

HARROW COUNCIL

EDUCATION CONSULTATIVE FORUM

MONDAY 2 JULY 2007

AGENDA - PART I

1. **Appointment of Chairman:**

To note the appointment of Councillor Miss Christine Bednell at the Cabinet Meeting of 15 May 2007 as Chairman of the Forum for the Municipal Year 2007/2008.

2. **Attendance by Reserve Members:**

To note the attendance at this meeting of any duly appointed Reserve Members.

Reserve Members may attend meetings:-

- (i) to take the place of an ordinary Member for whom they are a reserve;
- (ii) where the ordinary Member will be absent for the whole of the meeting; and
- (iii) the meeting notes at the start of the meeting at the item 'Reserves' that the Reserve Member is or will be attending as a reserve;
- (iv) if a Reserve Member whose intention to attend has been noted arrives after the commencement of the meeting, then that Reserve Member can only act as a Member from the start of the next item of business on the agenda after his/her arrival.

3. **Apologies for Absence:**

To receive apologies for absence (if any).

4. **Declarations of Interest:**

To receive declarations of personal or prejudicial interests, arising from business to be transacted at this meeting, from:

- (a) all Members of the Committee, Sub Committee, Panel or Forum;
- (b) all other Members present in any part of the room or chamber.

5. **Arrangement of Agenda:**

To consider whether any of the items listed on the agenda should be considered with the press and public excluded on the grounds that it is thought likely, in view of the nature of the business to be transacted, that there would be disclosure of confidential information in breach of an obligation of confidence or of exempt information as defined in Part 1 of Schedule 12A to the Local Government Act 1972 (as amended).

6. **Appointment of Vice-Chairman:**

To appoint a Vice-Chairman of the Education Consultative Forum for the Municipal Year 2007/2008.

7. **Minutes:**
That the minutes of the meeting held on 30 January 2007 be taken as read and signed as a correct record.

[Note: The 30 January 2007 minutes are published on the Council's intranet and website].

8. **Matters Arising:**
To consider any matters arising from the last meeting.

9. **Public Questions:**
To receive questions (if any) from local residents or organisations under the provisions of Advisory Panel and Consultative Forum Procedure Rule 16 (Part 4E of the Constitution).

10. **Petitions:**
To receive petitions (if any) submitted by members of the public/Councillors under the provisions of Advisory Panel and Consultative Forum Procedure Rule 14 (Part 4E of the Constitution).

11. **Deputations:**
To receive deputations (if any) under the provisions of Advisory Panel and Consultative Forum Procedure Rule 15 (Part 4E of the Constitution).

- Enc. 12. **References from other Committees/Panels:** (Pages 1 - 2)
Park High School, Thistlecroft Gardens, Stanmore – Reference from the Development Management Committee Meeting held on 29 March 2007

- Enc. 13. **Performance Management Policy for Unattached Teachers:** (Pages 3 - 18)
Report of the Principal Education Adviser.

- Enc. 14. **Learning Difficulty and Disability (LDD) Strategy:** (Pages 19 - 34)
Report of the Corporate Director of Children's Services.

- Enc. 15. **JAR Action Planning Update:** (Pages 35 - 82)
Report of the Corporate Director of Children's Services.

16. **Date of Next Meeting:**
To note that the next meeting of the Forum is due to be held on 13 September 2007.

AGENDA - PART II - NIL

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LONDON BOROUGH OF HARROW

EDUCATION CONSULTATIVE FORUM

MONDAY 2 JULY 2007

Park High School, Thistlecroft Gardens, Stanmore

Reference from the Development Management Committee Meeting
held on 29 March 2007

1. At the meeting of the Development Management Committee Meeting held on 29 March 2007, the Committee considered a planning application for Park High School, Thistlecroft Gardens, Stanmore for two single storey teaching units for temporary two year period.
2. The Committee RESOLVED (1) to GRANT permission for the development described in the application and submitted plans, as amended on the Addendum, subject to the conditions and informatives reported.

(2) that the Education Consultative Forum be made aware that a petition received in relation to the application expressed concerns about pupil behaviour, which the Forum might wish to raise with the school's governing body.

FOR CONSIDERATION

Background documents:

1. Report submitted to the Development Management Committee meeting held on 29 March 2007.
2. Minutes of the Development Management Committee meeting held on 29 March 2007.

Contact: Zoe Crane, Room 145, Democratic Services. Direct Dial: 020 8424 1883
E-mail: zoe.crane@harrow.gov.uk

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Meeting:	Education Consultative Forum
Date:	2 nd July 2007
Subject:	Performance Management Policy for Unattached Teachers
Key Decision:	No
Responsible Officer:	Adrian Parker, Principal Education Adviser
Portfolio Holders:	Cllr Janet Mote (Children's Services) Cllr Christine Bednell (Schools and Children's Development)
Exempt:	No
Enclosures:	Draft Performance Management Policy for Unattached Teachers

SECTION 1 – SUMMARY AND RECOMMENDATIONS

This report sets out a proposed Performance Management policy for unattached teachers, i.e. those employed by the council but not attached to specific schools. The draft policy draws on, and fully complies with, the model policy offered to schools

RECOMMENDATIONS:

The Portfolio Holder is requested to adopt the draft policy as the Local Authority's policy, subject to any amendments proposed by ECF.

REASONS: To meet the Council's statutory requirements.

SECTION 2 - REPORT

- 2.1 Schools are required to have a new Performance Management policy in place for 1 September 2007. This policy should ensure that a school's Performance Management arrangements meet the associated statutory requirements.
- 2.2A Local Authority is required to have a similar policy for the unattached teachers that are employed directly by the Council.
- 2.3 In Harrow, those teachers are employed by the Harrow Music Service, Harrow Tuition Service (HTS), Ethnic Minority Achievement Service (EMAS), Early Years and Special Needs services.
- 2.4 The draft policy attached is based on the national model policy, authorised by the Rewards and Incentives Group (RIG), and meets all statutory requirements. Relevant service managers have viewed the draft policy and have agreed that it forms the basis of a policy that can be applied to their services.
- 2.5 Service Managers are currently consulting with their staff on service specific arrangements and planning for implementation by September 2007. The draft has also been considered by Trade Unions at Joint Committee on 20th June.
- 2.6 The Local Authority needs to adopt the attached draft, adapted if necessary on the basis of comments from ECF, as the Performance Management policy for unattached teachers that are employed directly by the Council.

SECTION 3 - STATUTORY OFFICER CLEARANCE

Chief Finance Officer	<input checked="" type="checkbox"/>	Name: Bharat Jashapara Date: 15/06/07
Monitoring Officer	<input checked="" type="checkbox"/>	Name: Rosemarie Martin Date: 14/06/07

SECTION 4 - CONTACT DETAILS AND BACKGROUND PAPERS

Contact: Adrian Parker, Principal Education Adviser (0208 736 6510)

Background Papers:

Model Performance Management Policy

(<http://www.teachernet.gov.uk/docbank/index.cfm?id=11093>)

LONDON BOROUGH OF HARROW

**PERFORMANCE MANAGEMENT POLICY FOR
UNATTACHED TEACHERS**

May 2007

Draft for consultation

PERFORMANCE MANAGEMENT POLICY FOR UNATTACHED TEACHERS

Introduction

This performance management policy is based upon that prepared by the Rewards and Incentives Group (RIG) and is designed to support the implementation of the revised performance management arrangements set out in The Education (School Teacher Performance Management) (England) Regulations 2006. These regulations come into force on 1 September 2007 with the first performance management planning statement under the revised arrangements needing to be completed by 31 October 2007 for teachers and 31 December 2007 for head teachers. The revised regulations will apply for pay progression purposes from 1 September 2008. The authority will ensure that all unattached teachers are briefed on the performance management arrangements.

Regulation 23(6) requires that the authority shall establish a written policy that shall:

- (a) state what results the policy is intended to achieve and how these will be measured;
- (b) show how the authority will seek to achieve consistency of treatment and fairness between those teachers with similar experience or levels of responsibility;
- (c) set out the timing of the cycle;
- (d) include a classroom observation protocol;
- (e) provide performance management training to be made available as the need arises;
- (f) state the arrangements for monitoring and evaluating the policy: and
- (g) specify any ancillary or supplementary procedures necessary for the operation of the performance management of unattached teachers in accordance with these Regulations.

PERFORMANCE MANAGEMENT POLICY

Harrow Local Authority adopted this policy for performance management for unattached teachers on _____

1. Application of the policy

The policy applies to all unattached teachers employed by the authority except teachers on contracts of less than one term, those undergoing induction (ie NQTs) and those who are the subject of capability procedures.

2. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of unattached teachers and for supporting their development needs within the context of the relevant service improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

This policy should be read in conjunction with the authority's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

3. THE PERFORMANCE MANAGEMENT CYCLE

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for head teachers by 31 December.

Teachers who are employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a teacher starts their employment in the authority part-way through an academic year, the authority shall determine the length of the first performance management cycle for that teacher, with a view to bringing this into line with the cycle for other teachers in the authority as soon as possible.

Where a teacher transfers to a new post within the authority part-way through a cycle, the authority shall determine whether the cycle shall begin again and whether to change the reviewer.

4. Links to improvement, self evaluation and development planning

The arrangements for performance management must link with those for service improvement, self-evaluation and local authority development planning and must aim to minimise workload and bureaucracy. Similarly, relevant service development plans are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the authority's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

5. Consistency of treatment and fairness

Harrow is committed to ensuring consistency of treatment and fairness in the operation of performance management. To achieve this, the following provisions are made in relation to moderation, quality assurance and objective setting.

5.1 Quality assurance and moderation

The authority has determined that it will delegate the reviewer role for unattached teachers. In these circumstances the authority may moderate a sample of planning statements to check that the plans recorded in the statements of unattached teachers

- are consistent between those who have similar experience and similar levels of responsibility;
- comply with the authority's performance management policy, the regulations and the requirements of equality legislation.

5.2 Objective setting

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to unattached teachers with similar roles/responsibilities and experience. The planning statement will also have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge professional duties and the time required to pursue personal interests outside work. This should be consistent with the strategy for bringing downward pressure on working hours. Objectives shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils within the authority.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

In this authority all unattached teachers should have no more than 3 objectives, of which one should be a service objective, as appropriate.

Though performance management is an assessment of the overall performance of teachers, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives have been carried out satisfactorily.

6. Reviewing progress

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria agreed at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

7. Appeals

At specified points in the performance management process teachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing. Details of the appeals process are covered in the authority's pay policy.

8. Confidentiality

The performance management process and in particular the statements generated under it, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where there is more than one, each of the reviewee's line managers, will be provided with access to the reviewee's planning statement upon request, where this is necessary to enable the line manager to discharge responsibilities. Reviewees will be told who has requested and has been granted access.

9. Training and support

The training and development needs identified in the training annex of the reviewees' planning and review statements will contribute to Harrow's CPD programme.

The authority will ensure that, as far as possible, appropriate resources are made available in service budgets for any training and support agreed for reviewees. With regard to access to CPD opportunities, in the case of competing demands on the authority budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet objectives; and (b) the extent to which the training and support will help the authority to achieve its priorities. The authority's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

10. Appointment of reviewers for unattached teachers

The authority will delegate the role of reviewer, in its entirety, to the relevant line managers for all unattached teachers. Where a teacher has more than one line manager the authority will determine which line manager will be best placed to manage and review the teacher's performance. Where a teacher is of the opinion that the person to whom the authority has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the authority for that reviewer to be replaced, stating those reasons.

The maximum number of reviews that any line manager will be expected to undertake per cycle is 4.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle, or is unsuitable for professional reasons, the authority may perform the duties itself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have a status equivalent to or higher in the staffing structure than the teacher's line manager. A performance management cycle will not begin again in the event of the reviewer being changed. All line managers to whom the authority has delegated the role of reviewer will receive appropriate preparation for that role.

11. Retention of statements

Performance management planning and review statements will be retained for a minimum period of 6 years.

12. Monitoring and evaluation

The authority will monitor the operation and outcomes of performance management arrangements. The authority is committed to ensuring that the performance management process is fair and non-discriminatory. The service manager will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories of race, gender, age, disability, sexual orientation, religion, part-time contracts or trade union membership.

13. Review of the policy

The Authority will review this policy every year. It will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date. The authority will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all unattached teachers.

To ensure teachers are fully conversant with the performance management arrangements, all new unattached teachers who join the authority will be briefed on them as part of their induction.

14. Professional/classroom observation protocol

All observations will be undertaken in accordance with the performance management regulations, the associated guidance published by the Rewards and Incentives Group and the professional/classroom observation protocol that is appended to this policy in Annex 1.

ANNEX 1 – PROFESSIONAL/CLASSROOM OBSERVATION PROTOCOL

Harrow is committed to ensuring that all observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for any observation arranged for any unattached teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual. This will be determined by the person to whom the authority has delegated the role of reviewer subject to any direction by the authority.

The arrangements for professional/classroom observation will be included in the planning statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, additional professional/classroom observations may be arranged subject to a revision meeting being held in accordance with the Regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes, including to inform any development strategies in accordance with the authority's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff. In keeping with the commitment to supportive and developmental professional/classroom observation, those being observed will be notified in advance.

Observations will only be undertaken by persons with QTS. In addition, observations will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observations and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues. Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerge from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance. The teacher has

the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

The authority recognises, for the purposes of the protocol, that unannounced 'drop-ins' to fulfill the duties of evaluating teaching and learning and performance management may take place. The authority recognises that the number of observation visits to fulfil both these duties will be limited to three per teacher in each performance management cycle.

ANNEX 2

Unattached Teachers Performance Management Planning and Review Statement

(To be completed before 31st October)

Reviewee:..... Date of Meeting:.....

Reviewer:.....

Objectives

Timescales and any support required to be included

1. **Assessment of performance for the performance management cycle just ended and recommendation for pay progression**

2.	
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3.	
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4.	
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4. **Objectives relating to improving personal skills and knowledge related to core aspects of role**

5.	
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6. Extent, pattern and focus of any professional/classroom observation

7. Other evidence to be included

8. Reviewee's comments

Reviewee's signature:..... Reviewer's signature:.....

ANNEX 3

TRAINING AND DEVELOPMENT NEEDS

(Training and development needs identified should relate to the objectives set)

Training/development needed	Provision	Date
Reviewee's comments		

Reviewee's signature:

Reviewer's signature:

ANNEX 4

PROFESSIONAL OBSERVATION SCHEDULE

(Oral feedback on observation as soon as possible, but no later than by the end of the next working day)

1. Professional Observation schedule (Maximum of 3 hours during academic year)

- Primary purpose of observation:

- Aspect of performance to be assessed.

- Date/Time of observation

- Duration of observation

- Observation to be completed by

- Any development issues resulting from observations? Yes No

If yes please specify:

Signed:

Reviewee:.....

Reviewer:.....

ANNEX 5

WRITTEN FEEDBACK FROM PROFESSIONAL OBSERVATION

(To be provided within 5 working days of the observation)

Reviewee:..... **Reviewer:**.....

Date of observation:..... **Length of observation:**.....

Reviewer's feedback on observation:

Other issues noted during observation that were not recorded as part of the focus identified, and action to be taken (refer to regulations/guidance before completing this section).

Signed:.....(Reviewer) **Date:**.....

Reviewee's comments on feedback:

Signed:.....(Reviewee)

Date:.....



Meeting:	Education Consultative Forum
Date:	2 July 2007
Subject:	Learning Difficulty and Disability (LDD) Strategy
Key Decision:	No
Responsible Officer:	Paul Clark – Corporate Director Children’s Services
Portfolio Holder:	Janet Mote – Children’s Services
Exempt:	No
Enclosures:	LDD Strategic Plan

SECTION 1 – SUMMARY AND RECOMMENDATIONS

SUMMARY

This report describes the rationale, purpose and remit of the newly formed Learning Difficulty and Disability Strategy.

RECOMMENDATIONS

The Education Consultative Forum is asked to receive and note the report

SECTION 2 - REPORT

The Learning Difficulty and Disability Strategy has been developed in response to the JAR Report which highlighted the lack of a cohesive and overarching strategy across all services to meet the needs of these children and young people.

At an away day in April stakeholders from across the council and their partners in other organisations met to identify the issues and areas for development. As a result of that day we decided to form two groups to take this forward.

The Strategic Group is a small group of commissioners representing Harrow Council and the PCT chaired by the Director of Schools and Children's Development. (Appendix 3)

This group agreed a broad vision for the strategy (Appendix 1) and drew together the key issues from the discussions with the wider group. They prioritised those issues to formulate the foundation of an action plan. (Appendix 2) NB two stars indicates a high priority, one star a lower priority.

An Advisory Group has been formed to include all stakeholders and providers to ensure that all views are taken into account and to promote real dialogue between these groups. Smaller groups will be formed as required, drawn from this group, to carry out specific tasks as identified in the plan. (Appendix 3)

Each meeting will focus on one or two strands identifying both existing practice and gaps so that a plan can be drawn together and actions agreed.

The forum are asked to review the Strategic Plan and comment on its appropriateness from their representative groups perspective and support the work of the LDD Groups.

It is intended to report regularly to this forum on progress within the plan.

The resources for this strategy are from within existing resources in the council and its partners. It is hoped that through some of the actions planned we will achieve better value for money and greater opportunities for children and young people's needs to be met within Harrow as well as improving our performance in some key areas.

SECTION 3 - STATUTORY OFFICER CLEARANCE

Chief Finance Officer	<input checked="" type="checkbox"/>	Name: Bharat Jashapara Date: 22 nd June 2007
Monitoring Officer	<input checked="" type="checkbox"/>	Name: Rosemary Martin Date: 22 nd June 2007

SECTION 4 - CONTACT DETAILS AND BACKGROUND PAPERS

Contact: Heather Clements, Director of School's and Children's Development
02087366502

Background Papers:
LDD Strategic Paper_April 07

IF APPROPRIATE, does the report include the following considerations?

1.	Consultation	YES
2.	Corporate Priorities	YES
3.	Manifesto Pledge Reference Number	

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Summary notes from LDD Strategy Meeting – 19th April 2007

Please find attached the detailed issues highlighted by participants. Clearly there is much information here that we will need to take account of as we develop a more detailed action plan. It is timely that we do so now as it links well with national initiatives such as the Inclusion Development Programme.

In the afternoon session we agreed the following:

1. To establish a small LDD Strategic Group with representation from LA, PCT and Hospital Trust to draw up a clear strategy and care pathways and to commission individual pieces of work within that strategy.
2. To establish an LDD Advisory Group of stakeholders to meet termly to:
 - a) agree the strategy and action plans;
 - b) monitor progress;
 - c) feed back stakeholder issues.

Drawing on the discussions in the morning we agreed the following priorities:

1. Better value for money from DSG to secure better provision in Harrow.
2. Improved provision and service to meet the needs of the growing number of pupils with EBD and Autism.
3. Improved respite provision through the innovative use of funding and the development of The Firs and extended schools opportunities.
4. Improved partnership working, information sharing and communication.
5. Clear transition pathways supported by well-planned provision as young people approach adulthood.
6. Improved opportunities for CYP and their families to participate and for their views to be heard.
7. Additional priorities have been drawn from the morning discussions and the JAR.

Cross cutting themes across all areas of LDD provision have been identified. Some core elements need to be included in all the plans we develop to address the issues within those themes. They include:

- predicting trends and demographics well in advance and using to inform strategy;
- improved partnership working;
- workforce development;
- staff development across services and settings;

- increased capacity within Harrow;
- co-location of services;
- decreased reliance on private/out of borough providers.

Next Steps

- Agree purpose and remit of strategic and advisory groups. **HC**
- Identify areas for immediate, medium term and long term action. **Strategic Grp**
- Identify lead officers/services/schools for action and commission work. **Strategic Grp**
- Produce termly report on progress. **HC**

Whilst wishing to consider issues in a holistic way the group did not wish to stifle current initiatives. The attached list represents projects underway or recently completed that will contribute significantly to progress in this area.

Shaftesbury High School

- Specialist school status for behaviour.
- Specialism for autism in base from April 2008.
- Outreach work requirement – looking at a menu of outreach work with Kay Joel.
- Respite – change of school day finishing at 3.00pm and having activities at end of the day using cluster funding to pay for transport (in partnership with Mencap).
- Providing independent meal service with St Teresa's for extended school provision.
- Lodge – possibly use for overnight respite.

PCT

Signed up to issues of LDD will review LDT and CAMHs. Three top priorities around women and children's services.

All agencies on board to deliver.

PRU

- Short term provision under development, still need to clarify offer.
- Three school transfer officers in post.

Alexandra Primary School

- Alexandra want to develop 5 year plan for site and be commissioned to do more:
 - EBD outreach

- Provision – ASD/EBD
- Seek to be more popular alternative to Hillingdon Manor. (In September 2008 huge pinch point – shortage of places which we need to address).

Kingsley High School

- Range of need – expertise to offer but don't have capacity to grow because classes are too big.
- Staffing – stable staff now with SLT.
- Classes of 8 or 9 – should only be 6 or 7.

Maria Luscombe

- Early support programmed informed further planning.
- Transition planning into schools.
- APS looking at pre-school autism provision.
- Transition pathway in health agreed (not yet in practice).
- Working with Gladys de Groot to address growth in SL&C needs.

Woodlands First & Middle School

- John Parrot project on provision management – core offer to all/some/a few across Kinglsey/Woodlands.
- Have physical capacity – potentially more ASDs.
- Predictive place planning.
- Categorisation of schools in relation to impact.
- Purpose of Little Stanmore/Woodlands partnership – physical capacity and thinking that could take place.

Carole Tobin

John Bayley project in all 10 high schools (Harrow High Schools are great places to learn).

HTS now more central provision but is an issue about curriculum provision for those with greatest need.

LDD Strategic Development Priorities

	Diagnosis & Early Intervention	Mainstream Provision	Alternative Provision inc. PRU	Post 16	Statemented Mainstream	Special Day	Special Residential	Adulthood and Work
Commissioning and VFM	*	*		*		*	* *	
ASD	* *	* *	* *	* *	* *	* *	*	*
EBD	* *	* *	* *	* *	*	*	*	*
Respite	*					* *	* *	
Partnership & Communication	* *	*	* *	* *	*	*		*
Participation & Consultation	* *			*	*	* *		* *
Transition				* *			* *	* *
Social Care	*	*	*	*	*	* *	*	
Mental Health	*	* *	*	*	*	* *	*	*
Speech and Language	* *	*			*	*		

Strategic Group Draft Terms of Reference

The purpose of this group is to:

- gain and retain an overview of LDD provision across our services;
- identify key areas for development through ongoing discussion with all stakeholders;
- bring together initiatives from across all services and providers to inform a cohesive process;
- commission operational groups and individuals to carry out specific pieces of work within the overall strategic plan and monitor their progress;
- report to the Advisory Group on progress of the strategy.

LDD Advisory Group Draft Terms of Reference and Representation

The LDD advisory group will include representatives of mainstream, special schools and colleges in Harrow, LDD service providers across Harrow Council, health and the private and voluntary sectors. Formal representation will be sought by the LDD Strategic Group in consultation with these stakeholders.

The purpose of this group is to:

- meet at least termly;
- form sub groups to carry out agreed action within Strategic Plan;
- contribute to other relevant working groups and activities to support cross-service working;
- receive the reports of the strategic group;
- monitor the progress within the key areas identified for development;
- inform the strategic group of areas of concern and emerging issues;
- inform their colleagues of the work being undertaken and of progress made.

Draft Vision Statement for LDD

Meeting the needs of children and young people with Learning Difficulties and Disabilities is a key priority for all partners in Harrow. Working in partnership we aim to ensure that we have an overarching strategic plan and that all CYP with LDD have:

- a clear flexible continuum of provision from identification into adulthood;
- high quality provision which should be within the borough wherever possible;
- holistic support that considers their social, leisure, learning and health needs in a unified way;
- their views taken into account with those of their family.

To do this we will:

- raise awareness of the needs and issues of CYP with LDD with all stakeholders;
- work in partnership with all services making provision for LDD;
- seek to secure best value for money to ensure resources are spent where they are most effective;
- ensure that all staff receive appropriate training and support to meet the needs of CYP with LDD including school and service staff;
- identify areas for development and issues and work together to resolve them;
- use data and intelligence to predict future trends and demands and plan appropriate provision.

Strategic LDD Meeting – Morning Session

Pupil Issues

<p>Children and Young People’s Voices.</p> <p>Gaps in different types of provision for support to schools.</p> <p>Perceived constant change of service provision.</p> <p>Access/availability of additional services.</p> <p>How user friendly are our adolescent services?</p>	<p>Parents – how do we support them to take risks safely and encourage young people to develop independence?</p>
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Service Issues

<p>How are services networked/coordinated for individuals?</p> <p>Extended Schools Agenda is difficult for special schools.</p> <p>Social Care Support – What does it mean?</p> <ul style="list-style-type: none"> - Safeguarding - Advice and support - Respite - Counselling - Parenting - Threshold of involvement - Prevention - Stigma of ‘social work/care support’ - EWS and Social Care - Location of base (not Pinner Road/Civic/Children’s Centres) - Role of CAMHS - Need to get away from Health/Ed traditional definition of social care – needs – who best able to provide (Social Care not catch all). <p>DDA access?</p>	<p>Social Care Support – role of Common Assessment Framework.</p> <p>Social Care Support – skills and knowledge needed – does it have to be concentrated in one team.</p> <p>Recruitment and retention skills mix.</p> <p>Professionals sharing expertise if resources restricted need to share skills.</p> <p>Lack of awareness and sensitivity for professionals for the needs of family and YPPD LD.</p> <p>Social Care Support – which team becomes involved? CWD, CIN.</p> <p>Options:</p> <ul style="list-style-type: none"> - SC support worker to each special school. - SC Support worker to each cluster. 	<p>(CAF?) Coordinated flow of information between services.</p> <p>Security of funding for voluntary sector providers.</p> <p>Principle of key working to extend beyond ULS’s.</p> <p>Connexions – effective PA plus consistent intensive care. Support for young people – LDD to support transition and beyond.</p> <p>We need a school/LA development plan for Alexandra School together with a building plan to make best use of the site (Access DDA?)</p>
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Birth to Pre-School

Pupil Issues

- Increasing numbers of pupils with speech language and communication difficulties at pre-school. Are schools prepared for this?
- Increasing numbers of pre-school children with ASD / PMLD / SLD. Have we got the right mix in school places to meet needs?

Service Issues

- Pre-school to school planning. How do we improve inter-agency planning to adequately plan for provision and transition for pre-school to school LDD
- Pressure on Alexandra Nursery has become very severe with increase in number of ASD pupils – both formally referred and informally placed by parents.

PRU

Pupil Issues

- How do we support pupils with speech language and needs who are excluded?
- How do pupils who are out of school gain access to the services they need?
- Pupils stay at the PRU for too long awaiting placements.

Service Issues

- Pressures of numbers in the PRU restrict preventative work.

Post 16

Pupil Issues

- Mental health issues with recently arrived CYP.

Service Issues

- Understanding of sixth form vision and how students are taught.
- Transition arrangements at 16.
- Improved liaison between high school SENCOs and counterparts in colleges (additional learning support managers).
- Lack of clarity re responsibility for young people 18-19 children/adult services.
- Ensuring appropriate information, advice and guidance for students and parents.

School Action +

Pupil Issues

- Support pupils with emotional and behavioural difficulties.

- Children and YP in out of area provision or those from out of area in our schools at schools/school action plus.
- Supporting pupils with SLCN who are at schools/school action plus? How do we do this in a resource limited environment?
- Statemented support for BESD pupils in behaviour.
- Earlier support for pupils (i.e. SACT team) – not waiting until they are statemented.
- How do we address the life and social skills and development of all young, in particular LDD in MS - High Schools.

Service Issues

- Continuity of support from outside agencies.
- More effective range of training and support opportunities.
- Support for EBD to avoid exclusion.
- Look at how SALT is provided (education part of provision.
- How do we know how well children are doing in different services provided?

Statemented BESD

Pupil Issues

- Concern about use of kids can achieve as full time EBD alternative to school and about private arrangements between schools and KCA.
- Increased demand for placements – ability to accommodate.
- Concern about shortage of places available for September 2008, i.e:
 - September 2006 – 18 places
 - September 2007 – 18 places
 - September 2008 – 8 places
- Concern about length of time children wait for places at Alexandra.
- Developing further CAHMs support.
- Can they be supported alongside ASD pupils?

Service Issues

- We can be asked to do more to develop partnership arrangements with mainstream schools where children are at risk of exclusion.
- Expansion of EBD provision at Alexandra.

- Targeting new ASTs at areas of great need. Where and how are they managed?
- Expansion of outreach advice and support to mainstream at Alexandra.
- Support for specialist school status.
- When are SEBP without LD support?
- Social care support – “Children in Need” or “Children with Disability”.

Statemented SLD

Pupil Issues

- All families need access to a S.W.
- Lack of access to mental health services.
- Newly arrived pupils with SLD and PMLD ASD who have never been to school before.
- EAL support for pupils with SLD and PMLD.
- Pupils’ voice.
- Lack of local education post 19 for these pupils.
- Clarity about funding stream and age/transition points.

Service Issues

- Lack of local college provision for pupils with SLD/PMLD ASD.
- Co-ordination of services and access to them.
- Respite services and support.
- Pupil data base.
- Not aware of “conflict resolution services”.
- Capacity.

Statemented ASD

Pupil Issues

- How do we address the growing number and complex needs of this group 0-25 years.
- Lack of provision of mental health services and adolescent provision lacking.
- High school transition and support.
- Support for the high schools pupils with mental health issues.
- Whole class/school understanding of ASD issues. Differentiated support.

- Can they be supported alongside BESD pupils?
- Extra classroom needed urgently! (WHERE?)
- Transition to college or work.
- Chemistry of ASD in specialist settings.
- Early identification for ASD when family not able to push for support.

Service Issues

- We do need to convince parents, not beat them at tribunal.
- We need a development strategy to do this.
- Expansion of ASD provision at Alexandra and Shaftesbury.
- Externally validated qualifications needed for staff working with ASD.
- Training for school staff.
- Database picture of overall need and provision.
- We can do more to combat Hillingdon Manor costs/popularity.
- Capacity.

Statemented PMLD

Pupil Issues

- Newly arrived pupils with SLD PMLD and ASD who have never been to school before.
- Class size too big.

Service Issues

- Accredited qualification for PMLD/SLD (staff).
- Giving a voice to private/voluntary sector.

Statemented MLD

Pupil Issues

- Increased demand for places – accommodation.



Meeting:	Education Consultative Forum
Date:	2 July 2007
Subject:	JAR Action Planning Update
Key Decision:	No
Responsible Officer:	Paul Clark Corporate Director Children's Services
Portfolio Holder:	Janet Mote
Exempt:	No
Enclosures:	Children and Young People Plan Refresh

SECTION 1 – SUMMARY AND RECOMMENDATIONS

This report sets out evaluates the progress made within the CYPP and the actions now prioritised in response to the JAR

RECOMMENDATIONS:

The Forum is requested to: Receive and note the report

SECTION 2 - REPORT

The CYPP Plan is a three-year plan and each year we are required to review and refresh that plan. This now constitutes our self -assessment for the Annual Performance Assessment for Ofsted.

The attached document includes a detailed analysis of our performance reflecting both the findings of the JAR and our own data analysis of performance. Overall this reflects that we have made progress in many areas though we do not yet believe that we can change our grades, as we would like to ensure that those improvements are consolidated.

The action plan has been agreed with the Children and Young People's Strategic Partnership representing all partners and stake holders and will now be embedded in the plans of all the groups they represent creating a Golden Thread from these broad strategic plans to actions.

Progress within the plan will be monitored by the CYPSP sub groups and reported quarterly to the Partnership.

SECTION 3 - STATUTORY OFFICER CLEARANCE

Chief Finance Officer	<input checked="" type="checkbox"/>	Name: Bharat Jashapara Date: 22 nd June 2007
Monitoring Officer	<input checked="" type="checkbox"/>	Name: Rosemary Martin Date: 22 nd June 2007

SECTION 4 - CONTACT DETAILS AND BACKGROUND PAPERS

Contact: Heather Clements, Director of Schools and Children's Development
020 8736 6502

Background Papers: Children's and Young People's Plan refresh

IF APPROPRIATE, does the report include the following considerations?

1.	Consultation	NO
2.	Corporate Priorities	YES
3.	Manifesto Pledge Reference Number	

Children and Young People's Plan: Annual Review 2007

Foreword

This review of the Children and Young People's Plan (CYPP) is an account of progress made since the launch of the Children and Young people's Plan 2006-2009. It clarifies the way forward for collaborative working and how we manage into, through and beyond this time of change, re-organisation and reduced resources in all agencies.

The changes include change of political control of the council, a new Local Authority Chief Executive, a new borough commander. At the time of going to print, we await the appointment of a new Director of Public Health and there is re-structuring and change in all agencies. We are short of resources. We have first-class partnership arrangements, a Joint Area Review that validates our work so far and supports our proposal for the way ahead.

This year we will work on the detail to deliver a Children's Trusts approach so that we plan, spend, deliver and evaluate our services together and have a clear plan as to how individual work, team planning, group planning, organisational planning and the over arching multi-agency strategic plan link together in one unified effort.

The local authority is reviewing it's corporate priorities and will ensure that services for children and young people remain at the forefront of planning, engagement and service delivery. The proposed aspirations include:

- Satisfy our customers
- Ensure people feel safe and secure
- Listen to and care for people who need our help
- Value, empower and involve young people
- Promote vibrant cultural and leisure activities
- Provide high achieving schools at the centre of the community

Within these aspirations, the Council has adopted the following corporate priorities, which relate to children and young people and are integral to the structures and processes described in this document. The corporate priorities are as follows:

- Improve care for adults and children who most need our help
- Expand participation opportunities for Harrow's young people
- Increase opportunities for participation in sports and culture¹

This revision sets out these plans.

Introduction / Overview

In November 2006, a Joint Area Review (JAR) was carried out by a multi-disciplinary team of inspectors. This provided an opportunity to conduct a rigorous self-assessment,² consult with local stakeholders and evaluate the impact of partnerships on outcomes for children and young people. The Joint Area Review³ and self-assessment, the needs audit⁴ and partnership analysis⁵, and the accompanying need to refine financial plans, have all contributed to the creation of sharpened, clear priorities and targets. An action plan has been put in place to

deliver the identified areas for improvement (JAR and CYPP action plan)⁶.

This is how we are developing our vision in the Children and Young People's Plan 2006 - 2009, ensuring that children and young people are at the centre of our decision-making. The three-year plan remains the key document and reference point for all agencies and stakeholders. This document is a review of our agreed way forward. It sets key priorities for delivery over the remaining two years of the plan. The substantial evidence for this review is found in the JAR and self-assessment. The findings of the JAR are referred to in this review in summary and are not re-iterated in full. The review also refers to key developments since the JAR. Progress against the plan is evidenced through examples of activity contributing to improved outcomes for children, and through qualitative assessment and analysis of performance data under each of the ECM outcomes and the National Service Framework for children⁷.

Developing the vision

"Our vision is for a thriving, diverse and successful future for Every Harrow Child".
(*Harrow Children and Young People Plan: April 2006*)

The vision underpins all organisations working with children and young people in Harrow and remains key to our continuing efforts to build on achievements so far and to make further improvements.

The conclusion of the JAR report was:

"outcomes for children and young people in Harrow are good overall" and

" children and young people are generally safe, mostly in good health, achieve very well, make a good and positive contribution to society, and enjoy good economic well being"

Our continuing analysis is informed by the Local Area Agreement⁸ (LAA) negotiations and results in a refinement of priorities and targets, providing succinct representations of partnership consensus, and realistic and achievable goals. This has resulted in reduced complexity and a list of clear priorities agreed by all partners.

Continuous improvement in schools to make education in Harrow even better

Are we making a difference?

Devising measurements to demonstrate the collective impact of partnership work on outcomes for children has been a key area of activity for the Children and Young People's Partnership in 2006 and 2007 (Integrated performance management technique)⁹. We have devised a performance monitoring technique, involving the selection of targets to meet agreed priorities, measured on the corporate balanced scorecard and evaluated by the multi-agency monitoring sub-groups. This system allows us to monitor our progress on a regular basis and take any necessary remedial action where appropriate.

Progress on all five outcomes is positive with key areas for development identified by the JAR,

and the self-assessment. There is improvement on most of the key indicators and action has been taken to identify areas for development in the plan.

We are therefore making steady progress towards our vision for children and young people growing up in Harrow, and continue to work with them on making it happen.

Priorities

Our priorities are derived from our comprehensive needs assessment¹⁰, and on rigorous audit and the evaluation opportunity offered by the JAR. In addition to the specific groups of children identified in last years plan; recognition has been given to a group of children likely to under-achieve, and therefore likely to have additional needs. This cohort of children could be considered to be on the “edge of vulnerability” and may not always require intervention under Section 17 or 47 of the Children Act 1989. Drawing from the needs audit, and recent demographic indices, and stakeholders analysis, this cohort was agreed as follows:

- Children whose parents have a learning disability
- Children whose parents have a mental health problem
- Children whose parents are involved in substance misuse including alcohol
- Children living with domestic violence
- Children whose parents suffer from chronic health conditions
(*Some of these children may be young carers*)
- Young carers
- Children residing in areas of high socio-economic deprivation
- Children with parents from Somali, Bangladesh, Pakistan or Tamil origins
- Irish travellers
- White working class boys
- Black African Caribbean boys
- Teenage parents

Some of these children are likely to benefit from the structure provided by the Common Assessment framework and lead professional roles and these will be the key instruments for early identification and intervention.

The CYPSP and the LSCB have agreed that this cohort of children and young people will be the focus of the following targeted actions for 2007-2008:

We have agreed a succinct list of priorities (fig 1).

Be Healthy	Staying Safe	Enjoy and Achieve	Making a Positive Contribution	Achieve Economic Well-being
<p>Development of integrated CAMHS services.</p> <p>Improving the health of looked after children and young people.</p> <p>Improving access to sexual health and education by young people</p> <p>Reducing Teenage Pregnancy (LAA)</p> <p>Improving Breast-feeding rates (LAA)</p>	<p>Placement stability and choice of CLA (LAA)</p> <p>Child protection.</p> <p>Safeguarding vulnerable young people.</p>	<p>Reducing School exclusions</p> <p>Attendance and achievements of CWD, CLA (LAA) and vulnerable children and young people.</p> <p>Improve overall attainment.</p>	<p>Positive profile of CYP</p> <p>Reducing crime and anti-social behaviour</p> <p>Engagement and participation of children with disabilities, CLA and very young children.</p>	<p>Reducing NEET (LAA)</p> <p>Provision of high quality childcare</p>
<p>Cross-cutting: Children Looked After, Children on the Child Protection Register, Children with Disabilities and Learning Disabilities and Children with Additional Needs (See Par 4.1)</p>				

Fig. 1

Review

The following is a summary of progress in each of the five outcomes and service management. Each section summarises progress made and provides a table comprising the areas for development and actions with leads. There is a further table in each section showing priorities, indicators and targets and lead.

Be healthy: Progress

A summary of the JAR and Self Assessment:

<p style="text-align: center;"><i>Be Healthy</i> <i>Summary of achievements</i> <i>(from the JAR)</i></p> <ul style="list-style-type: none">• Access to CAMHS by young people at high risk of developing a mental disorder• Good track record on accident prevention.• Uptake of health assessments for children looked.
<p style="text-align: center;"><i>Be Healthy</i> <i>Areas for development:</i> <i>(summary from JAR)</i></p> <ul style="list-style-type: none">• School nursing and midwifery services to be reviewed• Need for co-ordinated CAMHS services across the borough• Strategic development of services for children with learning disabilities and disabilities
<p style="text-align: center;"><i>Update</i> <i>(see JAR action plan)</i></p> <ul style="list-style-type: none">• A review of children health services in underway• Action plan by the CAMHS steering group¹¹• Strategic multi-agency planning group and• Multi-agency advisory group• For children with learning disabilities and disabilities

A summary analysis of performance: (Using end of year performance data):

Physically Healthy

The Local Area Agreement is having a positive impact on breast-feeding rates, with performance measures on mothers sustaining breast-feeding rates showing steady improvement towards the last quarter of 2006-2007. The PCT will develop rigorous performance measurements to enable a year-end performance assessment for 2008.

This project has developed sustainable links to community groups with higher levels of need. A Somali group has made a successful bid to work directly with funding from the LAA. The project is appropriately targeted, has the support of midwifery and the clinical community and is demonstrably improving life chances through the best start in life for young babies and is therefore on track to succeed in achieving the LAA targets set for 2009.

The positive impact of joint working between the CLA Nurse, independent reviewing officers and social workers results in continued improvements in the numbers of CLA receiving health assessments. Although slightly short of target for 2006/7 there is a 4-percentage point increase and it remains within the top banding nationally. Targeted work, focussing on the

important role of carers is continuing in 2007/8.

Local work to improve oral health includes a cross-agency project 'breast to cup' which has linked local dieticians, dentists, health visitors and an extended school to prevent tooth decay in baby's when weaning from breast to drinking other fluids. This work is targeted to one of the highest areas of deprivation in Harrow and has been extremely successful. The Community Dental Service serves children with disabilities and is based in the new Alexandra Avenue clinic. A new oral health strategy is collecting data regarding oral health promotion starting in reception and year 3 in special schools, raising awareness and carrying out routine screening. Future links to children's centres and extended schools will mirror education around better nutrition and physical activity. Next steps include implementing the Brushing for Life scheme and roll out of the pilot (in South Harrow) of work with healthy schools.

Mentally and Emotionally Healthy

This shows improvements against national targets around progress towards a comprehensive CAMHS services by Children with Learning Disabilities, 16 and 17 year olds, improvements in 24-hour cover and access for complex, persistent and severe mental health problems. These areas have been prioritised by the multi-agency CAMHS steering group, linking with the Children with Disabilities and Be Healthy monitoring sub-group of the Children and Young People Strategic Partnership. Concerted and co-ordinated strategic action is showing early signs of improved delivery and impact of the new CAMHS commissioning arrangements. Detailed work on continued improvements and links with school counselling services, schools, Children Centres, extended services in schools, CAF and the Lead Professional work is a priority for the CAMHS steering group and the CYPSP.

Sexually Healthy

Teenage pregnancy

The National target is to reduce teenage conception rates by 50% from the baseline year 1998, by 2010. Harrow is rated red as the borough is not currently projected to achieve this target. However the teenage conception rates are significantly lower (30.1) than English (41.1) and Outer London (40.1) rates per 1,000 (under 18s).

As the actual numbers of conceptions are very low (1998: 105 conceptions, 2001: 99 conceptions, 2004:141 conceptions), statistical variations appear exaggerated when expressed as a percentage.

Harrow has the fifth highest termination rate in Inner and Outer London, at over 60% on average. Terminations can be associated with high aspirations, however it is also an indication of a gap in access particularly to free emergency contraception.

Targeted work with vulnerable young people has increased in the borough, with regular on-site contraception services being provided at: four High Schools, three College sites, the Pupil Referral Unit, the Leaving Care service, Youth Offending, the Drug and Alcohol unit, Youth club, Teen Parent Group as well as mainstream Health clinic access points throughout the borough.

Workforce training will be provided from September 07 and it is embedded in corporate

workforce plans. The Teenage Pregnancy Team has a number of new appointments: Teenage Pregnancy Co-ordinator, Teenage Pregnancy Project Worker, Connexions Personal Adviser for Teenage Parents and a Young Fathers Worker.

A virtual team is currently being established of professionals working with Teenage Parents and those at high risk of Teenage Conception.

The PCT local review of the voluntary sector preventative services has resulted in improvements in access to some vulnerable groups. For example a contract with the Mildmay treatment centre is improving access and for treatment of HIV patients.

The PCT review of Pan London services has led to the re-commissioning of services. This includes plans to improve rigour around performance measurement in relation to access by vulnerable groups.

Harrow Primary Care trust is currently negotiating a new contract for Genito-Urinary services with speedy access and Chlamydia target as a crucial component of negotiations. The Primary Care Trust is supporting the teenage pregnancy strategy through investigating new arrangements for purchase and distribution service for condoms in Harrow. Harrow PCT is considering local outreach services for early intervention in unplanned pregnancy targeted to high needs areas.

Links with other local health professionals including CAMHS and family planning are becoming established and ways of collecting data which demonstrate cross referral habits being explored.

Healthy Lifestyles

We are making rapid progress towards achieving our targets on healthy schools, and healthy eating is a strong feature of PHSE programmes.

Choose not to take illegal drugs

The children and young people strategic partnership has agreed to create a strategy for substance misuse as it impacts on children and young people. This has been incorporated into the 2007-2008 action plan for the children and young people strategic partnership.

CYPP and JAR Action Plan section on Be Healthy and Be Healthy priorities

Be Healthy							
Recommendations / Comments by Inspectors / CYPP Review	Actions	How	Lead Agency	Accountable	Monitoring	KPI's / Outputs	Timescales
<p>The CYPSP should develop links between school counselling arrangements and specialist CAMHS to ensure quality assurance, proper supervision and more integrated service. JAR</p> <p>The council should work with CAMHS to ensure that the mental health needs of vulnerable CYP are met with particular reference to those with LDD, those on the Autistic spectrum and Children Looked After. JAR</p>	To monitor CAMHS with reference to ensuring links with school counselling services, and services for children with disabilities	The CAMHS steering group will revise the CAMHS Strategy and SLA's	HARROW PCT	CAMHS commissioner, Harrow PCT	Be Healthy Monitoring sub-group of the CYPSP Chaired by Director Public Health, Meetings held quarterly.	Progress made towards an integrated and comprehensive CAMHS service.	Recruit to posts July 2007 Evaluation complete Sep 2007 Shared care pathway and regular audit and evaluation-April 2008
<p>The Council should ensure that direct payments to the families of children with LDD are promoted in compliance with the statutory requirement. The CYPSP should establish a forum for regular consultation with families of children and young people with learning difficulties and disabilities and for families of older children. JAR</p> <p>Families with children with learning difficulties and/or disabilities are not routinely consulted about services and do not always receive co-ordinated assessments and services centred on the family. Direct payments are not sufficiently promoted by the council. JAR</p>	<p>As part of an overarching LDD strategy to: Commission a consultant to undertake a fundamental review of LDD provision, placements and value for money and to use this information to develop the use of direct payments to meet the needs of Children and their families.</p> <p>To develop consultative mechanisms for families of children with disabilities, including those with learning disabilities.</p> <p>To complete the protocol on the transition of children with disabilities on maturity</p>	A multi-agency Strategic LDD group for children with learning difficulties and disabilities will be created to formulate and action an overarching LDD Development Plan.	Local Authority	Group Manager + Schools and Children's development	<p>Be Healthy Monitoring sub-group of the CYPSP Chaired by Director Public Health.</p> <p>An LDD Advisory Group has been established to monitor and review the actions of the Strategic Group.</p>	<p>Increase in direct payments.</p> <p>Better Value for Money in relation to the placement of pupils out of borough. More effective provision of respite care and therapies.</p>	April 2008

Be Healthy							
Recommendations / Comments by Inspectors / CYPP Review	Actions	How	Lead Agency	Accountable	Monitoring	KPI's / Outputs	Timescales
	from children's' services to adult services, ensuring appropriate information on access to direct payments is available to them under the Councils Fair Access to Care Services initiative.						
The service specification for school nursing will be revised in consultation with them and with key stakeholders including those involved with children with special education needs and children with disabilities and schools. JAR School nursing and midwifery are not adequately staffed. School nursing for children with complex health needs is inadequate but is being addressed. JAR	Review child health services with reference to improving capacity of school nursing services, developing community based paediatric services, effective links with the improving midwifery services, and the recently re-aligned health visiting service	Primary Care Trust and North West London Hospitals trust will develop existing arrangements in collaboration with the children centre and extended services in schools strategy	Primary Care Trust	Director of Public Health, Chair of Be health monitoring sub-group	Be Healthy monitoring sub-group of the CYPSP	School nursing and midwifery plan.	New school nurse specification October 2007, Health service review complete April 2008
An audit of the CYPP showed strategic action on substance misuse as outstanding. CYPP	To develop a multi-agency strategy for substance misuse services in Harrow to include services for children and their parents.	To create a multi-agency strategic group to identify services provided and develop a cohesive, visible and accessible strategy.	Primary Care Trust	Director of Public Health	Be Health monitoring sub-group of the CYPSP	Substance misuse strategy.	April 2008.

BE HEALTHY PRIORITIES							
Priorities	Indicator / What is being measured	04-05 Actual	05-06 Actual	06 - 07 Actual	Target 06-07	Target 07-08	Target 08-09
Improved breast-feeding rates	Rates of exclusive breastfeeding at six weeks (NSF, LAA STRETCH)	-	33%	Not yet available	35%	37%	39%
	2% increase in annual breastfeeding initiation rates (NSF, LAA STRETCH)	-	60%	68%	65%	68%	69.5%
Improving the health of children looked after	% health checks CLA (aggregated percentage of up to date health reviews/assessments and dental checks for CLA)	77%	84%	88%	90%	90%	90%
Development of CAMHS Services with demonstrable improvement in access by vulnerable groups.	Increase in CAMHS provision: Progress made towards a comprehensive mental health service for children and adolescents	N/C	10	12	15	15	15
	Rate of teenage conceptions per 1,000 conceptions (under 16 and under 18) 2 yrs retrospective	26.7	33.6	30.1	Baseline -1%	Baseline -2%	Baseline -3%
Improving access to sexual health services	Numbers of young people accessing sexual health services, and no's from vulnerable groups	N/A	N/A	3257 baseline	-	3% of Baseline	6% of Base line
	Numbers of young people from vulnerable and disadvantaged groups accessing sexual health services	N/A	N/A			3% of Baseline	6% of Baseline
Improving services for CWD	% of children with disabilities aged 14+ who have a transition plan to support their move from children's to adults services.	50-75%	50 - 75%	50-75%	50 - 75%	75 - 90%	Over 90%

JAR and Self-Assessment: A summary

A summary analysis of performance: (Using end of year performance data):

Summary of Achievements
<ul style="list-style-type: none">• Well established Local Safeguarding Children Board• Children and young people at risk of significant harm are promptly identified, assessed and protected.• Good Multi-agency Public Protection Panel arrangements• Good road traffic accident prevention programmes with positive outcomes.
Areas for Development
<ul style="list-style-type: none">• The LSCB should produce measurable action plans and ensure they are understood at the front line• The importance of vetting of contractors.• Thresholds and criteria for intervention need publicising.
Update: (see JAR action plan)
<ul style="list-style-type: none">• LSCB action plan¹²• Agreement to produce multi-agency guidance on safe recruitment• Thresholds and intervention criteria

Safe from maltreatment, neglect, violence and sexual exploitation.

The end of year performance data and the JAR indicate a low referral rate, (327.31 per 10,000 population aged under 18) in comparison to other outer London averages (calculated as 485 for 05/06) and England averages (515 in 05/06). The LSCB will re-configure communications arrangements to align them with this review and ensure consistent simple messaging to our community and to professionals in both statutory and voluntary agencies and faith groups.

The appointment of social care assistants to the Duty and Assessment Team in the Referral and Assessment service has made significant improvements to the timely completion of initial assessments in the final quarter of 2006-2007 resulting in end of year performance at 52.9%. While it falls below the target set for this period (60%), it reflects the concerted work to ensure rigorous attention to all outstanding cases in a very short timeframe which has been achieved.

There has been considerable improvement in performance in the timely completion of core assessments,(60.2%) when which is expected to be maintained, resulting ambitious target setting for 07/08.

The LSCB has developed a multi-agency understanding of the dynamic tension between the figures on re-registration and duration on the register. The LSCB Audit and Performance sub-

committee has examined the relationship between the two. The 2005-2006 returns on children on the register for two years or more was low (4.5%) in comparison to IPF data (6.9%) and England averages (6%). Figures for the same period showed increasing re-registration rates (19%) in comparison to IPF data (10%) and England average (13%). The LSCB set up a pilot scheme to appoint lead professionals to children whose names are being removed from the Child Protection Register, to co-ordinate multi-agency support to families. This was a priority for the LSCB in 2006-2007. Simultaneously, the social care Workforce Strategy¹³ gained ground and with improved workforce stability, and consistent support to families, the numbers of children re-registered came down. The LSCB Audit and Performance sub-committee anticipated a corresponding increase in the numbers of children on the Child Protection Register for two years or more and put in place, in collaboration with social care, mechanisms to monitor all children on the CPR for 18 months to ensure appropriate mechanisms are in place to safeguard children. As anticipated, this balance has shifted and the numbers of children on the register for two years or more has increased to 21.8% following the successful scheme to reduce re-registration rates. This reflects the positive effort by all partners and the rigorous efforts by social workers to ensure safe practice. The LSCB Audit and Performance sub-group will continue to monitor these figures to ensure that due priority is given to the safety of the children and practice continues to improve and a careful balance is maintained between the two figures with focus is maintained on the safety of children.

Safe from accidental injury and death

Harrow has a proud track record around road traffic accident prevention. No child or young person has been killed as a result of road traffic accidents in Harrow in the last three years, as a result of successful prevention programmes in schools and the health led, multi-agency accident prevention group. The numbers receiving a serious injury as a result of road traffic accidents has reduced significantly from a total of 17 in 2005 to just 7 in the 2007 returns, (note, these returns are collated in December and reflect data collected December 2005-December 2006)

Other work includes local liaison from health across A&E and health visiting to follow up on any children presenting with injuries and a scheme to provide education about child safety to families, set up a resource of home safety equipment for those on benefits and to co-ordinate joint delivery of services. The CHIPS scheme has been running locally for some time with great success. Work to include housing in strategy development and responding to significant cases has started.

Safe from bullying and discrimination

Harrow LSCB has launched an ambitious programme working in collaboration with the local PHSE initiative to establish a programme of education for all pupils in primary schools on keeping safe from crime, abuse and domestic violence. Primary school teachers have welcomed the Miss Dorothy.com initiative and have begun teacher training to provide education programmes for children. The LSCB has set an ambitious target to train all relevant teachers by April 2008 in order to ensure that a generation of young people will benefit from this input. There is an aspiration that this will impact on crime figures of the future, lead to increased self-referrals and support for children and young people in the future.

Safe from crime and anti-social behaviour in and out of school

We have agreed to collate data on children and young peoples' fear of crime for 2007-2008 by developing the popular large-scale consultation events to talk to children and young people on their views about this important issue. During 2006-2007 we consulted extensively with children and young people and asked them about a range of issues affecting them. They informed us of their fear of knife crime and, at one event, many they felt there were circumstances when it was 'ok' to carry a knife, (see also Positive Contribution). This has informed our youth crime prevention strategy¹⁴ and enabled discussions at LSCB on how to tackle gangs and knife crime in the Borough.

Agreement has been reached that schools play a very important role in working with young people and other agencies to improve this perception and on the need for the sharing of local intelligence to monitor tensions in order to identify key demographic areas for targeted intervention and support. This project is being scoped at present, with targets and baselines to be developed in collaboration with schools, the LSCB and local police.

Have security, stability and are cared for

The Children Looked After dedicated team in social care Children in Need service provides appropriate focus on the needs of CLA. There is a developing CLA 'Virtual' team of allied multi-disciplinary professionals from partner agencies, working with the Children Looked After team to target interventions and improve the life chances of the Children Looked After. With support of a newly constituted corporate parenting group, and a multi-agency life-chances forum, there is clear governance and accountability through the Local Authority and the partnerships. This group of children and young people is recognised as a priority in the Local Area Agreement, this plan, the Councils Corporate Plan¹⁵ and in the Council's performance integration board and are represented on all of the monitoring sub-groups of the children and young people strategic partnership. There is some immediate impact of this developing framework realised in the short term placement stability performance which is improving year on year and performance has moved into the top banding for 2006/7.

Performance on longer term placement stability (% U16 Looked After more than 2½ years in same placement for more than two years) remains consistent in comparison to 2006 returns. There is continued focus by the children looked after team which includes rigorous review of children with two placement moves to review specific support, review of children at risk of breakdown, and improved choice and capacity to place in appropriate matched placements locally. This is more achievable within the context of an increasingly stable social care workforce.

There is continued success on performance around short-term placement stability.

There has been a downturn in the numbers of adoptions of children looked after (2.8% in 05/06 compared to 5.7% in 06/08). The contract with Coram, an adoption agency covering all future domestic adoption work, has shown a positive prediction on anticipated returns for 2008. Thirteen CLA now have a plan for adoption or are being placed for adoption. There is therefore renewed confidence in improved performance this year.

The permanency tracking panel has been established for one year and provides consistent reviewing and tracking of the progress of all children and young people involved in court proceedings. We are now in a position to establish a benchmark to compare local performance with national targets.

Historically there have been high numbers of Children Looked After placed out of borough and in residential provision, but this has fallen recently.

The contract with Coram, covering all future domestic adoption work, has shown a positive prediction on anticipated returns for 2008 with 13 CLA with a plan for adoption or being placed for adoption. There is some renewed confidence in improved performance this year.

CYPP and JAR Action Plan section on 'Staying Safe' and Staying safe priorities.

Staying Safe							
Recommendations / Comments by Inspectors / CYPP Review	Actions	How	Lead agency	Accountable	Monitoring	KPI's / Outputs	Timescales
The Council should systematically implement its audit of social care files to ensure good quality of practice and recording and to inform its performance monitoring processes. JAR	Included in the group plan, Safeguarding Children and Family Support.	Develop audit programme.	Local Authority	Group Manager, Safeguarding and Family Support	LSCB	Evidence of systematic regular audit.	October 2007
The LSCB should ensure that all partner agencies, including voluntary sector have safe procedures and practices for vetting staff, volunteers and contractors for persons having contact with children and young people. JAR "Appropriate policies and practices are in place for vetting of staff, but vetting of contractors and volunteers is insufficiently monitored". JAR	A multi-agency strategy for safe recruitment to be developed to include the safe vetting of contractors.	Research to find templates. Establish consensus on multi-agency common strands. Draft police for consultation.	Chair of Policy and procedures sub-group	Chair LSCB	LSCB. Staying safe monitoring group.	Launch policy with London procedures.	September 2007
The LSCB has agreed to review threshold criteria for social care interventions in relation to appropriate safeguarding interventions. This will work in harmony with the threshold work conducted by the LDD strategy group described in 'Be Healthy'. JAR	To provide agreed and published threshold criteria for social care interventions and ensure they are disseminated to the front-line.	To disseminate eligibility criteria to the front-line via the LSCB.	Chair of Policy and procedures sub-group	Chair LSCB	LSCB	Action plan disseminate to all staff, via LSCB members by July 2007.	July 2007

Staying Safe							
Recommendations / Comments by Inspectors / CYPP Review	Actions	How	Lead agency	Accountable	Monitoring	KPI's / Outputs	Timescales
The Local Safeguarding Children Board (LSCB) is well established and has set appropriate priorities to improve services but measurable action plans to ensure delivery, and the understanding of these priorities by frontline staff, are under-developed. JAR	To develop clear and specific action plans and disseminate to the front line	Approve the LSCB business plan for 2008 - 2009.	Chair LSCB	Chair LSCB	LSCB	Action plan disseminate to all staff, via LSCB members	July 2007
The management of Serious Case Reviews is adequate although the implementation of recommendations has been slow. JAR	To implement all the recommendations of the serious case review conducted in 2006.	The LSCB will monitor implementation by agencies and implement multi-agency recommendations via sub-groups	Chair, Staying Safe sub-group.	Chair LSCB	LSCB. Staying Safe monitoring group	All recommendations implemented	January 2008
Schools and the Police are concerned about increasing tensions amongst young people. CYPP	To agree actions with Safer Harrow Partnership and schools to explore interventions around 'gangs' and local tensions.	Research local intelligence with police expertise and support schools in monitoring local tensions.	Chair LSCB	Chair LSCB	LSCB Safer Harrow Partnership	Accessible local intelligence used to inform preventative actions.	April 2008
There are low rates of referrals for children in need and low levels of these resulting in initial assessment, although this is being addressed and is increasing. JAR	To evaluate the low rates of referrals for children in need and take appropriate remedial action.	Analyse the data with reference to national standards and outer London Borough's. Monitor the data to assess improvement potential. Assess if remedial action is required and advise the LSCB.	Audit and Performance sub committee	Chair LSCB	Audit and Performance sub committee	Analysis of action plan.	October 2007

Staying Safe

Recommendations / Comments by Inspectors / CYPP Review	Actions	How	Lead agency	Accountable	Monitoring	KPI's / Outputs	Timescales
The London Safeguarding Children Board is revising safeguarding procedures. CYPP	To implement the London Safeguarding Children Procedures.	Complete consultation with stakeholders.	Chair, Policy and Procedure sub group committee.	Chair LSCB	Audit and Performance sub committee	Procedures launched and disseminated	October 2007

STAYING SAFE PRIORTIES							
Priorities	Indicator / What is being measured	04-05 Actual	05-06 Actual	06 – 07 Actual	Target 06-07	Target 07-08	Target 08-09
Placement stability and choice for CLA	% U16 looked after more than 2 ½ yrs in same placement for more than 2yrs.	N/C	N/C	56.6%	68%	74%	80%
	Short term stability of placements of children looked after.	22.2%	19%	13.8%	16%	12%	10%
	% of children looked after in residential accommodation	20%	21%	27.9	17%	25%	20%
	Adoptions of children looked after	1.5%	5.7%	2.7%	8%	8%	8%
Child Protection	Re-registration on the CPR	15%	19%	10.6%	17%	12.5%	12.5%
	Duration on the Child Protection Register	3.5%	4.5%	21.8%	6.5%	10.0%	10.0%
	Children in need: Timing of core assessments	71.0%	50.0%	60.2%	80.0%	80.0%	80.0%
	Children in Need: Timing of initial assessments	63.0%	74.0%	52.9%	80.0%	80.0%	80.0%
Safeguarding vulnerable groups	Number of middle schools using designated materials in PHSE education (check)	N/C	N/C	N/C	N/A	50% provisional	100% provisional
	Care Court Proceedings	-	-	Not yet available	-	56% in Care Centres 48% in Family Proceedings Courts	56% in Care Centres 48% in Family Proceedings Courts
	How safe and happy do you feel at school (very or quite safe and happy)	N/C	N/C	92	N/A	93	94
	How safe and happy do you feel in the local area (very or quite safe and happy)	N/C	N/C	79	N/A	80	81
	Fear of crime						
	BVPI – total 0-15 yr olds killed or had serious injury	17	12	7 (Dec 06)	11	10	9
	0-15y killed	0	0	0 (Dec 06)	-	-	-
	0-15y serious injury	17	12	7 (Dec 06)	-	-	-

Enjoy and Achieve: Progress

The JAR and Self-Assessment: A Summary

<p style="text-align: center;">Summary of Achievements (from the JAR)</p> <ul style="list-style-type: none">• Standards overall are good, above national averages and in line with those found in similar areas.• Attendance is excellent.• Parents and carers have effective support, particularly in the more disadvantaged neighbourhoods.• Excellent Children's Centre strategy.
<p style="text-align: center;">Areas for Development (summary from the JAR)</p> <ul style="list-style-type: none">• Further reducing permanent exclusions, particularly of primary school pupils and pupils with SEN.• SEN strategy to be evaluated
<p style="text-align: center;">What we have so far put in place</p> <ul style="list-style-type: none">• Well established COMPACT to Meet Pupil Needs with a renewed focus on primary school pupils at risk of exclusion.• Group to develop an over-arching LDD strategy in place.

A summary analysis of performance: (Using end of year performance data):

The annual performance data returns show the continued success of Harrow's schools as the average point score per pupil at level 2 aged 16 continues to improve. The returns show a significant improvement (389.7) in comparison to 2005 (369.3). This reflects the work of schools in improving overall attainment for young people and suggests a confidence in achieving the LAA's targets for the cohort of pupils who will gain from this input in 2008.

Achievements in English (80%) and Maths (81%) at KS3 level 5 exceed targets set. (79% for both), and the percentage of 15 year old pupils achieving five or more GCSEs at grades A*-C or equivalent continues to rise. These continued improvements in performance reflect our community's ambition for children and collaborative working in schools.

The 2006 results place Harrow in the top quartile of the national picture as well as keeping us in-line with our statistical neighbours.

Harrow's Key Stage 2 2006 results are continuing to improve, with a significant achievement in the English Test results, which met the very challenging target set by the DfES (85%). The 2006 results are not only above the national averages, they also place Harrow in the top quartile of the national picture as well as keeping us in-line with our Statistical Neighbours.

Attend and enjoy school

Performance on the percentage of half days missed due to total absence in primary schools remains challenging, and does not reflect the value placed on education by our unique and diverse community, which has high ambition for children, or the range of strategies used by schools to improve this. Many of our local families custom and religion require extended visits to India and other countries. Parents who take younger children for such visits prefer to do so at primary age. Local Primary Head teachers working with the achievement and inclusion unit, and the Education Welfare Service have developed a range of strategies to improve this performance through education and awareness raising for parents and children and have linked with boroughs with similar demography to share experience. Recent Ofsted inspections have supported the view that schools are doing all they can.

FSP

FSP data is lower than but similar to national on all scales in 6+ data. The LA feels that they are already on track to meet the EY outcomes duty. An action plan to demonstrate how they are meeting the EY outcomes duty is being developed.

Achieving Stretching National Educational Standards at Primary School

KS1

Results in KS1 in 2006 stayed at or above the national average.

KS2

At KS2, English results at L4+ improved by one point, with a two-point gain for boys, leaving the LA two points short of its 2006 target but four points above the national average. There were significant increases in the proportion achieving L5, with boys improving by 13 points and girls by eight points, leading to a 10-point increase on last year's figures to 38%, six points above the national average and double the rate of national increase.

Results in mathematics at L4+ maintained the standards achieved in 2005, at 78%, seven points short of the LA's 2006 target but two points above the national average. There was a one-point rise at L5 to 37%, four points above the national average, an improvement arising from better results by girls. Standards in secondary schools are good, being consistently above the national averages at both key stages.

KS3

The overall trend at KS3 has been good. In 2006, the LA achieved significant value added overall at KS3, in the top 10% of local authorities. The English and mathematics results at L5 + are in the top 20% of local authorities, with English ranking higher than mathematics. However at the higher levels 6+, the position is reversed.

The 2007 target for KS3 mathematics has already been reached. The gaps to the targets are two points in English and four points in science. No Harrow schools are below the KS3 floor targets.

Achieving Stretching National Educational Standards at Secondary School

KS4

The proportion achieving 5+ A*-C grades at GCSE rose by three points to 64%, well above the national average. The proportion achieving 5+ A*-C grades including English and mathematics went up three points to 53%. The proportion achieving 5+ A*-G grades rose to 93.3%.

Pupils of Black Caribbean and Black African heritage continue to achieve at a lower level than other ethnic groups at KS3 and KS4 though they do better than these groups nationally. Pupils of Indian, Pakistani and Chinese heritage continue to do relatively very well.

The successful impact of the Compact to reduce school exclusions is demonstrated in performance data around permanent exclusions, which has decreased from 51 in 2006 to 37 in 2007. This is as a result of the Rapid Intervention Team's (RIT) multi-agency approach to working with children and young people at risk of school exclusion. The JAR and self-assessment indicate a need to focus on exclusions of primary school pupils and this is prioritised by the Enjoy and Achieve monitoring sub-group of the CYPSP and the Achievement and Inclusion plan, working with schools, allied professionals, children looked after team, young carers and CAMHS and seeking to integrate those with learning disability and complex physical disabilities We are likely to achieve the LAA target of 27 by 2009.

This has had an anticipated initial impact on the rates of fixed term exclusions (1400), which have not reached the target set (1115) for this year. The development of offsite respite provision for secondary age pupils from September 2007 will, we believe, have a positive impact on both fixed term and permanent exclusion The impact of the RIT on these figures will be realised through 2008-2009

Enjoy and Achieve							
Recommendations / Comments by Inspectors / CYPP Review	Actions	How	Lead agency	Accountable	Monitoring	KPI's / Outputs	Timescales
The council and its partners should continue to work together to reduce exclusions especially of primary pupils with SEN. JAR	Develop an overarching LDD strategy with the council and its partners to ensure they work together to meet the needs of CYP with BEDS and ASD To continue improvements in reducing the rates of school exclusions, with particular reference to primary age pupils with special educational needs	Review provision for pupils with EBSD and ASD to ensure that there is sufficient appropriate provision to meet their need Provide training and support to all staff in mainstream schools so they can better meet the needs of CYP with EBSD and ASD Ensure that the Primary PRU has sufficient capacity to support CYP with challenging behaviour so that they can remain in mainstream provision. Work with partners in health to ensure early diagnosis and intervention for pupils on the Autistic spectrum	Special Needs services, Achievement and Inclusion	Director - Schools and Children's Development	Enjoy and Achieve Sub Group	Exclusion Figures show a reduction in both fixed term and permanent exclusions	April 2008
Attendance is excellent although authorised absences in primary schools are too high. JAR	To work with schools to improve the attendance of pupils in the 25% worst performing schools.	Provide targeted EWS support for the schools with the lowest levels of attendance. Review the strategies being deployed to improve attendance to address the small minority of poorly attending families	Local authority	Director - Schools and Children's Development	Enjoy and Achieve Monitoring sub-group	Agreed process for the management of authorised absences in primary schools within the context of Harrow's diverse community. Improved attendance in the 25% worst performing schools.	April 2009

Enjoy and Achieve							
Recommendations / Comments by Inspectors / CYPP Review	Actions	How	Lead agency	Accountable	Monitoring	KPI's / Outputs	Timescales
There is good access to translation services and to literature in community languages. Variations exist, however, in the quality of provision to parents/carers in different parts of the borough and to families of older young people. JAR	To ensure through the Children's Centre and Extended School's Strategy that there are clearly signposted opportunities for parents of older children and young people to make their views known. To renew translation services borough wide.	Children's Centre Strategy and Language Service	Local Authority	Director - Schools and Children's Development	Enjoy and Achieve Monitoring sub-group	Demonstrable quality equity to parents / carers and families of CYP and older young people.	April 2009
All partners including those in the voluntary sector should work together to further improve the attainment of many Black African and Black Caribbean pupils and the small number of Traveller children so that it is as good as that for other ethnic minority groups in the borough. CYPP The progress of children and young people from Black African and Black Caribbean families is not as good as that for those from other Black and minority ethnic communities. JAR	To target Black African and Black Caribbean pupils for early intervention and support. To review the needs of pupils from Traveller Families and develop an action plan to support their learning needs	Implement The Black Pupils Achievement project in the pilot schools. Disseminate the outcomes of the project to all schools develop a strategy to support schools to better meet the needs of CYP from traveller families.	Local Authority	Director - Schools and Children's Development	Enjoy and Achieve Monitoring sub-group	Improved achievement amongst Black African and Black Caribbean families. Improved achievement for CYP from Traveller families	September 2009

ENJOY AND ACHIEVE							
Priorities	Indicator / What is being measured	04-05 Actual	05-06 Actual	06 - 07 Actual	Target 06-07	Target 07-08	Target 08-09
Attendance and achievement of vulnerable young people	Improved attendance at 25% worst performing primary schools:	-	6.8%	7.1%	6.3%	6.1%	6.0%
	Percentage of half days missed due to total absence in secondary schools maintained by the local authority	6.9%	6.5%	6.6%	6.9%	6.8%	6.2%
	Percentage of half days missed due to total absence in primary schools maintained by the local authority	5.7%	5.4%	5.8%	4.7%	4.7%	4.7%
Attendance and achievement of CLA	Improved attendance at 25% worst performing secondary schools:	-	7.4%	7.6%	6.4%	6.3%	6.2%
	Attendance of Children Looked After	20.30%	16.80%	13.60%	12%	10%	10%
	Educational achievement of 11yo Children Looked After Key Stage 2 (Level 4+) -English	22%	12.5%	40%	Not set	tbc	tbc
	Maths	33%	25%	30%	Not set	tbc	tbc
	Science	44%	25%	50%	Not set	tbc	tbc
	Educational Achievement of Children Looked After - at least one GCSE A-G	54	42	38	57	62	65
	Ed achievement of 16yo CLA - 5A-C at GCSE	20%	8.33%	9%	25%	22%	tbc
Improving overall attainment	Average points score per pupil at level 2 at age 16	40.7	369.3	389.7	393	-	388
	English Key Stage 3 Level 5	76	82	80	79	82	82
	Mathematics Key Stage 3 Level 5	77	79	81	79	80	82
	Science Key Stage 3 Level 5	69	73	74	76	78	78
	ICT Key Stage 3 Level 5	72	65		77	75	75
	English Key Stage 2 Level 5	33	28		41	41	41
	Maths Key Stage 2 Level 5	39	36	38	41	41	41
	English Key Stage 2 Level 4	84	82	85	85	85	85

ENJOY AND ACHIEVE							
Priorities	Indicator / What is being measured	04-05 Actual	05-06 Actual	06 - 07 Actual	Target 06-07	Target 07-08	Target 08-09
	Mathematics Key Stage 2 Level 4	80	78	79	85	85	85
	Percentage of 15 year old pupils in school maintained by the local authority achieving five or more GCSEs at grades A*-C or equivalent.	60.5%	61.3%	64.0%	64.0%	67.5%	68.2%
Reduce school exclusions	Fixed Term Exclusions	1172	1190	1400	1115	1039	964
	Permanent Exclusions	67	51	37	43	35	27

Making a Positive Contribution

The JAR and Self-Assessment: A summary;

<p style="text-align: center;">Achievement highlights (summary from the JAR)</p> <ul style="list-style-type: none">• An active youth council• Positive engagement by young people• Good update of volunteering opportunities.• High participation by children looked after in their reviews.
<p style="text-align: center;">Areas for Development</p> <ul style="list-style-type: none">• Implement recommendations of YOT and youth service inspections.• Increase participation by Children with Disabilities and Learning Disabilities and• Those whose first language is not English.
<p style="text-align: center;">Update</p> <ul style="list-style-type: none">• YOT¹⁶ and Youth Services¹⁷ inspection action plans.• Series of large events designed to include children with disabilities and learning disabilities and those whose first language is not English.

This review is also informed by inspections of the YOT¹⁸ and Youth Services¹⁹.

End of year performance data analysis:

Engage in decision making and support the community and environment.

There are consistently high rates of Children Looked After participating in their reviews 90%) the target for 2008 will remain at 95%.

This year has seen the growth of successful participation events, reaching over 850 children and young people, information is gathered around crime prevention, fear of crime and about young people's views, all of which directly inform planning. Ambitious targets have been set to include children with disabilities and those from vulnerable groups at these events. (To ensure 10% of attendants come from special schools).

Engage in law-abiding and positive behaviour in and out of school

The 2006/7 youth crime prevention target for Harrow was to reduce the number of First Time Entrants into the Youth Justice System by 5%. In real terms, this meant reducing the number of FTE's from 182 (from April 2005 – March 2006) to 173. This target was significantly exceeded as there were 145 First Time Entrants into the Youth Justice System between April 2006 and March 2007 – a reduction of 20%. Despite the overall reduction in FTEs the number of young people being dealt with by the YOT at any one time has continued to rise. This is due to the increased length of sentences imposed by the courts mostly as a result of

the increasing severity of offences. Reducing the number of first time entrants into the youth justice system remains a high priority.

Within Harrow, youth crime prevention work is a multi agency responsibility, monitored through the Making a Positive Contribution Subgroup of the Children and Young People's Strategic Partnership. Work is co-ordinated through the Youth Crime Prevention Group, chaired by the YOT Manager, which oversees the work of the Youth Inclusion Support Panel, the Positive Activities for Young People funding and other Crime Prevention activity

Reducing re-offending is the core business of Harrow YOT.

The recidivism target for 2006/7 was not met. Harrow YOT's re-offending rate for 2006/7 is 26.5%, a decrease of 1.1%. The target was to achieve a reduction in re-offending rates by 5% in 2006/7, when compared with the 2002/3 re-offending cohort (26.8%). The small numbers in the cohorts make achieving a 5% reduction difficult. Reducing re-offending remains a high priority and the YOT is particularly keen to work with the Youth Justice Board to introduce a staged approach to intervention with young people based on their risk of re-offending.

The intention to develop a support group for those with disabilities and their carers, linked to CAMHS and Children Looked After and those in transition from children to adult services is supported across key stakeholders and cross agencies.

Positive Contribution CYPP and JAR Action Plan and the Positive Contribution priorities and target page.

Making a Positive Contribution							
Recommendations / Comments by Inspectors / CYPP Review	Actions	How	Lead agency	Accountable	Monitoring	KPI's / Outputs	Timescales
<p>The CYPSP should develop a strategy for encouraging younger children, including younger looked after children, as well as children and young people with learning difficulties and/or disabilities, to participate and give their views. JAR</p> <p>There is much good work to prevent offending but the impact of the YOT's overall contribution to enabling young people to make a positive contribution is too variable. JAR</p>	To increase the numbers and range of young people attending consultation events, to reach those with disabilities, and those whose first language is not English and very young children, young carers and CLA participating in review.	The participation and crime prevention team will build on recent successful engagement events and will target younger children and those with disabilities, including learning disabilities.	Local Authority	Group Manager, Young Peoples Services	Make a Positive Contribution Monitoring Sub group of the CYPSP	No's of young people with disabilities, learning disabilities and younger children attending engagement events 07/08. To ensure 10% of attendees come from special schools.	April 2008
The work of the Harrow Young Carers Group needs to be extended to involve the larger number of young carers identified in the borough. JAR	To extend the remit and scope of the Young Carers Plan to include a wider range of young carers.	To analyse the needs of young carers and the extent to which caring impacts on their lives in order to plan strategically to meet their needs through the Children's Centres and Extended Schools Strategies.	Local authority		Director of Community Care.	To demonstrate an increase in the numbers of young carers accessing support.	March 2009
An inspection of Youth Services makes recommendations including a review of the delivery of youth work. CYPP	To implement the recommendations of the inspection of Youth Services	Continue the implementation of the action plan.	Local Authority	Group Manager, Young Peoples Services	Make a positive contribution monitoring sub-group of the CYPSP	All recommendations implemented.	March 2009

Making a Positive Contribution

Recommendations / Comments by Inspectors / CYPP Review	Actions	How	Lead agency	Accountable	Monitoring	KPI's / Outputs	Timescales
YOT Inspection makes recommendations. CYPP	To meet recommendations.	Develop action plan.	Local Authority.	Group Manager, Young Peoples Services	Make a positive contribution monitoring sub-group of the CYPSP	All recommendations implemented.	April 2008

POSITIVE CONTRIBUTION							
Priorities	Indicator / What is being measured	04-05 Actual	05-06 Actual	06 – 07 Actual	Target 06-07	Target 07-08	Target 08-09
Engagement and participation of all young people including those with Disabilities, Children Looked After and very young children.	Participation of CLA in Reviews	87.7%	92%	90.10%	95%	95%	95%
To increase the proportion of children from special schools at participations events.	Numbers of children from special schools.	N/A	N/A	N/A	N/A	10%	12%
Reducing crime and anti-social behaviour	To reduce the numbers of young people re-offending	N/A	55.6% - Level 3	41.7% (1.1% Reduction) – Level 2	5% Reduction	5% Reduction	tbc

Achieving Economic Well-being: Progress

The JAR and self-assessment: a summary

Achievement highlights
<ul style="list-style-type: none">• Good information and support to parents and carers through the Children Centres.• Coherent strategy for 14-19 provision Harrow Sixth Form Collegiate Central Consortia operational from September 2006.• Good work experience scheme.• Young people leaving care received good support.
Areas for development (Highlights from the JAR)
<ul style="list-style-type: none">• Engaging voluntary agencies and private trainers in the 14-19 strategy²⁰.• Housing needs of larger families.
So far achieved
<ul style="list-style-type: none">• 14-19 strategy - Pilot for Vocational Qualification in Creative and Media.• Extension of the Skills Centre to provide Horticulture and Level 2 construction.• Achieving economic well-being action plan to include housing and demographic analysis.

The annual performance assessment summary analysis:

Our performance data on children Not in Education, Employment or Training (4.53%) shows we have exceeded our target for this year (5.35%) and are on track to accomplish those targets set in the LAA. The NEET target (managed by the Connexions Service on behalf of the Local Authority) has been exceeded for the third year running. This has been a result of improved data systems, sharing of information across other authorities, improved mapping and interrogation of NEET data to analyse trends and identifying target areas for future intervention. as well as enhanced provision Furthermore, each year we undertake a thorough needs analysis to ensure we are delivering services to meet local needs.

Partnership work has been crucial in accomplishing the performance; the Harrow Council Connexions Service works closely with it's contracted Guidance Company to track and monitor progress and achievement of the target. Intensive support is also provided for young people who have significant barriers to learning including; young offenders, care leavers, teenage parents, young people using substances, young people who are homeless, young people with LDD and young refugee and asylum seekers.

Harrow works with the LSC to identify post 16 provision required and ensure all year 11 pupils have learning offers for September (September Guarantee). A number of partners and other strategic groups have a responsibility to ensure the NEET target is reached and are involved in information sharing, planning and delivering local initiatives to reduce NEETs these include

14-19 Advisory Board, Achieving Economic Wellbeing sub group of the CYPSP and local networks with partners and the LSC.

From September 2006 The Harrow Sixth Form Collegiate has offered sixth form provision at six high schools through a franchise with Harrow College. From September 2007 3 further high schools will offer this provision in partnership with Stanmore College. As a result of a capital funding award from the LSC The Harrow Sixth Form Collegiate will be fully operational across all 10 high schools, 2 special schools and 3 tertiary colleges offering integrated and inclusive post 16 provision across the borough at levels 1,2 and 3 and laying the foundations for integration 14-19.

Harrow is in a strong position to achieve it's NEET target in future years as the local partnerships are growing and improving, interrogation of data and knowledge of our target client group are getting better and better.

We continue to perform strongly in terms of employment, education and training for care leavers and remain in the top national banding for 2006/7.

The rapidly progressing Children's Centre initiative²¹ continues to increase childcare places year on year, exceeding targets set for 2007(5883) with the numbers of places now available at 6193, making the achievement of targets for 2009 (6525)

The intention to develop a support group for those with disabilities and their carers, linked to CAMHS and Children Looked After and those in transition from children to adult services is supported across key stakeholders and cross agencies.

Achieving Economic Wellbeing CYPP and JAR Action Plan and the Achieving Economic Wellbeing priorities and target page.

Achieving Economic Wellbeing							
Recommendations / Comments by Inspectors / CYPP Review	Actions	How	Lead agency	Accountable	Monitoring	KPI's / Outputs	Timescales
The 14-19 Collegiate should engage the voluntary organisations and private training providers in the development of the 14-19 strategy and curriculum. JAR	Strategy and curriculum review to include engagement of voluntary organisations and private training providers.	14-19 strategy group.	Local Authority	Group Manager + Schools and Children's Development	Enjoy and Achieve Monitoring sub-group	Evidence of provision by the voluntary sector and private providers.	April 2009
A good Skills Centre has been developed to deliver new opportunities for vocational training. Retention and pass rates are generally good but poor for work based learning. Neighbourhood renewal strategies are good and appropriately focused on the areas of Harrow with the highest deprivation. JAR	Ensure through the development of flexible pathways, Vocational Diplomas, the Harrow Sixth Form Collegiate and the Skills Centre that all young people have the opportunity to go into Education, Training or Employment with Training and are encouraged to do so. To make links with the local economic development strategy for information exchange and mutual development of strategies to improve economic chances for families with young children.	Development of the Harrow Sixth Form Collegiate Offer to include Entry level and Level 1, 2 and 3 courses. Further development of the Skills centre to include more post 16 provision and develop Horticulture. To ensure a representative involved in developing the Council's economic development strategy is engaged in the Children and Young people's plan by joining the Achieving economic well-being monitoring group.	Local Authority Schools Colleges	Group Manager + Schools and Children's Development	Achieving Economic Well-being monitoring sub-group	100% of young people in education training or employment with training by 2010	2010

Achieving Economic Wellbeing							
Recommendations / Comments by Inspectors / CYPP Review	Actions	How	Lead agency	Accountable	Monitoring	KPI's / Outputs	Timescales
Housing for young people and families is adequate. A priority action for Harrow is to work with partner organisations to provide affordable housing and to ensure that the accommodation needs of vulnerable young people are met. There are on-going problems with larger properties, which are needed for the increase in larger families. JAR	To consider the ongoing problems with larger properties, which are needed for the increase in larger families.	To scope the evidence, analyse to inform housing strategy.	Local Employers	Housing	Achieving Economic Well-being monitoring sub-group	Housing to work with AEWB sub-group to advise.	April 2009
The AEWB has identified the need to ensure on-going collective analysis of local demographic indices to inform the CYPSP, Joint Commissioning, an integrated workforce strategy and future planning. CYPP	To continue the demographic analyses ensuring local familiarity with demographic indices and changes with particular reference to deprivation scores, but informing all outcome areas. Knowledge base.	To pool together constituent agency existing work on demography and local need.	EBP	Chair, Harrow College	Achieving Economic Well-being	A sound collective knowledge base to develop short term and long range forecasting.	March 2009

ACHIEVING ECONOMIC WELLBEING PRIORITIES							
Priorities	Indicator / What is being measured	04-05 Actual	05-06 Actual	06 - 07 Actual	Target 06-07	Target 07-08	Target 08-09
To reduce the number of young people not in education, training or employment	16 - 18 year olds not in education employment or training	6.00%	5.50%	4.53%	5.35	5.0	4.6
	Ratio of % of Care leavers in employment, education compared with young people generally in the borough at the age of 19	0.4	0.95	0.83 (provisional)	0.95	0.95	0.95
Provision of high quality childcare.	Number of available childcare places	N/C	5365	6015	5883	6042	6200

Children with Additional Needs

Children with Disabilities, (including learning disabilities)

JAR Highlights

- “Whilst children and young people with learning difficulties and disabilities are identified as a priority in the CYPSP, service improvement planning is piece-meal and has insufficient strategic focus across the partnership”.
- “The CYPSP should adopt a whole system strategic approach to improving services to children including a council review of eligibility criteria for social care support to families with children and young people with learning difficulties and/or disabilities and increase the range and coverage of provision”.
- “Services for children with special educational needs and looked after children are high cost”.
- “While children with disabilities are identified as a priority in the CYPSP, service improvement planning is piece-meal and has insufficient strategic focus across the partnership”.
- “The council should ensure direct payments are promoted in compliance with the statutory requirement”.

The Children and Young People strategic partnership has set up a strategic planning group with a focus on children with learning difficulties and disabilities. The remit of this group is to develop strategic action on all areas identified by the JAR and self-assessment, including direct payments and eligibility for social care intervention. This group will have an overall strategic responsibility to assess the needs of the cohort of children and young people and devise structured co-ordinated, multi-agency plans to meet them. An Advisory Group has also been formed to include all stakeholders and providers to improve communication and ensure that progress is regularly reviewed. Both groups have clear terms of reference to inform the work. The LDD Strategic Plan²² has been developed to prioritise key actions.

The local community nursing team for those with disabilities supports a number of families with children with complex needs to remain in the community and links closely with social services, voluntary services and education to develop support mechanisms. Children with learning disabilities and mental health complex needs are reviewed regularly through the complex needs panel which aims to support choice. Reviews of school nursing, community midwifery and speech and language therapy to special schools aim to ensure clear agreed priorities and interventions targeted to the most needy. Consultation with the youth council on the core standards for these services is planned.

Unaccompanied Asylum Seeking Children and Young People: Progress

JAR Highlights

- “A targeted project provides good attention to the needs of some young carers, although the numbers currently involved are much lower than the number of young carers in the locality”.
- “Unaccompanied asylum seeking young people develop skills in independent living and enter further education, where they learn English and progress to accredited vocational courses”.
- “There are dedicated health visitors working with homeless families and with asylum seekers”.
- “Unaccompanied asylum seekers are well supported”.

Unaccompanied Asylum seeking children are accommodated and supported as children looked after by the Referral and Assessment Team and the Children In Need team in the Local Authority.

The key target in advancing the life chances of those Looked after Children refugees and asylum seekers and those Leaving Care through identifying specific non tier Mental Health issues has been progressed as the refugee and asylum seekers Mental Health Practice Nurse Specialist has been in post since August 2006. (Evaluation Stage 2 July 2007).

In partnership with the Connexions Service the Live your Life project, successfully run in 2006 will again run through the spring and summer of 2007. The Live Your Life service user evaluation exercise will run from 1st September to 1st October 2007 in order to afford the users

to comment on improvements to the project and provided ideas for any new projects they would like to see developed for young people in their area. The organisers will take account of young people's views in line with the Youth Matters Green Paper Agenda²³.

As part of the Children's Service Youth Matters Agenda, the asylum service through client consultation, joint commissioning arrangements and front line integration aim to extend the well-established integrated service delivery currently in place in order to deliver a range of positive activities to all children and young people within their respective blocks. Positive activities 'educational' and 'recreational' activities for young refugee and asylum seeking people plays a key role in self development, confidence building and through jointly commissioned activities open to all, and contributes to the community cohesion and integration strategies.

The local GP access unit for those experiencing difficulties enables all those unaccompanied minors and asylum seekers with special support needs to receive full access to health services.

Young Carers JAR Highlights

- "A targeted project provides good attention to the needs of some young carers, although the numbers currently involved are much lower than the number of young carers in the locality".
- "The Young Carers Project supports over 60 young carers and provides activities for young carers on a monthly basis".

An overarching multi-agency strategic action plan is being devised, led by the Council and in collaboration with young carers, their parents, statutory and voluntary agencies and faith groups. This action plan will incorporate the JAR observations and reflect a multi-agency consensus on appropriate ways forward. This includes education and training and communications, and will encompass the Every Child Matters arrangements, including the Common Assessment Framework and Lead Professional roles extended services in schools and school cluster arrangements. The JAR report and local analysis reflects the key challenge of reaching more young carers.

A protocol has been established between Children and Adult Social Care Services to refer young carers to the Children in Need Team for an assessment.

Information leaflets about the Young Carers Project have been distributed to all schools in Harrow and work has been done to start identifying contacts for young carers in schools and Youth and Connexions service.

A counselling service has started for Young Carers at Carers Support Harrow.

Links to CAMHS and Drug and Alcohol Team for Young Carers are to be established.

Service Management

We have shaped this section in line with the Children Trust arrangements framework, using the layers of the 'onion' diagram as described in DfES guidance. A summary diagram is available as appendix xx (Children's Trust calendar). These actions also arise as a result of evidence from our needs analysis with particular reference to consultation with children and young people and stakeholders.

This section addresses the following JAR recommendation:

"The CYPSP should adopt a whole system strategic approach to improving services to children including:

CYPSP should accelerate the process of developing a formal structure for partnership working, including joint commissioning and joint workforce planning.

The CYPSP should identify the priorities in the CYPP which are the most important for the partnership and the resources required for delivery".



Integrated Governance:

Our conclusions from the JAR report and our self-assessment:

The Children and Young People's Strategic Partnership is well established and has set up and embedded monitoring sub-groups ensuring the needs of children looked after and children with disabilities are represented in each group.

Leadership and clear governance were highlighted as a positive influence in creating effective partnerships with appropriate lines of accountability to the Director of Children's services and the Lead Member for Children's Services.

The Children and Young People's Strategic Partnership and the Local Safeguarding Children Board have worked together to agree priorities and to develop a strategic approach to Children's Trust arrangements and an action plan has been devised and published to ensure all stakeholders are clear. Partnership ownership and governance of the agenda has been established.

Integrated Strategy

Key points raised by the JAR:

- The need for clear priorities, targets and baselines.
- Need for consistency with corporate planning.

This year of analysis and evaluation has provided rigorous evidence to support the rationale for our key priorities outlined in *appendix A* and has helped to refine a concise programme of collective action to meet the requirements of the Children Act 2004.

A conference involving 65 managers and leaders was held as part of the 'Every Harrow Child' seminar series, where the planning processes were clarified, the priorities shared and managers actively engaged in confirming their contribution to the collective aims.

One suite of documents has been prepared to demonstrate the links between this review, the JAR Action Plan and the various activities of constituent agencies in responding to their respective inspections. This is the single source of information around shared objectives and acts as a single reference point for managers and leaders in all agencies to ensure clear understanding of their contribution to improve outcomes for children and young people. This reduces complexity and bureaucracy and enhances efficiency, as it will be used to inform all systems.

Integrated Processes

Key points raised by the JAR

- The need to accelerate arrangements for partnership working

The Children and Young people's Strategic Partnership has agreed an action plan to ensure implementation of the Children Act 2004 Section 10 arrangements. The key features are:

1. Common Assessment Framework
2. Lead Professional Role
3. Contact point
4. Integrated workforce strategy
5. Joint Commissioning

Harrow has adopted a unique three-fold approach to ensuring professionals and staff are equipped to improve communication and collaboration at the front line. This involves combining the common assessment framework, the Lead Professional role and ContactPoint into one programme and developing it within the Children's Trust arrangements.

All three are co-ordinated by a multi-agency steering group, made up of managers and senior professionals who are responsible for operational implementation in their agencies. This ensures immediate impact and communication. The Steering Group has developed a local policy statement, approved by the LSCB and has designed a training strategy²⁴ which aims to provide training to at least 300 staff by the end of March 2008. This training will encompass all three areas to improve efficiency and reduce duplication and is monitored by the training sub-committee of the LSCB to ensure clear governance.

Governance has been arranged directly through to the LSCB and the Children and Young People Strategic Partnership, acting as the Project Board for contact point. Managing it this way provides efficiency, consistency and supports the rapid progress required to implement the requirements.

A communication strategy for the Children's Trust arrangements²⁵ has been agreed and will be implemented in April 2007. This involves:

1. A regular newsletter to include news from all agencies, an update on the CYPP, progress on the Children's Trust arrangements. It will feature the Sharing Information Programme in every edition.
2. Re-active communications around possible media concerns about ContactPoint.
3. Key messages to be repeated in all communications.

A co-ordinator has been recruited to support the steering group in the implementation phase 2007-2008.

Integrated Workforce Strategy

Key points from the JAR

- "The need for a workforce strategy".

The successful integration of the schools and social care workforce strategy group has provided a solid foundation for the challenge of long-range workforce planning and the inclusion of health, the police and the voluntary sector and faith groups in collective evaluation and planning.

With the support of funding from the Children's Workforce Development Council, a workforce analysis of the needs of voluntary services has been completed. This experience supports a template design for workforce analysis on a larger scale.

A scoping exercise has been completed and an analyst recruited to support the work due for completion by March 2008

Front line delivery

Key points from the JAR:

- The need to review child health services, including midwifery and school nursing to align with integrated working.

The Primary Care Trust has embarked on a review of child health services across the health economy, involving the location of midwifery and paediatric services and developing further alignment of school nursing services in Children Centres.

The strategic planning groups for Children Centres and extended schools have come together to form one group, the extended service partnership group. This provides a clear vision for co-location, multi-agency collaboration and mutual consensus on practical plans for supporting the front line. This group operates as a sub-group of the Children and Young People Strategic

Partnership providing clear governance and context within the requirements of the Children Act 2004 and Children's Trust arrangements.

The Children's Centre training programme provides multi-agency training for front-line professionals, and the consultation programme has actively engaged professionals and managers in all agencies, community groups, very young children and their parents.

We have made rapid progression on the development of school clusters (seven) and we now have 30% of all schools delivering the full core offer.

Outcomes for Children and Young People

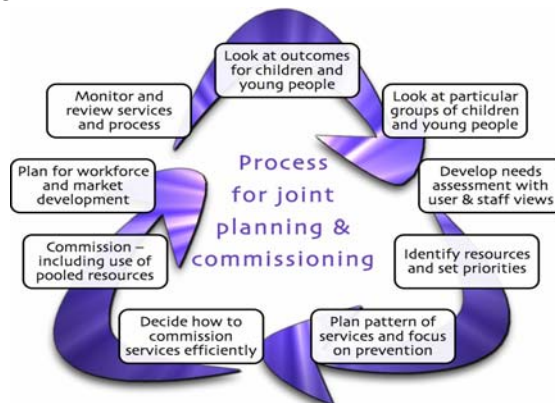
The needs analysis and rationale for priority setting has required a focus on providing measurable outcomes for children and young people. The JAR self-assessment and end of year performance data²⁶ indicate an overall improvement demonstrable in our performance management data and the use of integrated priorities, integrated monitoring via the CYPSP sub-groups provides continual analysis and thinking to maintain the focus.

Commissioning

To support the vision and actions set out in this plan, the Children and Young People's Strategic Partnership is developing a joint commissioning strategy, which will be updated annually alongside the review of the Children and Young People's Plan. It will build on the experience and information gained through our detailed needs assessment in 2006-2007, the clear priorities will allow for refined planning towards integrated finance. The Children and Young People Strategic Partnership is committed to a phased approach to joint commissioning, involved alignment associated with co-location, rigorous needs assessment associated with multi-agency consensus and thoughtful, careful planning.

At its simplest commissioning is planning with money. The commissioning strategy identifies how to use the resources available to best meet the needs of children, young people and their families. In other words what the money will be spent on, why and what this investment are expected to achieve.

Commissioning Framework



The framework above will help us to design a unified system for Harrow which will create a clear picture of what children and young people need, will make the best use of resources, and will join up services so they provide better outcomes than we can on our own.

An integration board has been set up to monitor the development of integrated services in both adult and children's services to produce cohesion and mutual development.

An external consultant has been commissioned to support this work.

Resources

The available funding to support the priority areas identified in the CYPP for the 2007-2008 period is as follows:

Children's Services, Local Authority	£36,680,300
PCT	£16,856,868
<i>(including in-patient services, primary and universal services)</i>	

Conclusion

This revised plan shows how our partnership work has sharpened our focus and allowed us to make best use of our scarce resources. The innovation that we have used so far has taken us a long way forward and the various inspection processes have been an informative and constructive means to clarify our integrated strategic planning, including commissioning. Through this we have learned key lessons on the need for clear communication, concise collective agreed priorities and action plans and threshold criteria and the engagement of managers and stakeholders to ensure understanding of what we want to achieve.

We have achieved a lot. We know what our next steps need to be and we have clear plans to deliver them.

We are now well placed to continue to innovate, improve and deliver better outcomes for children.

Glossary of Terms

APSIG	All Party Special Interest Group
APA	Annual Performance Assessment
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CLA	Children Looked After
CYP	Children and Young People
CYPP	Children and Young People's Plan
CYPSP	Children and Young People Strategic Partnership
CWD	Children with Disabilities
DfES	Department for Education and Skills
DH	Department of Health
ECM	Every Child Matters
FSM	Free School Meals
FTE	Full Time Equivalent
GCSE	General Certificate in Secondary Education
ISI	Information Sharing and Assessment
JAR	Joint Area Review
KPI	Key Performance Indicator
LAA	Local Area Agreement
LAC	Looked After Children
LSC	Learning and Skills Council
LSCB	Local Safeguarding Children Board
LSP	Local Strategic Partnership
NEET	Not in Education, Employment or Training
NWLHT	North West London Hospital Trust
Ofsted	Office for Standards in Education
PAYP	Positive Activities for Young People
PCT	Primary Care Trust
PLASC	Pupil Level Annual School Census
PRU	Pupil Referral Unit
SEN	Special Educational Needs
YOT	Youth Offending Team

References

- ¹ Harrow Corporate Management Team and Joint Session Paper – draft vision and priorities, 07.06.07.
- ² Harrow Council Joint Area Review Self-Assessment Report, October 2006.
- ³ Joint Area Review of Services for Children and Young People, March 2007.
- ⁴ Harrow Needs Audit of Children and Young People 2006.
- ⁵ Children and Young People Strategic Partnership, Children and Young Peoples Plan Needs Analysis, December 2006
- ⁶ Joint Area Review and Children and Young Peoples Action Plan, June 2007.
- ⁷ Department of Health National Service Framework for Children, 2004.
- ⁸ Harrow Children and Young Peoples Plan, 2006 – 2009 (contains LAA priorities and targets).
- ⁹ Children and Young People's Strategic Partnership and Harrow Local Safeguarding Board Integrated Performance Management Paper, October 2006.
- ¹⁰ Children and Young People's Needs Assessment, April 2007.
- ¹¹ CAMHS Action Plan, June 2007
- ¹² Harrow Local Safeguarding Children's Board Action Plan, 2007.
- ¹³ Harrow Children's Services Workforce Strategy, March 2005.
- ¹⁴ Youth Crime Prevention Plan, 2005.
- ¹⁵ Harrow Council Corporate Plan, 2007 – 2008.
- ¹⁶ Harrow YOT Inspection Improvement Plan, March 2007.
- ¹⁷ Ofsted Harrow Youth Service Report, March 2007.
- ¹⁸ Joint Inspection of Harrow Youth Offending Team Report, 2007.
- ¹⁹ Harrow Youth Service JAR Draft Improvement Plan, 2007.
- ²⁰ Harrow 14 – 19 Strategy, 2006.
- ²¹ Completing the Circle. Strategy for the Implementation of Harrow's Children's Centres, Spring 2007.
- ²² Learning Disabilities and Disabilities Strategic Plan, May 2007.
- ²³ DfES Youth Matters Green Paper, 2005.
- ²⁴ Harrow Local Safeguarding Children's Board Training Programme, 2007 – 2008.
- ²⁵ Children's Trust Arrangements Communication Strategy, April 2007.
- ²⁶ CYPP End of Year Performance Data, 2006 – 2007.

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