s perspective.

C. “Building on the best: overview of local authority youth services, (OfSTED February 2007)

This report drew attention to the factors most likely to secure high quality youth work provision, within the new and emerging arrangements coming from Youth Matters: Next Steps, and the considerable organizational change being experienced by local authorities. Consequently, it has important messages to offer our strategic planning process and development.

The key findings of this report were:

- The quality of youth work is improving, with 15 of the 33 youth services inspected judged good or better. This is a greater proportion than in previous years but there remains a need for considerable improvement in one in five services inspected.
- The quality of strategic and operational leadership and management is a key factor in bringing about improvement.
- The most successful services meet a broad range of needs. They have a clear vision for youth work and match their resources effectively to meet local needs and circumstances.

- Youth services are increasingly taking the lead in involving young people in youth councils, local forums, conferences and other events.
- Youth services make their strongest contributions to the Every Child Matters (ECM) outcomes 'making a positive contribution' and 'being healthy'.
- The factors that are most likely to lead to a recognition by local areas that youth work is an essential element of services for children and young people include: the involvement of youth service officers at a strategic level, sufficiency of resources and, an understanding of the educational contribution of youth work; in particular its potential to engage a wide range of young people, including those whose attitudes and behaviour are more challenging than the majority, and to offer a wider range of activities.

Resulting from these key findings the OfSTED report then goes on to offer recommendations to local authorities, in order for them to get maximum benefit from their youth service and youth work.

Local authorities should:

- ensure that processes are in place to enable elected members, senior officers and other decision-makers, including children's trusts, to understand the educational role of youth work in general, the quality of youth work provision, and its potential contribution to young people's lives;
- seek to build upon the managerial and relevant experience of youth service officers and engage them in key strategic developments;
- ensure that any future commissioning arrangements for youth work are focused on delivering high quality learning outcomes for young people.

The report goes on to identify some of the outcomes resulting from the inspections. In this regard, we in Hartlepool, underwent an Enhanced Youth Inspection as part of a fairly recent Joint Area Review (JAR). The report from this and our self assessment, which we know to be "open and accurate" still informs our development, so that we build on our strengths and address our identified weaknesses.

In terms of Youth Services' contributions to the ECM outcomes, the report makes some important comments appropriate to Hartlepool.

The framework for youth service inspection emphasises the achievement and the personal and social development of young people. Evidence suggests that many youth services are incrementally developing curricula and provision that reflect the ECM outcomes, but they opt appropriately to place more emphasis on some outcomes than others. Factors such as local need shape their response. Overall, inspection evidence shows that youth services make the strongest contribution to 'making a positive contribution' and 'being healthy' and the least contribution to 'staying safe', 'enjoying and achieving' and 'achieving economic well-being' in that order.

Some key messages emerging from the ECM outcomes individually were:

Being healthy

- Good work in addressing young people's risky behaviors in drug misuse (including alcohol) and sexual health.
- Most effective programmes reflect needs and interests of young people.
- Access to appropriate youth information and counselling service are important

Staying safe

- Importance of child protection training and management of procedures
- Where services are commissioned or contracted, respective safe guarding responsibilities need to be made explicitly clear
- Inherent risks in areas such as adventurous activities or detached work are being managed better.

Enjoy and achieve

- Youth workers continue to provide valuable alternative educational and personal/social development programmes and activities, particularly for those at risk. Better practice on accreditation has improved this work.
- Young people's voluntary participation in youth work activities strengthens relationships between them and youth workers. In the best work seen young people socialised and enjoyed themselves.
- Established youth clubs, in particular, provide regular ongoing opportunities for all young people, the contribution they make to preventative work is vital.
- Services continue to work well with partners.
- Services are generally reviewing curriculum guidance with a view to promoting learning outcomes that meet the challenges of the ECM agenda. The better among them are giving careful consideration to specifying those learning outcomes which are age-specific and most suited to youth work approaches.

Making a positive contribution

- Youth Services have engaged young people well through youth councils, forums and community action.
- Young people enjoyed participating and developed a wide range of skills. They also enjoyed volunteering and peer mentoring.
- Youth Workers often helped other agencies to develop expertise in seeking young people's views.
- The most effective work with tackling anti-social behavior was carried out in conjunction with other agencies.

Achieving economic well-being

Youth services, often when working in partnership with Connexions, have been successful in developing preparation for working life programmes, where young people were encouraged to develop the skills and confidence to move into work, training or learning. Planning took account of local strategies to develop 14-19 provision generally. Youth services provided individual young people with support in dealing with issues such as housing, finance, and parental relationships and responsibilities. As a result young people were often better placed to consider their longer-term options.

Securing high quality youth work

This OfSTED report has been published at a time when local authorities are beginning to introduce changes to services for young people in response to Government proposals. Consequently, it has identified some factors that appear most likely to lead to the satisfactory integration of youth services, into services for children and young people. The factors identified are:

A confident and capable youth service. It is apparent that, within, new and emerging children's services structures, better local authorities recognise the particular educational role of youth work in its own right as well as its potential to bolster and support wider youth activities, be they sporting, arts based, recreational or political. They are aware that youth workers are particularly adept at engaging a range of young

people, including those with challenging attitudes and behavior and thus contribute to social cohesion. Where local authorities are failing to identify, support or use the strengths of youth services, it was difficult to see how they could commission future services for young people effectively.

Sufficiency of resources. In the absence of clear national expectations on the funding that local authorities should allocate to youth services, some continue to fund at too low a level. Others have made efforts to dedicate more funding, generally to positive effect. Some, often larger, services have a core budget and external funding streams, as well as the resources of partnership work. This gives services the flexibility both to deploy staff to meet need and to integrate successful grant-aided work into the mainstream provision. With one exception, small unitary authorities were found to be struggling in this respect, (Hartlepool is an exception here also). Inspection reports acknowledged the generally positive impact of good levels of funding on: the condition, geographical spread and accessibility of buildings; the provision of specialist technical equipment; the training of staff; and the availability of learning materials to support the curriculum. As reported previously by OfSTED, many local authorities expect much of their youth services and these expectations are not always reasonable. Moreover, local authorities tend to seek to provide a broader range of youth service activities while struggling to resource existing provision effectively. Good examples of this are when detached youth workers engaging with young people on the streets are deployed for too few hours a week, or buildings open for very short periods and not at weekends.

The value of partnerships. Inspection reports have identified for some time that youth services are good at working in partnership: there is also evidence that resources can be greatly enhanced by such arrangements. Competent and capable youth services are building partnerships for the benefit of young people, and in the better examples:

- partners value and understand the role of the youth service, including its advocacy function;
- strategic objectives are evident in practice;
- good use is made of information and intelligence;
- joint planning arrangements are fruitful and forward-looking;
- buildings and resources are shared;
- specialist Connexions, youth offending team or youth service staff are seconded across organisations, including to the voluntary sector.

Young people's voices. In many of the local areas inspected, youth workers and officers play a key role in promoting young people's democracy, involving them in decision-making and ensuring that their voices are heard so that they are able to influence outcomes. Such approaches are already well established in youth work, but the ECM agenda has given them further impetus. Services have learned much about the process necessary to underpin continuing effective grass roots and corporate involvement of young people.

Officer deployment. The ECM initiative has placed greater emphasis on building upon young people's potential and recognising their achievements outside formal institutions. Some local authorities have begun to deploy the heads of youth services or their equivalent in lead managerial or strategic roles with regard to the ECM outcomes 'making a positive contribution' and 'enjoying and achieving'. The picture is, however, patchy: local authorities with well performing youth services appear to turn quite naturally to such officers to lead developments, placing them in key strategic groups. In other instances it seems that the visibility and influence of youth service officers is decreasing, or the role itself is disappearing.

Equality and equity in practice. Good youth work takes full account of the underlying principles that relate to access, equity and diversity. Youth services demonstrate a firm commitment to working within these principles, for instance in their work with gay and lesbian groups, and in taking positive action in supporting those most at risk and other minority groups.

So the OfSTED report “Building on the Best” gives many strategic and practical pointers, which when aligned with Hartlepool’s own Enhanced Youth Inspection / self assessment and Hartlepool’s needs, offers strong indicators for the development and planning of our services to young people.

D. “Aiming High” – a 10 year strategy for Positive Activities.

The vision for opportunities and support for young people by 2018 is:

- All young people will have access to a diverse and attractive local offer of purposeful, engaging and exciting positive activities and places to go that responds to their needs, and supports their personal development, including providing routes into more dedicated support for those in need.
- Disadvantage will no longer be a barrier to accessing local opportunities and activities, and will be popular with a range from different backgrounds, actively bringing them together.
- Parents will be informed about the range of activities available, and confident about their capacity to support their teenagers’ personal development.
- Communities will play their part in building stronger and more trusting relationships across the generations.

The strategy sets out reforms to achieve the vision, drawing on the evidence collected for the policy Review of Children and Young People. This evidence suggested three themes for reform as **EMPOWERMENT, ACCESS and QUALITY** in regard to services for young people. These themes reinforce one another. Empowering young people and communities to influence provision will help to drive up quality and ensure that local barriers to access are identified and addressed. Similarly, raising the quality of provision is crucial if all services are to reach out and support young people, including the most disaffected, to access the opportunities and services available.

Delivering the vision and achieving successful reform depends on the drive and cooperation of local partners to improve outcomes for young people. At national level, the implementation of this strategy is led by the DCSF, which will bring together all key aspects of policy focusing on children and young people. The new department will create a stronger and more effective strategic focus on YOUTH OUTCOMES, bringing together more closely work on the reform of youth support services, 14-19 reforms, Respect and preventing youth offending.

National Perspectives – Conclusion

We have drawn on pieces of national work from which to start to “frame” the kind of service which would be appropriate for Hartlepool. Given the present period of significant change and development, it is important to have done this in some detail – particularly when new services and partners are coming together to produce better outcomes for young people. We each have a valuable contribution to make, but don’t always understand fully what these contributions can be for our colleagues.

By giving: A) Policy responses, B) Young people's perspectives, C) OfSTED views on good practice, and D) "Aiming High", a clear national "back cloth" emerges, which will both inform colleagues as to the value and role of youth work, and start to shape the specific planning and development for Hartlepool.

Tom Wylie, (Retired Chief Executive of the National Youth Agency), succinctly stated "What needs to be done" to produce an "integrated youth offer" is:

- Assessment of need: differentiation;
- Defined standards for provision;
- Clear governance and management;
- Participation by young people;
- Involving partners;
- Investment – in young people, in buildings, in workforce.

This encapsulates much of what has been previously stated, and is a useful "tool" in categorizing the areas to be addressed. This "tool" will be used later in the document, as part of the planning framework.

3. LOCAL PERSPECTIVES (including needs assessment)

A). Hartlepool – General

Hartlepool is a small mixed urban and rural borough on the North East coast at the eastern end of the Tees Valley. The borough is relatively isolated from the national transport infrastructure and main markets.

Hartlepool borough is small and densely populated, covering an area of 9,441 hectares, with a population of approximately 90,000, largely concentrated within Hartlepool itself.

Overall, the population is projected to decline slightly over the next ten years, with older age groups increasing and younger age groups reducing.

The minority ethnic population in Hartlepool is significantly lower than the national figure. As a consequence of low numbers, minority ethnic communities can be hard to reach and left isolated, particularly if language and cultural barriers are also present.

Structural economic change in the later part of the twentieth century hit Hartlepool particularly hard with the decline of its basic industries, which were made up of a small number of large employers. This situation was compounded by an inability to generate employment to replace jobs lost.

The town has benefited from significant regeneration in recent years, which has resulted in the establishment of a number of new leisure and business facilities and significant improvements in education and employment indices.

The regeneration of the borough must be set within the context of the previous severe structural and economic changes, the legacy of which remains in the significant level of disadvantage seen within the borough, especially within urban areas.

According to the 2004 index of multiple deprivation (IMD) there are high levels of social and economic disadvantaged in Hartlepool. Eight of Hartlepool's seventeen wards are among the top 10% most deprived in England, with 5 of these wards being in the top 3%.

B). Hartlepool – Young People (needs assessment)

Basic data

The typical youth service core age range of 13-19 years, represents just over 10% other population as a whole. Based on 2005 mid year estimates the profile is as follows:

	Male			Female		
	<i>Totals</i>	<i>Non white</i>	<i>White</i>	<i>Totals</i>	<i>Non white</i>	<i>White</i>
11-25 years	9045	109	8936	9000	108	8892
13-19 years	4700	56	4644	4500	54	4446

The non white figures reflect the 2001 census at 1.2% of the population. However, unofficial estimates now put the proportion at 1.7%.

Being Healthy

Sexual Health - Hartlepool has a high under 18 conception rate, which although fluctuating and with downward trends, most recently shows an increase. The incidence of sexually transmitted infections, in particular gonorrhoea and chlamydia is also concerning, and sexual health issues remain a priority in Hartlepool.

Drugs - A small, but significant number of young people misuse drugs and require specialist services. Alcohol misuse is of great concern and is culturally underpinned within the whole population. However, young people's misuse is often highlighted (unfairly) and remains a priority area, as do the risky behaviours associated with it.

Mental Health - Issues concerning mental health particularly self-harm, are becoming increasingly important. Contrasting issues of low self-esteem and machismo are recognised consistently by youth workers.

Healthy Eating - Issues around poor diet and obesity are of concern locally.

Staying Safe

Hartlepool Youth Service provides safe and welcoming environments for young people which are appropriately staffed with vetted and trained workers. However, those groups which are presently under represented in our service are potentially at greater risk of issues such as bullying (a key concern of young people themselves), or other associated concerns. Access to the youth service by care leavers, youth offenders, LGBT young people, black and minority ethnic groups, homeless, etc., therefore become a priority for us.

Risky behaviours, as a result of drugs or alcohol misuse are also clearly of concern, and are inextricably linked with sexual health issues.

Enjoy and Achieve

Hartlepool has a history of lower than national average academic achievement rates, however, this situation is improving year on year. Young men's achievement at key stage 3 and 4 continues to be an issue, and given a "macho" culture observed by our own staff specific work with boys and young men becomes a strategic priority. They are over-represented in the youth service in comparison to girls and young women, and so increasing access and opportunities for this latter group, becomes a parallel priority also.

Whilst young people clearly enjoy and appreciate youth service provision, accredited outcomes for the service are low, and other evidence of impact under-developed. The curriculum range needs to also increase in order to offer more opportunities for young people's personal development.

Making a Positive Contribution

Hartlepool Youth Service has good examples of providing opportunities for young people to play roles as active citizens in decision-making process. The Youth Opportunities Fund, United Kingdom Youth Parliament (UKYP), Participation Network and Strategy development are examples of this. Promising work needs to be built on and underpinned with a focus on development of the widest possible range of young people, having the opportunity to participate.

Within the youth service specifically, young people's participation in the governance, planning and evaluation of activities is developing and needs further work. Similarly, opportunities for volunteering and community involvement need to be increased.

The youth service continues to give valuable support to young people at risk and the preventative agenda, along with other partners and colleagues in Hartlepool.

Achieve Economic Well Being

Whether or not young people are engaged in post 16 learning provision is seen as a major predictor of future adult unemployment, low income, teenage motherhood and poor physical and mental health. As well as impact upon the individual; these have an implication for the economic health of the town and demand for local services.

Achievement is generally rising for post 16 learners across Hartlepool, however this is below both the national and Teesvalley averages. Young people entering fulltime education has increased and is the highest of the 12 local authorities in the North East. However, work based learning has decreased and this shift may be because of the impact of the Education Maintenance Allowance.

There has been an increase in the proportion of 16-18 year olds who are NEET (not in education, employment and training) in Hartlepool, and this may be attributed to a decrease in capacity of two projects specifically targeted at NEET reduction. The youth service played a significant role here (with Connexions and other partners), and creating collaborative opportunities to restore capacity are a priority.

C. Hartlepool Youth Service – Key information and issues.

Resources

The resources available to this function of the Service for 2009/10 were as follows:

Employees	£ 779,593
Other direct costs	£ 537,245
Support recharges	£ 4,483
Income	£ - 243,398
Total net cost:	<hr/> £ 1,077,923

Hartlepool Youth Service has good financial resources and offers good value for money, given the numbers of young people involved. The cost per head for each young person Contact made is £259 for the year. This compares favorably with the national Mean Average of £305 in 2007/8, (the last year for which comparative figures are available).

Youth Service buildings and facilities are of a good quality and well maintained and are compliant with disability discrimination legislation.

BVPI's(still recorded as valuable service information) Figures (2008/9).

Based on 13-19 youth population of 9060.

Contacts: numbers are 4192 or 46.3% of 13-19 population

Benchmark 25%

Hartlepool has a well used and supported service. It has contact with very good numbers of young people, many of whom exhibit challenging behaviours.

Participants' numbers are 2928 or 32.3% of 13-19 population

Benchmark 15%

Hartlepool works regularly with high numbers of young people above the national benchmark figure.

Recorded outcomes are 1959 or 66.9% of Participants
Hartlepool's recorded outcomes are above the benchmark figure.

Benchmark 60% of participants.

Accredited outcomes are 338 or 11.5% of Participants

Benchmark 30% of participants.

Hartlepool's young people achieve well below the national benchmark for accredited outcomes, but have increased year on year. However, there is reluctance from some young people to engage in "school" like activity in their free time.

Gender balance:

The gender balance is 3:2 in respect of young men; young women, with an under representation of girls and young women. This is an area for improvement.

B.M.E involvement; is representative of the town profile of 1:2% (2001 census figure).

We now have an active Lesbian Gay Bisexual and Transgender youth group.

Risks

- Business Continuity, Impact Requirement Assessment and Risk processes are updated regularly.
- Development work with vulnerable groups and those under represented within the service remain priorities. In addition, the positive promotion of difference is under developed.
- Workforce development issues concerning the employment, training and support of staff, whilst improving, need to be kept under regular review.

User Survey

Key messages:

- Young people attend projects to socialise, relax, do sports and activities and try new things.
- Young people "get" from attending projects such things as fun/ enjoyment, do new things, and gain confidence, advice/information.
- Young people sought information on drugs/alcohol, sex/relationships, health, training, employment and education.
- 93% of young people were very satisfied or satisfied with the service they received.
- Young people regard their relationships with youth workers highly.
- 64% of young people said they "got the chance to have their say" in their project.

Issues

Views of non-users have been addressed, but need to be refined further.

Self Assessment

Hartlepool Youth Service, as part of a fairly recent JAR, was the focus of an enhanced youth inspection, (EYI). We know from feedback that the self –assessment we provided for the inspection was “open and accurate”, and the report itself gave a wealth of information from which to plan. Clearly these are important pieces of evidence we have used as part of our planning process, particularly in addressing areas for development. These have been addressed as part of the last two year’s planning..

We continue to self-assess and inspect our services “openly and honestly”, and this supports also the planning process.

Conclusion

Having now looked at National Perspectives and Hartlepool Perspectives (including needs analysis), we can now look to identify emerging priorities from this information and data. In order to do this the six categories identified earlier in the document have been used.

4. PRIORITIES IDENTIFIED from NATIONAL and HARTLEPOOL PERSPECTIVES

The priorities identified are categorized into six areas:

1. Assessment of need: Differentiation.
2. Defined standards for provision.
3. Governance and Management.
4. Participation by young people.
5. Involving partners.
6. Investments – young people, buildings and workforce.

Further, having identified the priorities, what an “ideal” service might look like is profiled. Then by identifying Hartlepool’s position in comparison with that ideal, we will be able to identify the “gap” that needs to be bridged. This gap will then become the focus of the planning process.

None of the previous information given, from which the priorities will emerge, compromises in anyway, the more strategic plans of Hartlepool Council. They are complementary to the Community Strategy and in particular the Children and Young People’s Plan (and Divisional Plan).

Indeed as quoted in the OfSTED report “Building on the best”.

“A Confident and capable Youth Service.”

“It is apparent that within new and emerging Children’s Services structures better local authorities recognise the particular educational role of youth working in its own right. They are aware that youth workers are particularly adept at engaging a range of young people. Where they are failing to identify, support or use the strengths of youth services, it is difficult to see how they can commission future services for young people effectively.”

Clearly, therefore a “confident and capable youth service” has much to offer Children’s Services in achieving the best E.C.M outcomes. Hartlepool Youth Service will aim to be confident and capable.

The strategic priorities based on the categories identified are now identified and the evidence produced. For each category areas representative of a high performing authority are identified and also where Hartlepool is placed in relation to that.

A High Performing Service	Hartlepool Youth Service
(i) Assessment of need: Differentiation	
<ul style="list-style-type: none"> • A clear vision and offers a balance of work, which is universal, targeted, or specialist according to need. • A broad curriculum, which is age specific and suited to youth work approaches, and is clearly linked to needs analysis. • Concentrates on support, activities and access. • Addresses positively the barriers to access by under-represented groups and so offers a diverse service, which is reflective of the young, people it serves. 	<ul style="list-style-type: none"> • Has vision and balance of work which needs reviewing In light of National Indicator 110, integrated working, and broader needs assessment. • Curriculum range has been revised and updated, with specific targets set for individual projects. • All areas covered, but balance needs reviewing in light of other issues in this section. • Some under-represented groups targeted effectively; positive work needs to be extended into other areas, such as LDD and CLA.
(ii) Defined standards for provision	
<ul style="list-style-type: none"> • Core work with 13-19 year olds, extended to 24 years for those with support needs. • National standards delivered in full and with sufficiency. • Service outcomes delivered fully. • Activities “offer” publicised appropriately. • Quality assurance produces well established and effective. • Service Level Agreements (SLAs) with partners robust and monitored effectively. • Internal and external benchmarking to upskill and upgrade service. • Risk understood and monitored effectively. • A good range of policies and development strategies exist, appropriate to need. 	<ul style="list-style-type: none"> • Core age range, established; more support needed for those 19+ experiencing difficulties. • Development needed around targets for curriculum range around positive activities, and involving partners. • “Low” accreditation requires review as to its continued relevance. • Positive activities measurement requires further development. • Self-assessment has an effect, but infrequent and needs involvement of young people; other quality assurance (QA) areas require revision and development. • SLA’s are more robust and reviewed regularly, but need incorporating into the broader commissioning process. • Risk monitored well, but will require reviewing in light of developments highlighted here. • Policies are updated regularly as part of the annual planning process.

(iii) Governance and Management	
<ul style="list-style-type: none"> • Carrying out revised duties under section 507B Education Act 1996, and Children's Trusts Agenda. (Local authority discharging its duties appropriately). • Supported by knowledgeable elected members. • Role and identity of youth service underpinned in contributing to 5 ECM outcomes, within Children's Trusts. • Providing a "sufficient" service. • Providing quality and efficient service. • Robust planning, and evaluation to reflect the change agenda, in SMART Terms. 	<ul style="list-style-type: none"> • Emerging duties will be assumed incrementally with the development of the Children's Trust and integrated youth support services agenda. • Youth Service needs to be more proactive in educating elected members about its roles and responsibilities. • Youth Service is more proactive in promoting role and identity with Children's Services and partners. • Sufficiency agenda requires development with partners according to robust needs assessment. • Contestability view in context of quality of provision in delivering best EMC outcomes for young people. • Youth Service planning now reflects a more strategic and "SMARTER" process.
(iv) Participation by Young People	
<ul style="list-style-type: none"> • Regular participation by young people at all levels within services. • Young people contributing effectively to Quality Assurance Agenda. • Wide representation of young people at local authority levels and beyond. • Young people at the heart of publicity the positive activities programme. • Both users and non-users commenting on and hence revising, the service they receive. 	<ul style="list-style-type: none"> • Youth Service needs to develop young people's involvement in strategic issues. Project involvement is effective. • Youth Service needs to involve young people in self-inspection. • Youth Service to increase its contribution to the participation strategy and develop broader representation. • Publicising Positive Activities requires further development work with young people, and is being coordinated on a Children Services' basis. • Non-user surveys require further development.

(v) Involving Partners	
<ul style="list-style-type: none"> • Excellent relationships with partners offering best services (ECM outcomes), for young people. • Needs analysis and promotion of positive activities well coordinated. • Contestability delivered on basis of quality and efficient services, delivering best ECM outcomes for young people. • Partnership/integrated working reflects needs of young people above those of organizations whilst recognizing strengths of individual contributors. 	<ul style="list-style-type: none"> • Very good relationships present in Hartlepool, need building on to develop the integrated agenda. "Pilot" opportunity is developing well via Team Around Secondary School model. (TASS). • Development work in early stages; pragmatic and incremental approach, as part of integration agenda will be adopted. • Existing SLA's have been revised to reflect robust quality and efficient outcomes. • Change agenda in Hartlepool will address issues as they arise, based on contestability principles.
(vi) Investments – (Young people –see earlier comments, buildings and workforce)	
<ul style="list-style-type: none"> • Sufficient resources are made available to meet identified needs and services. • Dedicated, high quality, buildings provision is available for young people. • Efficient IT underpins services. • Sufficient youth work staff are recruited, trained and retained. • Skilled youth workers support young people effectively. 	<ul style="list-style-type: none"> • Needs assessment, resource audit, etc, as part of change/integration agenda, will inform the process. • Sufficient building stock is available and continues to be maintained to high standards. Integrated Capital Strategy emerging from Myplace Initiative. • IT resources have been developed to produce robust management information, and access for young people. • Needs constant review in Hartlepool given recent history; "grown your own"/ volunteers require further and continued work. • Training needs to be linked more effectively; lead professional role to be developed; safeguarding standards maintained and improved, specialist workers (e.g. detached) to be further developed.

The Youth Service Operational Plan for 09-10.
Follows on from the priorities and needs established in this strategic document

Hartlepool Youth Service Operational Plan 2009/10									
	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	ECM		Progress
							Out-come	Aim	
PSI	<u>1. Assessment of need/ Differentiation</u>	<u>a) Team Around Secondary School – (TASS)</u>							
		<ul style="list-style-type: none"> Roll out process (based on experience of pilots at St Hilds and High Tunstall for Dyke House, English Martyrs, and Manor). 	March '10	PD/MS/ZW	PSA 14 NI 110		ALL	ALL	
		<ul style="list-style-type: none"> Develop process appropriate for Catcote/Pru. 	March '10	PD/MS/ZW					
		<ul style="list-style-type: none"> Continue to identify providers of best outcomes in line with Children's Services Commissioning Process. 	March '10	PD/MS/ZW					
		<u>b) Integrated Youth Support Services – (IYSS)</u>							
		<ul style="list-style-type: none"> Agree appropriate IYSS structure for Youth Service/Connexions and job descriptions. 	June'09	PD/MS/SJ	PSA 14 NI 110		ALL	ALL	
		<ul style="list-style-type: none"> Re-structure and implement A.S.A.P 	Dec'09						

PSI A027	<u>2. Define Standards for provision</u>	<u>C) Young People with L.D.D and C.L.A</u>							
		<ul style="list-style-type: none"> Develop increased provision within Youth Services to reflect profile in Hartlepool. 	March '10	AH	NI 110			4	D4
		<ul style="list-style-type: none"> Underpin provision to ensure sustainability. 	March '10	AH					
		<u>D) Gender Imbalance</u>			NI 110				
		<ul style="list-style-type: none"> Continue with positive action to increase participation of girls and young women. 	March '10	BS/SMc					
		<ul style="list-style-type: none"> Roll out initiatives based on Strategy document as guide for this. 	March '10	BS/SMc					
		<ul style="list-style-type: none"> Review and action plan as appropriate to a rolling programme. 	March '10	BS/SMc				ALL	ALL
		<u>a) Curriculum</u>			NI 110				
		<ul style="list-style-type: none"> Ensure curriculum is properly entered on new EYS system. 	March '10	BS					
		<ul style="list-style-type: none"> Monitor balance of Curriculum and put action plans into place to address imbalances. 	Ongoing	BS/All staff					
		<ul style="list-style-type: none"> Continue annual production of Case Studies to further evidence work. 	March '10	PD					

		<u>b) Policy Review</u> <ul style="list-style-type: none"> Review and revise current documentation Drugs and Sexual Health. Introduce and disseminate “new” documentation to service. 	Dec '09	PD/BS	PSA 14		All	All	
		<u>C) Positive Activities</u> <ul style="list-style-type: none"> Implement collection of data for NI 110 via Connexions “Getting Connected” process. Reflect on results and compare to Tell Us Survey Agree and develop appropriate targets based on available information. 	Jan '10	PD/BS					
		<u>d) Youth Offer:</u> <ul style="list-style-type: none"> In the context of all developments produce an appropriate Hartlepool Youth Offer. With young people groups review and revise existing charter. Produce new Youth Offer in context of IYSS; TASS; weekend work; etc. 	Summer '09	PD/MS			All	All	
			Oct '09						
			March '10	PD	NI 110 PSA14				
			March '10	PD	NI 110 PSA14				
			Sept '09	HW					
			Dec '09	HW (PD)					

		<u>b) Policy Review</u> <ul style="list-style-type: none"> Review and revise current documentation Drugs and Sexual Health. Introduce and disseminate “new” documentation to service. 	Dec '09	PD/BS	PSA 14		All	All	
		<u>C) Positive Activities</u> <ul style="list-style-type: none"> Implement collection of data for NI 110 via Connexions “Getting Connected” process. Reflect on results and compare to Tell Us Survey Agree and develop appropriate targets based on available information. 	Jan '10	PD/BS					
		<u>d) Youth Offer:</u> <ul style="list-style-type: none"> In the context of all developments produce an appropriate Hartlepool Youth Offer. With young people groups review and revise existing charter. Produce new Youth Offer in context of IYSS; TASS; weekend work; etc. 	Summer '09	PD/MS			All	All	
			Oct '09						
			March '10	PD	NI 110 PSA14				
			March '10	PD	NI 110 PSA14				
			Sept '09	HW					
			Dec '09	HW (PD)					

PS1 A037 PS1 A038	<u>3. Governance and Management</u> <u>4. Participation by Young People</u> (See Rossmere Skatepark also on (6) buildings).	<ul style="list-style-type: none"> Disseminate throughout Hartlepool communication channels Incorporate into publishing Positive Activities Structures. 	March '10	HW(PD)					
		<u>See under section 1 TASS & IYSS</u> <u>a) YOF/YCF/UKYP/YCF +</u>	Ongoing						
		<ul style="list-style-type: none"> Continue to develop and refine monitoring systems. Continue to ensure broadest representation in groups by a cycle of recruitment, training and participation. 	March '10	HW	N1 110				
		<u>b) Involve Young People at a Strategic Level.</u> <ul style="list-style-type: none"> Discuss with YOF/YCF/UKYP/YCF+/ Myplace/Young Voices to determine priorities in line with 10 year strategy. Develop Strategy/Action Plan. Implement Plan 	March '10	HW					

		<p><u>C) User/ Non – User Survey</u></p> <ul style="list-style-type: none"> • Develop further the non-user element. • Develop Mystery Shopping Project. • Undertake Surveys ensuring broadest participation. • Disseminate results and recommendations. <p><u>D) Peer Inspection</u></p> <ul style="list-style-type: none"> • Submit Young Inspectors Bid • If successful implement proposals. • If unsuccessful develop alternative “in house” proposals with Young People groups. • Pilot proposals as part of self-inspection process <p><u>E) Promote Positive Views of Young People</u></p> <ul style="list-style-type: none"> • Conduct viewpoint survey to assess adult views in Hartlepool. 	<p>March '10</p> <p>May '09</p> <p>March '09</p> <p>Summer '09</p> <p>March '10</p> <p>Oct '09</p>	<p>HW</p> <p>BS/HW</p> <p>BS/HW</p> <p>BS/HW</p> <p>BS/PD/HW</p> <p>PD</p>				<p>All</p> <p>All</p>		
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		<ul style="list-style-type: none"> • Draw up a strategy to address these based on information which builds on existing mechanisms, e.g. publicity; awards night; case studies etc. 	March '10	PD					
	<u>5. Involving Partners</u>	<p><u>See also (1) regarding TASS & IYSS.</u></p> <p><u>a) Weekend Work – Increasing Town Wide capacity.</u></p> <ul style="list-style-type: none"> • Submit portfolio report based on YCAP pilots. Advertise posts for L.A capacity. • Commission work from third sector. • Support integration of Connexions PAYP worker to oversee work. • Coordinate and monitor work on town wide basis. 	April '09	BS/PD					
			Summer '09	BS/PD					
			May '09	BS/PD					
			March '10	BS					
	<u>6. Investment in Resources</u>	<p><u>a) Management Information EYS</u></p> <ul style="list-style-type: none"> • Ensure system is being used fully and support staff. 	Ongoing	BS	NI 110 PSA 14		All	All	

		<ul style="list-style-type: none"> Ensure system is produce sufficient and appropriate information to support and evidence the continued improvement of Services to Young People 	Ongoing	BS	All		All	All	
		<p><u>b) Quality Mark</u></p> <ul style="list-style-type: none"> Submit Hartlepool bid for NYA approval. 	March '10	BS					
		<p><u>c Staffing</u></p> <p>(See support for Connexions PAYP working in (5))</p> <ul style="list-style-type: none"> Action review of satellite centres with newly appointed S.Y. Worker as part of their continued induction and support. 	Summer '09	BS/PD PD/SSk			All	All	
		<p><u>d) Buildings</u></p> <ul style="list-style-type: none"> Complete YCF+ process in support of Wharton Trust. Review Myplace development in respect of all information available. Review Youth Service buildings with Property Service support and develop a strategy. Support development of Rossmere Skatepark. Resolve Greatham lease situation via continued (appropriate, fair and cost effective use), or explore alternatives for Young People provision (e.g. detached/mobile work 	Dec '09	PD/HW	NI 110		All	All	
			Summer '09	PD/BS/SJ	NI 110				
			March '10	PD					
			March '10	BS/SS/PD					
			March '10	PD/residents / young people/SS					

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

29 July 2009



Report of: Director of Children's Services

Subject: DIRECT PAYMENTS

SUMMARY

1. PURPOSE OF REPORT

- 1.1** To present to the Portfolio holder information regarding the increase in rates for Direct Payments for disabled 16 and 17 year olds and parents of disabled children. The report also sets out proposals for rates of payments for over night stays in respect of Direct Payments. Direct Payments enable these groups to arrange their own services as an alternative to services arranged by the Local Authority and agreement will be sought to recommendations in respect of hourly and overnight rates.

2. SUMMARY OF CONTENTS

- 2.1** The Report provides information on the legislative background of Direct Payments, and the financial implications of the increase in the rates of Direct Payments.

3. RELEVANCE TO PORTFOLIO MEMBER

- 3.1** The provision of Direct Payments to disabled 16 and 17 year olds and parents of disabled children is a statutory requirement under the Community Care, Services for Carers, and Children's Services (Direct Payments) Regulations 2003.

4. TYPE OF DECISION

- 4.1** Non key decision.

5. DECISION MAKING ROUTE

- 5.1.** Decision by Portfolio Holder for Children's Services.

6. DECISION(S) REQUIRED

- 6.1 Approve hourly rate of £10.79.
- 6.2 Approve overnight rate of £60 for a ten hour 'sleep over' period, and an hourly payment of £10.79 for any additional hours exceeding ten hours for an overnight stay.
- 6.3 To also approve an hourly rate of £10.79 after one hour, for those circumstances where a young person/child is awake and in need of support or attention throughout the night or for long periods during the night. This is in line with employee rights and working time regulations.
- 6.4 To approve in exceptional circumstances a payment for an overnight residential placement of £311 per night.

Report of: Director of Children's Services

Subject: DIRECT PAYMENTS

1. PURPOSE OF REPORT

- 1.1** To present to the Portfolio holder information regarding the increase in rates for Direct Payments for disabled 16 and 17 year olds and parents of disabled children. The report also sets out proposals for rates of payments for over night stays in respect of Direct Payments. Direct Payments enable these groups to arrange their own services as an alternative to services arranged by the Local Authority and agreement will be sought to recommendations in respect of hourly and overnight rates.

2. BACKGROUND

- 2.1** The legislation governing Direct Payments is the Community Care (Direct Payments) Act 1996 LAC (97)11. In April, 2003 the regulations in respect of Direct Payments were amended and from then on local councils had to offer Direct Payments to all individuals who were eligible. Eligible groups include people with learning disability, physical disability, mental health problems, older people, carers, parents of disabled children and disabled 16 and 17 year olds. These regulations mean that Local Authorities have a duty to offer payments in lieu of relevant services, which includes a service under Section 2 of the Carers and Disabled Children's Act, 2000, and a service under Section 17(a) of the 1989 Children Act – provision of services for children in need and their families.
- 2.2** The Government continues to be keen to see an increased number of individuals accessing Direct Payments. The Local Authority Adult and Community Services and Children's Services Departments are performance monitored on the uptake of people accessing Direct Payments. All Social Workers are now expected to offer Direct Payments to individuals eligible for Direct Payments and ensure full accountability as to why Direct Payments are refused. Generally, Direct Payments within Children's Services have been used to employ Personal Assistants on an hourly basis to provide support to parents of disabled children and young people either by providing short break care in the family home or Personal Assistant's home, or assisting them to access facilities in the community.
- 2.3** Carers and parents of disabled children and disabled 16 and 17 year olds wishing to access Direct Payments can access specialist support

and technical advice in relation to the responsibilities of becoming an employer and recruiting appropriate personal assistants. Three external providers are currently supporting families and young people – Wilf Ward Trust; NECIL, and GO DIRECT. Any of these providers can be used or parents/carers/young people can choose to approach any other provider they are aware of. At present the Wilf Ward Trust is predominantly used by families in Hartlepool.

- 2.4 As far as the hourly rate is concerned Children's Services have adopted the same hourly rate as people accessing Direct Payments through the Adult and Community Service Department. This is in order to provide consistency between the two services when young people are transferring from children's to adult services at the age of eighteen.
- 2.5 In addition to the hourly rate there is a start up cost which is based upon costs associated with implementing Direct Payments and the level of support required. There are differential rates depending on whether support is required in respect of drawing up job descriptions, contracts and risk assessments; the recipient using a payroll service; insurance; and CRB checks. A start up cost can be paid for up to £700. These start up costs are consistent with those provided by Adult and Community Services.
- 2.6 Determining rates for over night services has proved to be challenge as the market value and availability of residential care for children differs significantly from services available for adults. The overnight rate paid by Adult and Community Services equates to the amount that it would cost the recipient of the Direct Payment to purchase the service from a domiciliary agency should their own Personal Assistant be unavailable. Prior to the implementation of Personal Budgets this was £80 per night, although there were variations to this depending on the assessed needs of the adult requiring overnight care. The implementation of personal budgets in Adult and Community Services means that an indicative budget is allocated which allows service users the flexibility to purchase overnight care at differing rates. Relevant guidance in respect of personal budgets is that support should generally not be more costly than that the Local Authority would commission from an external source.
- 2.7 There are no local domiciliary agencies providing a service to children and young people and Children's Services still provide a range of directly provided services in respect of short break care. Therefore, the choice of overnight care for parents of disabled children and young people would be:
- the Local Authority's own provision at Exmoor Grove or a short break foster carer – these options would not involve a direct payment and be at no cost to the service user.

- A direct payment whereby the service user would arrange for a Personal Assistant either to sleep over in the family home and attend to the child or young person; or for the child or young person to 'sleep over' at the Personal Assistant's home. Often Personal Assistants are recruited from family and friends; therefore, the latter arrangement is not unusual.
- A direct payment so that the service user can employ a Personal Assistant who would be expected to remain awake all night or part of the night to attend to the child or young person.

There may be exceptional circumstances when a parent/carer has a preference to purchase an overnight residential short break care placement rather than utilise the direct service provided by Exmoor Grove. If the child or young person's needs were complex requiring specialist residential care then the cost equivalent of an overnight placement at Exmoor Grove which is currently £311, would be paid as a Direct Payment. It is anticipated that if the child's needs are complex due to profound disability or challenging behaviour then there would be some input from the PCT in respect of their health needs which would be negotiated on an individual basis

- 2.8 There is a regional Direct Payments Group which has collated information in respect of what rate local authorities pay for direct payments for 'sleepovers' and 'waking nights' in respect of children and young people. The rate proposed is in line with those currently allocated by other local authorities in the region.

3. PROPOSALS

- 3.1 It is proposed the hourly rate for Direct Payments would be £10.79 per hour from the 1st April, 2009 which is consistent with the rate paid by Adult and Community Services. It is also proposed that this will increase on an annual basis at approximately 2.5%.
- 3.2 It is further proposed that payments for start up costs would be made on the same basis as Adult and Community Services as set out in paragraph 2.4.
- 3.3 It is proposed that an overnight 'sleep over' allowance of £60 is provided in respect of a Direct Payment. This would cover a ten hour period of time and be made on the basis that a Personal Assistant would be asleep for much of the time and not providing direct care to a child or young person. It is also proposed that any additional hours over the 10 hour period would be paid at the hourly rate of £10.79 per hour as it is anticipated that direct care would be provided during this period. If the Personal Assistant is disturbed during the 'sleep over' period for a lengthy period of time, then they would be paid at the hourly rate for any time spent awake providing direct care. The 'sleepover' allowance, however, would cover the cost of any short,

intermittent disturbances. An example of how this would work in practice is outlined in Appendix 1.

- 3.4 In exceptional circumstances, where a child has complex needs then a payment for overnight residential care would be made at £311 per night in order that an external provision can be purchased. Direct Payments cannot be used to purchase either local authority or health service provision. Exceptional services are defined as follows:

- Challenging behaviours that could not be managed within a social care setting due to the level of staffing required or the need for staff to have training and expertise at a high level in respect of control and restraint.
- When a child requires nursing care because of complex health needs.
- Or the child's needs are such that they cannot be met at Exmoor Grove because of the mix of children and young people who attend – frail children with more complex health needs may be at risk from children and young people with challenging behaviours.

There would be an expectation that the support packages of children and young people in the above categories would be joint funded to some extent by the PCT.

4. FINANCIAL CONSIDERATIONS

- 4.1 There are currently 39 Direct Payment packages; four of these packages involve overnight provision.
- 4.2 Funding for these packages is within the £163,114 budget for Direct Payments for 2009/10. There is also an additional payment of £16,537 to Adult and Community Services who administer the payments on Children's Services behalf. The budget should cover existing packages and provide some facility to fund new packages over the year.

5. RECOMMENDATIONS

- 5.1 That the above proposals are agreed by the Portfolio Holder.

6. REASONS FOR RECOMMENDATIONS

- 6.1 The provision of Direct Payments to disabled 16 and 17 year olds and parents of disabled children is a statutory requirement under the Community Care, Services for Carers, and Children's Services (Direct Payments) Regulations 2003.

7. BACKGROUND PAPERS

- Community Care, Services for carers and Children's Services (Direct Payments) Guidance, England 2003
- Carers and Disabled Children's Act 2000
- 1989 Children Act, Section 17(a)

8. CONTACT OFFICER

Sheila O'Connor – Head of Business Unit (Family Support)
Children's Service Department
Hartlepool Borough Council

01429 523957
sheila.o'connor@hartlepool.uk

Example of how the overnight sleep over would work in practice.

A young person arrives at the Personal Assistance house at 4 p.m. on Friday and is scheduled to return home at 10 a.m. on the Saturday morning.

The various scenarios are as follows:

a) The Personal Assistant has no disturbances during the night. Therefore, they would receive:

£10.79 per hour between 4 p.m. and 9 p.m.

£60 for a 'sleepover' between 9 p.m. and 7 a.m. (10 hour period)

£10.79 per hour between 7 a.m. and 10 a.m.

b) The Personal Assistant for a period of time, has to give the young person direct attention during the night. The young person wakes at 3 a.m. and does not go back to sleep:

£10.79 per hour between 4 p.m. and 9 p.m.

£60 for a 'sleepover' between 9 p.m. and 7 a.m. (10 hour period)

£10.79 per hour from 3 a.m. – 10 a.m.

If the child wakes for only short periods of time during the night and quickly goes back to sleep then the £60 'sleepover' allowance would be recompensed for this.

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

29 July 2009



Report of: Director of Children's Services

Subject: SCHOOL TERM AND HOLIDAY DATES:
SCHOOL YEAR 2010/2011

SUMMARY

1.0 PURPOSE OF REPORT

- 1.1 To seek the agreement of the Portfolio Holder to the pattern of school term and holiday dates for the school year 2010/2011 for community and controlled schools in Hartlepool.
- 1.2 To seek the agreement of the Portfolio Holder in recommending those dates to the governing bodies of aided schools in Hartlepool.

2.0 SUMMARY OF CONTENTS

A report is attached detailing the current state of play nationally, regionally and locally on the pattern of the school year, and recommendations for the school year 2010/2011.

3.0 RELEVANCE TO PORTFOLIO MEMBER

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

4.0 TYPE OF DECISION

Non-key decision.

5.0 DECISION MAKING ROUTE

Portfolio Holder's meeting on 29 July 2009.

6.0 DECISION(S) REQUIRED

- 6.1 Approval by the Portfolio Holder of Hartlepool term dates for school year 2010/2011.
- 6.2 Agreement to recommending these dates to governing bodies of Aided schools in Hartlepool.

Report of: Director of Children's Services

Subject: SCHOOL TERM AND HOLIDAY DATES:
SCHOOL YEAR 2010/2011

1. PURPOSE OF REPORT

- 1.1 To seek the agreement of the Portfolio Holder to the pattern of school term and holiday dates for the school year 2010/2011 for community and controlled schools in Hartlepool.
- 1.2 To seek the agreement of the Portfolio Holder in recommending those dates to the governing bodies of aided schools in Hartlepool.

2. BACKGROUND

- 2.1 As the local authority (LA), the Council has the responsibility for setting the school term and holiday dates for community and controlled schools in Hartlepool. Aided school governing bodies are responsible for setting their own school holiday pattern within the agreed national framework of working days. Traditionally the LA and the governing bodies of all the aided schools work together to ensure a consistent pattern across the town in respect of school term and holiday dates, though in the case of Roman Catholic schools in particular, some variation does occur in some years.
- 2.2 The pattern proposed for 2010/2011 provides for an "envelope" of 195 days, of which 190 are days on which pupils attend and the remaining five days are designated by the school as Professional Development (PD) days. Five PD days are provided for in the Conditions of Service and can be taken in combinations of part-day "twilight" sessions at the direction of individual schools.
- 2.3 Regional consultation has taken place. The local authorities in the North East region are committed to achieving broad consistency across the region when considering the school year pattern for 2010/2011 and subsequent years.
- 2.4 The Local Government Association (LGA) is attempting to achieve an overall national consensus based on a number of principles:
 - To start the school year on a September date as near as possible to 1st September;

- To equalise teaching and learning blocks (roughly 2x7 and 4x6 weeks);
- To establish a two week spring break in early April irrespective of the incidence of the Easter bank holiday;

3. CONSULTATION

- 3.1 In the spring term, North East LA representatives discussed the school year pattern for 2010/11. Various models were shared, including the LGA recommended model. The North East authorities agreed to all individual LAs consulting locally on a common preferred model.
- 3.2 Following that discussion, arrangements were made to consult all headteachers in Hartlepool and also the relevant associations/unions through the Director's termly meetings with Option 2 being the preferred option in line with LGA recommendations. Very few responses to the consultation were received.
- 3.3 Once the local consultation had taken place, the general consensus from the LAs in the region was to adopt Option 2 with 8 regional LAs adopting this model.

4. CONCLUSION

It is proposed that Hartlepool should follow the proposed regional model on which consultation took place. This is shown in **Appendix 1**.

5. RECOMMENDATIONS

The Portfolio Holder is requested to consider the following recommendations:

- To approve the schedule of term and holiday dates for 2010/2011 for community and controlled schools in Hartlepool as shown in **Appendix 1**.
- To recommend the schedule of term and holiday dates for 2010/2011 to the governing bodies of aided schools in Hartlepool as shown in **Appendix 1**.

6. CONTACT OFFICER

Ann Turner, Governor Support Officer, Children's Services (telephone 523766, email ann.turner@hartlepool.gov.uk).

NORTH EAST AND YORKSHIRE REGIONAL CALENDAR

SCHOOL TERM AND HOLIDAY DATES 2010/11 (Appendix 1: Option 2)

2010/2011

2010	July	August	September	October	November	December
Monday		23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27
Tuesday		24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28
Wednesday		25	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29
Thursday		26	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
Friday		27	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31
Saturday		28	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25
Sunday		29	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26

2011	January	February	March	April	May	June
Monday	3 10 17 24 31	7 14 21 28	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27
Tuesday	4 11 18 25	1 8 15 22	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28
Wednesday	5 12 19 26	2 9 16 23	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29
Thursday	6 13 20 27	3 10 17 24	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30
Friday	7 14 21 28	4 11 18 25	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24
Saturday	1 8 15 22 29	5 12 19 26	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25
Sunday	2 9 16 23 30	6 13 20 27	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26

2011	July
Monday	4 11 18 25
Tuesday	5 12 19 26
Wednesday	6 13 20 27
Thursday	7 14 21 28
Friday	1 8 15 22 29
Saturday	2 9 16 23 30
Sunday	3 10 17 24 31

195 DAY ENVELOPE

 Bank Holiday

 Holiday

The number of term days shown is 195. Up to five of these days will be used as professional development days for teaching staff; pupils will not attend on these days. Each school determines when these will take place and will inform parents.

CHILDREN'S SERVICE in HARTLEPOOL

Every Child Matters



CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder
29 July 2009



Report of: Director of Children's Services

Subject: CHILDREN'S SERVICES DEPARTMENTAL
PLAN QUARTER 4 PROGRESS REPORT

SUMMARY

1. PURPOSE OF REPORT

To inform the Portfolio Holder of the progress made towards achieving Children's Services Departmental Plan actions and performance indicators (PIs) for the period to 31st March 2009.

2. SUMMARY OF CONTENTS

The report summarises progress over the fourth quarter of 2008/09 on the actions and performance indicators within the Children's Services Departmental Plan 2008/09.

3. RELEVANCE TO PORTFOLIO MEMBER

The Portfolio Holder is responsible for children's and young people's issues.

4. TYPE OF DECISION

Non key decision.

5. DECISION MAKING ROUTE

Children's Services Portfolio Holder 29 July 2009.

6. DECISION(S) REQUIRED

The Portfolio Holder is requested to note the performance made in completing actions and achieving performance indicators for the Children Services Department during 2008/09.

Report of: Director of Children's Services

Subject: CHILDREN'S SERVICES DEPARTMENTAL
PLAN QUARTER 4 PROGRESS REPORT

1. PURPOSE OF REPORT

To inform the Portfolio Holder of the progress made towards achieving Children's Service Departmental Plan actions and performance indicators (PIs) for the period to 31st March 2009.

2. BACKGROUND

The Children's Services Departmental Plan 2008/09 – 2010/11 was formally approved by the Portfolio Holder on 20th May 2008. The plan sets out the vision for Children's Services and was produced in line with the corporate planning process. Underneath the broad strategic aims there is a range of detailed actions and related performance indicators.

This report provides a summary of progress towards meeting the milestones associated with these actions and PIs.

3. SUMMARY, PERFORMANCE AND PROGRESS ON ACTIONS AND PIs IN THE DEPARTMENTAL PLAN

The Departmental Plan 2008/09 identifies actions and PIs for 2008/09. Progress is recorded by traffic lights as follows:

- Red = do not expect to achieve action/target by milestone date
- Amber = expecting to complete action/target by milestone date
- Green = action/target now completed or met

Departmental Plan actions

Table 1 summarises the progress made towards achieving the 26 key actions within the Departmental Plan

Table 1

Portfolio	Action by traffic light					
	Red		Amber		Green	
	No	%	No	%	No	%
Children's Services (Total 26)	1	4	3	12	22	84

The majority of actions are now recorded as green. This reflects progress across the 5 Every Child Matters outcomes for children, illustrated by the examples given below.

Be Healthy

- In conjunction with partners a substance misuse treatment plan has been put in place.
- Work to promote children's emotional health has been completed and will remain a priority for the coming year.

Stay Safe

- New carers have been approved to increase the range of foster and adoptive placements and future work will focus on targeted recruitment to meet local need and gaps in provision.
- Actions have been completed which have helped to reduce the number of placement moves for looked after children and increased the stability of placements.
- The work of the Local Safeguarding Children Board has been completed and agreed priorities identified for the coming year.
- Work has been undertaken to develop preventative services.

Enjoy and Achieve

- The Early Years Outcome Duties Plan has been updated to include new activities to support work to narrow the gap between the Hartlepool average and the most disadvantaged areas in the Foundation Stage.
- Work is on target to achieve the elements needed to ensure the 10 Year Childcare Strategy is achieved by 2015.
- Work to challenge and support schools has continued with Hartlepool achieving its best ever results at GCSE for 5A*-C (67%), putting Hartlepool above the national average for the first time and Key Stage 2 results in 2008 were the best ever results for the town placing Hartlepool 13th in the country for English, 7th in science and 6th in maths.
- All schools have been challenged and supported to target the most vulnerable pupils to achieve in line or above national expectations.
- Work has continued throughout the year to engage partners to extend and improve the quality of services to all pupils.
- There has been significant progress in implementing the Schools Transformation programme: the primary strategy for change was fully approved and primary capital programme secured and approval to accelerate against priority projects approved by Cabinet; the outline business case for Building Schools for the Future was approved without condition.

Positive contribution

- Work as been completed to improve the level of young people's participation in positive activities. Additional funding was secured by the Youth Crime Action Plan to pilot activities on Friday and Saturday nights. The Tellus Survey of young people conducted in 2008 has provided a

baseline against which further progress on positive activities can be undertaken.

- The role of commissioning of parenting support has been embedded and the parenting strategy for Hartlepool is being rolled out.
- Work has been undertaken to ensure that children and young people from vulnerable groups have the opportunity to gain full access to services; this is supported by the implementation of the 'Team Around the School'.
- Participation standards for young people and a DVD to accompany them have been developed by Hartlepool Young Voices.
- A target to work with partner agencies to reduce youth offending has been achieved and is therefore recorded as green although there is one remaining sub action within this which did not fully achieve its target. This relates to the percentage of young people supervised by the Youth Offending Services who are not in education, employment or training provision, the figure has improved from 33.7% to 77.6% but the target of 90% has not been met. This small group of young people prefer to seek employment, opportunities for which are scarce at present, rather than to undertake further education or training.

Achieve economic well-being

- Work has been undertaken with partner agencies to implement the local 14-19 plan and the 14-19 regional strategy.
- New funding has been accessed to support new enterprise activities to ensure all young people have access to enterprise education.
- To help raise aspirations of young people from vulnerable backgrounds new programmes have been developed which have supported students with severe learning difficulties and disabilities at Catcote School.
- Significant work has been undertaken to assist in the transition of young people with learning difficulties and disabilities to post 16 education and training.

Three actions are recorded as amber. This is because their target dates for completion fall within 2010. The 3 actions are outlined below.

- Improve services for disabled children – a protocol in respect of transitions has been completed and initial work in respect of the Aiming High for Disabled Children Programme is progressing in line with government expectations.
- Continue to work with schools and other agencies to address childhood obesity – the majority of Hartlepool schools have achieved the Healthy Schools award and a nutritionist post has been filled.
- Reduce the level of young people who are not in employment, education or training (NEET) – over the key 3 month reporting period (November, December, January) Hartlepool NEET average was 7.9%, against a target of 8.4%. The target date for further reduction is March 2010.

One action is recorded as red:

- Work with health and partners in other agencies to improve the health of infants e.g. increase the prevalence of breast feeding, reducing smoking during pregnancy.

Actions focused on developing activities and services within Children's Centres and all of the planned actions except one have been completed. Progress has included regular meetings with partners, work on a breast feeding strategy and information sharing protocols. The remaining action is the review of a new outreach support package; the new process for undertaking this has been scrutinised in detail and the package will be in place by July 2009.

Performance Indicators

As in previous years, a number of performance indicators within the Children's Services Departmental Plan are still awaiting confirmation. These are figures which are collected annually and which need to be verified against data held by the Department for Children, Schools and Families (DCSF). These relate to school attainment figures and to a number of social care indicators. In analysing outcomes against performance indicators this year a further complication has been added by the decision of the DCSF to no longer report on Key Stage 3 results. Whilst local figures are available these are not verifiable. Two separate tables are therefore included to illustrate the difference made to performance figures by the inclusion of Key Stage 3 data. In Table 2A, a number of Key Stage 3 indicators are reported as red based on local, unverified data; in Table 2B, Key Stage 3 indicators have been removed. The results from Key Stage 3 impact on a significant number of indicators as reporting was not only on Key Stage 3 results themselves but on progression between Key Stage 2 to Key Stage 3 and from Key Stage 3 to Key Stage 4.

Table 2 A

Service	Action by traffic light					
	Red		Amber		Green	
	No	%	No	%	No	%
Children's Services	14	40	2	6	8	23
	No.			%		
Reported annually/figures to be verified	11			31		
Total 32						

Table 2 B

Excluding Key Stage 3 data	Action by traffic light					
	Red		Amber		Green	
	No	%	No	%	No	%
	6	25	2	8	8	33
	No			%		
Reported annually/figures to be verified	8			33		
Total 24						

Using the data from Table 2B, further analysis is given below

Red indicators

- Two indicators relating to achievement in the early years foundation stage were reported at the end of quarter 2 and remain as red within the dataset. It was noted that progress had been made against both the indicators although they had not achieved the target set. There remains a strong focus on improving early years outcomes in plans for the coming year.
- The outturn for 5 or more A* to C grades at GCSE including English and maths was recorded at the end of quarter 3 as red, again noting that Hartlepool schools achieved extremely well in the summer examinations 2008 but had not achieved this particular target. The same indicator relating to looked after children was also recorded as red.
- A new red indicator relates to the percentage of young people with learning difficulty and/or disability participating in their section 140 assessment to assist their transition to post 16 education and training. These assessments are arranged via the Connexions team and 93% of young people participated in these assessments, which is below the target figure of 100%. This has arisen as a result of staff vacancies across the Connexions service. Recruitment processes for a number of vacancies within the Connexions service have now been completed or are ongoing.
- Under 18 conceptions were recorded as green in March 2008 because national, verified figures showed a drop in 2006. However more recent data shows an increase.

Amber indicators

- The number of schools achieving the new healthy schools status is recorded as amber with 34 schools achieving this against a target of 35 and a further 2 schools are expected to achieve this status in June 2009.
- The latest outturn in relation to the prevalence of breast feeding at 6-8 weeks from birth records an outturn of 19.1% against a target of 16.3%. Children Services staff are working closely with staff from the health service to improve breast feeding figures across the town and this will remain an area of high priority in the coming year.

Green indicators

- All Key Stage 4 pupils undertake work related learning and useful work experience.
- Careers education and guidance is provided to all young people aged 13-19.
- Achievement at level 4 or above in both English and maths at Key Stage 2.
- Secondary school persistent absence rate – there had been concern earlier in the year that this target would not be met but the latest outturn is 5.8% against a target of 5.8%.
- Looked after children reaching level 4 in English at Key Stage 2.

- Looked after children reaching level 4 in mathematics at Key Stage 2.
- Young people's participation in positive activities.
- 16-18 year olds who are not in education, employment or training (NEET) - over the key 3 month reporting period November, December, January, Hartlepool's NEET average was 7.9% against a target of 8.4%.

4. PERFORMANCE ON OPERATIONAL PLANS

Sitting underneath the departmental plan are plans for each of the 4 divisions within the Children's Services Department. In turn, within each division there are operational plans for all the individual teams/service areas. Scrutiny of the individual actions contained within these plans has been undertaken. In total 653 specific actions are identified within the operational plans. Of these, at the end of March 2009, 73.4% were recorded as green, i.e. target achieved or activity completed, 19.4% were recorded amber and only 7.2% red. Actions which have been identified as red have been brought to the attention of the relevant Assistant Director for further scrutiny and action as appropriate.

5. ADDITIONAL ACTIVITIES

In addition to the Children's Services Departmental Plan, much activity within the department is driven by the Children and Young People's Plan. A new Children and Young People's Plan for 2009/2020 was approved by Council in March 2009. Work is now being undertaken to complete a commissioning plan which will sit beneath the new Children and Young People's Plan. This will drive forward the activities in the plan in partnership with other services and agencies who are responsible, with the Children's Services Department, for outcomes for children and young people in Hartlepool.

6. PERFORMANCE UPDATE FOR THE PERIOD ENDING MARCH 2009

Good progress has been made in relation to broad areas of activity which are defined as actions within the plan and the majority of these (84%) have been achieved with a further 12% being recorded as on target. Only one action is recorded as red, and this should be fully completed by July 2009, when a new outreach support package for Children's Centres will be in place. A significant number of performance indicators around school attainment targets have been recorded as red but these relate to challenging targets and in a number of areas Hartlepool's best ever results were recorded. Reporting on performance indicators around school attainment has been further complicated by the decision of the DCSF to no longer report on Key Stage 3 results.

The reduction of teenage pregnancies remains a very challenging area. The rate of reduction of teenage pregnancies was recorded as a red indicator at the end of March 2007. At the end of March 2008 a drop in the conception

rate resulted in the performance indicator being identified as green. During the current year as further information has become available, this has moved through amber to red. Work to reduce teenage pregnancies retains a very high profile within the Children's Services Department and with partner agencies. A new action plan has been developed following a visit of the national Support Team for Teenage Pregnancy and a visioning event involving all stakeholders across the town.

Direct comparisons between performance in 2008 and 2009 are not readily available as during the current year the Government has introduced a new national indicator set and many old performance indicators are no longer collected.

7. RECOMMENDATIONS

The Portfolio Holder is requested to note the performance made in completing actions and achieving performance indicators by the Children's Services Department during 2008/09.

8. CONTACT OFFICER

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CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

29th July 2009



Report of: Director of Children's Services

Subject: OUTREACH PACKAGE FOR CHILDREN'S CENTRES

SUMMARY

PURPOSE OF REPORT

1. To inform Portfolio Holder of the result of a recent tender evaluation for an Early Years Outreach Support Package for children across the town aged 0-5 years.

SUMMARY OF CONTENTS

- 2.1 Children's Centres guidance requires Local Authorities to develop an outreach service to ensure the most vulnerable families are able to access Children's Centres services. Children's Services Portfolio Holder approved a service specification to be tendered on 11th November 2008.
- 2.2 Following this the local authority advertised a restricted tender process that invited expressions of interest from all suitable providers who were interested in delivering a package of support for children in the town aged 0-5 years. The tender process has taken place and a provider has been appointed to the contract.

RELEVANCE TO PORTFOLIO MEMBER

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

TYPE OF DECISION

4. Non- key

DECISION MAKING ROUTE

5. Children's Services Portfolio Holder meeting 29th July 2009

DECISION(S) REQUIRED

6. For Portfolio Holder to note the successful organisation contracted to deliver an outreach service for children's centres.

Report of: Director of Children's Services

Subject: OUTREACH PACKAGE FOR CHILDREN'S CENTRES

1. PURPOSE OF REPORT

- 1.1 To inform Portfolio Holder of the result of a recent tender evaluation for an Early Years Outreach Support Package for children across the town aged 0-5 years.

2. BACKGROUND

- 2.1 Children's Centres guidance requires Local Authorities to develop an outreach service to ensure the most vulnerable families are able to access Children's Centres services. Children's Services Portfolio Holder approved a service specification to be tendered on 11th November 2008.
- 2.2 Following this the local authority advertised a restricted tender process that invited expressions of interest from all suitable providers who were interested in delivering a package of support for children in the town aged 0-5 years.

3. TENDER PROCESS

- 3.1 The tender process took place over the last three months. Following a full evaluation of the tenders Barnardos were successful. Therefore Hartlepool Council will be contracting with Barnardos for the Children's Centres outreach service. Contracts are currently being agreed.

4. RECOMMENDATIONS

- 4.1 For Portfolio Holder to note the successful organisation contracted to deliver an outreach service for children's centres.

CONTACT OFFICER

Danielle Swainston
Sure Start, Extended Services and Early Years Manager
01429 523671

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

29th July 2009



Report of: Director of Children's Services

Subject: OUTCOME OF BUILDING SCHOOLS FOR THE FUTURE (BSF) INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) INVITATION TO PARTICIPATE IN DIALOGUE (IPD) STAGE 1 EVALUATIONS

SUMMARY

1. PURPOSE OF REPORT

To inform the Portfolio Holder of the outcome of recent evaluations of the Invitation to Participate in Dialogue (IPD) Stage 1. To advise of the two preferred bidders for the next stage of the BSF ICT procurement.

2. SUMMARY OF CONTENTS

This report outlines the process for evaluation of the IPD Stage 1 and the outcome of process. The report also provides details of the suppliers who submitted IPDs and the two top bidders to go through to the next stage of the process.

3. RELEVANCE TO PORTFOLIO MEMBER

It is appropriate for the Portfolio Holder to note the decision.

4. TYPE OF DECISION

Non-key.

5. DECISION(S) REQUIRED

To note.

Report of: Director of Children's Services

Subject: OUTCOME OF BSF ICT IPD STAGE 1
EVALUATION PROCESS

1. PURPOSE OF REPORT

To inform the Portfolio Holder of the outcome of recent evaluations of the IPD Stage 1. To advise of the two preferred bidders for the next stage of the BSF ICT procurement.

2. BACKGROUND

Building Schools for the Future (BSF) is a long-term programme of investment and change in England that will help transform education for secondary age students by providing 21st century learning environments that engage and inspire young people, their teachers and the wider community.

Hartlepool is a Wave 5 authority in the BSF programme and has recently received approval from Partnerships for Schools (PfS) for the Outline Business Case submitted in December 2008. This allows the Local Authority to proceed to the procurement phase of the project, with government funding.

An integral component of the BSF programme is Information and Communications Technology (ICT). BSF aims to provide:

- a step change in the level of ICT provision in secondary schools in England;
- buildings designed to maximise the use of ICT;
- managed ICT services which guarantee availability;
- incentives to develop the use of ICT in teaching and learning.

As part of this process the Local Authority advertised the ICT Managed Service contract via the Official Journal of the European Union on 2nd March 2009 and a tender route is being followed which provides for the following timetable:

Stage	Actual or Planned Date
OJEU Notice Published	02/03/09
Issue of Descriptive Document and Pre-Qualification Questionnaire (PQQ)	02/03/09 – 08/04/09
Return of PQQ	08/04/09 (noon)
Shortlist of 3 bidders confirmed	05/05/09
Issue of IPD to 3 Bidders	05 May 2009
Clarification meetings with Bidders and site visits	11 May 2009 – 16 June 2009
Return of Initial Bids	26 June 2009
Completion of evaluation of Initial Bids and deselect one Bidder	20 August 2009
Proceed to Stage 2 of the Dialogue	20 August 2009
Conclusion of Dialogue Phase	20 August 2009 – 18 September 2009
Close of Dialogue	18 September 2009
Issue of Invitation to Submit Final Bids (ITSFB)	21 September 2009
Submit Final Bids	2 October 2009
Clarification, specification and fine-tuning and evaluation of Final Bids	2 October 2009 – 23 October 2009
Notification of appointment of Selected Bidder	19 November 2009
Alcatel Standstill begins	20 November 2009 (10 days)
Clarification and confirmation of commitments	20 November 2009 – 27 November 2009
Contract Finalisation	20 November 2009 – 1 February 2010
Contract award (Financial Close)	1 February 2010
Contract commencement	1 February 2010

3. THE EVALUATION AND MODERATION PROCESS

The closing date for the return of the IPD Stage 1 documents was the 26th June 2009. Hartlepool Borough Council received 3 IPDs which were subsequently opened at the contract scrutiny panel meeting on the 29th June 2009. Following a compliance check exercise, all IPDs were passed to the evaluation team for consideration.

The evaluation team consisted of representatives from all secondary schools including the PRU and Catcote Special School, internal and external financial advisers, legal advisers, the external ICT adviser, colleagues from internal HR and Insurance, the BSF Strategy Manager and Head of Information, Planning and Support Services who is also acting as the lead officer for the BSF ICT Procurement.

The evaluation process took place from the 29th June and concluded on the 14th July. All of the evaluations were collated and the results presented to a moderation meeting on the 15th July. Agreement of the top two bidders was reached at this meeting, details of which are contained in **Appendix 1**.

This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, (para 3) Information relating to the financial or business affairs of any particular person (including the authority holding that information).

4. RISK IMPLICATIONS

There is a risk of challenge by the company that has not been short listed to proceed to the next stage, however, full composite copies of all documentation including the evaluations have been retained for audit purposes.

5. FINANCIAL CONSIDERATIONS

The financial considerations for this process are in relation to officer time spent on the evaluations however, the benefits of a thorough process outweigh any financial issues.

Additionally in terms of the actual procurement process, internal and external financial advisers have evaluated the financial cost models submitted by each bidder.

6. LEGAL CONSIDERATIONS

As part of the evaluation process, internal and external legal advisers have considered the responses within the IPD Stage 1 relating to any legal aspects.

7. RECOMMENDATIONS

To note the top two bidders, the bidder to be deselected and the intention to proceed to the next stage of the procurement process.

8. CONTACT OFFICER

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CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

29th July 2009



Report of: Director of Children's Services

Subject: PREVENTION SERVICES

SUMMARY

1. PURPOSE OF REPORT

- To update the Portfolio Holder of progress on the development of services to support the prevention agenda.
- To note the need for long term sustainability planning for prevention services.
- To note the need for future developments as required by government
- To report on methodology of measuring impact.

2. SUMMARY OF CONTENTS

Hartlepool's commitment to the prevention agenda has been building since the Children's Fund Partnership was first founded in 2000. This report will bring the Portfolio Holder up to date with current service configuration with a particular focus on the Team Around the Primary School incorporating the Family Intervention Project.

This report will show how the local authority and other stakeholders led by the Children's Trust and the Safer Hartlepool Partnership has developed integrated working across the prevention agenda including the shared use of grant funding, other resources and management processes.

3. RELEVANCE TO PORTFOLIO MEMBER

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

4. TYPE OF DECISION

Non key.

5. DECISION MAKING ROUTE

Children's Services Portfolio Holder meeting 29th July 2009.

6. DECISION(S) REQUIRED

- The Portfolio Holder is asked to note the progress made in developing integrated prevention services.
- The Portfolio Holder is asked to note the situation in relation to long term funding for these services.
- The Portfolio Holder is asked to note the current funding streams that relate to these services.

Report of: Director of Children's Services

Subject: PREVENTION SERVICES

1. PURPOSE OF REPORT

- To update the Portfolio Holder of progress on the development of services to support the prevention agenda.
- To note the need for long term sustainability planning for prevention services.
- To note the need for future developments as required by government
- To report on methodology of measuring impact.

2. BACKGROUND

In 2001 Hartlepool Borough Council was successful in attracting a grant to support a Children's Fund Partnership to develop preventative services for families with children 5 – 13 years old. In September 2001 the Children's Fund Manager was appointed and the first services were opened in November the same year. Although Hartlepool already had a very proactive approach to supporting families early this was the first time that specific funding had been provided for prevention targeted at this age group. The Children's Fund Programme had three main principles.

- Supporting Services in the third sector
- Early Prevention
- The Participation of Young People

In 2003 the government produced guidance for Children's Fund Partnerships that indicated that 25% of the grant was paid into services managed as part of the Youth Offending Service. In Hartlepool this was seen as an opportunity to develop a Youth Inclusion Support Panel (Hartlepool Intervention Panel) that would give all partners the opportunity to share information on families and work together to provide preventative Services.

The work on prevention has developed through this very clear partnership between Children's Services and the Safer Hartlepool Partnership. The concurrent development of Children's Centres and Extended Services, Positive Activities and Targeted Youth Work have all combined to leave Hartlepool in an excellent position to target families and individuals early to

try and secure a positive response to interventions before issues escalate to a level that will require statutory intervention.

The prevention services that have been developed in Hartlepool and described in this report are based on our learning from the Children's Fund and the Family Intervention Panel that we have been piloting since 2007.

In December 2007 the government published the Children's Plan that clearly set a framework for integrated working and ensuring that all services put families and children at the forefront of developing services.

In 2008 during the consultation for the new Hartlepool Children and Young People's Plan a group of staff discussed the issues of access to schools and the need to focus services in a way that supported families through early intervention. At the same time concerns about access to services were being voiced by Headteachers who were feeling isolated in their attempts to support families. The coming together of these two local agendas with the governments' push for integrated services culminated in the planning and execution of the Team Around the Schools project.

In January 2009 the Team around the Primary School became operational.

3. PREVENTION SERVICES

The development of the prevention service has been led by the Planning and Integration Division of Children's Services in partnership with colleagues from Community Safety and the Youth Offending Service using grant funding provided by central government (see Funding). In order that the different elements that make up the Service are given the best opportunity to provide an integrated process a prevention business unit has been formed by seconding services from different divisions in the local authority with colleagues from the third sector. This service is led by the Parent Commissioner who manages the core elements of the service. At this stage no decision has been made to request a formal restructure as staff remain employed in their current teams although this may be an eventual outcome. Each of the separate elements of the business unit are crucial to the development of integrated services but are also extremely important in their own right. This section of the report will focus on these individually.

Common Assessment Framework

The common assessment framework has been well developed in Hartlepool and there has been a clear commitment to this across all stakeholders. The development of the process is now entering an operational phase that will need to deliver a process that is easy for professionals to use, easy for families to understand and most importantly provides a base from which positive outcomes can be achieved for children. To ensure that this process is further developed a budget

pressure was agreed from 2009/10 to provide the funding for a **Common Assessment Framework Co-ordinator** role to be established within Children's Services. This is a pivotal role in supporting integrated processes and ensuring that interventions are both timely and proportionate. Consequently the Co-ordinator post will sit in the prevention services business unit and will operate across all services championing the process and providing training guidance and support to colleagues who require it. In addition, this role will be key to establishing a monitoring process that gives the Children's Trust clear information regarding outcomes following Common Assessment based interventions. We have appointed to this role and the worker took up post on June 22nd 2009.

Parenting Support

Hartlepool's Parenting Strategy was agreed by Cabinet in March 2008. Since that time a strategy development group has worked to ensure that this has been translated into operation. The Department of Children, Schools and Families (DCSF) has provided a range of funding streams to support this work and Hartlepool is now offering accredited Parenting Programmes constantly throughout the year.

Barnardos North East provides two key staff to the Parenting Project and both of these staff are seconded into the Team. **The Parenting Co-ordinator** has responsibility for ensuring that all those parents who require a parenting course are able to access one. This service includes support for parents before, during and after they have attended a course.

In 2009/10 Hartlepool has received £145,000 grant funding to provide early intervention parenting programmes to families of children 5-13 years. This funding is being used to train staff from a wide range of services in accredited and other courses. In 2009/10 we will provide training in Triple P, Strengthening Families and The Nurturing Programme.

The other member of the Barnardos team who is responsible for parenting as part of the prevention services is the **Parenting Expert** who is again funded by DCSF to provide specialist support and advice to all colleagues working with families as well as providing a one to one service for those parents in the most need.

In addition to the funding directed through the prevention strategy each primary school has been allocated funding to provide a **Parent Support Advisor**. This role will link in with the Team Around the Primary School to provide an "in school" response to families and most importantly to provide a positive link between home and school. Each school has had some funding and although each school may take a slightly different approach to the development of this service the key outcomes will be more positive interaction between school and parent. An additional bonus from this funding will be the essential link between the Team Around the Primary School and the Parent Support Advisor that should result in an even more effective early referral process. The Behavioural Support Coordinator from the Performance and Achievement Division is providing support to the

Parent Support Advisors that includes a training programme and a network to support learning. At the time of writing a number of Parent Support Advisors have completed training in providing the Nurture Programme. It is expected that the link between Parent Support Advisors and the Parenting Co-ordinator will continue to be developed. In the recent white paper *Your Child Your Schools Our Future* the role of the Parent Support Advisor and other support staff in schools is highlighted as a major initiative to be further developed in the future.

The Think Family Reforms are a key to the government's push to ensure that local authorities make whole family assessment when planning an intervention. This is an important philosophy and cultural change rather than an operational project. A Think Family Co-ordinator role was established to support this change. This was agreed by the joint portfolio meeting held with the Mayor on 21st April 2009. A key challenge for this aspect of the prevention service is that of appropriate recruitment and we have been unsuccessful in initial attempts to fill this temporary post. At the time of writing this report we are waiting for responses from our second advert. A steering group for Think Family jointly chaired by the Directors of Adult and Children's Services is in place and meeting quarterly. The DCSF have acknowledged an interest in the model being developed by Hartlepool and have requested that we present a regional workshop at a conference in early July. At this regional event the DCSF again acknowledged their interest in the model but raised concern about the lack of progress in recruitment. Further delays may result in some funding being withdrawn. As a consequence of this we continue to look at options to fill this post if the recruitment process is again unsuccessful.

Hartlepool Children's Fund - In Hartlepool we have used the services developed through the Children's Fund as the base for developing services in Primary Schools. The programme has been operational since November 2001 and will be the subject of a separate Portfolio Report that will focus on the future commissioning of the Children's Fund.

Team Around the Primary School (TAPs) Family Intervention Project (FIP). This element of the Prevention Service originated from the work developed by the RESPECT Unit to tackle Anti Social Behaviour. The programme has been reported through the Portfolio for Community Safety and the Cabinet. The Team Around the Primary School was also reported to Cabinet after we secured additional funding to provide a poverty FIP (8th December 08). At that meeting Cabinet supported the model being developed and requested that a commissioning process be entered into to decide the service provider team.

Since reporting to Cabinet in December 2008 we have moved forward with the project plan and we now have each of the three teams providing services across the schools in South, North and Central. At the request of the schools the project has been aligned with the behaviour clusters in order that we are able to integrate the services provided by the team with those provided by the school and extended services.

As agreed by Cabinet we are currently involved in preparing a commissioning process that will identify the service providers who will support the service in the second part of this year. This process is being led by the Children's Services Commissioning Team and should be completed by September 2009. Current providers are Harbour (Domestic Abuse), Headland Future (Fatherhood), Belle Vue (Parenting Support), MIND (Emotional Support) and HYPED (Substance Misuse).

The TAPS Team is led operationally by the Interventions Coordinator who has been seconded from the Community Safety Team. This post is currently in the process of being made substantive as a consequence of the Cabinet decision to replace decreasing grant funding for the FIP in 2008/09.

We have appointed a Social Worker to the team and have two vacancies to which we are currently recruiting.

The Social Worker posts are funded from three different sources and only one of these posts is currently a substantive post with Children's Services. As part of our sustainability strategy it is important that we attempt to identify opportunities to resource these posts in the longer term. It is still highly likely that Social Worker recruitment will be challenging in 2011 and that it would be beneficial for the council to consider making these posts substantive as a means of retention regardless of the outcome of the grant funded project and this will need to be considered as part of the Council's annual budget process.

Informal responses from Headteachers regarding this initiative have been positive and all primary schools are now engaged in the process.

Participation - The Participation Strategy underpins much of the work of this prevention service and is an important element of the project. Beth Hawkrigge and the Barnardos Participation Team will work alongside other staff in Children's Service to ensure that children and young people's voices are central to the development of our interventions.

4. TEAM STRUCTURE

The Prevention Service brings together staff from Children's Services, Community Safety, The Youth Offending Service and third Sector Partners. The service is led by the Parent Commissioner who has line management, case management and financial responsibility for the service.

A structure diagram for the service is attached as **Appendix 1**.

Each partner in this project maintains responsibility for their staff and consequently this enables us to share the costs of the project.

Jesmond Road School is providing the team with a base for the life of the project or for the life of the building. This has worked extremely well initially with both the school and the team gaining added value from the relationship.

5. FUNDING AND MONITORING

We are using a number of grants to provide the funding for this project. These include:

Children's Fund	£395,000
DCSF Poverty FIP	£250,000
DCSF ASB FIP	£ 49,000
DCSF Youth Crime Action Plan	£175,000
DCSF Parenting Grants	£243,000

These grants come into the authority through a number of different routes and consequently we have established a small finance group to manage the budgets. The group is chaired by the Service Manager and includes a Finance Officer from both Children's Services and Community Safety, The Anti Social Behaviour Coordinator from Community Safety and the Monitoring and Evaluation Co-ordinator from the Preventions Service. This group meets monthly to monitor spend and respond to reporting deadlines set by DCSF and other grant providers. A current spread sheet showing the budget layout is attached as **Appendix 2**.

The fact that elements of this project are funded by DCSF grants provides us with access to local, regional and national monitoring processes. In particular, the Family Intervention Project has a national web based monitoring framework (NATCEN) that will facilitate good shared learning. In addition, we are collecting case specific information that is based on a six week baseline assessment followed by the setting of individual targets for each family member. The assertive nature of this project ensures that we will have clear evidence of changes that families make as a consequence of our interventions. We have key objectives around the reduction of Anti Social Behaviour, return to training or work and access to services tackling mental health and parenting support.

6. FUTURE DEVELOPMENTS

At a regional Think Family event held on June 30th 2009 the DCSF clarified the current balance required between funding, service access and quality. In essence local authorities will only be provided funding if we are achieving the agreed outcomes.

We have been provided with a monitoring tool kit and a self assessment template to form the basis of ongoing discussions with our regional vulnerable families lead.

In essence funding allocated to local authority areas that are unable to deliver will be redirected to those areas that can. Hartlepool is currently in a position to expand the work of the TAPs initiative if we are able to manage our use of additional funding effectively through a safe and fair commissioning process.

The new white paper *Your child, your school, our future: building a 21st century schools system* sets out some very clear ideas about service provision and school development in the future. The prevention service described in this report clearly enables us to be fore runners in this initiative.

7. RISK IMPLICATIONS

This service relies heavily on grant funding and consequently carries with it a risk that funding will cease in March 2011. The financial limits on the project consequently will have a detrimental impact as those in post seek more secure positions. As a consequence of the partnership approach the majority of staff in this project will not become a responsibility of the council. We will, however, have two qualified Social Worker posts, two Interventions Workers, a Monitoring and Evaluation Co-ordinator and a Think Family Co-ordinator who are the responsibility of the Council. In part this risk is countered by the fact that social workers continue to be hard to recruit and it is unlikely that this will change in the next two years. Potential future funding for these posts will be considered as part of the Council's annual revenue budget processes.

If Hartlepool is to respond effectively to the challenges being laid down by the DCSF we have to be able to make sure that our human resources and finance systems can deliver fair and safe systems to use additional resources effectively in a very short turn around period. If we are unable to do this we will be unable to compete for additional funding.

8. EQUALITY AND DIVERSITY CONSIDERATIONS

This service is accessible to all children and families. Because access is available through all of our primary schools there will be an expectation on the team to provide a single entry to services that does not discriminate but ensures that everyone that approaches the team has an experience that is respectful and helpful.

The partners in this project all have clear anti discriminatory policies and are highly experienced in providing services to communities across Hartlepool.

9. SECTION 17

The development of The Prevention Services supports early intervention to those families who are disadvantaged and in need in order to support them in parenting and supporting successful outcomes for their children.

10. RECOMMENDATIONS

The Portfolio Holder is asked to note the progress made in developing integrated prevention services.

The Portfolio Holder is asked to note the situation in relation to the sustainability of these services with particular reference to those grant funded posts that sit within Children's Services.

The Portfolio Holder is asked to note the opportunities currently being offered by DCSF to local authorities that can respond swiftly to new short term funding.

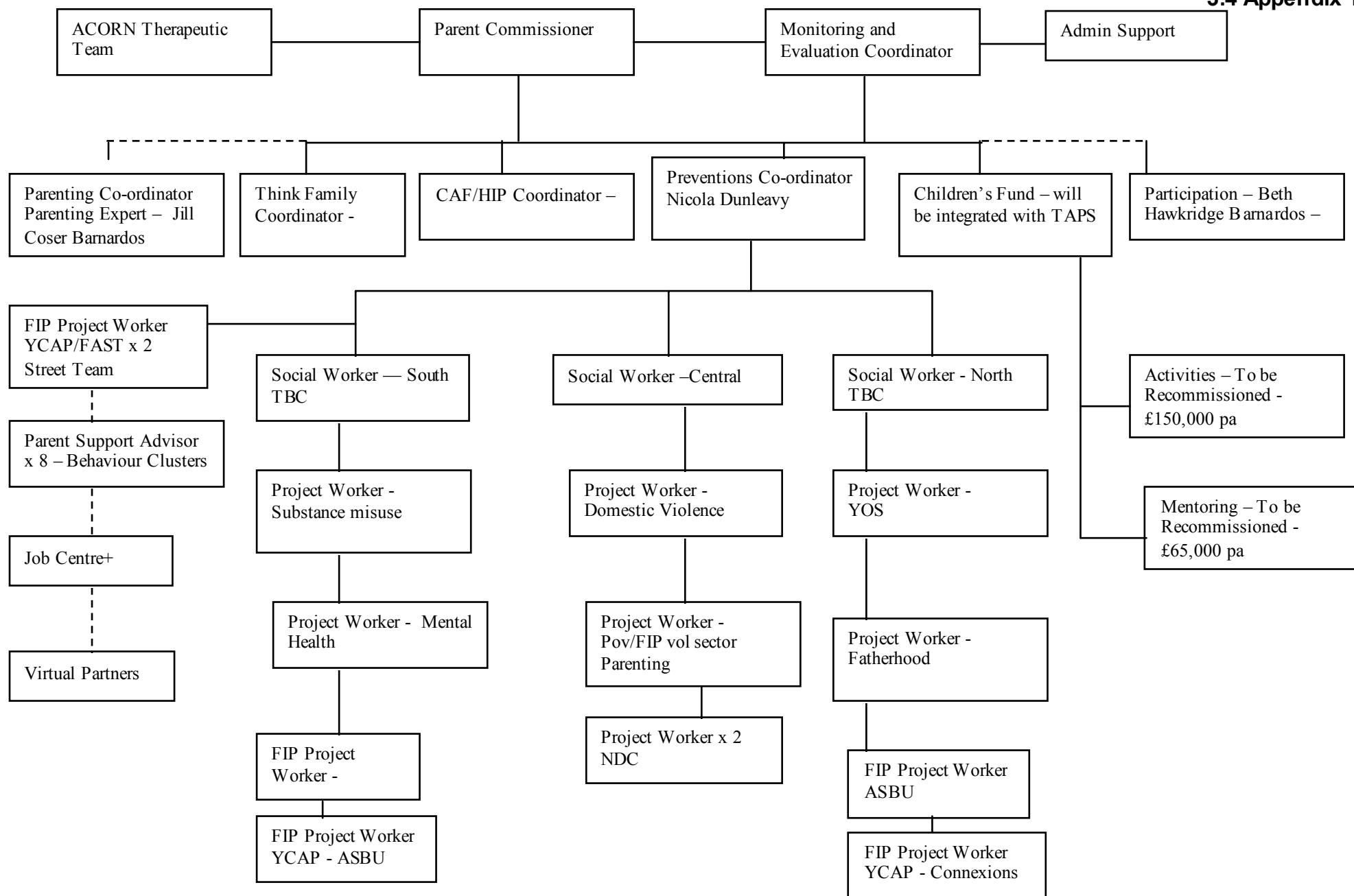
The Portfolio is asked to note the local, regional and national interest currently being shown in the model that Hartlepool has developed and support its further development.

11. REASONS FOR RECOMMENDATIONS

To ensure that the Portfolio Holder is aware of the developments being made in prevention services and is given the opportunity to support this process.

12. CONTACT OFFICER

John Robinson
Parent Commissioner
01429 523348



TAPs Budget 2009/10

				CS	CS	CS	RP	RP	RP	CS	
	Service Area	Proposed Provider	Budget	Poverty FIP 12658	Childrens Service 12651	Childrens Fund 12651	YCAP Think Family 12132	ASBO FIP 12109	YOS 12700	Parenting Support Strategy 22164	Total
6	Manager	Children's Services	PovertyFIP	10,000.00							10,000.00
7	Interventions Coordinator	Regen and Planning	PovertyFIP/ASBOFIP	8,000.00				45,000.00			53,000.00
8	TAPS Monitoring Officer	Children's Services	PovertyFIP	35,000.00							35,000.00
9	Admin Officer	Children's Services		0.00							0.00
10	CAF Coordinator	Children's Services			45,000.00						45,000.00
11	Think Family Coordinator	Children's Services					45,000.00				45,000.00
12	Parenting Expert	Barnardos	Parenting Grant							50,000.00	50,000.00
13	Parenting Practitioner	Barnardos	Parenting Grant							50,000.00	50,000.00
14	Social Worker	Children's Services	PovertyFIP	43,000.00							43,000.00
15	Social Worker (starts 13/7)	Children's Services	Childrens Fund			43,000.00					43,000.00
16	Social Worker	Children's Services	Children's Services		43,000.00						43,000.00
17	ASBO Key Worker	Community Safety	ASBOFIP					30,000.00			30,000.00
18	ASBO Key Worker	Community Safety	ASBOFIP					30,000.00			30,000.00
19	YCAP Key Worker	Community Safety	YCAPFIP				35,000.00				35,000.00
20	YCAP Key Worker (Belle Vue FAST)	Community Safety	YCAPFIP				35,000.00				35,000.00
21	TAPs Key Worker	YOS	HIP						35,000.00		35,000.00
22	TAPs Key Worker	PAYP	PAYP		35,000.00						35,000.00
23	TAPs Key Worker	YOS	HIP						35,000.00		35,000.00
24	FAST Key Worker						30,000.00				30,000.00
25	FAST Key Worker						30,000.00				30,000.00
26	Resource Worker Mental Health	MIND	PovertyFIP	18,000.00							18,000.00
27	Resource Worker Domestic Violence	Harbour	PovertyFIP	18,000.00							18,000.00
28	Resources Worker Substance Misuse	HYPED	PovertyFIP	18,000.00							18,000.00
29	Resource Worker Parent Support	Belle Vue	PovertyFIP	18,000.00							18,000.00
30	Resource Worker Fatherhood	Headland Future	PovertyFIP	18,000.00							18,000.00
31	Family Budgets	Children's Services	PovertyFIP	34,000.00		57,000.00					91,000.00
32	Activity Centre South	TBC	Children's Fund			50,000.00					50,000.00
33	Activity Centre North	TBC	Children's Fund			50,000.00					50,000.00
34	Activity Centre Central	TBC	Children's Fund			50,000.00					50,000.00
35	Mentoring	TBC	Children's Fund			65,000.00					65,000.00
36	Participation	Barnardos	Children's Fund			60,000.00					60,000.00
37	Participation	West View	Children's Fund			10,000.00					10,000.00
38		Parenting Training	Children's Services							143,000.00	143,000.00
39		Computer annual costs	Children's Services			10,000.00					10,000.00
40		Partner support	Children's Services	30,000.00							30,000.00
41				250,000.00	123,000.00	395,000.00	175,000.00	105,000.00	70,000.00	243,000.00	1,361,000.00
42		Funding									
43		DCSF Think Family		250,000.00			175,000.00	49,000.00		243,000.00	717,000.00
44		HBC			88,000.00			56,000.00	35,000.00		179,000.00
45		Connexions			35,000.00	395,000.00		34,734.00	35,000.00		499,734.00
46		Total		250,000.00	123,000.00	395,000.00	175,000.00	139,734.00	70,000.00	243,000.00	1,395,734.00
47		Diff		0.00	0.00	0.00	0.00	34,734.00	0.00	0.00	34,734.00

Under Tender

Notes

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder
29th July 2009



Report of: Director of Children's Services

Subject: OUTCOME OF BUILDING SCHOOLS FOR
THE FUTURE (BSF) DESIGN & BUILD
PRELIMINARY INVITATION TO TENDER
(PITT) EVALUATIONS

Summary

1. PURPOSE OF REPORT

To note the outcome of recent evaluations of the Preliminary Invitation to Tender (PITT) submissions that identify the two bidders progressing through to the next stage of the BSF D & B procurement.

2. SUMMARY OF CONTENTS

This report outlines the approaches used in the evaluations of the PITT submissions and also the outcomes of the process. This report also provides details of the bidders who submitted PITTs and the two bidders progressing through to the next stage of the procurement process.

3. RELEVANCE TO PORTFOLIO MEMBER

It is appropriate for the Portfolio Holder to note the outcomes of the evaluations.

4. TYPE OF DECISION.

Non – key.

5. DECISION REQUIRED.

To note.

Report of: Director of Children's Services

Subject: OUTCOME OF BSF D & B PITT
EVALUATIONS

1. PURPOSE OF REPORT

To note the outcomes of recent evaluations of the PITT process that confirms the identity of the two bidders progressing through to the next stage of the BSF Design and Build procurement process.

2. BACKGROUND

Building Schools for the Future (BSF) is a long term programme of investment and change in England that will help transform education for secondary age students by providing 21st century learning environments that engage and inspire young people, their teachers and the wider community.

Hartlepool is a Wave 5 Authority in the BSF programme and has received approval from Partnerships for Schools (PfS) for its Outline Business Case submitted in December 2008. This allows the Authority to proceed to the procurement phase of the programme.

A major component of the BSF Programme is the selection of the Design & Build contractor who initially will be engaged to undertake a major remodel of the sample school, Dyke House. As part of the process, the Authority issued a PITT to all six contractors on the PfS National Framework on 10th June 2009. The PITT submission date was 26th June 2009 and is shown below as part of the overall procurement timetable for appointment of the D & B contractor:-

Stage	Actual / Planned Date
Return of PITT	26 June 2009
Completion of evaluations	13 July 2009
Two short-listed bidders notified	31 July 2009
Issue ITT to two bidders	4 Sept 2009
Return of PITT	22 January 2010
Selected Bidder Appointed	22 March 2010
Contract finalisation	23 July 2010
Sample school start on site	1 Sept 2010

3. THE EVALUATION AND MODERATION PROCESS

Completed returns were submitted on 26th June 2009 by four of the six Framework contractors and which were subsequently opened at the Contract Scrutiny panel meeting on 29th June 2009. Following a compliance check exercise, all four PITT submissions were passed to the evaluation teams for detailed examination. In total there were thirteen evaluation workstreams including one from each secondary school. Non -school workstreams were composed by drawing together appropriate officers of the Council and external advisers and who examined in detail, specific areas of the submissions following strict evaluation guidelines ensuring that there was a fair and consistent process in order to achieve the correct outcome. The workstreams were as follows:-

- Technical
- Property
- Schools
- Transformation
- Finance
- Legal
- ICT Integration
- Design

The evaluation process took place from 29th June and concluded on 13th July 2009 when all thirteen evaluation workstreams agreed by consensus that the two bidders mentioned in **APPENDIX 1** to this report should be taken forward to the next stage of the D & B procurement (Invitation to Tender).

This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information (Variation) Order 2006) namely, (para 3) Information relating to the financial or business affairs of any particular person (including the authority holding that information).

4. RISK IMPLICATIONS

There is a risk of challenge by the two bidders that have not been listed to proceed to the next stage, however, full composite copies of all documentation including the evaluations have been retained for audit purposes.

5. FINANCIAL CONSIDERATIONS

The financial considerations for this process are in relation to officer time spent on the evaluations however, the benefits of a thorough and lengthy process significantly outweigh any financial issues.

Additionally in terms of the actual procurement process, internal and external financial advisers have evaluated the financial statements contained within each bidder's submission.

6. LEGAL CONSIDERATIONS

As part of the evaluation process, internal and external legal advisers have considered the responses within the PITT submissions relating to any legal aspects.

7. RECOMMENDATIONS

To note the two selected bidders to proceed through to the Invitation to Tender (ITT) stage of the BSF Design and Build procurement process.

8. CONTACT OFFICER

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