

Individual Decisions

The attached reports will be taken as
Individual Portfolio Member Decisions on:

9 and 10 August 2007

Ref:	Title	Member	Page No.
ID1285	Review of Children and Young People's Plan	Cllr Alexander	1
ID1449	Beenham Hill, Beenham – 30 mph speed limit	Cllr Jones	136

Individual Decision

Title of Report:	Review of Children and Young People's Plan		
Report to be considered by:	Councillor Barbara Alexander	on:	9 August 2007
Forward Plan Ref:	ID1285		

Purpose of Report: To set out the key priorities for services for Children and Young People for 2007/08

Recommended Action: That the Review of the Children and Young People's Plan be approved.

Reason for decision to be taken: To confirm the priorities for Children and Young People's services for 2007/08

List of other options considered: N/A

Key background documentation:

- Children and Young People's Plan
- "Making it happen for Children and Young People ... two years on" -
 - Part A – Outcomes (2006-07); Priorities (2007-08)
 - Part B – Detailed review of progress against 2006-07; Detailed plans for 2007-08
 - Part C – What we are doing to improve outcomes; The Management of services
- Executive summary "Making it happen for Children and Young People Two years on"

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Supporting Information

1. Background

1.1 The overarching strategic plan for the Children and Young People's Directorate is the Children and Young People's Plan, a statutory document which encompasses the whole of the key strategic and policy direction for the service, together with all of the performance indicators. This Directorate Plan summarises the key themes, achievements and future priorities for children and young people. The Plan demonstrates a range of very successful services that are leading to better and better outcomes for children and young people in West Berkshire. Our Children and Young People's Plan sets out in detail our vision of enabling all local children and young people to maximise their potential, while ensuring that the most vulnerable and those at risk are supported and enabled to succeed.

2. Children and Young People's Plan

2.1 Our Children and Young People's Plan sets out in detail our vision of enabling all local children and young people to maximise their potential, while ensuring that the most vulnerable and those at risk are supported and enabled to succeed too. The partners in the Children and Young People's Trust work in tandem to set high standards, focus on outcomes, maximise limited capacity and funding and ensure the engagement of everybody locally in moving forwards. West Berkshire Council has consistently prioritised the needs of children and young people locally, and ensures they are constantly highlighted in its key objectives. The new Council Plan has incorporated 'Successful Schools and Learning', 'Including Everyone' and 'Protecting Vulnerable People' in its outcomes framework, all of which contribute to and support the work of the Children's Trust.

2.2 The Plan sets out the main themes that both the Council and partners in the Children and Young People's Trust have pursued since 2001 to achieve the vision:

- Strengthening communities through meeting identified and disparate local needs;
- Strengthening families through early intervention;
- Promoting resilience in individual children;
- Targeting support and resources in a focused way to maximise impact;
- Adopting a solution-focused, restorative approach with groups and individuals;
- Harnessing the energies and capacities of our public and community sector partners to deliver connected, seamless services that are valued by our users and which achieve the results that local families want.

2.3 The benefits of this approach are well documented locally, and the Review sets out a clear articulation of what we have achieved in the last twelve months. Our key objectives during this time have been to reorient services around Extended Schools clusters and Children's Centres; further integrate our front-line service delivery through Locality teams based around schools; ensure that all our schools are on target to move their attainment into the top quartile by 2009; and harness other agency and community capacity to provide additional support for those who are most at risk or most disaffected.

2.4 Our review demonstrates the strong and sustained progress we have made during the past twelve months. Whilst the health of our children and young people is overall very good, we have continued to work on reducing obesity across small numbers, with schools and the PCT promoting healthy nutrition and lifestyles, and joint work with our youth and recreation services, and our Parish Planning initiative, to expand local sport and play opportunities. Teenage pregnancies are reducing, and there is good participation in smoking and alcohol reduction programmes.

- 2.5 Children in West Berkshire are kept safe, with effective identification, planning, goal-setting and review services for those most at risk. We are currently making improvements to our initial referral and assessment system. A system of follow-up audit work confirms that positive outcomes have been sustained over the long term following de-registration. A tradition of early intervention and family support locally has resulted in reducing numbers on the Child Protection register over time – against the national trend. Our work with extended families, and our pioneering approach to Family Group conferences, has reduced the numbers of young people looked after – again, in contrast to trends nationally. A range of services are provided through social care, health and schools-based staff to improve parenting, and Headteachers have agreed DSG funding for two years now to establish and extend a School and Family support worker service. The CAMHs parenting service, and local counselling services for young people, are very highly regarded by their users. Locality Networks, currently being established, will extend this approach still further.
- 2.6 Our children locally achieve high standards at school. Early years, secondary and special school provision are all particularly strong and pupils in PRUs all leave at 16 with GCSE or vocational qualifications. Key Stage One and Two results are good, and GCSE results are the 14th highest nationally. We have a structured framework in place to improve results in a small number of primary schools where results are less good, with one Fresh Start School and nine making good use of the Intensifying Support Programme. We have more to do at Key Stage One with boys' reading and writing, and extending the attainment of able girls in maths, but results from the Key Stage Two Catch-Up programme are already showing a doubling of improvement rates. Exclusions have been too high, but are now decreasing with the adoption by schools of the Managed Moves Protocol, which is successfully ensuring speedy re-integration. Additional support is already being targeted at children from Afro-Caribbean or Eastern European backgrounds.
- 2.7 The Life Chances Team is ensuring strong and improving outcomes for Looked After Children year on year, and our annual Celebration of Success notes good GCSE, vocational and Higher Education achievement. Additional support is provided for this group through a range of initiatives, including good access to music, leisure and other opportunities.
- 2.8 Children with learning difficulties and/or disabilities are well served by schools that have been highly rated by Ofsted. We have adopted an inclusive approach as appropriate, with many children with Autistic Spectrum disorders now well catered for within specialist units in primary and secondary schools. Overall we have seen a reduction in SEN statements as a result of our early intervention and high levels of budget delegation to meet particular individual special needs. The sensory resource at Brookfields Special School, established in conjunction with RNIB, is very highly regarded and has resulted in a reduction in out of area placements. There is also a high level of joint working with Mary Hare School for the deaf, and Prior's Court School for children with autism, both located locally. Respite services and participation opportunities for children with significant levels of disability – provided jointly by the Council and the PCT - are highly valued by families locally and judged very favourably by inspectors.
- 2.9 Young people locally are encouraged to make a positive contribution through a range of opportunities, including sports, leisure, arts, drama and music, Duke of Edinburgh Awards and the planning of new services via the Parish Planning and Big Lottery and Youth Opportunity Fund initiatives. The Involving Young People Group played a key role in the re-tendering of the Connexions contract earlier this year. Specific problems in communities such as Greenham are targeted through multi-agency work across the Council, private and voluntary sector and local RSLs, focused on community development and the reduction of anti-social behaviour. Mentoring schemes, harnessing the strengths of local people and staff from local businesses, are used to support individuals through the Youth Offending Team, and also in schools.

- 2.10 Achieving economic well-being is given a particularly high profile, with an expansion of vocational opportunities in schools, the colleges and through the Education Business Partnership, and a consequent reduction in numbers not in Education, Employment and Training locally – the 21st lowest figure nationally. Work-related learning and work experience is available for everyone, we achieve good outcomes in apprenticeships and Education to Employment, and have seen the numbers of young people locally achieving Levels 2 and 3 by age 19 improving steadily.
- 2.11 We believe we are making a real difference to the lives of children, young people and their families in our area through our interconnected multi-agency partnership, working through a cascading family of plans and strategies, careful targeting of limited funding streams and by paying attention to what children and their families say works for them. The outcomes we achieve provide positive evidence of the success of our approach.

3. The Vision of the West Berkshire Children and Young People's Trust

- 3.1 In line with DfES guidance, the Trust has consulted with partners in order to review its vision and plans. Our extensive consultation process involved face to face and written feedback from representatives from children and young people, the Voluntary and Community Sector, West Berkshire Schools, Berkshire West Primary Care Trust and Berkshire Healthcare Foundation Trust, the Police, Berkshire Connexions, Council Staff, Elected Members, partners in the Local Safeguarding Children Board, and all partners in the Children and Young People's Trust. These took place as part of the Annual Conference of the Trust, through Head Teacher Forum meetings, through a range of consultation meetings with children and young people (e.g. in after school clubs, the Youth offending service, the Family Resource Service, and in schools). In all some 600 people were involved in this process including 164 children and young people. This rich seam of discussion and comment enables us to reflect on our current C&YP Plan and its Action Plan in order to produce the following revised content that better reflects the needs and requirements of our current context. We believe this provides an excellent basis for our work together over the coming year to further improve outcomes.

- 3.2 The vision of the Trust is that ...

Our ambition is to enable all children and young people to maximise their potential while intervening positively to ensure that the most vulnerable have an equal opportunity to succeed.

The strategic focus for the Trust remains on five desirable outcomes for West Berkshire's children and young people, outlined as follows. That West Berkshire's children and young people should grow up:

Being healthy
Staying safe
Enjoying and achieving
Making a positive contribution
Achieving economic well-being

Progress is good in all five outcome areas showing favourable comparisons with national performance and against comparator local authority areas and a positive direction of travel in all areas.

Appendices

- Appendix A - Executive Summary
Appendix B - Review of Plan Parts A, B and C

Implications

Policy:	The Plan is aligned to the Council's Strategic Priorities
Financial:	N/A
Personnel:	N/A
Legal:	N/A
Environmental:	N/A
Equalities:	All of the actions outlined in the report are designed to provide inclusion for all children
Partnering:	The majority of services for children and young people are delivered in partnership
Property:	N/A
Risk Management:	N/A
Community Safety:	Many of the actions outlined in the report will contribute to increasing community safety.

Consultation Responses

Members:

Leader of Council:	None
Select Committee Chairmen:	None
P&L Committee Chairman (where appropriate):	None
Ward Members:	None
Opposition Spokesperson:	None
Advisory Members:	None
Local Stakeholders:	Consulted as part of the review of the Children and Young People's Plan
Officers Consulted:	Consulted as part of the review of the Children and Young People's Plan
Trade Union:	None

Executive Summary

'Making it Happen for Children and Young People' Two Years On



West Berkshire Children
& Young People's Trust

This summary highlights the key themes in the Annual Review of West Berkshire's Children and Young People's Plan. The Review is based on substantial consultation with partners in the Trust including children and young people, Berkshire West Primary Care Trust staff, all headteachers, the police, voluntary and community sector organisations, Connexions Berkshire, Elected Members and Council staff – some 600 people helped us by contributing their views through various consultation processes.

The Vision - The refreshed vision of the Trust is ... ***Our ambition is to enable all children and young people to maximise their potential while intervening positively to ensure that the most vulnerable have an equal opportunity to succeed.***

The strategic focus remains on the five desirable outcomes – that children and young people grow up being healthy, staying safe, enjoying and achieving, being able to make a positive contribution and achieving economic wellbeing. Our reviews of progress, our engagement of children and young people and our forward planning are all structured around these five key outcomes which remain central to all we do.

Outcomes - Progress is good in all five outcome areas showing favourable comparisons with national performance and against comparator local authority areas and a positive direction of travel in all areas. Progress against the actions set out in the plan is also very good with 91% of the assessments of progress showing 'good progress' (which is often the highest possible rating) or 'achieved fully' where that is possible.

Outcome headlines to note are:

Being healthy

- an improving trend in take-up of MMR immunisation
- obesity below national levels
- a high quit rate in the programme led by the Stop Smoking Adviser
- an on-target and reducing trend in teenage pregnancies

Staying safe

- numbers on the child protection register/length of time remaining on the register, below comparator levels
- reducing numbers of looked after children and levels below national levels
- low percentage of looked after children in residential accommodation
- high stability of placements for looked after children

"These are exciting times to be working with children and young people. This Strategic Plan gives us all a real opportunity to contribute to better outcomes for them and their families and to Make It Happen."



Enjoying and achieving

- assessment of skills/knowledge/understanding of 4/5 yr olds is mainly at or above expected levels
- the special programme for poor readers in Primary schools is delivering twice the expected rate of progress
- improving trends in GCSE results which are very high against comparator Local authorities
- a reducing trend in fixed term exclusions (except in primary schools) and in permanent exclusions

Making positive contribution

- positive Duke of Edinburgh outcomes for Pupil referral Unit students
- mentoring scheme for young people at risk implemented by the Youth Offending Team
- Connexions achieving high levels of placement in education, employment or training for the young people with learning difficulties and disabilities they work with

Achieving economic well-being

- improving trend in percentage of young people achieving level 2 (equivalent of 5 A*-C, GCSEs) by 19
- improving trends in the grades achieved by GCE A level students
- the percentage progressing into full time education or training at 16 is higher than national levels and improving
- the percentage of young people not in education, employment or training is reducing and slightly ahead of our challenging target

Forward Plans - In 2007 we will be working hard with partners to make progress in integrated working designed to prevent the escalation of need, to keep our safeguarding arrangements as strong as they possibly can be across the piece and to raise educational standards for all. This work will rely on the informed engagement of children and young people and will include evolving ways of working with the community and voluntary sector. Everything we do will seek to promote equality of opportunity for all and social cohesion in our communities. New headline priorities for each outcome area with the detailed action plans designed to achieve them are provided in the Review document.

Service arrangements - In order to maintain the improving trend in outcomes we need to continually review how our services are operating and, with partner and stakeholder engagement, to plan for better ways of configuring services and working arrangements and to strengthen our partnerships. How we are going about this and planned developments are set out in the Review. The final part of the Review covers how service management is prioritising and managing performance so we can achieve our high ambitions while delivering value for money within the capacity constraints of a small unitary authority.

The Review of the Plan is available on the West Berkshire website at www.westberks.gov.uk
Hard copies can be obtained by contacting Betty Clay, Telephone No. 01635 519072 or bclay@westberks.gov.uk
Photograph on front page courtesy of <http://www.liquidlibrary.com/>

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PART A

“Making it happen for Children and Young People two years on”

PART A:

- Outcomes (2006-07)
- Priorities (2007-08)

Review of the Children and Young People Plan

June 2007



West Berkshire Children & Young People's Trust

The work that is supported by the Children and Young People Plan (C&YP Plan) is wide ranging and involves complex, inter-relating themes. In an effort to make this Review of the C&YP Plan accessible to the reader it is presented in three parts.

Part A provides the core of the Review itself focusing on:

- outcomes for children and young people
- how these are informed by the views of children and young people.
- forward priorities for our work

Part B provides a reference bank of detailed evaluative commentary on:

- progress against the 2006-07 Action Plan actions
- detailed actions to deliver our priorities in 2007-08

Part C provides an evaluation of:

- What we are doing to improve outcomes
- The management of services

Contents for Part A: Outcomes for 2006-07 and Priorities for 2007-08

	Page
1. Introduction	4
2. Summary	5
3. The Vision	7
4. Review of progress and outcomes:	
Being healthy	9
Staying safe	14
Enjoying and achieving	16
Making a positive contribution	26
Achieving economic well-being	27
5. How the views of children and young people inform our planning	29
6. Priorities for 2007-08	34

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		Page
Table 1	Stop Smoking Service data	13
Table 2	Average points score on the Foundation Profile	18
Table 3	Key Stage 1 achievement	18
Table 4	Number of schools below National Floor Targets	20
Table 5	Reintegration statistics – between academic year 2005/2006	24
Table 6	Permanent exclusions	24
Table 7	Fixed term exclusions	25
Figure 1	Percentage of children who are overweight in Berkshire West Schools 2006	9
Figure 2	Percentage of children who are obese in Berkshire West Schools 2006	10
Figure 3	Oral health in children 2005/05	10
Figure 4	Percentage take up of MMR 2003/04 – 2005/06	11
Figure 5	Percentage take up of childhood immunisation	11
Figure 6	Numbers per 1000 – emergency admissions to hospital by age	12
Figure 7	Percentage of 11 year olds achieving targeted levels in English	19
Figure 8	Percentage of 11 year olds achieving targeted levels in Maths	20
Figure 9	GCSE Results	21
Figure 10	Percentage achieving 5A*-C GCSE at the end of KS4 – 2006	22

1. Introduction

I am delighted to introduce the 2007-08 Plan of the West Berkshire Children and Young People's Trust, which provides a review of our past year's achievements, together with the Action Plan for the coming twelve months.

Our Plan demonstrates a range of very successful services that are leading to better and better outcomes for children and young people in our area. Our work is delivered through strong and effective multi-agency partnerships, where everybody is positively connected and productively engaged on behalf of children and young people living locally. Working in this way enables us to secure sufficient capacity to meet the needs of our children and young people, and ensure that families are offered seamless, integrated services that work for them.

Our ability to accurately identify local needs, and then act to meet them, is evidenced through the improvements in outcomes that are described in the review of the Plan, and through the very positive feedback that we receive from young people, their parents and carers. Children and young people in West Berkshire achieve well, are healthy and safe and enjoy life. Our tried and trusted approach to strengthening the resilience of individual children and supporting their families is having a remarkably positive effect. Feedback from those receiving targeted intervention is testament to this.

We have more to do, and are continually striving to improve our services and hence outcomes for children and young people and their families locally. We also work hard to identify those who may get left behind, in order to ensure that all children achieve their potential. We believe that the pursuit of a focussed and positive agenda, incorporating local and national priorities within a strengths-based framework, is making a difference here in West Berkshire, and we hope we have captured these elements throughout the Plan.



Margaret Goldie
Corporate Director, Children and Young People

2. Summary

Our Children and Young People's Plan sets out in detail our vision of enabling all local children and young people to maximise their potential, while ensuring that the most vulnerable and those at risk are supported and enabled to succeed too. The partners in the Children and Young People's Trust work in tandem to set high standards, focus on outcomes, maximise limited capacity and funding and ensure the engagement of everybody locally in moving forwards. West Berkshire Council has consistently prioritised the needs of children and young people locally, and ensures they are constantly highlighted in its key objectives. The new Council Plan has incorporated 'Successful Schools and Learning', 'Including Everyone' and 'Protecting Vulnerable People' in its outcomes framework, all of which contribute to and support the work of the Children's Trust.

The Plan sets out the main themes that both the Council and partners in the Children and Young People's Trust have pursued since 2001 to achieve the vision:

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- Promoting resilience in individual children;
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The benefits of this approach are well documented locally, and the Review that follows sets out a clear articulation of what we have achieved in the last twelve months. Our key objectives during this time have been to reorient services around Extended Schools clusters and Children's Centres; further integrate our front-line service delivery through Locality teams based around schools; ensure that all our schools are on target to move their attainment into the top quartile by 2009; and harness other agency and community capacity to provide additional support for those who are most at risk or most disaffected.

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Achieving economic well-being is given a particularly high profile, with an expansion of vocational opportunities in schools, the colleges and through the Education Business Partnership, and a consequent reduction in numbers not in Education, Employment and Training locally – the 21st lowest figure nationally. Work-related learning and work experience is available for everyone, we achieve good outcomes in apprenticeships and Education to Employment, and have seen the numbers of young people locally achieving Levels 2 and 3 by age 19 improving steadily.

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3. The Vision of the West Berkshire Children and Young People's Trust

In line with DfES guidance, the Trust has consulted with partners in order to review its vision and plans. Our extensive consultation process involved face to face and written feedback from representatives from children and young people, the Voluntary and Community Sector, West Berkshire Schools, Berkshire West Primary Care Trust and Berkshire Healthcare Foundation Trust, the Police, Berkshire Connexions, Council Staff, Elected Members, partners in the Local Safeguarding Children Board, and all partners in the Children and Young People's Trust. These took place as part of the Annual Conference of the Trust, through Head Teacher Forum meetings, through a range of consultation meetings with children and young people (e.g. in after school clubs, the Youth offending service, the Family Resource Service, and in schools). In all some 600 people were involved in this process including 164 children and young people. This rich seam of discussion and comment enables us to reflect on our current C&YP Plan and its Action Plan in order to produce the following revised content that better reflects the needs and requirements of our current context. We believe this provides an excellent basis for our work together over the coming year to further improve outcomes.

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Our ambition is to enable all children and young people to maximise their potential while intervening positively to ensure that the most vulnerable have an equal opportunity to succeed.

The strategic focus for the Trust remains on five desirable outcomes for West Berkshire's children and young people, outlined as follows. That West Berkshire's children and young people should grow up:

Being healthy

Staying safe

Enjoying and achieving

Making a positive contribution

Achieving economic well-being

In order to achieve this we will be working with our partners to make progress in the following key areas:

- **Integrated working:** establishing locality integrated teams to provide coherent and effective joint services across education, children's social services and health.
- **Safeguarding:** ensuring, through the work of the Local Safeguarding Children Board, that all relevant bodies meet their statutory safeguarding obligations and work in partnership to promote the welfare and well being of children and young people.
- **Preventative work:** developing ways of intervening early to improve the resilience of children and young people to risk factors and to strengthen families This includes building locality networks to enable us to intervene before poor outcomes have developed.
- **Raising educational standards for all:** helping every school to improve, with additional focus on particular schools where this is needed, so that children and young people experience the best possible teaching and learning and that we maximise the numbers in education, employment and training
- **Engaging children and young people:** establishing new ways of enabling children, young people and their parents/carers to participate in the planning, development and commissioning of services. Promoting a range of positive activities for young people that will engage them in constructive use of their leisure time
- **Working with the Voluntary and Community Sector:** maximising our capacity to improve outcomes through an active partnership with the voluntary and community sector
- **Promoting equalities:** to promote equal opportunity for individuals, social inclusion for groups and community cohesion for the West Berkshire area so that people in vulnerable groups have an equal chance to thrive and succeed.

4. Review of outcomes and progress

Our review of the C&YP Plan has led us to summarise progress and outline new priorities against the five Every Child Matters outcome areas as set out below.

4.1 Being Healthy

The health of most West Berkshire children and young people is good though a small number with long term conditions or disabilities will require specialist care. As part of an internal review in November 2006, we assessed our progress against the 11 standards and 85 markers of good practice in the National Service Framework for Children Young People and Maternity Services. 93% of the judgements against the markers of good practice showed 'good progress' or 'fully achieved'.

Specific outcomes to highlight under Being Healthy are:

Obesity

93% of children in their first year of primary school and 83% of children in their final year of primary school were weighed and measured as part of a national exercise. This showed that West Berkshire children are just below national levels for being overweight and obese – overall 24.4% were overweight (against a national average figure of 27.7%) including 12.6% who were obese (against a national average figure of 12.8% obese). This indicates a clear need to continue to develop a strategic approach to obesity reduction. Comparative data broken down by year group and local area is provided in Figures 1 and 2 below.

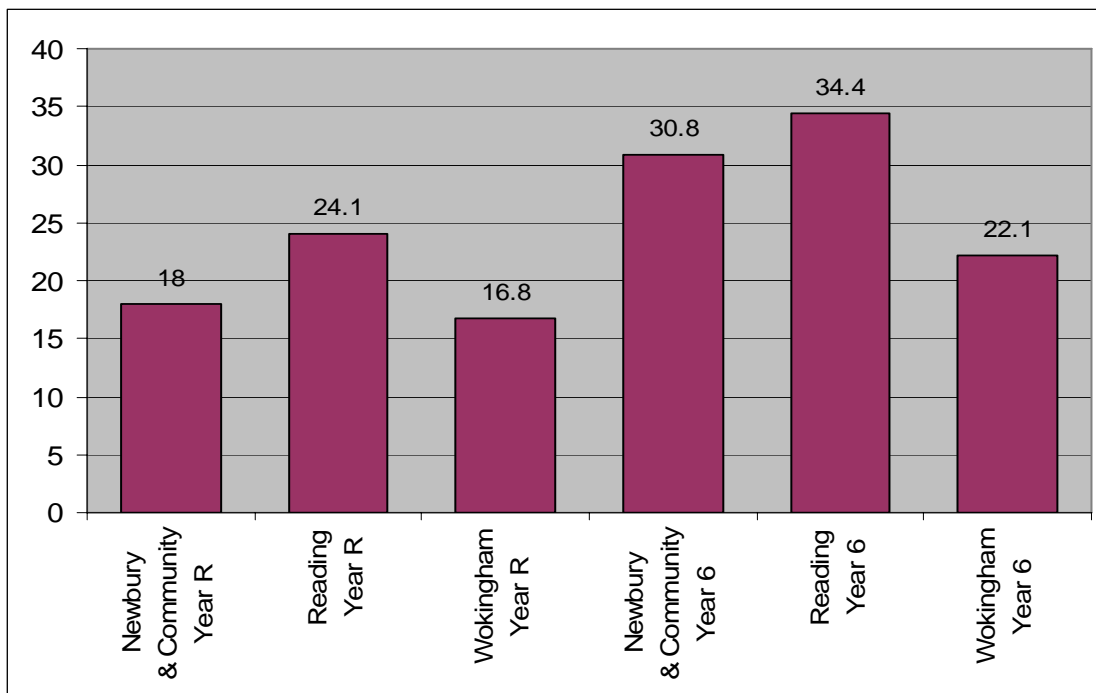


Figure 1: Percentage of children who are overweight in Berkshire West Schools 2006 by former PCT boundaries

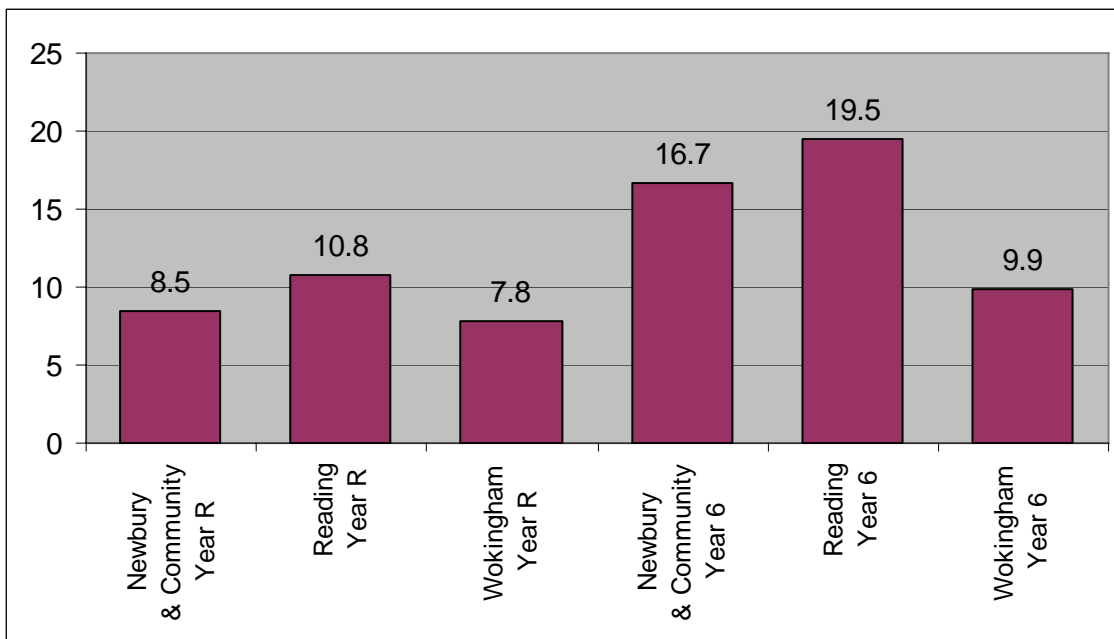


Figure 2 – Percentage of children who are obese in Berkshire West Schools 2006 by former PCT boundaries

Oral health

Data for the number of decayed, missing or filled teeth in 5 year olds shows levels that are well below those for neighbouring local authorities and nationally. Comparative data is shown in Figure 3 below.

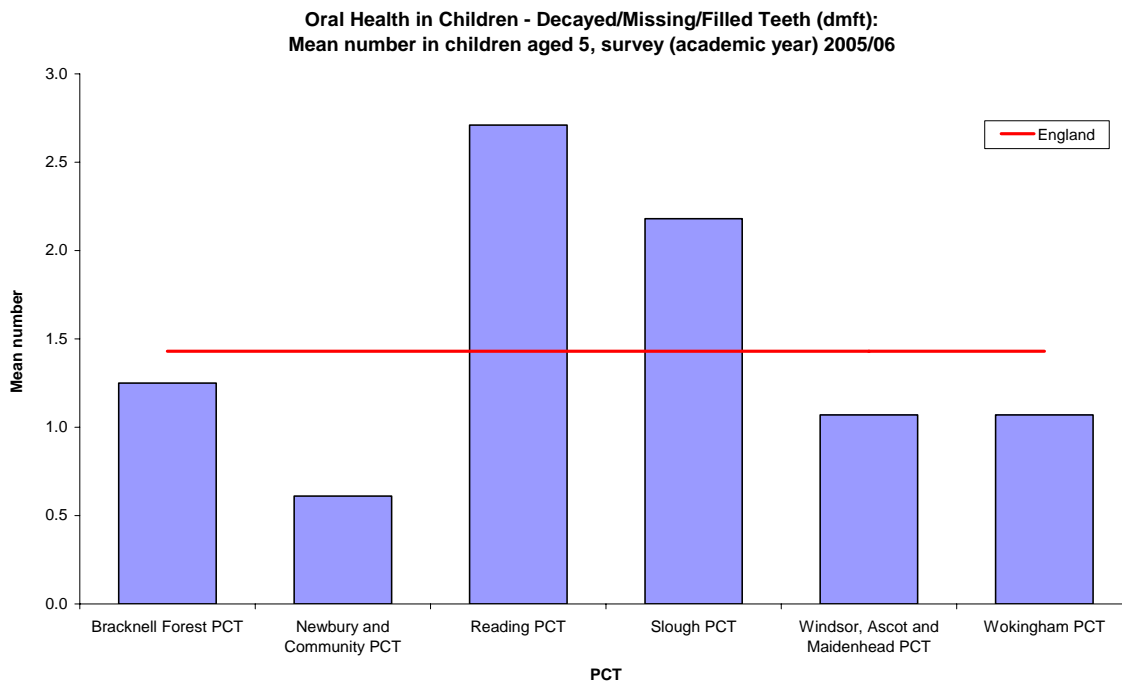


Figure 3: Oral health in children 2005/06

Immunisations

Despite recent national concerns about falls in the take up of Measles, Mumps and Rubella vaccinations there are signs of a recovering position in West Berkshire where figures show an improving trend and rates that are slightly above average rates for neighbouring Berkshire local authority areas (see Figures 4 and 5 below).

Childhood MMR uptake (up to 2 years) percentage, 2003/04 to 2005/2006

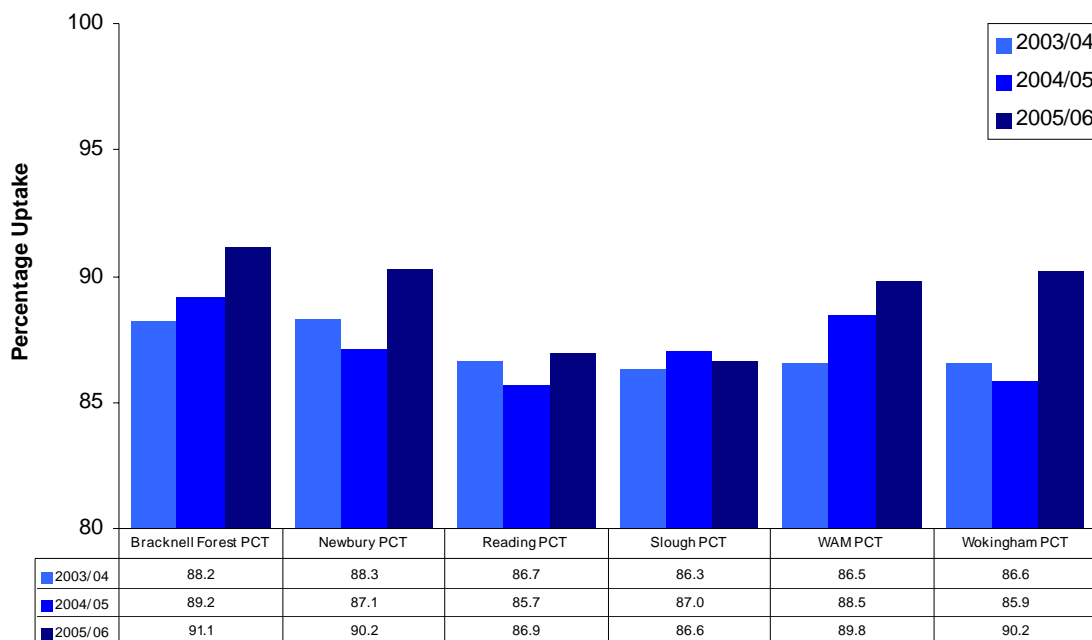


Figure 4: Percentage take up of MMR 2003/04 – 2005/06

Childhood immunisation uptake percentages up to 2 years, 2005/2006

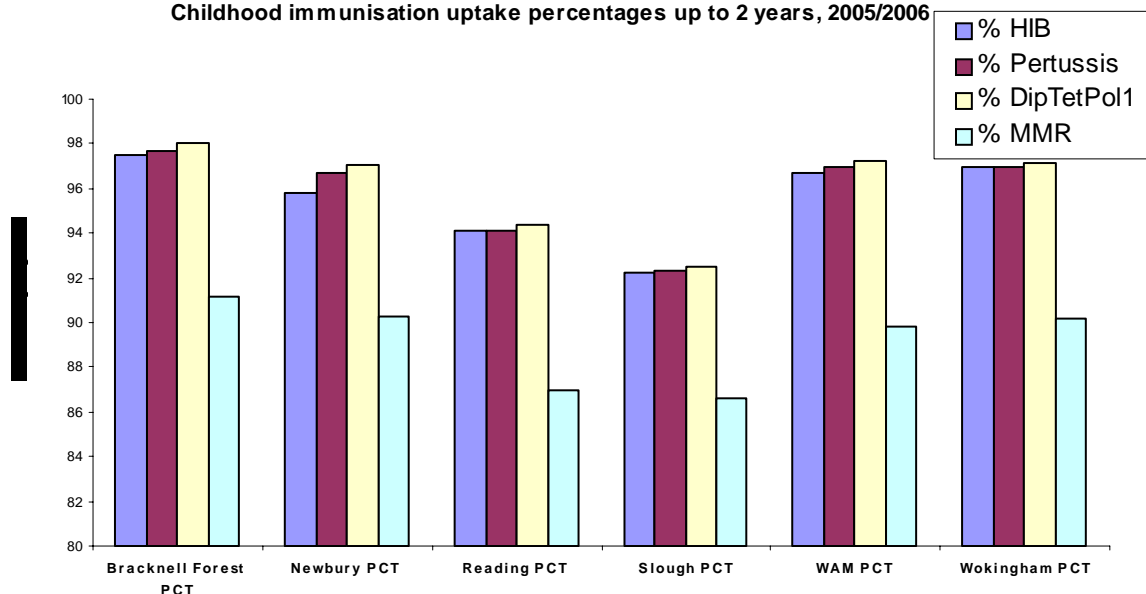


Figure 5: Percentage take up of childhood immunisation

Hospital admissions

Emergency admission for 0-4 year olds for any reason and for accidents is slightly below average rates for Berkshire Unitary authorities. For older age groups there is broadly similar pattern across our local authorities (see Figure 6).

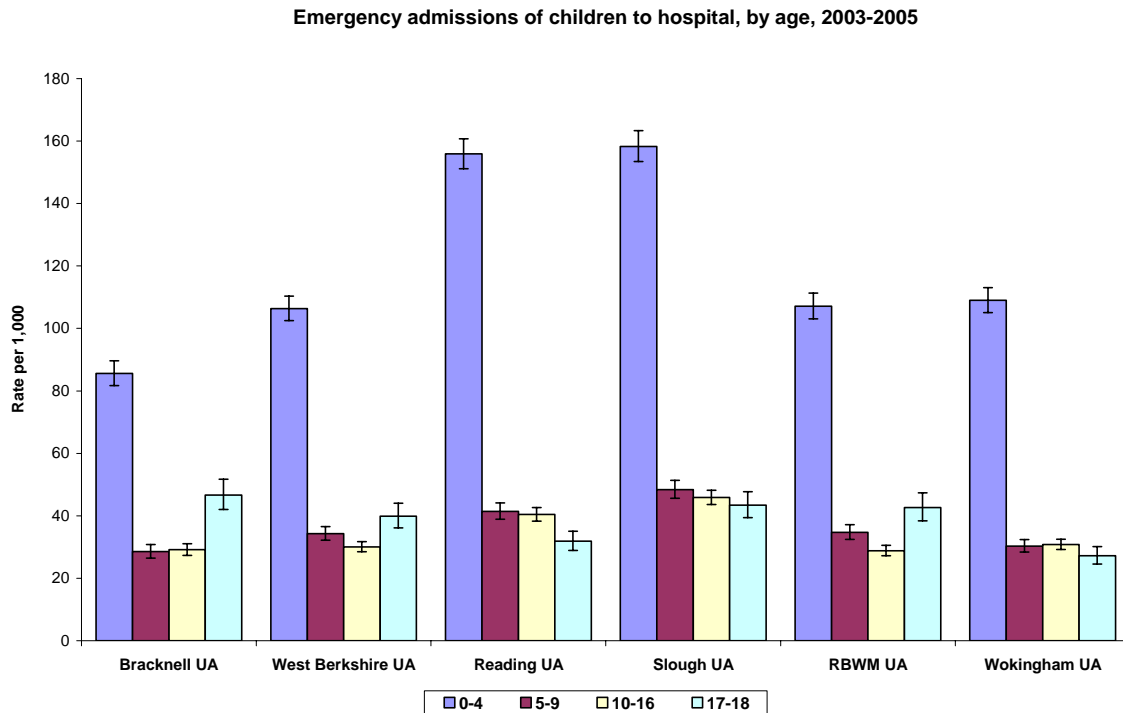


Figure 6: Numbers per 1000 – emergency admissions to hospital by age

Teenage Pregnancy

There is a reducing trend in West Berkshire with 25.2 per 1000 in 2005 which is down from 28.1 in 2004 and is on course to achieve the 2010 target of 18.6. There remain isolated pockets of higher levels of teenage pregnancy particularly in the Clay Hill and North Thatcham areas and particular focus is given to these in planned preventive and support work.

Alcohol and smoking

In West Berkshire there is a Stop Smoking Adviser who works in secondary schools, helping young people to quit smoking. This post is joint-funded by the PCT, LA and through the LAA. As a result of having a dedicated worker in schools the numbers of young people quitting are relatively high.

This specialist Adviser has supported a total of 219 young people in quitting smoking since 2004/5 and she has achieved a remarkable quit rate of 75%.

The following table demonstrates the total number of under 18's who have tried and succeeded to quit smoking using the NHS Support to Stop Service in West Berkshire in 2005/6 and 2006/7. These figures are equally impressive for young people, a particularly difficult group to succeed in stopping smoking

	No. of 11-17 year old young people accessing NHS Stop Smoking Service	No. quitting at 4 weeks	No. not quitting	No. lost to follow up	% quit rate
05/06	79	48	27	4	60.7%
06/07	56	29	8	19	51%

Table 1: Stop Smoking Service Data

A survey of almost 2,000 children and young people was completed in September 2006 in order to inform planned actions and provide a baseline for monitoring progress. This showed that almost 9% of 11-15 year olds admit to smoking which is in line with national figures over the last 20 years. Just over half (56.4%) admit to drinking alcohol compared with 61% nationally.

For both smoking and alcohol there is a consistent increase in the proportions reporting use of either as they grow older. Just under half (46%) of the young people receiving treatment for substance misuse in 2006-07 had alcohol as the main or second presenting concern. The majority of discharges from treatment were planned and successful discharges (72%).

Healthy Eating

School Nutrition Action Groups (SNAGS) are now active in 44 of our schools. SNAGS is jointly funded by the PCT and the LA. There has been an increase from 21 schools in July 06. Three of these schools are secondary – Downs, St Bartholomew's and John O'Gaunt. 55% of schools with a SNAG have only healthy snacks permitted in school, 88% have water freely available during the day, 46% have a healthy lunchbox policy agreed and 55% offer cooking skills either as part of the curriculum or as an extra-curricular activity. 12 schools now have a Whole School Food Policy agreed.

39 schools have an award under the original Healthy School Scheme and 7 schools have an award under the new scheme which was introduced in 2007. This highlights the need for much work to achieve our target of 75% of schools achieving an award under the revised scheme by 2009.

Health of Looked After Children

The Life Chances Team has a part time nurse who arranges and monitors the health needs of the children and young people in care. Health assessments currently average 80% completion and are carried out by the GP, the nurse for LAC, school nurses or Health Visitors. Advice and training is provided to staff and carers on a regular basis by the LAC nurse.

The remaining young people are those who refuse health assessments. One way to overcome this is our plan to introduce fitness assessments, held at a local leisure centre. It is hoped that this new way of working will encourage greater uptake.

Exercise

76% of schools now have travel plans in place – an increase from 57% last year.

72% of Primary Schools are providing at least two hours of high quality physical education (P.E.) a week. This is set to rise when latest audits have been analysed. Some of our smaller schools find it difficult to offer pupils the level of P.E. they would like because of building constraints e.g. unsuitable school hall.

There has been significant progress in the provision of recognised P.E. and Sports courses for 14-19 year olds at GCSE, AS and NVQ levels.

School Inspections by OFSTED indicate high grades under 'Personal Development and Well-Being' with 33% of the 30 schools inspected being rated as 'outstanding' and the remainder as 'good'. Where inspections recorded comments about pupils taking exercise, 100% of these were positive. No schools were judged to be less than 'good' and no school received negative comments about P.E.

63 of our schools now have links with at least one sports club with the average being around 4 links.

14 primary schools have achieved the Active Mark and 2 of our secondary schools have achieved the Sports Mark.

4.2 Staying Safe

We adopt a whole-Council approach to ensuring children are safe, delivered through recruitment practice, staff training/awareness raising and regular monitoring of any incidents, both in respect of our own services and those delivered through our partners. A high profile is maintained on educating children and young people to keep themselves safe, respect others and report any concerns that they have. Our well embedded and robust approach to children at risk is based on a 'Strengthening Families' model - its success is evidenced in practice locally and in requests to disseminate it regionally and nationally.

Looked After Children

The number needing to be looked after by West Berkshire continues to reduce slightly, currently 32.5 per 10,000 population from 34.5 in 2005/06 (this compares with 36.1 in our comparator authorities).

We also use less residential accommodation (13% of Looked After Children) and more fostering and kinship carers than our comparators. Stability of placements for looked after children is good, currently 6 per cent of children move 3 or more times per year, which is well below national targets and levels. We believe these statistics reflect our positive and robust integrated working and commitment to earlier intervention and raising outcomes for looked after children.

Once children require the care of the authority we do well in ensuring where appropriate they are offered permanency with 9% of children adopted or subject to special guardianship, exceeding our own targets. 90% of Care Leavers are in accommodation deemed suitable by DfES the other 10% were in either health provision or, sadly, in custody.

Increasing numbers of looked after children have had their medicals, dental and ophthalmic checks conducted on time. Proactive developments designed to improve this further, include work in conjunction with the council's leisure services to support older children/young people access health assessments suited to their needs in a more accessible way.

Of the Looked After Children due to sit school examinations this year, 50 per cent attained 2 or more GCSE (A-G* and A-C*) grades, 29 per cent attained a vocational qualification. The balance did not undergo the exam process due to illness/learning disability reasons.

We are beginning to 'get our message out' with regards the need to notify the authority about privately fostered children and enable these children to be checked and monitored. The past year has seen a very positive 12 notifications with 9 placements 'noted' through the Fostering Panel. Members have allocated additional resources for this work in 07/08

Staying Safe/ Child Protection

Whilst the numbers of children referred to social care services have increased (316 per 10,000 in 2005/06 to 389.37 per 10,000 06/07) this is due we believe in part to a new Integrated Children's System (ICS) compliant database being used that measures activity slightly differently and more accurately. We believe this is also the reason behind a more accurate reporting of repeat referrals. It could also be a reflection on improved practice through use of the CAF. However the system did enable the Referral and Assessment Service to identify a need to audit and review its own systems and processes. This has meant that assessment timescales have been more accurately recorded and performance management systems developed to identify areas for improvement, not only in the direct service but also in other areas.

It has also enabled the service to improve working relations between its key partners in schools and health visiting services.

Ratios of children on the child protection register have remained at below comparator. Duration once the subject of a child protection plan has also meant performance is overall good. We believe this is for a number of reasons, firstly the Trust's commitment to supporting children and their families earlier, targeting resources to parenting skills and if the need arises to register a child then our multi-agency and strengthening families/outcome focused approach means children remain subject to CP Plans for less time.

No 'hotspots' have been identified in relation to bullying although we await the outcomes of new consultation/ surveys of young people underway to ensure we remain vigilant in this area. All schools are aware of their need to be mindful of bullying and have good systems and policies in place to address bullying/ behaviour management issues as they arise.

During the past 12 months The Edge (the young people's substance misuse team) has received 64 referrals. Of these referrals 40 were from males and 24 from females. 35 referrals were discharged having completed their treatment, 19 dropped out of treatment and 10 remain active cases.

4.3 Enjoying and Achieving

In supporting pupils to Enjoy and Achieve, we are mindful that "outcome" success is rooted in partnership working and the need to focus delivery on personalisation. A key and influential back drop to this is the recently published 2020 Vision document and the continued embedding of other Every Child Matters outcome areas.

West Berkshire's vision for enjoying and achieving is very clearly about:

- Background is no barrier to achievement
- High expectations of all
- All Children being supported to develop the knowledge, skills, understanding and attitudes that will enable them to thrive – in school and beyond
- High quality teaching that responds to pupils' learning
- Children and parents/carers as partners in learning

Support for parents & carers

33 adults, including 8 men have participated to date in the Traveller Education project at 2 sites. ICT is used to improve adults' literacy, increase opportunities for employment and make links with a Gypsy and Traveller news forum. The Project has also facilitated links with other key agencies, including dental care and the police.

The After School Club and Under 5s programme at one site employs a Traveller Development Worker, who makes links with families and encourages adults and children to participate in the programme.

Carers for looked after children are provided with computers in their homes which children can use for homework, coursework etc. There is also a library of educational software which carers can access to support the education of children in their care.

The Adult Learning Inspectorate commented in Jan 07: "Learners on the Council's community learning programmes develop their confidence and skills well. In particular, those who have not participated in learning for a considerable time increase their self-esteem and make substantial gains in confidence.... For example, in family learning, parents and carers learn about the value of play and are more able and confident to support their children's development and deal with difficult behaviour....Inspectors found evidence that many learners progressed to further learning, volunteering and employment".

Early years and the Foundation Stage

Of the 146 West Berkshire integrated care and education inspections the outstanding/good outcomes for childminders were at 79.1% (S.E 66.6%; England 62.2%); full day care was at 66.7% (S.E. 65.1%; England 61.6%) and sessional provision was at 100% (S.E.65.5%; England 61.6%). There were no inadequate ratings.

The pilot Childcare Sufficiency Audit shows that there is adequate provision in West Berkshire for under 5 year olds whose parents want it.

One early years provider has achieved EYPS (Early Years Professional Status) and a further 3 are working towards the qualification.

13 young parents accessed childcare through Care to Learn. The Childcare Team provide ongoing support the parent and the childcarer. 11 young parents are continuing their education.

West Berkshire was one of 12 local authorities invited to take part in the year long LGA/DfES Childcare Implementation project.

Foundation Stage Profile (4-5 year olds) 2006 results are slightly below the previous year with less high results and a cluster of results around the average band. National results were 3% lower. Our results started at a lower point due to robust moderation therefore our results did not mirror this depression of results nationally. Overall the results remained fairly consistent across the six areas of learning. The main area for improvement is Communication, Language and Literacy with a particular emphasis on boys achievement.

Personal Social and Emotional	6.63
Mathematical Development	6.49
Physical Development	7.01
Communication Language and Literacy	5.91
Knowledge and understanding of the world	6.38
Creative Development	6.26
Average	6.36

Table 2 - Average points score on the Foundation Profile

(the expectation is that as many as possible will achieve 6+ on a 1-9 scale)

Educational achievement 5-16

Key Stage 1 (5-7 year olds)

Key Stage 1 standards at Level 2 are in line with national expectations in writing, above in reading and well above in mathematics. Compared to statistical neighbours, writing is below and maths above at Level 2. There is an improving trend of reducing the number of pupils below Level 1 in reading and writing. The main areas for improvement are boys' writing and reading at Level 2+ and 2B+, and the performance of able girls in mathematics.

	Level 2+		Level 2B+		Level 3+	
	2005	2006	2005	2006	2005	2006
Reading	86.4	86.9	75.5	73.99	30.0	29.1
Writing	82.7	82.0	63.1	61.30	13.0	15.9
Mathematics	92.0	93.1	76.6	75.89	26.0	25.4

Table 3 – Key Stage 1 Achievement – Percentages of pupils at different levels

(national expectations are that as many as possible achieve level 2+. Level 2B+ is a secure level 2 and level 3 reflects more able achievement)

Key Stage 2 (7-9 year olds)

Key Stage 2 standards are in line with national averages in mathematics at Level 4+ and above in English and science. There was an 8% increase in Level 5 English and a continued improving trend for boys' writing at Level 4. Areas for improvement include closing the gap between performance of boys and girls in reading and writing, improving boys' reading at Level 4 and increasing the proportion of girls attaining Level 5 in maths. There is also a need to close the gap between the LA targets and aggregated schools' targets, particularly in maths.

Value Added in the Primary phase

(measure of relative progress between Key Stages 1 and 2)

Analysis of trends of value added from Key Stage 1 2c to Level 4 indicate that groups achieving significantly higher than expected are able girls and able boys in English and science, and able girls in mathematics. Statemented SEN pupils also achieve well in English. Pupils achieving significantly below in 2006, and over time, are pupils entitled to free school meals and lower ability girls in maths and science.

Reading ages in the 30 pilot Catch Up schools (Catch Up is an intervention programme for children who are behind in their reading) have made twice the expected rate of progress. This programme is now being taken up by 90% of schools and being piloted by 6 out of 10 secondary schools.

% of pupils not achieving level 2 or above at end of Key Stage 1 in Reading and Maths is below national average.

% of pupils not achieving level 3 or above at the end of Key Stage 2 in English and Maths is above national average.

Conversion data % of pupils who scored below level 2 at end of KS1 in 2002 who achieved at L4 or higher at end of KS2 equals national average for English and above national average for Maths.

% of pupils not achieving level 4 or above at the end of Key Stage 3 is below national average for English and Maths.

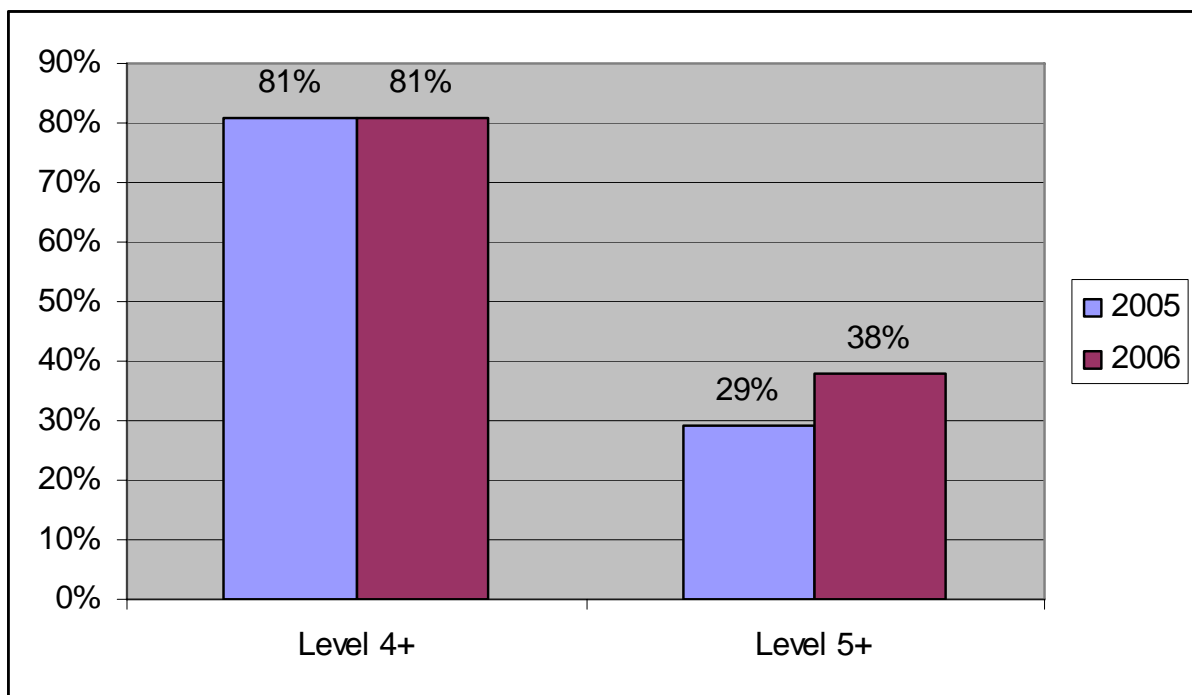


Figure 7 - Percentage of 11 year olds achieving targeted levels in English

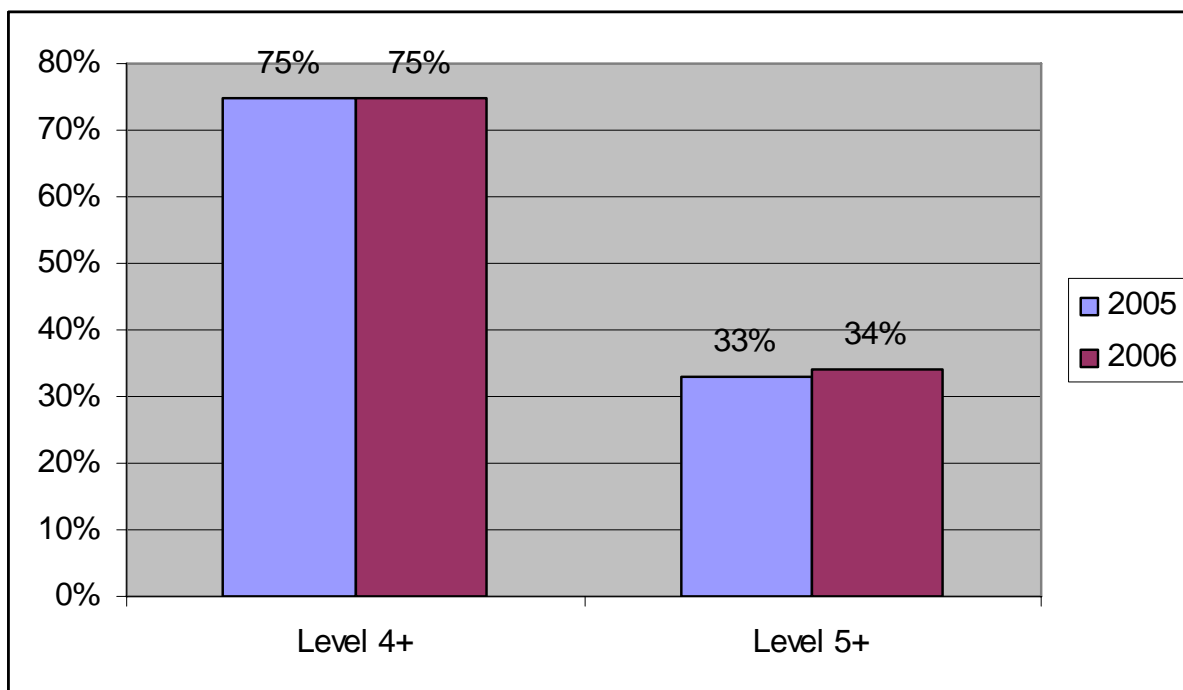


Figure 8 - Percentage of 11 year olds achieving targeted levels in Maths

	English	Mathematics
Number	4 (2 of which are very small schools)	8 (3 of which are very small schools)

Table 4 – Number of schools below National Floor Targets
(i.e. with 65% or more of pupils below level 4+)

Primary School Ofsted Inspection Reports

In 2006, one school which was categorised as “underachieving” was re-inspected and deemed to be a “good” school. One school was placed in special measures in 2005 and has had satisfactory HMI reports apart from Foundation Stage which was judged to be good. Two further schools have received a notice to improve. HMI visit has -

- Confirmed good progress. One school has been successfully “Fresh Started”.
- Reports for 2006 confirmed that the majority of schools were judged to be good or better in overall effectiveness and the effectiveness of teaching and learning. Intensive Support Programme has been favourably reported in ISP schools which have been inspected.

Key Stages 3 and 4 (11-16 year olds)

Attainment at Key Stage 3 has continued to be very high overall. English attainment at level 5+ was 80.3% in 2006, placing West Berkshire 11th out of 150 LAs and 3rd against statistical neighbours. Mathematics 5+ was 81.3% which is ranked 21st nationally and 4th against statistical neighbours. Science was 81%, ranked 12th out of 150 LAs and 3rd against statistical neighbours. ICT level 5+ was 78.6% an improvement of 2% from the previous year. Overall value added for the core subjects combined is 100.6 which is 3rd compared to statistical neighbours.

Boys and girls attainment by age of 14 is broadly equal in maths and science but there is a 14% gap between boys and girls in English at level 5.

GCSE outcomes have continued to be very high. 5+A*-C grades improved by 3% to 65% and is ranked 14th out of 150 LAs and 2nd against statistical neighbours. 5+ A*-C including English and Maths, improved to 51.6% compared to 49.3% the previous year. This is ranked 21st out of 150 LAs and 3rd against statistical neighbours. The Average Points Score was 389.1 ranked 8th out of all LAs and 2nd against statistical neighbours.

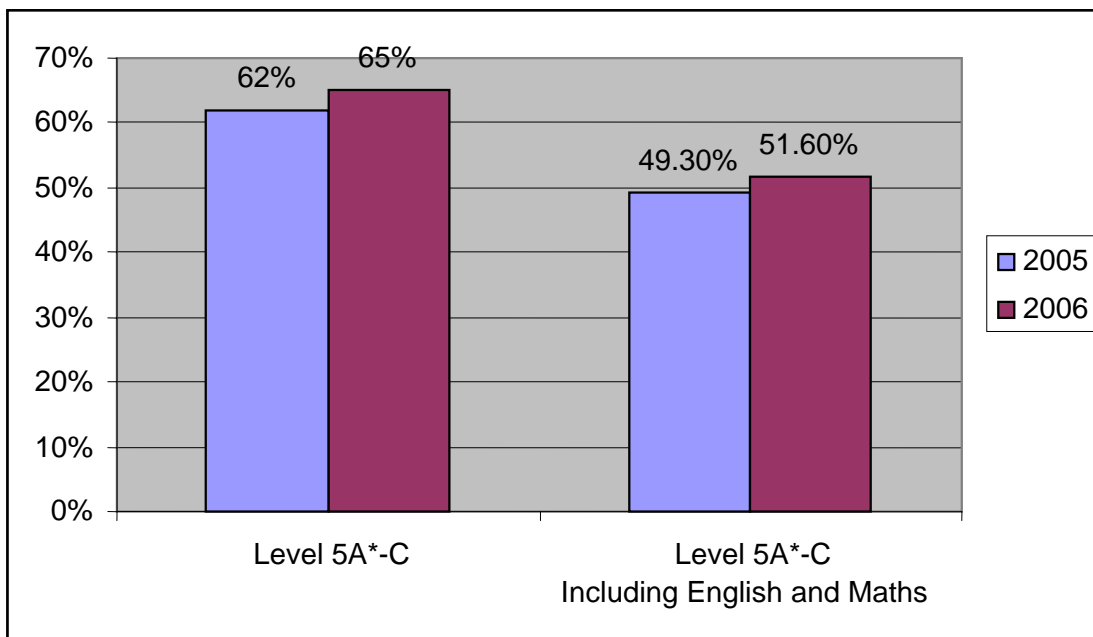


Figure 9 - GCSE Results

Outcomes for students in Pupil Referral Units continued to be very good. Every student gained at least 1 qualification at 16 in 2005 and 2006.

Achievement through PRUs exam results for the service for alternative curriculum - all pupils left with at least one GCSE. At Badgers Hill PRU the 14 year 11 pupils left with a total of 53 GCSEs 12 of which were at a level D and at Bridgeway PRU the 10 year 11 pupils left with a total of 46 GCSEs between them.

Value added in the secondary phase

(measures relative progress between Key Stage 2 and Key Stage 4 – via Key Stage 3)

Value added in the secondary phase from KS2 to KS4 is 2nd compared to statistical neighbours. Conversion rates for pupils entering secondary school at level 4 in the core subjects are better than those nationally in maths and science and are the same in English.

Able pupils achieve well. Conversion rates (the % of pupils making targeted levels of progress from one key stage to the next) for pupils entering secondary school at level 5+ in the core subjects are slightly better than national averages. However, more should be achieving GCSE grade B or higher.

Conversion data: % pupils achieving below level 3 at the end of Key Stage 2 who achieved level 5+ at the end of Key Stage 3 is above national average in English and Maths.

0.8% pupils not achieving any passes at GCSE (or equivalent) at the end of key stage 4 is well below national average.

There continues to be some underachievement by black African and Caribbean children for which targeted support is provided on an individual basis. New arrivals from Eastern Europe have also placed increased demands upon provision for English as an additional language.

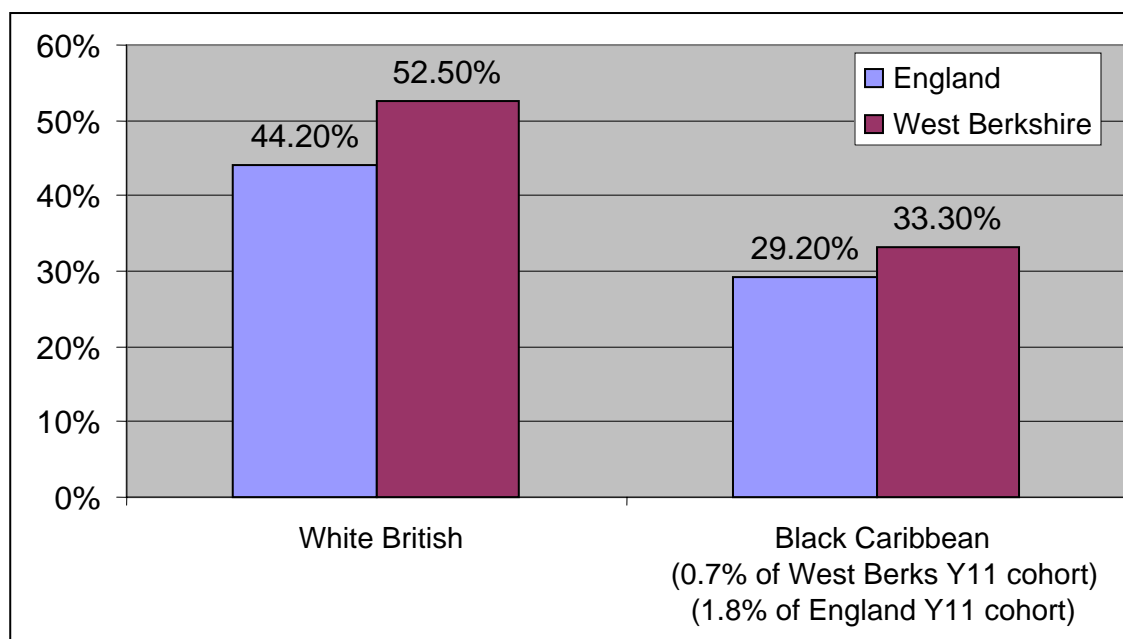


Figure 10 - Percentage achieving 5 A*-C GCSE at the end of KS4 - 2006

Other Outcomes

Inspection judgements about provision in secondary schools are predominantly good or better. One secondary school has been issued with a Notice to Improve with respect to raising achievement at Key Stage 4, especially in maths and science. A robust action plan is in place, including a programme of support from the LA.

Increased take up for The Challenge Award Self Evaluation Framework to 80% secondary schools and 60% primary. Increased take up of local and national kitemarks e.g. Challenge Award; Early Years Kitemark; Basic Skills Agency Quality Mark; Healthy Schools Award; Arts mark; Sportsmark.

Qualitative survey by the LA of all pupils involved in the Catch Up pilot indicates that the pilot was successful in raising self esteem as well as achievement.

Increased number of schools participating in study support and family learning activities outside the normal school day – to be increased further in 2007/08

Increased number of schools providing family learning activities in literacy or numeracy - to be increased further in 2007/08

Attendance

There are sufficient and suitable school places for all children. The first preference figures for WBC residents are (September 2006) Primary 94.8% and Secondary 95.9%.

100% of September 2006 allocations were made on time.

National Strategy “dashboard” on attendance is green (good) at secondary and dark green (outstanding) at Primary

Over the last twelve months the Pupil Placement Panel has heard 98 cases, 89 of which now have an allocated placement. The remainder receive a programme through EOTAS until they are ready to start in a permanent placement.

Educational provision for children who do not attend school

	Number	%
Total number of pupils supported by The Oaks (Primary PRU	13	100
Number of those pupils still receiving Oaks support (End of Academic year 05/06)	5	38.5
Number of pupils reintegrated/maintained in mainstream school	5	38.5
Number of pupils transferring to an EBD school/specialist provision	3	23
Total number of pupils transferred from The Oaks	8	51.5
Total number of pupils not receiving any exclusions post Transfer 8 = 100%	7	87.5

Table 5 - Reintegration statistics – between academic year 2005/2006**Exclusions**

There is a positive trend of reducing permanent exclusions in response to new arrangements around partnership working with headteachers that have been put in place. Similarly there is an overall reducing pattern in fixed term exclusions except in primary schools where an increasing pattern is being addressed through ongoing targeted work between headteachers and officers.

Term	2004-2005	2005-2006	2006-2007
1 st term	3	5	5
2 nd term	13	12	12
3 rd term	2	13	6
4 th term	5	6	10
5 th term	4	7	5
6 th term	4	9	2 to 2 nd July 07
Total	31	52	40 to 2 nd July 07

Table 6 – Permanent Exclusions

No. of fixed term exclusions	2003-2004	2004-2005	2005-2006	2006-2007
Secondary	802	1466	1175	1058 At 2 nd July 07
Primary	163	110	78	123 At 2 nd July 07
Special	35	67	100	40 At 2 nd July 07
Total	1000	1643	1353	1221 At 2 nd July 07

Table 7 – Fixed term exclusions

All Out of School Care settings inspected by Ofsted up to December 2006 achieved a good or satisfactory outcome. There are no inadequate outcomes.

Education/achievement of children and young people who are looked after

Of the 10 LAC who took GCSEs in 2006, 8 achieved at least one GCSE, 5 achieved 5 GCSEs at grades A to G and 4 achieved 5 GCSEs at grades A to C.

The number of looked after children with up to date Personal Education Plans (PEP) continues to increase steadily and now stands at 89%. PEP meetings are chaired and minuted by teachers for Looked After Children to ensure quality and consistency.

LAC Exclusions:

- 2004/05 41 fixed term and 1 permanent exclusion of Looked After Children
- 2005/06 28 fixed term and 3 permanent exclusions of Looked After Children
- 2006/07 (to May 07) 22 fixed term and 2 permanent exclusions of Looked After Children

Achievement of children and young people with learning difficulties and/or disabilities (LDD)

Of the 34 West Berkshire schools inspected since 2005, ratings for progress made by children with LDD were as follows: 76% of schools were rated 1 or 2, 24% were rated 3 and no schools were rated 4. (key to 1, 2, 3, 4 is 1 = outstanding, 2 = good, 3 = adequate, 4 = inadequate)

The percentage of pupils not achieving expected levels at Key Stages One and Three is below the national average, as is the percentage of pupils not achieving any passes at GCSE. At Key Stage Two, the percentage of pupils not achieving expected levels is above the national average, which is being addressed. Conversion rates

from Key Stage One to Key Stage Two are in line with the national average for English and better for Maths. Conversion rates from Key Stage Two to Key Stage Three are above the national average for Maths and well above the national average for English. They are also significantly improved on conversion rates for West Berkshire pupils in 2003-4 and 2004-5.

Both special schools, The Castle and Brookfields, had very favourable Ofsted reports.

The number of new statements issued each year is reducing (reduction of 3.6% in 2006 compared to 2005) and should reduce significantly when the new SEN Funding Scheme is implemented in 2008/09.

The percentage of statements issued within the 18 week timescale, both including and excluding exceptions, was 100% in 2006-7. This performance has been sustained for several years.

The number of 15 year olds with a Transition Plan has increased from 64% to 79% in the 2006-7 financial year and structures, systems and training are in place to ensure this continues to rise. This means we have met our first year LAA target on transition.

LPSA target for 2004-7 was met in respect of increased specialist childcare for children with SEN and increased numbers of children with SEN attending mainstream childcare.

The number of SENDIST appeals heard (rate per 10,000 school population) continues to be well below the national average – 0.40 compared to 1.36 nationally in 2005-6.

There have been no Ombudsman cases, judicial reviews or educational negligence cases relating to SEN.

Catch Up Data 2006:

- Total number of children on programme: 184
- Data shows average gains of 18 months in reading level over an 8 month period in one school
- Average gain overall 12 months in reading level

4.4 Able to make a positive contribution

Key Stage 4 pupils in PRU's have successfully obtained Duke of Edinburgh and a range of British Canoe Union & Royal Yachting Association water based activity awards.

'Record it' at The Moorside Youth Centre has enabled unemployed young people to record their own music. This has developed into young people as volunteers running gig nights at the centre.

80 young people have attended a Baby Sitting and child care course at Theale Youth centre, 40 of whom received sectional D of E certificates

The Moorside Youth centre D of E group engaged 150 young people in completing their community service certificate.

Pupils at a secondary PRU raised nearly £320 for Comic Relief.

Pupils in secondary PRU's developed a community vegetable patch as part of their Duke of Edinburgh award.

Following the closure of The Late Club at The Riverside Centre due to vandalism, an outreach model of youth work has re-engaged the same group of young people. A more tolerant attitude of the young people concerned has been recognised by workers and the wider community.

Engagement by youth workers in a multi-agency week of action in an area of South Newbury resulted in an identified lessening of anti social behaviour. At the same time young people were made aware of the effect that their behaviour had on older residents.

The Greenham Community Project consists of different agencies working with children & young people to provide a coordinated response to anti social behaviour and low level disaffection in the parish. The Police have reported a reduction in reported incidents of anti social behaviour in the area.

The Thatcham Detached project made contact with over 2,800 young people on the streets and in public areas. Much of their work involved issues relating to anti social behaviour.

Through the Early Intervention team, 20 mentors have been recruited & trained by the YOT to link young people at risk of offending to positive activities in the community.

Re-offending rates for young people on Supervision orders and being released from custody have decreased.

The Dyspraxia Group meeting in the Theale Youth centre were able to participate in a residential weekend supported by volunteer helpers and the Youth Service.

Connexions has worked with 272 young people who are assessed as have LDD. Of these, 237 (87%) have progressed into either Education, Employment or Training

4.5 Achieving economic well-being

Further progress has been made in ensuring young people participate in education or training and achieve relevant qualifications to ensure they have good economic

prospects. Significant developments have been progressed through increased partnership working especially in the 14-19 phase.

West Berkshire Training Consortium - Outcomes and progress: Increase in overall apprenticeship framework success rates 16 – 18 year olds from 62% to 73%. 19+ from 78% to 81%. Good WBTC E2E Progressions – 63% against south-east target of 50%.

School 6th forms: GCE A and A/S Level or equivalent results have improved. Average Points Score per candidate raised from 283.3 in 2005 to 301.4 in 2006. Average Points per entry rose from 77.3 in 2005 to 79.8 in 2006. The LA jointly funds the use of the ALPs Value Added analysis at KS5. This shows overall value added in schools 6th forms is variable, ranging from outstanding to inadequate. 5 out of 10 6th forms achieved a VA score above the Berkshire LSC average of 0.91. 5 out of 10 school 6th forms have been inspected by OfSTED since September 2005. All have been judged to be satisfactory or better, 4 out of 5 good or better.

In 2006, 75.2% of young people achieved a level 2 qualification by the age of 19, up from 73.2% in 2005. In the same period the proportion of young people achieving a level 3 qualification by age 19 rose to 54% compared to 51% in 2004.

In September 2006, 81.6% of young people completing statutory schooling at 16 progressed into full time education or training, increased from 78.6% in 2005. Through the Local Area Agreement, challenging targets have been set for reducing the number of young people NEET post 16. Good progress is being made against the targets set with 5.2% of young people NEET in March 2007 against a milestone target of 5.4%. West Berkshire now has the 21st lowest NEET figure compared to 149 other LAs.

All West Berkshire young people who are looked after and statemented have Transition Plans in place. Priority continues to be given to establishing good quality Personal Education Plans for all LAC. PEP meetings are chaired and minuted by LAC teachers to ensure consistency and quality. PEPs address transition to education, employment or training for older pupils. Looked after children/care leavers identified at interview, on entry or on programme at Newbury College are assigned a Student Adviser who can offer personal and welfare support. Newbury College has a named person who links with the looked after children's team. 80% of LAC gained at least one GCSE in 2006. 50% at least 5 GCSEs and 40% at least 5 GCSEs graded A*-C.

The Youth Service has successfully run two 12 week Princes Trust Teams for 17 young people in total. 10 moved into the employment, 4 into further training and the remaining 3 are engaged in voluntary opportunities within the Youth Activity team

5. How the views of children and young people inform our work

5.1 Being Healthy

Feedback from children and young people involved with the CAMH services was analysed as part of the externally managed CAMHS Needs Analysis in late 2006. The Experience of Service Questionnaire (ESQ) is a 15-item self-completion questionnaire that assesses users' views of services with respect to accessibility, humanity of care, organisation of care and environment.

Data from the ESQ showed that, overall, children/young people reflected a positive opinion of the services available. A majority found that staff listened to them, treated them with respect and made helpful responses to the issues raised. Over the whole range of questions, 62% of respondents said they were highly satisfied with the services, whilst a further 28% were partly satisfied. Feedback indicated that areas which need to be addressed include:

- Availability and frequency of appointments
- A clearer explanation of the process of assessment and therapy so that parents / carers and families can be clear about what to expect, including the 'whole family' approach to therapy and the use of techniques including observation from behind a two-way mirror
- Some respondents had experienced miscommunication or a lack of communication regarding setting or re-arranging of appointment times

Work has been put in hand to address all of these issues; improvements are continually being sought and will be monitored routinely through service feedback processes.

A survey of 164 children and young people undertaken as part of the C&YP Plan Review, 2007, showed that 77% reported feeling 'very healthy' or 'quite healthy' and only 7% felt they were 'not very healthy'. Similarly, in reporting on their views of their own levels of exercise, 86% reported as taking 'lots' or 'quite a lot' of exercise with only 4% reporting themselves as taking 'very little' exercise. This survey, together with other surveys completed as part of the Parish Planning process and in preparation for our Play Strategy, highlighted consistent messages about the perceived need to provide more quality and accessible play provision.

This feedback has been addressed as part of implementing the Play Strategy which clearly recognises the importance of play in children's healthy development. Seven play projects are being developed with a total investment of just over £0.3M supported by Big Lottery Grant and including partners' contributions. These will refurbish/upgrade six playgrounds that are in very poor condition and create one new playground in an area that has none. These are located right across West Berkshire and have been identified according to priority of local needs. Further work with the Youth Opportunity Fund and Youth Capital Fund is investing in new leisure and recreation provision/projects that have been proposed by young people and

assessed on their merits by a panel of young people before making decisions about the allocation of funds. Examples of the type of provision being supported through this programme are refurbishment of a scout hut and youth centre, building of skateparks and creation of a community garden for older people.

5.2 Staying Safe

Feedback and evaluation from children and their families is continuously sought from the various programmes and groups that are run. This is used to adapt and shape services. On the whole participants of group work/ support groups have greatly valued the support, have felt safe and would like more. Most have said that the issues they identified to begin with or were referred with, have been resolved or partly resolved. Schools report much improvement in progress with children and families undertaking the Marlborough Groups and in the work with Family and School Support Workers.

Some children, young people and their families still report the need to 'tell their story' more than once and there will be a continued need to focus on streamlining information sharing and assessment to ensure this is reduced. The introduction of integrated Locality Teams will support this.

Work continues in relation to co-ordinating care packages and ensuring good use of resources. Children, young people and families using services at the Castlegate Outreach Service (for children with disabilities) for example, told us they would like more services with greater provision at holiday times. This has led to better coordination of services being offered to ensure that duplication is not occurring and that resources are targeted to assessed need. The Multi-Agency Resource Panel (MARP) now determines resource allocation to prevent duplication, coordinate packages and ensure more effective commissioning. Transition plans specifically report the views of children and their parents and as work develops in this area themes and trends will emerge that can be used to support commissioning processes.

Teenagers with disabilities have told us that they don't always want to go out with their parents and they want to socialise with their friends. As well as providing independence skills programmes the outreach team have supported disabled children to integrate into mainstream activities such as girl guides. We have worked with Mencap to provide a successful youth club for this group and are planning to lower the entrance age of Gateway Clubs from 19 to 16yrs to increase provision.

The 'voice of the child' is being heard in two DVD's made by children and young people for other children/ young people/ parents and staff in relation to bullying and managing challenging behaviour.

The 'Strengthening Families Evaluation' of Child Protection Conferencing conducted with parents and professionals during the year told us that although there was still some way to go, the results suggest that positive progress has been made. For the

most part families reported feeling respected and involved in a process that can be very daunting and challenging.

Various young people feedback mechanisms are provided at the YOT with high satisfaction levels across the board. The team plans to build on the information provided to inform planning and to further inform an evaluation strategy, they will be using a software system (lap top based) to further enhance feedback and ensure additional awareness of the complaints processes. Similar messages are presented from the substance misuse team and the family resource service

Individual looked after children's views are sought in the care processes and child protection review processes, young peoples views are valued and are used to inform their care/protection plans. A software programme is used for young people who find this easier than 'telling us' and other mechanisms such as the annual fostering inspection give looked after children the opportunity to tell someone independent of Children's services what they think. Individual young people are encouraged to complain and if complaining through the Children Act process (via the local authority) are provided with an advocate to help ensure their issues are heard and resolved where possible.

5.3 Enjoying and Achieving

Young Peoples' Anti-Bullying Forum is being held around the theme "Safe to Learn", i.e. enjoy and achieve and keeping safe. The forum is on 29th June. Students from all our schools in the secondary sector will be contributing to and informing West Berkshire Policy and Strategy – Safe to Learn. It is intended to hold regular forums.

As part of the evaluation of the Catch Up pilot for struggling readers each child in the Catch Up in the 30 schools was interviewed by the Learning Support Team. What they had to say encouraged us to proceed with the roll out and now over 90% of schools have taken it up. All schools were presented with the positive pupil evaluations and we think this was a powerful lever - as well as the improved results - to encourage schools to join up.

During the work that we have been doing around the transition of children from Foundation stage to Year one the teachers in the project schools interviewed Foundation Children before transition and then again after and they also interviewed year one children about what it was like to move from foundation to year one. The children's views were then taken into consideration to inform best practice. This information, alongside the rest of the project was included in a West Berkshire document to support schools with adopting best practice for transition. All schools were provided with a single copy.

EWOs meet with young people in order to talk with them about why they do not attend school. These discussions include finding out about what children enjoy. In liaison with schools and other services individual re-integration plans are made for the young person to return to school successfully. A key element is to find out what

the child enjoys at school and what they feel they do well at. Re-integration plans will often start with the subjects that the young person enjoys and/or what they succeed in and it builds from there.

In maths we do a considerable amount of pupil voice work on transition where we follow up from where they were at the end of primary school and their experiences in the first months at secondary. This then feeds into work that is carried out with maths departments in the secondary school. Much of it centres around expectations of progress and attitudes to mathematics.

The Willink school run an after school club with students targeted for those with poor social skills. Students contribute to the ethos of the club, e.g. wear own clothes, music playing, refreshments available as they do work (IT activities, Food Tech, Arts Activities). They make these suggestions to create a home atmosphere (as many cannot work at home). They will be at the Quality in Study Support Conference talking about this and showing how they've learnt to make healthy fruit smoothies.

Kingfisher PRU took part in youth consultation project in which they chose an artist and art form and worked with the artist to create an artwork outcome that would be part of the infrastructure of the building they use, and reducing the likelihood of graffiti and misuse of the building. This was an excellent project with high quality visual evaluating and reporting. This then led to the PRU employing the artist part time as he was so effective with the children. Good work is continuing there and they too will be at Quality in Study Support conference showing ceramics.

Student Councils. At Mrs Bland's Infant School, two children from the class represent the views of their peers by discussing issues that affect them. They have recently brought up the issue of litter and have enabled two new litter bins to be placed in the playground, all contributing to the school's bid for silver Healthy Schools award. There are excellent pictures on their website and of the two council representatives in the playground.

Children's feedback is being collected on family learning activities. Victoria Park Children's Centre has collected views from their children on their environment day. Adult and Community Learning are working with Newbury College to try to introduce ways of collecting children's feedback during Family Learning.

The children on the traveller site informed the Family Learning work there. They worked with Community Council for Berkshire (CCB) to create their "Sparkle Club" and they helped decorate the "cabin" where they hold it. Travellers video where they talk and illustrate their lives on the site and when they are away at fairs, gives a clear indication of their interests and skills and informs CCB's work with them on the site.

Creating a Learning Culture Pilot Phase with 20 schools: as part of the evaluation of the pilot year, our literacy consultants went to all the pilot schools and carried out structured pupil interviews about the impact of the project on their learning. We interviewed 3 pupils from each class in each school. What the pupils had to say shaped our thinking for the roll out. We disseminated the findings of the evaluations - including what the pupils said- to all schools in the authority. The pilot was funded by the Innovation Unit.

Four of our Local Authority National Strategies consultants have undertaken accredited action research MA modules which have been classroom based and working with targeted pupils as part of the research. We fund this accreditation to improve our first hand knowledge of the pupils' learning experience in the schools they are supporting as consultants e.g. research was carried out at Kennet school to explore the causes of underachievement in boys and work with a targeted group was put in place as a result.

The views of children and young people are captured through Element 9 of the Challenge Award "Pupils, Parents and Partners" where schools have to talk to pupils, act on what they say and present their findings to us in their Challenge Award portfolio. 70% of our schools are using this. On assessment day itself, we interview groups of able pupils across the years. Pupil views are also obtained through our Local Authority Supported Self Review where we undertake pupil interviews and present the findings back to schools.

5.4 Making a Positive Contribution

As part of the Connexions transition to the Local Authority, an extensive consultation exercise was undertaken with secondary school pupils. Over 550 returned questionnaires, a further 80 were involved in small focus groups which included young people from the YOT, with LDD, pupils in special school and youth centres. Several key issues raised by the young people were included in the contract specification between West Berkshire and Connexions Berkshire.

The Big Buzz Challenge is a locally developed toolkit to enable young people to engage in town & parish planning. This year the challenge awarded 9 grants totalling £5,000 to enable young people to develop a range of projects which made an impact in their community.

The Extended Services Team asked groups of children about what activities they would like to take part in.

Young people acting as trained assessors awarded over £150,000 from the Youth Opportunities / Capital programme to more than 25 individual groups. Projects included a Boys Brigade troop in Thatcham creating a community garden for elderly residents at their church in Thatcham

The Thatcham Youth Forum provides a link between young people in the community. It has been used successfully in the development of the Thatcham Vision.

The Theale Area Youth Officer has supported the MYP and Cabinet including enabling them to attend regional and national events

Pupils from Brookfield special school and youth club members at West Berkshire Mencap were invited to participate in focus groups relating to the development of the Connexions contract.

As part of producing our Play Strategy, 71 children and young people aged 7-15 were consulted using specific questions about the nature, accessibility and safety of play provision and how it should be developed in their local areas.

Pupils from Mary Hare school sit on our Disability Scheme Scrutiny Panel together with adults representing disability groups in order to monitor our progress in implementing our Disability Equality Scheme and provide feedback on the actual experience of services by disabled people.

5.4 Achieving Economic Well-being

Views of students in school 6th forms are captured via School Self-Evaluation Forms and feedback from School Improvement Partners.

Learner surveys and the Student Council process at Newbury College involves the learners in providing valuable feedback and suggestions on their learning experience, their courses and the college environment.

The LA has commissioned research via the 14-19 Curriculum Boards, a survey of student learning needs 14-19. This involves students completing questionnaires across the district. The information will be compared with an analysis of Employers needs and local labour market demands. This work will be used to underpin further decision making on developing provision for young people.

The LA also provides opportunities for young people to express their ideas and observations through the "Vocalise" project and through the West Berkshire Youth Parliament.

6. Priorities for 2007/08

The priority themes set out below have been developed in consultation with partners All of the priorities set out below are further developed in the 2007/08 Action Plan provided in Part B of this Review in the C&YP Plan Action Plan 2007-2008 which sets out the detailed actions and monitoring arrangements designed to achieve these priorities.

6.1 Being Healthy

- To develop our strategic approach to Health Improvement in West Berkshire so that we achieve good coordination of activity within the 'Being Healthy' strand of Every Child Matters and that it is properly linked with the other four strands
- To implement a strategic approach to obesity prevention and treatment
- To develop commissioning arrangements for child and adolescent mental health services in order to ensure services are a good match to local needs
- To promote the integration of relevant Health staff with the wider Children's Services arrangements
- To ensure that strategic planning of local services for children and young people with disabilities, complex needs and long term conditions is informed by good information on their health needs
- To improve the sexual health of local young people including providing them with the knowledge, skills and confidence to manage their sexual health
- To continue to decrease the teenage conception rate in line with the National targets
- To support schools in undertaking the self validation process in order to achieve the new National Healthy Schools Standard in line with national targets
- To explore and address the reasons why young people binge drink alcohol and develop initiatives to decrease drinking in the population of young people in West Berkshire
- To improve the health support for looked after children

6.2 Staying Safe

- To integrate key services through two integrated Locality Teams – focusing on early intervention and prevention – supported by Locality Networks that will ensure families that are beginning to experience difficulties receive an early response aiming to maintain at current levels or slightly reduce further, the numbers of children requiring child protection plans or looking after
- To embed of our Common Assessment Framework, introduce 'ContactPoint' improve timeliness and quality of other children's services assessments and plans, i.e. initial assessments, core assessments, transition, private fostering and Pathway Plans.

- To develop services to children with disabilities including outreach, family focused support reducing need to provide residential care through provision of respite locally, improve transition planning further and develop a model of council wide strategy and financial planning
- To develop harm minimisation and prevention in relation to substance misuse.
- To map services to the black and minority ethnic (BME) population within West Berkshire to ensure we are meeting the needs of BME children and young people.
- To implement the review of services to homeless vulnerable YP and provision of accommodation, a new initiative for 07/08, jointly funded by the Council and the YMCA.
(and in full partnership with the Local Safeguarding Children Board)
- To strengthen the engagement with safeguarding for all partner agencies
- To establish clear monitoring processes around safe recruitment
- To develop and implement a new performance management framework for safeguarding practice.

6.3 Enjoying and achieving

- To raise achievement of targeted groups (key stages) and schools, and closing "gaps" in performance e.g. boys/girls. Highlight "value added"
- To raise achievement of pupils in vulnerable groups, including: LAC, SEN, BME, Travellers and Young Offenders, including a focus on developing flexible and alternative provision, and individual packages.
- To share good practice and promote further developments around inclusion and co-location.
- To plan and prepare the introduction of 14-19 vocational pathway diplomas, as a key strategy in reducing NEETs and raising the achievement of level 2 and level 3 qualifications by age 19. This also links to our increasing staying-on rate targets (i.e. working towards 90% by 2010)
- To maximise the role of specialist schools to the benefit of all, including the use of expert teachers.
- To realise the potential of e-learning to enable learning anywhere, anytime.

- To develop the role of extended schools/services, leaning lessons from the more mature partnerships and understanding impact around raising achievement.
- To develop a Phase 2 Children's Centre in every community, meeting the requirements of the Childcare Act 2006.
- To complete the further roll out of Family and School Support Workers (FSSW), recognising the gains already made since the newly developed workforce was funded for all schools in 2005/06.
- To increase the number of schools accessing the successful study support programme and undertake more work to measure impact.
- To increase Family Learning programmes and assess impact on pupils' achievement.
- To work with schools to identify and address bullying, by understanding causal factors and developing preventative strategies. (Links to support for schools around community cohesion).
- To increase the emphasis on the voice of young people, through spreading good practice and embedding it as the norm. Teasing out how children's voices can positively impact on Enjoy and Achieve.
- To design and deliver capital projects that raise achievement and enjoyment through inspirational design, effective flexible teaching and learning spaces and transformational use of technology.
- To raise achievement in the Foundation Stage
- To raise achievement in the core subjects
- To improve the overall effectiveness of schools and in particular schools causing concern
- To improve the achievement of pupils who have additional needs including vulnerable pupils, LDD, G&T and EM

6.4 Making a positive contribution

- To ensure strong links are established between the new Integrated Teams and other services not currently placed within these teams.

- To develop the Member for Youth Parliament project, to enable broader uptake of participants.
- To ensure wider engagement from young people in the voluntary sector in the Youth Opportunity / Capital fund.
- To expand the YOT's restorative Justice Service by increasing opportunities for young people to "payback" the community for example by using creative arts.

6.5 Achieving Economic Well-being

- To develop the organisation of local provision 14-19
- To improve achievement outcomes and future economic well-being prospects
- To widen the curriculum and expand vocational provision
- To increase participation post 16
- To add value to student achievement through the use of e-learning
- To improve advice and guidance to young people



PART B

“Making it happen for Children and Young People two years on”

Part B:

- Detailed review of progress against 2006-07 actions
 - Detailed plans for 2007-08

Review of the Children
And Young People Plan

June 2007



West Berkshire Children
& Young People's Trust

The work that is supported by the Children and Young People Plan (C&YP Plan) is wide ranging and involves complex, inter-relating themes. In an effort to make this Review of the C&YP Plan accessible to the reader it is presented in two parts.

Part A provides the core of the Review itself focusing on:

- outcomes for children and young people
- forward priorities for our work
- how these are informed by the views of children and young people.

Part B provides a reference bank of detailed evaluative commentary on:

- progress against the 2006-07 Action Plan actions
- detailed actions to deliver our priorities in 2007-08

Part C provides an evaluation of:

- what we are doing to improve outcomes
- the management of services

Contents for Part B: Detailed Evaluative Commentary	Page
1. Review of progress against details of the 2006-07 C&YP Plan: Action Plan	3
2. C&YP Plan Action Plan for 2007-08	58
3. C&YP Plan remaining Year 3 targets from original plan	78
4. Local Area Agreement Targets	84
5. Council Plan 2007/08 Targets for Successful schools and Protecting Vulnerable People	88

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1.

**“Making it Happen for Children and Young People 2005-08”
the West Berkshire Children and Young People’s Plan**

Review of progress against the 2006-07 Action Plan

June 2007

West Berkshire Children & Young People’s Trust – Strategic Plan/Action Plan – Year 2 Progress

Summary

- Each box represents 1 action line
- For many actions “Good Progress” will be the highest possible rating because they will always need ongoing review/action, e.g. enforcement of legislation regarding underage drinking

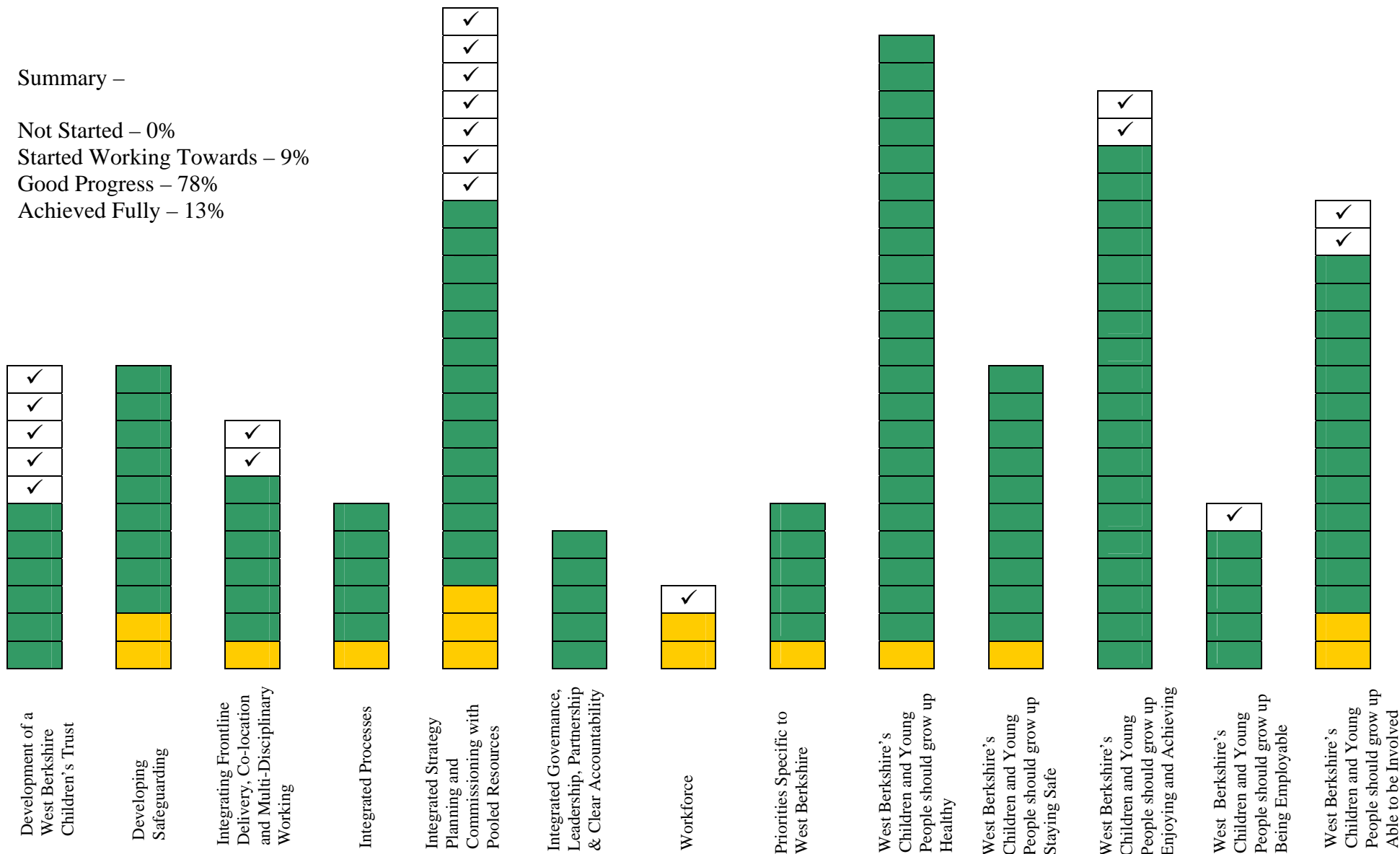
Summary –

Not Started – 0%

Started Working Towards – 9%

Good Progress – 78%

Achieved Fully – 13%



Summary

West Berkshire Children & Young People’s Trust – Strategic Plan/Action Plan – Year 2 Actions

Theme	Priorities	Year 2 Actions							
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
1. Development of a West Berkshire Children’s Trust	1.1 Develop and communicate a vision and objectives for the West Berkshire Children’s Trust	✓							
	1.2 Determine which children’s services fall within the Trust		✓	✓	✓				
	1.3 Ensure that other key partners are fully engaged with the development of the Children’s Trust	✓							
2. Developing Safeguarding	2.1 Ensure that all agencies are aware of and implement safe recruitment practices with regard to delivering services to C&YP								
	2.2 Ensure that all relevant staff across agencies receive appropriate training in safeguarding and child protection								
	2.3 Ensure that safeguarding in its broadest sense is considered by every sector, partnership & agency delivering services to C&YP								
	2.4 Ensure that there is active management of actual and potential risk to children and young people								
	2.5 Ensure that there is clear accountability for safeguarding & that the respective roles of the DC&YP & Lead Member are clarified								
	2.6 Ensure that developments in safeguarding practice are in line with the values of the West Berkshire C&YP Trust								
3. Integrating Frontline Delivery, Co-location and Multi-Disciplinary Working	3.1 Develop greater integration between healthcare practitioners, education and social care								
	3.2 Integrate service delivery in schools where appropriate with services in the community								
	3.3 Develop the Extended Schools programme and Children’s Centre programme across West Berkshire		✓						
	3.4 Determine a model for the delivery of multi agency responses to need across West Berkshire	✓							
4. Integrated Processes	4.1 Improve the early identification and assessment of need by all professionals working with children and young people								
	4.2 Agree common standards around practice for all partner agencies								
	4.3 Improve the sharing of information about vulnerable children and young people between agencies								
5. Integrated Strategy Planning and Commissioning with Pooled Resources	5.1 Ensure that data collection and mapping across agencies clearly identifies need and priorities for action			✓					
	5.2 Develop structures & processes that support joint commissioning of services, shared management & resources incl. budgets		✓						
	5.3 Ensure that the integrated commissioning of children’s health services is given sufficient focus within the PCT and Acute Trusts								

Individual Executive Member Decisions taken on 9 & 10 August 2007

Theme	Priorities	Year 2 Actions							
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
	5.4 Increase range of services available at Tier 2 of need								
	5.5 Identify ways to integrate access, assessment and delivery of services at Tiers 2-3			✓	✓		✓	✓	
	5.6 Increase range of jointly commissioned services with pooled budgets	✓							
	5.7 Develop and shape the local and regional market for children's services								
6. Integrated Governance, Leadership, Partnership & Clear Accountability	6.1 Ensure that all necessary partners are adequately and appropriately represented and effectively engaged								
	6.2 Ensure that accountability for safeguarding is at the highest level								
	6.3 Ensure that children and young people's needs are addressed in the widest sense through the LSP and its sub groups								
7. Workforce Development	7.1 The workforce across partner agencies must be equipped for the task			✓					
8. Priorities Specific to West Berkshire	8.1 Ensure that all plans need to take into account the particular characteristics of a rural area								
	8.2 Ensure that the specific needs of C&YP and families are reflected in service mapping, planning and provision								
9. WB C&YP Should Grow Up Healthy	9.1 Develop more integrated planning & commissioning of services for children with disabilities & children with special ed. needs								
	9.2 Develop policy and services that promote Healthy Lifestyles								
	9.3 Health information needed for the next Annual Report needs to be available by Local Authority								
	9.4 Improve access by young people to sexual health and relationships advice and services								
	9.5 Ensure services for pregnant teenagers & teenage mothers and fathers are accessible through mainstream health services								
	9.6 Address the particular issues for young offenders who are not in education training or employment								
10. West Berkshire's C&YP Should Grow Up Staying Safe	10.1 Reduce the incidence of bullying in schools and support children and young people to address it								
	10.2 Ensure that those children most in need of protection receive a timely and appropriate response								
	10.3 Implement the requirement to address the needs of children and young people who are witnesses of violence								
	10.4 Ensure that the housing needs of the most vulnerable young people are met								
	10.5 Clarify the extent of mental health needs in C&YP including emotional well being and issues such as depression								
	10.6 Sexual abuse and exploitation of young people is identified and appropriate action taken								

Individual Executive Member Decisions taken on 9 & 10 August 2007

Theme	Priorities	Year 2 Actions							
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
	10.7 All people working with children and young people should know what to do when a child or young person is at risk of harm								
11. West Berkshire's Children and Young People Should Grow Up Enjoying and Achieving	11.1 Reduce the number of children and young people who are out of West Berkshire schools because of exclusion								
	11.2 Improve the longer term outcomes for young people who are least likely to be involved in education, training or employment				✓				
	11.3 Improve the educational achievement of the most vulnerable children and young people								
	11.4 Improve the educational attainment of all pupils								
	11.5 Improve attendance in primary and secondary maintained schools			✓					
	11.6 Provide alternative activities for C&YP which divert them from disaffection, anti social behaviour & possible criminal activity								
	11.7 Provide more activities for vulnerable children and young people								
12. West Berkshire's Children and Young People Should Grow Up Being Employable	12.1 Establish economic well being as a priority for the Local Strategic Partnership	✓							
	12.2 Address strategically the issue of low increase the take up of education, training and employment opportunities								
	12.3 Ensure that all planning, commissioning, policy & service developments, take into account deprivation factors								
	12.4 Meet the housing needs of traveller families and those of other vulnerable groups								
13. West Berkshire's Children and Young People Should Grow Up Able to be Involved	13.1 Find more effective ways to consult with and involve children and young people using existing forums				✓				
	13.2 Build better links with Youth Councils								
	13.3 Enable children and young people to be involved in the review and quality assurance of existing services			✓					
	13.4 Increase the involvement of children and young people in volunteering and participation								
	13.5 Demonstrate to children and young people that their views and those of their parents / carers are taken seriously								
	13.6 Find ways of consulting and involving that mean that a wide range of children and young people can be involved								

West Berkshire Children & Young People's Trust - Strategic Plan/Action Plan

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
1. Development of a West Berkshire Children's Trust								
1.1 Develop and communicate a vision and objectives for the West Berkshire Children's Trust.	(a) Agree an action plan and phased timetable to implement agreed changes	Years 2,3	Corporate Director (C&YP) with C&YP Directorate SMT and C&YP Trust Board	Extensive consultation has led to the publication of an Action Plan including the implementation of Integrated Locality Teams. This is progressing well with management structures agreed, management posts filled, staff allocated and office move in progress				✱
	(b) Develop a Children's Trust Board from the existing Executive of the Children and Young Peoples Strategic Partnership	Year 2	Corporate Director (C&YP)	The Children and Young People Trust Board has been established and meeting regularly – membership has been reviewed to now include the Portfolio holder and Shadow Portfolio holder for children and young people, headteachers and a representative of the business sector in addition to the existing membership representing the PCT, Police, volunteer and community sector and Connexions			✱	

Individual Executive Member Decisions taken on 9 & 10 August 2007

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
1.2 Determine which children's services fall within the Trust	(a) Consult with Berkshire West PCT, RBBH Acute Trust and Berkshire Health Care Trust	Year 2	WBC Head of Children's Commissioning & Quality	Despite the major changes during this time within the PCT it has been possible to maintain good engagement of key PCT staff in developing the Trust. RBBH and BHFT involvement has been maintained through the West of Berkshire Children's Commissioning Group and the West of Berkshire CAMHs Commissioning and Steering Groups.			✱	
	(b) Agree the arrangements for shared management and clinical supervision of staff within integrated teams	Year 2	WBC Head of Children's Commissioning & Quality and PCT Local Area Director	Arrangements for the management and supervision for all staff in Integrated Locality Teams have been developed and agreed through the work of a multi-agency group of third tier managers				✱
	(c) Agree with Connexions in the light of the requirements of the Youth Green paper	Year 2	WBC Head of Children's Commissioning & Quality and Connexions Chief Executive	Contracting arrangements for the delivery of Connexions services in West Berkshire have been agreed between Connexions Berkshire Partnership and West Berkshire Council. A Delivery Plan and monthly monitoring arrangements have been put in place				✱
	(d) Agree the place of the Youth Offending Team in the Trust	Year 2	Corporate Director (C&YP) and WBC Chief Executive	Agreement has been reached that YOT remains with lines of accountability to the Head of Children's Services and the Safer Communities Partnership Management Board. The YOT Manager and other YOT staff remain closely involved in key strategic groups within the Children and Young People's Trust				✱

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
	(e) Clarify that services that fall within the Trust include both providing and commissioning	Year 2	Corporate Director (C&YP) and PCT Local Area Director	Trust services include both clinical groups from the PCT e.g. health visitors and school nurses as well as joint commissioning arrangements			✱	
1.3 Ensure that other key partners are fully engaged with the development of the Children's Trust	(a) Standing agenda item for the C&YP Trust Board	Years 2,3	C&YP Trust Board Chair	Engagement of voluntary and community sector and other partners is fully considered in all Trust Board discussions				✱
	➤ Voluntary and Community Sector (b) Identify which VCS agencies have capacity and vision to align themselves with the development of integrated services in line with priorities for delivery. Build a trailblazers group to take this forward	Years 2,3	West Berkshire Policy Officer and Chair of CAWB with Trust Commissioning & Development Group	Two, well attended, V&CS workshops have prepared the ground by exploring the commissioning issues and arrangements. A 3-year SLA is being piloted with Berkshire Women's Aid. V&CS engagement with Trust development groups remains good e.g. Trust Commissioning and Development Group			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
➤ Schools	(c) Ensure that all schools across West Berkshire are kept informed and involved through representation of Head Teachers on the TC&DG and through engagement in relevant forums. Other school staff and governors to be involved through local networks, focus groups and membership on local service development groups as required	Years 2,3	Corporate Director (C&YP)	<p>There has been regular discussion in Headteacher Forum sessions and Headteacher engagement in key Trust groups is either in place and working well (e.g. the LSCB) or in some instances new involvement is being implemented, e.g. the Trust Board. Work is underway to involve Headteachers in proposed Change for Children Boards as stakeholder forums in localities</p> <p>A good dialogue with schools is maintained through:</p> <ul style="list-style-type: none"> Pupil Placement Panel Chairs' Briefings Admin Officer Briefings Education Management Advisory Board Heads' Forums Extended Services and Childcare Strategy Group 			✱	
➤ General Practitioners	(d) Ensure that all GPs and other independent contractors e.g. Dentists and Pharmacists are kept informed about the Children's Trust and partnership developments and are encouraged and enabled to participate and lead within their professional group. Identify champions within this professional grouping	Years 2, 3	PCT Local Area Director	HoCCQ attends GP Forums and the Clinical Practice Committee. GP and Practice Manager involvement in consultation processes has been achieved. Chair of Community Pharmacy Forum has been involved in Trust consultation process. Designated GP has been an active member of the LSCB			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
2. Developing Safeguarding								
2.1 Ensure that all agencies are aware of and implement safe recruitment practices with regard to delivering services to children and young people	(a) Audit of practice, identification of areas for improvement and action plan	Year 2	LSCB Chair	<ul style="list-style-type: none"> Partners in the Trust have signed up to the Commissioning Agreement including safeguarding commitments Good partner engagement in the National College of School Leadership 'train the trainer' programme for Safer Recruitment HR have completed a review with schools of their CRB processes for DfES return 			✱	
2.2 Ensure that all relevant staff across agencies receive appropriate training in safeguarding and child protection	(a) Audit uptake and target groups where take up is low	Year 2	LSCB Training sub-group	<ul style="list-style-type: none"> Audit of social care staff and multi agency engagement in place Engagement is progressing steadily where take up has been low 		✱		
	(b) Develop inclusive and comprehensive training programmes	Year 2	LSCB Training sub-group	<p>Standards have been agreed for Level 1 and 2 training</p> <p>New e learning package commissioned and provided</p> <p>New chair of the training sub group identified to lead on strategic developments across three unitaries' LSCBs</p> <p>Training update has improved within last year. Increased figures represent training for designated persons in schools.</p> <p>Safeguarding conferences are an annual</p>			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				event attracting over 100 people from all agencies organised by the LSCB across West of Berkshire				
	(c) Agree funding required across the C&YP Trust	Year 2	LSCB Training sub-group	Budget planning has identified the funding required at £90,000 and commitments from partners is being confirmed			✱	
2.3 Ensure that safeguarding in its broadest sense is considered by every sector, partnership and agency delivering services to children and young people	(a) Safeguarding to be considered regularly in all Trust meetings	Year 2	All Partnership Chairs and agency managers	Board discussions reflect the high prominence given to safeguarding in all Trust groups.			✱	
	(b) Audit practice	Year 2	LSCB Quality Assurance group	Self audit tool developed and implemented for pre-school and school settings and regular reporting underway. Modifications of the self audit tool for other partners is being progressed.			✱	
2.4 Ensure that there is active management of actual and potential risk to children and young people	(a) Multi Agency Risk Panel is linked to work of LSCB	Year 2	LSCB Chair	The link is maintained well through the line management by board members of people who sit on the MARAC		✱		
	(b) Enforcement of legislation concerning under age drinking	Year 2	Police Community Safety Officer	LSCB have produced a leaflet for licensees remind them of their responsibilities and the need to work within agreed CP procedures? Treatment at the Edge includes work with 58 young people, 46% of whom have alcohol as the main or second presenting concern			✱	
	(c) Clear protocols regarding the Bichard recommendations are	Year 2	LSCB Chair	Protocols re. safer recruitment, underage sex and information sharing are now			✱	

Individual Executive Member Decisions taken on 9 & 10 August 2007

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
	implemented		HR	<p>incorporated within the current child protection procedures</p> <p>Level 1 safeguarding training for those who work in schools and education, training for Designated Person in schools and safeguarding training for schools governors is all being provided. West Berkshire has a LADO and a LADO for schools. The PEWO is also the Named Person in Education for safeguarding. Procedures are clear for referrals and further development work is taking place. The Berkshire Local Safeguarding Children Board Child Protection Procedures are in place.</p> <p>We have incorporated Safer Recruitment training into the general recruitment training offered to schools and embedded level 1 safeguarding training into the Teaching Assistant and NQT induction programme. We encourage all West Berks headteachers to make use of the NCSL on-line safer recruitment training package.</p>				
				<p>In terms of CRB we implemented the requirements of the DfES project to identify individuals in schools who do not have a CRB check. A report was produced from EMS to identify individuals who did not have CRB clearance. This information was fed back to schools in order that Heads could initiate any outstanding CRB checks.</p>				

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				These reports are sent out to schools on a regular basis.				
2.5 Ensure that there is clear accountability for safeguarding and that the respective roles of the Corporate Director (C&YP) and Lead Member are clarified	(a) Agree governance and reporting arrangements on safeguarding issues from LSCB to Director and the Council	Year 2	Children & Young People Policy and Development Commission West Berkshire Council Members	Agreed as part of discussion with members about C&YP Trust governance arrangements – including that the Independent Chair of the LSCB should also be a member of the C&YP Trust Board alongside the Portfolio and Shadow Portfolio Member and DCS to facilitate communication and engagement			✱	
2.6 Ensure that developments in safeguarding practice are in line with the values of the West Berkshire C&YP Trust of building on strengths and resilience in children and young people and families and in restorative practice approaches	(a) Develop and implement a safeguarding policy for the Partnership	Year 2	LSCB	This is provided within the Child Protection procedures for Berkshire Education Involvement in MAPP and MARAC Conference held on restorative practice in secondary schools – 5 th February 2007			✱	
3. Integrating Frontline Delivery, Co-location and Multi Disciplinary Working								

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
3.1 Develop greater integration between healthcare practitioners, education and social care	(a) Review health visiting and community health services for children and young people in the light of the Chief Nursing Officers review	Year 2	PCT Director of Public Health	A new core service has been developed for health visiting that is in line with Standard 1 of the NSF for Children, Young People and Maternity Services. This offers a basic package of service to all under-5s and their families but is also aimed at early identification of vulnerable families so that an enhanced service specific to their needs can be offered. School nursing has also reviewed its core service but staffing levels do not allow for the CNO's recommendation of " a minimum of one full-time , whole year, qualified school nurse for each cluster or group of primary schools and its secondary school" Both services provide an outcome focused service			*	
	(b) Co-location of key managers and staff in education, social care and health services	Years 2,3	Corporate Director (C&YP), Primary Care Local Area Director	Health visitors and school nurses are members of the Integrated Locality Teams in West Berkshire but as yet there is no co-location. Health Visitors have developed close links with the children's centres in Hungerford and Newbury and are involved in discussions about the planned children's centre in Thatcham. Future planning will explore opportunities for co-location Key managers in education and social care are co-located with a Health Manager as a member of the management team but not yet co-located		*		

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
3.2 Integrate service delivery in schools where appropriate with services in the community	(a) Integrate family support work in schools with the wider range of family support services.	Year 2	Head of Education Service / Head Teachers forums	<p>There are many good examples of joint work e.g. between Family and School Support Workers and CAMHs primary practitioners, other Family Resource staff, EP/EWOs and MATCh team members</p> <p>Further investment in Family and School Support Workers agreed by Schools Funding Forum 2007/08 DSG to increase capacity</p> <p>Family Learning provision is planned collaboratively with Family Support Workers in Children's Centres</p>			✱	
	(b) Develop central co-ordination of professional support, supervision and training	Year 2	Head of Education Service / Head Teachers forums	Most schools now subscribe to the Family and School Support Worker coordination and support programme.			✱	
3.3 Develop the Extended Schools programme and Children's Centre programme across West Berkshire in line with identification of needs both geographically and	(a) Ensure Extended Schools and Children's Centres are sustainable in their development in terms of raising standards, developing partnerships, maintaining funding and contributing to outcomes	Years 2,3	Extended Schools Steering Group and Children's Centres Steering Group ratified by C&YP Trust	<p>Good progress towards the Sep 07 target of 46 schools offering or signposting to the full ES core offer. 3 schools participating in the DfES School Improvement Pilot in 2007.</p> <p>Two Children's Centres have been designated and are established and 2 more have been approved and staff appointed. The locations of a further 2 will be approved at Executive on 17/05/07</p>			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
thematically	(b) Link the proposals for Extended Schools and Children's Centres to ensure the maximum benefit to communities from the funding available	Years 2,3	Extended Schools Steering Group and Children's Centres Steering Group ratified by C&YP Trust Board	Both Steering Groups have combined and a draft Joint Strategy for Extended Services and Children's Centres has been produced and reviewed by the Steering Group. To be approved by Executive on 17/05/07				✱
	(c) The DAAT to work within the development of Children's Centres and Extended Schools to provide information to local communities and provide a link to local treatment providers	Year 2	DAAT	9 out of 10 secondary schools have signed up to and follow the West Berks Schools' Protocol for Managing Drug Related Incidents. All of these schools are taking up the Multi Agency PSHE/Drugs Enrichment Programme which is offered to 'vulnerable' pupils in the schools The DAAT Manager has agreed with the Lead Officer for the development of Extended Schools to provide information as required about treatment opportunities if identified by the community. The local treatment providers have agreed to provide information as necessary			✱	
3.4 Determine a model for the delivery of multi-agency responses to need across West Berkshire	(a) Work up detailed proposals around the functions and membership of multi-agency teams to support children, young people and families	Year 2	C&YP Directorate SMT and Integrated Teams Implementation Group	Proposals for the West/Central and East Integrated Locality Teams have been consulted about and are now being implemented				✱
	(b) Implement the agreed proposals	Years 2,3	All stakeholders led by C&YP Directorate SMT	Extensive consultation has led to the publication of an Action Plan including the implementation of Integrated Locality Teams. This is progressing well with			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				management structures agreed, management posts filled, staff allocated and office move in progress				
4. Integrated Processes								
4.1 Improve the early identification and assessment of need by all professionals working with children and young people	(a) Deliver training programme for Common Assessment Framework and design roll out to all priority staff groups	Year 2	TC&DG through Service Manager, Strategy and Effectiveness and Heads of Services West Berkshire Council	Also covered at Chairs (Governors') Briefings Both Headteacher Forums had presentations More than 500 professionals trained. Ongoing multi-agency training programme dates booked. Ongoing awareness raising with groups of staff from specific disciplines.			✱	
	(b) Develop standards around the implementation and monitoring of the Common Assessment Framework.	Year 2	TC&DG through Service Manager, Strategy and Effectiveness and Heads of Services West Berkshire Council	143 Common Assessments registered. 111 Enquiries made to Common Assessment register. Small scale evaluation carried out. Registrations of Common Assessments now monitored by profession / staff group to enable better targeting of training and awareness-raising. Work is underway to develop a systematic approach to quality assure the process and content of Common Assessments.			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
4.2 Agree common standards around practice for all partner agencies	(a) Audit and monitoring of implementation of Partnership Agreement standards to be carried out	Year 2	C&YP Trust Board	The Joint Commissioning Agreement has recently been revised and signed off by the Trust Board and shared in the Trust Annual Conference. The initial audit has been completed and arrangements are in hand to re-audit			✱	
4.3 Improve the sharing of information about vulnerable children and young people between agencies	(a) Protocol to be disseminated across all partner organizations	Year 2	C&YP Trust Board	Protocol signed off by Trust partners and 5 step process agreed and incorporated into multi-agency training programme.			✱	
	(b) Commission training programme and design roll out and priority staff groups	Year 2	ISA Programme Manager	The ECM Integrated Working training programme which includes information sharing, CAF and Lead Professional is completed and is currently being delivered to all partner agencies.			✱	
	(c) Standards need developing around the implementation and monitoring	Year 2	TC&DG	The evaluation of the training and identification of future needs are underway as part of the work of the Integrated Working Steering group		✱		
5. Integrated Strategy Planning and Commissioning with Pooled Resources								
5.1 Ensure that data collection and mapping across agencies clearly identifies need and priorities for action	(a) CAMHs information to be refined	Year 2	Head of Children's Services as member of the West Berkshire CAMH Strategy group	Considerable development work has produced improvements – management information systems now routinely provide data on input, activity and outcomes from CAMHs			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
	(b) Identify and address gaps in data available locally	Year 2	Children's Data Group	Contextual profile data for schools has been developed. Use of the strength and difficulties questionnaire has been agreed and will be implemented to provide data on effectiveness of early intervention work			✱	
	(c) Existing data collection and recording systems for children and young people's substance misuse including OC2, numbers attending Intensive Support Programme, Excludes, Truants to be mapped	Year 2	DAATCoordinator	Data sources have been mapped and the Young People's Substance Misuse Group routinely collect data for quarterly submissions to GOSE and NTA. Data analysis to be a standing agenda item for the Young People's Substance Misuse Group from June 2007.				✱
	(d) Flag up for the attention of the C&YP Trust Board those data issues which need strategic input	Year 2	Children's Data Group	The Trust Board have commissioned the development of a unified data system to enable monitoring of progress across all outcome areas. Data Group has been reformed as a service unit within Commissioning and Quality			✱	
	(e) Produce Annual Report identifying priority areas for action based on evidence of need	Annually	Children's Data Group	It has been agreed to incorporate the Needs Analysis within the Annual Review of the Children and Young People's Plan and in the triennial re-write of the Plan			✱	
5.2 Develop structures and processes that support joint	(a) Clarify and confirm the commissioning role of the TC&DG in relation to the C&YP Trust Board when formed	Year 2	C&YP Trust Board	The Joint Commissioning Agreement has been redrafted and agreed by the Trust Board			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
commissioning of services, shared management and resources including budgets	(b) By March 2007 joint targets and priorities to be reflected in both the Children and Young People's Plan and the Young People's Substance Group Action Plan	Year 2	Head of Children's Commissioning & Quality and DAAT Coordinator	There are joint targets and priorities within the Children and Young People's Plan and the Young People's Substance Misuse Action Plan 2007/08.				✱
	(c) By March 2007 the YPSMG to be incorporated into the new commissioning arrangements for the Children's Trust	Year 2	Head of Children's Commissioning & Quality and DAAT Coordinator	The Young People's Substance Misuse Group report to the Trust Commissioning and Development Group.			✱	
5.3 Ensure that the integrated commissioning of children's health services is given sufficient focus within the PCT and Acute trusts	(a) Develop regular and effective communication between TC&DG and RBBH Trust and BHC Trust	Year 2	Through Corporate Director (C&YP), Head of Commissioning & Quality and West of Berkshire Children's Commissioning Group	The restructuring process in the PCT has constrained the work of the West of Berkshire Children's Commissioning Group which is the key forum for formal communication and joint work on integrated commissioning of health services. The Trust has been actively involved in consulting about the new PCT structures and the commissioning structures within this are now under development and there will be close involvement in how this progresses.		✱		
	(b) Develop and agree Commissioning priorities	Year 2	Through Corporate Director (C&YP)/ Head of Commissioning & Quality and West of Berkshire Children's Commissioning Group	This work is being progressed through the West of Berkshire Children's Commissioning Group		✱		

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
5.4 Increase range of services available at Tier 2 of need	(a) Complete service mapping to identify gaps	Years 2,3	TC&DG	The MATCH team pilot has been successfully completed producing valuable information about tier 2 service gaps and possibilities			✱	
5.5 Identify ways to integrate access, assessment and delivery of services at Tiers 2-3	(a) Review membership of current Family Support and Parenting Strategy Group.	Year 2	Family Support & Parenting Strategy Group	Parenting Strategy in place. Working towards revised Strategy currently which is wider ranging and will involve wide consultation. Membership of Parenting Strategy Group needs widening. Parenting Practitioners Group continues to have coverage from a very broad range of agencies. Parenting Co-ordinator post is currently being advertised.			✱	
	(b) Support community providers of family learning programmes including Parents as First Teachers programmes, SHARE and positive parenting classes	Year 2	Adult & Community Learning Team	12 schools and one community centre have run family learning programmes in partnership with the Council and Newbury College. Three schools have been supported to deliver family learning independently, two of these have delivered Share programmes. Projects supported by the Council have been delivered by the Family Resource Team, Open Studios, Riverside Community Centre and West Berkshire Health Visitors to help parents become more involved in their children's learning The Adult Learning Inspectorate identified "particularly effective and supportive management of community projects" during their January 2007 inspection. Parents as First Teachers – Financial and Educational Psychology support for Adult and Community Learning – support through			✱	

Individual Executive Member Decisions taken on 9 & 10 August 2007

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				Community Education Fund Family Learning provision is planned collaboratively with Family Support Workers in Children's Centres				
	(c) Appoint project manager to carry out analysis of current provision across West Berks as delivered by all agencies	Years 2,3	C&YP Directorate SMT with Extended Schools Steering Group	This analysis is being developed through local community consultations on Children's Centres and Extended Services Partnerships which are managed by the Extended Service Partnership managers and supported by West Berkshire Council Extended Schools and Children's Centres Development Officers				✱
	(d) Extend the MATCh as a demonstration/action learning project in Newbury area	Year 2	MATCh Steering Group	The MATCh project has been extended to cover all schools in the Newbury area				✱
	(e) Establish professional networks in other areas of West Berks	Years 2,3	TC&DG	Multi agency Locality Networks are being implemented as part of the Integrated Locality Team developments			✱	
	(f) Consolidate 2 extended schools clusters in Newbury and Hungerford and establish extended school activities in a range of other schools	Years 2,3	Extended Schools Steering Group (now Joint Extended Services & Children's Centres Steering Group)	7 Extended Services Partnerships have been established and Extended Services Managers appointed. The 3 remaining partnerships are in the process of setting up their partnership				✱
	(g) Develop study support programme within Extended Schools initiative	Years 2,3	Extended Schools Steering Group (now Joint Extended Services	Additional funding was secured in 2006 to develop the quality of study support. Over 30 schools are participating in a study support programme, with a				✱

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
			& Children's Centres Steering Group)	showcasing event on 06/07/07				
	(h) Establish 6 Children's Centres across West Berkshire as the first phase of developing a Children's Centres in every community	Years 2,3	Children's Centres Steering Group	The first 2 Children's Centres are established at Victoria Park Nursery and Hungerford Nursery and a programme of implementation is on schedule to meet targets for the roll out of further Children's Centres The locations of 4 further centres have been approved			✱	
5.6 Increase range of jointly commissioned services with pooled budgets	(a) Review services to disabled children	Year 2	Disabled Children's Strategy Group	Review of services to disabled children has been completed as part of development work on the Disabled Children's Strategy Disabled Children's Strategy Group completed audit against the national service framework				✱
	(b) Review out of authority placements for looked after children and those with Special Educational Needs	Year 2	C&YP Directorate SMT	Under constant review – an ongoing strategy including individual case review and profiling			✱	
	(c) Coordinate parenting support services and family learning projects and childcare services	Years 2,3	C&YP Directorate SMT	Family Learning / parenting support programmes are now being delivered at both designated children centres Coordination is being developed as part of the work of the Parenting Strategy Group re • Draft parenting strategy developed			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				<p>April 07.</p> <ul style="list-style-type: none"> • Launch planned for October 2007. • Parenting Commissioner identified • Part time parenting co-coordinator to be appointed July 2007 <p>Family Learning project delivered through Family Resource Team</p>				
5.7 Develop and shape the local and regional market for children's services	(a) Voluntary community and faith sector, develop Trailblazer approach	Year 2	TC&DG through Head of Children's Commissioning & Quality and Voluntary & Community Sector reps	<p>A second workshop with V&CS has been completed which examined detailed commissioning arrangements. A pilot of a 3-year SLA arrangement has been established with Berkshire Women's Aid. Progress in this area has been constrained by the vacancy in the Policy Executive role which had lead responsibility – recruitment is underway</p> <p>Voluntary sector representation on steering groups</p> <p>Parent Partnership – voluntary sector involvement</p> <p>Governors on Pupil Placement Panel</p>			✱	
	(b) Develop forum in private sector	Year 2	TC&DG through Head of Children's Commissioning & Quality and Voluntary & Community Sector reps	<p>Effective partnerships continue to be developed with Mary Hare and Priors Court Schools. Engagement of independent schools with ContactPoint development work is being progressed. Independent schools have been included in child protection training events. Private sector representation on the Children and Young People's Trust</p>		✱		

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				Board is being implemented				
6. Integrated Governance, Leadership, Partnership and Clear Accountability								
6.1 Ensure that all necessary partners are adequately and appropriately represented and effectively engaged in order to make good quality decisions and sustain the Change for Children programme to support improved outcomes	(a) Review membership and function of C&YP Trust Board and TC&DG in the light of the development of Children's Trust	Year 2	C&YP Trust Board	Membership of the Trust Board has been reviewed and it has been agreed to add Portfolio holder and Shadow Portfolio holder for children and young people, headteachers and a representative of the business sector in addition to the existing membership representing the PCT, Police, volunteer and community sector and Connexions. Membership of the Trust Commissioning and Development Group is under continual review			✱	
	(b) Review the number of partnerships	Year 2	Head of Children's Commissioning & Quality with the TC&DG	Trust Partnership working groups are continually reviewed and necessary changes implemented, e.g. Children's Fund Executive now incorporated in the Trust Commissioning and Development Group, Play Strategy Steering Group established to progress that work			✱	
	(c) Arrange and use service development seminars to engage hearts as well as minds though greater understanding, improved personal and professional relationships and increased trust between partner agencies	Years,2,3	C&YP Directorate SMT	Workshops have been well attended and 2 multi agency Action Learning Sets have been completed and evaluated			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
6.2 Ensure that accountability for safeguarding is at the highest level	(a) Clarify the governance relationship between the LSCB and the C&YP Trust Board	Year 2	C&YP Trust Board and LSCB Chair	Regular reporting arrangements have been agreed and an independent chair of the LSCB is being implemented			✱	
6.3 Ensure that children and young people's needs are addressed in the widest sense through the LSP and its sub groups	(a) Determine the relationships and representation between the C&YP and the other partnerships of the LSP	Year 2	Local Strategic Partnership Chair and C&YP Trust Board Chair	The Local Area Agreement performance management process has been a useful focus for communication across partnerships. Arrangements have been reviewed to strengthen C&YP engagement with other partnerships, e.g. Safer Communities Partnership			✱	
7. Workforce Development								
7.1 The workforce across partner agencies must be equipped for the task	(a) Produce a workforce development strategy and work programme using the ECM Guidance and Common Core Skills Framework	Year 2	Workforce Development Group	<p>Considerable progress to date includes identification of common themes for strategy : These are</p> <ol style="list-style-type: none"> 1. development 2. Recruitment and retention 3. Multi agency Working 4. Leadership. <p>Multi agency workshops have been held to consider key strategic challenges, current position, issues to consider, cultural and leadership challenges and actions in preparation for drafting the strategy..</p> <p>First draft of strategy to be presented to workforce development group on 17 July 2007.</p>		✱		

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
	(b) Design a common core training and development programme	Years 2,3	Workforce Development Group	Children's workforce mapping exercise has been undertaken across Children's Trust and voluntary sector in June- 2007. Analysis of this information will inform the development of a common core training development programme. On track to pilot common core training and development programme in year 3. The education and social care training programs have been compiled into a shared document and courses are now open to all partners across the Children's Trust		*		
	(c) By September 2006 a Children and Young People's Substance Misuse Local Action Plan to be developed that links to the Children's Services Workforce Development Plan	Year 2	DAAT Coordinator	The Young People's Substance Misuse Action Plan2007/08 is linked to the Children's Workforce Development Plan in respect of training in relation to substance misuse.				*
8. Priorities Specific to West Berkshire								
8.1 All plans need to take into account the particular characteristics of a rural area and the idea that children & young people can be deprived of access to services because they live in an area of	(a) Publish and disseminate a simple rural proofing guide for agencies to use	Year 2	Rural Action Group Chair	Following a highly successful Rural Proofing Conference this work is being taken forward by the Rural sub-group of the Housing and Environment Group within the Local Strategic Partnership. A rural proofing toolkit is being developed and disseminated Adult and Community Learning support for rural proofing and direct input to			*	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
West Berkshire that is isolated either because it is remote or is poorly served by local transport				parish planning				
	(b) Roll out the Outrider Project across the Downlands	Year 2	Rural Action Group Chair	Identifying local funders to sponsor travel vouchers for young people has proven difficult. Further work on transport needs of young people was carried out and evaluated in March 2007. As a result work is now underway led by CCB to establish a pooled budget for a loan scheme to provide mopeds for young people in rural areas			✱	
	(c) By September 2006 the DAAT and YPSMG to have agreed an approach with the emerging Children's Trust structures for assessing the diverse needs of the local community with particular regard to rural isolation and appropriate service delivery	Year 2	DAAT Coordinator	The West Berkshire DAAT collaborating with the 5 other DAATs in Berkshire to conduct a needs assessment of young people in respect of substance misuse during 2007/08. The Young People's Substance Misuse Group to take forward the findings and recommendations of the needs assessment within the development and commissioning structures of the Children's Trust.			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
<p>8.2 Ensure that the specific needs of children and young people and families from ethnic minority backgrounds who are lesbian, gay bisexual or transgender who have disabilities and/or life limiting illnesses are reflected in service mapping, planning and provision.</p>	(a) Membership of key strategic groups to review membership to ensure that there is appropriate representation	Years 2,3	All groups	<p>Work is underway to strengthen links with the West Berkshire BME Forum. The Children and Young People Directorate Equalities Group has been formed and is developing its workplan including how to engage with all partners within the Trust</p> <p>Involvement in Disability Equality Scheme Scrutiny group</p> <p>Local groups represented on group that produced Disabilities Equalities Scheme</p>		✱		
	(b) Involving Young People Group to ensure that views of this diverse group are represented	Years 2,3	IYPG	<p>The Youth Opportunity / Capital fund project included consultation about provision of services for young people with a wide range of groups including young people connected to Mencap, and pupils from Mary Hare school for the Deaf.</p> <p>Involving Young People group continually monitors the representativeness of the groups it works with</p> <p>A sub group of the Involving Young people Group managed a consultation exercise with in excess of 600 young people regarding the delivery of Connexions. This included pupils from two West Berks Special schools, PRU's , the YOT and young people on the Positive Activities for Young People scheme.</p>			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
	(c) All plans to reflect how they will serve to improve access to services, involvement and engagement by the ethnic minority community	Years 2,3	All managers	<p>All services now complete an annual Equalities Impact Assessment and also ad hoc Equality Impact Assessments where required.</p> <p>Adult and Community Learning sets targets for the numbers of adults and children who are BME or have a learning difficulty/disability participating in adult and family learning. Holistic project for Gypsy, Roma, Traveller adults and children secured by Service Level Agreement in 06/07</p> <p>Provision for traveller children through after school clubs at 2 sites.</p> <p>Music programme for young people with Juvenile Battens Disease unable to access college</p>			✱	
9. Outcome: West Berkshire's Children and Young People Should Grow Up Healthy								
9.1 Develop more integrated planning and commissioning of services for children with disabilities and children with special educational needs	(a) Existing information to be monitored to identify the areas for improvement/change in order to deliver better outcomes	Year 2	Disabled Children's Strategy Group and the West of Berkshire Children's Commissioning Group	Ongoing analysis of information being used to review the role of specialist provision of services to disabled children (including continuing care across West of Berks)			✱	
	(b) Data set to be used to report on current levels of need and provide trend information	Year 2	Disabled Children's Strategy Group and the West of Berkshire Children's Commissioning Group	Trends in data being used to inform commissioning and budget planning – through Multi-Agency Resource Panel, Joint Placement Panel, Continuing Care Panel			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
	(c) Develop a costed and prioritised strategic plan for the integration of services in phases	Year 2		Integration of services for children and young people who have learning difficulties and disabilities is being developed as part of phase 4 of service improvement programme, i.e. after Integrated Locality Teams have been established. The DCT and Castlegate and outreach team have been integrated into one team			✱	
	(d) Develop a care pathways model for disabled children's services involving WBC, PCT, RBBH Trust and BHCT	Year 2		Transition planning model has been agreed and is being implemented			✱	
	(e) Establish clear joint working with RBBH acute trust maternity and paediatric services	Year 2		Effective joint working is in place			✱	
9.2 Develop policy and services that promote Healthy Lifestyles	(a) Develop and implement an Action Plan to address the priorities around weight, nutrition, smoking, drug and alcohol use, sexual health, emotional well being	Year 2	PCT Director of Public Health	<p>The Young People's Substance Misuse Action Plan for 2007/08 has been submitted to the GOSE giving targets and milestones to enable the attainment of high standards of service delivery, planning and commissioning of services and partnership working</p> <p>Work goes on in all these areas through Healthy Schools, SNAGS, School Sports Partnerships, Teenage Pregnancy Strategy and other Youth related Strategies.</p>			✱	

Individual Executive Member Decisions taken on 9 & 10 August 2007

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
	(b) Increase the number of schools to achieve the Healthy Schools Standard	Years 2,3	Healthy Schools Advisor	<p>Up to the end of March 07 39 schools (approximately 50%) had been at level 3 on the HSS. After Aug 07 a new HSS will apply. Currently only 7 schools have the new national HSS.</p> <p>90% all schools recruited to programme (ahead of target)</p> <p>46% achievement of “previous” award (on par with original/”previous” target)</p> <p>8% additionally have achieved revised (2007) award (below national target this time)</p> <p>Jointly funded post for dieticians to support SNAGS and healthy schools uptake – see Ofsted school judgements</p> <p>Extended Services Managers trained in Healthy issues</p> <p>Family learning courses include Healthy Lunchbox at Winchcombe School. Food Fitness at John O’Gaunt and New You course at Riverside Centre for teenage parents in partnership with Newbury College and health visitors.</p>			✱	
	(c) Promote healthy lifestyles in families with pre school children	Years 2,3	Health Visitor Team	<p>HVs and SNs complete Family Health Needs Assessments to target families requiring more intensive support including accident prevention and safety advice. Parental engagement is a key element of School Nutrition Action Groups and receive dietician support</p>			✱	

Individual Executive Member Decisions taken on 9 & 10 August 2007

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
	(d) Incorporate the findings of Health Scrutiny Panel on Childhood Obesity	Years 2,3	TC&DG	<p>All schools bar 2 have agreed to have reception and year 6 children weighed and measured in summer term 07 as part of a national data collection exercise.</p> <p>SNAGs now fully funded across West Berks by LA and PCT and SNAGs are operating in 44 schools as of March 07.</p> <p>School Sports Partnerships now in all schools increasing amount of PE for all students to meet target set.</p> <p>HVs continue to support breast feeding mums and give advice and support to parents on weaning and healthy eating</p>			✱	
	(e) Support the Schools Sports Coordinator programme in improving the quantity and quality of PE in schools	Years 2,3	Healthy Schools Advisor	<p>The Healthy Schools Advisor has met with Extended Services Managers, who have set up activity programmes aimed at parents and children to improve knowledge of health & nutrition</p> <p>District wide programme in place with high take up of training and increase in number of schools providing two hours per week PE and Sport</p> <p>Healthy Sschools Consultant (HSC) has met with the Sports PDM</p> <p>PDM is involved with quality assurance of local HS Programme</p> <p>Joint training by HSC and PDM is being delivered June 2007</p>			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
	(f) Provide opportunities for 20 young people to gain leadership qualifications through the Step into Sport initiative	Year 2,3	Healthy Schools Advisor	Initiative was to be started in School Sport Coordinator West Partnership. Project Manager left post and so currently on hold. Eastern region Step Into Sport initiative planned for September 2007 start		*		
	(g) Develop support arrangements for women with post natal depression	Year 2	Family Resource Team	A Post Natal Depression Group Leader joined Greenham House in May 2007. This is an 8 hour post, funded by PCT. Groups are held every Monday at the Family Centre. One support worker is in post (4 hours) another is due to be appointed within the next 2 months.			*	
9.3 Health information needed for the next Annual Report needs to be available by Local Authority	(a) Information sources to be interrogated and Strategic Health Authority and Public Health Observatory advice and data to be sought and provided to the Data Group	Year 2	Director of Public Health and Children's Data Group	Health information is now available through a number of agencies and from national, regional and local data sources. Breastfeeding initiation rates – Royal Berkshire NHS Foundation Trust Sexual Health – Teenage pregnancy rates and GUM admissions Weight patterns – now in yr 2 of weighing and measuring reception and year 6 children – national anonymised dataset available Substance misuse – DAAT figures – numbers in treatment CAMHS – service user, activity and			*	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				outcome data Levels of physical activity – local surveys in schools A&E attendances - Royal Berkshire NHS Foundation Trust				
	(b) CAMH need analysis to provide more data and advise Data Group	Year 2	CAMH Strategy Group	A second CAMHs Need Analysis has been conducted by an external consultant with good stakeholder engagement and has produced clear recommendations and actions that are being implemented			✱	
	(c) DAAT Plan to identify gaps and advise Data Group	Year 2	DAAT Manager	The DAAT Young People’s Substance Misuse Group has identified fields of data that would enable planning and commissioning of services and interventions in respect of substance misuse and will be incorporating collection and examination into quarterly meetings			✱	
9.4 Improve access by young people to sexual health and relationships advice and services	(a) Ensure all secondary schools, special schools and PRU’s have revised PSHE/SRE policies in line with DfES Guidance	Year 2	Healthy Schools Coordinator and Governor Support Service	100% secondaries, Specials and PRUs recruited to Healthy Schools Programme Up to date Policies, in line with DfES Guidance, is a requirement of the Programme, therefore all are working towards or have achieved this target			✱	
	(b) Focus resources on vulnerable groups and high rate areas	Year 2	HIV and Sexual Health Team	YOT/Children’s Services, and Youth Services have updated SRE Policies in place YOT /Children’s Services have provided			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				<p>SRE policy training to all workers</p> <p>YOT/Children's Services, PRU's and Youth Services are made aware of all relevant sexual health resources and campaigns by the Sexual Health Promotion Team and the Healthy Schools Consultant</p> <p>All are invited to attend the West Berkshire SRE Working Party</p> <p>Work continues to ensure services are available for young people in Thatcham North and Clayhill</p>				
	(c) Increase the number of health drop ins in schools	Year 2	Healthy Schools Coordinator	<p>Extended Services partnerships are making drop-ins a part of their programmes</p> <p>The Youth Service supports sexual health drop ins in secondary schools by providing a youth worker to attend sessions.</p> <p>There are now four drop-ins in secondary schools and a fifth at Newbury College</p>			✱	
	(d) Advertise and promote counselling services and drop in venues e.g Connexions Centre in Newbury	Year 2	14-21 and Relateen CX	<p>The newly developed contract with Connexions includes a requirement for closer working with 14-21 including recording numbers of referrals between the services. There is a Connexions representative on the 14-21 Management Committee.</p> <p>Relateen Chief Executive has organised a well attended briefing for organisations</p>			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				<p>who are likely to refer</p> <p>14-21 provides counselling in 6 secondary schools and 3 Youth Centres.</p> <p>14-21 has close working relationship with other youth support agencies (e.g. The Edge) and they refer clients between agencies as appropriate</p>				
9.5 Ensure that services for pregnant teenagers and teenage mothers and fathers are accessible through mainstream health services	(a) Review services in primary /secondary health care to identify gaps in contraceptive and sexual health services and implement improvements in young person friendly services	Year 2	Director of Public Health	5 young peoples drop-ins including contraception and sexual health services have been set up in schools and colleges across West Berkshire			✱	
	(b) Develop multi agency approach to parenting support	Year 2	Parenting Strategy Group	We have a strategy which we are in the process of revising. We are recruiting to a Parenting Coordinator post. The Family Resource Team is equipping Family School Support Workers to deliver parenting skills via schools. Parenting practitioners from a wide range of meetings meet regularly to update each other and to share good practice			✱	
9.6 Address the particular issues for young offenders who are not in education training or employment	(a) Use the existing information to draw up pathways approach to supporting these young people into education, training and employment	Year 2	YOT Manager 14-19 Partnership	There has been an increasing focus on the needs of young offenders who are NEET. This has included both the setting up of liaison groups (eg pre 16 YOT Education Group, post 16 NEET Task Group) and the increased Connexions support via a dedicated intensive YOT worker and a fortnightly Job Club			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				The impact of new initiatives is being monitored with a specific NEET Action Plan in place in relation to young offenders.				
	(b) Develop range of attractive vocational pathways in response to young peoples interest and needs	Years 2,3	Head of Education Service, Learning & Skills Council, Schools, FE Colleges, Connexions	<p>Recently we have set up the 10 week WOTNXT course at Newbury College for NEET young people and pioneered transport links to the Reading based Brick by Brick course, which several young offenders are now using</p> <p>Progress is being further achieved through:</p> <ul style="list-style-type: none"> • YOT Connexions Intensive PA • NEET Strategy Group • YOT/Education Provision group has had some considerable success in developing individual programmes and continues to do so 			✱	
10. Outcome: West Berkshire's Children and Young People Should Grow Up Staying Safe								
10.1 Reduce the incidence of bullying in schools and support children and young people to address it	(a) Implement an integrated anti bullying plan identifying hot spots and prioritising action	Year 2	Local Safeguarding Children Board	<p>We have implemented & integrated an anti-bullying plan; all schools are signed up to the national alliance. All exclusions are analysed by the Authority in terms of bullying, no schools have been identified as hotspots. A new draft policy is being developed that looks at anti-bullying as a whole child workforce issue rather than for schools alone</p> <p>West Berkshire Children's Trust Anti-bullying Strategy Group established.</p>			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				Current policy being updated to include Sections on Early Years, youth work and care settings. Membership includes CYP Directorate, Schools and Health.				
10.2 Ensure that those children most in need of protection receive a timely and appropriate response	(a) Continue to evaluate the Rapid Response support service to families in the Child Protection process	Year 2	Head of Children's Services	The Local Safeguarding Children's Board and the Trust have developed a 'Strengthening Families' approach to its work with families and children in need and in particular use this model for Child Protection Conferences and reviewing Child Protection Plans. Child Protection Plans are now all 'outcome focussed'			✱	
10.3 Implement the requirement to address the needs of children and young people who are witnesses of violence with particular attention to domestic violence	(a) Develop, implement and monitor a policy	Year 2	Local Safeguarding Children Board	The work around domestic violence is well developed and coordinated around an active DV Forum at which a wide range of professionals are represented. Revised child protection policy & procedures have directly led to a number of improvements.			✱	
10.4 Ensure that the housing needs of the most vulnerable young people are met	(a) Review the effectiveness of existing strategies including consulting with children and young people and their families	Year 2	Local Strategic Partnership, Housing Strategy Group, Supporting People Partnership, Leaving Care Team, Community Mental Health Team, Community Team for People with	A review has been completed, a successful bid for additional resources achieved and work will continue to set up a provision for accommodation in 07/08, jointly funded by the Council and the YMCA The "Community Services in Greenham Project" includes coordinating and improving activities for Children & Young People. Council Officers have			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
			Learning Disabilities	<p>supported the Greenham Parish Church in the employment & supervision of a Families worker The Welfare Adviser at Newbury College attends the local housing needs meetings and advises learners who are experiencing housing difficulties. Learners from Newbury College are also referred to Connexions if they have housing problems. In cases of serious concern the Safeguarding Children, Young People and Vulnerable Adults Officer at Newbury College contacts relevant Social Services contacts.</p> <p>The Council gives high priority to providing housing for families who have experienced domestic violence, supporting a large refuge and having robust move-on arrangements in place with local RSLs</p>				
	(b) Develop pathway approach to address the issue of transition to adult services e.g. for young people with mental health problems learning difficulties	Year 2	Local Strategic Partnership, Housing Strategy Group, Supporting People Partnership, Leaving Care Team, Community Mental Health Team, Community Team for People with Learning Disabilities	Work is well underway and improvements have been made in relation to children with disabilities and leaving care. Further work is planned to provide parent friendly material, effective reviewing processes and a 'whole council' financial model.		✱		

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
10.5 Clarify the extent of mental health needs in children and young people including emotional well being and issues such as depression. Focus particularly on the mental health needs of young offenders	(a) Address feedback from children and young people	Year 2	CAMH Strategy Group	CAMHs development work is underway to address issues identified through Experience of Service Questionnaire e.g. information about treatment processes and access to services			✱	
	(b) Ensure CAMHs service development plan demonstrates how the service will prioritise identified need	Year 2	CAMH Strategy Group	CAMHs Action Plan and Strategy provides clear statements of priorities and how these will be met			✱	
	(c) Explore other ways of delivering support to young people with mental health needs through emotional literacy programmes, anger management, counseling services, information and advice	Year 2	CAMH Strategy Group	A range of ways of delivering such support have been put in place including Primary Mental Health Worker services, Family and School Support Worker services, MATCh team activity, Marlborough groups in schools Raising Self Esteem course for young parents. Anger Management courses delivered in partnership with Community Care and PCT			✱	
	(d) Implement a programme of actions to address recommendations of the 2006 CAMHs Needs Analysis	Year 2	CAMH Strategy Group	Actions are in place and are monitored through the local CAMHs Strategy Group and West of Berkshire CAMHs Steering Group			✱	
10.6 Sexual abuse and exploitation of young people is identified and appropriate action taken	(a) Implement a protocol for dealing with sexually active young people under 16 and provide training for professionals	Year 2	Local Safeguarding Children Board with Teenage Pregnancy Strategy Group	Protocol agreed and implemented across Berkshire			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
10.7 All people working with children and young people should know what to do when a child or young person is at risk of harm	(a) Develop costed Child Protection training programme across all relevant agencies	Year 2	Local Safeguarding Children Board Training sub-group	A costed child protection training programme is in place across agencies. Newbury College Family Learning tutors have had CP training and information is provided to all partners in the quality toolkit			✱	
11. Outcome: West Berkshire's Children and Young People Should Grow Up Enjoying and Achieving								
11.1 Reduce the number of children and young people who are out of West Berkshire schools because of exclusion	(a) Gather and analyse data on school exclusions and develop a consensus about the issues between schools and other partners	Year 2	C&YP Directorate SMT Head of Education Service	Information on exclusion is gathered on a weekly basis and sent to Educational Psychologist for analysis and action. This enables them to identify pupils at risk of permanent exclusion and work with the school to prevent this outcome			✱	
	(b) Identify the differential impact of permanent, fixed term and informal exclusions as reported by young people of different groups	Year 2	Service Development Manager - Social Inclusion, West Berkshire Council Head Teachers	The Local Authority has an exclusion reduction strategy with a three year plan to achieve LPSA targets. Year 1 of the strategy has involved setting up a steering group, in depth analysis of exclusion data and trends, meetings with schools to look at data, good practice, issues and what works. There has been 0.2 educational psychologist dedicated to this strategy since September and a 0.5 teacher since February. Since March the team has offered a rapid response to schools where pupils are at risk of exclusion to give strategies and support. The work is well received in schools and so far the results are very positive. The impact of the team			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				is being rigorously monitored				
	(c) Implement and evaluate an action plan to address the issue including behavior support, home school relationships, family support, literacy and numeracy strategies, 14-19 opportunities. Ensure that new services such as Family Support Workers in schools and extended schools services work together with existing services to impact on exclusion rate	Year 2	Service Development Manager - Social Inclusion, West Berkshire Council Head Teachers	Work ongoing with headteacher to agree a joint strategy for implementation September 2007			✱	
	(d) From 2006 the Intensive Support Programme to provide early intervention and support for all excludees for a substance misuse related incident	Year 2	Head of Education	Intensive Support Programme in place. Schools can access if required or refer young people to The Edge for support			✱	
11.2 Improve the longer term outcomes for young people who are least likely to be involved in education, training or employment by the age of 19.	(a) Target existing services on these groups to improve outcome	Year 2	Learning & Skills Council	The Youth Service runs a Princes Trust TEAM, which provides a 12 week opportunity for young people who are NEET. Over 50% of participants have continued into EET following the programme.			✱	
Focusing activity on care leaver's teenager parents,	(b) All young parents or pregnant teenagers to have a specialist Connexions advisor. Monitor take up of Connexions	Year 2	Connexions Manager 14-19 Partnership	A new Connexions Advisor dedicated to supporting teenage parents in to Education, Employment and Training is now in place in West Berkshire. She has			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
<p>pregnant young women and young offenders.</p> <p>Focus on the significant group of 17 year old young men who fall into this category</p>	advisor by young parents and pregnant teenagers			established strong links with partners who work with this client group and is personally working with 25 young mothers. Recently she has worked with the Adult Education section, the Teenage Parent Midwife and Health Visitor, to set up the “ New You” programme, which is engaging with 9 previously NEET young mothers				
	(c) All young parents under 19 in full time education or work based learning have appropriate childcare	Year 2	Connexions Early Years and Childcare Manager	<p>All young parents who engage with support services (eg health visitor or Connexions) are referred to the Child Minding Network Coordinator. Through this they are given support with accessing child care and help with applications for Care To Learn funding, which have seen an increase in the last six months</p> <p>Appropriate childcare is available for all young parents under 19 who request support via the Care to Learn Scheme. The EYC Team support the young parent to ensure that the childcare meets their individual needs</p>			✱	
	(d) Lone parents under 18 who cannot live at home have suitable accommodation	Year 2	Head of Children’s Services	Lone parents U18 unable to live at home are offered support accommodation in a variety of settings suitable to assessed need, this includes fostering support to young people looked after if this were required				✱
11.3 Improve the educational	(a) School and early years advisors to assist schools in	Year 2,3	Chief Advisor for School	A range of support and challenge has been provided to Early Years settings to			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
achievement of the most vulnerable children and young people	identifying those children and young people at greatest risk of falling behind, including as well as SEN, the risk associated with social and health factors. Individual school improvement plans to address these issues in depth		Improvement Head Teachers and their School Improvement Advisors	improve the assessment of children's achievement and track their progress. Challenging targets have been agreed to reduce the gap between the lowest performing children and the LA average against outcomes in the Foundation Stage Profile				
	(b) Improve transition between phases. Reduce the number of children arriving at primary schools with poor language skills and those transferring to secondary school who cannot read	Years 2,3	Early Years advisors	A Transition Group is working with the Extended Services team to provide training in transition for school staff, Family Support Workers and Children's Centres Denefield SHARE targets Y7 Language and Play courses run at Calcot Infants, Victproa Parkk, Hungerford Nursery and Riverside Centre, targeting 0 – 3s with poor language development			*	
	(c) Improve the attainment of public qualifications by the most vulnerable children and young people particularly care leavers and traveller children	Years 2,3	Parenting Panel to have oversight	The achievements of children in care in 2006 were the best achieved so far in West Berkshire, with 80% achieving at least one GCSE, 50% achieving 5 GCSEs at grades A to G and 40% achieving 5 GCSEs at grades A to C. However, it should be borne in mind that cohorts are very small (10 children in 2006) and will vary in terms of the proportion of children with significant special educational needs, therefore outcomes for children in care are likely to fluctuate year on year.			*	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
	(d) Increase the involvement of parents/carers in their child's education	Years 2,3	Head Teachers, Extended Schools	Marlborough project in schools Family Learning Programmes target most vulnerable Family Support Worker evidence Family Learning courses offered in 11 schools in 06/07 and Family Literacy and Numeracy in 6 schools, an increase since 05/06.			✱	
11.4 Improve the educational attainment of all pupils 5 GCSE A to C grades Achievements in Key Stage 2 Maths and English	(a) Track individual pupil performance and where risk identified provide additional intervention and support	Years 2,3	Chief Advisor for School Improvement	A range of support, advice and training has been provided to schools to improve the tracking of pupil progress and set individual targets. The ISP programme has been implemented in 10 primary schools and children most at risk of under achieving have been targeted for further intervention			✱	
	(b) Develop intervention strategies for 5 A-C GCSE's and for Key Stage 2 Maths and English	Years 2,3	Chief Advisor for School Improvement	The ISP programme has been used to provide intensive intervention in 10 primary schools to raise standards at Key Stage 2 in English and Mathematics. This project is part of the Local Area Agreement and has linked targets to reduce the gaps in achievement between boys and girls. Good progress has been made with raising achievement at GCSE.			✱	
11.5 Improve attendance in primary and secondary maintained schools	(a) Develop whole school and multi agency approaches to improving attendance	Year 2	Head of Education Service with Head Teachers	Behaviour and Attendance Consultant, PEWO and the schools named EWO visit each secondary school on an annual basis to review the schools policy (including a multi-agency approach) to improving			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				attendance. This has recently increased to include special schools. Future plans are to include a similar approach with primary schools				
	(b) Increase use of Family Group Conferences and Community Conferencing	Year 2	Service Manager, Strategy and Effectiveness	FGC and MATCh team have worked together with schools to promote Restorative Meetings around a number of issues (including bullying, school exclusion, transition, behaviour problems and non-attendance). Family Group Conferences will remain targeted on families where there are high levels of need / risk. Database will be updated to enable us to distinguish referrals from schools and the rest of the education sector.			✱	
	(c) Continue to pilot the Fast Track to improved attendance	Year 2	Head of Education Service with Head Teachers	The Pilot was successfully completed. All West Berkshire secondary schools and their named EWO now run Fast Track on an annual basis. This will be developed further to include targeted primary schools				✱
11.6 Provide alternative activities for children and young people which divert them from disaffection, anti social behaviour and possible criminal activity	(a) Extend pilot programme of concentrated preventative provision to engage with children and young people in a specific area of West Berkshire	Year 2	Extended Schools & EYC Manager Youth Service Manager	Extended Services and EYC have worked with schools to develop care before and after school and in the holidays and to develop 'safe places to be' for young people The Youth Service has developed Buzz Mk 2 in Greenham to provide a local diversionary programme based on the successful model in Tilehurst.. The PAYP			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				<p>programme (with referrals from the YOT) provides targeted work with disaffected young people.</p> <p>Play Strategy being implemented with Big Lottery Funding to upgrade 6 playgrounds and build 1 completely new playground</p> <p>YOT early intervention project implemented</p> <p>Secured additional funding from NIACE for YOT, to increase IT facilities and extend learning opportunities</p>				
<p>11.7 Provide more activities for vulnerable children and young people</p>	<p>(a) Make provision for children and young people with learning disabilities at one of the Councils leisure centres. Establish further opportunities for disabled children through Active Sports programmes</p>	<p>Year 2</p>	<p>Youth Service Manager, MENCAP and EYC Manager</p>	<p>1:1 support to access recreational activities – Supported via Early Years Team</p> <p>Youth Worker for Looked After Children organises activities for Looked After Children</p> <p>Developing partnerships between leisure providers, Berkshire Sport, English Federation of Disability Sport and voluntary sector groups and sports clubs to open up opportunities to participate in activity.</p> <p>Developed the InterActive Card that entitles carers and the young people they support to either free or discounted rates at West Berkshire leisure centres.</p> <p>The new district wide leisure contract with Parkwood Leisure has an outcome</p>			<p>✱</p>	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				based service specification that seeks to increase participation and physical activity levels for target groups including C&YP with learning disabilities.				
	(b) Develop better referral methods to ensure socially excluded young people are informed about cultural opportunities	Years 2,3	Youth Service Manager, MENCAP and EYC Manager	Joint appointments of youth workers with the YOT and LAC has ensured that progress is being made to raise awareness of cultural opportunities. The Arts & Leisure workers have developed the "Pass it on" project in the Clayhill ward to develop enhanced social inclusion amongst young people. Traveller Project includes a summer fair and arts activities.			✱	
	(c) By September 2006 the YPSMG to have mapped the wide range of projects that exist locally that contribute to social inclusion	Year 2	DAAT Coordinator	The YPSMG mapped existing local projects in the autumn of 2006 and are involved with developments such as extended schools and Children's Centres. The introduction of the Integrated Localities Teams during 2007 will further support social inclusion			✱	
12. Outcome: West Berkshire's Children and Young People Should Grow Up Being Employable								
12.1 Establish economic well being as a priority for the Local Strategic Partnership particularly focusing on pockets of deprivation within	(a) Local Strategic Partnership to develop a clear anti-poverty strategy for the whole of the West Berkshire population.	Year 2	Local Strategic Partnership Chair with C&YP Trust Board Chair	LSP and Council focus on Social Inclusion. Welfare benefits advice for users of Children's Services. Adult literacy and numeracy services through ACL Reduction in NEET				✱

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
affluence				Work experience for all, and increased vocational opportunities				
	(b) Deliver on the Family Learning programmes action plan. Target the provision of family learning initiatives to communities which would most benefit from the provision of financial skills learning support	Year 2	Service Development Manager Adult and Community Learning	Family and Community Learning was inspected by the Adult Learning Inspectorate in January 2007, among the strengths identified was “ successful recruitment of learners new to adult and community learning” and good development of learners’ confidence and skills” Family learning courses are targeted at schools in areas of deprivation and schools target families who will benefit from the provision. A ‘Making Ends Meet’ family finance course is being piloted at Hungerford Children’s Centre			✱	
	(c) Introduce family literacy language and numeracy courses into 4-6 schools (15-20 families)	Year 2	Service Development Manager Adult and Community Learning	Family Learning courses have been delivered at 13 schools. 5 of the schools and one community centre have delivered Family Literacy and Numeracy courses which target parents who do not have a level 2 qualification. Parents are encouraged to take national tests. Progress towards the target of 15 – 20 families by August 07 is good			✱	
12.2 Address strategically the issue of low Increase the take up of education, training and employment	(a) Produce a strategic response to this issue	Year 2	14-19 Partnership Chair	The LA has established a NEET strategy and multi-agency task group. Challenging targets for reducing the numbers of young people NEET have been agreed within the Local Agreement process for 2009 with milestone targets			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
opportunities by young people aged 16 plus particularly 17 year old boys				for each intervening year. Progress to date is good. Pump priming funds have been directed towards establishing particular programme to meet the needs of the most vulnerable young people				
12.3 Ensure that all planning, commissioning, policy and service developments including Extended Schools and Children's Centres, take into account deprivation factors, including low family income and access to transport.	(a) Review planning processes to ensure that these issues are addressed	Years 2,3	TC&DG and C&YP Trust Board	Family learning and study support activities have been targeted to take account of deprivation, low family income and access to transport. For example, the traveller project uses either a mobile learning vehicle or a rented on-site trailer to deliver an after school club, extended schools ensure children are not excluded if parents cannot pay.			✱	
12.4 Meet the housing needs of traveller families and those of other vulnerable groups	(a) Implement action plan	Years 2,3	Service Development Manager, Inclusion	Work with Community Council for Berkshire around Four Houses Corner site Work with Community Council for Berkshire around Four Houses Corner site A review has been completed, a successful bid for additional resources achieved and work will continue to set up a provision for accommodation in 07/08, jointly funded by the Council and the YMCA			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				<p>A review has been completed, a successful bid for additional resources achieved and work will continue to set up a provision for accommodation in 07/08, jointly funded by the Council and the YMCA</p> <p>The Council gives high priority to providing housing for families who have experienced domestic violence, supporting a large refuge and having robust move-on arrangements in place with local RSLs</p>				
13. Outcome: West Berkshire's Children and Young People Should Grow Up Able to be Involved								
13.1 Find more effective ways to consult with and involve children and young people using existing forums such as the Downlands Group and targeting harder to access children and young people particularly younger children and families, looked after children, young offenders	(a) Disseminate the good practice of the Buzz toolkit used in Parish Planning	Year 2	Involving Young People Group	The IYP Group has supported the Buzz toolkit project by ensuring that the resource was widely marketed to different groups. The Chair of the IYP group attends Parish Planning surgeries.			✱	
	(b) Involving Young People Group to have a proactive role in meeting with children and young people through existing forums and provision.	Year 2 and ongoing	Involving Young People Group	The IYP group has developed links with existing consultation groups through agencies such as Early Years, LAC, Newbury Youth Council and the Thatcham Youth Forum.			✱	
	(c) To develop a plan of action which will result in increasing levels of participation year on year	Year 2 and ongoing	Involving Young People Group Extended Schools	<p>The IYP Group has increased its scope regarding consultation in 06-07 – including managing the consultation for the Connexions Contract.</p> <p>Extended Services Partnerships have been advised by the Council's consultation</p>			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				officer and have made use of the consultation toolkit. Schools have consulted with children and young people, including nursery age children, as part of wider extended services consultation with stakeholders. Study support activities have been established in response to consultation outcomes				
	(d) To develop a consultation group of young people to administer the Youth Opportunity and Youth Capital Fund	Year 2	YOF/YCF Steering Group	This has been successfully undertaken, and the funds were disbursed as required by the DfES. The project will be developed further for 07-08.				✱
13.2 Build better links with Youth Councils	(a) Continue to develop a more helpful means of two way communication with Youth Councils	Year 2	Involving Young People Group	The IYP group supported Newbury Youth Council, as well as creating a link between the Area Youth Officers and the Thatcham Youth Forum.			✱	
	(b) Encourage the development of Youth and School Councils supporting them to engage with children and young people on the fringes	Year 2	Involving Young People Group	Support was given to members of the Newbury Youth Council in an event at Parkhouse school, which promoted the YOF/YCF fund. In excess of 90% of West Berkshire schools, including both special schools and all secondary schools, have school councils and we have support materials			✱	
13.3 Enable children and young people to be involved in the review and quality assurance of existing	(a) Develop robust engagement processes	Years 2,3	TC&DG	Children's feedback on Victoria Park environmental Days collected Involving Young People Group has provided varied engagement processes			✱	

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
services	(b) By March 2007 young people to be involved in the commissioning processes under the Children's Trust via the Involving Young People Group	Year 2	Involving Young People Group	Change for Children Boards are being developed as stakeholder forums including children and young people		✱		
	(c) Young people accessing Youth Service programmes are able to regularly evaluate the quality and effectiveness of provision	Year 2 and ongoing	Youth Service Development Manager	Young People who participate in all programmes and activities run by the Youth Service are able to evaluate sessions. This process uses a variety of methods including written forms, group feedback and graffiti walls.				✱
13.4 Increase the involvement of children and young people in volunteering and participation	(a) Monitor levels for involvement in volunteering, through schemes such as Duke of Edinburgh's Award, Millennium Volunteers, and in Community projects	Year 2	Youth Service Development Manager	Data collected for the D of E and MV projects is now able to record the numbers of young volunteers engaged in these schemes.			✱	
	(b) Monitor involvement in citizenship groups such as Youth Councils, Youth Centre Management Committees, Member for Youth Parliament		Involving Young People Group	Progress has been made to begin to capture this information. The Youth Service works with young people who are not always engaged in mainstream education. This voluntary relationship with youth workers enables those young people to access information and opportunities including becoming members of youth forums and councils. The Youth Service currently have young people's committees through which members make decisions about provision and activities and these provide the link		✱		

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				into MYP and other democratic processes				
13.5 Demonstrate to children and young people that their views and those of their parents, carers are taken seriously and that there is more than a lip service commitment to involve them	(a) Use the views of children and young people and their parents and carers both as a basis for further consultation reflected in this plan and to shape policy and service responses.	Year 2	TC&DG	Schools consult all stakeholders on Extended Services Ten Secondary schools representatives KS3/4 to review with us anti-bullying strategy/approaches – Summer 2007 (planned in year 2)			✱	
	(b) Make sure that feedback on the outcomes of their input is always provided	Years 2,3	Involving Young People Group	Consultation work undertaken for the IYP group, in the past year has begun to include a process to ensure that feedback is given to participants. For example the Connexions consultation process included a copy of the findings being circulated to participants.			✱	
13.6 Find ways of consulting and involving that mean that a wide range of children and young people can be involved	(a) Schools to identify effective ways of involving children and young people in addition to school and youth councils	Years 2,3	Involving Young People Group and Head Teachers	Schools have involved young people in: <ul style="list-style-type: none"> • SNAGS • Consultations about what to include in extended services provision • Planning for major re-build projects and mergers e.g. Tilehurst Learning Campus, The Willows fresh start project 			✱	
	(b) Involve children and young people in providing mentoring, buddy support to other children and young people in school	Years 2,3	Involving Young People Group and Head Teachers	MATCh team have supported high quality peer mentoring at Speenhamland Primary All secondary schools have peer mentoring in place and 32 primary schools either have schemes in place or			✱	

Individual Executive Member Decisions taken on 9 & 10 August 2007

Priority	Action	Timescale Yr 2 06-07 Yr 3 07-08	Lead Officer / Agency	Progress to Date	Not started 0	Started working towards 1	Good progress 2	Achieved fully ✓ 3
				are engaged in development work to do so				
	(c) Review membership and Terms of Reference of the Involving Young People Group to ensure appropriate representation of a range of young people groups	Year 2	Involving Young People Group	The membership has been evaluated and currently reflects an appropriate representation.			✱	
	(d) Ensure regular liaison with the WBC Consultation Officer to ensure best practice applied	Year 2	Involving Young People Group	The consultation officer is a member of the IYP group, and is therefore fully engaged in tasks initiated by the group. For example, he gave valuable support to the Connexions Consultation process.			✱	

2.

‘Making it Happen for Children and Young People 2005-08’

The Strategic Plan for the West Berkshire Children and Young People’s Trust

Year 3 Action Plan

June 2007

West Berkshire Children & Young People's Trust - Strategic Plan Year 3 Action Plan

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
1. Being Healthy				
1.1 To develop our strategic approach to Health Improvement in West Berkshire so that we achieve good co-ordination of activity within the 'Being Healthy' strand of Every Child Matters and that it is properly linked with the other four strands	(a) To produce an agreed Strategy and Action Plan with the involvement of stakeholders that promotes prevention and education.	By April 2008	Improving trends in obesity, smoking, alcohol abuse, teenage pregnancy and sexually transmitted infections	Health Improvement Lead West Berkshire (Lesley Wyman)/ Teenage Pregnancy Co-ordinator (Sheetal Tanna)
1.2 To implement a strategic approach to obesity prevention and treatment	(a) To ensure that all partners in the Trust are aware of and playing an active part in delivering the obesity management strategy, the healthy eating strategy and the physical activity strategy being led by the Berkshire West PCT (b) To disseminate the children's obesity care pathway to all staff working with children in the Children and Young People's Trust	Strategies completed by November 2007 Obesity care pathway due to be finalised by end of 2007	A halt in the rise in obesity in children and young people Increase the number of School Nutrition Advisory Groups (SNAGs) to 45 (Dec 07) and 60 (Dec 08) Increase the percentage of schools that provide at least 2 hours per week quality PE experience to 80% Children who are assessed as being obese are taken through the same range of	Health Improvement Lead West Berkshire (Lesley Wyman)

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
			interventions and supported to achieve and manage a healthy weight.	
<p>1.3 To develop commissioning arrangements for child and adolescent mental health services in order to ensure services are a good match to local needs</p>	<ul style="list-style-type: none"> (a) Review the mental health needs of the local population proposing a service structure that will meet the needs of local stakeholders. This review will span Tiers 1-3 CAMH but also take account of Tier 4 and address the balance between early intervention/prevention and specialist services for more complex and intense needs (b) Agree structures for the governance and commissioning of CAMH services across Berkshire West PCT area (c) Consult with stakeholders including staff, commissioners and service users (d) Identify the best vehicle/service structure for delivering the above (e) Review the hosting arrangements for the CAMHS section 31 agreement 	<p>June-October 2007</p>	<p>Service user feedback indicates improvements in service access and co-ordination</p> <p>Stakeholder feedback indicates improvements in commissioning and delivery of the service</p>	<p>Children's Group Commissioner within Berkshire West PCT (Michael Meredith) with CAMHS Commissioning Group</p>
<p>1.4 To promote the integration of relevant Health staff with the wider children's services arrangements</p>	<ul style="list-style-type: none"> (a) To ensure that Health Visitors and School Nurses are fully engaged in service delivery through Integrated Locality teams. (b) To achieve the involvement of relevant health staff in local Change for Children Boards (c) To secure the engagement of Allied Health Professionals in integrated working processes 	<p>Integrated arrangements beginning September 2007 and development work ongoing thereafter</p>	<p>Service user feedback indicates improvements in service access and co-ordination</p>	<p>Head of Children's Services in Berkshire West PCT (Jan Bartlett) with Head of Children's services WBC (Karen Reeve)</p>

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
<p>1.5 To ensure that strategic planning of local services for children and young people with disabilities, complex needs and long term conditions is informed by good information on their health needs.</p>	<p>(a) To undertake a needs assessment with stakeholder and service user involvement</p>	<p>To be completed by the end of February 2008 in order to contribute to the next C&YP Plan</p>	<p>Service user feedback indicates improvements in service access and co-ordination</p>	<p>Children's Group Commissioner within Berkshire West PCT (Michael Meredith) with West of Berkshire Children's Commissioning Group</p>
<p>1.6 To improve the sexual health of local young people including providing them with the knowledge, skills and confidence to manage their sexual health</p>	<p>(a) Increasing the number of young people taking up Chlamydia Screening locally</p> <p>(b) Improving young peoples access to advice and support on contraception and sexual health services</p> <p>(c) To halt the rise in rates of STI's (sexually transmitted infections) in young people</p>	<p>March 2008</p> <p>March 2008</p> <p>March 2008</p>	<p>Roll out Chlamydia screening across WB ensuring drop-ins in and out of schools are providing information on screening services</p> <p>Increase number of drop-ins across WB by 3</p> <p>Develop, produce and disseminate local information cards providing information on young peoples drop-ins providing sexual health services.</p> <p>Roll out Chlamydia screening programme across WB</p> <p>Continue to support the school nurse Roadshows at secondary schools</p> <p>Ensure all young people have access to local information cards providing information on STI's and sexual health services.</p>	<p>Teenage Pregnancy Co-ordinator (Sheetal Tanna)</p>

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
<p>1.7 To continue to decrease the teenage conception rate in line with the National target from 25.2% per 1000 in 2005 to 23.9% per 1000 in 2006</p>	<p>Secure local ownership and engagement of all key partners</p> <p>Provision of young people focused contraception/sexual health services, trusted by teenagers and well known by professionals working with them</p>	<p>March 2008</p> <p>March 2008</p>	<p>Ensure Teenage Pregnancy appears in all relevant plans and is incorporated into planning frameworks, service planning and joint commissioning.</p> <p>Data sharing agreements are formalised and routine practice.</p> <p>Set up 3 more young peoples drop-ins across WB</p> <p>Strengthen current provision in 5 services ensuring best practice</p> <p>Continue to secure access to full range of contraceptives in 3 young peoples school based services</p> <p>Branding of young people drop-ins across Berkshire West</p> <p>Continue to develop and support the Early Hormonal Contraception scheme across WB</p> <p>Locally tailored guidance in place to support PSHE in all schools including PRUs and special schools</p> <p>Have access to a pool of internal and external PSHE accredited professionals in all schools including PRUs and special schools</p> <p>Roll out of Delay training in relation to PSHE</p>	<p>Teenage Pregnancy Co-ordinator (Sheetal Tanna)</p>

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
	<p>Strong delivery of SRE/PSHE by schools</p> <p>Targeted work with at risk groups</p> <p>Directing resources to our most high rate areas</p>	<p>March 2008</p> <p>March 2008</p> <p>March 2008</p>	<p>Ensure Children's Services, Youth Services and YOT have updated SRE policies and relevant training including Delay</p> <p>Provision of young people drop-ins accessible to at risk groups</p> <p>Provide access to young people drop-ins in Thatcham North and Clayhill</p>	
<p>1.8 To support schools in undertaking the self validation process in order to achieve the new National Healthy Schools Standard in line with national targets.</p>	<p>Provide consultant support to school on self evaluation.</p> <p>Provide training on the new Standard</p> <p>Engage with those schools not currently engaged</p>	<p>Dec 07</p> <p>April 08</p> <p>Dec 08</p>	<p>71 schools engaged</p> <p>46 achieved the new standard</p> <p>100% engaged by April 08</p> <p>60 achieved the new standard by dec 08</p>	<p>School Improvement Advisor for Healthy Schools (Tim Kuhles)</p>
<p>1.9 To explore and address the reasons why young people binge drink alcohol and develop initiatives to decrease drinking in the population of young people in West Berkshire</p>	<p>Finalise a local alcohol action plan for West Berkshire which addresses underage drinking and binge drinking in young people.</p>	<p>September 2007</p>	<p>These will be identified as part of the local action plan.</p>	<p>Drug and Alcohol Team Manager (Susan Powell)</p>
<p>1.10 To improve the health support for looked after children</p>	<p>(a) Increasing the percentage having health assessments</p> <p>(b) Providing health and activity event for LAC and</p>	<p>April 08</p>	<p>85% receive health assessments</p> <p>Health and Activity day provided in</p>	<p>The Life Chances Team</p>

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
	their carers (c) Providing all 11+ with relevant sexual health information and knowledge about how to access further advice and support (d) Ensuring that all referrals of LAC to CAMHS receive a timely response (e) Providing training for carers and staff on Health issues		August 100% of LAC referrals seen within 5 days workshop provided	
2. Staying Safe				
2.1 To integrate key services to ensure families that are beginning to experience difficulties receive an early response aiming to maintain at current levels or slightly reduce further, the numbers of children requiring child protection plans or looking after.	(a) Re-locate key staff to shared location based at Avonbank and The Priory (b) Develop structure for Locality Networks, consult, implement and review. (c) Ensure a robust evaluation mechanism is in place to monitor and evaluate outcomes for children and young people	June 2007 September 2007 September 2007	32 LAC per 10,000 population 11 Children subject to CP Plans per 10,000 population	Head of Children's Services Head of Children's Services Head of Quality & Commissioning
2.2 That all agencies should be aware of and implement safe recruitment practices with regard to delivering services to	(a) Establish a multi-agency group to lead on strategy and action planning (b) Agree a safe recruitment policy with all partners (c) Ensure there is a strategic training programme with	By end September 2007 Complete by end December 2007	Safe Recruitment Policy in place that supports a clear action plan and is being used to inform practice by the end of year	Service Improvement Manager, Safeguarding

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
children and young people	differential training packages for targeted audiences in respect of level and type of training required	Development work ongoing throughout the year		
2.3 That all partner agencies and bodies are fully engaged developing safeguarding in line with the values and ambitions of the LSCB	<p>(a) Board members formally to report annually to the LSCB on progress with developing safeguarding in their organisations</p> <p>(b) LSCB to ensure that there is a range of self auditing tools available and accessible to all who need them</p> <p>(c) Organisations for children and young people that are not directly represented on the LSCB to self audit and report their outcomes</p> <p>(d) Functions and membership of the LSCB to be reviewed regularly to ensure effective working arrangements and partner engagement</p>	<p>Rolling programme beginning October 2007 and then ongoing</p> <p>Full range of tools in place by end of year</p> <p>Rolling programme beginning October 2007 and continuing thereafter on a regular basis</p> <p>Brief stock take at every Board meeting and more in depth review annually</p>	<p>Reports back to the LSCB have been considered and discussed by the Board and any actions arising identified, recommended and monitored.</p> <p>A range of tools is available on the website and accessible in other ways for those who need alternative means of access.</p> <p>All relevant parties have reported progress in safeguarding</p> <p>Positive developments and improvements in Board activity and membership can be seen.</p>	<p>Service Improvement Manager, Safeguarding</p> <p>Service Improvement Manager, Safeguarding</p> <p>LSCB Chair</p>
2.4 That the Local Safeguarding Children	(a) Agree what safeguarding data should be routinely monitored by the Board	Development work complete by end	By the end of the year the LSCB will be receiving regular analyses of data and	Service Improvement Manager, Safeguarding

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
Board works within a clear performance management framework for safeguarding that enable it to evaluate its effectiveness in promoting and improving safeguarding	(b) Establish systematic processes for collecting, collating, analysing and reporting on this data (c) Identify the staffing capacity able to deliver the information required by the Board (d) Make recommendations on improvements in practice or arrangements arising from the analysis	October 2007 Monitoring and reporting cycle implemented on agreed frequency thereafter	making the necessary recommendations for improvement as a result.	
2.5 Ensure that children and young people who need them, receive timely, good quality assessments and that the assessments meet agreed standards	(a) Further embedding of our Common Assessment Framework (b) Introduce 'Contact point' (subject to final guidance from DfES) (c) Improve timeliness and quality of other assessments and plans, i.e.; initial, cores, private fostering and Pathway Plans	End March 08 End March 08 End March 08	Increase the number of CAFS in place to 300. Initials on time – 70% Core Assessments – 75% Pathway Plans – 100%	Head of Quality & Commissioning Head of Quality & Commissioning Head of Children's Services
2.6 Further development of services to children with disabilities including outreach, family focused support reducing need to provide residential care.	(a) Further develop outreach services at Castlegate (b) Review progress in transition planning, revise protocols between Adult's and CYP services and develop a model for a council wide strategy and financial planning (a) To review the partnership agreement between the PCT and Local Authority re services for children with disabilities accessing Castlegate	October 07 Jan 08 March 08	Transition plans in place – 84% Section 31 Agreement in place	Head of Childrens Services & Head of Education Head of Children's Services WBC and Berkshire West PCT
2.7 Further	(a) Specific actions identified in the Young Persons	See Substance	Targets recorded in the Young Persons	Head of Quality &

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
development of harm minimisation and prevention in relation to substance misuse.	Substance Misuse Plan	Misuse Plan	substance misuse plan	Commissioning & Head of Children's Services
2.8 A mapping of services to the black and minority ethnic population within West Berkshire to ensure we are meeting the needs of BME children and young people.	(a) Scope the mapping exercise, conduct, report and develop an appropriate action plan	March 08	Targets to be identified once mapping completed	Head of Children's Services
2.9 Ensure vulnerable young people have access to appropriate accommodation.	(a) Review services to homeless vulnerable YP and provision of accommodation, prepare strategy and enact	March 2008	Review completed and strategy in place	Head of Children's Services
3. Enjoying and Achieving				
3.1 To raise achievement of targeted groups (key stages) and schools, and closing "gaps" in performance e.g. boys/girls. Highlight "value added"	(a) Careful analysis and use of individual pupil and school data to identify individuals, groups and schools where targeted support can be deployed e.g. ISP, Catch-Up etc. SIPs and SIAs working with head and relevant staff, supporting initiatives and monitoring progress towards challenging targets	Year 3 and ongoing	National Strategies at school and LAA target Council Plan targets	Andy Tubbs
3.2 To raise achievement of pupils	(a) Ensure policies and practices in place that will identify vulnerable pupils and ensure a personalised	Year 3 and	YOT targets NEET	Andy Tubbs Ian Pearson

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
in vulnerable groups, including: LAC, SEN, BME, Travellers and Young Offenders, including a focus on developing flexible and alternative provision, and individual packages	approach. To include individual and group targets, ongoing monitoring and additional support	ongoing	LAC targets SEN pupils' and other individual targets	Jane Seymour Hilary Mason Moyra Blake
3.3 To share good practice and promote further development around inclusion and co-location.	(a) Develop the roll out of good inclusive practice to all schools and settings. (b) To include lessons learned from Co-location and Inclusion Project evaluations. Including work with heads and SENCOs	Year 3 and ongoing	Revised inclusion funding arrangements in place from April 2008. Further promotion of best practice through published material and events	Ian Pearson Jane Seymour Hilary Mason
3.4 To plan and prepare the introduction of 14-19 vocational pathway diplomas, as a key strategy in reducing NEETs and raising the achievement of level 2 and level 3 qualifications by age 19. This also links to our increasing staying-on rate targets (i.e. working towards 90% by 2010)	(a) Ongoing work with 14-19 Area Boards (schools/LSC) to establish where and when diplomas will be provided (b) Also developing other flexibilities within the curriculum to cater for pupils who are more vulnerable	Year 3 and ongoing	LAA NEET targets Post 16 staying on in ETE of 90% by 2010 14-19 Vocational Diploma implementation targets in line with national targets	Andy Tubbs Schools/Heads
3.5 To maximise the	(a) Ongoing work with Heads around matching diploma	Year 3 ongoing to	Agreement with Heads about strategic	Andy Tubbs

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
role of specialist schools to the benefit of all, including the use of expert teachers.	“hosting” with specialisms (b) Strategic planning of second specialisms (c) Further work on use of expert teachers across schools and phases	2013	approach/plan Agreed introduction of new specialisms Greater use of specialist teachers	
3.6 To realise the potential of e-learning to enable learning anywhere, anytime.	(a) Work across schools and with LA ICT strategy board to deliver more learning opportunities (b) Also, further work within ACL to promote Personal Development and Community Learning (PDCL)	Year 3 ongoing to 2013	See ITC Development Plan See ACL Development Plan	Andy Tubbs Tim Kuhles Kevin Griffin Sara Hanson Moyra Blake/ACL
3.7 To develop the role of extended schools/services, leaning lessons from the more mature partnerships and understanding impact around raising achievement.	(a) To deliver government targets for “core offer” provision through support for Extended School/Service partnerships. Ensure progress being mapped and reported to Strategy Group (b) Support from advisory heads, Governor Services and School Improvement Team (c) Mapping achievement project	Ongoing rollout to 2010	In line with Government targets for extended schools/service Council Plan targets	Ian Pearson Moyra Blake
3.8 To develop a Phase 2 Children’s Centre in every community, meeting the requirements of the Childcare Act 2006	(a) To develop 4 Children’s Centres to improve the outcomes for children under 5 years and their families, building on the 2 Children’s Centres already designated	Year 3 for Phase 2 Phase 3 to be delivered by 2010	In line with Sure Start target to deliver 6 Children’s Centres Council Plan targets	Ian Pearson Moyra Blake Janet Scott
3.9 To complete the further roll out of Family and School	(a) Working with Heads to identify and share good practice	Year 3 and ongoing	Establish ways of measuring impact Ensure all schools engaged	David Hogg

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
<p>Support workers (FSSW), recognising the gains already made since the newly developed workforce was funded for all schools in 2005/06. Evaluation evidence suggests positive gains in terms of behaviour and attendance</p>	<p>(b) Establish “added value” can be measured. (c) Promote and provide effective central co-ordination to ensure appropriate resources maintained in schools’ budgets</p>			
<p>3.10 To increase the number of schools accessing this successful programme and undertake more work to measure impact.</p>	<p>(a) Promote programme, disseminate good practice and record impact data</p>	<p>Year 3 and ongoing</p>	<p>Ten new schools involved</p>	<p>Moyra Blake/Extended Services</p>
<p>3.11 To increase Family Learning programmes and assess impact on pupils’ achievement</p>	<p>(b) Promote good practice to engage more schools. Organised sharing of good practice developing programme content and data collection</p>	<p>Year 3 and ongoing</p>	<p>Increase in number of programmes</p>	<p>Sara Hanson (ACL)</p>
<p>3.12 To work with schools to identify and address bullying, by understanding causal factors and developing preventative strategies.</p>	<p>(c) Work with schools on the recording of bullying incidents. (d) Support for schools’ anti-bullying policies and promotion of work that can be undertaken with pupils</p>	<p>Year 3 and ongoing</p>	<p>Establish more accurate bullying data Quality check schools anti-bullying policies SEAL conference in May with bullying as a theme</p>	<p>Hilary Mason</p>

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
(Links to support for schools around community cohesion).	(e) Promotion of “pupil vice” and share of good practice. (f) Put in place support for schools’ community cohesion responsibility		Hold young peoples consultation seminar	
3.13 To increase the emphasis on the voice of young people, through spreading good practice and embedding it as the norm. Teasing out how children’s voices can positively impact on Enjoy and Achieve.	(a) Sharing good practice across schools e.g. school councils an their impact (b) Identifying examples of pupil conversation around curriculum content and delivery	Year 3 and ongoing	Data and information to be collected and assembled by April 2008	Andy Tubs Tim Kuhles
3.14 To design and deliver capital projects that raise achievement and enjoyment through inspirational design, effective flexible teaching and learning spaces and transformational use of technology.	(a) Work closely with colleagues in property and schools to ensure best practice design and programme delivery. Regular meetings and effective communication	Year 3 and ongoing	Delivery of School’s Capital Programme	Education - Ian Pearson/Moyra Blake Property - Mark Abinger/Les Gaulton
3.15 To raise achievement in the Foundation Stage	(a) Close the gap between the bottom 20% and the LA average (b) Increase the % of pupils scoring at least 6 across all	Summer 2008	41% of pupils are achieving scores of 6 or above in CLL and PSED 71% of pupils have a total of 78 points or	Andy Tubbs Chief Adviser for schools

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
	<p>areas of learning</p> <p>(c) Increase the % pupils who achieve 78+ points on the Foundation Stage profile</p>		<p>more on FSP</p> <p>Average score of the lowest 20% will be at least 63 points on FSP</p> <p>The gap between the lowest score and the median point score is 29% or less</p>	
<p>3.16 To raise achievement in the core subjects</p>	<p>(a) To reduce the gender gaps through improving the attainment of boys in reading and writing and girls in mathematics at KS1, KS2 and KS3; girls at KS3 in Science at L6</p> <p>(b) Close the gap between LA targets and schools through setting of top quartile targets through the APR</p> <p>(c) Raise achievement and attainment in targeted schools</p> <p>(d) Improve attainment to above national expectations in each of the core subjects</p> <p>(e) Improve the VA in school 6th forms</p>	<p>Summer 2008</p>	<p>By 2008:</p> <p>In KS1:</p> <p>Boys reading at L2B+ increased to 73%</p> <p>Boys writing at L2B+ increased to 58%</p> <p>Girls L3 increased to 27%</p> <p>In KS2:</p> <p>Boys L4+ writing increased to 63%</p> <p>Girls L4+ increased to 77%</p> <p>Girls L5 increased to 32%</p> <p>KS2 attainment:</p> <p>86% for English and mathematics at L4</p> <p>KS3 attainment : 86% for English and mathematics at L5+ and 84% L5+ in Science</p> <p>KS4 attainment:</p> <p>5 A*-C incl English and mathematics at GCSE at 60%</p> <p>KS5 attainment:</p>	<p>Andy Tubbs Chief Adviser for schools</p>

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
			<p>All schools to be at or above the Berkshire LSC average for Value Added of 0.91</p> <p>Reduce the number of schools achieving below the floor targets of 65% at the end of KS2 to 1 school</p>	
<p>3.17 To improve the overall effectiveness of schools and in particular schools causing concern</p>	<ul style="list-style-type: none"> (a) To increase the % of OfSTED judgments to good or better in areas 3, 5 and 6 of the inspection framework (b) Challenge and support schools in order to raise further their overall effectiveness (c) Implementation of Intensifying Support Programme in schools causing concern (d) To improve leadership and management in all schools and particularly schools causing concern through supported school self evaluation and the use of RAISE online/FFT (e) To train all schools in the use of tracking through age related expectations to improve attainment of underachieving groups including summer born pupils 	<p>Summer 2008</p>	<p>Overall effectiveness as judged by OfSTED improved to 86% good or better over a three year average</p> <p>No school in an OfSTED category</p> <p>All schools have accurately identified and have planned interventions for underachieving groups</p>	<p>Andy Tubbs Chief Adviser for schools</p>
<p>3.18 To improve the achievement of pupils who have additional needs including vulnerable pupils; LDD; G&T and EM pupils</p>	<ul style="list-style-type: none"> (a) Improve conversion rates for A,G&T pupils across all Key Stages (b) Raise further the achievement of pupils with LDD (c) Raise further the achievement of ethnic minority pupils of Black Afro Caribbean origin and white working class boys (d) Improve the outcomes for LAC to achieve in line with their potential 	<p>Summer 2008</p>	<p>Improve %L5 at KS2 to GCSE Grade B+ in English and mathematics by 2%</p> <p>Improve % L7 at KS3 to GCSE Grade A*/Ain English and mathematics by 2%</p> <p>Reduce the % LDD pupils achieving below L3 by end of KS2 to at least in line with the national average</p> <p>At end of KS2 current Y4 cohort of 20</p>	<p>Andy Tubbs Chief Adviser for schools</p>

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
	(e) Improve the outcomes for summer born pupils to be at least in line with national averages		BAC pupils achieve age related expectations	
4. Making a positive contribution				
4.1 To ensure strong links are established between the new Integrated Teams and other services not currently placed within these teams.	(a) Identify which services should be engaged in developing links with Integrated Teams and agree process for ongoing joint work.	March 2008	Agree list of potential partner agencies Jointly agree methods of engagement Develop strategy for furthering tangible links Agree opportunities for joint working Evaluate outcomes	Integrated Teams Managers
4.2 To develop the Member for Youth Parliament project, to enable broader uptake of participants.	(a) Through the Involving Young People Group, engage on constructive dialogue with the Youth Service and Education to promote the project more widely. (b) Identify an MYP champion in either the Youth or Education service to drive the project forward	March 2008	Agenda item on IYP meeting. Identify key partners Agree process with Youth Service & Education. Develop action plan	Youth Service Development Manager
4.3 To ensure wider engagement from young people in the voluntary sector in the Youth Opportunity / Capital fund.	(a) Through active dialogue with key voluntary sector stakeholders, develop a strategy for wider engagement.	March 2008	Review membership of steering group. Increase marketing opportunities to known voluntary groups Increase utilisation of web site to promote scheme. Task Area Youth Officers with local	Youth Service Development Manager

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
			engagement with voluntary youth groups.	
4.4 To expand the YOT's restorative Justice Service by increasing opportunities for young people to "payback" the community for example by using creative arts.	(a) Identify opportunities for community payback schemes, and embed into YOT programmes	March 2008	<p>Map opportunities for Community payback schemes using a range of constructive & creative media.</p> <p>Identify and engage potential partner agencies.</p> <p>Agree programme of schemes for appropriate YOT clients.</p> <p>Evaluate outcomes</p>	YOT Manager / Arts & Leisure Development Officer
5. Achieving economic well-being				
5.1 Further Develop the organisation of local provision 14-19	<p>(a) Finalise and agree a curriculum map and plan for 2013</p> <p>(b) establish an agreed approach to common timetabling within each partnership to enable curriculum development. .</p>	<p>September 2007</p> <p>For Sept 2009</p>	<p>Agreed Curriculum Map in place</p> <p>Common timetable in place for September 2009</p>	<p>Chair of 14-19 Strategic Forum</p> <p>14-19 SIA and Chairs of Curriculum Boards</p>
5.2 Improve achievement outcomes and future economic well-being prospects	<p>(a) Targeted support to raise achievement of level 2 and 3 qualifications by age 19</p> <p>(b) Maximise the use of expert teachers in specialist secondary schools to deliver minority subject teaching within partnerships</p> <p>(c) Connexions PA1 targeted support for identified students</p> <p>(d) Support self-evaluation and target setting across all providers</p> <p>(e) Continued LA support for value added analysis and</p>	<p>By summer 2009</p> <p>From Sept 2007</p>	<p>LAA targets for Level 2 and 3 achievement by 19</p> <p>Quality of self evaluation to be judged good or better by OfSTED in all providers</p>	<p>Chief Adviser</p> <p>Chief Adviser</p> <p>Locality Manager (East)</p> <p>Chief Adviser</p> <p>Chief Adviser / Connexions</p>

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
	<p>benchmarking post 16 to improve performance in school 6th forms where appropriate</p> <p>(f) Continue the NEET Strategy through the Local Area Agreement to further reduce the proportion of young people NEET with intensive action for those from vulnerable groups.</p>	By summer 2009	LAA NEET target for 2009	Manager
<p>5.3 Continue to widen the curriculum & expand vocational provision 14-19</p>	<p>(a) Further develop coherent pathways and progression routes from 14 to 19 and beyond.</p> <p>(b) Continue to plan and implement introduction of the new Specialised Diplomas, at all 3 levels, as they come on stream from September 2008</p> <p>(c) Within each cluster develop a shared approach to minority subject provision focusing initially on priorities drawn from the curriculum audit.</p> <p>(d) Expand access to vocational courses across all levels but focusing especially on widening provision at level 2 and increasing the uptake of modern apprenticeships</p> <p>(e) Build on the existing Flexibility at KS4 programme including a more diverse set of programmes delivered in consortia to meet the personal learning needs of identified students, especially those from vulnerable groups.</p> <p>(f) Include, within a flexible programme, the provision of “packages” of vocational learning post 16 which enable more students to gain level 2 qualifications.</p> <p>(g) Consolidate provision for the “hard to reach” including work based programmes; the use of ASDAN and similar schemes</p>	<p>By September 2013</p> <p>Summer 2009</p>	<p>All students post 16 to have access to all 14 Specialised Diplomas at each of 3 levels</p> <p>Increase uptake of Modern Apprenticeships from 8% in 2006 to 12% in 2009</p> <p>Targets in LSP funded project led by EBP</p>	<p>Chief Adviser</p> <p>EBP Amanda Richards</p>

Objective	Process	Timescale	2007-2008 Indicators	Lead Officer
5.4 Continue to Increase participation post 16	<ul style="list-style-type: none"> (a) Broaden access to the curriculum through the use of new technology (b) Further develop opportunities for study support outside of the working day. (c) Continue to support and develop family learning through Extended Services and Children’s Centres 		Increase stay-on rate post 16 in education and / or training to 90% by September 2010	
5.5 Adding value to student achievement through the use of e-learning	<ul style="list-style-type: none"> (a) expand the use of e-learning and accreditation (b) further develop the use and impact of a Virtual Learning Environment (VLE) to enable “learning anywhere, anytime” through the use of the Uniservity Learning Platform (c) Continue to develop the broadband infrastructure locally to support intensified use of the learning platform, e-portfolios and personal workspace 	By summer 2008	Uniservity upgrade to be completed by summer 2008 and staff training completed	14-19 SIA ICT Service / Chief Adviser
5.6 Improving advice and guidance to young people	<ul style="list-style-type: none"> (a) Further develop the use of personalised learning plans and support students in vulnerable groups to use personalised programmes (b) further develop the opportunity for students to express their views about the quality of provision and ensure that the local system responds positively. (c) establish a common application process that is e-enabled (d) improve access to information about courses, qualifications and progression routes through the Area Wide Prospectus by expanding coverage to include pre-16 courses and qualifications. (e) Continue to develop opportunities for young people to express their ideas and observations through the “Vocalise” project and through the West Berkshire Youth Parliament 	September 2007	Area Wide Prospectus to be expanded to include 14-16 information by summer 2007	Connexions Manager Youth Service manager

3. Remaining Year 3 Actions from the original C&YP plan set in 2005

The actions below are those remaining from the original 2005 Action Plan that are not covered in the 2007-08 Action Plan set out in section 2 of this document.

Priority	Action	Lead Officer / Agency
1. Develop and communicate a vision and objectives for the West Berkshire Children's Trust.	Agree an action plan and phased timetable to implement agreed changes	Corporate Director (C&YP) with C&YP Directorate SMT and C&YP Trust Board
2. Ensure that other key partners are fully engaged with the development of the Children's Trust	(a) Standing agenda item for the C&YP Trust Board	C&YP Trust Board Chair
➤ Voluntary and Community Sector	(b) Identify which VCS agencies have capacity and vision to align themselves with the development of integrated services in line with priorities for delivery.	West Berkshire Policy Officer and Chair of CAWB with TDCG
➤ Schools	(c) Ensure that all schools across West Berkshire are kept informed and involved through representation of Head Teachers on relevant forums. Other school staff and governors to be involved through local networks, focus groups and membership on local service development groups as required	Corporate Director (C&YP)
➤ General Practitioners	(d) Ensure that all GPs and other independent contractors e.g. Dentists and Pharmacists are kept informed about the Children's Trust and partnership developments and are encouraged and enabled to participate and lead within their professional group.	PCT Local Area Director

Priority	Action	Lead Officer / Agency
3. Develop greater integration between health care practitioners, education and social care	Co-location of key managers and staff in education, social care and health services	Corporate Director (C&YP), Primary Care Local Area Director
4. Develop the Extended Schools programme and Children's Centre programme across West Berkshire in line with identification of needs both geographically and thematically	(a) Ensure Extended Schools and Children's Centres are sustainable in their development in terms of raising standards, developing partnerships, maintaining funding and contributing to outcomes	Extended Schools Steering Group and Children's Centres Steering Group ratified by C&YP Trust Board
	(b) Link the proposals for Extended Schools and Children's Centres to ensure the maximum benefit to communities from the funding available	Extended Schools Steering Group and Children's Centres Steering Group ratified by C&YP Trust Board
5. Improve the early identification and assessment of need by all professionals working with children and young people	(a) Deliver training programme for Common Assessment Framework and design roll out to all priority staff groups	TDCG through Service Manager, Strategy and Effectiveness and Heads of Services West Berkshire Council
	(b) Develop standards around the implementation and monitoring of the Common Assessment Framework.	TDCG through Service Manager, Strategy and Effectiveness and Heads of Services West Berkshire Council
6. Agree common standards around practice for all partner agencies	Audit and monitoring of implementation of Commissioning Agreement standards to be carried out	C&YP Trust Board
7. Improve the sharing of information about vulnerable children and young people between	(a) Protocol to be disseminated across all partner organisations	C&YP Trust Board
	(b) Commission training programme and design roll out and priority staff groups	ISA Programme Manager

Priority	Action	Lead Officer / Agency
agencies		
8. Increase range of services available at Tier 2 of need	Complete service mapping to identify gaps	TDCG
9. Identify ways to integrate access, assessment and delivery of services at Tiers 2-3	(a) Establish professional networks across West Berkshire	TDCG
	(b) Consolidate 2 extended schools clusters in Newbury and Hungerford and establish extended school activities in a further 3 clusters	Extended Schools Steering Group
	(c) Develop study support programme within Extended Schools initiative	Extended Schools Steering Group
10. Increase range of jointly commissioned services with pooled budgets	Coordinate parenting support services and family learning projects and childcare services	C&YP Directorate SMT
11. Ensure that all necessary partners are adequately and appropriately represented and effectively engaged in order to make good quality decisions and sustain the Change for Children programme to support improved outcomes	Arrange and use service development seminars to engage partners through greater understanding, improved personal and professional relationships and increased trust between partner agencies	C&YP Directorate SMT
12. The workforce across	(a) Produce a workforce development strategy and work programme using the ECM Guidance and	Workforce Development Group

Priority	Action	Lead Officer / Agency
partner agencies must be equipped for the task	Common Core Skills Framework	
	(b) Design a common core training and development programme	Workforce Development Group
13. Ensure that the specific needs of children and young people and families ➤ from ethnic minority backgrounds ➤ who are lesbian, gay bisexual or transgender ➤ who have disabilities and/or life limiting illnesses are reflected in service mapping, planning and provision.	(a) Membership of key strategic groups to review membership to ensure that there is appropriate representation	All groups
	(b) Involving Young People group to ensure that views of this diverse group are represented	IYPG
	(c) All plans to reflect how they will improve access to services, involvement and engagement by the ethnic minority community	All managers
14. Develop policy and services that promote Healthy Lifestyles	(a) Promote healthy lifestyles in families with pre school children	Health VisitorTeam
	(b) Incorporate the findings of Health Scrutiny Panel on Childhood Obesity	TDCG
	(c) Support the Schools Sports Coordinator programme in improving the quantity and quality of PE in schools	Healthy Schools Advisor
	(d) Provide opportunities for 20 young people to gain leadership qualifications through the Step into Sport initiative	Healthy Schools Advisor

Priority	Action	Lead Officer / Agency
15. Address the particular issues for young offenders who are not in education training or employment	Develop range of attractive vocational pathways in response to young peoples interest and needs	Head of Education Service, Learning & Skills Council, Schools, FE Colleges, Connexions
16. Improve the educational achievement of the most vulnerable children and young people	(a) School and early years advisors to assist schools in identifying those children and young people at greatest risk of falling behind, including as well as SEN, the risk associated with social and health factors. Individual school improvement plans to address these issues in depth	Chief Advisor for School Improvement Head Teachers and their School Improvement Advisors
	(b) Improve transition between phases. Reduce the number of children arriving at primary schools with poor language skills and those transferring to secondary school who cannot read	Early Years advisors
	(c) Improve the attainment of public qualifications by the most vulnerable children and young people particularly care leavers and traveller children	Parenting Panel to have oversight
	(d) Increase the involvement of parents/carers in their child's education	Head Teachers, Extended Schools
17.. Meet the housing needs of traveller families and those of other vulnerable groups	(a) Implement action plan	Service Development Manager, Inclusion
18. Find more effective ways to consult with and involve children and young people using existing forums such as the Downlands Group and targeting harder to access children and young people particularly younger	(a) Involving Children and Young People Group to have a proactive role in meeting with children and young people through existing forums and provision.	Involving Children & Young People Group
	(b) To develop a plan of action which will result in increasing levels of participation year on year	Involving Children & Young People Group, Extended Schools

Priority	Action	Lead Officer / Agency
<p>children and families, looked after children, young offenders</p>		
<p>19. Enable children and young people to be involved in the review and quality assurance of existing services</p>	(a) Develop robust engagement processes	TDCG
	(b) By March 2007 young people to be involved in the commissioning processes under the Children's Trust via the Involving Young People Group	Involving Children and Young People Group
	(c) Make sure that feedback on the outcomes of their input is always provided	Involving Children & Young People Group
<p>20. Find ways of consulting and involving that mean that a wide range of children and young people can be involved</p>	(a) Schools to identify effective ways of involving children and young people in addition to school and youth councils	Involving Children & Young People Group and Head Teachers
	(b) Involve children and young people in providing mentoring, buddy support to other children and young people in school	Involving Children & Young People Group and Head Teachers

4. Local Area Agreement Targets

West Berkshire Local Area Agreement 2005-2009 Children and Young People Block – Outcomes, Indicators and Targets

<p>Overarching Outcome 2 : Improved Outcomes for Vulnerable Young People</p>				
<p>Supporting Outcomes</p> <ol style="list-style-type: none"> 1) To reduce the number of young people Not in Education, Employment or Training (NEET) at the age of 16 2) Reduction in the number of days schooling, per annum, lost through exclusion, with a focus on vulnerable groups 3) Reduction year on year, in the number of West Berkshire young people aged 10-17 inclusive, offending 4) To improve outcomes for children with SEN 5) To increase the number of children, parents and families engaged in “Tier 1 / 2” support services 				
<p>Indicators supporting Outcomes:</p> <ol style="list-style-type: none"> 1) To reduce the number of young people in NEET group at the age 16-19. <ol style="list-style-type: none"> i. Increase the number of 16-19 year-olds in Education, Employment, Training (BVPI 161) 2) Reduction in the number of days schooling, per annum, lost through exclusion, with a focus on vulnerable groups <ol style="list-style-type: none"> i. Number of children in West Berkshire schools receiving more than one fixed term exclusion of more than 3 days ii. Number of children in West Berkshire schools receiving permanent exclusions 3) Reduction year on year of young people in West Berk 10-17 who are offending <ol style="list-style-type: none"> i. Reduction in no. of YOT community disposals ordered by the court, as a % of all Youth Justice disposals (includes: Action Plan Orders, Supervision Orders, Community Rehabilitation Orders, Community Punishment Orders). 4) To improve outcomes for children with SEN <ol style="list-style-type: none"> i. Increase the % of children and young people with disabilities and complex health needs who have an identified key worker ii. Increase the % young people with SEN / disabilities with appropriate transition plans in place at 15 5) To increase the number of children, parents and families engaged in support services at “tier 1 / 2”: group work; parenting support groups; Community Conferences; <ol style="list-style-type: none"> i. Increase number of children / young people engaged in group work provided by the Strategic Partnership / Trust (Health; social care; VCS providers; education; YOT; Youth Service; Family Resource Service; Connexions) ii. Increase number of parents engaged in parenting support group work provided by the Strategic Partnership / Trust (Health; social care; VCS providers; education; YOT; Youth Service; Family Resource Service; Connexions) iii. Increase number of children, young people and parents who participate in Community Conferences to resolve local community problems 				
LPSA Reward Targets	Baseline 2004/05	06/07 (without LPSA)	07/08 (without LPSA)	08/09 (Nov 08 - Jan 09) (without LPSA)
<p>1 i. The number of young people 16-18 NEET</p> <p>Without LPSA With LPSA Not Knowns (Performance Reward Grant will be withheld in any one year if the number of “not Knowns” exceeds 4.1%)</p> <p><small>1. Towards the trajectory of 3.5% by 2010</small></p>	<p>4.3% (6.1% - 2005/06)</p>	<p>5.5% 5.4% 4.1%</p>	<p>4.8% 4.6% 4.1%</p>	<p>4.3% 4.0%¹ 4.1%</p>

2.				
i. No. children in West Berkshire Schools receiving more than one fixed term exclusion of 3+days including CIPC and Children with Statement of SEN	96	82 (86)	61 (76)	53 (66)
ii. No. of children in West Berkshire schools receiving permanent exclusions including CIPC and Children with Statement of SEN	41	34 (37)	25 (32)	21 (28)
Non LPSA Reward Targets				
The number of 16-19 young people with Learning Difficulties or Disabilities (LDD)	84%	85%	87%	89% ²
<small>2. Towards the trajectory of 90% by 2010</small>				
3				
i. Reduction in no. of YOT community disposals ordered by the court, as a % of all Youth Justice disposals (includes: Action Plan Orders, Supervision Orders, Community Rehabilitation Orders, Community Punishment Orders).	7.4%	8%	6%	1.4%
4.				
i. % young people with SEN / disabilities with appropriate transition plans in place at 15	-	+10%	+5%	+5%
ii The % of young people with SEN / disabilities (who meet the criteria for service provision under the Disabled Persons Act) whose Annual Reviews in Year 11 are attended by a representative from Adult Services	-	+10%	+5%	+5%
5.				
i. Number of children / young people engaged in group work	-	+7%	+5%	+5%
ii. Number of parents engaged in parenting support group work		+7%	+5%	+5%
iii. Number of children, young people and parents who participate in Community Conferences		+7%	+5%	+5%

LAA Outcome 3 (LPSA 2)					
Improved attainment of boys in literacy and girls in numeracy by the ages of 7 and 11.					
Supporting Outcomes:					
1) Increase numbers of boys attaining national expectations in reading and writing by the ages of 7 and 11. 2) Increase the numbers of girls, especially the able, who achieve level 3+ at age 7 and both level 4+ and 5+ at age 11. 3) Increase the numbers of children and families accessing learning outside of normal school hours which contributes directly to raising standards in literacy or numeracy.					
These outcomes are designed to contribute directly to the Local Authority's overall challenging targets for literacy and numeracy by the end of Key Stage 2 (age 11), agreed with the DfES. The supporting outcomes above focus on identified aspects of underachievement including where there are considerable gaps currently between the attainment of boys and girls. Attaining level 4+ in reading, writing and mathematics is a key factor in securing the best possible future life chances for children and is a vital start to successful learning pathways and future economic prosperity. Supporting outcomes 1 and 2 are LPSA2 targets. Supporting outcome 3 has also been include to focus on increasing the contribution made by study support and family learning activities, that take place outside the normal school day, to improving standards in literacy and numeracy.					
Indicators:					
1) Increase the proportion of boys attaining level 2B+ in reading by the age of 7 (Key Stage 1). 2) Increase the proportion of boys attaining level 4+ in reading by the age of 11 (Key Stage 2) 3) Increase the proportion of boys attaining level 2B+ in writing by the age of 7 (Key Stage 1) 4) Increase the proportion of boys attaining level 4+ in writing by the age of 11 (Key Stage 2) 5) Increase the proportion of able girls attaining level 3+ in mathematics by the age of 7 (Key Stage 1) 6) Increase the proportion of girls attaining level 4+ in mathematics by the age of 11 (Key Stage 2). 7) Increase the proportion of able girls attaining level 5+ in mathematics by the age of 11 (Key Stage 2) 8) Increase the number of schools providing targeted study support / out of hours learning activities 9) Increase the number of schools providing family learning activities in literacy or numeracy.					
Targets	2004/05 Baseline	2006/07	2007/08	With LPSA 2008/09	Without LPSA 2008/09
Targets are based on an average cohort size of 844 boys and 840 girls. Numbers of pupils are shown in brackets					
1. Increase the proportion of boys attaining level 2B+ in reading by the age of 7 (Key Stage 1)	69% (No: 582)	72% (No:608)	73.5% (No:620)	75% (No:633)	72% (No 608)
2. Increase the proportion of boys attaining level 4+ in reading by the age of 11 (Key Stage 2)	85% (No: 717)	87% (No: 734)	88% (742)	89% (751)	87% (734)
3. Increase the proportion of boys attaining level 2B+ in writing by the age of 7 (Key Stage 1)	54% (No: 456)	59% (No: 498)	60.5% (No:511)	62% (523)	59% (498)
4. Increase the proportion of boys attaining level 4+ in writing by the age of 11 (Key Stage 2)	61% (No: 515)	63% (No: 531)	64.5% (No:544)	66% (557)	63% (531)
5. Increase the proportion of able girls attaining level 3+ in mathematics by the age of 7 (Key Stage 1)	23% (No:193)	25% (No: 210)	26.5% (No:223)	28% (235)	25% (210)
6. Increase the proportion of girls attaining level 4+ in mathematics by the age of 11 (Key Stage 2).	73% (No: 613)	76% (No: 638)	77.5% (No:651)	79% (664)	76% (638)
7. Increase the proportion of able girls attaining level 5+ in mathematics by the age of 11 (Key Stage 2)	28% (No: 235)	31% (No: 260)	32.5% (No:273)	34% (285)	31% (260)
Non LPSA Reward Targets					
8. Increase the number of schools providing	4	12	28	16	

targeted study support / out of hours learning activities				
9. Increase the number of schools providing family learning activities in literacy or numeracy	6	8	12	4

LAA Outcome 4 (LPSA 3)					
Increase the number of young people, resident in West Berkshire, that achieve qualifications at Level 2.					
Supporting Outcomes:					
1) Increase the number of 19 year olds that achieve qualifications at Level 2.					
<p>This outcome is designed to contribute directly to West Berkshire's strategy for raising achievement and improving education for young people in the 14-19 phase. This includes the local implementation of the national strategy for 14-19 education. The overall target includes increasing the number of young people who achieve level 2 qualifications by the age of 16 (5+ GCSE Grades A*-C or equivalent) and also increasing the additional number of students who achieve this level by the age of 19. Pump-priming grant will be used to provide additional support for students in the 16-19 age group who have the potential to achieve level 2 but who are identified as at risk of not doing so. This outcome also links to outcome 1, increasing participation and achievement.</p>					
Indicators:					
Increase the number of young people, resident in West Berkshire, who achieve qualifications at level 2 by the age of 19					
Targets	2004/05 Baseline	2006/07	2007/08	2008/09 With LPSA	2008/09 Without LPSA
1. Increase the number of young people, resident in West Berkshire, that achieve qualifications at level 2	72% (No:1152)	75% (No:1200)	75.5% (No:1216)	76.5% (1224)	75% (1200)

5. Council Plan 2007/08 targets for successful schools and protecting vulnerable people

Successful Schools and Learning

Why are we doing this?

Education and learning are essential to a good quality of life. We want learning to take place in safe, stimulating and engaging environments using materials which match learners' personal needs. We aim for learners to reach their full potential, being proud of their achievements and prepared for the next stage of learning and working life.

We aim to achieve:

- Good inclusive schools
- High performing schools.
- High quality school buildings.
- Children who are happy, healthy and safe.
- Lifelong learning opportunities.
- High quality and sufficient childcare places.
- Educational opportunities for all.
- Schools at the heart of communities.

In year one, we will:

By working with partners:

- Raise achievement in the Foundation Stage so that more children achieve the expected standard of literacy and numeracy by age five.
- Complete the first year of an intensive programme to raise standards in literacy and numeracy in identified primary schools so that more pupils achieve National Curriculum level 4 by age 11.
- From 1st April 2007 all West Berkshire Schools to be in extended school partnerships, providing additional services, facilities and helping people access other providers.
- Complete remodelling of Thatcham Park CE Primary School and Downsway Primary School.
- Provide a new teaching block at Kennet School.
- From 1st April, implement Locality Teams, bringing together integrated social care, education and health services to children and young people, and their families, providing uncomplicated access to services and early intervention.
- Establish/designate our third and fourth Children's Centres delivering integrated care, education, family support and health services to children 0-5 years and their families.

Protecting Vulnerable People

Why are we doing this?

The Council has a clear responsibility for safeguarding vulnerable children, young people and adults. This involves protecting these groups and individuals from harm and promoting their wellbeing. We are committed to leading a partnership approach with other agencies to achieve the highest standards in safeguarding vulnerable people.

We aim to:

- Reduce the number of people who are vulnerable.
- We will encourage a culture of vigilance against the possibility of abuse.
- Improve access to and quality of social care services.
- Improve life chances for vulnerable people.

- Support people with special educational needs, or disabilities.
- Develop appropriate support for the most vulnerable people

In year one, we will:

- Reduce the number of young people not in education, employment or training at the age of 16 to 4.6% of total.
- Reduce by five the number of child protection referrals that lead to formal child protection enquiries.
- Improve the reporting process for domestic violence, reflected by an increase to 551 recorded incidents.
- Increase the numbers of Home Care users who are very satisfied with the service they receive.
- Increase the number of disabled people supported to live in their own home.
- Improve the reporting process for safeguarding adults, reflected by an increase of 20 in the number of recorded incidents.
- Increase to 60% the proportion of people who successfully move from high needs Supporting People Services into independent living.



PART C

“Making it happen for Children and Young People two years on”

PART C:

- What we are doing to improve outcomes
- The management of services

Review of the Children and Young People Plan

June 2007



West Berkshire Children & Young People's Trust

The work that is supported by the Children and Young People Plan (C&YP Plan) is wide ranging and involves complex, inter-relating themes. In an effort to make this Review of the C&YP Plan accessible to the reader it is presented in two parts.

Part A provides the core of the Review itself focusing on:

- outcomes for children and young people
- how these are informed by the views of children and young people.
- forward priorities for our work

Part B provides a reference bank of detailed evaluative commentary on:

- progress against the 2006-07 Action Plan actions
- detailed actions to deliver our priorities in 2007-08

Part C provides an evaluation of:

- what we are doing to improve outcomes
- the management of services

Contents for Part C: Outcomes for 2006-07 and Priorities for 2007-08

	Page
1. What we are doing to improve outcomes	3
2. The management of services	30

Photograph on front page courtesy of <http://www.liquidlibrary.com/>

West Berkshire Council is committed to equality of opportunity. We will treat everyone with respect, regardless of race, disability, gender, age, religion or sexual orientation.

If you require this information in a different format, such as audio tape, or in another language, please ask an English speaker to contact D Hogg on Telephone 01635 519072 who will be able to help.

1. What we are doing to further improve outcomes

1.1 Being Healthy

Support for parents/carers

- The health visiting and school nursing teams now have a core service that includes a detailed Family Health Needs Assessment completed in the antenatal period to identify which families will need more intensive support geared to the needs of the particular child and family (NSF Standards 1, 2 and 3). It also includes a universal neonatal hearing test and advice about the current immunisation programme. Accident prevention and safety advice is provided at regular intervals and is geared to the developmental stage of the child and particular circumstances e.g. advice re the use of sun protection in summer, the risks of passive smoking (NSF Standards 1). (See page 13 under Staying Safe)
- A health visitor led breast feeding support clinic now runs at the West Berkshire Community Hospital once a week. The aim is to increase the duration of breast feeding and optimise the related health benefits. Previously, mothers from Newbury and Thatcham had to travel to the Royal Berkshire Hospital in Reading to access this support. The transfer of this type of clinic to Children's Centres and the development of peer support groups is being actively explored (NSF Standards 1 and 11)
- A core group of specialists working with young parents including the specialist midwife, health visitor, Connexions worker and youth worker have recently, in partnership with Adult Learning and Newbury College organised a Basic Skills course for vulnerable teenage parents. The course has been set up at Riverside Community Centre in Clay Hill (one of our 2 high rate conception areas) and covers topics which have been identified by the young parents and include sessions on first aid, healthy eating and dealing with minor ailments. (NSF Standards 1, 2 and 3) The course has 9 young mums attending and more on the waiting list. The course has proved to be very successful and beneficial to the young mums. An evaluation report will be produced at the end of the course to ensure views have been sought to improve the next course set to run later on this year
- The specialist health visitor for Teenage Parents has recently, in partnership with Adult Learning, organised a Basic Skills course for vulnerable teenage parents. Topics have been identified by the parents and include sessions on first aid, healthy eating and dealing with minor ailments. (NSF Standards 1, 2 and 3)
- Close links have been developed between the health visiting team and the children's centre in Hungerford. A drop in baby clinic is held in the children's centre and staff from the health visiting team and the children's centre has collaborated in providing support for vulnerable families. Similar links are being forged with the Victoria Park Children's Centre and health visitors are involved in discussions about the development of the proposed Children's Centre in Thatcham. (NSF Standard1 and 2)

- With additional funding from the Targeted School Meals Grant and the PCT, we now employ a full time dietician and dietetic assistant to support the work of School Nutrition Action Groups (SNAGs).
- Berkshire West Obesity Care Pathway for obese children is under development. Parents will be part of initiatives working with overweight and obese children.
- School Nurses and Family Support Workers run parenting courses for parents
- Enuresis clinic held weekly at West Berkshire Community Hospital by School Nurses. School nurses deliver special sessions as the school requests for parents on ad hoc issues such as managing head lice, bullying.

Promoting Healthy lifestyles

- Sexual health – 4 secondary schools now have Early Hormonal Contraception (EHC) given by Community School Nurses (CSNs) with a total of 7 CSNs trained to give EHC.
- CSNs are available in school hours to give 1:1 support and advice to children and young people on any health and well-being issue.
- 2 CSNs are certified in Sex and Relationships Education, however all frequently deliver PHSE sessions directly to children on sexual health, mental health and other health topics.
- A total of 4 school drop-ins and 1 at Newbury College are now running, offering advice and support on health issues including contraception.
- 99% of schools have a current smoking policy that sits within or alongside their whole school drugs policy. Schools Drug Consultant is working with schools to ensure they have a robust and independent Smoking Policy in line with National and Local guidance, to support the Healthy Schools agenda and to ensure full compliance with the new legislation coming into force on the 1st July 2007.
- 50% of Mainstream secondary schools are involved with the GOSE funded LAA (outcome 19 (LPSA 8)) Young Peoples Target –Reducing the harm caused to YP by Tobacco and Alcohol. The LAA indicators and project targets are to reduce the number of YP drinking by 3% and Smoking by 1% over a three year period, April 2006 to March 2009. The two main thrusts of the project are Educational support for the schools provided by School Drug Consultant, including provision of resources and support with Smoking Cessation and the enforcement element through WB Trading Standards, test purchasing for all underage products but particularly tobacco or alcohol and support for the Responsible Retailers Scheme.
- In Jan 2007 five school based Stop Smoking advisers were trained by the NHS Stop smoking service and WB School Drug Advisor to provide stop smoking services in their schools. In Sept 2007 provision is being made for more advisors to be trained in WB Schools and also for Newbury based School and Community Nurses, to provide more availability for young people to access Stop Smoking services, in a variety of settings and circumstances.

- 100% schools have been briefed or trained on the revised National Healthy Schools Award and related Self Validation process. 2 separate sessions for Governors have been delivered in addition to above. A multi-agency Quality Assurance Group has been established and briefed re-the new self validation process, moderation and the new audit tool (key partners from Health and Education and WBC are QA members)
- "Food in Schools" toolkit - 100% schools have the Toolkit and are making use of this to support the development of a whole school food policy, supported by SNAGs and the dieticians where applicable
- 80% of all schools (including 100% of Independents) have accessed support and training for Governors and staff from a multi – agency team comprising School Drug Consultant, Police Liaison Officers and Drug Counselling Service
- The Inclusion Support Programme has been replaced by a PSHE (drugs) Enrichment Day (PED) which forms part of the support for schools in the WB Schools' Protocol for Managing Drug Related Incidents. Each school is entitled to one day per academic year and 90% of secondary schools are taking up this

Promoting Physical Health

- The school nurse team offer a programme of health promotion in schools including an annual sexual health roadshow for Year 9 students (NSF Standard 1)
- The School Sports Coordinator (SCCO) programme has been extended to involve all secondary and primary schools. All secondary schools have an SSCO and all but one primary schools have a Primary Link Teacher (PLT)
- Our SSCO's have been trained to carry out lesson observations and in the delivery of gymnastics training. All but one primary schools have undertaken an audit of provision and put together an action plan to improve achievement in physical education
- School audits indicate training needs in gymnastics, dance, assessment and Outdoor and Adventurous Activities (OAA). Our approach to the national Continuing Professional Development (CPD) programme is to concentrate our resources to provide training in these areas. 46 of our PLTs have accessed module one of our training – with 100% satisfaction rating. All of our SSCO's have been trained in their roles.
- Over past two years 68 Newly Qualified Teachers (NQT) have been trained in health and safety matters in P.E., dance and gymnastics. The Local Authority has linked with other Berkshire Authorities to provide training for secondary PE teachers
- Training in modules of gymnastics, dance and OAA as part of Physical Education and Sport in Schools (PESS) national CPD programme have been delivered over past three years.
- All the primary Graduate Teachers with West Berkshire Training Partnership (WBTP) have been trained in health and safety and P.E. in the national curriculum. A recent high profile conference on meeting needs of more able pupils in P.E. was attended by over 50 teachers.

- Work with the Berkshire Sports Partnership provides voluntary sports coaches at all sports clubs in West Berkshire to access appropriate training and development opportunities specifically designed to improve the way in which they work with young people
- In partnership with National Governing Bodies for Sport, introductory activity programmes are arranged throughout West Berkshire in school holiday periods. This out of school work compliments the aims of the School Sport Co-ordinators and aims to increase the numbers of young people who are active junior members of sports clubs

Promoting Mental health and emotional well-being

- The LA has established a Social and Emotional Aspects of Learning (SEAL) strategy group and building on the growing success in the Primary phase, all of our Secondary schools are engaged in training for implementation of Secondary SEAL.
- The school nursing team have started a Drop-in clinic at the John O' Gaunt Secondary School, Hungerford offering confidential advice and support around a number of issues including those relating to sexual health. This brings the total number of clinics to three and there are plans to increase this further. (NSF Standard1)
- All CAMHS staff are now using CAMHS Outcome Research Consortium (CORC) outcome measures, first CORC report imminent.
- Outputs per CAMHS clinician often exceed Berkshire Healthcare Foundation Trust (BHFT) targets.
- Primary Mental health Worker (PMHW) role shows high level of Tier 1 consultations and joint working. Very few cases passed in to Tier 3 CAMHS, showing good support to Tier 1 and effective gate keeping to ensure cases going in to specialist CAMHS are appropriate.
- Other clinical CAMHS staff consult to schools including going into schools for regular meetings.
- Social Worker now employed in CAMHS providing an effective link to Children's Services. PMHW are key links to Integrated Locality Teams and will participate in Locality Network action planning processes for individual children and young people.
- CAMHS Parenting Team demonstrate outstanding results in terms of reduced parental distress and almost no re-referrals. Parents report high levels of satisfaction. Parenting Team recognised to be providing high quality services.
- The YOT now have 2 days a week of a psychologist's time, with the other 3 days a week spent in CAMHS. Targets for assessing young people known to the YOT in terms of their mental health needs can now be met. In addition, the YOT Psychologist now has access to a Thames valley-wide Child and Adolescent Forensic Mental Health service based in Oxfordshire

- CSNs continue to offer tier 1 services on a one to one basis to all children in school as well as 2 CSNs being involved in the delivery of tier 2 services through In Focus clinic.
- Counselling provided through voluntary and community service in the 14-21 Time to Talk available in Newbury town centre and in most secondary schools.
- CAMHS, PMHW and Parenting staff are part of a multi agency team offering support to the Willows Primary School was part of its Fresh Start programme.

Promoting the health of Looked After Children

- Looked After Children are a recognised priority group for CAMHS locally and are given priority when referrals are received for a range of interventions.
- A virtual Life Chances Team has been set up which includes:

Education Psychologist
LAC Youth Worker
LAC Teachers
School Improvement Adviser
LAC Health Nurse
Education Welfare Officer
Special Educational Needs Manager
Family Support Workers
Family Resource Service worker
Care Leavers Manager

This team meet monthly, and focus on the needs of the most vulnerable looked after children. The Life Chances Team has established a working database which collates information. This information promotes integrated work around the individual child

- The nurse for LAC is working with the nurse in YOT on substance misuse screening for young people. All young people aged 14 and over will be screened for substance misuse. The YOT nurse will also do Health Assessments for looked after young people if she meets them first, to prevent them having to see another health professional.
- A social worker for CAMHS is also a member of the Life Chances Team. CAMHS statement of priorities included Looked After Children who are regarded as being at additional risk of mental health difficulties. The service pays special attention to this group of children who may either have or are likely to develop mental health needs. Specialist Tier 3 CAMHS provides a service to LAC who have complex mental health needs and provides a consultation service to Tier ½ professionals. Tier 3 specialist CAMHS has identified practitioners for LAC. A member of the tier 3 service is placed within the YOT team and assists in the prioritisation of LAC who may need intervention. A tier 2 service is provided by CAMHS to provide education, training and consultation to other professionals. Unaccompanied asylum seeking young people are able to access an initial assessment with West Berkshire CAMHS even though they live out of area.

- A high level of consultation is offered by CAMHS staff to Children's Services Social Work and Education staff, including work in Trinity Secondary School on a monthly basis.
- CAMHS has set up and chairs a West of Berkshire working group for children and young people in long term care or adopted, to improve outcomes via better vetting and training of prospective carers.

Promoting the health of children with learning difficulties and disabilities

- CAMHS PCT / CS performance indicator for learning difficulties and disabilities (PAF A 70) indicates good progress, rated at Level 3 through a multi agency self assessment process.
- The Learning Difficulties specialist for West of Berkshire CAMHS chairs a West of Berkshire Multi Agency Learning Difficulties Strategy Group, developing a Care Pathway for children and young people with LDD/Autistic Spectrum Disorders (ASD) to access services appropriately.
- CAMHS has appointed a LDD Specialist Nurse & ASD Consultant Psychologist in Team
- CSNs actively involved in setting up health care plans for children and young people with LD , both in special schools or in main stream schools
- A Continuing Care Nurses Respite Team has been established for children with complex health needs
- All children receiving services at Castlegate have a written Care Plan which incorporates an assessment of their health needs and guidelines to address additional health needs
- Through MARP the particular health and social needs of disabled children are addressed and the most appropriate multi-agency care packages put in place to address needs
- The development of Castlegate as a joint Health and Social Care provision prevents the need for movement of disabled children between services when their health deteriorates or improves

1.2 Staying Safe

Bullying & behaviour management

We have implemented and integrated an anti-bullying plan, all schools are signed up to the national anti-bullying alliance and have attended Behaviour and Attendance Strategy meetings to share practice around bullying, data collection and anti-bullying strategies. All secondary schools have attended a conference on restorative practice. All exclusions are analysed by the Authority in terms of bullying. No schools have been identified as hotspots. A steering group is reviewing our strategy to ensure that bullying is tackled as an issue for the whole child workforce rather than for schools alone. All 10 Secondary schools have established peer mentoring schemes and 2 have trained peer mediators and a termly network meeting reviews progress and shares experience. 32 primary schools either have peer mentoring schemes well

developed or are engaged in implementing them. The YOT have also supported young people to make and launch a DVD/short film with bullying as the key theme for other young people called 'Falling'.

Domestic Violence

The work around domestic violence is developed and coordinated around an active Forum at which a wide range of professionals are represented. New Child Protection procedures have directly led to a number of improvements including a robust referral system which has been set up between Thames Valley Police and West Berkshire Council's Referral & Assessment Team to ensure that following police attendance at a domestic violence incident where children are present, a speedy referral is made. An email address for referrals from all agencies has been set up to support the system.

Health Visitors receive reports of domestic violence incidents where there are children aged less than five years in the family. They will contact the families concerned and routinely liaise with the Referral & Assessment Team as per the PCT Domestic Violence Protocol. Families where there are domestic violence issues will be offered increased levels of support by the HV team. The new Family Health Needs Assessment includes questions relating to domestic violence. Health visiting input to the local refuge is provided by the health visiting team based closest to it. School nurses are also notified of incidents and will offer support where the family is already known to them for some other reason.

A new multi-agency forum/team called Multi Agency Risk Assessment (MARAC) has been fully functioning in 06/07 and within a single meeting, up to date risk information, assessment of needs and links are made, this leads to direct provision of services for the victim, child and perpetrator.

A part-time Domestic Violence Reduction Co-ordinator is now in post, A Community Perpetrators Programme has been in operation for approximately 18 months. The 27-week programme, which is based on the Duluth model is being run for men and encourages them to think about their abusive behaviour, whilst also providing them with strategies and techniques for avoiding violent behaviour. Berkshire Women's Aid offers support to women whose partners are on the programme and approximately 24 men have taken part to date.

Work is currently well underway on the setting up of a West Berkshire sanctuary scheme, which will provide additional security to victims of domestic violence and their children, to enable them to stay in their own home. It is envisaged that the scheme will be launched later in 2007.

A sub group has been meeting to develop a domestic violence education pack for use in schools and youth groups. The pack will be available by November 2007. A pilot support programme has been set up and is currently being delivered to children who have been affected by domestic violence. Support is also provided to their Mothers.

'Train the trainer' training has been carried out with partners and has resulted in a bank of up to 12 facilitators who have committed to running 3 training events each over the next 18 months, being available.

In addition a successful bid for £10,000 was submitted to the Local Strategic Partnership by the Forum for funding towards a Child Support Co-ordinator for the Berkshire Women's Aid refuge. The Council has always given a high priority to providing housing for families who have experienced domestic violence supporting a large refuge and having robust move-on arrangements in place with local Registered Social Landlords (RSLs).

Disability Services

For children with disabilities, SEN or mental health issues services have been further developed over the year. 79% of young people now have meaningful transition plans. The work of the Trusts Residential respite unit (jointly funded, run and staffed by Children's Services and the PCT), Social Care and Outreach teams have continued well. In particular an early intervention educational programme called 'Seeing Red' has been implemented jointly with Castle School and the Outreach Team, an Independent Living Skills program that provides safeguarding courses for young people includes work on 'stranger danger' road safety etc. The teams also provide client specific communication aids to support this training.

Young people with special communication needs have also been supported through the development of specific client review questionnaires and picture/photo books are also used. A multi-agency resource panel (MARF) meets regularly to agree jointly funded care packages based on shared assessments. 16 young people with disabilities are accessing outreach/respite care through the Council's fostering service.

Child & Adolescent Mental Health

Good progress has been made in this area – see pages 5/6 of this document

Improvements in 'Staying Safe' Practice

With regard to children looked after; West Berkshire's Fostering Services was awarded an 'excellent' rating for its services and noted as listening to children and young people well and providing a good 'wrap around service' to children looked after. Children in care experience a very good stability of placements rating, further ensuring children in care are kept safe, have stable homes and have improved outcomes.

The work of the multi-disciplinary 'Life Chances' team has further developed to ensure that all children in care are proactively monitored and if there are indicators of concern then the team have been able to respond quickly and efficiently.

Since December 2006 all Looked After Children's reviews have been held on time, following a staff vacancy which reduced the ability to hold all on time in the preceding months. Participation of parents and children/young people in reviews continues to improve. All children/ young people are offered an independent advocate.

For children 'in need' or 'in need of safeguarding and protection', considerable work has been undertaken in relation to improving the work of the Authority's front line duty and assessment team. The team have been considerably challenged in the past year to meet their expected deadlines in assessments. Following an independent audit of management and practice an improvement plan was implemented including actions to improve the timeliness of assessments, their quality and the robustness of processes.

The YOT is one of the best performing nationally, having reviewed and revised its child protection policy and actively engages with its partners to ensure the welfare of young people in custody is safeguarded and actively monitored. They have proactively engaged young people in ensuring their emotional well being is assessed and this has led to increased psychological resources being targeted specifically at this group of young people.

The Edge (the Young People's Substance misuse team) have developed effective strategies to safeguard C&YP, minimising risk etc and has also been recognised as one of the most forward thinking teams nationally using holistic and alternative therapies and is very successful in engaging young people with substance misuse issues as well as proactive preventative work with schools. The Edge also works with young people who are affected by parents who are drug users. The Edge and the Youth Offending Team have recently run a programme of sessions for parents. These sessions give parents an opportunity to learn about tricky topics such as drugs and sexual health in order to improve communication skills when dealing with these issues in the family. An adult support group is now up and running for people who are affected by substance misuse issues in the family. The Edge and Turning Point adult service continue to support this group.

Young people with the support of the Family Resource Service (FRS) have made & launched a DVD about 'challenging behaviours' that will be used in parenting skills training. The FFS have also successfully facilitated multi-agency 'Marlborough Groups' a 6 weeks solution focused programme aimed at a group of children who are struggling at school, some of whom may be at risk of exclusion. This involved children, their parents and a key member of school staff together supporting the child.

Young People's Complaints processes have been changed to reflect the new guidance and staff trained and supported to see complaints as positive feedback to their work. A new Children's Complaints Leaflet has been developed that has been recognised as good practice nationally. Every child in care receives a child friendly pack of information with staying safe information.

Policies and procedures for Privately Fostered children have been strengthened and a successful bid was made to increase staffing levels to identify, assess and monitor such placements.

Common Assessment Framework Training has been provided to over 500 professionals. More integrated working is evident in the increasing numbers of Common Assessments completed and the benefits of this for families are evident in the work flowing from these. Awareness raising around integrated processes is available for any agency working with children, and the multi-agency training programme now includes basic training on completing a Common Assessment, on Information Sharing, on the Lead Professional Role, and awareness raising about ContactPoint. Guidance documents are available on the Councils internet

The Education Welfare Service now has an Education Welfare Officer with a specialism to work on reducing persistent absence from school. Initially this will be working with one secondary school and their linked primary schools together with other agencies to improve the attendance of pupils with persistent absence. Work will include finding out reasons for absence, developing good practice and support to reduce future absence. Information and expertise gained will be disseminated throughout West Berkshire to improve attendance.

Four West Berkshire staff attended the NCSL (National College for School Leadership) Safer Recruitment "Train the Trainer" Workshops earlier this year. We are now developing a plan to provide training for those staff in school who take part in the recruitment process. Further development will see this included in training for Local Authority staff and others who take part in the recruitment process.

Youth services – Youth Services are supporting the *Youth Matters – Next Steps* guidance which stipulates that young people should have "safe places to go" for their social / out of school / evening / weekend leisure time. The Youth Service have developed two additional area teams in the past year, with the aim to be able to provide a more local response to young peoples needs – including developing partnerships with voluntary sector providers to offer additional safe places to go. The service works with young people on the streets (Detached Youth Work) where youth workers engage with young people on a number of issues – including personal safety. Joint work has been undertaken with the Edge regarding safety & substance misuse.

Strengthening Families approach

The Local Safeguarding Children's Board and the Trust have developed a 'Strengthening Families' approach to its work with families and children in need and in particular use this model for Child Protection Conferences and reviewing Child Protection Plans. Child Protection Plans are now all 'outcome focussed' and in the past year reviews have all been conducted on time. An evaluation of the 'strengthening families' approach to conferences has also been undertaken in the past year, it concluded that positive progress has been made, for the most part families reported feeling respected and involved in a process that can be very daunting and challenging.

A working group formed of third tier managers from across the childcare workforce has been developing the structure, format and evaluation mechanism for integrated working. The introductions of the resultant two integrated Locality Teams are planned for the new year, planning is complete for their physical relocation in June 07 and the development of Locality Networks (using an outcome focused planning mechanism) is underway.

Adult & Community Learning have contributed to the Staying Safe agenda and have jointly run an anger management course with the Mental Health team and a 'New You' course specifically aimed at building the confidence of teenage parents, ICT courses are being offered and the team contribute to the work of the Young Families (early Intervention) Project.

Extended Schools and services are making good progress in working towards ensuring that all children have a safe place to be from 8am to 6pm. Schools have embedded the work of school based Family and School Support Workers who work with children and their families at tier/level 2. Evidence suggests the work of these staff is having a considerable impact of children's welfare, helping to identify needs earlier and prevent longer term issues developing. As a result the Schools Funding Forum has agreed a doubling of funding for these roles for 2007/8.

SEAL (Social and Emotional Aspects of Learning), is an important part of our approach to learning and is now being used in 70% of West Berkshire Primary Schools. Through SEAL, children are given the opportunity to develop their skills in self awareness, managing feelings, motivation, empathy and social skills. The skills learnt, help children to manage life and learning effectively. Secondary schools have recently expressed keen interest in developing this approach.

Keeping children safe on our roads has been a shared priority. A partnership approach has been a crucial part of our strategy, the key aim being to reduce road speed, working with schools to highlight road safety has also been key. The number of children killed or seriously injured in roads has reduced by 20%. Fire safety is also considered important and effective dialogue between partners has led to various developments, including Fire Officers, visiting schools to educate children about the dangers of fire and the serious implications of making hoax calls. Foster carers are issued specific guidance on fire safety

The new core service for health visiting that was introduced in the West Berkshire area from 1st April 2007 includes the completion of a Family Health Needs Assessment (FHNA) at an antenatal contact or transfer in contact. (see Being Healthy section) The aim of this assessment is to identify vulnerable families who will need a more intensive service. The FHNA contains questions relating not only to physical wellbeing but to mental/emotional health, parenting experience, housing, education, finance and social matters. Specifically relating to safeguarding, there are questions relating to domestic violence and drug and alcohol use. It is anticipated that a proportion of FHNA will progress to the completion of a Common Assessment Framework where it is clear that the support of other agencies will be required to improve outcomes for the family. (See page 3 under Being Healthy)

On the basis that poor maternal mental health has an impact on the ability to parent effectively and on the physical and emotional wellbeing of children, the work that the health visiting team do around postnatal depression and low self-esteem contributes to the staying safe agenda.

The health visitor for teenage parents in partnership with other agencies continues to provide support for this vulnerable group and their children. The most recent initiative was a basic skills course that was supported by Adult Learning.

The school nursing team are involved in supporting vulnerable children in a number of settings. The 'In Focus' clinic which is aimed at school age children and their families who are experiencing emotional and behavioural problems, this service has links to the Child and Adolescent Mental Health Service (CAMHS). The sexual health drop in sessions at four of our secondary schools. The Enuresis Clinic which deals with problems around bedwetting – a large proportion of the children and young people seen in this clinic would be considered as vulnerable.

Health visitors and school nurses remain committed to working in partnership and will be active partners in the two Integrated Locality Teams. As providers of universal services, they will be instrumental in identifying children, young people and families who require additional interventions in order to achieve improved outcomes.

Local Safeguarding Children's Board

Specific Safeguarding developments continue under the leadership of the Local Safeguarding Children's Board including:

- embedding the new Child Protection procedures which were very promptly produced and disseminated following the national publication of the 'Working Together to Safeguard Children' Guidance.
- commissioning the roll out of a planned programme of multi-agency training in safeguarding with careful monitoring of take-up by different agencies and professional groups
- developing self audit tools to assist pre-school settings, schools and other contexts to self assess, review and monitor their safeguarding arrangements
- beginning to establish systematic reporting arrangements by schools to the LSCB to permit an overview of safe practices to be maintained
- working in collaboration with neighbouring local authorities to co-ordinate safeguarding developments particularly to coordinate planning for training and to maximise training capacity.
- developing robust allegations management arrangements and reporting of outcomes in line with guidance and advice from GOSE/DFES.
- routinely monitoring child protection and other safeguarding data to maintain an overview and make recommendations
- providing a review function for individual cases where lessons may be learned for safe practice even if the criteria for a full Serious Case Review may not be met.

1.3 Enjoying and achieving

Support for parents & carers

- Extended Services put on courses for parents and children to learn together while taking part in enjoyable activity.
- The ACL Team have built links with extended schools partnerships and Newbury College to put on courses that enable parents and children to learn together.
- The West Berkshire Council website includes information for carers to help them support the education of children in their care
- The annual training programme for carers includes training on education which is delivered by the Authority's teachers for children in care
- All foster carers have computers in their homes for children to use for homework/coursework etc
- All foster carers have the names, telephone numbers and e mail address of the teachers for children in care. This enables them to make direct contact when the need arises.
- Targeted guidance and support is provided to parents and carers, in line with their expressed wishes, in helping children and young people to enjoy play, achieve educationally and make productive and enjoyable use of leisure time.
- Parent partnership have a new protocol for working with schools based on a solution focused approach to support resolution of issues between schools and parents. A dedicated helpline which is managed by volunteers thus building capacity.
- The Children's Information Service has expanded to offer a Family Information Service.
- Fun days in the holidays are organised
- An annual celebration event is held to recognise formal educational achievement by LAC
- Carers are fully involved in the Personal Education Plan cycle

Early years provision

- The first two Children's Centres were designated and the progress towards the designation of a further four children's centres is on track.
- The Childcare Development Team has been re-structured to align with children centre reach areas. Feedback is very positive.
- The new database for early education funding has streamlined the allocation of money and provided detailed information on individual children in preparation for school admission.

- A comprehensive training programme is available to ensure all staff involved in childcare and leisure meet the national standards.
- Training is provided for early years staff, with particular attention to the needs of vulnerable and underachieving groups.
- Dedicated EP time working with the EY team to promote development and well-being and the early learning goals.
- Advice and support is given to staff and parents/carers around provision for individual children.

Foundation stage

- Good Foundation support for headteachers including successful conference attended by 55 schools.
- Each Headteacher received a Folder on the Foundation Stage / Working with Parents / Toolkit for Foundation Stage / Self-Evaluation / ISP target setting for Foundation Stage including guidance for / Routines / Planning / SEF guidance/ Key Foundation Stage website addresses.
- Transition Conference held with good feedback.
- Transition Booklet produced in collaboration with 6 schools and distributed to all schools, reprinted due to demand for more.
- Lead teachers have produced key documentation to support teaching and learning in the Foundation Stage, and worked successfully on targeted projects with schools.
- Moderation across all settings and support for the delivery of training in place.
- Schools and settings have received information on 'Seeing Steps in Children's Learning' / Update on EYFS / Update on Rose Review.
- Sand and Water Booklet – Produced in collaboration with lead practitioners from Working in Partnership groups.
- Developing display A3 sheets for the 'continuous curriculum' for all learning bays – Working with networks of FS Practitioners- good response at least 20 practitioners involved.
- Support Line in place for SEN advice for Early Years settings.
- Working to refine the organisation of the data to aid interpretation.
- Schools showing improved observation skills – wider range of appropriate evidence e.g. photos.
- Pre-schools – needing more training in observation – being addressed through inset and training.
- Profile – Self evaluation questionnaires sent out to Pre-schools and schools – Schools responding showed a good knowledge of the profile.
- Pre-schools responding showed a good knowledge of the West Berkshire profile but asked for support in certain areas such as observation.

- Successful workshop to help with moderating Point 9 on the Foundation Stage Profile
- Work in schools has centred around:
 - Improving the learning environment – for example, creation of learning bays and the development of the outdoor environment.
 - How to organise the routines to ensure elements of effective Foundation Stage Practice, i.e. child-initiated learning , time for observation.
 - Planning medium and short particularly – ensuring that certain elements are present, for example – focussed teaching, independent learning (child-initiated learning).
 - Carefully planned training programme linked to CPD – KEEP – Focussed on Observation skills / Environment .
 - Headteacher day – use of data – Will be running ‘Use of Data’ training for Foundation Stage co-ordinators.
- Helping schools understand the data produced from the e-profile.
- New updated ‘Pebbles’ booklet produced.
- In Private Voluntary Independent settings traffic light system in place to determine levels of support settings required.
- Regular discussions take place between the Early Years Advisory Team (EYAT) and the Development Workers from the care team so both teams are working together to address key issues.
- If a setting had significant issues they would then meet the criteria for a higher level of support from the EYAT. This could then enable paired visits from EY’s Teachers, a series of single visits and/or specific training. Annual partnership review data updated to take account of increased expectation in target setting and focusing more sharply on underachieving groups. RAISE online and Fisher Families Trust training for all schools and SIPS to detect patterns of underperformance. Close monitoring of school level data and analysis of PANDAs to identify schools causing concern.
- Foundation Stage Profile questionnaire indicated that PVI settings need more observation training to support the gathering of evidence to inform judgements.
- Training evaluations show a high need for Headteacher and SMT training on using profile data to inform whole school issues and the use of E-profile as a management tool.
- Linkage between Early Years and EMAS resulted in identifying the need for further diversity training.

Educational provision 5-16

- Leadership teams have been supported through authority wide training on whole school self- evaluation of identification of underachievement and

ensuring those who are behind make accelerated progress. All schools issued with revised age related expectations for each year group.

- Continued development of and training in self evaluation matrices for teaching and learning, leadership, and attitudes to learning to support accurate judgements in the schools SEF. Schools are actively encouraged to use LA models for whole school self evaluation of SEN, gifted and Healthy School provision.
- The introduction of the Intensive Support Programme (ISP) programme for schools causing concern in a learning network of 9 targeted schools and the Fresh Start of a school below the floor target of 65%. Consensus moderation of teacher assessment introduced into the ISP network. There has also been additional targeted training of PVI provision feeding into ISP schools as well as a project to support a group of pre schools in areas of disadvantage to improve the baseline measures in Communication, Language and Literacy (CLL). ISP is also supported by EMAS consultants who have now been effectively integrated.
- Schools in challenging circumstances receive a high level of effective support and challenge.
- Excellent support is provided for the implementation of national strategies through the School Improvement Service. The LA has successfully introduced School Improvement Partners to ensure that a high level of monitoring, challenge and support is in place.
- A range of initiatives and activities are used to encourage young people to develop independent learning skills and have high aspirations for themselves.
- With the National Strategy team and carry out joint working. Extensive EMAS training delivered on support for bilingual pupils and supporting diversity in Early Years provision. Year 4 pupils targeted for BME underachievement project.
- Extensive training has taken place to support the implementation of the Rose Review. Training of all PVI setting in phonics re. Implementation of the Rose Review There has been planned increased access to training programmes for teachers and teaching assistants in FS/KS1 and KS2/. Joint delivery from the Early Years team. Lowest achieving FS schools and bottom 20% of pupils have been identified and targeted for additional support. Training for headteachers on the use of FSP data including next steps in year 1.
- The new Primary Framework has been rolled out to all senior leadership teams, teams across the council, and the main focus has been on the two strands of CLL and Underachievement.
- Successful completion and evaluation of the Wave 3 "Catch Up" literacy pilot in 30 schools –now roll out to 90% of schools.
- Schools' Funding Forum agreed £50,000 of Direct Schools Grant (DSG) to provide additional support to schools for new arrivals from eastern Europe.
- Further medium touch consultant support for 10 schools in literacy and numeracy, including intensive support for Fresh Start school.
- SEN maths pilot in KS2 in 5 schools.

- Training and support on the EAL toolkit/expansion of ethnic minority consultancy support.
- Expansion of SEAL programme and joint working with Secondary Behaviour and Support Team. Recent SEAL conference successfully delivered.
- Continued delivery of a wide range of national strategy training programmes, including the use of ICT to enhance learning, and targeted school support.
- Increased consultancy capacity to support ISP. Learning Platforms established.
- Training and support on the EAL toolkit/expansion of ethnic minority consultancy support/working with early years team on promoting diversity.
- Continued local authority training focus on “creating a learning culture” to further develop AFL and use of authority wide teacher assessment grids (using sub levels) in En and Ma in each year group.
- Continuation of the locally developed Early Years Kitemark and use of Pebbles and the LA self evaluation framework.
- Provide support and training in use of P CAME maths, assessment, tracking, and use of date in numeracy to schools identified as having underachieving groups of pupils in KS1 and KS2, including able girls in mathematics.
- Successful introduction of MFL into all schools in primary settings and good links established with secondary schools.
- Excellent support to school governors, ensuring effective strategic leadership for schools.
- Successful federation of 2 small rural village primary schools to improve provision and opportunities for learning which is sustainable in the future.
- The Ethnic Minority Support Service has now been restructured and integrated into the School Improvement Team. Leadership of ethnic minority achievement has been given a higher profile and is having greater impact. Specific support is being provided to targeted schools.
- Consultants have been trained in Functional Skills developments ready for the roll-out of training to schools from summer 2007.
- The SEAL programme is being introduced in the secondary phase to all schools, building on good practice developed in primary schools.
- Study Plus programme in English & mathematics is being introduced from September 2007 in 2 schools.

Attendance

- Inclusive practice in schools is promoted and monitored.
- Extended Service managers encourage schools to target students with truancy, attendance and behaviour problems in order to provide activities which will give enjoyment and a sense of achievement.

- Targeted action is taken to promote good behaviour and attendance, particularly for pupils who are difficult to manage; specialist support is given to them and their parents and carers as necessary.
- Young people are encouraged and helped to have a growing awareness of their own development needs, to take increasing responsibility for meeting them, and to have high self-esteem and high aspirations.
- Collaborative interventions involving: EWO service, Behaviour Support Team and Behaviour and Attendance Consultant. This is a developing piece of work targeted at transition for identified secondary schools and their feeder primaries. The work will include establishing and implementing SEAL in the curriculum and targeted work with individuals and their families.
- EPS and BST work closely together to promote good behaviour and to provide specialist support. New resource 'Meeting the Needs of Individual Children with SEBD' has been sent out to all primary schools and has been very well received.
- Fast Track now runs annually in secondary schools with pupil targets.
- Penalty notices are in place and a pilot project is running in one secondary school. Guidance on penalty notices is being reviewed in the light of the new requirements in the Education Act for parents to be responsible for their children during the first six days of an exclusion.

Educational provision for children who do not attend school

- Action is taken to ensure that children and young people who have been permanently excluded from school attend appropriate alternative settings aimed at securing re-integration into mainstream education or work.
- Exclusion reduction strategy provides direction for reintegrating children and meeting their needs educationally and emotionally.
- Strategies in place to reduce exclusions Managed Move Protocol agreed for 4 schools. Collaboration group in West/Centre area for pupils at risk in year 11. Targeted programme of activities and skills facilitated by the LA but lead by the schools. £25k from Children's Services grant to support project.
- Development of a programme for pupils out of school (those who cannot access education. Money from Funding Forum for Pupil Programme Co-ordinator 1 fte, and 0.4 fte Family Support Worker. Refocusing of Connexions intensive work to give 0.4fte to this programme. Pump priming of £16k to support individual programmes.
- Connexions YOT worker to help prevent YP from been NEET, funded through reallocation of Connexions budget and LSC grant.
- The Children Missing from Education policy has had a full consultation and will be in place during term 6 in 2007.
- The Childcare Team support the development of out of school care facilities within extended schools partnerships. The Childcare Audit is used to inform need.

- The Family Information Service responds to requests for information on childcare and activities across West Berkshire
- Extended Service partnerships are providing before and after school activities together with holiday schools for children 5-16 years.
- Increasing specialist childcare for children with a special need or disability has enabled more parents/ carers access work, leisure or have respite. (Successful LPSA)

Support for children and young people who are looked after

- Introduction of a holiday programme for pupils attending the PRU with YOT or LAC, an outward bound trip.
- A comprehensive database on LAC has been set up, which includes a range of educational data including attainments, predicted attainments, attendance, exclusions, SEN, date of PEP. This is monitored regularly by the teachers for Children in Care and by the Life Chances Team (a "virtual" team of staff from Education, Social Care, Health and the Youth Service) so that children causing concern can be easily identified and intervention planned.
- The Multi Agency LAC Steering Group includes senior managers from all relevant agencies and takes a strategic overview of arrangements for LAC and outcomes. It reports to the CYP Strategy Group and the Corporate Parent Panel. Data on outcomes is reported regularly to Elected Members on the Corporate Parent Panel, who have also heard evidence from young people in the care system.
- The Life Chances Team attainment monitors looked after children on a regular basis and will agree plans for intervention when children are causing concern. The Life Chances Team reports to the Multi Agency LAC Steering Group.
- There are three teachers for LAC (2.5 FTE) who are line managed through Education but work very closely with Social Care teams (being physically co-located and taking part in team meetings). Two of these posts were temporary but were made permanent in the current financial year.
- There is a 0.4 Educational Psychologist for LAC, plus a designated EWO and designated School Improvement Adviser. Designated EP for LAC works closely with EPS to ensure all LAC children in mainstream school are known to EPS so they can give advice and support. Training is provided to staff and designated teachers by LAC EP. LAC EP advises on supplementary provision. LAC EP and EP for exclusion reduction strategy work together with service on attendance, avoiding exclusion.
- The Authority employs a youth worker for LAC who arranges out of school and holiday activities and attends PEP meetings where possible to ensure that out of school activities are incorporated into the PEP for the young person.
- School Improvement Advisers, EWOs and EPs all monitor LAC on their routine visits to schools.

- Action is taken to maximize attendance and avoid exclusion of looked after children and to encourage their participation in post-16 education and training.
- Developments are underpinned by a Council policy on the education of LAC (recently updated to take account of the section 52 statutory guidance) and a number of related protocols, eg. the Notification and Placement Protocol and monitoring protocols for EWOs and School Improvement Advisers.
- Training and guidance is available for designated teachers, governors, social workers, carers and Elected Members. A conference is currently being planned for October 2007.
- Designated teachers for children in care receive a regular newsletter called "Class Report".
- A guidance document called "Bridging the Gap" aimed at carers, schools and social workers is published and updated regularly.
- LAC who need extra help can access a range of support including direct support from the Authority's 3 teachers for children in care (where appropriate), funding from the dowry fund for short term TA support or allocation of tutors to provide extra help for children to catch up or boost their attainments. The Authority regularly recruits tutors to its database of tutors for LAC. We currently have 10 tutors who can offer a range of expertise at primary and secondary level as well as tutors who are qualified in ESOL and can work with separated children who come into the care system.
- A library scheme runs every year (specifically targeting looked after children) which aims to encourage enjoyment of books and reading and improve children's literacy.
- An arrangement has been reached with the Berkshire Music Trust for free music tuition to be offered to looked after children.
- An event is held every year for young people and their carers to celebrate the achievements of young people in care.
- A part time Connexions worker is employed specifically for LAC.
- The West Berkshire website provides information for young people in care. PEP guidance is available in 10 languages for separated children (VASC).
- Where appropriate, young people in care and care leavers are involved in training for designated teachers, governors and social workers. Young people have also attended the Corporate Parenting Panel to present their views directly to Elected Members.

Support for children and young people with learning difficulties and / or disabilities

- Partnerships of schools provide activity clubs targeted at specific groups of children with disabilities.

- Training on the SEN and Disability Act for primary and secondary teachers and governors was well received.
- Developed processes of self evaluation of SEN and linked development which are closely aligned to the National Strategy, through discussion with headteachers and through training for Headteachers and SENCOs .
 - 50% of schools are currently using the self evaluation processes and a further 25% intend to begin doing so in the near future.
 - Courses linked to self-assessment and management skills for SENCOs highly rated.
 - SENCOs have reported the following practical outcomes as result of the above development work.
 - Provision mapping linked to named children. Evaluation of provision by systematically collecting data on outcomes for children.
 - Recording the progress of pupils on wave 3 programmes
 - Sharing teaching and learning targets with pupils.
- Feedback from Headteachers and SENCOs (spring/summer term 07) suggested that it is important to continue this development work which remains a priority for 07-08.
- Supporting the development of literacy skills in primary and secondary schools and numeracy skills in primary schools. This included providing training for primary schools on the Primary Catch-Up Wave 3 Literacy programme and evaluating its impact. Very positive evaluation and identification of demand for additional training – which is being provided
- Included providing training for teachers on supporting children with difficulties in mathematics. As a result of this three development programmes were set up which were positively evaluated.
- Supporting the development of literacy skills in secondary schools. Ran a conference for secondary schools(Autumn 06) which brought together ENCOs and SENCOs to work on the notion of ' waves of support ' for literacy and evaluated provision mapping. This led to a request for further training to support pupils who have significant literacy difficulties. Training provided on the 'Secondary Catch-Up' Wave 3 literacy programme to the 6 out of the 10 secondary schools who requested it and planned for its evaluation this year.
- Supporting SEN inclusion through the SEN Inclusion Project.
- Many pupils from our special schools are included in mainstream schools as
- Individuals and groups.
 - Pupils' evaluations very positive with opportunity to sit additional external examinations.
 - Teachers have had the opportunity to gain experience of working across special and mainstream schools.
 - They have generally reported greater competence and confidence at meeting a wider range of special educational needs.

- They have shared what they have learned the resources they have produced with other teachers. Including providing specific pupil data e.g. showing the progress made by pupils in science once the literacy demands of the curriculum were reduced.
- Range of SEN training opportunities, including modules for SENCOs, SENCO conference in Jan (very well attended and evaluated), training on DDA and Disability Equality Duty for all schools, training provided through the Special School Consultancy Service, including P level training and the SCRIP / SERSEN on line training (promoted through SENCO conference and offered by special schools to mainstream schools).
- Very active Special School Consultancy Service in place with multi agency steering group, Partnership Agreement with schools, SLA with Local Authority and evaluation procedures in place. Brookfields School was asked to present at a regional conference on their work delivering the on line training.
- A number of very successful mainstream / special secondments have taken place with pairs of special and mainstream staff working together in one another's schools then exchanging for a short period over a period of a term. These secondments have been very positively evaluated by the staff themselves and the Headteachers of their schools.
- Sensory resource at Brookfields School, set up in partnership with the RNIB, is one of the only ones of its kind in the country. Used by several Las in the region and very positively evaluated. Has reduced out of area placements dramatically for children with learning difficulties and sensory impairment.
- Active partnership working with the non maintained / independent sector, including long standing partnership with Mary Hare and also joint project with Prior's Court School (ASD) and the West Berkshire branch of the National Autistic Society to produce training resources for mainstream schools using charitable funding from the Greenham Common Trust.
- Successful collocation of a special school nursery (The Castle) with a mainstream nursery (Victoria Park) which is evaluated on an ongoing basis.
- Planning underway to co-locate Post-16 Castle pupils on Newbury College site.
- Major reorganisation in the east of the area which will bring a mainstream primary, mainstream secondary and special school on to the same campus (Tilehurst Learning campus), with resultant benefits for all schools including staff development through joint working and inclusion opportunities for children from the special school.
- SEN Funding review under way, with involvement of headteachers, to increase delegation of SEN funding, reduce bureaucracy, give schools more flexibility in the use of funding and facilitate earlier intervention.
- Change in the way the SNST works to reduce significantly work with individual pupils and shift to working on a patch basis, with a presence in all schools,

targeting effort particularly on schools where children with SEN are underachieving.

- West Berkshire Council is supporting Newbury College to deliver music courses to young people with Juvenile Battens Disease at Heather House Tadley.
- Joint placement panel looks at children with LDD across agencies.
- SEN statements are of good quality and are produced speedily, but are reducing in number as a result of earlier assessment and provision.
- The impact of policies and provision on the achievement of children and young people with learning difficulties and/or disabilities is monitored and evaluated.

1.4 Making a positive contribution

- The YOT secured a grant from NIACE to develop E- learning for its clients by wireless access. This enabled internet access to a range of web-based materials across West Berkshire.
- Since April 2006, specialist Connexions PA's have been appointed to work with: young Parents, the traveller community and the YOT.
- Through LSC funding and an agreement with the Connexions Intensive service, a Personal Advisor has been provided to work 2 days per week with the YOT.
- By re-reprioritising the work of the Connexions Intensive PA, the Priory project has worked with a group of young people who were out of school, to re-engage with education and society
- The 'Conphused Girls group' at Theale green school has worked in partnership with the Youth service to help young women who demonstrate behavioural problems re-engage with school.
- The Youth Service is a member of the PIMMS group which has a strategic role in responding to issues of criminal activity and anti social behaviour. Fortnightly tasks are agreed and detached youth workers have been acknowledged by the police as contributing to reductions in ASB in certain areas.
- Educational psychologists have developed a system to identify children at risk of exclusion and support both them and their schools
- A Leavers Night projects was run by the Youth Service working closely with a local secondary school, police, neighbourhood wardens and the Community Conference team. The aim was to ensure safety of large numbers of young people leaving school, with a particular emphasis on reducing ASB.
- A Youth Worker is seconded 0.5 to the YOT. This enables individual referrals to be made from the YOT to programmes for young people. This year, one young woman has been able to engage with a youth work team to the extent that she is now a valued volunteer helper.

- A joint project with Oxfordshire Arts Council has enabled an Arts development post to be created, developing the use of creative arts with young people – especially in conjunction with restorative practice.
- Re-offending rates for young people on Supervision orders and being released from custody have decreased.
- A fortnightly Job Club for young offenders led by Connexions staff has been started this year.
- Youth workers provide one to one support for some pupils in Little heath and Denefield schools who are experiencing challenging situations.
- The LAC team appointed a Connexions PA over the summer of 2006 to coordinate an activities programme for young people in care.
- The LAC / Youth Worker has widened her role to engage with all area youth teams to ensure uncomplicated access to youth activities.
- The LAC / Youth Worker has supported LAC in making bids to the Youth Opportunity Fund
- A CAMHS psychologist works for 2 days a week at the YOT to ensure appropriate response to clients needs.

1.5 Achieving Economic Well-being

- Learner Support Funds are provided at Newbury College to ensure that learners are not disadvantaged or unable to access learning due to financial hardship. This fund may provide for childcare, transport, tuition fees, learning resources, uniforms and PPE, visits etc. Young people are encouraged and helped to apply for Educational Maintenance Allowance, Adult Learner Grant and subsidised travel passes. Newbury College has a Welfare Adviser who is available to help learners to access financial support and/or manage financial problems. Young people are supported in developing self-confidence, team working skills and enterprise. Steps are taken to ensure that young people are financially literate.
- Wider opportunities for vocational studies are available for all Key Stage 4 pupils. Additional advanced general vocational courses have been introduced in school 6th forms to further widen opportunity. All Key Stage 4 pupils undertake work-related learning and work experience. The Council has provided work experience for young people in care and care leavers. Careers education and guidance is provided to all pupils in Key Stages 3 and 4. Impartial information, advice and guidance on education, training and employment opportunities is available to all 13–19 year olds. An Area Wide Prospectus is available on-line to all students and their parents which gives details of courses and qualifications available post 16.
- West Berkshire CISI has extended its services to a family information service catering for Children and Young People 0-18 years. Guidance on Tax Credits is provided by the West Berkshire CISI in partnership working with the Job centre. An integrated approach to family learning has been developed through the LA strategy for Extended Services and Children's Centres. Currently two

centres are designated, a further four Children's Centres will be designated by March 2008.

- Personal, financial, welfare and advocacy support is available to 16–19 year olds to support their education or training. Action is taken to identify groups under-represented in education and training post-16 and to target recruitment strategies accordingly. There has been an increasing focus on the needs of young offenders who are NEET. This has included both the setting up of liaison groups (eg pre 16 YOT Education Group, post 16 NEET Task Group) and the increased Connexions support via a dedicated intensive YOT worker and a fortnightly Job Club. Recently we have set up the 10 week WOTNXT course at Newbury College for NEET young people and pioneered transport links to the Reading based Brick by Brick course, which several young offenders are now using.
- Over the past 2 years schools have received funding to support Enterprise Skills development, the focus is on cultivating the key competencies for effective employability skills including financial capability, gathering and analysing data, creative thinking, time management, risk management, negotiation skills, problem solving, communication skills - all key attributes to create more employable young people. WBEBP have been the lead provider to support this agenda working with local employers to support the skills development. WBEBP continue to offer a programme of events, challenges and speakers to support the work related learning for young people to support vocational curriculum subjects. This gives relevance and insight into the working environment - giving context for the students' learning.
- WBEBP is leading the planning and implementation of a new alternative curriculum programme for young people on the edge of exclusion or vulnerable and unable to deal with the normal full curriculum. This has received some initial funding through the LSP to kick start its development but based upon the delivery of the Accessing Potential programme over the past few years (Funded by ESF money).
- In 2007 we have developed the post of Connexions intensive PA for YOT. Partly funded by the LSC and enhanced through redirection of the Connexions budget. Prioritised to help reduce NEET in the YOT client group.
- Re focused the Connexions intensive service to focus on pupils who are unable to access education (The Priory Project) Often YP who are LAC, LDD or YOT
- Collaborations project in Newbury for Yr 11 pupils at risk of exclusion. Led by schools facilitated by the LA.
- Career planning, job seeking skills, CV writing, application completion and money management skills are all included in the pastoral tutorial curriculum for FT learners at Newbury College. Newbury College, working in association with EBP, support vocational learners to undertake relevant work placements to raise their awareness of career opportunities and gain valuable workplace experience.
- 14-19 strategic forum is well established and contains all key stakeholders. The two established Curriculum Boards are making progress with developing provision, have delegated funds for commissioning, and are well-attended.

Four Specialised Diploma Gateway applications were made on time – 1 successful for 2009 in ICT. We have subsequently aligned one curriculum board closely with Reading and North Wokingham forming a greater Reading partnership offering all 5 diploma lines in 2008. A Learning visit was undertaken and has led to beginning to develop partnership working on Wolverhampton model. The Curriculum Boards have commissioned a study and report by the EBP to identify learner needs and aspirations and compare this with local employment needs.

- 14-19 Strategy has been updated continuously. The supporting action plan covers diploma development, International Baccalaureate development, rationalising post 16 curriculum, joining up capital planning, narrowing gap between 5 A* to C with and without Eng & Maths, driving up ALPS value added score.
- The 14-19 strategy is being actively used to underpin BSF capital planning including a strategic approach to planning future provision of schools.
- The LA and LSC jointly supported a review of one school 6th Form where value added performance was declining.
- Looking to develop cross border partnerships with other institutions and providers to ensure the full range of access that young people are entitled to by 2013. We have identified readiness to offer diplomas, beginning to plan back from 2013 entitlement. Draft protocols have been produced to further underpin collaborative working.
- A common timetable in local schools facilitates access for 14 – 16 year olds to vocational learning at Newbury College and information on the learners' performance and progress is shared between the school and college to provide an integrated approach.
- Personal finances, budget management and independent living skills are included in the curriculum of all discrete courses at Newbury College to promote and develop economic well being.
- The "Community Services in Greenham Project" includes coordinating and improving activities for Children & Young People. Council Officers have supported the Greenham Parish Church in the employment & supervision of a Families worker The Welfare Adviser at Newbury College attends the local housing needs meetings and advises learners who are experiencing housing difficulties. Learners from Newbury College are also referred to Connexions if they have housing problems. In cases of serious concern the Safeguarding Children, Young People and Vulnerable Adults Officer at Newbury College contacts relevant Social Services contacts
- A joint post has been created between the Youth Service Children's Services to ensure that Young People in Care are able to have easier access to youth programmes which support their health and well-being
- The teaching service for looked after children has been increased from 2.1 FTE to 2.5 FTE. This will free up the senior teacher in the team to do more work supporting the education of care leavers. Teachers for LAC work closely with the designated person in local colleges. The LAC Life Chances Team is now well established and reviews all cases on a regular basis to ensure that

the necessary support and interventions are put in place to help all looked after young people reach their potential. LAC Teachers have accompanied young people in care on university taster courses.

2. The Management of Services

In order to continue to provide the best support to achieving improvements and in line with Ofsted's Annual Performance Assessment process for local authorities, we also took stock of the Management of Services by West Berkshire Children and Young People's Directorate.

Our Council is proud of its mature and sophisticated approach to work with and within local communities, and the Children and Young People Directorate play a key role in the organisation as a whole – leading for the Council on Safeguarding, Customer Focus and Equalities – as well as setting high standards for our work with children and their families and in schools.

Members and senior managers work closely together, setting the overall vision and ensuring that this is well informed by the views of children and young people and their families, and ensuring that partners are involved from the outset. This approach permeates our overall management style for the Directorate. We start from the perspective of the user and build services and structures round these. Recognising that there are limits on our capacity, we augment this through our partnerships, and plan in a phased way for service change. We ensure that staff have the tools they need to do the job, and construct a robust performance management framework around the whole programme to ensure good implementation. As a senior management team within the Directorate we then stand back and review progress and outcomes/impacts on a quarterly basis reporting regularly to the Board of the Children and Young People's Trust.

Ambition

West Berkshire's high ambition for children and young people's progress can be seen in our approach to service improvement through partnership working, in our strategic planning and in our intelligent use of data to inform our work.

We have shown an ambitious approach to implementing the Every Child Matters Agenda over the past seven years. This is shown by the vision to go early in integrating our Children's Services, Education Service and Culture and Youth Services within a single, co-located directorate structure, led by a corporate director for children and young people, with a unified senior management team and a lead member for children and young people all from 2001 - well ahead of the national pace of change.

Our ambitious programme of service improvement is based on mature and sophisticated partnerships developed initially through the Children and Young People's Partnership, also established in 2001, and more recently through the Children and Young People's Trust established in 2006. These strong and effective partnerships have been frequently commended regionally and nationally. The Council has led the way in developing partnerships to create capacity, provide seamless access to services and deliver innovation. It provides a lead for many of these partnerships, although increasingly others are now assuming the leadership role. Key partnerships include:

- With the other Berkshire Unitary Authorities for low volume, specialist work, such as Adoption, Out of Hours social work, childcare legal work, the Joint Strategic Planning Unit.
- With Reading and Wokingham Councils, to develop common processes for Child Protection, Common Assessment Framework, Lead Professional, ContactPoint and Information Sharing.
- With the PCT to respond to health and social care needs appropriately and effectively.

The strength of our relationship with the NHS locally enabled us to move seamlessly and early to the new PCT arrangements required under *Commissioning a Patient-Led NHS* and includes a number of key joint posts that facilitate a unified approach.

Our specific ambitions are set out clearly in the Children and Young People Strategic Plan 2005-2008, titled 'Making it Happen'. This C&YP Plan and its accompanying annually reviewed Action Plan provide a useful focus for further developing our partnerships. The priorities and actions arise directly from consultations with all partners and with children, young people and their parents/carers. The strategic direction set out in the Plan informs and is linked to a family of other plans that also set out our ambitions such as the Local Area Agreement and the Council Plan. It also serves as the touchstone for specific service plans within the directorate and in partner organisations. The annual review process involves consultation with all partners and specific discussions with head teacher groups and a survey of children and young people all of which help to ensure that challenge and ambition are kept to the fore as we continue to improve our services.

Our priorities are based on a thorough needs analysis provided in the Children and Young People's Partnership Reports of 2005 and 2006. Ongoing monitoring of needs is also informed by a range of sources of data including our District Profile, local Vision statements arising from community development processes, Parish Plans (for which we achieved Beacon Status for the partnership working between the council and local Parish and Town Councils) and reports from the Local Area Forum process. Our strategic use of data includes the ability to track the progress of individual vulnerable children and young people and plan appropriate targeted support. Our overall targets for pupil achievement have consistently been endorsed through external scrutiny as suitably ambitious and challenging.

Prioritisation

The C&YP Plan sets out the clear top priority we give to the 5 ECM outcomes and in addition particular additional local priority areas for development as set out in the 2007-08 Action Plan provided in Part B of this review.

Consultation with partners over recent months on the review of the C&YP Plan has identified the 8 priority themes underpinning for the third year of the Plan as set out in Part A of this review, i.e.

- Integrated working
- Safeguarding
- Preventative work
- Raising educational standards for all
- Engaging children and young people
- Working with the Voluntary and Community Sector
- Addressing inequalities

These are addressed through the specific actions that are included in the Year 3 Action Plan (provided in Part B of this review) against each of the five outcome areas.

Our priorities are supported by a robust strategy including investment in an ambitious range of early intervention programmes designed to reduce the numbers of children requiring specialist services such as:

- The Family Resource Service providing a range of family support services,
- The Multi Agency team for Children (MATCh) a multi disciplinary pilot of integrated preventive working around schools,
- Family group conferencing and community conferencing services
- The Family and School Support Worker programme with provision for all schools to engage in preventive family support work
- The implementation of integrated multi disciplinary front line service delivery improving early intervention through locality networks.
- Effective multi agency placement panel arrangements
- Improved access to services through Children's Centres and Extended Schools
- Development of the CAMHS Primary Practitioner programme to support Preventive work

This range of work has been based on a clear conceptual framework drawing on restorative, solution focused and strengthening families principles and has been supported by a systematic evaluation programme.

As well as the resources targeted in the above areas we have identified resources to address strategic priorities within the Council's Medium term Financial Strategy e.g. support for the School Improvement Partner Scheme. We have worked through the School Funding Forum to identify significant additional resource in the 2007/08 year to further develop the Family and School Support Worker programme and improve primary schools' access to the programme. Our LAA planning process has targeted significant additional resources particularly on reducing school exclusions, improving attainment and reducing NEET.

We deploy resources according to identified need including the focusing of support to universal services (e.g. schools) where data indicates particular needs. This includes a Fresh Start programme at Greenham Court Primary now the Willows Primary, project teams to support individual identified schools and supporting federation arrangements to maximize resources.

A systematic programme of service Equality Impact Assessments helps us to target resources strategically e.g. developing black and ethnic minority group support for learning.

Capacity

We have well developed and mature partnership arrangements that we use strategically to tackle the capacity challenges in our particular context. Partnerships have enhanced our capacity to support the inclusion of children with learning difficulties and disabilities e.g.

- with independent sector special schools (Mary Hare and Priors Court) which greatly enhance our capacity by providing specialised training, consultation and advice
- a multi sensory service in collaboration with the RNIB in order to develop capacity in this specialised area.
- support to a Leading Edge partnership between the Castle Special School and Parkhouse Secondary school

Elected members play an active part in achieving the improvements we seek.

The Corporate Parent Panel is a good example of work by Members on behalf of Looked After Children. The Panel recommended the establishment of the Life Chances team, which brings together different agencies to plan action in support of individual Looked After Children. This has proved key to improving placement stability where our performance is now best in our comparator group.

The LSCB was established in June 2004 and has enhanced safeguarding capacity through mature partnership working including with neighboring unitary authorities' LSCBs for specific aspects e.g. training development and the production of common child protection procedures.

Effective cross border co-operation has also helped with capacity issues around joint legal services for looked after children, emergency out of hours cover, and shared development of integrated working processes such as the Common Assessment Framework and information sharing arrangements.

Partnership with the Community and Voluntary Sector is well developed and enabled through close collaboration with the Community Council for Berkshire (CCB) and Community Action West Berkshire (CAWB). C&VS is strongly represented in C&YP Trust partnership structures and they contribute well to strategic planning. There is an active Children's Workforce Development group with good engagement of the C&VS. Collaborative work with CCB has been used to develop highly effective

support programmes for traveller children and young people. Support to children affected by domestic violence is enhanced through a service level agreement with the Berkshire Women's Aid.

Development of joint commissioning is managed through the C&YP Trust, Commissioning and Development Group, which maintains an active review of progress across all areas of partnership working. A joint commissioning agreement has been in place since 2004 and recently updated and refreshed. This sets out the principles and commitments that partners work to and supports more detailed agreements or SLAs for specific commissioned projects or services.

The Involving Young People Group leads a wide range of consultation and engagement activity. Arrangements are under development to implement Change for Children Boards which will enable the voices of children young people and of their parents/carers to be an integral part of local commissioning. There are flourishing school councils in all West Berkshire schools. The Integrated Childrens System has been successfully established well ahead of the national schedule for implementation.

Performance management

The C&YP Plan has been rolled out through service and team planning processes and staff performance appraisal processes are used to monitor implementation. The C&YP Trust Commissioning and Development Group maintain a regular joint review of progress against the C&YP Plan/Action Plan with partner involvement in the review. LAA performance management processes have been a helpful focus for collective review of performance across agencies.

Specific examples that evidence our approach to performance management include:

- Systematic arrangements are in place to evaluate feedback from children, young people and parents/carers involved in LAC reviews and CP conferences and to plan actions in the light of this feedback.
- Castlegate respite resource for children and young people with disabilities has developed specific client review questionnaires and picture photo books to address communication issues.
- A supervision audit has been completed within children's services to monitor practice.
- The corporate parenting panel receive regular data sheets on the performance against key performance indicators for looked after children.
- The Life Chances team provide schools with a termly Red/Amber/Green report on the progress of individual Looked After Children in the school
- All schools which have excluded pupils are provided with their individual exclusions data in the context of data for all schools.
- All schools are routinely provided with local benchmarking information and Fischer Family Trust information to evaluate their progress

- Systematic analysis is made of first time entrants to the Juvenile Justice system and used to target strategic action.
- The LSCB routinely interrogates data on the child protection process and child safety.
- Performance against LAA C&YP Block targets, Council Plan Targets and C&YP Plan targets are routinely monitored and reported to the Directorate SMT, the C&YP Trust Board and the Local Strategic Partnership Performance Management Board.
- The MATCh pilot has been systematically evaluated and the lessons used in developing new ways of providing integrated early intervention through locality teams.

Value for money in the Education Service

Value for money analysis in the Education Service provides an equally positive picture based on comparative DfES data. Total LEA functions are £317 per pupil which places us lowest in our 2006-07 group of eleven comparator local authorities. South Gloucestershire is the nearest at £389 and Devon is the top spender in the group with almost double our costs measured comparatively. Total LEA strategic management costs are £59 per pupil, again placing us lowest of all our statistical neighbours the next nearest being Dorset at £80. The comparative England average spend for this item is again almost double our costs at £116.

Total per pupil funding (average) delegated to West Berkshire schools £3,742. This is significantly more than any of our statistical neighbours, where the next nearest is Devon at £3,489. We also fund higher than the England average which is £3,737.

When other schools' related costs are added, the figure rises to £4,232 and is still the highest of our entire statistical neighbour group, proving the high level of West Berkshire's delegation to schools.

The value for money in Children's Services is good e.g. the West Berkshire average weekly cost for a Looked After Child is £719 and the proportion of the Children's Services budget that is spent on children in need (i.e. preventative family support) is 45%. Both of these compare very favourably with comparator local authorities which are £771 per week for LAC and 36% of budget on children in need. They both attract the highest possible three star rating within the external performance indicator monitoring system.

Individual Decision

Title of Report:	Beenham Hill, Beenham – 30mph speed limit		
Report to be considered by:	Councillor Graham Jones	on:	10 August 2007
Forward Plan Ref:	ID 1449		

Purpose of Report:

To inform the Leader of the Council of the responses received during the statutory and public consultation on the proposal to introduce a 30mph speed limit on Beenham Hill, Beenham and to seek approval of officer recommendations.

Recommended Action:

That the Leader of the Council resolves to approve the recommendations as set out in section 4 of this report.

Reason for decision to be taken:

Objections to the Statutory Advertisement and Consultation of proposed Traffic Regulation Orders must be reported to Members for consideration and a decision on how to proceed.

List of other options considered:

Not applicable.

Key background documentation:

- Report to the Speed limit Task Group, 23rd October 2006
- Minutes of the speed limit Task Group, 23rd October 2006
- ID1323 recommendations of the speed limit Task Group
- Plan No. SLR/06/21/001.

Portfolio Member:	Councillor Keith Chopping
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Supporting Information

1. Background

- 1.1 A request from Beenham Parish Council for an extension to the 30mph speed limit on Beenham Hill was considered by the Speed Limit Task Group at its meeting during October 2006. The Task Group, which consists of three Council officers, two Members and two Police representatives, recommended that the speed limit should not be amended as the existing 40mph speed limit is appropriate and met the current speed limit criteria.
- 1.2 As the Parish Council did not support this recommendation, a site meeting was held between the Parish Council, the local Ward Member and Andrew Garratt. At the meeting the effectiveness, the appropriateness and the criteria for a 30mph speed limit were discussed.
- 1.3 A report, ID1323, of the Task Group's recommendations was considered by Individual Decision on 21st December 2006. At this time the Executive Member for Planning and Transport overruled the Task Group recommendation of no further action and resolved to advertise an extension of the 30mph speed limit.
- 1.4 Statutory consultation and advertisement of the proposal to extend the 30mph speed limit to the start of the existing 40mph speed limit was undertaken during May 2007.
- 1.5 Upon the advice of the Council's Policy Manager, this Individual Decision is being made by the Leader of the Council as the Executive Member for Planning and Transport, Councillor Keith Chopping, is also the Ward Member for area under consideration by this report.

2. Responses to statutory consultation

- 2.1 At the end of the statutory consultation and advertisement period, two objections had been received, one from Thames Valley Police and another from a local resident.

- 2.2 The Police comments are summarised as follows:

- The proposal was considered by the Task Group and at the meeting it was agreed that reducing the 40mph speed limit was inappropriate;
- An alternative proposal to amend the current limit so it could include a gateway feature and a 40mph buffer zone was also rejected by the Task Group;
- All the research carried out for the speed limit review indicated that the current 40mph limit was correct and no evidence has been presented to support a change of opinion;
- Reducing the limit will only lead to further requests for enforcement which we will be unable to support.

- 2.3 The local resident's comments are summarised as follows:

- It is unnecessary. There have been no accidents, or near accidents, on Beenham Hill since the 40mph speed limit was introduced which were in any way attributable to vehicles travelling at between 30mph and 40mph;
- It could, in fact, be dangerous in winter. Experienced drivers know that to keep to 40mph and not have to apply the brakes (downhill) you can go over the crest of the hill at about 30mph in 3rd gear and use engine braking. If the limit is reduced, almost all drivers will need to brake during the descent, not to avoid an accident per se but to keep within the speed limit, and this will increase the probability of an accident when the hill is slippery. Similarly, on ascending the hill,

most (if not all) drivers will need to change gear during the ascent, with loss of traction, and again this will increase the likelihood of an accident if the road is at all slippery

3. Conclusion

3.1 The Task Group consider various requests as part of the speed limit review process. A number of factors are considered when assessing a speed limit request. These include the existing traffic conditions, the recorded injury accident record, current speed limit criteria, the nature of the road and advice from both Council and Police professional traffic management officers. The recommendations are to ensure that speed limits are consistent and appropriate for the roads in West Berkshire. Based on these factors, the conclusion of the Task Group was that the Speed Limit on Beenham Hill should not be altered.

4. Recommendations

4.1 The request by the Parish Council was carefully considered by the speed limit Task Group. Given the recommendation of the Task Group after having considered the existing traffic conditions, the recorded injury accident record, current speed limit criteria and the nature of the road it is recommended that the extension to the 30mph speed limit is not implemented. However a gateway feature could be installed at the start of the existing 40mph speed limit.

4.2 That the objectors be informed accordingly.

Appendices

N/A

Implications

Policy:	The consultation is in accordance with the Council's Consultation procedures.
Financial:	The costs are funded from the Capital Programme.
Personnel:	None arising from this report.
Legal:	The sealing of the Traffic Regulation Order will be undertaken by Legal Services.
Environmental:	
Equalities:	None arising from this report
Partnering:	
Property:	None arising from this report.
Risk Management:	None arising from this report.
Community Safety:	None arising from this report.

Consultation Responses

Members:

Leader of Council: Councillor Graham Jones was not consulted on the content of the draft report because he will be making the Individual Decision.

Overview & Scrutiny Commission Chairman: Councillor Brian Bedwell has no comments.

Policy Development Commission Chairman: N/A

Ward Members: Councillor Keith Chopping does not support the recommendation and wants the 30mph speed limit to be introduced as advertised.

Opposition Spokesperson: Councillor Keith Woodhams concurs with the comments of the Ward Member.

Local Stakeholders: Have been consulted as part of the public and statutory consultation process.

Officers Consulted: Mark Edwards and Mark Cole.

Trade Union: Not applicable.

Is this item subject to call-in.	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>
If not subject to call-in please put a cross in the appropriate box:		
The item is due to be referred to Council for final approval	<input type="checkbox"/>	
Delays in implementation could have serious financial implications for the Council	<input type="checkbox"/>	
Delays in implementation could compromise the Council's position	<input type="checkbox"/>	
Considered or reviewed by OSC or associated Task Groups within preceding 6 months	<input type="checkbox"/>	
Item is Urgent Key Decision	<input type="checkbox"/>	