

Committee:	Children's Services Scrutiny Committee
Date:	28 November 2006
Title of Report:	Children's Services Annual Performance Assessment (APA) 2006
By:	Director of Children's Services
Purpose of Report:	To inform scrutiny of the Children's Services Annual Performance Assessment 2006 judgment, which contributes to the Council's Comprehensive Performance Assessment (CPA), and allow the committee to consider the Action Plan produced in response to the Assessment.

Recommendations:

The Scrutiny Committee is recommended to:

1. **note the judgments awarded in the APA letter (attached at Annex 1), the positive improvements in 2006 and the contribution of the APA to the Council's overall CPA score; and**
2. **consider and comment on the Action Plan produced by the department in response to the Assessment (attached at Annex 2).**

1. Financial Appraisal

1.1 Whilst there are costs associated with the preparation and coordination of the APA, there are no direct costs arising from the report itself. Costs associated with preparation and coordination have been absorbed within the Children's Services Planning and Performance Team.

2. Supporting Information

2.1 Between April and May 2006, East Sussex County Council coordinated and prepared its second Annual Self-Assessment under the new (since 2005) joint inspection framework for all Children's Services Authorities in England and Wales. The APA culminated in a meeting between CSCI, Ofsted, the Children's Services Senior Management Team (SMT) and operational managers on 13 June 2006. The outcome of this meeting and judgments awarded were formally published on 1 November 2006.

2.2 The APA provides the grading for the Children and Young People's block of the Council's CPA. The Council's overall CPA score will be published in December. This year's APA is the last APA before the Joint Area Review (JAR) scheduled for June 2007. The judgments awarded, and areas identified for focus in the JAR, will feed directly into next year's inspection.

3. The Annual Performance Assessment 2006

3.1 The layout of the letter has changed slightly since 2005 and now includes a list of the grades awarded on the first page, followed by the summary of the findings for each of the Every Child Matters outcomes (Blocks 1-5) along with the findings for Management of Services (Block 6). The letter ends with a table setting out the key strengths and areas for improvement for each outcome area, followed by a list of aspects for focus in a future JAR.

3.2 In 2006, the judgment for ***the local authority's education services*** has been dropped. Only three areas are now judged. Judgment grades remain the same and range from 1 to 4 points, with 4 being the best, and 1 the worst.

3.3 The grades awarded for East Sussex Service in 2006 are:

Areas for judgement	Grade Awarded
The contribution of the local authority's children's services in maintaining and improving outcomes for children and young people	3
The council's overall capacity to improve its services for children and young people	4
The contribution of the local authority's social care services in maintaining and improving outcomes for children and young people.	4

3.4 East Sussex has retained a grade 3 (Good) overall, which is the second highest judgment and means that East Sussex County Council's Children's Services is deemed '**a service that consistently delivers above the minimum requirement for users**'.

3.5 The Council also received a grade 4 (Excellent) for 'social care services' and 'capacity to improve', which is the highest judgment awarded. Further details on the grading descriptors are provided on the first page of the APA letter.

3.6 Whilst the overall grade remains the same as last year, there was an improvement in the individual grades awarded for each of the 6 Blocks. 3 blocks were awarded a grade 3 (Good), and 3 blocks were awarded grade 4 (Excellent). Three blocks, 'Stay Safe', 'Making a Positive Contribution' and 'Achieving Economic Wellbeing', improved on last year. This is a real achievement in a year when authorities are generally reporting a downward trend.

3.7 Furthermore, the APA feedback letter clearly highlights a marked improvement since 2005. The feedback letter identifies fewer areas for improvement than in 2005, and there are no identified areas for improvement for the Council's services contributing to the outcome 'making a positive contribution'.

4. How East Sussex compares nationally with its statistical, IPF (Institute of Public Finance) and geographic neighbours

4.1 There are only 7 authorities nationally who have exceeded the East Sussex aggregate score of 3.67 out of 4, only 14 other authorities nationally who have been rated 4 for Social Care, and East Sussex is the highest performing CSA in the Government Office for the South East region of 19 authorities (which includes Kent, West Sussex, Surry and Hampshire).

4.2 Within the statistical neighbour comparators of 10 authorities, no other LAs scored higher than East Sussex, with only Leicestershire scoring in line with its outcomes. In terms of comparisons with IPF neighbours, consisting of 16 authorities, only one, Worcestershire, scored higher than East Sussex.

5. Conclusion

5.1 East Sussex County Council's Children's Services in 2006 has once again been recognised as a service that consistently delivers above the minimum requirement for service users and is judged to have an excellent capacity to improve. This is testament to the professionalism and commitment of staff, particularly in an environment of increasing pressure on budgets and resources. Scrutiny is asked to note this achievement, and in particular the highest possible judgments awarded for social care services and the authority's capacity to improve.

5.2 Areas identified as areas for improvement are consistent with the priorities identified in the Annual Self-Assessment and work is already in hand to address these issues. Scrutiny is asked to note that an action plan is currently being prepared by SMT.

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Local Members: All

BACKGROUND DOCUMENTS: None

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Making Social Care
Better for People



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1 November 2006

Dear Mr Dunkley

2006 ANNUAL PERFORMANCE ASSESSMENT OF SERVICES FOR CHILDREN AND YOUNG PEOPLE IN EAST SUSSEX COUNTY COUNCIL

This letter summarises the findings of the 2006 annual performance assessment (APA) process for your local authority. We are grateful for the information which you provided to support this process and for the time made available by yourself and your colleagues to discuss relevant issues.

Summary

Areas for judgement	Grade awarded¹
The contribution of <i>the local authority's children's services</i> in maintaining and improving outcomes for children and young people.	3
The council's overall <i>capacity to improve</i> its services for children and young people.	4
The contribution of <i>the local authority's social care services</i> in maintaining and improving outcomes for children and young people.	4

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Grade	Service descriptors	Capacity to improve descriptors
4	A service that delivers well above minimum requirements for users	Excellent / outstanding
3	A service that consistently delivers above minimum requirements for users	Good
2	A service that delivers only minimum requirements for users	Adequate
1	A service that does not deliver minimum requirements for users	Inadequate

East Sussex County Council consistently delivers services above the minimum requirements for children and young people. The majority of services are performing well. There is very good partnership working. The Children's and Young People's Plan (CYPP) clearly describes a shared vision which is supported by strategic goals that are driven by needs of those it aims to serve.

All of the recommendations from last year's APA have been subject to carefully targeted action and progress has been reviewed regularly. East Sussex has a clear and precise knowledge of what it does well and where it could improve. It has been proactive in devising strategies that involve multi-team working to support children, young people and their families. The council has excellent capacity to improve its services further.

Being healthy

The council makes a good contribution to the health of children and young people and gives effective support to parents. There are strong relationships with health colleagues and there are good examples of the effectiveness of these partnerships at strategic and operational levels. These include health equity audits, universal health screening for all children, enhanced visiting protocols for targeting vulnerable groups and the delivery of health education to travellers and asylum seeker families. The Family Support Strategy provides parenting education programmes in conjunction with voluntary agencies.

The council works well with health partners to provide young people with effective advice and information to reduce teenage pregnancies. In secondary schools the school nurses proactively support the personal, social and health education of pupils. Positive work with young mothers helps to ensure they return to education, employment and training. There are designated midwives and a health coordinator for vulnerable teenage parents to be. The rate of teenage conceptions is decreasing although it is not reducing as quickly as national averages. The council has targeted 'hotspots' effectively and is extending this programme to the towns along the south coastal strip.

The healthy schools programme is extensive with 88% of schools participating, 51% of them have already achieved the Healthy Schools Award. The county wide multi-disciplinary under 19 substance misuse service was cited as a model of good practice by the National Treatment Agency for Substance Misuse and the Government Office of the South East. The service has specialist practitioners within the youth offending team, care leavers service and pupil referral units.

There have been improvements to the Child and Adolescent Mental Health Services (CAMHS). The appointment of key personnel has reduced waiting times. Rates of acute referrals are similar to national figures but non-acute referrals are higher. Resources within CAMHS have been expanded with the Mental Health Trust confident it is now meeting the demands placed on it. The service is now effectively addressing the needs

of young people with severe disabilities and those with needs within the autistic spectrum. Specialist workers are now in place.

There is a county-wide family intensive support service for children with disabilities and their families and Sorrel Drive provides a one stop shop for assessment, which includes access to social workers, occupational therapists and psychologists. Effective working protocols and systems ensure a smooth transfer between children and adult social care services all young people have transition plans in place.

The health needs of looked after children continue to be met at a high level with performance being consistently above national averages for the last five years. These children contribute to the planning and effectiveness of services around health through participation in discussion groups and healthy care audits.

The Children Service Authority's (CSA) performance in its residential, fostering and adoption services in relation to health matters is very good. All issues raised in the annual performance letter of last year have been addressed and improvements made.

Staying safe

The council makes an excellent contribution to the safety of children and young people with members taking seriously their corporate parenting role in relation to looked after children. Good working relationships exist between partners resulting in the successful delivery of a wide range of services. Comprehensive policies and guidance on health and safety matters have been issued to schools and managers, supported by training for staff.

There is a comprehensive range of initiatives to support children and young people at risk of being bullied and to reduce the incidences of bullying. The anti-bullying caseworker provides advice, information and support to individual victims and the team provides schools with a range of anti-bullying initiatives. The traveller education service works with the council's strategic lead officer to address racism and prejudice experienced by travellers. There is a strong focus on building personal resilience for black and minority ethnic (BME) young people and CSA run a comprehensive mandatory training course for all staff and foster carers to build up their awareness, understanding and sensitivity. The children and young people have produced a film called One of Us and this has been turned into a training resource and used in schools within the citizenship curriculum.

Domestic violence issues are given a high priority in the CYPP and the domestic violence panels target prolific offenders and are contributing to a reduction in re-offending.

The development of the local partnerships for children has improved inter-agency support to families and this has built on the success of the Children Index and common assessment framework, which is being developed. A range of preventative work exists.

The use of family group conferences is being expanded to assist families with problem solving and in obtaining help from wider networks of family and friends. Additional resources are being used to support new service development through partnership with voluntary organisations to monitor and support private fostering arrangements. Referral, assessment, planning and review arrangements for children in need are effective and performance is good. Performance in this area is better than national averages.

Complaints are taken seriously and there is an effective complaints system with a dedicated officer for children and families. This is easily accessed by children and young people with advocacy support routinely available. Complaints against staff are robustly investigated and the education safeguarding officer is involved in all allegations against school staff.

Child protection procedures are of a high standard. All schools have designated child protection teachers and network groups are being established. Similarly, there are named nurses and doctors in all health care settings. All child protection work is allocated to professionally qualified social workers and all reviews undertaken in a timely manner. Performance in this area is excellent. All staff employed to work with children and young people go through proper employment and Criminal Record Bureau checks.

The number of children on the Child Protection Register continues to be low although re-registration has increased this year. The council has recognised that support to families with complex and challenging needs, following de-registration, should be strengthened and have taken steps to address this issue.

Parents, carers, children and young people are routinely invited to attend conferences and their attendance is improving. Feedback forms for conference participants are being piloted. Children's attendance at reviews is less common although their views are sought in other ways, and the council's performance in this area is good.

There are excellent services for looked after children with a range of good quality residential, fostering and adoption services available. The number of looked after children is steady. Support to placements within the wider family network and the use of these kinship placements has had a positive impact. There has been a net increase in all types of foster care thereby increasing the range of carers and this has improved matching processes with feedback from young people positively confirming this. There has been an important increase in BME carers, which was noted as an area for development last year. Young people are involved in the delivery of the foster carer's training programme.

The CSA are committed to 'permanence' for young people. Stability of placements for children and young people is excellent but performance in the long-term stability of placements has slightly dropped this year. Some 17% of looked after children are

allocated to unqualified social workers with overall responsibility being held by the supervising senior practitioner. It would be preferable if the council could evidence a formalised system for allocating cases to unqualified social workers that can demonstrate that children are being supported as safely as possible and can show that staff are clear about how the council makes these decisions.

Where difficulties in performance in a children's home have been identified through regulation inspections, the council has taken appropriate action to address shortfalls and strengthen management arrangements. Care leavers' progress is monitored through the extensive use of pathway plans and the allocation of a personal adviser. This is an excellent area of practice.

There are specialist duty and assessment and safeguarding board sub-groups to focus on the needs of children with disabilities. Support for carers of children with disabilities is a priority for the council and carers' assessments are carried out routinely and direct payments used appropriately. The Commission for Social Care inspections rate short break residential services highly. Xpress Advocacy regularly meets with children receiving short breaks to highlight areas of concern or good practice. Children are encouraged and supported to contribute to their reviews.

Enjoying and achieving

The council makes a good contribution towards the enjoyment and achievement of children and young people, including vulnerable, minority ethnic and other groups.

Quality and standards in all key stages have improved. Early years provision and the Foundation Stage are generally at least satisfactory and a significant number of providers are good or better. Standards in Key Stage 1 in reading, writing and mathematics are in line with those seen nationally, but are below those of similar councils. Rates of improvement have been smoother and greater in mathematics compared with reading and writing over the last three years. In Key Stage 2 standards in English and mathematics are average and for science they are slightly below. There is a similar picture at Key Stage 3 except that standards in science are below those seen nationally and those of statistical neighbours. The council is working to improve these figures. Results at GCSE are now in line with those seen nationally and for similar councils.

The proportion of children and young people with statements of special educational needs remains average. Although the number of children placed in special schools is still higher than average the number is falling compared with a static national picture.

Attendance has improved significantly, particularly in key areas. Overall attendance is now satisfactory and reductions in authorised attendance continue to be maintained. Unauthorised absences are still too high although this is mainly due to the robust

reporting procedures by schools and a strong stance of not authorising holidays in term time.

The proportion of schools placed in special categories continues to fall and they are removed in good time following effective support. Pupils' behaviour has also improved with fewer days lost through fixed term exclusions. The figure for permanent exclusions is now average. Half of these pupils are reintegrated back into mainstream school, with a consequent reduction in the average time excluded pupils are without provision.

Pupils made significantly better progress than was expected between all key stages in 2005. Improvement trends for achievement and standards are at least in line with statistical neighbours and national averages and are frequently above. The council has continued to close the gap between itself and similar councils. It provides a sophisticated analysis covering precise information on the performance of different geographical areas, individual schools and particular groups of pupils. This helps the identification of pupils vulnerable to underachievement and the effective targeting of schools that need additional support. Resources are sensibly focused on those schools where the largest gains are likely to be made and interventions are adding measurable value. The local authority is not complacent; an example is the proactive and planned approach of its new focus on targeting 'coasting' schools.

Although the achievements of those pupils who are eligible for free school meals is not yet in line with those seen nationally, most of these pupils are making good progress, with value added rising each year since 2003.

Completion of statutory assessments compares extremely favourably with national data. The authority is trailblazing a system for identifying, referring and tracking children and young people. There is a strong focus in creating a joined-up children service delivered through Children's Trust arrangements. In recognition of its good support and raised achievements of looked after children, the council has been invited to take part in a national research project to provide other councils with advice and experience.

Making a positive contribution

The council makes an excellent contribution in this area.

There is an integral commitment to the involvement of children and young people in shaping the services provided to them and influencing the county council. They take an active part in the appointment of key personnel, they are widely consulted and their views are taken seriously and are acted upon wherever possible. Children and young people have responded to this extremely well. They demonstrate a great willingness to be involved, because the council makes it easy for them and they can see that they are making a notable difference in key areas. Consultation is seen as priority throughout all

services, and is extensive, at four key levels: countywide, specialised service developments, local service development and individual. In the latter a key focus is on agreeing manageable goals with children, young people and their families, based on an agreed analysis of their needs. This reinforces the highly effective partnership working and innovative use of funds that provides the best value delivered in partnership with voluntary, maintained and private sectors.

The council is innovative; a good example of this is the new development to include an advocacy service for those children and young people who are terminally ill to ensure they have a voice in decisions about their care. It is also a leading authority for information sharing with the largest electronic Child Index in the country. This is used by over fifty services and teams developing 22 Local Partnerships for Children, devolving decision-making and resources. This has been highly commended by the Audit Commission and has been widely externally evaluated.

The rate of final warnings, reprimands and convictions of looked after children has reduced and is now in line with the national rate and that of similar councils. They are now given more support at both the reprimand and pre-reprimand stages with the highly successful restorative justice programme being extended from residential homes to teenage foster placements. The proportion of looked after children who participated in statutory reviews has increased and is now well above both the national average and that of similar councils.

Achieving economic well-being

The contribution made by the authority in improving the economic well being of children and young people is now good and much better than at the last APA.

The council has good relations with a wide variety of partners and works effectively to improve outcomes for children and young people. This collaborative approach efficiently supports developments through all age ranges; from Sure Start and children's centres, reaching the 20% most deprived communities, to the new 14 - 19 partnerships. There is below average A-level achievement in some schools. But the action taken in the last year to improve post-16 provision and the networks established with various providers demonstrate a commitment to improve and an excellent capacity for doing so. The 14-19 Strategy has had a particular focus on ensuring that appropriate vocational courses, work related learning and work experience opportunities are available to all pupils. Innovative approaches include the provision made by Wealden Skills Centre and Hastings Routeways.

Young people are well prepared for working life. Early identification and interventions in primary schools are made for those who are most vulnerable. The good work done in supporting young people in their transition to working life or further education also helps them to develop good workplace skills that contribute to their future economic well being.

A much greater proportion of care leavers at 19 are living in suitable accommodation compared with national data. The training employment and care statistics for these young people also compare very favourably against national benchmarks.

The council's management of its services for children and young people, including its capacity to improve them further

Service management and capacity to improve are excellent across children's services. A new CSA was created early in 2005 with the director and senior management team being appointed during the summer of 2005. The senior team is providing clear and effective management and leadership. There is a strong coherent strategy for implementing the change agenda to ensure that the council is able to work with its partners to provide an effective service for children and young people and create a children's trust.

The council is committed to involving children and young people in policy development and have used a variety of ways to consult and engage with them and participation is high. The council and its partners have also carried out extensive consultation with families, other agencies and council staff to ascertain their views. They have used this consultation to create a CYPP that effectively tackles local issues. Feedback from consultation groups has been very positive and there is high commitment to making changes to improve outcomes for children and young people.

Community engagement has played a key part in agreeing shared investment priorities. The Connecting Communities Programme is supported by nine public authorities along with the voluntary BME community organisation Sompriti, which works across all of East Sussex, focusing on engaging with BME communities and establishing need. Information collected through a recent needs analysis has provided important information about gaps in service. This has shown that there are particular areas that need strengthening to support young people with dual heritage.

The strategic priorities identified within the council plan, the CYPP and the local area agreement are supported by detailed individual plans which include measurable targets and specific timescales. The council plan contains six strategic objectives specifically for children's services and progress against these targets is reported quarterly and monitored closely by members. Three lead members within the CSA work closely with officers and provide effective political support and governance.

The CSA has an extensive knowledge of schools and robustly challenges poor performance and actively supports schools in raising standards. The council has a long-standing track record for vigorous performance management, which is embedded within the culture of the organisation. All heads of service engage in performance management and not just performance monitoring. The basis of all target setting is to

achieve better outcomes for children and there are many examples of performance targets being exceeded as a result of effective action.

A strength of East Sussex is the quality and detail of its mapping, user surveys and analysis of need. KITES is a comprehensive information database accessible to both the professional and public sectors on the range of services available. It is extensively used with 100% of user feedback indicating a high level of satisfaction. As part of its work KITES is continually adding to its database to provide up-to-date information on all services of relevance to children, young people and families throughout the county provided by the public, independent and voluntary sectors. Information from users is being analysed to identify gaps in service.

The council has a policy of recruiting local people into social work posts and then supporting suitable staff to undertake social work training. This approach is showing success with a growing number of social care workers successfully attaining social work qualifications each year, boosting the number of qualified social workers in the council and enabling the council to cover natural turnover of staff thus keeping vacancies low. The council operates a similar policy in its educational services by offering management training and leadership development to encourage local deputy heads to develop the skills needed to undertake the role of head teacher. This has meant East Sussex is able to offer career opportunities to its committed workforce and provide stability of management.

The council has strong financial planning and management in place and has set a sustainable budget for the next three years. There have been changes to the base budgets to reflect true costs and the financial plan is based on known cash limits. This avoids the annual bidding process making it easier to create imaginative ways of using resources more effectively, for example by providing support for kinship care placements. The council effectively uses other sources of funding such as the Children's Fund to deliver services in partnership with the voluntary and independent sectors.

Key strengths and areas for improvement

Key strengths	Key areas for improvement
<p><i>Being healthy:</i></p> <ul style="list-style-type: none"> • family intensive support service for children with disabilities • multi-agency substance misuse service for under 19 year olds • health checks of looked after children • analysis of BME audit to inform delivery of services • expansion and re-provisioning of CAMHS services. 	<p><i>Being healthy:</i></p> <ul style="list-style-type: none"> • teenage pregnancies in specific geographical areas • emotional support to dual heritage young people • support to parents of children from dual heritage backgrounds to develop parenting skills.
<p><i>Staying safe:</i></p> <ul style="list-style-type: none"> • excellent child protection systems • excellent services for looked after children • increase in foster placements including BME • raising awareness of issues affecting travellers, gypsies and asylum seekers • anti-bullying strategy, informed by consulting with young people. 	<p><i>Staying safe:</i></p> <ul style="list-style-type: none"> • use of qualified and unqualified staff in management of looked after children in long-term secure placements.
<p><i>Enjoying and achieving:</i></p> <ul style="list-style-type: none"> • improved school improvement services • making use of data to identify areas for improvement • integrated support for looked after children to improve educational achievements • improved educational achievements for looked after children. 	<p><i>Enjoying and achieving:</i></p> <ul style="list-style-type: none"> • level of unauthorised absences in both primary and secondary schools • achievements of specific groups such as pupils entitled to free school meals and achievements in specific geographical areas at all key stages • standards in science at Key Stages 2 and 3 • below average A-level achievement in some schools.

<p><i>Making a positive contribution:</i></p> <ul style="list-style-type: none"> • proportion of looked after children who communicated their views at the statutory review • council's approach to consulting and involving young people • support for young people with severe disabilities to participate in their reviews • appointment of an equalities officer • rate of final warnings, reprimands and convictions of looked after children. 	<p><i>Making a positive contribution:</i></p>
<p><i>Achieving economic well-being:</i></p> <ul style="list-style-type: none"> • progression of young people with learning difficulties and/or disabilities to post-16 education and training • collaboration between the local authority and local Learning and Skills Council in developing strategies for improving post-16 education and training • partnership working to improve education and training opportunities • improvements in number of care leavers in education, employment and training. 	<p><i>Achieving economic well-being:</i></p> <ul style="list-style-type: none"> • access to appropriate post-16 provision in specific areas.

Aspects for focus in a future joint area review or the next APA

- CAMHS – assessment of non-acute referrals and the impact of the service for young people with learning disabilities.
- Progress on performance of children's centres in relation to prevention and early intervention strategy.
- The impact of the developments in 14-19 provision.
- The level of unauthorised absences in both primary and secondary schools.
- Achievements in all key stages of pupils: who are entitled to free school meals; in specific geographical areas; in science.

We confirm that the children's services grade will provide the score for the children and young people service block in the comprehensive performance assessment and will be published to the Audit Commission. The social care judgement is for CSCI information only.

Yours sincerely



FLO HADLEY

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JONATHAN PHILLIPS

Director – Quality, Performance and Methods
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APA Action Plan - Areas identified for improvement in the APA 2006 feedback letter from Ofsted

The following table sets out the areas for improvement (as detailed in the 2006 APA feedback letter). The template should be completed with the actions identified to address the areas for improvement, along with the CYP plan priority the actions should be detailed under (for existing areas for improvement) or added (for newly identified areas for improvement). The actions will be included in the CYPP at its refresh in December 2006 and progress will be monitored through PIPs and the CP (internally) and the CYPP (externally).

1. Be Healthy:

Area for improvement	CYP Plan Priority Outcome	Action/Activity – to be populated by lead officer	Lead Officer (s)
Teenage pregnancies in specific geographical areas NC	Fewer young women under the age of 18 becoming pregnant and fewer young people with sexually transmitted infections	<ul style="list-style-type: none"> Engage with schools and FE colleges in wards with high incidence; identify young women with reference to factors indicating likely potential for teenage conception; i.e. deprived area, not attending school, looked after, homeless, children of teenage mothers. Improve access to SRE through school based PSHE and on site/off site advice and support through health and youth services (youth access centres). Integrated sexual health and contraceptive advice through Chlamydia screening programme delivered through all youth focussed access points/youth services. Targeted support, counselling and contraceptive advice to young women choosing termination (to avoid second unplanned conceptions). Improve access to information to young people and professionals in contact with them, particularly over contraceptive advice including EHC (morning after pill). 	John Tovey/ Jack Cordery
Emotional support to dual heritage young people N		<p>Implement Action Plan resulting from BME Matching Needs and Services Audit</p> <p>Address with schools during SIPs – ECM Development visits</p> <p>Develop specialist parenting services as part of Family Support Strategy alongside development of additional services development of Children's Centres</p>	Jack Cordery D Williamson T. Lavelle-Hill S Carnie M Shires R Delf
Support to parents of children from dual heritage backgrounds to develop parenting skills N		<i>As above</i>	As above

NC - No change from 2005

N - New are for improvement detailed in 2006 feedback letter

2. Stay Safe:

Area for improvement	CYP Plan Priority Outcome	Action/Activity – to be populated by lead officer	Lead Officer (s)
Use of qualified and unqualified staff in management of looked after children in long term placements N	Outcomes continue to improve for looked after children	Unqualified staff will continue to be key workers for a small number of looked after children in stable placements, closely supervised by senior practitioners. This is part of our skill mix strategy, develops unqualified staff, and there is no evidence that it leads to poor outcomes for LAC.	Helen Davies

3. Enjoy and Achieve:

Area for improvement	CYP Plan Priority Outcome	Action/Activity – to be populated by lead officer	Lead Officer (s)
Level of unauthorised absences in both primary and secondary schools NC	Improved Attendance at Primary Schools	<ul style="list-style-type: none">• Support an increased number of primary schools using the Attendance Panel approach.• Make 'Cool Cats' attendance teaching and rewards scheme accessible to all primary schools• Continue the use of all statutory powers to enforce attendance.• Improve school and EWS effectiveness in using IT to support attendance and further develop EWS database to improve monitoring of effectiveness.	Penny Lavan Bernadine Bacon Jack Cordery Diane Williamson
Achievements of specific groups such as FSM and achievements in specific geographical areas at all key stages NC	Improved levels of attainment at Key Stages 1 and 2 (with sub strands on FSM floor targets etc)	A FSM activity action plan has been agreed which includes the identification of the 20 schools with the greatest discrepancy between the attainment of FSM and non-FSM pupils at all key stages. At the Autumn term target setting visits, Development Advisers and SIPS will focus on this discrepancy and initiate support and intervention from the inclusive learning and development team.	Catherine Dooley

NC - No change from 2005

N - New are for improvement detailed in 2006 feedback letter

Area for improvement	CYP Plan Priority Outcome	Action/Activity – to be populated by lead officer	Lead Officer (s)
Standards in Science at key stages 2 and 3 N		<p>Science standards at KS2 L4+ improved by 0.6% in 2006 to 87%; the % pupils with Level 4+ rose from 86.2% (2005) to 86.8% (2006). This is in line with the national averages for % pupils with Level 4+ (LA maintained 86%, all schools 87%). Statistical neighbours range from 84% to 91%. The percentage of pupils achieving level 5 rose from 67% in 2005 to 73% in 2006. This puts this indicator above the national average, which now stands at 72%. A 7% rise in the percentage of pupils reaching level 6+ also took place. This figure is now at 39% and 1% behind the national figure.</p> <p>Actions to improve KS2/3 Science results still further:</p> <ul style="list-style-type: none"> • In all ESCC schools science consultancy is promoted where the quality of teaching and learning in science is below expectations. • School development advisers and consultants review curriculum offer as part of ongoing school support; lesson observations where necessary focus on the teaching of science; health and safety issues are a priority. • Generic support for subject managers has been reviewed and now specific science based support is also offered. • Identify successful intervention strategies from 2005/06 and disseminate best practice in targeted schools • Promote the use of higher level thinking skills, problem solving and the quality of scientific explanation to raise attainment at level 6 	Nina Siddall Helen Kenward

NC - No change from 2005

N - New are for improvement detailed in 2006 feedback letter

Area for improvement	CYP Plan Priority Outcome	Action/Activity – to be populated by lead officer	Lead Officer (s)
Below average A-Level achievement in some schools NC (was under AEW in 2005)	Improved attainment at key stages 3 and 4, and at A-level	<p>1. CSA / LSC / SIS conducted joint evaluation of provision June/July 06. Reported findings, planned developmental work to include:</p> <ul style="list-style-type: none"> • Outcomes to be disseminated at developmental session to Post 16 schools Term 2 06. Areas for development session to be identified and action plans drawn up. By June 2006 all schools will have in place a system for setting targets for individual post 16 students, with appropriate monitoring of progress and performance. • Support to achieve this outcome will be provided through the development of networking between schools and individualised support guided by 14-19 Development Managers based on needs analysis. <p>2. CSA / LSC / SIS undertake joint analysis of A level performance 06 (Dec 06). Identify weak value added and low retention. Report findings to HTs and governors, plan development work to include:</p> <ul style="list-style-type: none"> • Identification of vulnerable student groups, subjects, schools, identify causes e.g. expectations, monitoring, use of independent study, exam preparation etc. Agree limited range of actions for Term 3-6 07 to impact on performance. Monitor implementation and impact. • Programme for work force development. • Strategies for sharing good practice across schools and colleges. • School level actions to implement during the next academic year. <p>3. Develop guidance for schools on strategies for target-setting monitoring and intervening to enhance performance of Post 16 students. Term 3 & 4 2007.</p> <p>4. Provide training for governors to develop strategies to review and support improved Post 16 performance through effective target-setting, monitoring and intervention. Term 4 2007.</p>	Fiona Wright

4. Make a Positive Contribution – no area for improvement identified

5. Achieve Economic Wellbeing:

Area for improvement	CYP Plan Priority Outcome	Action/Activity – to be populated by lead officer	Lead Officer (s)
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NC - No change from 2005

N - New are for improvement detailed in 2006 feedback letter

1. Develop web-based Area Prospectus to enable learners to identify and access a wider range of opportunities:

- Pilot scheme operating Sept 06-Dec.
- Agree product and funding streams.
- Provide work force development Term 3-6 2006-7.
- Phased implementation of prospectus Term4-6 2006-07.
- Prospectus available for use Term 2, 2007-8.

2. Develop Vocational Provision Strategy (Learning and School Effectiveness Division, Economic Development Unit, LSC). Identify appropriate provision and progression pathways and resourcing streams to support development.

3. Support Local Area Partnership Boards to develop applications to pass through the Gateway and pilot Specialised Diplomas and functional skills:

- Provide INSET guidance and support for managing the Gateway process. All LAPBs submit applications in December 06 for piloting in 08 or 09.
- Provide support for LAPBs to complete high quality applications.
- Provide work-force development for specialised diplomas & functional skills.

4. Increase range of opportunities for work-based learning:

- Target large employers in East Sussex ie ESCC and Primary Health Care Trust. Develop structured, sustainable links with a focus on Specialised Diplomas. Increase work related learning opportunities by 10% 2006-7.
- Develop guidance / blueprint for creating sustainable work based learning opportunities.

5. Review alternative provision ie Routeways, Wealden Skills Centre, Eastbourne Young Apprenticeships:

- Identify opportunities for further development and increase places available in targeted areas by 5% 2006-7.
- Pilot flexible approaches to 16-19 provisions to improve access at different times of the year.

6. Develop East Sussex September Guarantee:

- Analyse need and plan development of appropriate provision. Implement in 2 LAPBs 2007-08.
- Analyse need and plan development of appropriate provision. Implement in across East Sussex September 2008.

(These activities will lead to a reduction in NEETs and improvements in standards at Level 2&3)

Access to appropriate post-16 provision in specific areas **NC**

More choice of education/training routes at 16, and at 14

**Areas for focus in the JAR
(June 2007)**

CAMHS – assessment of non acute referrals and the impact of the services for young people with learning difficulties

CYP Plan Priority

Implementation of the CAMHS Strategy 2006-08
All age ranges
All specialist areas

Key actions – to be populated by lead officer

Clarify contribution of Tiers 1 & 2 through 'Local Partnerships for Children' (which have identified children's emotional and psychological health as a priority) creating common understanding of early identification, prevention and intervention including better understanding of referral criteria across the tiers; improved coordination of parent support activities within localities; increased and more effective earlier intervention; better understanding of mental health issues.

Increase capacity and skills to assess and offer appropriate intervention at tiers 1 & 2 through increasing access to a county wide CAMHS Twilight training programme.

Increase access for tier 1 & 2 professionals to specialist advice on referral from Tier 3 CAMHS through planned service redesign including pilot of 'CAMHS duty system'.

Develop outcome evaluation within the FISS and Tier 3 CAMHS in relation to services for C&YP with learning difficulties – measured through referrer, parent and child service satisfaction data.

Monitor changes in pattern and number of referrals to tertiary LD services eg; out of area assessment and treatment.

Lead officer

John Tovey &
Lisa Williamson

Progress on performance of children's centres in relation to prevention and early intervention strategy

Laura Eades

The impact of the developments in 14-19 provision

Effective collaborative local partnerships in place:

- All schools and colleges are active members of a LAPB
- All LAPBs have action plans identifying priorities and strategies to realise them.
- All LAPBs have a business plan to manage the board's resources and create additional provision.

Fiona Wright

Extend range of high quality 14-19 learning opportunities:

- LAPBs have plans and agreed actions to reduce NEETs
- Phased implementation of a September Guarantee 07-08
- Structures developed to increase employer engagement to provide high quality work placements and work related learning (Target ESCC and Primary Health Care Trust)
- Plans for use of existing facilities and development of new facilities

NC - No change from 2005

N - New are for improvement detailed in 2006 feedback letter

The level of unauthorized absences in both primary and secondary schools	Improved Attendance at Primary Schools	<ul style="list-style-type: none"> • required for introduction of Specialised Diplomas. (April 2007) • Programme for work force development to meet demand for provision of applied and practical learning. (April 2007) • Programme of Governor development to raise awareness and develop strategies for extending provision through collaborative activity. • Plans to develop additional 14-19 provision based on an analysis of current provision, the needs of learners and the local economy. (September 2007) • Plans to extend provision through e-learning – pilot ready for implementation. (September 07) • ILP agreed and developed – pilot ready for implementation. (September 2007) • Area based prospectus implemented, workforce trained. (September 2007) • Pilot KS3 attendance project weeks in 2 schools with planned rollout to all secondary schools following evaluation of pilots • Continue the use of all statutory powers to enforce attendance • Improve school and EWS effectiveness in using IT to support attendance and further develop EWS database to improve monitoring of effectiveness • Develop a good practice manual for schools and facilitate Attendance Officers Network to support schools in improving attendance • Implement CAF as part of pilot in 4 LPC areas Support an increased number of primary schools using the Attendance Panel approach. • Make ‘Cool Cats’ attendance teaching and rewards scheme accessible to all primary schools • Work with all schools to ensure that national registration codes are implemented consistently across the county in order to improve available data • Implement new arrangements with secondary schools and colleges and develop new arrangements with primary schools; for earlier identification of children at risk of truancy; implement integrated CAF and Child Support/Youth Support plans as necessary; particular focus on years 6-7 transition. 	Penny Lavan
Achievements in all key stages of pupils: who are entitled to free school meals, in special geographical areas, in science	<i>Better attendance at secondary schools and at colleges (LAA 4.1)</i>	<ul style="list-style-type: none"> • A rigorous system of moderation of school self-evaluation is in place to realign schools’ MSSR grades more closely with 2006 standards and to secure links between self-evaluation, priorities for action and school improvement planning • Schools where standards are unsatisfactory are receiving focussed additional monitoring visits – in the few schools where standards are poor, headteachers and chairs of governing bodies will be asked to attend a formal meeting with senior school improvement officers to 	Regan Delf

NC - No change from 2005

N - New are for improvement detailed in 2006 feedback letter

- address the robustness of their action planning for improvement
- More frequent reviews of schools requiring additional support will target leadership and its role in ensuring raised standards
 - A relaunch of the renewed national secondary and primary strategies will take place, with a focus on literacy at all key stages
 - An extended programme of training and consultancy will support schools in developing their staff and the quality of provision on offer to pupils
 - Schools with above average discrepancies between pupils eligible and not eligible for FSM will be highlighted for advisers/ SIPs undertaking the term 2 target setting visits, with supportive follow up visits to follow as necessary
 - Precise data analysis will target geographical areas where additional support is needed and effective multi-agency partnerships will ensure coordinated intervention and support
 - Science results in 2006 were generally improved, especially in Key Stage 3, but the work of the secondary strategy consultants continues to drive standards forward in this subject

NC - No change from 2005

N - New are for improvement detailed in 2006 feedback letter